

Llanelli Boys'
Grammar - Technical School



THROUGH THE YEARS

1895 - 1977

LLANELLI BOYS'

GRAMMAR-TECHNICAL SCHOOL

THROUGH THE YEARS

1895-1977

Omissions and Errors

"Rhagair".

- Paragraph 3, line 2. For 'gysylltiedig a'r' read 'gysylltiedig â'r'.
Paragraph 4, line 1. For 'ol' read 'ôl'.
line 3. For 'son' read 'sôn'.
Paragraph 5, line 4. For 'ymgymryd a'r' read 'ymgymryd â'r'.

"Members of Staff."

- Page 2, line 12. For 'Mr. Ernest James Griffiths' read
'Captain Ernest James Jacobs'.
Page 3, line 22. For 'Mr. David Mansel Williams' read
'Mr. David Marcel Williams'.
line 48. For 'Mr. Leonard Hugh' read 'Mr. Leonard Pugh'.

Page 4. Add:-

Mr. Hortin	Russian.	1966-1968.
Mr. Peter Elliston	English.	1969-1971.
Mr. David Ball.	Mathematics.	1969-1971.
Mr. John Harries.	Physics.	1969-1971.
Mr. Alan White.	Russian.	1969-1971.
Mr. Ian Davies.	Russian.	1971-1975.

"The Beginnings of Intermediate Technical Education for Boys in Llanelli" by Anthony H. Ward.

- Page 1, line 5. For 'inclincation' read 'inclination'.
Page 3, line 39. For 'extentions' read 'extensions'.

"Ar y Bryn and Dan y Bryn" by S.G. Rees.

- Page 3, line 60. For 'after two years yeoman service' read
'after four years yeoman service'.

"A Tribute to Mr. John V. Harries by D. Alun Thomas."

- Paragraph 5, line 3. For 'will do out utmost' read 'will do our
utmost'.

Photograph of Mr. J. V. Harries. Amend caption to read:-

'Mr. J. V. Harries, M.Sc., 1968-1972'.

"My Forty Years Association with the School From 37-77" by The Headmaster, R. I. Denis Jones.

- Page 1, line 9. For 'break with out glorious past' read
'break with our glorious past'.
Page 2, line 52. For 'a' read 'â'.
line 56. For 'ynghyd a' read 'ynghyd â'.
Page 3, line 9. For 'wo' read 'to'.
Page 4, line 27. For 'a'r' read 'â'r'.
line 28. For 'a' read 'â'.
line 51. For 'a mi' read 'â mi'.
Page 5, line 9. Add after 'at all times' :-
Miss Davies, Miss Jones, Miss Marks (School Meals)
and Mr. Elwyn Jones (Music Organiser).

"Llanelly Boys' Grammar School in my Time" by Idris G. Richards, (H.M.I. Retired).

- Page 2, line 8. For 'with out course' read 'with our course'.
Page 3, line 28. For 'accomodation' read 'accommodation'.

"The Ball in the Park" by Clifford Evans, Film and Stage Actor.

- Page 1, line 11. For 'lan' read 'lân'.
line 12. For 'yn ddiwahan' read 'yn ddiwahan'.
line 13. For 'gan' read 'gan'.

- Page 2. Paragraph on Mr. Roderick. The first sentence should read:-
'Mr. Roderick's tall figure stalks through the Chemistry
Lab., and as he passes he stoops to comment with sardonic
humour on my botched experiment.....'.

"The Christian Platonism of Yr Ysgol ar y Bryn" by Prof. John Heywood Thomas.

- Page 2, line 24. For 'becuase' read 'because'.

"Yr Oes Aur" gan Cenyw Edwards.

- Paragraph 2, line 3. For 'ei' read 'eu'.
Paragraph 3, line 1. For 'cyn ddigwyddiad' read 'cyd ddigwyddiad'.
line 4. For 'diwyllianol' read 'diwylliannol'.
line 5. For 'ynghyd a' read 'ynghyd â'.

continued..

Continuation of Omissions/Errors.

"Yr Oes Aur". Gan Cenyw Edwards.

- Paragraph 4, line 2. For 'ei feithrin' read 'ei meithrin'.
line 4. For 'ohonno' read 'ohono'.
line 4. For 'byses' read 'bysis'.
line 4. For 'cymeiriade yn cael' read 'cymeriadau yn cael'.
line 5. For 'gwyr' read 'gwyr'.
line 6. For 'byth' read 'fyth'.
line 8. For 'gwr' read 'gwr'.
line 9. For 'llythrenol' read 'llythrennol'.
line 9. For 'haner' read 'hanner'.
line 9. For (gwr' read 'gwr'.
Paragraph 5, line 1. For 'byses' read 'bysis'.
Paragraph 6, line 3. For 'dim' read 'dim'.
line 5. For 'siwr' read 'siwr'.

"Y Gymraeg ym mlynnyddoedd cynnar yr Ysgol" gan Donald Hughes.

- Page 1, line 2. For 'son' read 'son'.
line 6. For 'fodd' read 'fod'.
line 6. For 'ser' read 'ser'.
line 7. For 'ol' read 'ol'.
line 9. For 'def' read 'dref'.
line 13. For 'glan' read 'glan'.
line 22. For 'Gwyl' read 'Gwyl'.
line 25. For 'Mae'n debyg dyfalu' read 'Mae'n deg dyfalu'.
line 26. For 'ynglyn a' read 'ynglyn a'.
Page 2, line 5. For 'wyl' read 'wyl'.
line 7. For 'Gwyl' read 'Gwyl'.
line 15. For 'wyl' read 'wyl'.
line 17. For 'ol' read 'ol'.
line 18. For 'ynglyn a'r' read 'ynglyn a'r'.
line 27. For 'cynhyrchodd' read 'cynhyrchydd'.
line 30. For 'ymdeimlo a'u' read 'ymdeimlo a'u'.
line 33. For 'ymwneud a' read 'ymwneud a'.
line 40. For 'son' read 'son'.
line 43. For 'ol' read 'ol'.
line 51. For 'mor gynnar a' read 'mor gynnar a'.
line 56. For 'le' read 'lle'.
line 58. For 'a'r' read 'a'r'.
line 64. For 'wr' read 'wr'.
Page 3, line 20. For 'llwyfanu'r' read 'llwyfannu'r'.
line 25. For 'tren' read 'tren'.
line 38. For 'gwr' read 'gwr'.
line 42. For 'Gwlad yr Ia' read 'Gwlad yr Ia'.
line 42. For 'peidio a' read 'peidio a'.
line 48. For 'on' read 'ond'.
line 51. For 'son' read 'son'.
line 58. For 'a gwersylla' read 'y gwersylla'.
line 59. For 'rhwyg y bechgyn a' read 'rhwyg y bechgyn a'.
line 63. For 'hol' read 'hol'.

"Sport in the Grammar School" by Gordon Price and Colleagues.

- Page 1, line 19. For 'Alal Phillips' read 'Alan Phillips'.
Page 4, Paragraph Tennis, line 3. For 'haded' read 'handed'.

"Music through the Years" by Penri Williams.

- Page 1, line 24. For 'posied above the keys' read 'poised above the keys'.

- Page 2, line 52. For 'Mosefield' read 'Masefield'.

"The Literary and Debating Society".

- Page 1, line 16. For 'Soires' read 'Soiree'.
Page 3, line 5. For 'remeber' read 'remember'.

"School Song".

- Line 1. For 'lan' read 'lan'.
Line 2. For 'yn ddiwahan' read 'yn ddiwahan'.
Line 3. For 'gan' read 'gan'.

"Gweddi'r Ysgol".

- Line 5. For 'wyr' read 'wyr'.

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PHOTOGRAPHS

1. A pupil of Llanelli Boys' Grammar-Technical School.
2. A group of boys with the first Headmaster, Mr. William Lewis, and Mr. Willis Walker. (1910).
A view of "Yr Ysgol ar y Bryn" from Marble Hall Road.
3. Headmaster 1895 - 1916.- Mr. William Lewis.
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4. Headmaster 1937 - 1955.- Mr. T. V. Shaw.
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5. Headmaster 1969 - 1972.- Mr. J. V. Harries.
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6. Headmaster and Staff, 1947.
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8. Some members of the victorious Top of the Form Team with Mr. M.R. Thomas, 1972.
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9. In the Assembly Hall at Pwll.
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Foreward:

The Llanelli Intermediate/County/Grammar/Grammar Technical School for Boys is being reorganised from September 1977 to become one of the six Mixed Comprehensive Schools in the Llanelli area, and it will be known as The Graig Comprehensive School.

This is a special commemorative Magazine attempting to pay tribute to the School which has served so many generations of Llanelli boys -- to put on record some of the fine work done by our School. In its pages you will read articles written by Headteachers, Teachers, Old Boys and those connected with the School, (some articles reproduced from past magazines). The form of their contributions was left entirely to them and they are therefore of a historical, educational, philosophical nature or just reminiscences. We wish to acknowledge with gratitude all the articles received.

We also wish to express our thanks to Mrs. Gwyneth Thomas for typing, Messrs. Keith and Michael Walters for cyclostyling and The Mercury for collating and binding.

Rhagair:

Adrefnir Ysgol Ganolraddol/Sir/Ramadeg/Ramadeg-Dechnegol y Bechgyn Llanelli, o fis Medi 1977 ymlaen i fod yn un o'r chwe Ysgol Gyfun Gymysg yn ardal Llanelli. Fe'i hadwaenir fel "Ysgol Gyfun y Graig".

Rhifyn dathlu arbennig yw'r Cylchgrawn hwn. Ynddo ceisir talu teyrnged i'r ysgol a fu o gymaint gwasanaeth i genedlaethau o fechgyn Llanelli - i roi ar gof a chadw beth o'r gwaith rhagorol a gyflawnwyd ganddi.

O fewn cloriau'r cylchgrawn, cewch ddarllen erthyglau gan brif-athrawon, athrawon, cyn-ddisgyblion, ac eraill a fu'n gysylltiedig a'r ysgol, (ail-argraffwyd rhai erthyglau o hen gylchgronau).

Rhodddwyd perffaith ryddid i'r cyfranwyr i sgrifennu yn ol eu mympwy, ac felly fe geir yma erthyglau o natur hanesyddol, addysgol ac athronyddol, heb son am y rhai sydd ar ffurf atgofion.

Hoffem gydnabod gyda diolch bob erthygl a dderbyniwyd. Dyledus a diolchgar ydym hefyd i Mrs. Gwyneth Thomas am y gwaith teipio, i Messers Keith a Michael Walters am y gwaith dyblygu ac i'r "Mercury" am ymgymryd a'r trefnu a'r rhwymo.

R. I. Denis Jones,
Myrddin Rees.

Members of Staff.

1894 - 1977.

<u>Headmasters:</u>	1. William Lewis, M.A.	1894-1916
	2. Griffith J. Thomas, M.A.	1917-1936
	3. T.V. Shaw, M.A.	1937-1955
	4. Stanley G. Rees, M.A.	1956-1968
	5. John V. Harries, M.Sc.	1968-1972
	6. R.I. Denis Jones, J.P. F.I.B.A., M.A.	1973-1977

Acting Headmaster:

D. Alun Thomas, B.A. 1973

Deputy Headteachers:

A. M. Smith.	1950-1951
David Roderick.	1951-1953
J. Afan Jones.	1954-1958
D. Emlyn Davies.	1954-1957
Frank H. Phillips.	1957-1960
John Lloyd Morris.	1958-1960
Harding Rolfe.	1960-1966
John Ryland Williams.	1966-1969
David Alun Thomas.	1969-1975
Maelgwyn Rhys Thomas.	1972-1977
Dafydd Richard Love Smith.	1975-1977

Assistant Masters:

Subjects.

Years of Service.

Mr. Oliver.	Classics.	1895-1903
Mr. J. R. Morgan.	Chemistry.	1895-1903
Mr. Cue.	Shorthand.	1895-1903
Mr. Korth.	Book-keeping.	1895-1903
Mr. D. Rees.	English, Mathematics.	1895-1906
Mr. L. W. Cox.	Science.	1898-1901
Mr. H. J. Edwards.	Science.	1898-1901
Mr. H. E. Weston.	Science.	1901-1906
Mr. Gervais Le Bas.	Science.	1901-1906
Mr. Edwards.	Gymnastics Instructor.	1900-1904
Mr. Willis Walker.	Crafts, Drawing.	1895-1923
Mr. Thomas Roblin.	Mathematics.	1901-1939
Mr. E. Harold Foster.	Chemistry, Physics, Maths.	1903-1918
Mr. Sydney Brown.	Physics, Chemistry, Maths.	1904-1944
Mr. Andrew Clark.	Classics.	1904-1934
Mr. James Samuel.	Physical Education.	1904-1910
Mr. Evan John Davies.	History.	1905-1917
Mr. Wells.	Science.	1906
Mr. Osborne Wm. Morgan.	Geography.	1907-1915
Mr. David Thos. Roberts.	French, Welsh, Classics.	1908-1948
Mr. Bramwell G. Adams.	Crafts, Engineering.	1908-1911
Mr. Josiah Wilkinson.	English, French.	1908-1910
Mr. Matthew H. Arnold.	English, History.	1908-1911
Mr. Thomas V. Millington.	Art.	1911-1918
Mr. Wilfred Thos. Stockton.	French.	1912-1950
Mr. Harold W. Hampton.	English, Latin.	1913-1950
Mr. Charles P. Clayton.	Physical Education, English.	1914-1915
Mr. David Roderick.	Chemistry, Physics, Maths.	1914-1953
Mr. Tom. Owen.	Physical Education, English.	1914-1915
Mr. John Rees Evans.	Welsh, Latin.	1914
Mr. Henry Lewis.	Welsh, Latin.	1915-1916
Mr. John Stanley Lewis.	Chemistry, Physics.	1915-1916
Mr. Thomas Richd. Davies.	Physic, Mathematics.	1915-1916
Mr. John Afan Jones.	Latin, Welsh, English.	1915-1958
Mr. Morgan Rees.	Welsh, Latin, English.	1915-1938
Mr. William Edward Daly.	Art, Drawing, Painting, Design.	1915-1923
Miss. Alvina Bullock,		
(Mrs. A. Evans)	Chemistry, Physics, Maths.	1916-1917

<u>Assistant Masters:</u>	<u>Subjects.</u>	<u>Years of Service.</u>
Mrs. Elvira R. Evans.	English, History, Maths.	1916-1920
Mr. Ernest L. Howells.	Geography.	1916
Mr. David John de Lloyd.	Geography, History, Music.	1917-1919
Mr. Huw Roberts.	Welsh, Latin, Maths, Hist. Scrip.	1917-1949
Miss. Edith May Huddleston.	Eng., Latin, Maths., History.	1917-1919
Mr. Lewis Griffiths.	History, Games.	1918-1946
Mr. Idris Owen Roberts.	Physics, Maths.	1918
Mrs. Grace Dorothy M. Procter.	History.	1918-1919
Mrs. Mary Evans.	Physics, Chemistry, Maths.	1918-1919
Mr. Alexander M. Smith.	Mathematics, Physics.	1919-1951
Mr. David Emlyn Davies.	Geography, Geology, Music.	1919-1957
Mr. Ernest James Griffiths.	Physical Education.	1920-1942
Mr. David John Davies.	English, History.	1921
Mr. Frank Hubert Phillips.	History, Music, English, Geog.	1921-1960
Mr. Harold Etherington.	Metallurgy, Phys. Chem. Maths.	1921-1926
Mr. Thomas Vincent Shaw.	English, Latin, History, French.	1922-1937
Mr. Derrick E.H. Pratt.	Art.	1923-1938
Mr. Eric Walker.	Handwork, Drawing, Chemistry.	1923-1957
Mr. Lewis Haydn Jones.	Hist., Geog., French, Maths. Econ.	1924-1944
Mr. Henry Daniels Thomas.	Eng., Welsh, Hist., Maths., Latin.	1925-1940
Mr. Norman Taylor.	Metallurgy.	1926-1927
Mr. Ronald M. Beaman.	Metallurgy, Chem., Maths., Phys.	1927-1932
Mr. Daniel Brinly Jones.	Biology, Mathematics.	1928-1947
Mr. William Haydn Davies.	Handwork, Drawing.	1931-1967
Mr. Idris Gwyn Richards.	Mathematics.	1932-1941
Mr. Cynan Lloyd Humphreys.	Metallurgy, Chem. Spanish, Phys.	1932-1966
Mr. David Edgar Morgan.	Mathematics.	1933-1934
Mr. Luther John Saer.	Classics.	1933-1946
Mr. David Clifford Bowen.	English, Welsh, Latin.	1933-1934
Mr. Gilbert Davies.	Physics, Maths., Geography.	1936
Mr. William Rees.	English.	1937-1969
Mr. John Brynmor Bowen.	Art.	1938-1977
Mr. Glyn Rhys Hughes.	Welsh, Physical Education.	1938-1972
Mr. John Vaughan Harries.	Mathematics.	(1939-1968) (1968-1972)
Mr. William Rheinallt Thomas.	Physical Education, Geography.	1939
Mr. John Rees Thomas.	French, English, Careers.	(1939-1940) (1958-1977)
Mr. John Ryland Williams.	Welsh, History, Physical Edcn.	1940-1969
Mr. Gwilym Osmond Williams.	Classics.	1940-1942
Mr. Harding Rolfe.	Mathematics, Physics.	1940-1966
Mr. Albert Haydn Jones.	Music, Welsh.	1940-1956
Mr. Ronald Jacob.	Geography, Art.	1941-1974
Mr. Brinley William Edwards.	Mathematics.	1941-1944
Mr. John Lloyd Morris.	General Science, Mathematics.	1941-1960
Mr. David John Evans.	Physical Education.	1943
Mr. Thomas Jones.	Physical Education.	1943-1961
Mr. Joseph John Lloyd.	Maths., Physics, Physical Edcn.	1943-1974
Mr. Rhys Richard P. Jones.	Mathematics.	1943
Mr. Thomas John Bowen.	Mathematics.	1944
Mr. David Gwilym John.	Art.	1944-1945
Mr. Joseph Walters.	Mathematics, Physics.	1944-1957
Mr. Richard Thos. D. Richards.	Mathematics.	1944-1946
Mr. John Thomas Davies.	Economics, Welsh, History.	1944-1947
Miss. Florence Rose Davies.	English, History, Music.	1945
Mr. Leslie John Sutherns.	Biology, Zoology.	(1945-1950) (1952-1977)
Mr. Lewis Wynford Jones.	History.	1946
Mr. William Hywel Davies.	Physical Education.	1946
Mr. David Alun Thomas.	Classics.	1946-1975)
Mr. Myrddin Rees.	English.	1946-1977
Mr. George Eurwedd Jenkins.	Manual Instruction.	1946

continued.....

<u>Assistant Masters:</u>	<u>Subjects.</u>	<u>Years of Service.</u>
Mr. John Ireland.	Economics, History.	1947-1949
Mr. Horace Gwynne Jones.	Botany, Biology.	1947-1951
Mr. Rhidian Watcyn Rees.	Handicraft.	1947
Mr. Gordon Lewis Thomas.	Woodwork, Metalwork.	1947
Mr. Cecil Ronald Morgan.	Woodwork, Metalwork.	1948
Mr. Thomas Powell Jones.	Metalwork, Geometrical Drawing.	1948-1969
Mr. Arthur Cyril Jones.	French, English.	1948-1949
Mr. Dewi Morudd Ellis.	French.	1949
Miss. Camille Genoud.	French.	1949
Mr. Ronald Cass.	Economics.	1949
Mr. Gwyn Evans.	Economics, History.	1949-1964
Mr. Maelgwyn Rees Thomas.	French.	1949-1977
Mr. Robert Wynne.	Scripture.	1949-1966
Mr. George Dennis Thorne.	Botany, Biology.	1949-1977
Mr. David Gwynne Anthony.	General Science.	1950-1977
Mr. Hubert Samuel E. Price.	Geography, Economics.	1950-1967
Mr. Gwyn Ivor Evans.	French.	1950-1977
Mr. David Henry Hywel Thomas.	Physical Education.	1950-1968
Mr. Huw Rhys Griffiths.	Geography, Geology, Economics.	1950
Mr. Neville Meurig M. Thomas.	Mathematics.	1951-1957
Mr. David Mansel Williams.	English.	1952-1962
Mr. John Owen Jones.	Welsh, Economics.	1952
Mr. Evan Jones.	German, French.	1953-1977
Mr. William John Harries.	Chemistry, Maths., Physics.	1953-1954
Mr. David Richard Love Smith.	Chemistry.	1954-1977
Miss. Yvonne Watkin Rees.	Speech Training, Drama.	1954-1977
Mr. Victor Leslie Rees.	Botany, General Science.	1955-1977
Mr. Daniel Emrys Williams.	Welsh, History, Geography.	1955
Mr. Robert Isaac Denis Jones.	Welsh, History, Geog., Scrip.	(1956-1965) (1973-1977)
Mr. John Edwards.	History, English.	1956
Mr. Geoffrey Rees.	Geology.	1956
Mrs. Delves.	Welsh, Scripture.	1956-1958
Mr. Herbert Matthew Adams.	Music.	1956-1960
Mr. Anthony David.	Mathematics.	1957
Mr. Brian Stephens.	Economics.	1957
Mr. William L. Llewellyn.	Mathematics.	1957-1961
Mr. Emrys Roberts.	Chemistry.	1957-1958
Mr. Hugh Dunn Jenkins.	Geology, Geography.	1957-1977
Mr. Richard John Davies.	Physics.	1958-1969
Mr. James Raymond Thomas.	Chemistry.	1958-1965
Mr. William Samuel Alford.	Mathematics.	1958-1977
Mr. John Vivian Hayes.	Classics.	1958-1977
Mr. D. Harding Rees.	Welsh, History.	1959-1964
Mr. Howard John.	General Science, Physics.	1959-1977
Mr. Keith Mars.	Physics.	1960-1961
Mr. Leonard Hugh.	Music.	1960-1964
Mr. Donald Hughes.	Welsh.	1960-1977
Mr. Kerry Davies.	English, French, Physical Edcn.	1961-1977
Mr. Frederick Anthony Harries.	Mathematics.	1961-1977
Mr. Hugh Protheroe Thomas.	Physics.	1962-1977
Mr. Gordon Lawrence Price.	Physical Education, Geography.	1962-1977
Mr. Brian Darby.	English.	1962-1977
Mr. Bernard Thomson.	English.	1962
Mr. D. Tudor Bevan.	English.	1963-1965
Mr. Gareth Thomas.	Music.	1964-1970
Mr. J. Penri Williams.	Welsh, Music.	1964-1977
Mr. Alan Walters Jones.	History.	1964-1977
Mr. Albert Keith Thomas.	English.	1965
Mr. J. Hubert Jenkins.	Chemistry.	1966-1977
Mr. W. Edward Ephgrave.	Biblical Studies.	1966-1977
Mr. Daniel Keith Williams.	Welsh, History.	1966-1977

continued.....

<u>Assistant Masters:</u>	<u>Subjects.</u>	<u>Years of Service.</u>
Mr. Ellis Wyn Griffiths.	Mathematics.	1966-1977
Mr. Henry John Rees.	Physical Education, Geography.	1967-1977
Mr. David Thomas Lewis.	Woodwork.	1967-1977
Mr. D. Donald Bonnell Evans.	Economics, History, French.	1968-1977
Mr. Philip Henry Thomas.	Physical Edcn., English, Scrip.	1969-1977
Mr. John Wynne Oliver.	Physical Edcn., Mathematics.	1969-1977
Mr. Peter Keith Mitchell.	Metalwork, Engineering Drawing.	1969-1977
Mr. Alun Wyn Williams.	History.	1969-1977
Mr. Wm. David Keith Davies.	Physics.	1971-1974
Mr. William Noel Rees.	English, Drama.	1971-1977
Mr. Thomas Garry Nicholas.	Welsh, Scripture.	1971-1977
Mr. Thomas Meyrick Richards.	Mathematics.	1971-1977
Mr. Dennis Clifton Phillips.	Chemistry, General Science.	1973-1977
Mr. Wynn Samuel Hughes.	Classics.	1973-1977
Miss. Susan Eliz. Treharne.	Welsh, History,	1974
Mr. Roger John Peckham.	Mathematics.	1973-1977
Mrs. D. Jones.	Welsh, Scripture.	1974-1975
Miss. Bethan Mair Clement.	Welsh, Scripture.	1974-1977
Miss. Pamela Kristine Evans.	Religious Education.	1974-1977
Mr. Clyde Thomas.	Handcraft, Mathematics.	1974-1977
Mr. Meirion Rees.	Geography.	1974-1977
Mr. Ronald George.	Physics.	1974-1977
Mr. G. Goronwy Owen.	Physical Education, English.	1974-1977
Mr. J. Alfred Elwyn Evans.	Physics.	1974-1975
Mr. Richard Leonard Hugh.	Religious Education, English.	1974-1977
Mrs. Roza Woods.	Russian.	1975
Mrs. Cecily Elizabeth Lloyd.	French.	1975-1977
Mr. Emyr Morse Thomas.	Combined Science.	1975-1977
Miss. Glenda Eirwen Thomas.	History, English.	1976-1977

Peripatetic Teachers of Music:

Mr. Donald Preece - Violin; Mr. Ivor Davies - Brass;
Mr. Howard Sherlock - Woodwind; Mr. D. Edgar Williams - Cello.

Crossing Patrol Officers:

Mr. Jones; Mr. Collins; Mr. Williams.

Laboratory Technicians:

Mr. Mc. Millan; Mr. M. Walters.

School Clerks:

Mr. J. Merriman - 1942-1949; Mr. J. Boulton - 1944-1945;
Mr. Keith Walters - 1945-1977; Mr. W. B. Evans - 1950-1954;
Mr. Dorrien Jones - 1954-1974; Mrs. Gwyneth Thomas - 1974-1977.

School Caretakers:

Mr. Roberts.
Mr. D. Thomas.
Mr. Islwyn Rees - 1937-1974.
Mr. Charles Hopper - 1974-1977.

School Cooks & Supervisors:

Mrs. Thomas	- 1942-1943;	Mrs. Lavallin	- 1943-1944;
Mrs. Vi. Clifton	- 1944-1946;	Mrs. G. Brown	- 1946-1949;
Mrs. Winnie Williams	- 1950-1955;	Mrs. Lil. Hitchon	- 1955-1957;
Mrs. Lil. Nicholas	- 1957-1960;	Miss. G. Stone	- 1950-1959;
Mrs. M. Evans	- 1959-1961;	Mrs. I. Hunt	- 1961-1968;
		Mrs. J. Carpenter	- 1969-1977.

THE BEGINNINGS OF INTERMEDIATE TECHNICAL EDUCATION FOR BOYS IN LLANELLI

By Anthony H. Ward.

At the end of the Nineteenth century, for the vast majority of the people of Wales who were unable to afford expensive school fees, education consisted of a few years at an elementary school studying a course of reading, writing and arithmetic. For the child who had the inclination, the ability and a family who did not demand a wage packet as soon as he was old enough to work, there was the higher grade school at which the pupil could continue his education mainly in the three basic subjects. While some higher grade schools such as Coleshill at Llanelli had, what were termed, 'organised science departments' which taught the rudiments of science, the education provided at these schools was of a limited standard and based on a very narrow curriculum, being inadequate when the needs of the day are considered.

Two factors had arisen which demanded a change in the educational system of Wales. The 1880s had seen a great expansion in university education in Wales; in addition to the University College of Wales, Aberystwyth, founded in 1872, two more university colleges had been set up, at Bangor in 1881, and at Cardiff in 1883. There were now opportunities for a far greater number to receive an university education providing they were of a sufficiently high academic calibre to obtain a place and to benefit from the opportunity. Since the higher grade schools were unable to educate their pupils to a sufficiently high standard for this, a new type of school was required. Coupled with this need for higher academic standards, the demands for greater facilities in the field of technical education were growing. Parts of Wales were undergoing a period of industrial expansion and to control and run the new industries and to withstand increasing foreign competition men were needed trained in technical, scientific and managerial skills.

The difference in standard and syllabus between the higher grade school and the requirements of university and industry were recognised in 1889 when the "Welsh Intermediate Education Act" was passed. The Act defined intermediate schooling as "a course of education which does not consist chiefly of elementary education in reading, writing and arithmetic" but which concentrated "generally in the higher branches of knowledge."

Under the Intermediate Education Act the Charity Commissioners were charged with the responsibility of establishing the organisation by which the new schools would be set up. In March 1894 the Charity Commissioners published their proposals for "The Intermediate and Technical Education of the Inhabitants of the County of Carmarthen". People prominent in public affairs in the County were appointed to a County Education Committee which would ensure that "in each district there shall, as soon as conveniently may be after the date of this scheme, be established and maintained County Schools of Intermediate and Technical Education."

This Committee selected School Managers who would superintend the establishment of the Schools on a local level. These, the Charity Commissioners recommended, should be drawn from the County Council, local school and education boards, and from the Guardians of the Poor. There were thirteen School Managers for Llanelli; Jane Maclaran of Cilfig, Llanelli, Ellen Evans of the Park, Llangennech, Elizabeth Thomas of Plasissa, Llangennech, Bessie Thomas of New Road, Llanelli, Gwilym Evans of Pencastell, Llanelli, Ernest Trubshaw of Aelybryn, Thomas Hughes of Richard Street, Llanelli, Thomas Leymour of Pontyberem, Henry Wilkins of New Road, Llanelli, H.G. Howell of Coleshill Terrace, Llanelli, John Innes of New Road, Llanelli, R.C. Jenkins of Stepney Street, Llanelli and Roger Williams of Llanedy. Two further members of the committee were co-opted; David Williams of Box House, Llanelli, and Evan Evans of Goodwinstown, Burry Port.

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The Managers held their first meeting on the 5th of June, 1894, in Llanelli Town Hall. As they were responsible for providing for the intermediate education of both boys and girls, their first decision was that they should be segregated in two separate schools. Their most important consideration was to find temporary accommodation for the schools so that intermediate education in Llanelli could be under way while a purpose built school was being constructed. Financial matters too, were of prime importance at this time. The Managers were fortunate that an "Intermediate Education Preliminary Committee" for Llanelli under the Chairmanship of Mr. Trubshaw had raised £2959.3s.1d, mainly from the donations of industrial companies, to help finance the project. In September 1894 came the news that the County Governing Body had made a grant of £2800 towards the official Building Fund for the new School. Sir Arthur Stepney had also made a gift of two acres of land for the site of the school.

During July 1894 the School Managers approached the Local Board of Health with a view to renting temporary accommodation for the School at the Athenaeum in the centre of Llanelli. A reply was received that-

"The Local Board of Health offer the use during the day of the following rooms at the Nevill Memorial-Club room, School Board Office and Museum subject to a payment of £2-2-0 per annum, the Committee to provide for the cleaning, lighting and heating of the rooms and also undertaking to make good any damage."

This offer was accepted and the Managers moved on to the next task-the appointment of a headmaster. The responsibility as to who should actually be chosen for this post was that of the County Governing Body though the Management Committee urged "upon the County Governing Body the absolute necessity and importance that the headmaster.....of this College should be specially qualified in Technical and Scientific subjects. The very strong emphasis on technical education expressed in this recommendation reflects the particular wish on this point of many of the industrial subscribers to the Intermediate School Fund who were looking to the future when pupils of the School would be seeking work in the industries of Llanelli. The post was advertised at a salary of £150. per annum plus capitation fees which would raise the sum to not less than £250 per annum. During the November of that year a certain Mr. William Lewis, an assistant master at Lewis School, Gelligaer was appointed as Headmaster of Llanelli Boys' Intermediate School.

With the advice of the Headmaster, desks, workbenches, stationery, books and even a slide "lantern" were selected and ordered for the School, some £237 being spent on pupils whom the Managers did not envisage as numbering more than forty in the early months.

The pupils coming to the School would have to be fee paying. Free education at the level provided by the intermediate schools did not exist and the money was very necessary for their running. The fees were fixed at 30s. a term and, as it was realised that, although the fees were far from being excessive, many boys who would benefit from an intermediate education would fail to receive such an advantage owing to the inability of their parents to find the money, the Managers decided to award twenty scholarships to boys of proven ability. The scholarships were of the value of £4.10s., a sum sufficient to pay for one year's fees.

Examination day for the scholarship hopefuls was the 17th of January, 1895, five days before the date set for the opening of the School the 22nd of January. Over sixty candidates competed for the twenty scholarships which the winners then held through their stay in school. The intense competition for these scholarship places is more clearly revealed by the examinations which took place the next year, in the February of 1896 - there were eighty-three candidates and only six scholarships available. Although there were these eighty-three prospective pupils wanting to come to the School, only sixty-three pupils actually were attending the School at this time. The award of a scholarship was of vital importance as for most it was a case of no scholarship, no school.

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The School Managers also foresaw that travelling expenses might be prohibitive to the parents of boys who lived far out of town. In view of this they decided to award twenty bursaries to the value of £3 a year to pupils who lived more than three miles out of town.

The opening of the School on the 22nd of January was seen as an opportunity for parents to come along to the Athenaeum to meet the staff and hear of the aims of the new School. Two meetings were held, in the Athenaeum, one at 3 p.m. the other at 7 p.m., at which guest speakers addressed the audience and the names of the scholarship winners were announced. The Llanelly Guardian of the 24th of January, 1896, reported on the speech of Principal Viramu Jones of the University College of Cardiff who stressed that -

"The people of Llanelly were taking part in a great movement in Wales.....He regarded this movement as one fraught with the greatest consequences to Wales, but it also went beyond Wales.... Better education would fit us to discharge our duty to our country better, and to do that, we ought to take advantage of every opportunity of intellectual cultivation."

The Guardian commented in an editorial that "the inauguration of Intermediate Education in our midst is a matter of no little moment for our town and district." It continued - "We trust the result will soon be found in the onward or upward progress of our youth to fields and pastures new yet undiscovered, in science, in discovery, in commerce and the illimitable branches of human knowledge so closely allied with educational facilities." Llanelli expected much from the new Intermediate School.

At a Managers' meeting on the 7th of March, 1895 it was decided to invite architects to submit designs for a purpose built school which was to be constructed on the site donated by Sir Arthur Stepney at the top of Marble Hall Road opposite Llanelli General Hospital. The boys' and girls' schools would again be kept separate though they were to be housed within the same basic structure. The specifications for the boys' school were -

"An Assembly Room 50 x 25ft., 2 classrooms, Workshops (wood and metal), Chemistry laboratory, Preparation and balance room, Physics laboratory (20 boys), Gym, Headmaster's and Committee Room, Masters' Common Room, cloakroom, lavatory."

The school would accommodate one-hundred and twenty boys and it was stipulated that the plans should allow for extensions to be added easily. The whole building, the Committee felt, should cost in the region of £5000.

In the September of that year the School Managers adopted the plans of a Mr. Caple of Cardiff subject to the approval of the Charity Commissioners. Mr. Caple had designed several secondary schools in Wales and a sub-committee of the Managers had examined his work before finally deciding to accept his proposals which, he estimated, would cost around £5500 which fell within the £6176 available in the building fund at that time.

The approval of the Charity Commissioners was not received until the beginning of April 1896. There was already a shortage of space in the Athenaeum and the Managers put out the school contract for tender at once. The tender of Mr. Edward G. Groom of Marble Hall Road - £4906 - was accepted and he was instructed to begin building as soon as possible. A foundation stone was laid on the 26th of October, 1896 by the High Sheriff for the County, David Evans, husband of Ellen Evans, one of the Managers.

The building which was described "as a real architectural addition to the town" was ready for use by the late summer of 1897. The opening ceremony on September the 21st was attended by Viscount Emllyn, Sir Lewis Morris, H.M. Inspector of Schools, Mr. Thomas Jones and Mr. David Randall, M.P. The actual opening was performed by a School Manager, Mrs. Maclaran who was given this honour as she would soon be moving from Llanelli.

Thirty-one pupils entered the School on the day of its opening. Their ages varied from nine to seventeen and they came mainly from

either the Higher Grade School at Coleshill or from the various elementary schools of the district. However, one boy came from Penrhiwceiber, Glamorganshire, and since he was unable to travel to school and back home daily, he had to take lodgings in Llanelli, returning home only at weekends. Pupils could attend the School no matter how far away they lived and the taking of lodgings for the academic week - which for the first few years of the School's existence included Saturday morning with Wednesday afternoon free - became common practice. Boys from the outlying districts of Llanelli came to School by train each day providing they were not too remote from a railway station to render this impracticable when again they would have to take lodgings in town. Pupils travelling to and from by train to the Intermediate School placed such a burden on the railways that by 1901 the Great Western had to put an extra coach on their trains to cater for them.

The first pupils came from a wide variety of social backgrounds. Of the successful scholarship entrants two were the sons of fathers who were engaged in a profession, seven had parents who were traders in the town, while the rest, over half of the total, were the sons of plate layers, engine drivers, colliers and farm workers. The benefits presented by intermediate education effectively cut across social distinctions, presenting equal opportunities to all those who had a genuine desire to improve their education.

The teaching staff in January 1895 consisted of William Lewis who specialised in Latin, French and the technical subjects, and two assistants whom he had appointed a week prior to the opening; a Mr. Oliver, an M.A. in Classics, who taught arts subjects generally, and Mr. Morgan, B.Sc. in Chemistry, who taught the mathematical and scientific subjects. During the February, two part time masters were appointed, a Mr. Cue, who taught Shorthand and a Mr. Korth who taught Book-keeping. These were important subjects that it was necessary to teach, since ten of the first thirty-one pupils went to work in offices on leaving School.

William Lewis was the pioneer of Llanelli Intermediate Technical School. He was a man of vision, who possessed great powers of leadership and was widely respected as an educationalist throughout Wales. Born at Merthyr Tydfil in 1865, he was among the first students to enter the University College, South Wales in 1883. He saw education as being the great hope for the future of Wales, a hope expressed by these lines in a poem he wrote in 1901:-

"By learning's might, by Gwalia's old renown,
You yet may win your classic crown."

The Headmaster was a man of very military appearance; his movements were controlled and precise; his bearing was upright and stern and he cultivated a waxed and very black moustache. His very appearance demanded respect and awe from both pupils and staff and his driving personality ensured that no one could fail but he caught up by his energy and enthusiasm.

He was a member of many examining boards and educational committees and in 1901 he was elected President of the Association of Headmasters and Headmistresses for Wales and Monmouthshire. He was re-elected to this post in 1902. In 1912 he gained his M.A. for a thesis on education at Aberystwyth.

The School Managers had recommended that the Headmaster of the School should be particularly qualified in technical subjects. William Lewis was indeed especially interested in this branch of education and in 1896, he was granted five weeks leave of absence to travel to the Continent with a Gilchrist Travelling Scholarship, studying various forms of technical education. The University of Wales published his findings in a book, "Manual Instruction in France and Switzerland". He realised that only very few of the pupils in his charge would have the opportunity of studying at University but he was sure that the School could make a vital contribution to the future well being of every pupil.

The system of education he developed at Llanelly County School in the first decade of its existence reflected this. The Llanelly Guardian reported one of his speeches which enlarged upon this theme -

"He trusted that the majority of boys in this school would soon be entering the workshops and factories of Llanelly, and they must be well equipped for this work. Provision was not made for the exceptional genius, or the exceptional duffer, but for the average boy of average means. He might put it down as a declaration of educational policy of the school that the basis of the education would be practical."

Education was to be practical in both scientific and technical subjects but this was not to be to the exclusion of other branches of learning. In the same speech he stressed -

"it was hopeless to confine a boy to a small range of subjects because education to be effective, must be complete, and not one sided. The heart and the tongue must be cultivated, as well as the eye and the hand. Let them steer a middle course, avoiding the dangers on either hand, and then they would be fulfilling their function in the educational economy of the country."

To these ends the academic running of the School was carefully organised by Lewis, age being the decisive factor in governing the level to which pupils were taught. The School was divided into two - the lower school for those aged nine to fifteen and an upper school for those aged fifteen to nineteen.

Form 1, which contained all pupils up to the age of thirteen, continued their education in reading, writing and arithmetic from where they had left off in the elementary school and, in addition, started to study French and shorthand. The boys of form two, the thirteen to fourteen year olds broadened their field of education considerably, beginning the study of Latin, Euclid, Chemistry and Physics. Form 3, the highest form in the lower school, continued this course of study if they intended to embark upon a commercial career they could take geography instead of Latin. Technical education was taken at all levels throughout the School, specialised workshops being equipped for metal work and wood work.

As soon as the pupil entered the upper school, he started to prepare for a series of public examinations, Form 4 boys took either the Central Welsh Examining Board's Junior Certificate, or the Junior Commercial Certificate. Sixteen and seventeen year olds in form 5 sat either the Senior Welsh Certificate, the Civil Service Exam for second grade clerkships, or the London Matriculation Exam. Boys in form 6, very few in number, worked for the Welsh Honours Certificate and for County and other scholarships with the aim of gaining a place at University.

South Kensington Exams for Science and Arts along with the Cambridge local examinations were held in the School prior to the formation of the Central Welsh Examining Board, and for some time afterwards until the early nineteen hundreds when the Central Welsh examinations became universally recognised. In 1901, the Junior Welsh Certificate qualified the possessor to become a pupil teacher in elementary schools while the Senior Certificate enabled its holder to become an assistant master in an elementary school and also gained exemption from preliminary examinations for various professions.

Very few boys, however, had great academic aspirations. Perhaps only two or three pupils each year would try to gain a place at university. The majority wished merely to become sufficiently educated to set themselves on the road to a good career in offices and industry. Llanelli did not expect anything more than this from the Intermediate School. This was the type of education Llanelli, an expanding industrial and commercial centre, wanted for its sons. The motivating spirit behind the Intermediate School in Llanelli is summed up by an editorial written in the Llanelly Guardian at the time of the opening of the new school building in 1897 -

continued.....



"Education is not supposed to make gentlemen in the sense of abstinence from manual labour; but it should dignify and improve the labour of the workshop, the counting house, manufacturing, the warehouse and all other departments of trade and labour in which the nations of the world are now competing with us so earnestly for supremacy".

Mr. William Lewis - An Appreciation
by T.O. James.

It is a matter of difficulty to express in words the sense of loss which overshadows the School and its scholars, present and past, in the removal from our midst of our revered Headmaster. Twenty one years ago, when the passing of the Intermediate Education Act had resulted in the establishment of County Schools throughout the length and breadth of Wales, Mr. Lewis was invited to Llanelli and entrusted with the difficult and important task of founding its new Boys' School. Fate was kind to our native town, for the new Head proved to be a man eminently fitted for the role, an accomplished scholar of wide and varied sympathies, and above all, endowed with the rare power of understanding the mind of a boy.

The writer had the great privilege of being one of about thirty scholars who gathered around Mr. Lewis on the first day of the life of the School. Although we stood in some awe of the cap and gown, we soon learned to trust and love the man beneath, and responded to the utmost when he explained to us that WE were THE SCHOOL, the guardians of its honour and the founders of its traditions. Soon our numbers increased to about fifty, and we formed a cheerful and united company, temporarily established in the Museum Room in the Athenaeum Hall.

I think that Mr. Lewis was happy from the commencement. The Governors were enthusiastic and generous, the Assistant Masters were keen, and though it cannot be claimed that all the boys were imbued with a passion for learning, still, many of us were anxious to make the fullest use of the great advantages hitherto unattainable, placed within our reach. The personal care and trouble which Mr. Lewis took in the guidance and the right direction of his senior pupils at that time will always be remembered with gratitude by those who had the privilege of working under him.

His influence upon us was exerted quietly yet firmly. Many of us were rude and uncouth when we came under his hands, and he endeavoured, and generally succeeded, to mould us into gentlemen. Though a man of deep religious feeling, he never talked religion at us, but lived it, and led us in the straight path by the force of his example. He guided us in our general reading, and encouraged each pupil to pursue his natural bent. His advice and counsel were always at the disposal of all past and present members of the School, and the wide outlook on life which he possessed generally enabled him to offer the guidance which the occasion demanded.

With the removal of the School to the present building, increase in the members of Staff and pupils brought increased responsibility upon the Headmaster, but this did not affect his enthusiasm, nor did it diminish the personal interest which he took in his pupils and in their subsequent careers. Many of his boys have by this time earned positions of some eminence in the service of their country and many of them would attribute their success to be due in no small part to the salutary influence which worked upon them while at School.

The leading part which Mr. Lewis took in the counsels of the C.W.B. and of the Headmasters' Association indicate that his worth was recognized and his character appreciated in spheres other than the School. Yet in spite of his manifold activities he remained a student, as is indicated by the fact that only a few years ago he was granted the M.A. degree of the University of Wales for an educational thesis of much power.

Whatever may be the opinion held of his worth by outsiders, we, who sat at Mr. Lewis' feet and loved him, unite in describing him as

a great Headmaster. For us his place cannot be filled; yet for the sake of the rising generation of Llanelli boys, we hope that a successor may be found who will worthily maintain the efficiency and uphold the honour and traditions of the School which he founded and cherished.

1917 - 37.

By G.J.Thomas.

In January, 1917, the School had about 240 pupils. Its reputation stood high and many of its old boys had done well in academic, professional and business life. From time to time I had met Mr. William Lewis, the first Headmaster and some members of his staff. I had also met Miss Catherine Davies, the first Headmistress of the Girls' School. I was fortunate in having as colleagues when I came to the School men whose names stand out in its history: Mr. Willis Walker, Senior (who I think was one of the original members of the staff), Mr. Clark, Mr. Roblin, Mr. Stockton, Mr. Hampton, Mr. Roderick, Mr. Morgan Rees (who wrote the words of the School song), Mr. E. J. Davies, (who left us to join the staff of Vickers, at Barrow, and in time became Chief Accountant of that famous firm), and Dr de Lloyd (later Professor of Music at Aberyswyth). There were also two ladies, Miss Rosalie Jones (better known as Mrs. Evans) and Miss Bullock. Mr. Daly, Headmaster of the Art School, was a visiting master, and was succeeded in a year or two by Mr. Pratt. Some members of the staff were still on active service: Mr. E. H. Foster, Mr. Sydney Brown (who won the Military Cross), Mr. D. T. Roberts and Mr. Afan Jones. I had known Mr. Foster before and during the war and his death in action just before the Armistice was a great loss to the School. The others came back and gave the School long and distinguished service.

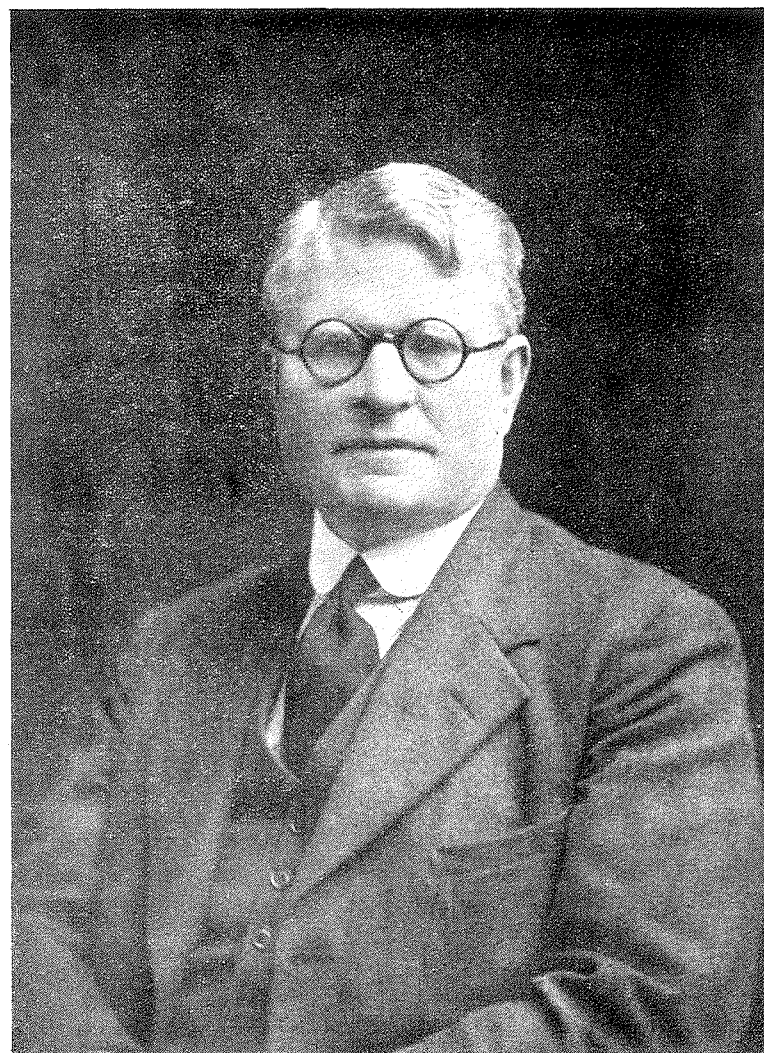
The war was a turning point in educational history. At first it created difficulties in all schools. It stopped schemes for extension as at Llanelli, cut down the supply of equipment and, in boys' schools, took away masters for active service. But it soon brought home to every one the value of education. It made men realise that without good education - especially good secondary education - no adequate national defence, or adequate development of social and economic life was longer possible. It stimulated a demand for wider educational opportunity, which became urgent everywhere, and in Llanelli even before the end of the war there was an unprecedented rush for admission to the County School. Lean years came in time, with unemployment, financial stringency and discouraging administration, but the lessons taught by the war were never forgotten.

The demand for admission posed many problems. Classes had to become larger and classrooms were too few in number. A colony was sent to Glenalla Schoolroom, pending the building of a temporary hut. The Dining Hall became two classrooms, and two classrooms were built over the old Fives Courts (owing to the increase of traffic in Alban Road and the frequent dashes of boys into the road to retrieve balls, the Courts were becoming a source of danger. It was understood that courts would be built elsewhere, but for various reasons they never were).

Increase in numbers made it necessary to make new appointments. For a time masters were impossible to get and three mistresses were appointed, Miss Huddleston, Miss M. Evans and Miss Proctor. They rendered valuable service until the end of the war when the masters who had been on active service came back, and others were appointed - among them seven ex-servicemen - as need arose. Amongst those masters were some who are still on the staff, and others whose names are remembered for long and honourable service - Mr. Lewis Griffiths (the first Old Boy to become a master), Mr. A. M. Smith, Mr. Huw Roberts, Mr. Emlyn Davies, Capt. Jacobs, Mr. Frank Phillips, Mr. Eric Walker, Mr. Brinley Jones, Mr. L. Haydn Jones, Mr. Shaw (who became the third Headmaster), Mr. Haydn Davies, Mr. Lloyd Humphreys, Mr. Idris Richards and Mr. L. J. Saer. There were also Mr. Etherington who left to go to



Mr. WILLIAM LEWIS, M.A., 1895—1916



Mr. G. J. THOMAS, M.A., 1917—1937

Russia as a Metallurgist, Mr.D.J.Davies who became Headmaster of Cyfarthfa School and Mr.H.D.Thomas. I would also like to mention the name of Mr.David Thomas, a faithful caretaker during my period at the School.

The increase in staff made possible a considerable extension of the curriculum, and it could be claimed with some confidence that provision was now made for the teaching of most subjects ordinarily taught in a University or Technical College.

I call to mind also, and must mention the many activities carried on outside the classroom and the official hours of teaching, e.g., the many fine football teams, senior and junior, with which in my day the names of Mr. Lewis Griffiths and Capt. Jacobs will always be associated; the Cricket teams which Mr.Hampton looked after so devotedly; the School Choir and Orchestra which the enthusiasm of Mr. Frank Phillips established; the Magazine which Mr.Clark edited and later Mr.Hampton and Mr.Shaw; the Debating Societies, English and Welsh, with which I associate the names of Mr.Stockton,Mr. Shaw, Mr. Morgan Rees, Mr.Huw Roberts and Mr. Frank Phillips; the Dramatic Society which under the direction of Mr.Afan Jones produced many plays which will be remembered with pleasure, especially those produced jointly with the Dramatic Society of the Girls' School.

Looking back on the distant past I feel a deep sense of gratitude to my former colleagues (some still in School, some, alas, no longer with us, but remembered with affection) for their great services to education in Llanelly, and my happy associations with them all. I remember also the great number of boys who passed through the School during the years 1917-37, their achievements as boys in School, and the honour they have brought to it by their work as men.

Our Sixty Glorious Years.

T. V. Shaw.

Lest it should be felt that our title may seem somewhat boastful, it should be said at once that there is only one worthy meaning of the word "glorious", and that is "glorious in service." All the rest is "such boasting as the Gentiles use," and that is far from the mind of the present writer, whose object is to show how the sixty years have been filled with glorious service to the School by her sons, and by the School to the community at large.

Pride of place in service to the School must, of course, be given to our first Headmaster, Mr.William Lewis, M.A., who laid down its traditions so soundly in the course of his 21 years' service, unhappily ended by death when he was a comparatively young man.

Mr.G.J.Thomas, M.A., continued and amplified what had been done by his predecessor and, after 20 years in which the School was the main interest of his life, left behind a name ever revered in the hearts of his colleagues and of his pupils.

Length of faithful service has been most pronounced in the history of the School. All the undernamed Masters gave over 30 years of such service :-

Messrs.A.Clark, T.Roblin,S.Brown,D.T.Roberts,H.Roberts, W.T.Stockton, H.W.Hampton, A.M.Smith,D.Roderick. Special mention should be made of Mr.Willis Walker, who joined the Staff in middle life in 1897 when the present building was opened and continued in full service up to the age of 68, the Grand Old Man of the School. All the above have now left us. Of those who remain the following have served over 30 years :- Mr.T.V. Shaw(15 years as Assistant Master and 18 years as Headmaster), Mr.J.Afan Jones,Mr. D.E. Davies, Mr.F.H.Phillips and Mr. E.Walker. It is of particular interest to note that Mr.Afan Jones has nearly completed 40 years in the School, and is the only Master to serve with all three Headmasters.Everyone hopes, as indeed is most probable, that he will serve also with the fourth, and thus hold the record for length and service.

Among the best servants of the School have always been the Prefects. Here are the names of the first 13, as inscribed on a shield found in a cupboard in the Headmaster's room :-

1895 and 1896, T. Campbell James; 1897, G. Brinley John; 1898, Evan J. Evans and John Lewis; 1899 and 1900, T. C. Williams; 1901, George Walters; 1902, Randell Williams; 1903, John Morse; 1904, Harry Snook; 1905, Oliver Thomas; 1906, Gwilym D. Vaughan; 1907, Thomas Williams; 1908, D. G. Reynolds.

Mention should also be made of the Captains of the two great School games, Rugby and Cricket, a long line of splendid leaders whose influence on the sportsmanship of the School cannot be over-estimated. There was a Cricket XI in 1895, the first year of the School, then housed in the present Public Library. The Captain was R. T. Gabe, who subsequently became the first Old Boy to gain an international Rugby cap! A full list of Captains of Rugby and Cricket is to be found on another page of this issue.

A high tribute should be paid to two former Masters who did so much to mould the Rugby and Cricket traditions of the School, Mr. Lewis Griffiths, in charge of Rugby for 21 years and Mr. Hampton in charge of Cricket for 37 years. The second summer game of Tennis was fostered and taught by Mr. Roderick for 39 years.

Another School institution since the early days is the Literary and Debating Society. A long record of service was set up by Mr. W. T. Stockton, who most ably conducted it for 25 years, being assisted by Mr. T. V. Shaw for 12 years prior to his becoming Headmaster. Three former Presidents have brought great honour to the School by being elected Presidents of their respective University Debating Societies. The details are :-

F. Elwyn Jones, President of the Cambridge Union.
H. Lewis Clarke, President of the Oxford Union.
Harry Beynon, President of Swansea University
College Debating Society.

Y Gymdeithas Gymraeg was founded and fostered by Mr. Morgan Rees for 20 years until his death, energetically assisted by Mr. Huw Roberts during the whole of this period. Mr. Roberts carried on for another 10 years with the aid of Mr. Glyn Hughes until his retirement in 1949, since when Mr. Hughes has fostered the Society. An astonishing record of service is held by Mr. Huw Roberts, who has delivered annually on St. David's Day for 37 years an address in Welsh on some great Welshman; and this service has continued to perform since his retirement.

The School Orchestra, founded by Mr. F. H. Phillips in 1921, has remained under his baton for 33 years. For the past 14 years he has received great assistance from the Senior Music Master, Mr. A. Haydn Jones, whose compositions for Orchestra and Choir have provided much enrichment in the musical life of the School.

The Dramatic Society was also founded in 1921 by Mr. J. Afan Jones. For 21 years, until broken by the War, a remarkable series of performances was staged embracing most of the best work in English Comedy, both classical and modern. At every performance the Orchestra provided incidental music in a partnership unique in our School's history.

In later years other aspects of corporate life have developed, among which mention should be made of Athletics and Cross Country Running, founded in 1945 and fostered by Mr. Tom Jones, with much success and to the great benefit of many boys; while a Chess Club, founded and sponsored by Mr. J. L. Morris in 1940, has taught many boys to play this great game and has even provided one Schoolboy International player, Graham D. Jones.

The Old Boys' Union, founded by Mr. G. J. Thomas and revived by Mr. T. V. Shaw, has given outstanding service to the School. It has endowed an annual University Scholarship and an annual Prize in memory of the first Headmaster, and it also donates all the annual School Prizes.

During the War, the School maintained a Squadron of the Air Training Corps, commanded by Capt. E. J. Jacobs, M. C. and by Mr. J. Afan Jones, and a Company of the Army Cadets, commanded by Capt. A. H. Smith.

All the service chronicled thus far has been rendered within the family and to the School. Let us now turn to the service rendered by the School to the community through its Old Boys.

In the field of religion, mention should be made of the work of the Ven. Roy Beynon, who as Archdeacon of Lahore had an area almost as large as Europe as his diocese. Rev. Isaac Thomas, B.A., B.D., fills with distinction the chair of Church History at Brecon Memorial College. Rev. Llywelyn Williams, B.A., was called to King's Cross Chapel, London, in succession to the great Elfed. Nor should the excellent work of Rev. Haydn Parry, M.C., B.A., and of Rev. Myer Berman, O.B.E., be forgotten. Their decorations were awarded for conspicuous service in the War, the former as an Anglican priest, the latter as a Jewish Rabbi. Another Old Boy, Col.-Chaplain B. Price has given great service to the cause of religion in H.M. Forces. A vast amount of religious work is being faithfully performed by Old Boys throughout Wales and elsewhere as Vicars, Curates and Ministers. Mention should also be made of Dr. J. Conway Davies, D.Litt. who is Archivist to the Church in Wales.

In both Wars large numbers of Old Boys served in H.M. Forces. In the first War 47 and in the second 59 gave their lives in the service of their country. Some have held very high rank, notably Major General William Oswald Bowen, C.B., C.B.E., M.I.E.E.; Air Commodore John Swire Griffiths and Instructor Commander David Rice Hughes, R.N.

In the Universities at least six Old Boys hold, or have held professorships. Professor T. Campbell James, D.Sc., F.R.S. was Professor of Chemistry and Vice-Principal of Aberystwyth University College. Professor John Pugh, D.Sc., F.R.S., was Professor of Chemistry in the University of Cape Town. Professor Evan Evans, D.Sc., F.R.S. was first Professor-Physics at Swansea University College. Professor Harold Williams, M.A., holds the chair of History and the Vice-Principalship at King's College, London University. Professor Rhydwn Evans, D.Sc., is the first Professor of Civil Engineering at Leeds University, and Professor J. Cedric Griffiths, Ph.D., is Professor of Petrology in the State University of Pennsylvania.

In Law we have Mr. F. Elwyn Jones, Q.C., Recorder of Swansea and one of the British Counsel for the prosecution in the post War Nuremberg trials of War Criminals. In Llanelli Mr. W. D. Davies is Clerk to the Magistrates, while Mr. Ieuan Davies holds a similar post at Llandilo. Messrs. Leslie Williams, Edward Williams, Gwyn Treharne, Llewellyn Richards, Hywel Richards, Clifford Hughes, Leslie Rees and Morlais Lloyd are practising as solicitors in Llanelli.

In Medicine we may select Dr. T. Wade and Dr. Idris Jones, both well-known Cardiff specialists. Dr. Linford Rees, Chief Psychiatric Specialist for Wales under the National Health Service. Dr. Wyndham Beynon, Chief Medical Officer at the famous Orthopaedic Hospital, Great Ormond Street, London; Mr. G. R. Edwin James, Gynaecological Specialist at Carmarthen Infirmary; Mr. T. I. Williams, Ear, Nose and Throat Specialist in Llanelli General Hospital, and Dr. Donald Jones, one of the leading anaesthetists in the Swansea area. In Llanelli and District the following Old Boys are giving notable service as General Practitioners: Dr. T. R. Davies, Dr. Oscar Williams, Dr. H. D. Llewellyn, Dr. Vivian Roderick, Dr. W. D. Williams and Dr. Leslie Williams. Mr. Gwyn Lloyd, the Dental Surgeon, is also an Old Boy.

In Public Administration the School has given lavishly. Leading examples in our own area are: Mr. Wynne S. Thomas, Clerk to the Carmarthenshire County Council; Mr. Selwyn Samuel, Town Clerk of Llanelli; Mr. A. B. Richards, Llanelli Borough Engineer; Mr. Clifford Nurse, Llanelli Borough Treasurer; Mr. Clifford Hughes, Clerk to the Llanelli Rural District Council; Mr. Leslie Rees, Clerk to Burry Port Urban District Council; Mr. J. E. Vaughan Evans, Surveyor to Burry Port Urban District Council.

Further afield, Mr. D. T. Griffiths, O.B.E., was for many years Town Clerk of Southwark; Lieut.-Col. Wilfrid Miron, O.B.E., is Vice-Chairman of the National Coal Board (East Midlands Division); Dr. Idris Jones is Chief Officer of the Research Department of the National Coal Board; Dr. Trevor Williams, D.Sc., holds an important position in the Ministry of Town and Country Planning; Mr. Aelwyn Williams held the high post of Controller Commissioner in the Indian Civil Service.

In Civil life again there is a long Roll of Service. Mr.F.Elwyn Jones, Q.C., and Rev. Llywelyn Williams are both members of Parliament. Ald. Dr.H.D.Llewellyn, J.P., has the triple honour of being the first Old Boy to become respectively, a Borough Alderman, a Justice of the Peace and Mayor of Llanelly. Among those who have served or are now serving as Borough and County Councillors we have : Councillors James Jones, Haddon Jones, Elwyn Samuel, Edgar Thomas, Cecil Williams, Herbert Roberts, Glanville Williams(at one time Deputy Mayor of Llanelly) and Reginald John.

It is interesting to note that Alderman Dr.H.D. Llewellyn and Councillor Elwyn Samuel are also members of the School Governing Body.

High Sheriffs of Carmarthenshire have included Messrs. David Wilson(1953) and Arwyn S.Lewis(High Sheriff this year) from among our Old Boys, while the present Under-Sheriff, Mr. Hywel Richards, is also an Old Boy.

Old Boys who have become Justices of the Peace are: Ald. Dr.H.D. Llewellyn, Messrs. Herbert Roberts, D.Cecil Williams, Edgar Thomas.

Perhaps, at this juncture, reference may fittingly be made to two Old Boys, whose names and faces have been known to a wider public throughout the world than those of any other Old Boy. They are Messrs. Gareth Hughes and Clifford Evans, the former a very popular "star" of the silent pictures, and the latter the well-known stage and film actor. Both of them found their metier through the medium of School Dramatics. They have certainly given pleasure to millions. Mr. Eddie Parry also distinguished himself as a dramatist in both Welsh and English.

In the sphere of Education the Old Boys have served the community well. Among Her Majesty's Inspectors of Schools we have Messrs.Idris G. Richards, Arfon Roberts and Graham Thomas. Among Headmasters of Grammar Schools we have Messrs. Tudor Williams O.B.E.(Carmarthen), Evan Morris (Llandilo), D.G.Reynolds(Blaenau Ffestiniog), while Mr.J.Ingli Williams, B.Sc., is Principal of Llanelly Technical College. Dr.T.Hopkins, Ph.D. was Principal of Barrow-in-Furness Technical College. All the Headmasters of Llanelly's Secondary Schools are Old Boys, namely, Capt. Brinley Evans(Stradey), Messrs.T.Glanville Williams(Coleshill), Reginald John(Stebonheath).

Local Primary Headmasters include the following Old Boys: Messrs. Glyn Alun Williams(Bigyn), David Hughes(Copperworks), Reginald Rees (Felinfoel C.P.), Edgar Rees(Old Road), Garfield Aubrey(Pwll), Gordon Jones(Halfway).

Very many other Old Boys are giving fine service throughout Britain as Assistant Masters. Special mention should be made of the fact that 17 Old Boys out of a Staff of 34 masters, having gained experience elsewhere, have returned as Masters in the Old School. This fact is no doubt the chief reason for the strong "family spirit" which prevades the life of the School.

Many other examples of service could no doubt be found, but, to quote the writer of the Epistle to the Hebrews, "the time would fail me to tell of...."

The record is already sufficiently long to justify the epithet "glorious" as applied to our Sixty Years, and to inspire those who still bear and those who will bear the torch, so to serve that, in due time, some future Headmaster may be able to give as his watchword for another "annus mirabilis", the proud and honourable designation - " Our Glorious Centenary."

Ar Y Bryn and Dan Y Bryn.

S. G. Rees.

Little did I dream, when in 1922 I left "Yr Ysgol ar Y Bryn", that I was to return one day as its Headmaster.

After valuable periods of teaching experience as Head of English at Denbigh and Goweron Grammar Schools and some years as Headmaster of Pontardawe, I had the good fortune to be appointed Headmaster at Llanelli in 1956.



Mr. T. V. SHAW, M.A., 1937 - 1955



Mr. S. G. REES, M.A., 1956—1968

I felt overawed at taking over a school with such a high academic and sporting reputation. It was an immense, and even a daunting honour to follow William Lewis, Griffith Thomas and T.V.Shaw - three men who had succeeded in establishing the School as one of the finest in the principality. Many of its scholars hold high office in the farthest corners of the Earth, while others became Members of Parliament, eminent professors, leading lights in Law, Medicine and other fields of endeavour. To illustrate the range of what the School has achieved we may cite some outstanding examples :

Lord Elwyn Jones : Chancellor.

Dr.Idris Jones(his brother): Head of Research at the Coal Board.

Professor W.Linford Rees: World famous Consultant in Psychiatry.

John Heywood Thomas: Professor of French at Cardiff.

Clifford Evans: Well-known actor and film-star.

Watcyn Thomas: Captain of the Welsh Rugby XV which beat England for the first time at Twickenham in 1936.

Kenneth Bowen: Leading tenor in Opera, Oratorio and concerts.

There are scores of others, of course. When I became Headmaster I inherited the friendliest and most conscientious of colleagues, some of whom had taught me as a boy in the old School.

As the years went by, we maintained the standards handed down to us; and our scholars kept on winning scholarships at Oxford, Cambridge, London and the Welsh University colleges, thanks, of course, to the close and cheerful co-operation of our splendid staff. I wish I had space to name them all and to allocate to each his due reward of appreciation and thanks.

It is a pleasure to know that the School has been enlivened by a strong Orchestra, a vigorous Debating Society and the production of an annual School play; lusty battles against doughty opponents such as Gowerton, Carmarthen, Swansea and Llandilo; the winning of the Southampton Public Schools "Sevens" Tournament three years in succession; the establishment of the "Sevens" at Stradey. Another impressive and happy feature is the survival of the Old Boys' Association, with its annual dinner at the Stepney Hotel, and also that of its active London branch, which meets every December for dinner at the Park Lane Hotel. The Old Boys have endowed the School with funds to provide a Special Prize on School Prize Days and this year have presented the School with a new electric organ. Huw Tregellis Williams, an Old Boy of the School, was invited to give the first recital on it.

When I arrived in 1956, the School was divided, the Seniors being housed at the old school on the hill and the Juniors in the new school at Pwll(as yet unready for total occupation). Soon, however, the new building was completed and the two sections were once more united in their present home.

What a memorable day it was when H.R.H. the Duke of Edinburgh flew in by helicopter to perform the official opening of the new "Ysgol dan y Bryn"!

In the far-off days when I was a pupil, the school was rich in characters. The Headmaster was Mr.Griffith Thomas. He was an Oxford scholar with degrees in Modern Languages and the Classics. He was always impeccably dressed in dark suits and wore pince-nez. Although Victorian by upbringing, he was always a most courteous and considerate person and he fulfilled his office nobly. He impressed all and sundry with his resonant Oxford accent. In those days it was an ordeal to be punished by the Head; the culprit would have to be caned, looking steadfastly at a bust of Julius Caesar on the mantelpiece with the motto engraved underneath: "It is better to wear out than rust out."

A bachelor of some means, he was a model of propriety. He was jealous of the academic standards of the school and enthusiastic

about its athletic prowess. He had compassion for the brilliant pupils who came from poor homes and on some occasions he offered to finance boys through University.

Captain Jacobs was the P.E. Master. He was a full-time Army man. He had played football for Sheffield Wednesday and it is remarkable to realise that a man with a Soccer tradition was destined to be in charge of Rugby and to produce such noted players in it. When he retired he became the landlord of the Half Moon, where he was paradoxically his own best customer (so it is alleged).

Emlyn Davies, or "Doldrums" as he was known to all the boys, was the ever-popular geography master. He was one of the first masters to teach Geology in a Grammar School in Great Britain. He made his subject live.

T.V. Shaw was a learned and inspiring teacher of English. He brought a new dimension to his subject and his pupils came to love literature and things English. He had a sensitive approach to poetry and he appreciated the niceties of Style. He was assuredly a worthy successor to Griff Thomas as Headmaster and it was an honour to follow in his steps when he retired.

Andrew Clark was one of the elder statesmen of the staff: a grand old Irishman who used to illustrate situations from the Latin textbooks by relating anecdotes from the troubles of the Irish Revolution in 1916. He was known as "Tip" Clark, as he had a most uncanny knack of tipping passages for Unseen translations in the G.C.E. papers.

D.T. Roberts, known as D.T. Bobs, was another cup of tea. He had a Puckish sense of humour. He suffered from a stammer which added a charm to his speech and personality. "Bobs" lived in a caravan stationed near the Ashburnham Golf Course in the Summer but horse-drawn to shelter behind the School Pavilion in the Autumn and Winter. The largest book on his shelves was Mrs. Beeton's Cookery Book, the recipes of which he followed faithfully. He was most hospitable, although he could entertain only one guest at a time owing to lack of space.

At an Old Boys' Dinner some years ago, I was able to deliver the following potted history (in verse) of my schooldays:

For we were nursed upon the self-same hill,
Fed in the same canteen, for good or ill.
Together when the Thursday practice came
We drove afield, impatient for the game.
We tackled Pop, pulled Gavin Oram down,
Parsed nouns for Ampy in his tattered gown.
We nursed a common bruise from subtle prod
For oxidising pennies from Dai Rod.
Deponent verbs from Andrew Clarke still lodge
With "x squared minus y" from Tommy Dodge.
Irregular verbs from Stocky, Welsh from Mock,
Scripture from Huw our cerebella stock.
Woodwork and Art were stimulating stuff
Pursued with ardour under Billy Buff.
In clothes immaculate with painful frown
Atwood's Machine we learnt from Sidney Brown...
And over all with wisdom, tact and love
Our well-loved Griff, the Boss, ruled from above,
His temper proof from trials one and all
Save playing fives against the red-brick wall.
His place was taken at the helm ere long
By T.V. Shaw, the climax of my song.

I succeeded Mr. Shaw in 1956 and retired in 1968, when a second Old Boy of the school was appointed Headmaster - namely John Vaughan Harries who died tragically after two years' yeoman service. He was followed by yet another Old Boy, the present Headmaster, Mr. R.I. Denis Jones (also from Pwll). He had been my very first appointment to the staff when I took over as Headmaster. Report speaks goldenly of the fine work he is doing for the School.

I know full well that change is the unalterable law of Nature - for better or for worse. The intention now is to turn our Old School into a Co-educational Comprehensive School.

We have the privilege of looking back on a glorious School record. It is our duty to hand down to the new tenants the Old School spirit. It is impossible to believe that such a spirit can be destroyed by change.

My fervent hope is that the future of the School may go on from success to success.

So far, it is in safe hands. I wish it every blessing.

A tribute to Mr. J. V. Harries.

by Maelgwyn Thomas.

When I think of Mr. John Harries and the all-too-short period of his Headmastership - and I write as a friend in boyhood, a co-digger in his University days and a colleague from the post-war years until his untimely death - the first of his many personal qualities which comes to mind is his religious faith. It is fitting therefore, to emphasize first the changes which he gradually introduced into Morning Assembly.

In retrospect, perhaps the most interesting change was the introduction of readings for Assembly from books other than the Bible. I still remember readings from the autobiography of a priest working and living with children in the slums of Naples and accounts of missionary and medical work in India - Readings such as these which continue to be a feature of School Assembly can open the minds of pupils to world problems of poverty and ignorance. The re-emergence of the Llanelli Volunteer Service with its emphasis on practical help for the less fortunate owed much to the help and encouragement of the Headmaster, who also extended the practice of inviting local ministers to take part in Assembly.

When we begin to look into School societies and institutions which we tend to think have always been in existence, we find that a number of these came into being during Mr. Harries' time as Headmaster: the Savings Bank, established a few weeks prior to his appointment, the Jester, that valued recorder of the School, its boys and its happenings and the Parents' Association, that provider of good things for the benefit of all pupils in the School, all of these Mr. Harries helped to establish in their early days.

He also arranged parents' meetings in the evenings when parents could come to school and meet individual members of staff to discuss their sons' problems and progress in the school. This valuable innovation which is still being maintained in an even more extended form has contributed much to the co-operation between parents and teachers in the education of our pupils. In the same way, the scope of careers guidance in the school was enlarged in line with the increasing public demand for such guidance at that time.

The changeover of prefects at Easter rather than the end of the school year was also initiated by Mr. Harries; this was in order to give the retiring prefects a better chance to concentrate on their A-level work during the summer term. The coffee machine, the delight of all pupils and of many members of staff and the bane of successive Deputy Headmasters when it goes wrong, was installed during Mr. Harries' period of office.

Anything which might improve the well being of the boys or which might enhance the reputation of the School gained Mr. Harries' immediate support. I had personal experience of this support and enthusiasm on many occasions, but particularly during the last year of his Headmastership, when I was concerned with the Top of the Form competition on T.V. and the subsequent Trans-World competition against Canadian teams, both of which were won by our school team of Lynda Evans, Margaret Samuel, Peter Davies and Robert Hunt. It was a great satisfaction to Mr. Harries that his school which had achieved a national athletic reputation during the late fifties and sixties

should have attained such distinction in a totally different field. That was a very exciting time for us all.

It is very difficult to sum up the period of Mr. Harries' Headmastership. The same high standards of discipline, of academic and athletic prowess were maintained; the life of the school seemed to continue unchanged, and yet there were changes in that life; but these changes were gradual and unobtrusive, as unobtrusive as the man who brought them about could, when necessary, show himself to be.

A Tribute to Mr. John V. Harries.

By Mr. D. Alun Thomas,
(Acting Headmaster)

It was with a very real sense of loss that we began the term in January, 1973, for we had to resume without our Headmaster, Mr. John Vaughan Harries. He had been taken ill in school on the last day of the Christmas Term, and had passed away the following day. His death, so sudden and unexpected, cast a gloom not only over the School but also over the whole town, because he was highly respected as a Christian gentleman who contributed so much in time and energy to every good cause in the community.

Mr. Harries was an Old Boy of the School, and a Graduate of the University College of Wales, Aberystwyth, where he obtained a First Class Honours Degree in Mathematics. Later he was awarded the degree of M.Sc. of the University of Wales. He became a member of the Staff of our School in 1939, and was Appointed its Headmaster in 1968.

He will be remembered by countless Old Boys for his outstanding work as a teacher of Mathematics. As a Headmaster he guided the School with wisdom, integrity, honesty and humanity. He was a man of deep religious convictions, a man of strong moral principles, with the courage to stand by them. He was a very charitable man, and the cause of Charity was always very near to his heart.

Above all, Mr. Harries was a man who set a personal example of Christian conduct which we could all follow with confidence. In the words of Chaucer

"but first he wrought, and afterwards he taught."

We remember him with great affection and respect. Perhaps the greatest tribute we can pay him is to resolve that we, every one of us, will do our utmost to see to it that the School, which he loved so much, carries on its work and maintains the very high standard which he so earnestly endeavoured to attain.

My Forty Years Association with the School

From 37 to 77

by

The Headmaster, R. I. Denis Jones.

Greetings and good wishes to you all in this last and very special issue of The Llanelli Boys' Grammar-Technical School Magazine.

I believe that Education, in whatever form it takes, depends for its success on the impression made by adults on the receptive and eager minds of young people who are learning and beginning to develop their own ideas and opinions.

Education in Llanelli has reached the end of an era. The change-over to the Comprehensive system of Education will take place in September '77. This does not mean a complete break with our glorious past, for Education, unlike Technology, cannot periodically scrap its machinery, its processes, its expertise. We cannot completely divest ourselves of our past and start again from the beginning. We must think in biological rather than technological terms - of organic growth, not material demolition and reconstruction. I am sure that the change-over will be smooth and unspectacular.



Mr. J. V. HARRIES, 1969—



**R. I. Denis Jones, J.P., M.A., F.I.B.A.
Headmaster, September, 1973 - 1977**

In tackling the inevitable changes of the future it has been found that our task will not be all that different because we are determined to maintain the old standards, ideals and values. At such a time as this we cannot help but take a look at the past as well as take a glimpse into what is to come.

I naturally have an enduring affection and a host of happy memories of the Old School where I have been pupil, student teacher, teacher and Headmaster. I Headmastered the School during the last four years of its existence, from 1973 to 1977. The School, founded in 1895, was eighty two years old when it ceased to be. However, I must point out that only the first year intake is Comprehensive and that the Grammar School pupils will remain here and be phased out yearly. It is in September, 1983 that the School will become fully Comprehensive.

What do I remember of my schooldays in "Yr Ysgol ar y Bryn" between 1937 and 1943?

The building had character - it was strong, solid, secure and it had a strong caring community. Men of personality taught me - they had character and inspired confidence in me. They all had the human touch and were approachable. I got to know them very well in the small Form VI classes where there was particular sympathy and understanding between the teachers and the boys. I can only recall two Members of Staff retiring during my six years at the School, for once appointed they generally stayed until retirement, giving the School continuity and stability. They were a Staff who cared about us. It was a truly satisfying and human place.

The late G.J.Thomas, who lived in Pwll and who was a close family friend, had just retired before I entered the School. So it was the late T.V.Shaw - the scholarly, quiet spoken, friendly, inspiring, Christian gentleman - who was my Headmaster. I owe a great deal to him as I do to the other thirty three Members of Staff and especially so to Mr.David Roderick, my Form Master, Mr. Huw Roberts, Mr.G.R.Hughes, Mr.J.R.Williams, Mr.D.Emlyn Davies, Mr.Ronald Jacob, Mr. Lewis Griffiths and Mr. Haydn Jones, my Form VI subject teachers.

During this period the School had around 550 boys on roll with a Form VI of 20. English, Welsh, French, Latin, Greek, History, Geography, Geology, Economics, Chemistry, Physics, Botany, Zoology, Pure Mathematics, Applied Mathematics and Scripture were the subjects taught in Form VI to the C.W.B.'s Higher School Certificate.

I recall with very great pleasure, joy and satisfaction the Morning Assemblies, the Sports Days, the rugby games, the cricket matches, the meetings of Y Gymdeithas Gymraeg a'r Urdd and the Literary and Debating Society, the St.David's Day Celebrations, the annual Prize Days, with the Girls' School, the School plays at the Astoria and Hippodrome theatres, the Geography and Geology field excursions and the A.T.C. parades after School hours.

In 1956-after many years in H.M.Forces and service abroad, studying at the University of Wales and the University of Dublin and teaching at The Ogmere Vale Grammar School - I was appointed to the Staff of my Old School. I was the first appointment made by Mr. Stanley G. Rees who had just taken over the helm. This period, under his inspiring and enthusiastic leadership, influenced me tremendously. Cefais y ffrainf fawr o gael dychwelyd i gael cydweithio'n hapus a dau o'm hen athrawon annwyl, dau y bu eu dylanwad yn drwm iawn arnaf - Mr. Glyn Hughes-ysgolhaig, cyfaill cywir addfwyn a thawel, athro cydwybodol a thrwyadl a Mr.J.Ryland Williams-deinamig, brwdfrydig, meistr y ddrama yn Gymraeg a Saesneg ac athro da. Gwnaeth y ddau ynghyd a Mr.Harding Rees and Mr.Donald Hughes ddiwrnod da o waith dros y Gymraeg a thros Gymreictod yr Ysgol. It was a happy and harmonious School under Mr. Rees! - a very good place to work in. I valued very much what he gave me in confidence and experience in leadership and service.

It was during Mr. Rees' Headmastership that the whole school moved down to its new buildings in Pwll. Many members of Staff including myself had been commuting between the two buildings for years. The contrast between the old and the new was great - from the old, established, dignified school building of Yr Ysgol ar y Bryn, with its

dark and often mysterious corridors and thick walls to the much lighter, more spacious new buildings of Yr Ysgol dan y Bryn with its wide corridors, much glass, lots of wood, lovely green playing fields, where the boys could find harmless outlet for their bounding vitality, and with Stradey Woods and Stradey Castle in the background. What a picturesque setting for a School.

Strong traditions, high standards of courtesy, hard work and scholarship, mastery on the playing fields continued under Mr. Rees' guiding hand in the new situation. It was an honour to work for such a Headmaster and for such a rewarding community with its intellectual achievements, its regular outstanding scholars, its breathtaking and heartwarming functions in Music and Drama. All this gave me profound satisfaction. There were of course the occasional disappointment and tragedy - but this is the very stuff of life.

Apart from my duties as a teacher I was also involved in many extra-curricular activities - the Welsh Society, Yr Urdd, National Savings, Welsh One-act plays for the Urdd National Eisteddfod, English plays, the Welsh play 'Pelenni Pitar' for the Royal National Eisteddfod at Llanelli in 1962 and examining duties for the old County of Carmarthen and the W.J.E.C. It was a very full and rewarding time for me.

In 1965 I left the School to take over the Headmastership of Burry Port Secondary Modern School (now Glanymor Comprehensive, and before returning to Headmaster my Old School in 1973, I had the great honour of being appointed Headmaster of Stradey Bilingual Secondary School - (now Ysgol Gyfun Gymraeg y Strade) and later The Queen Elizabeth Grammar School for Boys, Carmarthen.

I was appointed Headmaster of my Old School in May, 1973, and took up the appointment in September. It was the greatest day of my life - to be Headmaster of my Old School and to work with former colleagues. The vacancy had occurred due to the untimely death of my very good friend and colleague, the late Mr. John V. Harries, who had loved and done so much for the School during his four years of Headship. Everyone speaks so highly and glowingly of him.

Mr. Alun Thomas took over the duties of Headmaster until I arrived in September. He had all the qualities of a leader and was a person who was instinctively trusted, respected and admired. During his term of office he received and earned the loyal support of the Staff and kept the School's fine tradition. If we can rely on teachers of such calibre as Mr. Alun Thomas - a man of vision, of standing, of qualities, of iron discipline, of true values and high standards, the future will be in safe hands.

What characterized the School during these last four years of its existence? The Staff Room continued to be a happy place and I know that there were close, strong, sound personal relations between me and the Staff, between me and the Prefects and between me and the rest of the School. I made a point of seeing my colleagues during some part of almost every day - at breaktime, in the corridors, in the classroom, in the Staff Room, in the Dining Hall, on the playing fields or in my Study. I was always fully aware that they were most tolerant indeed of this invasion of their time, but I believe that they all valued these daily encounters for their knowledge of the boys was increased and because they felt themselves to be, as indeed they were, a very important factor in decision and policy making. This gave to the School community a unity of purpose that was of great value. What did we talk about in our Staff Meetings and in our daily encounters? - general policy, arrangements for some special occasion or other, behaviour problems concerning the boys, new rules, standards of dress, news of former pupils, successes, failures, illness, trouble at home, crises, problems in the lives of our boys likely to effect their behaviour, progress reports on the pupils and so on. These constant contacts with the Staff meant they got to know me very well as a person and that I was easily available. I tried always to be this to Staff and boys. I became aware of the strengths, special gifts and personalities of the Staff themselves and used this knowledge to the advantage of the

School. There was always sympathy and understanding between me and the Staff and this led to the smooth and efficient running of the School.

During the last four years of its existence the School had a 5-Form entry and had 961 pupils on the roll (with 204 in Form VI) and 51 members of Staff. In Form VI, boys were able to choose their subjects from English, Cymraeg (Iaith Gyntaf), Welsh (Modern Language), French, German, Latin, Greek, Applied Mathematics, Pure Mathematics, Mathematics, Physics, Chemistry, Botany, Zoology, Biology, Geography, Geology, History, Economics, Scripture, Sociology, Art, Woodwork, Metalwork, Technical Drawing, Music, Computer Science. The complementary studies in Form VI included Psychology, Statistics, World Faiths and Religions, Music Appreciation, Pottery, Drama, Technical Studies, Welsh Studies, Careers, Physical Education and Games. The boys were trained to take the "O", "C.S.E." and "A" Level examinations of the Welsh Joint Education Committee; they also sat the "A" Level of the London University Board, entrance examinations to Oxford and Cambridge and scholarship examinations to the University of Wales.

The service rendered to the community by the School through its Old Boys over the eighty two years of its existence has been tremendous. It continues to have a strong influence locally, in Wales and in Britain - something of which we can be justifiably proud. Old Boys continue to distinguish themselves in every walk of life - Law, Medicine, Local and National Government, Universities, Polytechnics, Colleges, Schools and Education, Religion, Radio and Television, Industrial fields, Business World, Journalism, Public Administration and Civil Life and in the world of Sport, etc.

Y Gwasanaeth Boreol oedd calon Yr Ysgol ini pan gyfarfum i a'r Ysgol a phan gyfarfu'r Ysgol a mi. Dyma fan cychwyn popeth yn yr Ysgol. Yn y gwasanaethau hyn ceisiais ddangos beth oedd Cymdeithas Gristnogol, ei gwerthoedd moesol a'i safonau uchel. Ceisiais argymhell y bechgyn i fod yn onest, yn eirwir, yn bur ac yn iawn, i fyw bywyd Cristnogol da, i wneud y gorau o'u talentau, i ofalu am eraill llai ffodus na hwy ac i lynu'n dynn wrth egwyddorion Cristnogol.

Our main pastoral care unit was the Form. I had wonderful Form Teachers who managed to know all their boys thoroughly - their potential, their problems and their difficulties. I was most fortunate in having men and women who enjoyed this work and who - although there was no special responsibility allowance - did it extremely well. I remember them all with gratitude.

I cannot praise too highly the sterling qualities of my Senior Deputy, Mr. Maelgwyn Rhys Thomas, and Mr. Dafydd Smith and Mr. Huw Dunn Jenkins and every other member of my Staff for they all had high standards and true values. They cared for the boys and were concerned about them. They made great occasions and memorable highlights possible, they gave generously of their talents and of their time to the everlasting benefit of our boys. There was happy involvement on their part in all school activities. They made the School a happy and successful place. I salute them all. Diolchaf iddynt am eu cydweithrediad parod bob amser ac o'r herwydd bu'n gyfnod hapus, prusur a llawn imi a chredaf yn un llwyddiannus i'r Ysgol. Nodaf gyda balchder mawr enwau'r athrawon a'r athrawesau a fu'n cydweithio a mi yn ystod y pedair blynedd olaf: Messrs. John Bowen (Art), J.R. Thomas (French and Careers), Ronald Jacobs (Geography), Joseph Lloyd (Mathematics), Leslie Sutherns (Biology/Zoology), Myrddin Rees (English), Dennis Thorne (Biology/Botany), Gwynne Anthony (Science), Ivor Evans (French), Evan Jones (German/French), Yvonne Watkin Rees (Drama/Speech Training), Victor Rees (Biology/Botany), Samuel Alford (Mathematics), Vivian Hayes (Classics), Howard John (Mathematics/Physics/Technical Drawing), Donald Hughes (Welsh), Kerry Davies (English), Anthony Harries (Mathematics), Hugh P. Thomas (Physics), Gordon Price (Physical Education/Geography), Brian Darby (English), Penri Williams (Music), Alan W. Jones (History), Hubert Jenkins (Chemistry), Edward Ephgrave (Scripture/Sociology), Keith Williams (Welsh), Ellis Griffiths (Mathematics), John Rees (Physical Education/Geography/Geology), David Lewis (Woodwork/Technical Drawing), Donald Evans, (Economics), Harry Thomas (Physical Education/English),

Wynne Oliver(Physical Education/Mathematics), Keith Mitchell(Metalwork/Technical Drawing), Alun Williams(History), Dr.Keith Davies(Physics), Noel Rees(Drama/English), Garry Nicholas(Welsh/Scripture), Meyrick Richards(Mathematics), Dennis Phillips(Chemistry), Wynn Hughes(Classics), Miss.Elizabeth Treharne(Welsh), Roger Peckham(Mathematics, Mrs. D.Jones(Welsh/Scripture), Miss.Bethan Clement(Welsh/Scripture), Miss. Pamela Evans(Scripture) Mr.Clyde Thomas(Crafts), Meirion Rees(Geography/Geology), Ronald George(Physics), Goronwy Owen(Physical Education/English), Elwyn Evans(Physics), Dr.Leonard Hugh(Scripture/English), Miss.Roza Woods(Russian), Mrs.Cecily Lloyd(French), Dr.Emyr Thomas(Science), Miss Glenda Thomas(History/English), Alan Rees(Crafts/Technical Drawing), Michael Walters(Woodwork/Technical Drawing), Donald Preece(Violin), Edgar Williams(Cello), Ivor Davies(Brass), Howard Sherlock(Woodwind).

I wish to express my warmest thanks for these last four years to:- The Director Of Education and his Staff; to Mr.J.P.Thomas, the Area Education Officer, who showed the keenest interest in the School and who was faithful in his attendance at our numerous and varied functions, to his Chief Administrative Officer, Mr.Gwyn Jones and to Mr. Bryan Davies (Secondary Schools' Adviser), Mr. Hywel Thomas(Physical Education Adviser) and Miss Sheila Evans(Special Education Adviser) and their Staffs at the Coleshill and Goring Road Offices - for their ready and willing help at all times; to the Old Boys Committee and its officials (Messrs. Fred Edwards, Ronald Thomas, Alan Jones and Eric Lewis) and the Parents' Association and its Officials (Messrs.Harry Griffiths, Clifford Taylor, Alwyn Davies, Ivor Thomas, Raymond Burton and Mrs. Sendall, Mrs. A.S. Phillips and Mrs. Perego)-for their concern,loyalty and practical help to the School; to the Foundation Governors, County Councillors Arthur Francis(Chairman), Brinley Owen, S.T.Hughes, G. McConkey, W.J.Davies and the other Governors, County Councillors Gethin P.Evans (Vice-Chairman), Mrs. Eirwen Jones-Parry, Mrs. Mary Joseph, Grismond Williams, Harry Richards, Melville Thomas, Harold J. Thomas, J.R. Thomas and Councillors D.J.Thomas and D.S. Lewis for their kindness, courtesy and guidance at all times, for their appreciation of the work done at the School and wholehearted encouragement; to the Parents of my boys for their support, understanding and full cooperation over the years; to the School Clerks and Secretaries, Messrs. Keith Walters, Dorrien Jones and Gwyneth Thomas; to the Caretakers, Messrs. Islwyn Rees, Charles Hopper and Huw Roberts and to the Cleaning Staff - Mrs. Edwina Barney, Mr.H.Phillips, Mrs. G.Hopper, Mrs. B.Hughes, Mrs.F.S.Anthony, Mrs. C.Morgan, Mrs.Myra Williams, Mrs. Ann Roberts, Mrs.Jean Cutler, Mrs.I.Price, Mrs. M. Nurse, Mrs. Joyce Peregrine, Mrs. Edna Rees, Mrs. C.Davies, Mrs. F.Jenkins, Mrs. M. C. James and Miss Lettie Davies; to the catering Staff under the supervision of Mrs.Joan Carpenter- Mrs.D.Hinder, Mrs. S.Cloherly, Mrs. S. Thomas, Mrs.N.Howells, Mrs.D.Lloyd, Mrs.M.Williams, Mrs. H.Kavanagh, Mrs.D.Williams, Mrs.R.Turner, Mrs.J.Peregrine, Mrs.B.Richards, Mrs.S. Samuel, Miss.Gwen James; to the Crossing Patrol Officers - Messrs Jones, Collins and Cedric Williams; to the Doctors and Nurses at Brynmair Clinic; to the Nightwatchmen -Messrs. S.Phillips, C.Hopper, I. Rees and M.Roberts; to the Laboratory Technician, Mr.Michael Walters; to the Clerks of Work and Groundsmen - Messrs. T.Jones, W.Baker, E. Davies and J.Jones; to Mr. Brinley Llewellyn and Mr Trevor Jones and their Staff at the Careers Office; to Principal Leonard Jones and his Staff at the Llanelli Technical College and to Mr. Raymond Challenor and his Staff at the Llanelli Girls' Grammar School.

What of the future? We shall face it with confidence. Administrative demands call for a different organisation. It is obvious that ways of coping with a school of 550 in my schooldays would not be suitable for one of over 1,000 pupils. We shall take on the responsibility for the education of Girls in our catchment area and we are sure that they will have much to give to the new School. We shall also seek to know and understand the less intellectually able pupils, of finding out what can touch and spark off their response, of giving to them also the satisfaction of a real place in our concern. We shall strive for com-

plete understanding and effective communication between all sections of the school community. We shall have a unity of purpose and a willingness to work together for the prosperity and success of our new School.

Happily, the Graig Comprehensive School will keep over forty members of the Grammar School Staff and it will also keep the School Uniform, Motto, Prayer, Song, and Colours. These have been treasured over the years and no doubt will be pleasant reminders of the spirit and atmosphere of the OLD School. When we look back, be it at the beginning of the journey or at the end, we shall see that Ysgol Gyfun y Graig will carry a standard (in both senses of the word) that has been, is now, and always will be worth our while.

Farewell and thanks to The Llanelli Boys' Grammar-Technical School, and good wishes and success to The Graig Comprehensive School.

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LLANELLY BOYS' GRAMMAR SCHOOL IN MY TIME.

By Idris G. Richards, (H.M.I. Retired)

The Llanelly Boys' Grammar School has played a highly significant part in my life; I was one of its pupils from 1919 to 1925, and a member of its Staff from 1932 to 1941. My debt to it both educationally and professionally is great and there are many Old Boys like me who will always remember "Yr Ysgol ar y Bryn" with pride and affection.

I find it very hard to realise that well over half a century has elapsed since I became a pupil in the old Intermediate School. This is a long time in anyone's reckoning and one which has seen, especially since the end of World War II, astounding developments affecting all aspects of life. Science and Technology have made phenomenal strides and life generally has been made less arduous with far greater opportunities for the pursuit of cultured activities. In my early days radio was in its infancy and T.V. a thing unheard of; since then man has travelled to the moon and back and a complex computer world of nuclear energy is emerging in which everything may be possible. All these modern developments have brought men many blessings and many problems. There is a danger that people are becoming more materialistic and hedonistic in their outlook, and indifferent to things of the spirit. In Education, where there is a genuine desire to provide equal opportunity for all, there have been radical changes, especially since the Education Act of 1944, to meet the demands of a modern world. And now the former Llanelly Boys' Grammar School is losing its identity to become part of a large Comprehensive school. Naturally, I feel a slight tinge of regret at this, but, nevertheless, wish all success to the new Ysgol Y Graig.

In 1919 there was no free secondary education and boys and girls who wished to enter the Llanelly Intermediate Schools had to sit the Scholarship Examination, then a major event in the Llanelly calendar. This was a qualifying examination as well, and consisted mainly of papers in English and Arithmetic - there were no refinements such as sophisticated intelligence and attainments tests then. The marks scored by the candidates were treated as holy writ, and if A scored one mark more than B, it was taken as incontrovertible evidence that A was abler than B in both attainment and potential. The names and marks of the candidates were published in order of merit in the local Guardian, Mercury and Star, and made big news. The best candidates were awarded Scholarships to cover tuition fees (but not books, etc); those who only qualified had to pay for their education. To win a scholarship was considered an honour and the local schools vied with one another for the greatest number of successes. That the examination was important could not be denied; indeed, for pupils from poor homes, failure could mean the end of any hope of a grammar education and all that it implied later.

How refreshing it was to go to the Inter! It opened new vistas with the exciting experience of learning new subjects taught by not one teacher but many; to join a community where the senior pupils were so grown up was also exciting. If I remember correctly the school was roughly a three form entry in size providing a four to five year course leading to the School Certificate examinations of the Central Welsh Board, and a further Form VI course of two years for the Higher School Certificate examinations. The subjects studied up to Form V included English, Welsh or French, Latin, History, Geography, Mathematics, Chemistry, Art, Woodwork and Metalwork; I understand that the last named subject was mentioned in a Central Welsh Board report as one which made provision for the special needs of the district. In Form VI the boys were divided into Arts and Science, the former to study subjects chosen from English, Welsh, French, History and Geography and the latter, Mathematics, Physics and Chemistry.

Returning to my first year, the Scholarship boys were placed in Form 11.A under the wing of Mrs. Rosalie Evans, the sole woman teacher remaining from the days of the First World War. She was a born teacher with a delightful sense of humour; her discipline was impeccable and

we were her willing slaves. I shall never forget the dramatic way she taught us to recite poetry in chorus - she would have made the reciting of the arithmetical tables a work of art!

Terminal examinations loomed large in the organisation of the school for they determined promotion. At the end of my first term about six of us were transferred to Form III.C and again at the end of the second term, to Form III.B. Thus, at the beginning of the second year we found ourselves in Form IV.A, with our course in the Main School consequently telescoped to three years. I have discovered that this was not unusual; the Headmaster evidently believed strongly in promotion but wisely not in demotion. I vaguely remember that at one time we were given weekly reports, based on marks given for class work and homework, which our parents had to sign. This must have been a dull chore for the form-masters - examinations can be over done.

I think most of us enjoyed our school life; it was busy and eventful. We were full of healthy vigour and were sometimes boisterous; discipline was certainly not oppressive and very occasionally there might have been some ragging but with no malice.

It is only natural that some of the masters stand out in my memory. Mr. Andrew Clark was a school master in the full sense of the word; his teaching of Latin with occasional asides about Roman life humanised a dead language for me. I remember Mr. W. Stockton bringing a real live Frenchman into class one day to illustrate the difference between chevaux and cheveux; both sported heavy moustaches so that there was no problem in demonstrating the latter. Mr. Roblin's teaching of Mathematics was clear, precise and economical, thus making easy what could have been difficult. Mr. Brown, a man of high principle and undoubted integrity, gave me an appreciation of aesthetic aspects of Geometry through Drawing outside the logic of Euclid. Mr. Roderick was an expert in handling test tubes and retorts in the Demonstration Room; I also remember his eloquence when boys had tampered with the Kipp's apparatus to release a foul smell of Hydrogen Sulphide which lingered in the corridor for hours. Mr. Emllyn Davies was a dynamic teacher of Geography and Mr. Lewis Griffiths fascinated me with his clear discursive teaching and with the way he accompanied it with a periodic swinging of a watch chain which he always wore on his waistcoat - teachers' quirks and mannerisms can often be endearing.

At the beginning of my third year in school we were taught English by a temporary master who appeared to be rather prosaic and perfunctory in manner. I was therefore overjoyed when Mr. T. V. Shaw joined the Staff in the second term, bringing new light and life to my English. He was undoubtedly a gifted teacher and a man of quiet charm and sensibility. His lessons on "The Merchant of Venice" caught our imagination, although his way of teaching was not dramatic but rather based on reading from the text interspersed with comments and discussions; it was a kind of lecture explication brought down to our level. Although he became a most worthy successor to Mr. Thomas, as Headmaster, I shall always remember him in the first place as a fine teacher of English.

There was another important addition to the Staff just as I was about to enter Form VI. Mr. Frank Phillips, a disciple of Sir Walford Davies, arrived to electrify everybody with his infectious zeal for music. Until then, music had been virtually dead only to be resurrected very occasionally for special occasions. Mr. Phillips in his happy and compelling ways with boys soon changed this. In a very short time he had established a choir of young voices which was a joy to listen to, and, more important still, he started a small orchestra. Elvet Marks, and I were the founder members but he soon started growing and by the time I left it was about twenty strong. Since those days, other schools can rightly boast about their orchestras. Llanelli can however, thanks to Frank Phillips, claim to have been in the vanguard of this important musical development in Wales leading to Youth and County Orchestras.

We all respected our Headmaster, Mr. G. J. Thomas; indeed, he was revered. A cultured gentleman, unostentatious in manner and loyal to

both his Staff and pupils, he ran his school on as few rules as possible. His concern for the individual pupil was remarkable. Firm when need arose, his way was paternal rather than authoritarian.

In Form VI. I specialised in Mathematics, Physics and Chemistry. There Mr. Roblin guided me with his usual skill and Mr. Brown built up his Physics course on a sound basis of practical work so that my knowledge was not merely book learning. Mr. Roderick allowed us a greatdeal of freedom in both practical work and reading. We were certainly not spoon fed and acquired self reliance and the ability to pace ourselves in our studies which stood us in good stead later at University.

Second year pupils in Form VI. were usually made prefects, and expected to discharge various general supervisory duties between lessons. This taste of power taught us tact and patience. In my last year I was Head Prefect which brought me into closer contact with the Headmaster and Staff.

There were few scholarships to compete for in the Twenties. Despite the fact that there were nine grammar schools in the County, the Carmarthenshire Education Authority awarded but two Exhibitions on the results of the Higher School Certificate examinations; these were of the princely sum of £25. a year for three years. The two were awarded to Llanelly Boys' School in 1925; Ymlaen Llanelly! Most boys proceeding to the University committed themselves in advance to teaching in order to attract Normal Grants to cover their College fees and partly meet subsistence expenses incurred in hostel and lodgings. Conditions in this respect today are very much easier!

Compared with standards today, the School was certainly handicapped by lack of accomodation. There was no gymnasium - a room that had served this purpose had long been taken over as a classroom. Nor was there an assembly hall - two classrooms thrown into one by the opening of a glass partition had to suffice for the morning service. Form VI. had no base to call its own. Washing and changing amenities for games were Spartan. The dining room used by country boys when they ate their sandwiches mid-day also served as a classroom - the luxury of school meals was to come very much later. As for visual and other aids, a magic lantern was occasionally unearthed to illustrate lectures. As boys, we hardly noticed these deficiencies. Library limitations, despite small subject libraries were more evident and a good Form VI. reference and study library would have been a boon.

The Girls' School adjoined the Boys', but if a Berlin Wall had been built between them the separation of the two sexes could not have been more effective. There was little commerce between the two Schools. I remember one evening at a meeting of the Literary and Debating Society, the Headmistress, Miss Catherine Davies sailed in unannounced to harangue us boys for our wickedness - a few boys had been seen scuttling through the corridors next door to incur the wrath of a stout defender of the weaker sex.

I shall offer little comment on the various societies that flourished in the School except that they received strong support. The School games, rugby and cricket, were of infinite importance. There was also a tennis team in the summer for the School could boast of two grass courts, one excellent and the other with a sideways slope which added to the vagaries of the game. The three fives courts were in constant demand throughout the year; it was a sad day when they were built on to provide two new classrooms.

A school cannot be all things to all people but when I left to go to Aberystwyth I felt that the Old Inter had done very well for me and my contemporaries.

There is little space left for me to expatiate on the nine happy years I spent as a member of the Staff, but I would be ungrateful if I did not make some comment.

I returned to the School in 1932 to team up with Mr. Roblin and Mr. Smith in the teaching of Mathematics. The School had grown, particularly Form VI., the Staff had increased proportionally, the curriculum had broadened in its options and accommodation increased mainly through the acquisition of hutments. Fundamentally, however, the School

was still the same happy and active place.

The Staff was a very democratic body of men, with no obvious pecking order. They were a friendly and good humoured Staff and I was made to feel at home from the very first day. I came to know my colleagues well; most of them had taught me and a number became close, personal friends. Habit is a remarkable thing; despite the fact that I got to know them so well, I could never address my former teachers other than by surname - not to do so would have smacked of presumption.

The boys were pleasant to teach; they were full of energy and of sound intellectual quality; the best were very good and gladdened our hearts. I still keep in touch with some of the boys I got to know well in Form VI.

I naturally joined in the School's musical activities and helped in refereeing rugby matches. When Mr. Lewis Griffiths gave up his duties as master in charge of Rugby, I took over. Anyone who has heard of Llanelli realises that this must have been a serious responsibility. I enjoyed this work immensely for it was a complete change from the rigours of Mathematics; the boys were amenable, keen and excellent players. One of the highlights during my period of office was a meeting held in School to welcome home two British Lions after their trip to South Africa.

Before I end this contribution, which is obviously a very personal comment on the School in my time and not by any means a comprehensive survey, I wish to repeat my tribute to my two Headmasters, Mr. G. J. Thomas and Mr. T. V. Shaw; they were good men whom I tried to emulate when I became a Headmaster myself in 1941. And finally, my grateful thanks to a School that served Llanelli so well for over eighty years.

Some Reminiscences of School.

By Lord Elwyn Jones - Lord Chancellor.

I entered the "Ysgol ar y Bryn" in 1920 from Lakefield Road Elementary School after passing the Eleven Plus. My parents believed passionately in education and with their encouragement and sacrifices my two brothers and sister and I all got to the "Intermediate" and from there to the University. I was the youngest in the family. As a result things were easier for me.

To get to school from my home in Old Castle Road, Llanelli (which was just a stone's throw from the Old Castle Tinplate Works where my father worked as a Rollerman), I rode on my brother's push bike. I used to enjoy the ride through busy Stepney Street, but the steep Marble Hall Road, which seemed to me to be almost perpendicular, was painful to ascend and alarming to descend. I remember being curiously reassured by the presence of the imposing Capel Als at the foot of the hill.

In those days there were no school meals. Like the other boys whose homes were too far away to go home for lunch, I would take sandwiches, which we were allowed to eat in the classroom at our wooden desks. There was a wooden foot rest on the desk and I remember pressing the top of my toes against it in the winter to relieve the chilblains. Our only uniform was the school cap.

There were no class divisions in the School. No one asked or even pondered what was the occupation of a fellow-pupil's father, or whether he lived in Old Road or Old Castle Road.

The School Curriculum was wide. There was little music but plenty of that outside, in the choirs and concerts in the Chapels. Once a year the Choir of the Tabernacle Chapel, where my father was Superintendent of the Sunday School for 60 years, would perform the Messiah or some other Oratorio. The Hallelujah Chorus was a pop song in those days. There was a frequent Gymanfa Ganu or Eisteddfod in which I recited or sang.

There was no school gymnasium nor a swimming pool. I learned to swim in the North Dock, where my brother Gwyn used to dive into the water from the high masts of the ships in the Dock. There was a School Fives Court and a Tennis Court and School Playing Fields on

top of the hill. Rugby was the favourite game and one at which my brother Idris excelled to the point of Captaining the Welsh Team in 1925 to my great joy.

I worked pretty hard at my exams. I read History, English and French at "A" Level. I was not much good in the Sciences. My teachers were able and encouraging. I remember with particular affection the French Literature teacher, Mr. Roberts, a cheerful eccentric character who lived in a caravan on the Ashburnham Golf Course. He got us lost on a paper chase once. But he was a superb guide to the Literature of England and of France. It was, however, my father who taught me to speak well. He would go to the bottom of the garden of our house and get me to recite verse from the back kitchen. "Rwy ddim yn dy glywed ti" ("I can't hear you") he would shout until I spoke out loud and clear. Those lessons served me well thereafter.

Other teachers' names of whom I have happy memories were Mr. Griffiths, the Historian, Mr. Shaw, then the English master, Mr. Roblin, Mr. Clarke, Mr. Stockton - and several more remembered personalities. There were only two teachers I did not care for - no doubt because I was not good at their Science subjects.

Discipline in school was good - not I think from fear of punishment but because we respected our teachers. I was caned once by the Headmaster, Mr. Griff. Thomas (one swish of the cane on my right hand) for being late for school. I did not tell him that on that occasion I had a valid excuse - my mother was ill.

The classrooms were small and crowded. What was most lacking was accommodation for individual study. In my "A" level year I remember how we used the Boiler Room from time to time in winter and the school cloak room among the sometimes damp clothes in summer. In spite of these physical limitations the quality of the school teaching did enable several of my contemporaries and myself (and my brothers before me) to win scholarships to Universities. We owed a lot to the old school. The days there were happy days.

I was active in the School Debating Society. Experience there made it wasy for me to plunge quickly into debates first at Aberystwyth and later at the Cambridge Union. Lord Pentland, reporting on my maiden speech there wrote "Elwyn Jones made a charming speech, but his Welsh accent amounted to an impediment in it". Far from being an impediment it may have helped me to become President of the Union myself in due course.

The Ball in the Park.

By Clifford Evans, Film and Stage Actor.

" I have heard many years of telling
And many years should see some change.
The ball I threw while playing in the park
Has not yet reached the ground.

Ah yes, the years have seen some change. When I was at school, the school was called the Llanelli County Intermediate School for Boys: the Inter. In the course of time, after my day, the Inter became the Llanelli Grammar School; now, it is to become Ysgol Gyfun y Graig. But for me and for many of its old boys it will always be the Inter: Yr Ysgol ar y Bryn.

" Ar holl ysgolion Gwalia lan
Boed bendith nef yn ddiwahan
Ond serch ein calon dry yn gan
I'r Ysgol ar y Bryn."

In the lamb white days when I was in the Inter, the School cap was green, crowned, if you were a prefect, with a narrow red ring. The Head Master was the granite faced G.J. Thomas, M.A., late of Jesus College, Oxford: the unforgettable "Griff". Under him were many good and sound scholars bred. The School fees, including games, were four pounds five shillings per annum, or one pound eleven shillings per term, payable in advance. Then, there were twenty shillings in the pound.

My brother Ken and I were still infants in the little Halfway Council School when mother announced "Both of you will be going to the Inter." Thanks to our parents, and there never were more loving and devoted parents than ours, to the Inter in due course we went.

At eleven years of age, with satchel and shining morning face and with a new green cap on my head, I set out on my first journey to school. The year was nineteen twenty three. I was in the Inter for five years.

They were the most significant years of my life.

I started in what was then the lowest Form in the School: 2 D. The classroom was the old metallurgy workshop situated next to the Fives Court. What a noble game was Fives. It was a game at which my brother excelled. He proved himself to be a veritable Cavanah.

My first lesson was Latin. The Master, alert as a blackbird, was Mr. J. Afan Jones. Had I continued My Latin studies with half the zeal that I learnt to decline Regina at that initial lesson, I might have excelled in the Classics; but my real interest lay elsewhere. Fortunately for me, it was an interest shared and encouraged by Mr. Afan Jones, whose love of the Theatre and the Art of Acting was as deep and abiding as my own. Afan failed to turn me into a Latin scholar, yet, it was he who first revealed to me the meaning of 'Ars est celare Artem' and how to relate it to the Art of Acting. He, too, it was who taught me how to approach the learning of Stage dialogue and who strengthened my confidence, casting me in leading parts in the annual school plays: Phillip Clandon in Bernard Shaw's 'You Never Can Tell', Honeywood in Goldsmith's 'The Goodnatured Man', Crichton in J.M. Barrie's 'The Admirable Crichton', and Professor Higgins in Shaw's 'Pygmalion'.

When, later, as a student in the Royal Academy of Dramatic Art in London, I rehearsed under the personal direction of Bernard Shaw, the confidence that my old Latin master had instilled in me stood me in good stead and won for me a never to be forgotten compliment from the great G.B.S.

I doubt if any School had a finer Head than Mr. Griff Thomas, or a more dedicated Staff of teachers than my old Masters. Each, in his own way, opened magic casements for me.

How vivid in my memory, still, is each of those Masters.

As I sit here at my desk musing over the past, I hear again the old school bell ringing and I see again my Old Masters, their black gowns billowing, coming and going between Classes, each in his habit as he lived..... Mr. T.V. Shaw: (in 1937 to become Headmaster of the School) - Was there ever a more inspiring teacher than Shaw? He it was who first revealed to me the wonder of Shakespeare and the loveliness of the English language. I sense Shaw's gentle ghost smiling encouragement over my shoulder, as of old, while I sit here trying to write down my memories.

Mr. Roderick's tall figure stalks through the Chemistry sardonic humour, on my botched experiment sizzling under the Bunsen Burner; I would never make it as a chemist. For all that it was Mr. Roderick who, with a different light in his eye, introduced me to the School Library; what a lifelong journey of exploration that turned out to be. He also gave me a few tips on how to bowl off-spinners round the wicket; spinners which he bowled for the School team with his flannels at half mast.

Mr. Morgan Rees of the lazy smile and eloquent gesture who made every lesson, whether in English or Welsh, a delight to look forward to. I acted in several plays in Welsh under his expert direction. His dream was a National Theatre for Wales; a dream that I have tried all my life to turn into a reality. A photograph of Mr. Morgan Rees hangs on my study wall next to a signed photograph of Bernard Shaw.

Mr. Stockton, sedate, moustached, high collared and fatherly. He encouraged us onward in French. He was active in the Debating and Dramatic Societies; the first Theatre money I earned was a half crown given to me by "Stocky" for assisting with the Stage Management of a School play.

Mr. Huw Roberts, the zealous Welshman who taught me to appreciate and love my own native land and to value the language they speak in Heaven.

Mr. Hampton, the gentle soul 'Hampy' whose quiet voice enticed me to make lifelong friends of Keats and Matthew Arnold.

Mr. Sydney Brown, sartorially elegant; who, with jutting jaw and slight lisp, tried to teach me to solve the mystery of $S=UT+\frac{1}{2}FT^2$. Alas, in vain; I had no head for Physics. But he too loved the Theatre, and encouraged me much.

Mr. D.T. Roberts, 'D.T.' cared little for sartorial elegance. With amusement in his light blue eyes he taunted us forward in French. We were intrigued by his slight stammer.

Mr. Frank Phillips, a fine Musician; he had a mane of red hair and conducted the School Choir and Orchestra, in which I sang and my brother played the Second Violin. It was through Mr. Phillips that I first learned to love the music of Mozart. Years later when I directed Mozart's Opera Don Giovanni at the Cambridge Theatre in London, I had reason to be grateful for his tuition.

And there was Mr. D.E. Davies, euphemistically known as 'Doldrums', who taught 'Ge-hog-raphy' with evocative if fervent persuasion. The dreaming Mr. H.D. Thomas, Mr. Clark, Mr. Brinley Jones, Mr. Beaman, Mr. Haydn Jones, Mr. Roblin who taught Maths with a delightfully casual air, and Mr. Alec Smith whose approach was more dynamic. The gleaming faced Mr. Etherington, who taught Geometry and left School to take up an appointment in a Russian smelting works; I have often wondered how he fared. There were the Art Masters, the droll Mr. Walker, and Mr. Pratt, who taught me to appreciate the Visual Arts. Last, but by no means least, was Lewis Griffiths, who made the past live again in his History classes. Elwyn Jones, now Lord Elwyn Jones the present Lord Chancellor, was Chairman of the Debating Society while I was at school. We met again in London a few years ago and in recalling our school days he told me how his interest in Political History had been instigated by Mr. Lewis Griffiths in a History class; the Chancellor remembered the exact lesson. Could Mr. Griffiths but know; how he would grin and help himself, as was his wont, to another of his little black throat pastilles.

Now, all, all are gone, those old familiar faces; across the chasm of fifty years, I salute them.

There were great days outside the classroom. On the playing fields, in my heyday, I threw a useful ball. There were Sports days and the shouts of Captain Jacobs, the P.T. Instructor; I won the long jump and my brother won the high. Rugger days in winter when the mighty Watkin Thomas, later to Captain Wales, led the School Team, and W.J. Thomas, Idris Charles and Elvet Jones were Princes of the game. There were summer days of cricket: "For the field is full of shades

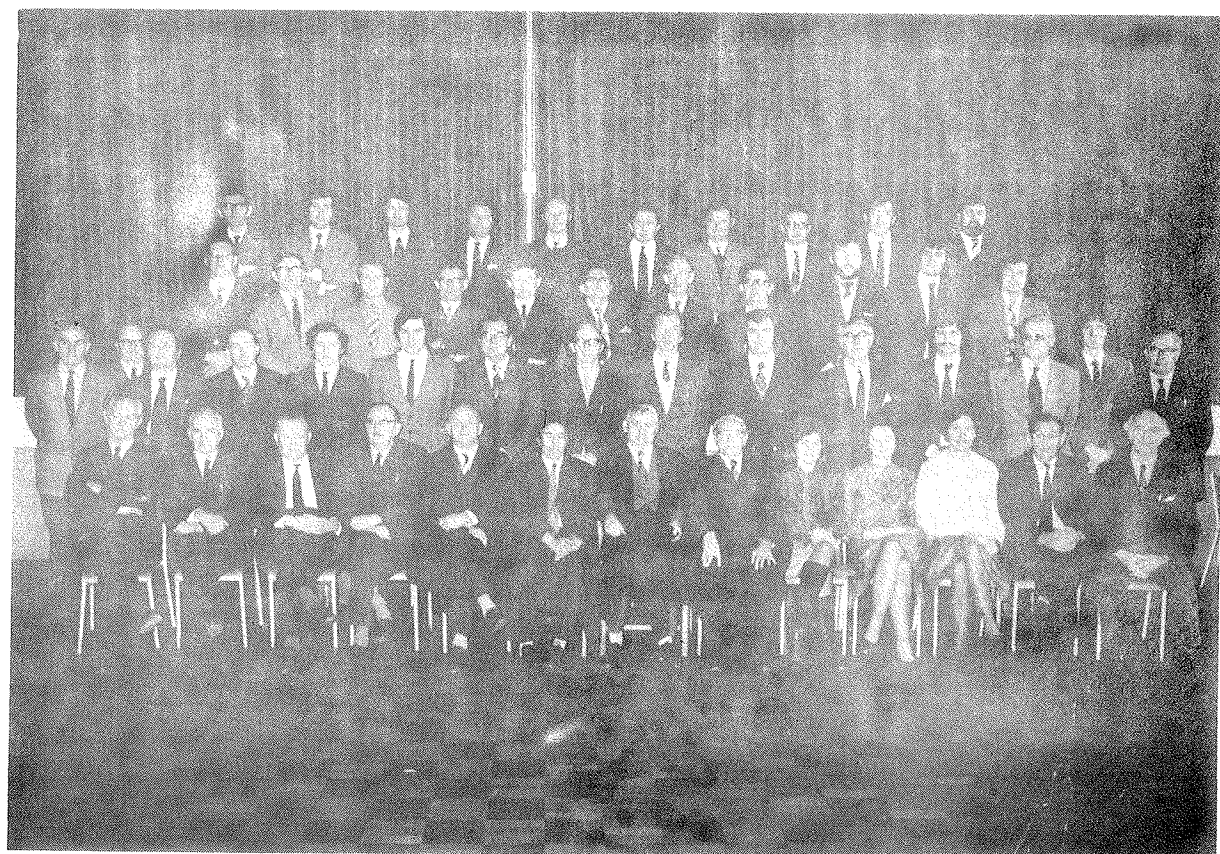
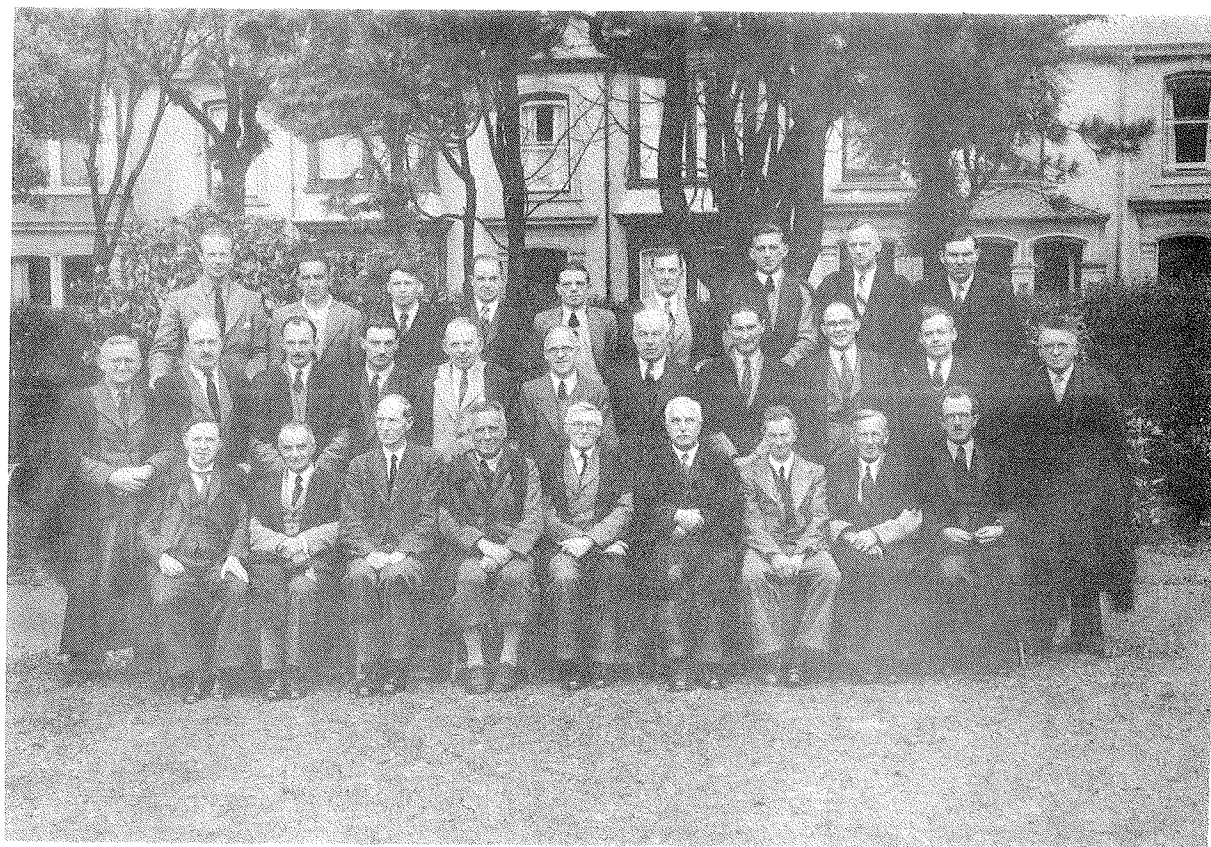
as I near the shadowy coast,
And a ghostly batsman plays to the
bowling of a ghost
And I look through my tears on a
soundless clapping host
As the run stealers flicker to
and fro, to and fro,
O my Hornby and my Barlow
long ago."

Our Hornby and Barlow were Alun Thomas and Haydn Davies of the Inter, long ago.

There were Debating Society days, Dramatic Society days, days of Music and Song, days of St. Valentine and the heart's first awakening: dancing days. Oh yes, my school days were great days, great days to me.

I still remember the names of many of my schoolfellows; and of many another, whose name I have forgotten, I can still see the face under his green cap.

Hilaire Belloc recorded his love and thanks to Balliol, his old college at Oxford.







"Balliol made me, Balliol fed me,
Whatever I had she gave me again;
And the best of Balliol loved and led me,
God be with you, Balliol men. "

My Balliol was the Inter at Llanelli. God be with you, Inter men.
Those of my generation look back on our old School with affection and with pride. We must now look forward with the present generation and wish success to the new School in confidence and hope, trusting that the same spirit will live as of old. Remembering the glory gone before, we raise our glasses to the glory yet to be. Coupled with the memory of the Inter. and the Llanelli Grammar School, the Toast is:-

" Ysgol Gyfun y Graig."

Yn iach i ti Ysgol ar y Bryn.

Henffych well Ysgol y Graig.

School Days.

By Haydn Davies, Glamorgan County Cricket

Llanelly County Intermediate School - "Yr ysgol ar y bryn". Some "bryn" it appeared to me fifty three years ago as I, a rather tubby 12 year old, invariably late, belted up it with about two minutes to make assembly.

For the next seven years I went up and down this "bryn" four times a day (starting from Downing Street(Llanelli, that is - no political ambitions then or now). With the aid of the modern school-boys mathematical dummy I worked out the astronomical distances involved. Eight thousand four hundred miles, fourteen million seven hundred and eighty four thousand yards, and I enjoyed every yard of it. The walking, and being a notoriously non-early riser (sounds better that way) meant running a great deal of it. (Lateness at assembly was very much discouraged orally and physically). Rugby, cricket, tennis and the fives, particularly the fives, contributed enormously to any success I might have enjoyed in sport in later years.

I'm sure it is the main reason why even now at my advanced age I still enjoy playing and teaching squash.

It was a proud school - proud of its traditions and its discipline, and I hope it will continue to be so.

To give you some idea of what the school meant to me I can still recall fifty years later as if it were yesterday names of the staff who taught me. Mr. Roderick (Chem), Mr. Brown(Physics), Mr. Smith(Maths), Mr. Roblin(Maths), Mr. Davies(Geog), Mr. Walker(Handicrafts), Mr. Jones(Geog), Mr. Afan Jones(Latin), Mr. Shaw and Mr. Hampton(English). Mr. T.V. Shaw was later to become Headmaster. Messrs. Hugh and D.T. Roberts(Welsh and Classics), Mr. Griffiths(History), Mr. Phillips(Music). That delightful character, Captain Jacobs (P.T.), Mr. Beaman(Met) and Mr. Thomas (Welsh).

The Headmaster then was Mr. Griff. Thomas, much respected by his staff and regarded with fear and trembling by us boys, which is how it should be.

Two incidents regarding the Headmaster still linger in my memory. I seemed to have a gift for ball games and was lucky enough to play for the school 1st XI. cricket side in my second year. At the ripe old age of fifteen I was selected to play for Llanelly Town Men's 1st XI. in the South Wales and Mon. League. It was during term time but that particular Saturday the school match took place in the morning so I was able to play for the Town.

Come Monday I was summoned to the Head's study. This usually meant trouble in the form of one or two of the best but this time I'd hoped for a modicum of praise on being selected for the Town. How wrong could I be. The riot act was read to me in no uncertain fashion. I was given three choices. Stay on in school and either play cricket for school or not play at all, and thirdly play for Llanelly and leave school. Naturally I chose school and cricket.

I could play for Llanelli in the holidays which in fact I did. The other incident was more pleasant for me if not the the Head. It was his very sporting custom to give out of his own pocket a cricket bat value £2. to any boy who scored 50 runs in a school 1st XI match. He'd been lucky having only had to fork out once before prior to my mad week when the Gods sure smiled on yours truly. On the Saturday we played Swansea Grammar school away. I was then school captain. I scored fifty. On the Monday I trotted up in front of the assembled school to receive my envelope containing two oncers from a smiling and congratulatory headmaster. On the Thursday we played a men's team from Pontyberem. They batted first and scored eighty odd. My luck was still riding and when we passed their score I was 68 not out. To me the match was over and off we came.

The next morning, again in front of the assembled multitudes I was handed a further two smackers by a not so smiling and certainly not so congratulatory headmaster. I was admonished for being so stupid as to declare at 68 when the school record was only 75.

I remember so clearly his next words - "The silly boy, he might never get so close again".

The very next morning the ju-ju was still working and I scored 118 against Carmarthen Grammar School.

Monday morning's assembly can be imagined. The staff at full strength on the platform either side of the Head, all struggling extremely hard, but not very successfully in several instances to keep straight faces as Davies H. trotted up for his third bat of the week.

"Griff" like the good sport he really was took it extremely well. Understandably he withdrew from the contest - no more bats for 50's.

Up until that year, School wickets, to say the least, had been somewhat unpredictable. So prior to that season the team decided to do something about it. Every night for about a month we watered and rolled the cricket square. The water had to be carried in buckets from the pavilion(?) a distance of about 80 yards and the roller, a 30cwt job had to be manhandled.

We worked hard and our labours were rewarded with a beautiful batting wicket. I thought so - I wonder if the Headmaster did!

I've played on many worse so called first class wickets in later years.

I'm sure there's a moral there somewhere for the present day schoolboy cricketers!

Talking of modern times it seems to me that sport generally has lost the way. The media, for years now, to fill in time and space have analysed, criticised and prognosticated so much that sport has now become a science which of course it never will be. The imponderables are too infinite. To me sport has always been an entertainment to be enjoyed whether playing or watching. Unfortunately, it doesn't seem to be that way anymore.

I will finish with a word for the present day schoolboy. Whatever game to play, play to win of course but above all, enjoy it. If you don't, give it up - life's too short!

Farewell and thanks to the old school.

Good luck and equal success to the new.

Nostalgia.

By W.H. Clement, Secretary of W.R.U.

1928 - a Magic year - the start of an era which was to have a marked influence on my life. One day, early in September, I in company with a group of other boys aged 11/12 years, proudly entered the portals of Llanelli Boys' Grammar School for the first time. We had all achieved success in the entrance examination, I from Old Road School, and resplendent in a new suit, school cap, red/green striped tie and with a brand new school satchel which almost reached the ground, I became a pupil at Yr Ysgol ar y Bryn.

The passage of time has dimmed the memory of my early years at school but I well remember how I used to gaze longingly at the team photographs of the School Fifteen in the top corridor and indulge in the schoolboy fantasies of being a Watcyn Thomas, Phil Thomas, Bill Bowen, Idris Charles, Elvet Jones, etc., etc.

I suppose my most vivid memories are of the staff led by the Headmaster, Mr. Griff Thomas, a kindly man who preferred the use of stern words to the cane when the occasion to admonish the boys in his charge became necessary. Highly respected by Staff and boys alike, he insisted upon and achieved a standard of behaviour which was a credit to the School. There were, of course, the others for most of whom there were the inevitable schoolboy nicknames. Mr. D.T. Roberts (D.T. Bobs), French Master, who like the character in a popular rugby song, lived in a caravan. Mr. Smith, the Mathematics Master, who had an uncanny knack of sensing those in his charge who were either not interested or plainly ignorant of Iscoceles and his triangle or Pythagoras and his Theorem. I was often the target of Mr. Smith's wrath as I could not be convinced that Iscoceles was not an exotic icecream dish or that Pythagoras was not one of the small islands off the coast of Greece.

Paradoxically, arithmetic held no terrors for me and it was with great relief I reached Form 5 and dropped Maths from the subjects I was to take for Matric. Fortunately, I was allowed to retain Arithmetic, for, by some peculiar reasoning, the Educationalists of the time regarded a combination of Arithmetic and Geography as a matriculation subject.

Of what might term average academic standard, I was never one for the sciences and my educational effort was, therefore, concentrated on the arts, particularly languages. English, French and Latin were my pet subjects taught respectively by Mr. Hampton, Mr. Stockton and Mr. Clark. The last-named was a born teacher and anyone interested in his subject could not but fail to learn a great deal. Mr. Clark known as Tip, so-named for his fondness for giving tips on how to remember Latin phrases by use of mnemonics. I doubt, however, if the aid to conjugation of the present tense of the latin verb "amo" - to love, could be attributed to Mr. Clark. It went as follows:-

Amo, Amas I loved a lass, and she was tall and slender,
etc., etc., etc., (censored).

Mr. Hampton, also in charge of cricket, rarely used a teacher's desk, preferring to get nearer to his pupils by leaning up against the edge of the front row. Boys sitting within range who fidgetted and were generally inattentive invariably felt the sting of a back-hander to the ear, delivered without warning. There was, therefore, a rush to occupy the "out of range" desks on such occasions.

My great fondness for the school, however, emerged from the chances it gave me to participate in sport. I was never happier than when playing rugby, cricket, tennis, and I was given ample opportunity to indulge in all three although the first two were my favourites. In Tennis, my moment of glory came when as a fourth former, I took a set from Haydn Davies, the School Champion, in the School Tennis Tournament. Haydn was an outstanding sportsman - a Secondary Schools Rugby International, a County Cricketer as Glamorgan's Wicket-keeper, and a top class Tennis and Squash Racquets Player.

I vividly recall my first rugby game for the school second fifteen at Pontardawe. John Henry Davies, from Ponthenry, or was it Pontyates and I played together as centres. The School won the game and the following week we were both selected as wing-threequarters for the first fifteen. So started a long career in rugby football as a player and subsequently as an administrator. I have often been asked whether if I had my life over again, I would still follow the same course. A very difficult question to answer but on balance I believe I would, perhaps omitting some of the not so pleasant periods.

My two years as a member of the School Rugby and Cricket teams were probably the most significant in my school life. It was a privilege to play with some very fine players, among whom were W.D. (Bill)

Rees, my first school captain, T.R.(Bob) Parry, who followed Bill Rees as captain and who subsequently played, I believe, for Cambridge University in three successive Varsity matches. Bob entered the Church and has now returned to live in his native heath, Kidwelly, following retirement. Other players I call to mind were J.R.Thomas(currently a Master at the school), Harry Davies(Scarlet - Rugby Reporter)(South Wales Evening Post), Garnet Chapman, Jack Gravelle, Lawrence Bowen (now Dean of St. David's), D.T.Morgan, Ken Davies, Idwal Davies, whose son Brian subsequently played for school and for Wales as did his father. Friendships started on the school field have been maintained throughout my lifetime. The influence of school rugby on the rugby clubs of the area could be illustrated by reference to Felinfoel R.F.C. I joined this club upon leaving school and was a member of a back division which was made up of Idris Charles, Mervyn Bowen, Gwyn Treharne, Lawrence Bowen and Harry Davies, all products of the school.

The rugby master at the time was Mr.Lewis Griffiths, who taught History. Not a big man, he never shirked the responsibility of personally demonstrating the art of low tackling, one aspect of Rugby Football which was to serve me well in my subsequent rugby career.

The Games and P.T.Master, Captain Jacobs, was one of the school's characters. He later became landlord of a local hostelry.

And now, in this new era of education, the school will be a mixed comprehensive. In my day the nearest we came to mixed was play-time on the "small field" which the boys and girls used. The bushes at the bottom of the field could tell some tales. That Llanelly Boys' Grammar School should have lost its identity in name and form is, perhaps, regrettable. But for me it will always have a place in my heart as Yr Ysgol ar y Bryn.

The Christian Platonism of Yr Ysgol ar y Bryn.

By Prof. John Heywood Thomas.

of

The summer of 1937 was a lovely summer, like all summers/recollected youth, and that was the summer when I joined the little band of people who walked from the Llwynhendy district to the Grammar School. The clouds of war may have been gathering all too visibly; but life was as yet calm and peaceful. By the time I left the Grammar School six years later the ravages of war were only too plain. However, my most vivid memories remain very happy ones and together make up some sort of pastiche conveying an impression of enthusiastic enjoyment of the routine of walking to school, working hard and playing hard. There was, to my youthful mind, a mystique about being in the Grammar school and I well recall thinking how fortunate I was. It was not because I was in any way pampered by my teachers - that was not their style. Typical of that style was the profession of a brotherly attitude by the teacher whose first remark to us was 'Now, I want you to look upon me as a big brother'(these being pre-Orwellian days) and who, within the space of half an hour had given an inattentive pupil a taste of his terrifying sharpness. There was a sense of harsh reality not only in this kind of situation but indeed in our experience of even the most tolerant of teachers. Looking back now I remember that it was a sense of growing up and I can now think of life in "Yr Ysgol ar y Bryn" in terms of St. Paul's comment - 'I put away childish things' (a comment incidentally I understood properly only when I learned something about Roman antiquities in that school). It is an odd fact, though I have no difficulty in remembering much of the detail of my six years in school, what remains most vividly in my mind is the excitement of going there in the first place and the equally great excitement of my last years. When C.P.Snow in his celebrated lecture on the two cultures beamed the fact that too many literate people were not numerate and vice versa I felt that my own education was a counter-argument. The specialisation of my sixth-form studies had not destroyed that basic understanding which is the sense of

mathematics so that it was no surprise to me to discover that the great Pythagoras' doctrine of numbers was as much a musical theory as it was a mathematical one and that it was above all a philosophical vision.

I have been tempted to indulge in these reminiscences by the casual remark of a colleague, an educational theorist. I had chanced to remark that my old school was producing this celebration magazine and he remarked that it was a useful reminder that one's greatest debt was probably owed to one's school. This struck me as rather far-fetched and he agreed that naturally one had to discount family influence. Nevertheless, with that qualification he was prepared to maintain his position. I protested that my greatest debt was to a few outstanding men at whose feet I had the good fortune to sit. In particular I thought of my teacher and later friend, Ian Ramsey and of the renowned Paul Tillich who had similarly shown me kindness. To this my colleague retorted that I had learned my most important lessons long before I was pursuing these advanced studies. These were the foundation lessons which had to be learned before anyone could take me as some kind of apprentice in the academic world. The real question, he insisted, was who had set me on that path initially and who had given me that kind of vision. As I have pondered these questions I could not but recall that school had meant for me the inspiration of literature, the illumination of mathematics and the challenge of scientific understanding. If the beauty of the Latin tongue had been for me the greatest expression of logic it was only because mathematics was after all nothing more than a sub-class of logic and one's quest should be for the living expression of logic. So to the question, Who gave me a taste for Philosophy? I am very happy now to give the unhesitating answer that it was my teachers in Yr Ysgol ar y Bryn. Three names I must mention especially - W.T. Stockton, L.J. Saer, and William Rees. From my first entry into school Mr. Saer had been something of a hero and his return from the war was the highlight of my last year in school. He instilled in me a sense of the importance of precision and his passionate rejection of anything less than a Ciceronian elegance in prose was something that burned itself into my soul. Also I had already decided to seek ordination so it was Mr. Saer, though he was not to my knowledge a particularly religious man, who stimulated my thinking on questions of faith and values. Mr. Stockton's prim appearance in his Edwardian collars belied a very modern mind which was as keenly aware of the anxieties and absurdities of life as any latter-day existentialist. His exposition of the philosophy of the French Romantic poets is something I can still recall as a clear expression of the subtle meaningfulness of non-empirical language. In William Rees the virtues of the other two seemed to me to come together and I learnt from him long before I had read in Leavis that literature is not to be divorced from life. There was too something so attractive about his rather cynical humour that made it easy to see that there is some necessary element of cynicism in any realistic humanism. Gladly I acknowledge my indebtedness to these three men; but I think that the basic lesson I learnt was a more general one than anything any one of them taught me and something which was part and parcel of the school's outlook. I can best describe it as a Christianised Platonism. I am not thinking of the fact that it was in school that I first read Plato and was captivated by the beauty of his dialogues. Rather I am trying to capture something about the basic outlook of the school, the conviction that education is associated with high emotion, that learning is an intense pleasure and that its seriousness derives from the very seriousness of our ultimate concern with God who is the source of truth.

I have characterised this outlook as a Platonism mainly because Plato was probably the first philosopher of education and thanks to his influence on the Christian tradition, there has always been a high valuation of education in the Christian West. Plato represents better than any other philosopher the belief in the passionate nature of education and its power to achieve great things in our life. To Plato education was the most important of all the State's functions

and in the Laws he makes the minister of education the chief minister of his city. So in the work of his old age just as in the more youthful and idealistic (at least in a philosophical sense) work, Republic, education comes first for Plato. The very purpose of the State as itself a moral being is to create a perfect moral type. In a recent book, The Fire and the Sun, Miss Iris Murdoch has praised Plato for his insight that the Demiurge did not expect perfection whereas the Hebrew Yahweh did and was annoyed when his human creation did not achieve it. This seems to me to ignore this concern for the production of the perfect moral type; but, as always, Miss Murdoch is very instructive and she combines sympathy and artistry as she expounds Plato's conviction that the artists should be banished. Plato believed

that those who wanted to be saved should look at the stars and talk philosophy rather than write poetry and go to the theatre. For someone like myself it raises several questions, not the least of which is that of the honourable place given in Christian life to poetry. Dante, it may be thought, had an axe to grind; but it was hardly prejudice on his part that made him give Virgil an unchallenged place in his Paradise. Iconoclastic though the Puritan tradition undoubtedly is in many ways the honourable place given to the poetic imagination has been guaranteed security if by nothing else at least by its expression in hymnody. To return to Miss Murdoch, however, she takes the Platonic objections to art very seriously, and this is all the more significant in view of the fact that she has now devoted herself entirely to her fiction and abandoned her teaching of philosophy. She is clearly in sympathy with Plato's view of education as a conversion in which we exchange the illusions of our cave for the bright light of abstract thought, as a veritable transmutation of our passions so that our whole world turns over and comes upright. She stresses Plato's pessimistic view that human life is 'no great thing'. Small-minded creatures that we are, we are attracted to the bright and changing surfaces of things, distracted by the random play of sense and tempted by the dreaming life of shadows. Yet our duty is to escape from the cave of illusion so that we may breathe the clear air of truth and forsake the dim light of the cave for the brightness of theoretic vision. With equal sympathy Miss Murdoch portrays Plato the writer who distrusted his own brilliance and the richness of his own imagination. Her reply to his formidable case against art is a tentative commendation of art as the means of learning moral discrimination. In a world where there is no accepted theology, she argues, there is no better way. The very vulnerability to evil of bad art is the best of tests we have. Good art 'combines purity and realism'.

On two counts I feel somewhat dissatisfied with this answer to Plato.

In the first place, one great problem for me as an educator has been that I have been obliged to spend almost all my working life outside Wales. So the profound sense of my debt to my school and thus to my nation leads me to the predicament of the Psalmist who asks so woe-fully, How could we sing the Lord's song in a foreign country? It is not a simple matter of hiraeth and a desire to be in Wales but rather the deeper and more complex sense of one's inability to achieve any creativity when standing in the alien corn. Such achievement is one's duty and one's aspiration and the richness of the Welsh cultural tradition serves only to heighten the sense of obligation. In this kind of dilemma I am aware of a profoundly anthropological and cultural dimension in education which is missing from the Platonic ideal as I have described it. There is in patriotism a temptation to provincialism and such was overcome for me by nothing other than my educational heritage. As a mere youth going to the Grammar School the preceding decades were a long time before; but I remember very vividly feeling in School Assembly that I was part of a tradition that was indeed old which still lived amidst the world's myriad forgotten dreams and hopes. To recall this now is to remember the peculiar joy of learning the humanity of Welshness. A landscape that has known the passing of ages and has assisted the defence of ancient culture against

the onslaught of outsiders is the horizon of one's dawning understanding and the inspiration to a human as distinct from provincial awareness. What I mean is that as we remember the rock from which we were hewn we remember those forgotten people of our land and in them the forgotten and indeed unknown people of the world. That trinity of virtues which are emblazoned on the school crest underneath the dragon is what ties us to Wales and the world- purity, truth and justice.

The second source of my dissatisfaction is one which Miss Murdoch helps me to pinpoint. Her reply to Plato is based on an absence or lack of theology and I should want to argue that there is a theological basis to education. The humanist ideal of education which was the Renaissance flowering of Platonism had its roots not in human arrogance, as some latter-day theological polemics would suggest, but in the basic religious conviction of the presence of the infinite in everything finite. Every human being was for the Renaissance a microcosmic mirror of the universe and its divine ground. The aim of the educational process is the production of the humanistic personality in whom all his potentialities (including his religious) are fulfilled. The education I received had an undoubted theological basis but was neither ecclesiastical nor even partisan in its Christianity. This theological basis is ultimately provided by the doctrine of creation; for if the positive valuation of the world given by that doctrine is properly expressed then the transcendent reference of the Renaissance ideal is appreciated. The more proximate basis is found in the relation we see to obtain between Christianity and culture. The form of religion is culture and every theologian who has a modicum of self-consciousness knows that he works at the creative centre of culture. However, the theologian does not simply reproduce the culture in which he stands. Theology is indeed dependent on culture; but, for all that, it has the inescapable task of judging that culture. A virtue of Welsh culture has been the seriousness with which education is viewed. In approving that seriousness I would also say that its only justification is the seriousness of God's involvement in history of which the Incarnation is the paradigmatic expression.

Hewn From The Rock.

By the Rev. J. Ifor Rees, Dean of Bangor.

The Headmaster's invitation to me to write for this special issue of the School Magazine brought back to me vivid memories of our chance meeting in Hong Kong in 1945, just after World War II finished. He was in the Army and I in the Royal Navy - but not so long before that we had both been in the same form in "Yr Ysgol ar y Bryn", and not so long afterwards were together again in "Y Coleg ger y Lli" at Aberystwyth. Under the circumstances, despite my lack of literary merit, I could not refuse the request of an old friend to write for our School at a time when it is undergoing yet another phase of transition. It is interesting to recall that when we were pupils, the "Old Intermediate School" had just been renamed "Llanelli Grammar School".

Site and buildings have greatly changed since my days in the School (1937-42), but I wonder if it has changed as much in character and ethos? It is said that 'distance lends enchantment' and my memories may be coloured by this kind of subjectivity and nostalgia, but I feel sure that many of my contemporaries would agree that the two main characteristics of the School were its sense of community and its Christian basis. This assessment has nothing to do with the fact that I am now a parson; in my days at School, this was the last thing I expected to be!

Despite the wide catchment area of the School and the subtle distinctions between scholarship pupils and those whose parents had to pay, there was a sense of family and a marked cohesion in our communal life. There was a true school spirit and a sense of pride in belonging which we carried with us wherever we went. It is not so easy to deter-

mine of what that spirit and pride were born, for it was not merely a matter of academic record and the honours achieved by many old pupils. For my own part I attribute it to two factors - namely, that many of us, as pupils, were following a path trodden by fathers and uncles, while many of the staff were themselves Old Boys of the School, and even those who were not, were members of long-standing. In those days the School did not suffer from that rapid turn-over of staff which has adversely affected so many schools in recent years. Add to these the further fact that the larger proportion of old pupils, until the War, lived in the environs of Llanelli, and you have all the influences needed for the inculcation and maintenance of a true sense of belonging - of family.

I well remember the dapper and precise Captain Sidney Brown taking me to task one day over some minor misdemeanour in the Physics lab (and I was hopeless in Physics!) by asking me "Was your father in this school?" When I answered "Yes, sir", he then asked me my father's name and, when given it retorted, "And don't you think he would be thoroughly ashamed of you?". To which there could be no reply. Staff and pupils seemed to have a great rapport and, although the lines of demarkation were there and the disciplines and courtesies demanded very real, these were seldom barriers which we were unable to cross to ask for help and guidance. For some of us, this sense of family was reinforced by the fire-watching duties which staff and pupils carried out together during the War. To while away the time in those long night-watches we often played the then new game "Monopoly".

One of my happiest memories is of the welcome given by the whole staff when we came home on leave from the Services in the War years, and made our pilgrimage (at the Head's insistence) from classroom to lab. to classroom. We were still part of the family and grateful for the privilege. Those of us in school during the first years of the War will recall our real sense of family grief occasioned by the announcements in Assembly (all too often, it seemed) of old boys who had been killed in action. One especially recalls the poignant moment when we shared with the senior Maths master - Mr. Alex Smith - in the tragic loss of his son. I suppose that just as it is true that every cloud has a silver lining, so it is equally true that our happiest memories will always be tinged with sadness. Such is life.

The other side of the coin was the Christian basis of our family life personified in the Headmaster - Mr. T.V. Shaw. My first year in school coincided with his first full year as Head after 20 years on the Staff, and one saw his increasing influence bring new lustre to the School despite the problems and drawbacks of the times. A native of Dudley who had learned Welsh, he was one of the finest Christians I have ever known, and his personality left its imprint on the School and on individuals. This is not to suggest that there was no Christian ethos before his day, but he certainly made religion count in the School.

Gentle yet firm, T.V. had a natural humility. He knew every boy in the school by his Christian name and possessed a wonderful insight into human nature. He put youngsters on their honour and expected high standards from us - standards which, to our surprise, we found ourselves attaining. He re-organised the time-table so that "Scripture" had its rightful place and was no longer a once-a-week 'God-slot', and he saw that it was taught by Staff who were themselves practising Christians. Foremost among these was Mr. Huw Roberts. His gift of teaching almost any subject was remarkable, but his supreme gift was an ability to bring the Bible alive for schoolboys. It is not surprising that within a few years an increasing number of boys were taking R.E. at the then equivalent of "O" and "A" Levels.

Under the Head, Assemblies also took on a new atmosphere. These were no perfunctory services but real acts of worship conducted with reverence and conviction, and having a subtle influence on the life of the school. Music played an important part in this and, since the music master - Mr. Frank Phillips - was also choir-master in my church, there was forged for me an unbreakable link between School and Church which made Christianity a far from nominal force in my life. I did not

begin to have thoughts of ordination until after I had left school, but I am convinced that the ethos and atmosphere of those days, to say nothing of the example of T.V. and others, reinforced the religious grounding I had received in home and church. It gave me a new perspective in imparting to me a sense of purpose and vocation which the War and the passing years failed to eradicate or even deflect. This was true for others also and, I suspect that the number of old boys who have become ministers would total a very respectable figure. However, this sense of vocation was not confined to those who later sought ordination. It was felt in the widest possible sense by generations of boys, a fact evidenced by the number of old boys who have been content to do a good job wherever life has led them.

So, the "Ysgol ar y Bryn" (which presumably became the Ysgol ger y Traeth") is now to become "Ysgol y Graig". If it succeeds in giving future pupils the foundation for life that the old School gave us, then it will indeed earn its title. I pray that the "Graig" will continue to be a rock of Christian foundation which will give each new generation of youngsters cause to boast that "this was the rock from which they were hewn", and feel pride in having been part of a family and community which gave meaning and purpose to their lives. Of one thing I am convinced - the present Headmaster and Staff will certainly guide the School wisely through this period of transition, and will pass on the heritage of which both they and we are proud heirs.

Standing on other men's shoulders.

By Dr. Douglas Bassett, Director of National Museum
Of Wales.

My introduction to the two subjects that have dominated the greater part of my life - geography and geology - came in Llanelli Grammar (then Intermediate) School in the early nineteen forties through the singular and inspired teaching of D. Emlyn Davies. It was Doldi Davies who fired my interest in geography and taught me the true significance of the subject. In spite of his missionary zeal for geology, however, he failed to fire my interest in geology to anything like the same intensity. But he did teach me to think for myself - a habit which, when learnt, proved something of an embarrassment for some of my subsequent teachers.

I went to the University College of Wales, at Aberystwyth, therefore, to study for an Honours Degree in geography, with geology as very much a second runner. Within a year or so, my interest in the former had been considerably dampened, by sterile teaching and too much emphasis on rote learning and my interest in the latter awakened, particularly by the inspiring teaching of Alan Wood, a brand new professor, and the influence of a fellow student, Alwyn Williams.

It was Alwyn Williams who introduced me to research work in Geology and who in particular revealed the fascination of field geology. During a month or so in the hills between Llangadog and Llandeilo in the summer of 1947 he instilled in me - very much the novice - the importance of paying attention to detail, of sustained effort and of the indispensable role of imagination in any scientific endeavour. His enthusiasm for his subject was irresistible.

I was to receive my formal 'baptism' in geological research between 1949 and 1952 in the fifty square miles or so of upland Wales between the villages of Llanbrynmair, Talerddig and Mallwyd in what was then Montgomeryshire. There I had not only to pit my wits against a little-known and fairly complicated piece of geology, but I had, regularly, to justify my 'odd' profession to the local inhabitants.

I soon became aware that my knowledge of certain aspects of the area was much more detailed and more comprehensive than that of any local inhabitant because of the very nature of my work. A geological survey involves the preparation of a detailed map of the solid rocks and of details of the landforms of an area; and this necessitates walking over every field, along every brook and over every hillside and hilltop - ar hyd pob nant ag afon a thros rhos, fridd a mynydd - making notes of rock and soil, of changes of slope, of vegetation

and drainage.

This was probably when I began to realise the difference between the mental map that a local farmer has of his district and that of someone who has studied the area systematically and scientifically. And the difference is not just a question of the quantity of information. I probably was not fully aware of the qualitative nature of the difference at that time; but, in retrospect, it was an example of the difference between what Kenneth Boulding (in his book The Meaning of the twentieth century) has called 'folk knowledge' and 'scientific knowledge'. In somewhat technical terms; folk knowledge draws inferences from empirical observation; scientific knowledge from theoretical models and from necessary connection.

To cite two examples: first, the local farmer would attribute little significance to a bank of clay and stones across a valley floor, whereas I would see it as the material accumulated some 10,000 years ago at the down valley end of a large glacier. Similarly, the local farmer would give little consideration to the shale exposed in the small quarry along the lane to the farm, whereas I would see it, first as part of a stratum extending underground throughout many square miles of central Wales, and probably simulating in shape a highly crumpled table cloth; second as quite different in age from similar looking shale in a near-by quarry; and third as being at one time of unconsolidated mud forming on the floor of what was probably a relatively deep sea in Silurian times - that is, over 400,000,000 years ago.

On completing this, my first research project, I joined, in September 1952, the staff of the Department of Geology at the University of Glasgow. This soon led to joint research work with Alwyn Williams, particularly in the ground around Bala, in Merioneth - an area long ago made internationally famous as the "home" of the middle of the three great systems of the geological column whose names have obvious Welsh associations - Cambrian, Ordovician, Silurian. There we joined forces with Professor H.B. Whittington of Harvard University, who had already started to unravel the extremely complicated geology of the hills on either side of the well-known Bala fault and westward to the steep face of Arennig Fawr. These summers in Bala, between 1953 and 1963, proved to be some of the most exhilarating of my life - battling with fascinating geological problems in the company of two exceptionally talented colleagues.

The move to Glasgow also re-kindled my interest in teaching and in education generally. This was partly, if not largely, the result of the influence of Professor T. Neville George the head of the Department. Neville George, a native of Morriston was at that time one of the finest lecturers on a scientific topic in Britain; a master synthesiser and summariser and a dedicated teacher and firm believer in general education. It was he who led me to Extra-Mural teaching, involving evening visits to many towns and villages throughout western Scotland and lectures to groups of foresters, farmers, land owners, dock workers and teachers. In all probability it was this facet of my work that led me to apply for the post of Keeper of Geology at the National Museum of Wales in 1959, an institution which has always described its aims in the epigrammatical phrase: 'To teach the world about Wales, and the Welsh people about their own fatherland' ('I ddysgu'r byd am Gymru, a dysgu'r Cymry am wlad eu tadau').

The subsequent move to Cardiff, and in particular the indirect influence of the work of my predecessor, Dr. F.J. North, and the presence of an active Museum Schools' Service certainly resulted in an increased interest in education through the medium of geology. This led, eventually, and jointly with colleagues on the staff, to considerable involvement in the formation of an association of teachers of geology formed of members drawn from colleges and schools in England, Scotland and Wales. When I was invited to become President of the newly formed association I tried to crystallise my thoughts on the nature of education and on the nature of geology in the Presidential Address, which I called 'Geology and Education'. In it I drew

attention to the people who had influenced me most in my work. Three names, all American, spring readily to mind: Robert Hutchins, one of the outstanding international figures in the world of higher education whose thesis that education should never be for merely practical ends was an inspiration to me; Jerome Bruner, the psychologist, whose books The process of education and On knowing, Essays for the left hand were a real challenge; and Loren Eiseley, the anthropologist, "who writes out of the detailed accurate knowledge of a scientist and the imaginative insight of a poet", and whose books, The immense journey and The firmament of time have been my constant companions since their appearance nearly twenty years ago.

The move to Cardiff also created a new interest - that of arranging and dispersing geological information. As a university lecturer, I had specialised in the study of the older rocks of Britain, and in particular, of North Wales - and had accumulated a considerable but very narrow based bank of knowledge. On coming to Cardiff, however, I was confronted with queries from professionals, students and laymen alike on the whole range of geology, both in its pure and applied forms as well as on many allied subjects. In order to cope with this problem I decided to compile a reference system which would provide me with a reasonable access to this wide spectrum of information and thus to be able to satisfy the enquirers. My first three or four years at the National Museum were, accordingly, taken up very largely with bibliographical work. In retrospect, I believe the decision to do so was almost certainly influenced by my reaction to one of my lecturers in geology at Aberystwyth - John Challinor - who was often unable to provide a ready answer to a question, but who nearly always knew where or how to find the answer.

The increasing range of my educational work coupled with the concentrated attack on geological information, heightened my interest in the history of the science. Anyone who carries out detailed geological field-survey, particularly in areas already studied and accepted as international standards for the study of the history of the earth, has to refer to the work of his predecessors. My studies on the pioneer work in the old counties of Montgomery, Merioneth and Caernarfon had already engendered an interest in, and a very high regard for, the work of the 'giants' of the last century - men who had mapped central and North Wales in the 1830's and 1840's. Because their work represented the first systematic attempts to unravel the history of rocks of this particular age anywhere in the world, their studies immediately assumed international importance.

I was now encouraged to look more closely at this work and of that of other pioneers in its contemporary context and to trace the growth of geology over the last 150 years.

As my interest in history grew, so did my concern for the nature of geology and its place in science. I soon found myself confronted with problems that I had already experienced in my own fieldwork, my work in the Museum and as a teacher. I refer particularly to problems concerned with perception.

One of the stories regularly quoted in works on the history of science to illustrate the selective nature of one's observations is that of Charles Darwin's visits to Cwm Idwal in Snowdonia - first in 1831, with the well-known Cambridge geologist Adam Sedgwick, and again in 1842, a year or so after the Swiss geologist Louis Agassiz had confounded British Scientists by claiming that the greater part of Britain had been covered by a major ice-sheet and that much of the most spectacular scenery was the result of erosion by ice. Darwin's word, in a letter to a friend, were :- "We spent nearly a whole day in Cwm Idwal examining the rocks carefully, as he (Sedgwick) was very desirous to find fossils. I have often thought of how easy it is for anyone to overlook new phenomena, however conspicuous they may be. The valley is glaciated in the plainest manner, the rocks being deeply scored, with many perched boulders and well defined moraines; yet none of these phenomena were observed by Professor Sedgwick, nor of course by me. Nevertheless they are so plain that, as I saw in 1842, the presence of a glacier filling the valley would have rendered the

evidence less distinct.

I doubt whether I really appreciated anything like the full significance of such a reaction until I went to what was then known as Tanganyika to re-arrange a geological museum, to train museum personnel, and to introduce earth sciences into the school curriculum. Its significance was brought home to me in an unexpected way. My wife and I were projecting colour slides of the children on the wall of the living room in our house in Dodoma, when we suddenly realised that Paulina, who had been the children's 'nanny' for some two months, did not recognise them. Indeed, she recognised nothing of the 'pictures': they obviously appeared to her as colourful patterns, until my wife traced the outline of one of the girls on the wall, thereby bringing the image into focus. This was in marked contrast to our daughter Sian's ability, at the age of three, who readily recognised local wildlife in picture books. But, in retrospect, it was no more extreme than the Darwin example and provided a striking lesson in the role of learning in 'seeing' and confirmed the old adage that we see only what we know.

This led me to modify drastically my plans for the Dodoma museum. It also led me to think a great deal about the importance of perception in my work as a teacher and museum curator, and, almost by accident, to read such works as Personal Knowledge by the distinguished chemist turned equally distinguished scientist, Michael Polanyi. The title is significant because the emphasis throughout is on the personal as opposed to the objective nature of knowledge.

With this increasing interest in tracing the development of ideas, I found myself introducing more and more historical material into my lectures and gallery talks on the assumption that the earlier and less complicated ideas were easier to understand and should be considered first. I was becoming more and more interested in the reasons why my predecessors thought so differently from my contemporaries - inevitably leading to a fairly intense questioning of my own presuppositions and a study, albeit superficially, of the nature of science and knowledge.

This short article is not the place to develop any of these ideas, but I think it is relevant to quote the following from Loren Eiseley's book The firmament of time.

"The study (of the history of science) leads to a better understanding of the process of discovery and to that kind of humbling and contrite wisdom which comes from a long knowledge of human folly in a field supposedly devoid of it. The man who learns how difficult it is to step outside the intellectual climate of his or any age has taken the first step on the road to emancipation, to world citizenship of a high order. He has learned something of the forces which play upon the supposedly dispassionate mind of the scientist; he has learned how difficult it is to see differently from other men. It is a study which should bring into the classroom not only greater tolerance from the ideas of others but a clearer realisation that even with the society of which it is part."

I had long been impressed by J.D. Bernal's rendering of the aims of science - as a tripartite aim of pleasing oneself, of rationalising nature and of applying one's knowledge to the good of humanity - the 'psychological', 'rational' and 'social' aims, as Bernal called them. There was no doubt whatever that I had enjoyed my science immensely and that I had successfully made sense out of the geology of parts of Wales. Equally I had applied some of my knowledge to teaching and museum work, but not in any real sense to commerce or industry or planning.

In 1964, however, on being invited to succeed W. Idris Jones, (another 'old boy' of Llanelli Grammar) as the "Welsh Member" of the newly-created Water Resources Board - and thus to be involved in conserving one of the country's major natural resources, I had an opportunity of applying some of my academic knowledge. My geological knowledge was an obvious help: but so too was my geographical training. In some ways Doldi Davies' lessons on how to think geographically were of more value than my experience as a research geologist.

The Board - set up to prepare a master plan for the water resources of England and Wales - was the most lively and effective body in my limited experience, and I benefitted greatly from working closely with a group of very experienced men.

It consisted of eight people: Andrew McClelland, a water engineer who had spent nearly forty years in the provision of a wholesome water supply to various cities in this country; W.A. Muddell, who had spent even longer in local government, specialising - as a member of a River Board - in the administration of land drainage and in the control of fisheries and pollution in the rivers; R.A. Banks of Kington, a senior industrialist and Francis Pemberton, of Cambridge, a farmer and land owner on a very large scale - both "representing" major users of water; Professor H.C. Darby, Professor Geography at Cambridge (and a native of Resolven), representing the amenity interests; Sir William Goode, the Chairman long experienced in 'colonial' diplomacy; and Sir Norman Rowntree, the Director, another distinguished water engineer, heading the Board's team of over 100 professionals - scientists, planners and technologists.

Ten years with the Board brought me much nearer reality than ever before; and taught me something of the social significance of science and of the general lack of understanding of what science really means.

In 1973, with the demise of the Water Resources Board, my experience was broadened further when I was invited to join the Nature Conservancy (soon to become the Nature Conservancy Council).

Here, as one of the eleven members of the Council, over-seeing the work of some 400 scientists, land agents, wardens and estate workers throughout Britain, I became involved in the economy of nature and, in particular its conservation. In so doing I have become convinced that in Sir Peter Medawar's words, "the unity of nature is not a slogan, but a principle to the truth of which all natural processes bear witness". And I have also learnt that, in the words spoken by Professor Ron Edwards in a speech at a prize-giving ceremony at Llanelli Boys' Grammar School some years ago, it is no longer enough to know, one must also care.

To return, therefore, to the theme of my opening remarks: my life has been dominated by two subjects. The one, geology - the historical science which deals with the history of nature - has been my official subject, but my training in the other, geography - the study of man in his environment - has been of considerable help to me not only in my involvement with the conservation of natural resources but also in my present post as head of an institution with a very wide spectrum of scholarship. Complementing these two has been my growing interest in history and in particular, the aspect of history that Hannah Arendt would consider as the study of "the recycling of ideas" and "of conservation in the realms of ideas".

I hope that what I have written shows clearly that I have been fortunate in my tutors, my colleagues and my friends - that I have stood on many stout shoulders. Most of the names that I have already mentioned have made their mark in some form of public activity and are well known in one way or another. There is, however, one who is not widely known but whose influence has been great. I refer to one of the sons of the farm at which I stayed during my three years in Llanbrynmair - Ifor Roberts of Cwmpenllydan. He derived very little benefit from his short period of formal education but his intuitive understanding of sheep and his practical ability as a sheep-farmer were incomparable. He has always been to me a reminder that academic training in geology and geography may well have suited my particular bent but that in general we over-emphasise academic learning in our educational system and that we exclude much of importance from it.

Reflections.

By J.D.Griffiths, M.S., F.R.C.S.

Times change and with it tradition, opportunities and aspirations. I left the Llanelli Grammar School in 1943 in the midst of the crisis of World War 2 when everything was unsettled and the outcome of the

war doubtful. Times were hard, opportunities were few, and the aspirations of us all were to win through. Looking back one can find the stimulus and the encouragement that was given to that generation of schoolboys very different from that which my own children now receive.

We were up against it in all ways. It is interesting to see what happened to the products of that generation. Many died in the flower of their youth in their Country's service. Those of us who were fortunate, were able to go on and do what we wanted, given the opportunities in the circumstances. One of my memories of school is the sixth form. It was essentially composed of those who were going in for engineering, mathematics or for medicine. Out of thirty there were twelve who were medical students. It is interesting to note that of those twelve who went to various universities and medical schools in London and other parts of the country, all qualified and all but one today are practising in various specialities in the National Health Service.

Three of us went to Barts together, having done our pre-clinical at Cambridge. Not many schools can boast of such achievement. Even the schools which are much older in tradition with a medical foundation, such as Epsom College for whom I am now a member of the Governing body, can claim such a high percentage of medical students in their sixth form all of whom qualified.

What was the stimulus? It could not have been the easy opportunities and facilities available to us. The old school lacked most of the amenities a school should have had and it certainly would not be acceptable to any of the authorities the present day. It is worth remembering that before the war-days, in the days of the depression, the grammar school, or the county school as it was then known, had never had the opportunity of gathering any facilities which could come its way under a prosperous economic period. The austerities of wartime accentuated the lack of original facilities. No, it certainly was not material amenities that made the drive of the staff and of the boys to accomplish what they did.

We must look back and see the influence played on our lives by our teachers or professors. I owe a great deal to the Headmaster of the Llanelli Grammar School, Mr. T. V. Shaw; a man with great personality, encouragement and guidance. His deep religious conviction and practice has left on my life a lasting mark, which remained with me throughout my medical career. I remember with affection other members of staff; Mr. Sidney Brown, a great gentleman in the old tradition, and Mr. David Roderick, to mention only a few of the characters who gave to us all the inspiration to live life to its full; to work and to succeed. They were not always successful and often they worked in vain as far as we were concerned, but the end result of that sixth form could not have been too bad since looking at all my colleagues of that form many have now attained eminence in diverse fields.

Looking back on my school career I can hardly say it was a very highly academic one but it was certainly an enjoyable and happy one. My greatest attainments were probably on the rugger field and not in the class room, but like many of my colleagues I scraped through the necessary exams.

It is indeed very doubtful if any of the staff in those days would have thought it at all possible that I would qualify as a doctor. As far as being a Consultant Surgeon in one of the oldest and greatest hospitals in London, it would have been unbelievable; but it is to their great guidance and inspiration in the Grammar School that I owe all that I have done. The history of the school is not a long one compared with many of the more illustrious public schools of our land but in a short life it has produced many great people in all walks of life and given countless others a very full and comprehensive education.

I hope the new Comprehensive School will produce the same stimulus and encouragement as did the old Grammar School. It is not fine buildings which make a great school, it is the inspiration of those who teach, whatever the facilities.

In wishing the new school well I will remind it of the 'Old School motto',

"Bydd bur, bydd eirwir, bydd iawn",
and add to it the motto of the medical school of the Royal Hospital of St. Bartholomew's, a seat of great learning, to which I owe so much:-

"Whatever thy hand findeth todo, do with all thy might".

LONGE ET IAM PRIDEM.

By Alun Bowen Thomas, Clerk to Llanelli Borough.

Any request from the Head of the foremost Grammar School in the Principality comes, even now, with the force of a command, but I doubt my ability to do what should, perhaps, not be a difficult task. My memory now even is capricious; elusive. Happily, however, I am not expected to be an historian - others in time will tell the full tale.

I recall that very sunny July afternoon in 1949 when walking home at less than snails pace, clutching my Report Book which contained a record of one of my more inglorious academic years, debating with myself how best to prepare my parents before they read the incomparable character assessment - born of an academic summary prepared by the late Mr. Joe Walters "This student sets an abysmally low standard, but is at least consistent - in his failure to attain it"? My mind, not unnaturally raced upon the various and devious means by which I could gain retribution - but this was momentary. The fleeting irresponsibility of thought of one who had failed to work, and who was confronted with an hour of unprecedented shame. Time has revealed, of course, what service was then rendered by this, the most telling of all verbal kicks in the derriere! I improved! Though not sufficiently to even then meet the seemingly unattainable standards of Mr. Walters. For during one session on Career Advice (the only one as I remember), it was he who advised me as to my future career with the words "Why not take up leisure full time"?

How many of us were chastised by Mr. Emlyn Davies with words "Eyes you have, but you see not"! My head still rings from the constant hammering with the blackboard duster as he physically implanted the message. When I left the School in 1953, Mr. Davies owed me countless Players cigarettes, but what a miserable set-off against my own immeasurable debt to him and his contemporaries, all of them dedicated with learning, and more importantly, perhaps the satisfaction of learning, and of the joy of becoming learned.

How can we ever forget the saintly Mr. T.V. Shaw, whose quiet indulgent methods of discipline were mistaken by a few as a sign of weakness. Another dimension of discipline; a discipline which only a School such as ours could have provided in its most catholic form. Why was it we didn't do things; was it because we didn't want to offend the Head? This was probably so. If it was so, then it was a psychological approach of unparalleled experience. Perhaps this was one of many reasons we realised we were part of a Grammar School. Why a Grammar School was, and is so different! I wonder?!

Do you recall your first Assembly? Crowded with boys: deafening with its noise; and some still wet from a ducking, and I remember thinking to myself that I was probably the only boy in the 640, who knew only but eight (the eight who accompanied me from Halfway C. P. School), and no one else. It says very much for the place, that by the Friday I knew them all, even if only by name, particularly those in the Sixth who were awesome giants, who seemingly walked with the Gods. I suppose in our turn, some might have similarly appeared God-like to the succeeding generations.

Was there anyone who failed to put their hands up when Mr. J. Afan Jones asked "Where do you live boy? Ah! Deliver this note, wait, there will be a reply". I, and countless others, wondered what begged the note? What the reply? I failed Latin that year, but was at least of good lung! Were there others, who like me, trembled and quivered, pushing myself to the wall of the corridor, hoping I would not be noticed! Perhaps my outsize blazer would conceal me from Mr. Harding

Rolfe striding single mindedly to the Physics Laboratory, and we were but waiting for an Art lesson with Mr. John Bowen in the room opposite the Biol Lab! The Biol Lab - what did they do with those miserable frogs, worms and occasional rat? Did I really envy the open tourer of the late Mr. D. T. Roberts, and was he as lonely and singular as he seemed, as he imparted his obvious love of the Language. Were we as unreceptive as this forlorn, sometimes dejected, sometimes absentminded, delightful figure seemed to suggest.

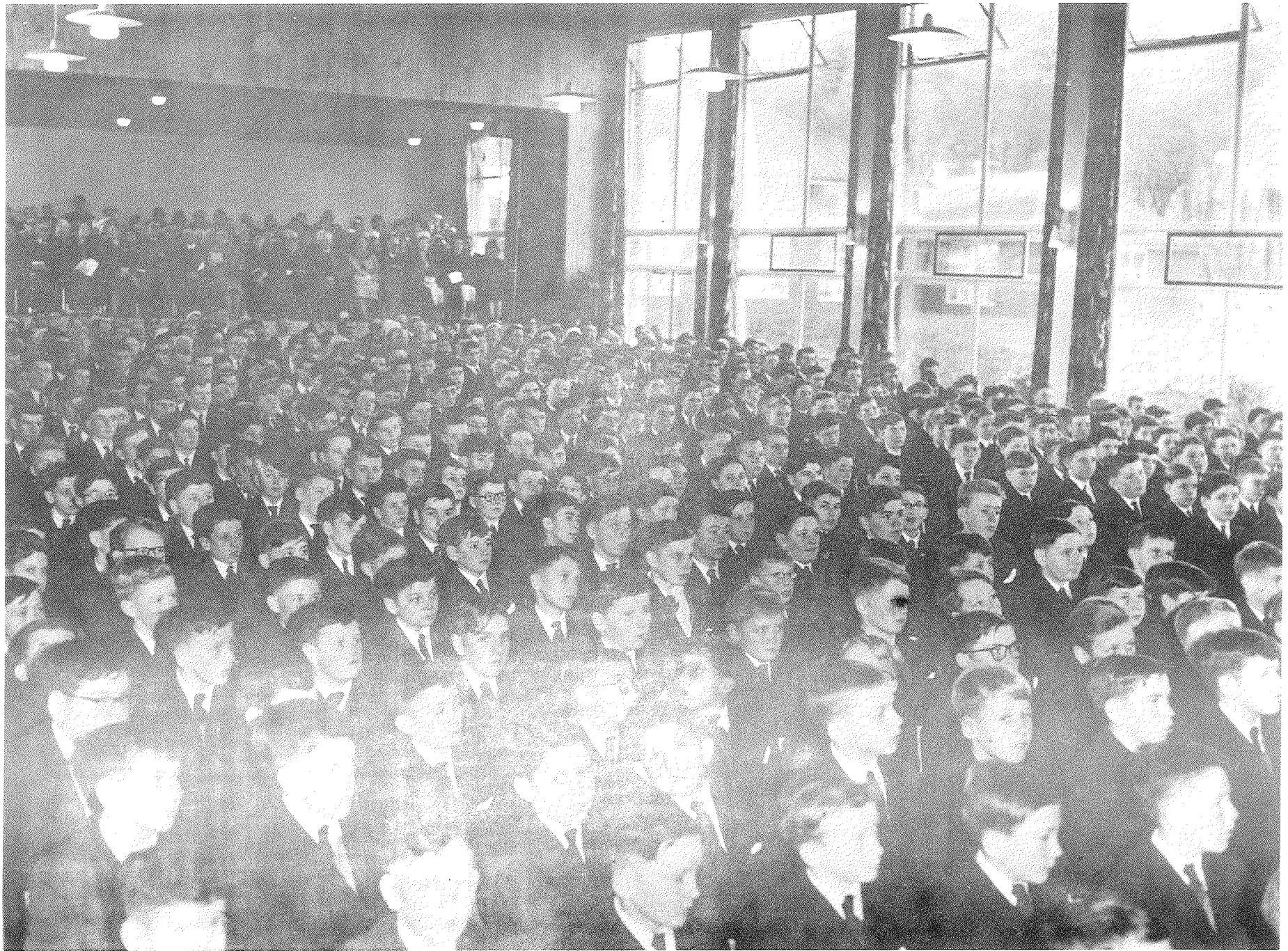
Was it necessary to sing the Messiah yet again, we wondered? But then, it did at least relieve the preparation for the St. David's Day Eisteddfod - the only red letter day in the calendar for some - was it because they always won?! Should I learn the violin? The second violinist from the Girls' Grammar School was much admired. How else could I get her to speak to me? How many were horrified when meeting Mr. Tom Jones in a league match, and wondering how to cope, and even worse, how to cope with a greater horror - winning. I well remember the quiet dignity of the late Mr. D. Roderick; the calm gentleness of geography with Mr. Ron Jacob. Mathematics revealed and enjoyed by the gentle persuasion of another saintly man, Mr. John Harries, and perhaps the guilty feeling of taking advantage of his Presbyterian Youth Club, where the best looking girls in Town gathered each Thursday, Friday, and Saturday, and where I first saw my wife. Greater effort with Mr. J. T. Davies and Mr. Glyn Hughes because of the relationship with my father. The memory of becoming panic stricken as Mr. Bill Rees boomed daily "There is no hope for you boy", adding disparagingly "You couldn't even become a scientist"! The urgency and intensity of the younger generation - Mr. Alun Thomas, Mr. Gwyn Evans, Mr. Dennis Thorne and Mr. John Ireland - new techniques, but the same dedication, the same yearning to impart knowledge. I believe we learned. A recollection of captaining the Second Fifteen for the first time, when obviously Mr. Thorne had thoroughly enjoyed a dinner the previous evening; why should he chastise a captain of indifferent talent merely on the absence of flag posts? An apology proffered on Monday morning, which unquestionably founded the basis of a relationship. Mr. Gwyn Evans likening our knowledge of his subject to the law of diminishing returns without having first reached the optimum. Recollections of Ron Cass, supposedly teaching Economics, but entertaining us in the Music Room with unparalleled piano playing and compositions, when even Mr. Haydn Jones sat, and sometimes applauded. Has anyone ever found out what Mr. Walker and Mr. D. H. Davies really concealed in that Store Room?

Whatever, whomever, wheresoever?

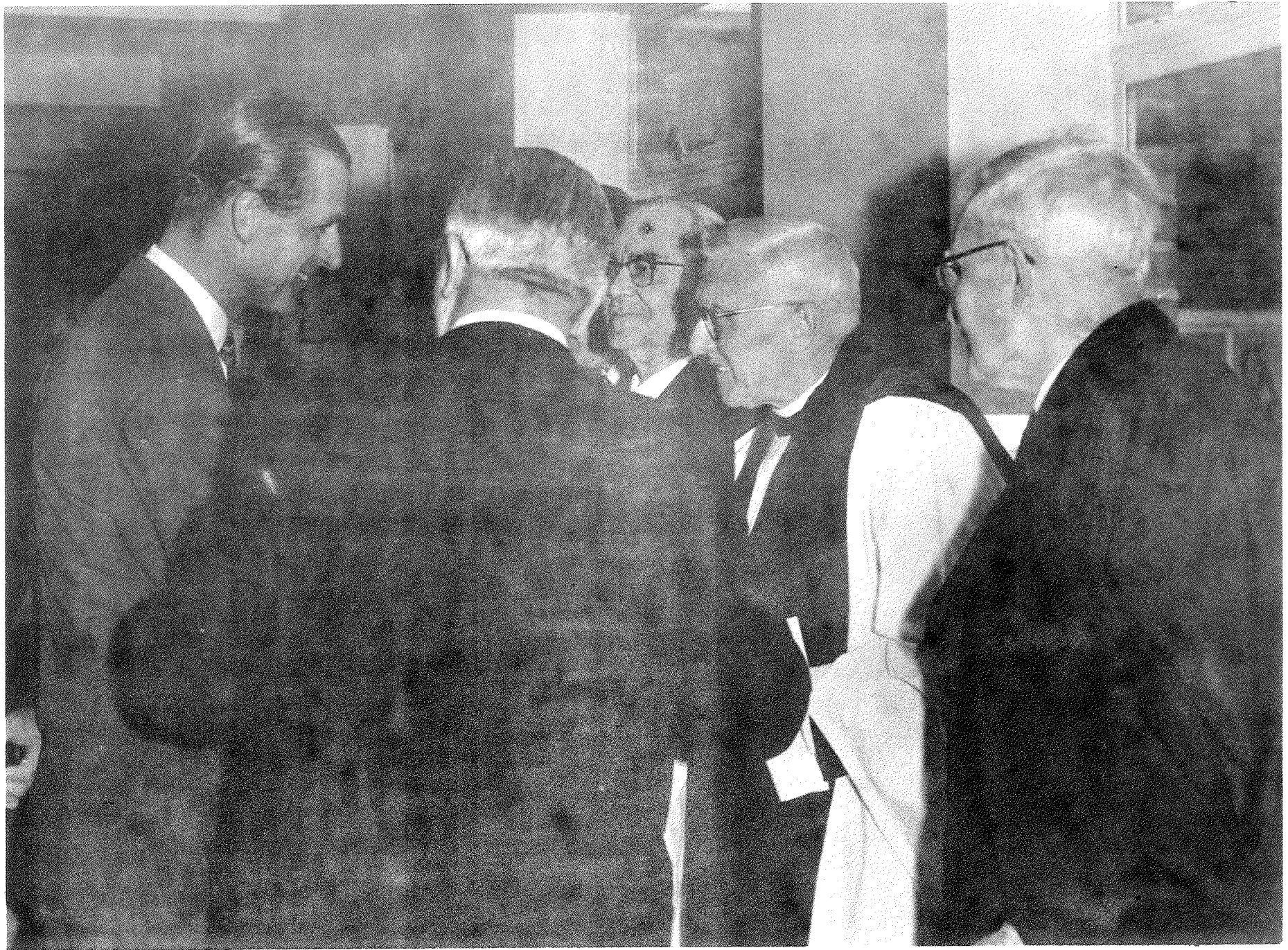
Do I really speak of ghosts? Are they only my ghosts? Perhaps those old boys who visit the School after an absence of some years, experience my same shyness and reserve. Returning where we once knew every single soul, and finding the place seemingly full of strangers - one might expect to be a stranger in a strange land. Happily this is not so. Comforted by the memories of these ghosts, and received with the same indulgence and concern experienced whilst as a pupil, it is almost as it ever was.

I am not so foolish or presumptuous as to imagine that my days were brighter than the generations that preceded or followed us. One generation is, I suppose, much like the other, but in basic characteristics they are much the same - the same general average of talent and of ability, wit, humour, mischief, athletic powers, and a readiness, or otherwise, to play a part in School life.

The Old School has ended - can things ever be the same? Physically the School may have changed. From this year onwards its philosophical direction will certainly change. The year 1977 marks a real date. Can things ever be the same? Despite this new dimension, I am much comforted that the courage of the past, the incomparable record of the Staff and pupils give every promise for a continuing brilliant future if the true School spirit and application of the past is maintained. I am certain it will be. It was the delightful Mr. Harry Hampton who introduced me to Bacon, and it was he who said "Studies serve for delight,







for ornament, and for ability". Our past has been just that, the future must certainly be that.

Having had reason to reflect upon the School, its place within the community, its outstanding contribution, not only to our community, but to our Nation, and on occasions to the World. I cannot but recall the lament of Patrick Thornhill :-

When last I came to Ludlow
To sit eleven-plus
My friend sat next beside me;
There seemed no lads like us.

But Ned they took for Grammar,
And girls will meet him now,
While I go home to Wenlock,
With Shropshire lads who plough.

For Ned's I.Q.'s the higher
And there is naught to do,
Since the lads of I.Q. higher
Are higher in the queue.

But I have things to think on,
In fields along the Teme,
While luckier lads are larking
In Ludlow's only stream.

"Let it not necessarily be our lament, but the key on which we build our bridge".

"Marble Hall Road Graig".

By Owen Rees (Welsh Office).

Ysgol y Graig - no other name could possibly match it in terms of providing a unifying focal point for the affections of present-day pupils and old boys of all ages. Of the Graig at Pwll I cannot speak. But of the Marble Hall Road Graig - a bare rocky plateau masquerading as a playing field - many of us can speak with great feeling since it left its mark, literally, on all who set foot on it.

The cheerful use of this wasteland for cricket if not for rugby perfectly illustrated one of the characteristics of the school in my day: its capacity to improvise and squeeze every last ounce out of very limited resources. There were other examples of course. One such was the manufacture of liquid soap in the General Science laboratory. This process was shrouded in mystery but word had it that bones formed the essential raw material. For the duration of the post-war shortage of soap, close watch was kept on the school's skeleton and there was also noticed a marked reluctance on the part of the more faint-hearted junior boys to venture in the vicinity of the laboratory except in pairs.

The general principle applied as much to human resources as to material things. In my own case it was quickly noted that a wild enthusiasm for rugby out-distanced by a considerable margin any playing ability. On the basis that no talent of any sort was to be wasted I was therefore appointed (no nonsense then about election) to the post of secretary - and my feet were firmly planted on an administrative path from which I have been careful never to stray very far. The combination of a mixed comprehensive school and the Sex Discrimination Act opens the door to female appointments of this sort in the 1980's. So long as the front row of the scrum is not regarded as a breeding ground for women wrestlers, however, all will be well.

Sporting amazons apart, the presence of girls (and dare I say women teachers) cannot fail to be a maturing influence in Ysgol y Graig. Occasional sixth form dances or regimented visits to the Girls' School hall for concerts, followed naturally by a careful count of heads - these were our only formal (that word must be emphasised) involvement with the other sex. The inadequacy of it all was well demonstrated when a young and not unattractive female teacher was appoint-

ed to teach us, of all things, elocution. For weeks she was convinced that her class was either dumb, witless or both.

It was then a wise decision on the part of the local education authority to make Ysgol y Graig mixed. The authority displayed still greater wisdom in determining somewhat late in the day that pupils from Trimsaran should continue to attend. It is not only personal sentiment that makes me think that. One of the great strengths of the schools has been its ability to fuse together into one community pupils from two essentially different backgrounds - town and country. The distinction between the two may be less clear today than in my time and it may even be difficult nowadays to appreciate how real it could be. Many of us from outlying villages, however, have cause to be very grateful to Llanelli Grammar School for the warm-hearted manner in which it smoothed out transition to a more urban environment than we had known. The vast open spaces of Pwll may not represent a megalopolis but Ysgol y Graig will still have something of this role to play. In this field as in many others, however, it will have behind it nearly a century of endeavour and achievement.

Yr Oes Aur.

Gan Cenywyn Edwards.

Yr oes aur - dyna oedd y cyfnod ar ddiwedd y pumdegau a dechrau'r chwedegau yn hanes ysgol ramadeg y bechgyn. Wel dyna fy marn i beth bynnag. Nid am fy mod i wedi mynychu'r lle yn y cyfnod yna, ond bod rhagoriaethau'r ysgol ar y meysydd chwarae ac yn y cylchoedd academaidd wedi dwyn bri a sylw i'r ysgol, ledled y wlad.

Cyfnod Terry Price oedd y cyfnod hwn. Y cawr o'r Hendy oedd yn teyrnasu yn yr ysgol adeg hynny. 'Roedd hi'n anodd dianc o gysgod Terry - hyd yn oed yn yr ysgol gynradd 'roedd storïau yn cael ei sibwrdd am gampau anhygoel y cawr o'r Hendy - ac 'roedd y rhan fwy o honyn nhw mae'n debyg yn wir.

Nid cyn ddigwyddiad oedd e mae'n debyg taw o bentre'r Hendy oedd Terry yn hannu. Beth fyddai ysgol y bechgyn wedi'i wneud heb blant pentrefi Trimsaran, Felinfoel, Llangennech a'r Hendy. Y pentrefi Cymraeg hyn fu'n bwydo bywyd diwyllianol, addysgol yr ysgol am gyfnod maith, ynghyd a sicrhau chwaraewyr dawnus ar feysydd chwarae'r ysgol.

'Roedd yna wahaniaeth agwedd rhwng Cymry Cymraeg y pentrefi a'r rheini o sgolion y dre. Rhyw gymdeithas oedd yn cael ei feithrin o bosib ar fysus ysgol - moethusrwydd yr oedd plant y dre yn cael eu hamddifadu ohonno. Ar y byses yna 'roedd cymeiriade yn cael ei meithrin. Godde bygythiade corfforol bechgyn 5X, dychan gwyr galluog dosbarth chwech, a chwerthin cryts gwirion dosbarth tri. Anghofiaf byth un noson pan gafodd rhyw fachgen ifanc o ddosbarth un gam gan gondyctar y bws. Fe gododd y bys fel un gwr i amddifyn y bachgen yna - a hynny yn llythrenol wir. Neidiodd haner dwsin o fechgyn cyhyrog ar ben y gwr anffodus a bu rhaid iddo ildio.

A'r byses yma hefyd oedd y man cyfarfod wrth gwrs i fechgyn yr ysgol iau a'r plant hyna, gan fod yna rhyw dair milltir yn rhannu'r ysgol adeg hynny. 'Roedd graddio o'r ysgol newydd yn y Pwll i'r hen adeilad ar y bryn yn arwydd bod rhaid roi heibio pethau bachgenaid fel chwarae rygbi amser cinio a dechre crwydro yn hytrach i gyfeiriad ysgol y merched! Dim ond blwyddyn o ryddid gefais i yn yr ysgol ar y Bryn cyn i ni gyd uno yn yr adeilad newydd yn y Pwll.

Wedi hynny 'roedd hi'n haws cynnal bywyd cymdeithasol yr ysgol. Haws i Hywel Thomas i hyfforddi'r tim rygbi, i Sam Alford gadw golwg ar ei dim criced, ac i Denis Jones a J.R. Williams i gynhyrchu eu dramau. Ai ymroddiad yr athrawon yna neu doniau'r disgyblion oedd y rheswm am oes aur yr ysgol - wel y ddau siwr o fod. Ac mi oedd hi'n oes aur wir i chi.

The Old School.

By Ioan Evans.

Equality of opportunity in education has still to become a reality in Wales and Britain. We are making progress. A sign of that

progress is that my old school of fond memories, the Llanelli County School later to be known as the Grammar School is now to become the Graig Comprehensive School.

In my day we had the 11-plus examination for the Grammar School. A system which from personal experience I believed to be most unfair. I passed that examination but another young lad who was always top of my form at Bigyn Boys School failed. I was able to take advantage of that examination pass but from that day to this I have always realised that it is wrong to determine the future of a young person at the age of eleven.

Through the education system we should ensure that all individuals are helped to develop their full potential and the skills necessary to play a significant part in the life of the Community and participate critically and constructively in its political, industrial and social institutions.

When I was elected to the House of Commons in 1964 there were then already two ex Llanelli Grammar School boys in the House. The Rev. Llewellyn Williams and Elwyn Jones who is now Lord Chancellor. We did not have then as many "old boys" as Eton or Harrow but opportunities are improving. I can visualise the Graig Comprehensive School producing a future Prime Minister.

The case against a divided system of education gains daily in strength. "Nothing" said Victor Hugo "is so powerful as an idea whose time has come".

The idea of the Comprehensive School has come to Llanelli. I hope every future student is going to do his utmost to ensure that he develops his talents to the utmost so that in gaining an equality of opportunity he will play a part in improving the quality of the life of his fellow citizens.

YMLAEN YGSOL GYFUN Y GRAIG.

School.

By Jeffrey Longhurst.

The School, or simply "School" as it was known to all its boys kept high standards - both academic and sporting. It had character and integrity and most of all it had a sense of humour.

Boys owe a great deal to their school - perhaps I more than most. It's inevitable but schoolboys are shaped not only by their teachers and fellow pupils but by the atmosphere that a school generates. And the school certainly did generate its own special atmosphere. It never changed and neither did its influence on the people it produced.

I was at School for seven years (1967-1974). During that time I had four very different men as Headmasters - Mr. Stanley Rees, Mr. John Harries, Mr. Alun Thomas and Mr. R.I. Denis Jones. All different characters - all men with a presence and yet all became a part of the School as School became a part of them.

Perhaps the only time that School changed was during the invasion in 1973 when part of each day was taken over by the Girls' Grammar School because their School burnt down. But even then the character of the boys showed through in the way that so many volunteered quite selflessly to stay behind after morning lessons to help the girls settle down.

But the school remained School and still remains "School" to all who studied there. For years it was our life and it stays with us and is a part of us.

Christmas Magazine, 1960.

By Vyvyan Roger Davies (Editor) .

It is my great privilege to be the editor of the first School Magazine to be issued from the School's new location at Pwll. This has undoubtedly been the most momentous year since the establishment of the School in 1895 for not only is the School united once more in a truly magnificent building in such a picturesque setting, but we were

also privileged to receive a visit from His Royal Highness, the Duke of Edinburgh, who performed the official opening of the School.

During the past decade the School has existed in two sections and it is to the credit of the Headmaster and Staff that both sections have functioned so efficiently under such harrowing circumstances. However, this year the buildings to house the Senior boys were completed and a mass migration began from Marble Hall Road to the more congenial setting below Stradey Woods. What boy can fail to be proud of this magnificent new school with the impressive assembly hall, pleasant airy classrooms, well-equipped laboratories and workshops, a superb library and the ultra-modern gymnasium? Here surely is a building worthy of a School with such great achievements as ours.

Undoubtedly, the most outstanding event of the year was the official opening of the new School by the Duke of Edinburgh. To those privileged to be present on such an auspicious occasion, it was a momentous and exciting spectacle and all were moved by the Duke's dynamic personality and vigour. Although his visit was comparatively short, the romantic figure of the Duke gripped the imagination of every boy present, and each boy will always remember that momentous day.

Yet it is a melancholy thought that future generations of school-boys will no longer enter "Yr Ysgol ar y Bryn" or throng its dark mysterious corridors. This red-bricked building had an air of reverence and dignity which filled many aspiring scholars with a great feeling of awe and respect. In these hollowed walls were educated many pupils who later won great achievements in many walks of life. But now it is an empty shell; "Yr ysgol ar y Bryn" is no more, instead we now have "Yr Ysgol dan y Bryn".

Let us not forget the past, but let us not neglect the future. We have inherited a great tradition which every boy must strive to maintain. Although the School may have descended from its former altitudinal height, I feel sure that it will attain even greater heights in the realms of athletic and academic prowess. A new chapter in the history of the School has been opened, and it will undoubtedly prove to be a glorious chapter.

Y Gymraeg ym mlynnyddoedd cynnar yr ysgol.

Gan Donald Hughes.

Wrth fwrw golwg dros rifynnau cynharaf cylchgrawn yr ysgol mae dyn yn synnu at y ffaith fod cyn lleied o son ynddynt am y Gymraeg, ac eto'n synhwyro rywsut fod diwylliant cartref y mwyafrif mawr o'r disgyblion yn elfen - answyddogol fel petai - ym mywyd yr ysgol. Meddyliair er enghraifft am stori a geir yn rhifyn Nadolig 1900, rhifyn a olygwyd gan R.S.Rogers, a brifiodd i fodd yn un o ser pulpudau'r Bedyddwyr ac yn ddiwinydd o gryn bwys. Yn ol y stori fe aeth nodyn o law i law ymhlith y bechgyn yng ngwers gyntaf athro ifanc newydd pan oedd yr ysgol yn yr Athenaeum, sef llyfrgell y def heddiw. Ar y darn papur yr oedd y cwestiwn, "What do you think of the new boy?" ond brysir i ychwanegu mai yn Gymraeg - "the vernacular", chwedl y cylchgrawn - yr oedd wedi'i sgrifennu. Fel y digwyddai, Cymro glan gloyw oedd yr athro hwnnw (heb yn wybod i'r bechgyn wrth gwrs), a chyn diwedd y wers roedd y nodyn wedi dod i'w afael. Da gweld fod diwedd hapus i'r digwyddiad - "he enjoyed the joke as well as the best of them."

Mae'r stori fach hon yn taflu mwy o oleuni, fe ddywedwn i, ar wir natur y gymdeithas yn yr ysgol y pryd hwnnw na'r ysgrifau Saesneg crach - academiaidd sydd yn y cylchgronau cynnar.

Eto i gyd, yr oedd cydnabyddiaeth i Gymreigrwydd cynhenid yr ysgol ar achlysuron arbennig. Yn 1901, cynhaliwyd cyfarfod i ddathlu Dydd Gwyl Dewi - y tro cyntaf i hyn ddigwydd. Traddodwyd darlith ar Ddewi Sant o flaen yr holl ysgol gan Mr. Rees, yr athro Mathemateg, ("new boy" y stori uchod) a diddorol sylwi mai am dri o'r gloch y dechreuwyd v cyfarfod hwnnw! Mae'n debyg dyfalu mai cyfarfod Saesneg oedd hwn, ond wrth gwrs does dim sicrwydd ynglyn a hynny. (Ddwy

flynedd yn ddiweddarach yr oedd y mathemategyddi gwlatgar hwn yn ysgrifennu ydd Fwyllgor Llen yr Eisteddfod Genedlaethol a gynhaliwyd yn Llanelli).

Nid yw cylchgronau 1902-1906 ar gael, ond mae'n debyg mai ar yr un llinellau y dethlid yr wyl yn ystod y blynyddoedd hyn hefyd. Yng nghylchgrawn Pasg 1906, fodd bynnag, dyma adroddiad am yr eisteddfod a gynhaliwyd yn yr ysgol ar Ddydd Gwyl Dewi'r flwyddyn honno, yr eisteddfod gyntaf yn ei hanes. Unwaith eto, naturiol yw tybio mai Saesneg oedd ei hiaith; o leiaf mae natur y cystadlaethau yn awgrymu hynny - ffotograffiaeth, gwaith mapio etc., heblaw canu ac adrodd. Yn 1908 y buddugwr ar adrodd oedd Eddie Parry, athro yn Ysgol y Strade yn ddiweddarach yn ei yrfa, ac un o arloeswyr pwysicaf y ddrama Gymraeg.

Erbyn 1909, fodd bynnag, mae'n amlwg fod y chwiw eisteddfodol wedi chwythu'i phlwc. Y flwyddyn honno dathlwyd yr wyl drwy actio drama Gymraeg o'r enw "Caradog", dull llawer gwell o anrhydeddu'r nawddsant, yn ol golygydd cylchgrawn y flwyddyn, na'r "dull prosaic eisteddfod of the days gone by". Nodwn ddwy ffaith ddiddorol ynglyn a'r dathliad hwn, sef i Eddie Parry actio'r brif ran, ac i Mr. William Lewis, y prifathro, areithio ar Ddewi Sant yn Gymraeg. Roedd 1909 felly yn garreg filltir go bwysig yn hanes y Gymraeg yn yr ysgol, oherwydd hwn yw man cychwyn y traddodiad hir o weithgarwch drama a gysylltir a'r adran Gymraeg. Bu'r adran yn ffodus drwy gydol ei hanes i gael gwasanaeth cynhyrchwyr drama dawnus - Morgan Rees yn y cyfnod rhwng y ddau ryfel, Mr. J. R. Williams a Mr. Denis Jones yn y pumdegau (tair buddugoliaeth yn eisteddfodau'r Urdd), a Mr. Garry Nicholas yn y saithdegau (cynhyrchodd y ddrama fuddugol yn Eisteddfod Llanelli yn 1972).

Erbyn diwedd degawd cyntaf y ganrif, felly, gwelir ambell arwydd fod yr awdurdodau yn yr ysgol yn dechrau ymdeimlo a'u dyletswydd tuag at y diwylliant brodorol. Yn sicr, yr oedd diddordeb byw mewn materion yn ymwneud a Chymru a'r Gymraeg, ond mai Saesneg oedd cyfrwng mynegiant y diddordeb hwnnw. Cymdeithas bwysicaf yr ysgol oedd y "Literary and Debating Society", a cheid ar ei rhaglen hi ddadleuon Cymreig eu natur o bryd i'w gilydd - "Cymru Fu or Cymru Fydd" yn 1906, dadl ar ddatgysylltu'r eglwys wladol yng Nghymru yn 1910, a "French or Welsh?" yn 1913. Mae'n galondid deall mai achos Cymru Fydd a orfu yn 1906, ac i'r Gymraeg gael goruchafiaeth glir ar y Ffrangeg yn 1913.

O gofio hyn oll mae'n rhyfedd nad oes unrhyw son am y Gymraeg yng nghylchgronau'r ysgol fel un o destunau'r bechgyn yn arholiadau'r hen Fwrdd Canol Cymreig. Nid cyn 1912 y ceir unrhyw arwydd fod y Gymraeg yn destun swyddogol yn yr ysgol. Yn ol rhestr y flwyddyn honno roedd pedwar wedi bodloni'r arholwyr yn yr hen 'Junior Certificate', ond rhaid aros tan 1916 cyn dod ar draws llwyddiant yn yr hen 'Senior', (Safon O. heddiw). Yn ystod yr un cyfnod roedd llw o fechgyn yn llwyddo'n flynyddol yn Ffrangeg. Beth sydd i gyfrif am hyn? Mae dyn yn dechrau amau, yn wyneb y fath dystiolaeth, a oedd y Gymraeg ar raglen arholiadau'r Bwrdd Canol o gwbl. Esboniad arall sy'n ymgynnig wrth gwrs yw nad oedd gwersi Gymraeg ar amserlen yr ysgol, ond go brin fod hyn yn wir, oherwydd mor gynnar a chylchgrawn 1908 ceir cyfeiriad coeglyd at ryw greadur a oedd yn "prominent in the Welsh class." Y posibilrwydd mwyaf tebygol efallai yw bod y Gymraeg ar yr amserlen, ond mai rhyw fath o destun ar yr ymylon ydoedd, testun di-arholiad fel petai.

Onid beth bynnag oedd le a chyflwr y Gymraeg yn yr ysgol ar drothwy'r rhyfel byd cyntaf, yr oedd dydd ei hymwared ar wawrio. (Tybed, gyda llaw, a oedd a wnelo ymweliad Syr Owen M. Edwards a'r ysgol yn 1914, a hyn?). Yn 1916 fe benodwyd Mr. Morgan Rees yn athro Gymraeg, a blwyddyn union yn ddiweddarach daeth Mr. Huw Roberts i'r ysgol i ddysgu Ysgrhythur ac i rannu peth o'r baich yn yr adran Gymraeg. Yr oedd y ddau benodiad hwn yn dyngedfennol i hynt a helynt y Gymraeg yn yr ysgol yn y cyfnod rhwng y ddau ryfel. Drwyddynt fe sicrhawyd gwasanaeth dau wr a oedd yn fwy nag athrawon cydwybodol a galluog. Ysbrydoledig, efallai, fyddai'r ansoddair cymhwysaf yn y cyswllt hwn, oblegid gweithiai'r ddau dan yr argyhoeddiad mai yn y canol, ac nid

ar yr ymylon yr oedd lle'r Gymraeg mewn ysgol ganolraddol yn ardal Llanelli. Ac wrth son am eu hymroddiad hwy, ni ddylid mynd heibio i un ffaith bwysig arall. Yn 1917, drwy ryw ffawd garedig, daeth Mr. Gruffydd Thomas yn brifathro newydd i'r ysgol. Roedd ef yn un o aelodau cynharaf Cymdeithas Dafydd ap Gwilym yn Rhydychen, ac am ugain mlynedd ni fu pall ar ei gefnogaeth i'r ddau yn yr adran Gymraeg.

Yn ol pob hanes gwr hynaws a mwyn oedd Morgan Rees, brodor o Gwm Rhondda, bregus ei iechyd (effaith ei glwyfo yn y Rhyfel Mawr), parod ei hiwmor ond cadarn ei argyhoeddiadau. Bu farw yn 1938, yn wyth a deugain mlwydd oed, a phrin i unrhyw ysgol erioed deimlo mwy o golled nag y teimlodd yr ysgol hon o'i farw ef. Partneriaeth annhebygol, ar un olwg, oedd honno rhwng y deheuwr o Gwm Rhondda a Huw Roberts, y gogleddwr o Flaenau Ffestiniog, ond fel y troes pethau, tyfodd i fod yn bartneriaeth ddelfrydol. Arian byw o ddyn oedd (ac yw!) Huw Roberts, meistrolgar ei ffordd, tanbaid ei wlatgarwch a hael ei gymwynas. Ymddeolodd yn 1949, gan adael cenedlaethau o ddisgyblion yn drwm yn ei ddyled. Os bu "cymeriad" ar staff ysgol erioed, Huw Roberts oedd hwnnw. Mae ef yn rhan o chwedloniaeth 'Yr Ysgol ar y Bryn'.

Yr oedd effaith y penodiadau hyn yn syfrdanol. Eisioes yn 1916, cyn i Huw Roberts gyrraedd, yr oedd Morgan Rees wedi llwyfanu'r ddrama ('Y Pwyllgor') fel rhan o'r dathlu Gwyl Dewi (gyda'r canwr enwog David Brazell, gyda llaw, yn cloi'r cyfarfod). Ceir adroddiad hir yn Gymraeg o'r achlysur yng nghylchgrawn y flwyddyn, ac yn yr un rhifyn, ysgrif Gymraeg ddifyr gan ddisgybl arall (o Gwm Gwendraeth mae'n debyg) yn disgrifio helyntion y teithio ar y tren bob bore. Dyma'r tro cyntaf i'r Gymraeg gael ei phig i mewn rhwng cloriau'r cylchgrawn - dylanwad Morgan Rees, mae'n amlwg. Ond 1917 yw'r flwyddyn fawr. Erbyn hyn yr oedd Huw Roberts yn yr ysgol yn gefn i ymdrechion Morgan Rees, ac ar nos Wener, Medi'r 23ain, cynhaliwyd cyfarfod cyntaf 'Y Gymdeithas Lenyddol a Dadleuol'. Hon yw mam 'Y Gymdeithas Gymraeg' bresennol. Noson o ddadleuon byrfyfyr oedd honno, ac fe'i dilynwyd yn ddiweddarach yn y tymor gan ddadl ar y testun 'A gyfiawnheir Rwsia i wrthryfela?' (ymhlith y siaradwyr o'r llawr yr oedd disgybl o'r enw Euros Bowen - yr Euros Bowen mae'n debyg). Wedi hynny, cafwyd darlith gan yr athro Hanes, ar 'Rhys Lewis', a dadl arall i ddiweddu'r tymor ar 'Pa un ai y wlad ai y dref yw'r mwyaf manteisiol i fagu cymeriad?'

Mae un digwyddiad yn ddangoseg berffaith o bwysau cynyddol yr adran Gymraeg yn y cyfnod hwn. Yn 1921 penodwyd Mr. T.V. Shaw, gwr o Birmingham, a phrifathro'r ysgol yn ddiweddarach, i'r adran Saesneg. Mewn dwy flynedd yr oedd wedi ennill digon o feistrolaeth ar y Gymraeg i sgrifennu erthygl ynddi i'r cylchgrawn, ac i annerch y gymdeithas newydd ar chwedloniaeth Gwlad yr Ia. Mae'n anodd peidio a meddwl fod gan yr athrawon Cymraeg law yn 'nhroedigaeth' y Sais diwylliedig hwn.

Wrth gwrs, nid oedd y brwdfrydedd newydd hwn heb ei anfanteision, oblegid erbyn hyn mae'r ysgrifennwyr Cymraeg i'r cylchgrawn wedi magu digon o asgwrn cefn i ddechrau beirniadu eu gwell! Yn 1919 daeth un o lywodraethwyr yr ysgol i areithio ar Ddewi Sant - on yn Saesneg. Wele sylw'r cylchgrawn ar y digwyddiad: "Wrth wrando ar iaith goeth Mr. Jones, teimlai rhai ohonom y buasem wedi cael gwledd ragorach hyd yn oed pe gwisgasai ei syniadau cyfoethog yn yr hen Gymraeg." Son am Gymdeithas yr Iaith! Yn 1920 mae rhywun yn achwyn am nad oedd drama Gymraeg y flwyddyn honno.

Mae 1920 yn fan terfyn digon hwylus i arolwg ar hanes cynnar y Gymraeg yn yr ysgol. Wedi'r cyfan, yr oedd y sylfeini wedi'u sicrhau erbyn hynny. I'r tridegau y perthyn y campau mawr - y gwibdeithiau haf i fannau hanesyddol, pwysig yn Ne Cymru (Pantycelyn, Trefeca, etc), a gwersylla gyda'r Urdd yn Llangollen a Llangrannog, y dadleuon cyhoeddus rhwng y bechgyn a Chymdeithas Gymraeg Ysgol y Merched (a Chymdeithas Gymraeg Ysgol y Gwendraeth) - ond pennod arall yn y stori yw honno.

Morgan Rees a Huw Roberts, felly, oedd yr arloeswyr. Gadawsant etifeddiaeth deg ar eu hol - ac etifeddion teilwng hefyd. Disgybl iddynt hwy, sef Mr. Glyn Hughes, a ddilynodd Huw Roberts fel pennaeth yr adran Gymraeg, ac un arall o'u plant ysbrydol hwy yw Mr. Denis

Jones, a gafodd bedair blynedd yng nghadair prifathro'r ysgol cyn ei throi yn ysgol newydd. Does dim rhaid ofni na fydd lle anrhydeddus i'r Gymraeg yn Ysgol Gyfun y Graig. Yn wir gellid enwi llw a dynnodd faeth ac ysbrydoliaeth o ffynnon y bywyd Cymraeg yn yr ysgol yn oes aur y tridegau - Mr. Raymond Challenor, prifathro Ysgol Gyfun y Bryngwyn, Mr. Frederick Morgan, prifathro Ysgol Glanymor a'r diweddar Garfield Hughes o Goleg Aberystwyth, yr awdurdod mawr ar ryddiaith Gymraeg y Dadeni, yn eu plith.

Ond rhaid bodloni ar yr ychydig enwau hyn am y tro fel tystiolaeth i rym y dylanwad a gafodd yr adran Gymraeg ar bawb yn yr ysgol.

Ac wrth ddwyn yr arolwg hwn i ben hyfrydwch pur yw gallu cofnodi bod cenhedlaeth fywiog o Gymry Cymraeg ifainc yn nosbarthiadau uchaf yr ysgol pan ddaeth ei thymor i ben yn 1977.

Nid yn ofer yr aethai llafur yr arloeswyr.

Life at School.

By Graziano A. Iuzzi.

I entered the school in 1968. In common with my contemporaries I felt that it was a rather austere institution. It also seemed, at the time, to be of overwhelming proportions; but then, I was one of the smaller first-formers. I can vividly remember getting lost in C corridor and wondering whether I would be disciplined for missing the first few minutes of a lesson - detention seemed to be the ultimate in punishment.

I approached the first year examinations with what seems on reflection to be even more trepidation than my part 1. in Cambridge. In both instances, and to some extent at the beginning of each new academic year, one was stepping up onto a higher and seemingly untenable standard, inducing a sort of intellectual vertigo, but such is adolescent plasticity that one soon adapted to the new level and gradually progressed through the system.

I always think of my seven years at the school in terms of two distinct eras, with the transition to the sixth form intervening. This feeling is accentuated by the change of headmasters which occurred in between. I was among Mr. Denis Jones' first group of seniors, and I remember how differently we were treated for those two years. It was then that we took on quasi-adult responsibilities, a foretaste of imminent independence.

I was involved in several extra-curricular activities within the school, and feel that they were as important a part of school life as the very curriculum itself. I was most involved, at least in terms of years spanned, with the 'Jester', the school's newspaper, founded in my second year, which I joined as a typist, eventually to retire from a co-editorship. The Jester grew from something small and rather trivial to a productive well-run concern playing a focal role in school affairs. The progressively increasing quality of the publication paralleled the increasing development and efficiency of the organisation behind it. Its modest portable typewriter and stencil-printer were gradually replaced by increasingly sophisticated machines. Photocopying revolutionised cover design and was introduced for special issues. The newspaper's reaching a position of true recognition and influence was perhaps marked by the Head's request to read through issues before their publication to check for insertions on controversial or delicate topics.

So apart from providing the school with a chronicle of events, and a source of amusement, particularly valuable because of its literary nature, the Jester formed an outlet for propensities in many directions, apart from literary or journalistic, since artistic or otherwise creative material was always welcome, and boys were involved in the administration and financial manipulations behind what was essentially a productive business.

Another organisation which I believe made an important contribution to school life was the Sixth Form Society. Perhaps it was just

an excuse to get the boys and the girls together; if so, then the by-products reflect the value of such interactions. The Committee, composed of senior prefects, organised events for senior pupils at both schools. These usually took the form of oversubscribed and consequently very successful dances at the boys' school, forming perhaps the strongest link between the schools at the pupil level. Secondary to this, substantial amounts of money were raised and local charities were annually presented with the profits. The Jester and the Sixth Form Society are just two of several valuable school organisations run entirely by and for the pupils, in parallel with academic work.

My only athletic leanings at school were towards gymnastics in the early days. Mr. Gordon Price was tremendously encouraging but I never took up the opportunity to train properly and now regret it, especially since I have resumed involvement in this sport in Cambridge and realise how much more advanced I would be now had I persevered then. The last time I bumped into Mr. Price he reiterated his feelings: 'Wasted in medicine: I could have got you into a circus.'

When I consider which qualities seem to be common among undergraduates here I am struck by the overwhelming preponderance of people who are not only academically very able but also have a strong commitment to some sort of non-academic activity, be it athletic or aesthetic, carried over from their schooldays. This suggests that successful pupils will generally be those whose academic talents develop in parallel with qualities of a non-academic kind, for instance in sport or music. It is a well-recognised and intuitive fact that a balance needs to be struck between work and play, but the 'play' component nonetheless is often disregarded, although it seems to act synergistically with the intellect in producing an all-rounder. In this regard, perhaps, boarding-schools have an intrinsic advantage of its pupils to a greater extent and more individually, catering for the inevitably wide variety of leanings. Even so, I feel that Llanelli Boys' Grammar School, with its high standard in (or on, as the case very often would be) all fields, has done remarkably well in producing its own ambitious all-rounders.

Sport in the Grammar School.

by

Gordon Price, Harry Thomas,
John Rees, Wynne Oliver.

RUGBY: From the days of Dr. Idris Jones, Watkin Thomas, Elvet Jones, Bill Clement, and even earlier, R.T. Gabe, rugby was the dominant sport of the Grammar School. Despite the difficulties of the war years, rugby maintained its high standards. Facilities were primitive compared with today, and after-game washing was carried out in small hand basins and cold water. Fixtures were limited, the greatest distance being travelled was to Cardigan. Inter-school rivalry remained very much as before, especially the clashes with great rivals such as Queen Elizabeth Grammar School, Carmarthen, Gowerton and Neath Grammar Schools, being eagerly anticipated by all and sundry. Messrs. Harding Rolfe, Jack Morris, Jack Davies, Joseph Lloyd and Leslie Sutherns were in charge at this time.

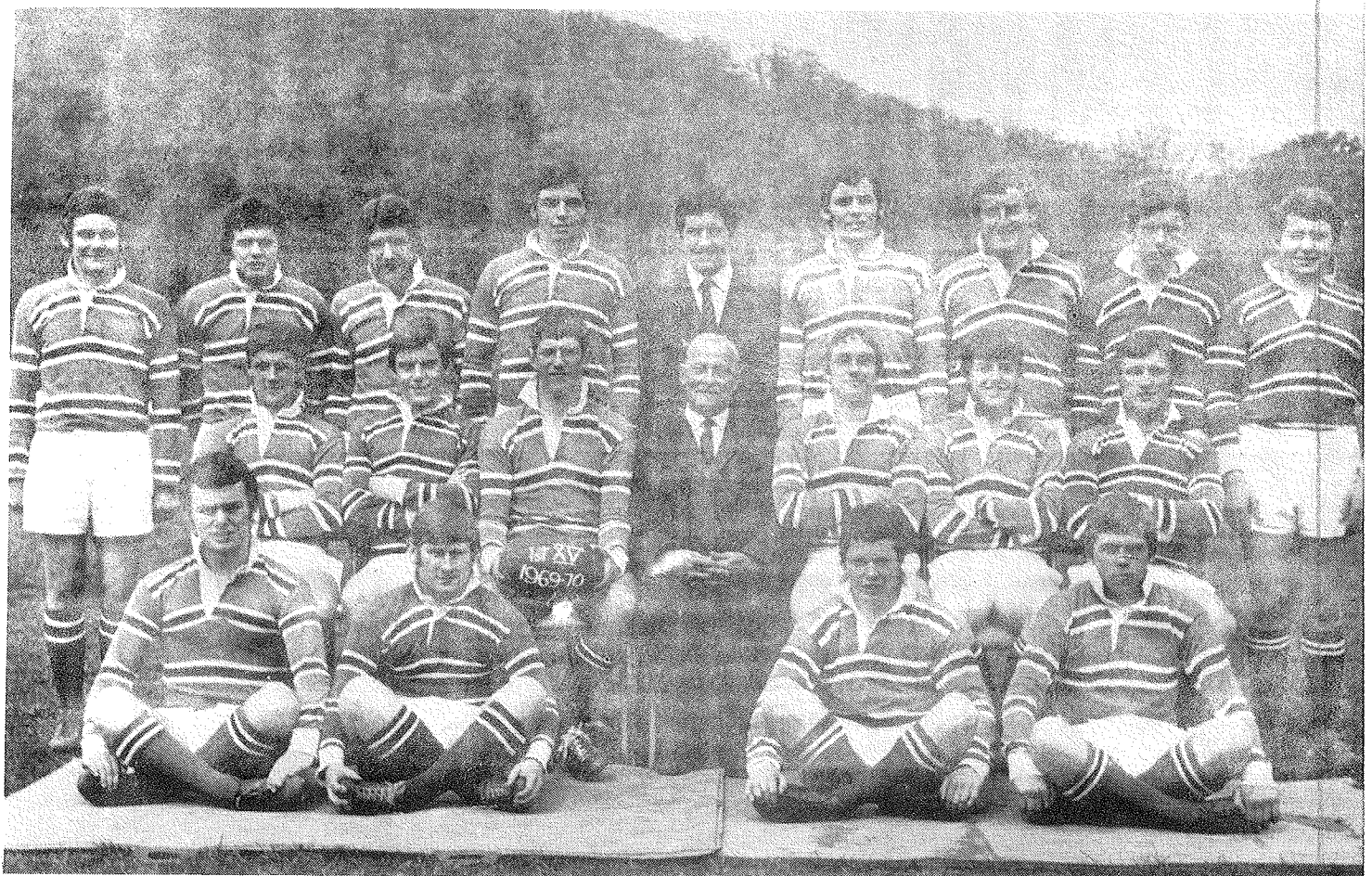
Of particular note during the war years was the winning of the Welsh A.T.C. Cup in 1944 at Bridgend. The whole school journeyed by special train in support of the School Squadron (556 Squadron) team.

The team that day consisted of Jimmie Bearne, Roy Huggett, Owen Jones (Capt.), H. Raymond Williams, Ernest Morris, Eric Edmunds, Harry Evans, Raymond Williams, "Robbie" Williams, Cliff Williams, Benny Hancock, Ken Bowen, "Dick" Thornton Davies, John Lovering and Alal Phillips.

Following this, Glyn Price, Geoffrey Tucker and Harry Thomas were awarded their Welsh Secondary School "caps" and went on to become Wales A.T.C. Internationals, together with Dai Guest Rees, Wyndham Simmons and Reg. Davies. The first A.T.C. International was played at Stradey Park against Scotland, where, Harry Thomas kicked two "impossible" penalties from inside his own half.



H. WILLIAMS, M. EVANS
 Mr. MORRIS, A. BONNELL, T. LEWIS, Mr. HAMPTON, H. THOMAS, G. DAVIES, Mr. THOMAS
 G. TUCKER, H. PROSSER JONES (Captain), Mr. T. V. SHAW, G. PRICE (Vice-Captain), D. G. REES
 D. HUGHES C. ROBERTS





The next significant milestone in the School sporting history was the installation of two showers behind the Physics Laboratory in the "Green Cabin". Luxury indeed!

During the war, a London School - Brockley Grammar School - were evacuated to Llanelli and shared the School's facilities. This led to tremendous rivalry on the rugby field with "Y Cymry yn erbyn y Saeson".

During the "fifties" and later, greater emphasis was laid on the development of junior sides, particularly at Under 15 level. The School was always well represented in the Llanelli and District Under-15 side which played on an inter-town and district basis. The development of these sides, as well as the senior sides was due in no small measure to members of staff and particularly the P.E. Staff.

The staff, who had kept the sporting tradition going throughout the war years were followed in the "fifties" by Mr. Hywel Thomas, Mr. Kerry Davies, Mr. Gordon Price, Mr. Harry Thomas, Mr. Wynne Oliver and Mr. Goronwy Owen as full time P.E. teachers. These were aided by such people as Mr. Tom Powell Jones, Mr. Jack Thomas, Mr. Len. Llewellyn, Mr. Dennis Thorne, Mr. Raymond Thomas, Mr. Huw Dunn Jenkins, Mr. Ellis Griffiths and Mr. Tony Harries who served on the Llanelli Schoolboys' Committee.

Since 1950, fourteen boys gained International honours at Under-15 level and twenty one at Under-19 level. Many of these furthered their careers with first class clubs, whilst several such as Terry Price (who played for Llanelli v New Zealand whilst still at school), Dennis "Cyncoed" Thomas, Hefin Jenkins, Philip May and Alun Davies were players who "stepped up" from the First XV into the Llanelli Senior side.

Alan Prosser-Harries, Keith Hughes and Steven Warlow were post war Cambridge "Blues".

Raymond Williams, Brian Davies, Keith Hughes, Barry Llewellyn and Clive Rees were "capped" for Wales at Senior level. Terry Price and Clive Rees became British Lions, the former touring New Zealand and the latter South Africa.

During the "sixties" School rugby gained such a reputation, particularly due to its successful run in the "sevens" at Roehampton and Oxford that its fixture list became second to none. Millfield, great "sevens" rivals, played the school annually on a home and away basis - so did St. Edwards College, Liverpool, then coached by that ex-Secondary Schools "cap" and old boy, Mr. John Brian Thomas. School played St. Mary's Hospital (thanks to Dr. Iorwerth Evans), St. Nicholas, Middlesex and Belmont Abbey, Hereford. Touring sides invariably included Llanelli G.S. in their itinerary.

The School has been able to maintain its strong fixture list until the present time, although the halcyon days of the sixties are in the past. Intensive coaching is now common in all rugby playing schools and many of the present opponents are large comprehensive schools.

The end of the Llanelli Grammar School was marked by a fortnight's rugby tour of Ontario and Quebec, Canada. At the end of a season, when a record number of points had been scored and Martin Gravelle even exceeded Terry Price's individual points total, twenty five boys, captained by Gareth Thomas and accompanied by the P.E. Staff and Mr. Meirion Rees made this memorable trip. School won three games at Ottawa, Brantford and Hamilton and drew with Montreal. The tour was organised by an old boy, Dr. Don. Mills, and many old pupils, e.g. Dr. Gwyn Jones and Dr. Colin Raymond Jones opened their homes and gave the party a Welsh welcome and provided overwhelming hospitality.

SOCCER: Soccer was introduced to the School in the mid sixties because of the number of boys playing for outside clubs. Mr. John Davies was the first master in charge, with Mr. Keith Walters doing much of the refereeing. Soccer has always co-existed amicably with rugby in the School, many boys playing both codes as the occasion demanded. Mr. David Bell showed keen interest, encouraging many of the boys to play for Llanelli Schools F.A. He was assisted by Mr. Alan White (who came to see School play at Ottawa) and over recent years, soccer has been in the capable hands of Messrs. Meyrick Richards,

Keith Davies, Dennis Phillips and Roger Peckham.

The first boy to be "capped" was Roger Davies (also a regular member of the 1st Rugby team) and he was followed by Robert Jones, Gareth Jones, Leighton Townsend and Terence Boyle who subsequently played professionally for "Spurs".

CRICKET: As far as sport in schools is concerned, Cricket has always been a poor relation to such sports as rugby and soccer. The reasons for this are, in the main, the lack of proper and adequate playing surfaces, the cost of equipment as well as the fact that the summer term is usually a short one and a very important one as far as school examinations are concerned.

During the war years and 50's, the main emphasis, as far as school cricket was concerned, was to field a First XI. School wickets were inadequately prepared and often dangerous. An artificial concrete wicket was laid on the playing field near "Yr Ysgol ar y Bryn" and this, at least, ensured a true playing surface. School cricket was very much in the hands of Mr. Harry Hampton and Mr. Alun Thomas in those early post war years. The sterling work of Mr. Alun Thomas was rewarded in 1950 with Hugh Davies being selected to play for the Welsh Secondary Schools Cricket team, and later taking up the game professionally with Glamorgan, following a pre war schoolboy - the illustrious Haydn Davies who was Glamorgan's wicket keeper for many years.

As with rugby, the School's junior cricket became more established in later years, particularly in the 60's and many promising cricketers emerged, none more than Alun Lewis from Dafen, who gained a Welsh Secondary Schools' cap. Mr. Sam. Alford had by this time taken charge of school cricket and later became a Welsh Schools' selector. Mr. John Rees then took over and was enthusiastically supported by Mr. Wynn Hughes and Mr. Meirion Rees. It was in the late 60's that a Llanelli Schools' Under 15 cricket side was formed to compete for the Western Mail Shield on an inter-town knock-out basis. The Llanelli side won the Shield in the first year that they entered and young players such as Gareth Lewis and Robert Green emerged as Welsh Under 15 caps, to be followed, in quick succession by Wayne Thomas and Ian Lewis.

The School's First XI flourished during the 70's owing to the talent that developed in Junior Cricket. School First XI matches were usually low scoring affairs, but with the laying of a modern type artificial wicket, it became the exception rather than the rule for low-scoring matches to be played. In season 1975, Maesteg Comprehensive School scored 196 all out, with School replying with a score of 200 for 6 to win the match.

Boys such as Ieuan Griffiths, Wayne Thomas, Martin Gravelle, Mark Williams and John Rees progressed to play for the Welsh Secondary Schools' team. In seasons 1976 and 1977, Martin Gravelle captained the national team and was in particularly fine form in 1976, scoring two outstandingly fine centuries, against Millfield and England. He followed this up with a further century for Glamorgan 2nd XI. In the England "Test" match, Martin Gravelle and Mark Williams were involved in the first ever Welsh opening stand of over 100 runs as well as being the first Welsh openers to have scored 50 runs or more in each innings.

The final accolade for Martin Gravelle as a schoolboy cricketer came in the School's final season when he was chosen to open the batting for England against Australia in the two test matches.

ATHLETICS: The renowned Athletics standard of the School was established by Mr. Tom. Jones, the first fully qualified P.E. Master appointed to the School. He also promoted the gymnastics, and from his first team, Peter Thorpe, John O. Rees and Ken Chin, who were also members of the Llanelli Y.M.C.A., were selected for the Welsh team which attended the 1949 Lingiad in Sweden.

In those days, support for the School Athletic team was tremendous and School dominated the Carmarthenshire Athletics Championships.

The first big championship meeting, was held at Barry when the School was invited to compete in the Glamorgan A.A.A. championships

and a team of a dozen pupils travelled to Barry in "Davies y Celfi's" lorry - seated on benches from the dining hall.

Outstanding athletes of this era were Vivian Griffiths, Neville Jones, A.A.A. Junior 100yds champion, Hugh Longhurst, Welsh 880yds champion and Ernest Bibbs, 440yds champion.

Since those days, two boys represented Wales at the Empire Games in Cardiff whilst still in School. These were sprinter Wynne Oliver and shot-putter John Davies. Terry Davies excelled as a long-jumper.

Brian Davies was another sprinter, Barry Llewellyn, Terry Price and Hefin Jenkins were outstanding throwers of the shot, javelin and hammer respectively. Clive Rees had the "double" in Colwyn Bay, winning the 100m and the 200m.

In recent years, Steven Perks dominated the sprints and Neil Thomas high-jumped throughout his School career, last year competing in America for a combined Oxford and Cambridge team.

CROSS-COUNTRY: Cross county running was organised for at least a decade by Mr. Dafydd Smith who eventually handed over to Dr. Keith Davies. They provided opportunities for such boys as Stephen Rolfe, Carl Davies and Dylan Jones, all of whom gained their International Vest.

BADMINTON: Badminton is an ever popular sport organised for years by Mr. Maelgwyn Thomas. The highlight was always the game against the Staff - which eventually ceased because the boys were too good!

TENNIS: Tennis is probably the most popular summer sport and School could do with double the number of courts. Mr. Dennis Thorne took charge for years and handed over to Mr. Alun Williams. School has had prizes for the last four years for playing the greatest number of games in the Nestles Lawn Tennis Championship.

GYMNASTICS: Gymnastics still flourish, teams from School regularly competing and winning the Carmarthenshire Gymnastics competition. School has a Gymnastic Display once a year and has had many outstanding performers such as Picton Jones, now a Welsh Gymnastic Coach, Paul King, David Harries and Paul Trincas.

Since the middle sixties, the School sporting programme has had a somewhat wider aspect. Skiing parties have been taken abroad since 1964 and are very popular. The School also has its "fleet" of canoes which are used annually on the River Teifi, at Burry Port Harbour, and for canoe surfing at Llangennith. Three sailing dinghies were also made in School and used for many a memorable summer camp at Saundersfoot.

Parties of boys have also been taken to Snowdonia for mountain walking and abseiling practices. There are so many activities in School these days, and just not enough time to fit them all in.

FIVES: This game became very popular during the Easter Term in 1900, and continued to be so until the early thirties.

Diary of a Schoolboy.

By Neil H. Thomas.

In many ways, remembering my times at the Boys' Grammar School leaves me in a strangely paradoxical position; although every facet of school life is still quite clear in my mind, I can only attempt to enumerate what might be called memorable occasions, as so many seem particularly memorable for one reason or another. However, by taking each of my seven years in turn, I have tried to compile a diary of my most lasting memories.

My first year is, I suppose, dominated by the novelty of my surroundings. I remember being so elated at having reached the Grammar School and thinking that everything was carried on at breakneck speed! My first day, as one might expect, is very clear still: I would like to be able to report some dramatic incident from those first few hours in the school; unfortunately, I cannot. The day was made up of a morning of giving names for registers and collecting books, dinner tickets

and bus contract cards, and an afternoon of three lessons - Maths, Speech and Drama, and Latin.

At Christmas of that year, the late Mr. J. R. Williams retired; the nickname given to him by the boys was well-known, but at his retirement presentation, he confessed to being known by another name by the staff. Apparently, owing to prodigious feats of tea-drinking in the Staff room, he was known as "Mazawatee" Williams.

My second year led me to the dramatic arts - that year, the legendary "Oliver" was the School play, and I had great fun as one of Fagin's young thieves. In fact, in my first year, I had appeared in a one-act sketch involving all the famous songs from Lionel Bart's musical, from which, I believe, the idea for staging the whole show was derived. Sadly, it was during the early part of term, when the rehearsals were in the earliest stages, that my form-master of the previous year, Mr. Gareth Thomas, died suddenly. As he was Musical Director of the play, his was a severe loss, but the show went on to be a great success, as I'm sure he would have wished.

Form 2 was also the year of the development of a technique whereby language lessons in the language laboratory could be disrupted by the merest flick of a switch. A certain contemporary of mine (who shall remain nameless) found that the whole "Monitor" lab. could be in-activated if the dial on one of the booths was held between "Listen/Record" and "Playback" ! I'm not sure, if it was realised at the time, that the new Tandberg lab. had the ability to resist this procedure, but I must congratulate Mr. Jones on defeating a new generation of anti-linguists, whether knowingly or not, when he authorised the purchase of the present lab!

Form 3, I suppose, was the second half of a period which most schoolboys go through: the mischievous pranks that nearly everyone gets up to must be due to growing familiarity in their surroundings. I can't really remember any of my contemporaries surpassing the inventiveness of our predecessors of two years before, who took vegetable dyes to chemistry lessons, with the result that the normal blue precipitate of copper sulphate was usually a muddy purple or red! But it was Science lessons in general which afforded the most scope to the practical jokes - the accessible supply of water, fire and unusual substances all combined to give an explosive mixture!!

My fourth year was one of great change as well as one of mixed emotions: it was during this year that the school lost its headmaster, Mr. John Harries, who died suddenly just before Christmas. I felt a great personal loss: I had found that as a person, he was instantly sympathetic to any problem that might arise in school life or otherwise.

After Christmas, Mr. Alun Thomas took over the headmastership to guide the School through the remaining two terms of that year. He was faced in the summer term with the added problem of having to share the School buildings with the Girls' Grammar School, after the disastrous fire in their own building. It was decided that we would have a condensed morning session, before the girls would come in at one o'clock for an afternoon school. This meant, however, that breaktimes were cut to a minimum, and I found myself having to stay on in the afternoon in order to train for athletics. There are no prizes for guessing why athletics suddenly, became a popular activity in the summer of 1973!

Form 5 saw the arrival of the present headmaster, Mr. Denis Jones: it was not without trepidation that we all awaited his arrival, as a reputation for effecting radical changes preceded him. In retrospect, I don't really think we had need to worry: changes came but the School benefitted tremendously from them.

1974 was also the year in which I became co-editor of the School newspaper "The Jester" along with a close friend; at this time, the Jester duplicating machine decided to give up the ghost for at least a short period, and it was only through the generosity of other School departments that the paper survived. On one occasion, it was printed in a shed beyond Station Road!! "O" levels ended the year.....



Grammar Schools'
Orchestra at Practice, 1949

And then, at last, the exalted heights of the sixth form had been reached!! Of my two years in the sixth, I have three special memories. In May, 1975, I had the honour to be named Head Boy for the coming year. It was largely due to that, that I was able to have the opportunity on behalf of the School, to wish Mr. Alun Thomas well on his retirement after thirty years at the School.

My final memory is also perhaps the happiest - it is of the week when "Toad of Toad Hall" was performed. There were, I think, seven performances which ranged from almost disastrous to those which were, I thought, very entertaining. At the end, everyone was exhausted; but I certainly had enjoyed myself immensely, as I'm sure everyone else associated with the play had - as it always was when one put some effort into some school function or other.

It has struck me recently that I have no specific recollection of having left school; in contrast, my first day is still clear in my mind. For me, at least, it reinforces the belief that your School is with you for the rest of your life and is the basis for taking your place in adult society. For my own part, I would have had no other than "Yr Ysgol Dan y Bryn".

Music through the years.

By Penri Williams.

3

At first glance, it seemed quite a formidable, yet rewarding, task of combing the alcoves of the mind reflecting upon the myriad aspects of the musical life of "Ysgol ar y Bryn".

As a pupil, one's earliest musical recollection was of the vital role played by the early morning school assembly prior to the day's academic work; it was such an integral part of one's daily school life and the singing such an essential aspect of that service. Under the spiritual guidance of that Christian gentleman, T.V. Shaw, the singing of the morning hymn was indeed a revelation. The two music masters at the school, and my musical mentors, were Frank H. Phillips and A. Haydn Jones. One could not imagine such diverse personalities, one the complete extrovert, and the other the contemplative introvert, yet both in their own inimitable ways, contributing so much to the musical culture of the school. One vividly recalls the irrepressible F.H.P. leading us in the singing of the morning hymn with genuine Gymanfa Ganu gusto and had us repeating the choruses with real Nonconformist "hwyl" and with such effect that it proved an effective psychological fillip to the patients in the wards of the hospital opposite. Such musical therapy contributed in no small way to their recovery! Those favourite standbys - "Hyfrydol", "Pembroke", "Cwm Rhondda" were frequent requests and Huw Roberts, that bastion of our Welsh heritage, was always at hand to ensure that we sang "cyflawnder" and not 'Cyflawnder'! Seated at the piano was the unflapping, unassuming A.H.J., his fingers poised above the keys, ready to move at a moment's notice to some remote modulation to meet the demands of our changing voices.

Such was one's early baptism into the musical life of the school. It was F.H.P. who laid the foundations of the School orchestra - this was his all-consuming interest (with due respect to the History department) and the orchestra must have been one of the first "comprehensive" of all ventures, as we were a mixed school orchestra. Mr. Frank Phillips would be the first to admit to the academic music prowess of Mr. Haydn Jones. Here was a musician of the finest calibre and we as junior pupils failed very often to realize this until as senior school candidates studying "O" and "A" levels, we duly benefitted from his wide musical erudition. Who can ever forget his choral prelude on "Caerllynggoed" and the sense of pride conjured within us as pupils when it was first performed at a school function! One can truly echo the words of the medieval poet "Disgybl wyf, ef a'm dysgawdd".

To a mere junior school stripling the performance of "Messiah" was a must and as the day of performance grew near it was practice unlimited. It was usually at the end of the Christmas term that the "Messiah" was performed by choir and orchestra. The choir consisted of all boys

surrounding districts. His professional commitment and setting of the highest possible standards ensures success. "Oliver" was followed by Dickens' "Christmas Carol", "Toad of Toad Hall" and to commemorate the last year of the School as a Grammar School, the production of "Chips". The libretto was the work of Noel Rees and the music specially composed by Hugh Tregelles Williams, a distinguished musical old boy, who is at present a music producer with the B.B.C.

The early seventies saw the emergence of gifted and talented pupils whose contribution to the musical life of the School has been unrivalled. One recalls names like Neil Cox (organ) who won a music scholarship to Cambridge and is music master at Lancing College, Peter Cork (clarinet), David Thomas (organ) sub-organist at Llandaff Cathedral and recipient of organ scholarships at the University. All these ex pupils are on the threshold of their musical careers and will in the future bring great credit to themselves and indirectly to their old School.

What of the future? Sept. 1977 saw "Ysgol dan y Bryn" become "Ysgol Gyfun y Graig" and for the first time in its long and glorified history a mixed school. Musically, this has tremendous possibilities and under such an inspiring and astute a leadership as that of its present Headmaster, R.I. Denis Jones (another distinguished old boy), we can look forward with eager anticipation to the years ahead. The Music Department has expanded and we have Mrs. Sylvia Thomas as assistant music teacher and visiting tutors of the calibre of Don Preece and Edgar Williams (strings), Howard Sherlock (Woodwind) and Ivor Davies (Brass) all of whom continually enrich the musical life of the School.

Our predecessors laid a firm foundation - it is now our task as pupils and staff to build and expand upon that musical foundation so that we in the words of Saunders Lewis :-

'..gadw i'r oesoedd a ddel
y glendid a fu.....'

The School Play.

By Myrddin Rees.

In December, 1956, at the Parish Hall, Llanelli, an "Entertainment" was presented by the "Boys and Staff" of the Boys' Grammar School in aid of the Hungarian Relief Fund. The "Entertainment" consisted of three One-Act Plays - two by the boys and one by the Staff. Although it was not realised at the time, this performance was to mark the beginning of a new era in the history of the School Play.

A great tradition had been built by generations of boys and girls under the guidance of Mr. J. Afan Jones and Mr. Stockton, and plays of quality had been produced and acted with distinction. Now it was the turn of another producer, and J. Ryland Williams was the man who took over. From 1958 until his retirement in 1969, J.R. (as he was known by everyone from the Headmaster down to the smallest boy in Form 1) produced eleven full-length plays as well as a number of One-Act plays, and during these eleven years he was loyally supported by a team of staff as well as a succession of senior boys.

For the first two years the plays were performed in the old Market Hall, the scenery being built in the "new" school at Pwll and transported by lorry to the Hall. In those days members of the staff took leading parts in the plays, and memorable performances were given by Mr. John Bowen, Mr. Gwyn Ivor Evans, Mr. Harding Rees, Miss Yvonne Watkin-Rees, Mr. Donald Hughes, and Mr. Keith Walters. The school was fortunate to gain the services of a group of the Girls' Grammar School Staff for the female roles.

In 1960 the school was housed entirely in the new building at Pwll, and, at last, had its own Hall and Stage. This was a great moment in the history of the Drama Society, and, at the request of the Headmaster - then Mr. Stanley G. Rees - Marlowe's "Doctor Faustus" became the first production in the new Hall.

As will be seen from the list of plays given below, this was followed by a Welsh play, "Pelenni Pitar" by D.T. Davies. This was performed by staff, with Mr. Marcel Williams (now Headmaster of Maesydderwen

School), Mr.D.L.Smith (now Deputy Headmaster). Mr. Donald Hughes, and Mr. Harding Rees playing the leading roles. Proceeds were given to the National Eisteddfod held in Llanelli in 1962. Production was by Mr. J.R.Williams and Mr.R.I.Denis Jones (now Headmaster of the School).

Mention must be made here of the comedy "Seven Thirty Prompt" by Leyshon Williams, which was performed by the staff on more than one occasion. This production, which included very convincing female impersonations by Mr.John Bowen, Mr.G.Ivor Evans, Mr.D.L.Smith and Mr. Gordon Price, was greatly enjoyed by all who took part and by a succession of audiences, especially the boys of the school.

I shall always consider myself very fortunate to have been associated with "J.R." and to have worked with him throughout his period as producer of the school plays, and the success of these productions was evident from the packed audiences year after year, as well as the complimentary notices in the local press.

Mr.J.R.Williams was a natural man of the theatre. His feeling for a scene, a situation, a line of dialogue, was intuitive and true, and his sense of timing unerring. Combined with these qualities were his gifts as a teacher and his patience in training his cast. After-school rehearsals meant that he travelled home to Carmarthen in the late evening, but nothing was too much to ensure the success of the production.

Many generations of boys will remember the enjoyment and sense of achievement they found in the Drama Society, and every year some new "star was born". I can mention only a few of those who took leading parts under J.R.'s direction, such as David Anderson Evans, in "Good Friday" and "Zeal of Thy House", Roger Evans and Nicholas Howell-Jones in "Strife", John Rosser in "Doctor Faustus", Frank Williams (now Frank Lincoln of the B.B.C.) and Cenwyn Edwards (now of H.T.V.) in "Gallows Glorious", Vivian Davies and Garry Nicholas in "Macbeth", Christopher Daniel in "Ross". Peter Thomas in "The Strong are Lonely", and Emyr Evans (now of B.B.C.) in "The Devil's Disciple" and "Oliver".

Scenes and characters from the plays linger in the memory - the flames of Hell at the end of "Faustus" and the anguished cry of the victim of his own pride; the dramatic moment in "Strife" when David Roberts hears of his wife's death; the darkened engine house in "Gallows Glorious" and the haunting strains of "John Brown's Body"; the chanting of the Witches around the cauldron in "Macbeth"; the assassin's approach in "Abraham Lincoln"; the portrayal of Lawrence of Arabia in "ross"; the strength of will of the Father Provincial in "The Strong are lonely"; the Court Martial Scene and the gallows in "The Devil's Disciple".

With these come memories of all who helped to make possible the work of the Drama Society. A full list of these would be very long, but perhaps I may mention a few of the leaders of the team among the Staff. Mr.Gwynne Anthony, Mr.Hywel Thomas, (now Physical Education Adviser), and Mr. Hugh Dunne Jenkins led the 'construction workers' who made most of the scenery; the scene painting was done by Mr. John Bowen and Mr.Ronald Jacob; make-up was the special province of Mr. Ronald Jacob, while the properties and costumes were for a long period in care of the late Mr.Hubert Price, Mr.R.I.Denis Jones and Mr.Gwynne Anthony. The lighting was organised by Mr.W.Noel Rees (then a boy in school), the prompting was done by Mr. Maelgwyn Thomas, and the organisation of ticket sales was the responsibility of Mr.Hubert Price and later Mr.Alan Jones and Mr.Alan Williams. Many others -- staff and boys - worked hard throughout the years to make the plays a success.

After the retirement of Mr.J.R.Williams, the Drama Society produced its first Musical - Lionel Bart's "Oliver". For this I was fortunate to have the cooperation of the late Mr.Gareth Thomas, who, tragically, died during the Christmas Term of 1970. Mr. Penri Williams then took over the direction of the music. The production proved a very popular one and played to full houses.

The following year came "A Man for All Seasons", and Mr. Noel Rees had by now been appointed master in charge of Drama at the School. With Mr. Rees in charge, the Drama Society carried on its activities, and, with the cooperation of the Music Department under Mr. Penri Williams, three Musicals as well as the old favourite "She Stoops to Conquer", were produced. The final show of the Boys' Grammar School Drama Society was, perhaps, appropriately, "Mr. Chips", based on "Goodbye Mr. Chips!" by James Hilton, and written by Mr. Noel Rees with music by another old boy of the Drama Society, Mr. Huw Tregelles Williams of the B.B.C.

Thus a very busy and happy period for members of the Society comes to an end. For the future, the work will be carried on by the Drama Society of Ysgol Gyfun y Graig, guided by Mr. Noel Rees and his team of helpers. We wish them and all members of future productions the same pleasure and satisfaction that was experienced by those who worked in the Society in the past.

SCHOOL PLAYS.

1923	"The Rivals"	Sheridan.
1924	"The School for Scandal"	Sheridan.
1926	"You never Can Tell"	Shaw.
1928	"The Admirable Crichton"	Barrie.
1929	"Pygmalion"	Shaw.
1930	"Quality Street"	Barrie.
1931	"Milestones"	Arnold Bennet.
1933	"She Stoops To Conquer"	Goldsmith(1933).
1933	"The Lady With The Lamp"	Reginald Berkley.
1934	"A Hundred Years Old"	Quintero.
1935	"Viceroy Sarah"	Norman Gainsbury.
1936	"Mary Rose"	Barrie.
1937	"Arms And The Man"	Shaw.
1938	"I Have Five Daughters"	M. Macnamara.
1942	"Dear Brutus"	Barrie.
1944	"Hassan"	Flecker.
1956	"Ted"	Ieuan Griffiths (1956).
1956	"The Proposal"	Chekhov.
1956	"7.30. Prompt"	Leyshon Williams (1956).
1958	"Good Friday"	Maesfield.
1959	"The Zeal Of Thy House"	Dorothy Sayers.
1960	"Strife"	Galsworthy.
1961	"Doctor Faustus"	Marlowe.
1961	"The Cloak"	Bax.
1961	"Pelenni Pitar"	D.T. Davies.
1962	"Gallows Glorious"	Ronald Gow.
1964	"Macbeth"	Shakespeare.
1965	"Abraham Lincoln"	John Drinkwater.
1965	"Sivering Shocks"	Clemence Dane.
1965	"Ted"	Ieuan Griffiths (1965).
1965	"7.30. Prompt"	Lyshon Williams (1965).
1967	"Ross"	Terence Rattigan.
1968	"The Strong Are Lonely"	Hochwaelder.
1969	"The Devil's Disciple"	Shaw.
1970	"Oliver"	Lionel Bart.
1972	"A Man for All Seasons"	Robert Bolt.
1972	"A Christmas Carol"	Dickens.
1973	"She Stoops To Conquer"	Goldsmith.
1976	"Toad Of Toad Hall"	A.A. Milne.
1977	"Mr. Chips"	(W. Noel Rees. Huw Tregellis Williams.

PROGRAMME OF THE FIRST PERFORMANCE ON THE SCHOOL STAGE AT PWLL

THE CLOAK

Scene A green height among rocks.

Decor Ronald Jacob

The Players

An Angel	David Anderson Evans
An Unborn Spirit	Philip H. Jones
One Newly Dead	Frank B. Williams

DOCTOR FAUSTUS

The action takes place in Faustus' Study, in the Pope's Privy Chamber, and on a Green.

Decor John Bowen

The Players (in order of speaking)

Chorus	John Rosser
Faustus	Harding Rees
Wagner	Huw Davies
Good Angel	Alwyn Jones Parry
Evil Angel	David Edwards
Valdes	John M. C. Prickett
Cornelius	Frank B. Williams
First Scholar	Philip H. Jones
Second Scholar	Alan Davies
Mephistophilis	Gwyn Ivor Evans
Clown	Hywel B. Jones
Lucifer	Richard N. Roberts
Pride	Jeffrey S. Hughes
Covetousness	Terence M. Robinson
Wrath	Graham H. Rees
Envy	James Lambert
Gluttony	Hywel B. Jones
Sloth	R. Michael Rees
Lechery	Raymond Jenkins
The Pope	Tudor Lloyd Thomas

The Cardinal of Lorraine	David A. Slack
Horse Courser	Terence M. Robinson
Third Scholar	Michael Rees
Old Man	Nicholas Howell Jones
Helen of Troy	Sheila Evans

Friars Neville Eynon, Haydn I. B. Jones, John Evans, Francis Howell Jones, Barry Mackay, Brian Pratt, Alan R. Williams, John D. Williams, John Wilkins.

Devils Hywel B. Jones, Jeffrey S. Hughes, R. Michael Rees, John M. C. Prickett, Richard N. Roberts, Raymond Jenkins, Graham H. Rees, Terence M. Robinson, David A. Slack.

Plays Produced by J. Ryland Williams.

Associate Producer : Myrddin Rees.

Mime Yvonne Watkin Rees

Music Played by the Grammar Schools' Orchestra under the Direction of Leonard Pugh.

Set and Properties Hugh D. Jenkins, assisted by Ronald Jacob, William Rees, Hubert Price, Donald Hughes, W. Haydn Davies, Tom P. Jones, Maelgwyn Thomas, Gwynne Anthony.

Wardrobe Denis Jones, Donald Hughes

Lighting Victor Rees

Stage Managers Myrddin Rees and Hugh D. Jenkins

Make-up Ronald Jacob

Printing Hywel Thomas

Box Office Hubert Price, Marcel Williams

We wish to thank all who have helped to make this production possible.



Seven a Side Achievements.

By Hywel Thomas, P.E. Adviser for Dyfed.

This is a brief history of the Seven a Side achievements of the school from 1958 to 1967.

The School achieved a remarkable run of success never equalled by any school previously nor to this present day.

In December, 1957, the London branch of the Old Boys' Association held their annual dinner. It was attended by Mr. Stanley Rees, the then Headmaster of the School. Mr. Howell Thomas, the Branch Secretary, and an Old boy of the school suggested that the school should apply for entry to the Public Schools' Seven's Tournament held at Roehampton. And so it came about that after being put on the reserve list, and eventually because of some late withdrawals, the school entered the tournament along with 93 other schools.

Chance is a fine thing if grasped and wisely used. A new challenge and an opportunity for the school to compare its quality with Irish, English and Scottish schools. There was less than a month to prepare but the school eagerly accepted the invitation.

Previously the school had a proud rugby record, created basically within its own hinterland. There had been minor sorties outside the conventional fixture list but suddenly here was a chance to pit our strength, our determination and our rugby skills against the rest of the land. Weaknesses are easily seen and exploited in the Seven's game. There is space for mistakes and equally space for creativity. We had four training sessions for the first tournament all based on gaining possession, retaining possession and exploitation of the blind side of the scrum. There was not enough time for the finer points of the game.

We travelled to London on Monday 7th April to play in the preliminary round on the following day. The London Old Boys' Branch were splendid hosts and to them is owed an immeasurable debt. Mr. Phillip Francis, Mr. Howard Edmunds, Major Donald Davies, Mr. Howell Thomas, were generosity personified. The school team consisted of John Davies, Alan Denman, Eifion Thomas, Brian Davies, Malcolm Smith and Wyn Oliver. A team with a tremendous mixture of power, physique, speed and character. Tuesday proved to be a surprisingly easy passage due in the main to the lack of skills by our opponents.

Wednesday came and again a fairly comfortable passage, and so to Thursday in the last sixteen. I telephoned the Headmaster on Wednesday night to tell him of our progress and despite a very heavy cold he caught the early train on Thursday morning to witness our first game on that day against Solihull. We won and were through to the quarter finals to do battle against Blundells. We won again despite as in the previous game, being five points down.

To the semi-final and what a battle with St. John's School, Leatherhead who scored first with a penalty. They denied school the ball but possession came eventually and Brian Davies scored near the post for Eifion Thomas to convert. The final against Royal Belfast Academicals proved to be a classic game, which territorially swung from one end to the other, with Belfast showing fine technical qualities which were countered by the unflagging covering defence of all the school team. Full time came with the score at 8 points each. After a spell of Irish pressure which kept play deep in the Llanelli half, possession was gained and Malcolm Smith ran eighty yards to score the winning try with the Irish boys just failing to get within tackling distance.

London Welshmen were overjoyed. The team were given a Mayoral reception on their return. The press and T.V. Columns were loud in their praise for the school's effort. Letters from many distinguished Old Boys poured into the school and suddenly there was a new sense of pride pervading the school and this was only the beginning. Judge Trevor Morgan praising a boy during a court case for tackling a thief remarked that he was not surprised to hear that he was a pupil of Llanelli Boys' Grammar School.

At the end of 1963 dark clouds appeared on the school's horizon. There were comments and suggestions in the press that we would not be invited for the 1964 tournament, we were too professional in our appearance and approach to the game. To be brief, Mr. Stanley Rees, wrote and withdrew the school from the tournament to save further embarrassment to the school and the tournament organisers. There was quite a hulabaloo in the rugby press but the Headmaster quietly kept away from all discussion.

OXFORD SCHOOL SEVENS:

In the space of a week a letter from the Secretary of the Oxford Schools Sevens Competition arrived inviting the school to take part in their tournament. We accepted the invitation and one of the school's finest teams, consisting of Huw Rees, Gwyn Williams, Capt. Barry Llewellyn, Huw Williams, Michael Yandle, Terry Price and Brian Denman, travelled to Oxford to represent the school in the senior section. In addition, Gordon Jones, John Williams, Peter Jones, John Welsh, David Thomas, Gareth Jones, and Lyndon Jones, represented the school in the B. Senior Section. Both teams played brilliantly to win at the first attempt. Another remarkable achievement.

The school again entered the Oxford School Sevens in 1965. Three teams were entered, one in the Senior A. section, one in the Senior B. section and one in the Junior A. section. Huw Williams (Capt), Michael Jones, John Welsh, Barry Llewellyn, David Thomas, Gareth James and Lyndon Jones represented the A team. Peter Nicholas (Capt), Jeffrey Williams, Gareth Gower, Brian Mason, Allan Murphy and Robert Morgan represented the B. team. Hefin Jenkins, David Payne, Gerrallt Davies, Peter Davies, Jeffrey Davies, Keith Hughes and Paul Bryan represented the Junior Team. Again the teams played brilliantly tactical rugby, resulting in the Senior A & B teams winning and the Junior team in the semi-final. There was now a possibility of a hat trick in 1966 in the top A Section of the tournament.

Three teams were entered again, two in the A & B Sections and one in the Junior A. Section. David Thomas, Capt., Jeffrey Williams, John Welsh, Barry Llewellyn, Brian Mason, Gareth James and Robert Morgan represented the school in the A. section. They gave a splendid display of sevens tactics against much faster teams, but their fitness and remarkable team work in beating Blundells, Weston Super Mare, Monmouth, Millfield and Northampton, gave school another outstanding hat trick of wins in this tournament.

Further honour came when the Junior team won the top Junior section, beating Selhurst, Oratory, Millfield, Hampton and Bablake to win and confirm the school's undoubted mastery of the 'sevens' game.

LLANELLI SCHOOL SEVENS:

After the historic win at the first attempt in 1958 in the Public Schools Sevens Tournament, a local committee, prompted originally by Mr. Handel Rogers, the Headmaster, Mr. Stanley Rees and the School rugby masters, started the tournament in 1960. Well organised under the able leadership of Mr. Roy Evans as secretary, the tournament took place at Stradey Park.

The school represented by Iorwerth Evans, Capt. Dennis Thomas, Geoffrey Davies, Stephen Jones, Terry Davies, Roy Price and David Dunn beat Dyffryn to win the tournament.

In 1961 the school represented by Dennis Thomas (Capt), Wynne Evans, Geoffrey Davies, Stuart Davies, Michael Hopkins, David Dunn and Terry Price, played brilliant sevens before a large crowd to reach the final against Millfield. What a memorable final, ten points each at the end of the game and the first to score in extra time. School again won after a thrilling game—to add to our successes the Junior team won their tournament.

Again there was a possibility of a hat trick in 1962. Geoffrey Davies, Capt., Stuart Davies, Brian Denman, Michael Yandle, Terry Price, Gwyn Williams and Michael Hopkins again upheld the name of the school, eventually beating Crossley Porter School from Yorkshire in the final. Another proud hat trick of wins.



WINNERS WELSH SCHOOLS SEVENS, 1962-63

T. G. WILLIAMS, R. B. LLEWELLYN, B. DENMAN

K. J. DENMAN, T. G. PRICE (Capt.), Mr. S. G. REES, M.A. (Headmaster), G. B. DAVIES, M. J. YANDLE



The following year at Roehampton the school was weakened by the absence of Malcolm Smith and Brian Davies, who were playing for the Welsh S.S. in France. However, the team won their way through to the quarter finals but were beaten by Doyia, by 8 points to 3, who were the eventual winners of the competition.

In 1960 the school again won their way through to the quarter finals to play against Belfast Academicals. The Irish School scored first to lead by 3 points. The school team exerted tremendous pressure and were repeatedly unlucky not to score, but nevertheless were loud in their praise for the Irish team who eventually won the tournament.

Dennis Thomas captained the school in the Public Schools tournament in 1961. The side had no great pace but they had a thorough knowledge of the tactics needed for this game. In the second round against Bristol Grammar School they were repeatedly denied good possession and often penalised by the referee for some technical offence in the line out and scrums. Bristol led for most of the game by a penalty and eventually in the dying moments of the game were awarded another penalty which they missed narrowly. The ball was fielded by Stuart Davies just short of the dead ball line. A swift jink and a pass to Dennis Thomas opened up the defence. Bewildering interpassing at speed saw Dennis Thomas taking a final pass to score underneath the posts. Terry Price converted to give school victory. They eventually beat Surbiton, Sherbourne, Kingswood, Tiffins and Rydal who were beaten by 10 points to nil. School had won for the second time in four years.

Enthusiasm for the sevens game was high. The boys seemed to possess an almost insatiable appetite for practice. The team in 1962 was captained by Geoffrey Davies, with Brian Denman, Stuart Davies, Ken Denman, Michael Williams, Gwyn Williams and Terry Price, a remarkably talented team. School beat Perse, Ipswich, St. Johns, Worksop, Blundells, Llandovery College and Belfast Methodists to reach the final against Kings Canterbury. The pitch was a sea of mud and the game a hard, tense, yet tremendously exciting one, with Kings driving the school deep into their own half with long stamina sapping kicks. However, school due to their courage and tactical know-how they were more than equal to the task. Kings had a penalty and school encountered with a Terry Price try and conversion. The game swung from end to end until school created a scoring chance, but the movement broke down and Kings were quick to gain possession. They kicked long and deep down field, Brian Denman slipped as he turned to cover and Kings seemed certain to get to the ball first. Suddenly Terry Price seemed to appear from nowhere and miraculously scooped the ball up in one hand from the opposition's feet and kicked to touch in one movement. An exploit so swiftly and amazingly well done that it became headlines in the press the following day. This was the third win in five years and the second in succession.

Terry Price—one of the most outstanding rugby, cricket and athletics players in the history of the school. A schools cricket international, schools athletics international, schools rugby international at all levels, and a senior rugby international, British Lion and eventually a Rugby League international.

Geoffrey Davies and Terry Price were playing in their Third Public Schools Sevens Tournament, Wyn Richards, a normally wing forward, was selected to replace Gwyn Williams, hooker, who was on duty with the Welsh Secondary Schools International Team. Wyn's ability as a hooker was not quite up to the mark but his speed, strength and stamina were invaluable. Here was a perfect example of compromise in selection, where lack of specialist qualities were more than made up for by sevens know how and excellent rugby skills. School had comfortable wins throughout the tournament and eventually beat Taunton in the final by 11 pts to 3. A remarkable hat trick which undoubtedly established school as one of the outstanding rugby schools of the country. The press and public were loud in their praise for the school's skills and undoubted sportsmanship.

The school entered the Llandovery Sevens Tournament in 1963 and 1964 and won the Senior and Junior sections each time.

The Welsh Secondary Schools Nationals Sevens Tournament was won by the School in 1963, 1964, 1966 and 1967. School did not enter a team in 1965.

This period in the School's rugby history is a remarkable one started by that chance invitation in 1958 and I shall always consider myself extremely lucky and privileged to have been connected with it.

Recollections.

By Ian Jones

When I was asked to write an article for this magazine, my first thought was that I would probably be one of the youngest "old" boys to contribute. While others might reminisce about the days of quill-pens and horse-drawn carriages, or recall life at the Intermediate School, my recollections would have to be rather more immediate and up-to-date. My stay at Llanelli Boys' Grammar-Technical School began in September, 1970, and was to continue right up, until the introduction of comprehensive education last September.

These seven years were very important ones in the School's history since they will be regarded as an epitaph for the Grammar School. The period was a very successful one in all fields. The consistently high results in the W.J.E.C. examinations and the numbers of pupils who continued their education at a higher level are a testimony to the excellent standards of teaching. Throughout its life, the School has excelled itself on the rugby field and its last years were no exception. The School has gained a national, if not, international reputation for itself, and this has been further enhanced by successes on the soccer and cricket pitches. Audiences at productions by the Drama Society in recent years number many thousands. Concerts by school musicians and choirs have also drawn huge crowds. After winning the B.B.C. "Top of the Form" series in 1971, the School went on to defeat Canada and win the "Transworld Top Team" title.

This then is how the School is remembered by the people of Llanelli, but for old boys there are many other fond memories to be proudly related to children and grandchildren in years to come. My stay in School was not without its share of such memories, the first of which dates back to 1973, almost certainly a unique year in the School's history.

The tragic fire in the Girls' School, and the subsequent news that we would be playing host to the distressed young ladies for several months., caused many hearts to stir. Unfortunately, the Education Office's idea of co-education was somewhat different from ours. A "staggered" system was introduced by which boys went to School in the mornings and girls in the afternoon.s. All our aspirations of classroom romances were thus reduced to loitering at the School gates at lunchtimes when we were leaving and the girls were arriving.

As if this wasn't enough excitement for one year, the following term saw the arrival in School of a new Headmaster. After the sad death of Mr.J.V.Harries, Mr.Alun Thomas stood in as acting Headmaster while a successor was appointed. Our first experience of Mr. Denis Jones (in morning assembly) on the first day of term created a wave of panic throughout the School. His insistence on "proper" hair-cuts and strict adherence to the prescribed school uniform soon convinced us that we had fallen victim to an unrestrained tyrant. We were, in fact, to be proved wrong. Mr.Jones proved to be a very fair, hard-working and devoted Headmaster. His interest in his Sixth Formers' choices of careers and universities is well known to countless old boys, and fully demonstrates his dedication to the School and its pupils.

An annual occurrence I will always remember is the Christmas Raffle Ticket blitz carried out on behalf of the P.E.Department by Mr.Gordon Price. Armed with several hundred tickets, Mr. Price would wander around the School, darting into classrooms to extol the virtues of a fleet of canoes to thirty apathetic non-swimmers. By about

the third form, one developed a knack of spotting this ticket-laden, track-suited figure at considerable distance, thus escaping the tedium of tramping the streets on a cold December night selling tickets.

A feature of Secondary School Education today is that one gradually assumes more responsibility as one progresses through the School. Pupils decide which courses they will follow, they are given periods for private study, allowed to organise clubs and societies and participate more fully in the life of the School. This participation was to make my last few years in School somewhat chaotic to say the least.

As an editor of the School newspaper, a considerable amount of time had to be set aside to discover, or (in particularly uneventful weeks) to create, the news for each issue. Printing schedules often fell victim to antique typewriters and temperamental duplicators. Nevertheless, the staff battled on and usually managed to produce copies which were sufficiently legible to be sold. As if this wasn't enough, I was simultaneously given the task of managing the School Savings Bank. Thursday lunchtimes were thus reserved for counting the pennies of some 160 depositors, with weekly takings amounting to over £100. on occasion.

The memory I will cherish most of all, however, was being chosen as the last Head Boy of the Grammar School before the change-over to comprehensive education. This was a great honour, which brought with it a great deal of work. There were prefects' duties to organise, dances and dinners to arrange, and concerts and trips to prepare for. Certain of our activities, however, did not go down as well with the Staff as they did with the boys.

On the day of the School Sports, we were asked by the P.E. Staff to sell pop and crisps out on the field. Unfortunately, a large number of boys decided to buy pop in preference to their school dinner. The kitchen staff were up in arms, and, muttering about mass redundancies, they despatched Mr. Keith Walters, the School Clerk, to speak to the Headmaster. Needless to say, we were reprimanded, and our "opening hours" were restricted till after lunch had been served.

Despite setbacks such as this, I immensely enjoyed my year in office, and will always be able to look proudly and happily back on those times. As time passes, some recollections will become a little more hazy. Though the names and dates may escape me, and many of the details will be forgotten, my days at the Grammar School were packed full of memories I will always cherish.

Schooldays.

By D. Huw Morgan.

It was with great pride and anticipation that I first learned in 1971 that I was to become a pupil of the Llanelli Boys' Grammar School. This feeling was enhanced as soon as I took my place in the school and has gradually increased with each passing year. The school has a long and very distinguished history and is justly proud of its not inconsiderable achievements in learning and in sport and those of its past pupils who have attained a measure of distinction in various fields of endeavour.

This sense of history and high standards is one which pervades the life of the school and one which every pupil becomes conscious of when he (or she) considers what it means to be part of the school community. The importance of working and playing with a sense of team spirit was an ideal emphasized by the late Mr. J. V. Harries, who was Headmaster when I started here. His tragic death in December, 1972, affected all connected with the school with sorrow, including the very junior pupils, such as myself, who had had little opportunity of getting to know him well.

The following year under the temporary Headmastership of Mr. D. Alun Thomas, the school played host to the girls from its sister school at Coedcae when the latter was destroyed by fire. Although we boys sympathized with the girls in their dilemma we welcomed the reduction in school hours, since we had to vacate the building each

day by 12.30.p.m. All in all, the school seemed to surmount the difficulties of this period very well and things were back to normal by the Autumn term of 1973 in time to welcome Mr.R.I.Denis Jones as our new headmaster.

At this time I was also experiencing the pleasures of entering more fully into the life of the school in general. The more a young pupil contributes to the common good of the school community, the more satisfaction and fulfilment he enjoys. There have always been boundless opportunities for active participation in school societies, sport, music and drama. Each pupil, whatever his talent and inclinations is encouraged both by the teachers and his fellow pupils to develop to the full his own potential and to involve himself in the life of the school. Personally, apart from attending to my everyday studies, I enjoyed most of all taking part in the activities of certain societies such as the History Society and the Current Affairs Society, work which, I feel, widens the individual's horizons and helps him to gain valuable extra-curricular knowledge and experience.

It is by striking balance between one's academic work, which is after all the real business of school life, and other enterprises, that one can reap the full advantages of being a pupil at such a fine school. Something that one finds as one progresses in school is that the further one advances, the more freedom of choice one gets, and although the workload and responsibility is greater for the senior pupils, especially the sixth formers, it is their privilege to enjoy a fuller and richer lifestyle.

I felt particularly honoured a year ago, when I was appointed Deputy Head Boy and resolved then to try and give something back to the school in service, in return for the enormous benefits I had hitherto received. I have greatly enjoyed my year of office for two reasons; firstly, I have been able to gain experience of taking on responsibility, and secondly, I have had opportunities of giving some practical help to others, which can be especially rewarding.

At the beginning of this, my final year at school, the educational system in the town underwent a re-organisation at secondary level, so that what was the Llanelli Boys' Grammar Technical School became the co-educational Graig Comprehensive School.

During the period preceeding this re-organisation, I am sure that many people connected with the school- especially those masters, old boys and parents whose associations with the place were of many years standing, felt a little apprehension and indeed sadness at the thought of such a fine institution passing away. My fellow pupils and I, though we had been part of the school for a comparatively short time could appreciate and, to some extent, share these feelings.

However, our Headmaster, Mr.R.I.Denis Jones, perhaps more sensitive and proud than anyone of the traditions of our school, was determined that the new school, like the mythical Phoenix bird, should rise rejuvenated from the ashes of the old. Under his inspiring and enthusiastic leadership, everyone in the school, staff and pupils, old and new, have made every effort this past year to ensure a smooth transition to the new system. Considerable changes, both structural and otherwise, are taking place, but there remain some things which I hope will always survive un-altered. They are, the matchless spirit of the school, the high morale, the friendly atmosphere and the sense of unity. These are qualities of life that I have come to take for granted over the past seven years and which, I hope, after I have left, will always make me think of the school with affection and gratitude.

" Ymlaen yr Ysgol dan y Bryn".

My School.
By Jonathan Gower.

It is difficult to write about a school which speaks, by its reputation, alone for itself so eruditely, but as the first Head Boy of Ysgol Gyfun y Graig, I am obliged to undertake this onerous task. One could write endlessly about the triumphs of its muddled legions on the

rugby field or the academic distinctions which its pupils have attained throughout the history of the school, but the most important feature of our school is the obvious sense of pride which is attached to everything it does. Tradition and modernism, seriousness and levity are synthesized to produce the spirit which is such an integral part of the school's life blood. It seems that nothing ever changes,- admittedly we allowed some females to enter this formerly hallowed bastion of the male consciousness, but even this augurs well for the future.

Mae'r "Ysgol Dan y Bryn" wedi sefydlu ei hun fel craig gadarn, esiampl glir o'i chadernid yn yr amseroedd blin yr ydym yn byw ynddynt. Dymunaf pob bendith arni a phob disgybl ynddi yn y dyfodol. Unwaith yn rhagor gwelaf lwyddiant yn llewyrchu ar hyd y ffordd.

The Literary and Debating Society.

The "Literary and Debating Society" is almost as old as the School itself. From old School Magazines we learn that in 1899 the Society "was reorganised after a temporary lapse last winter". The interests of the senior boys of that time are shown by the subjects debated, such as "Was Dreyfus guilty of the charges brought against him in the trial in August, 1899?", and "Is a Christian country justified in going to war?"

In 1900 the Society is referred to as "The Literary Society" and we find that, as well as debates on such subjects as "Is theatre-going injurious to the moral character?", an address was delivered by the Headmaster, Mr. William Lewis on "Cromwell in South Wales", and by Mr. J. Innes on "Old Llanelly".

From 1900 to 1914 the Society flourished and became known as "The Literary and Debating Society". Debates and Lectures were well attended, and subjects such as Capital Punishment, Monarchial and Republican Government, Nationalisation and Professionalism in Sport, were discussed.

In addition to these activities, the "Soires" of the 'Lit and Deb' was held at the end of each Christmas term. This annual event was evidently a very popular one. Food was provided - indeed, one report refers to it as a "bean-feast" - and the tea-party was followed by a concert. In 1911 the entertainment included the presentation of a scene from "A Midsummer's Night's Dream"; in 1914 a Farce was performed, directed by Mr. E. H. Foster, who, with Mr. Morgan also organised the tea and concert.

As might be expected, the First World War was reflected in the subjects for debate from 1914 to 1918. Some examples are :-

"Should reprisals be used in warfare?"

"Should we build Zeppelins?"

"Should Ireland have conscription?"

"Is Germany starving?"

During the 1920's and 1930's the Society became a very strong one with Mr. Clark, Mr. Stockton, Mr. Shaw and Mr. Rees taking a leading part in organising and guiding its activities. Many of the Staff helped by giving talks to the Society, Mr. Stockton on "Story-telling" in 1925, Mr. Roblin on "Characters from an Old Scots Grammar School" in 1930, Mr. Clark on "A Holiday Abroad" in 1931, and Mr. J. Afan Jones on "Illusion" in 1932. The Soiree in 1926 included a "Dramatic Entertainment" by Mr. Eddie Parry.

Debates on a variety of subjects were also held, presided over by the Society President for the year. Joint meetings with the Girls' School took place as well as inter-school debates with Gowerton. Some of the Presidents in the late 1920's and early 1930's were Llywellyn Williams, Elwyn Jones, Graham Mends, Noel Bowen, N. J. Llewellyn, and David Lewis, while frequent speakers in the debates included Elwyn Jones, Clifford Evans, Ken. Evans, W. H. Clement, A. Rudrum, R. Longhurst and Tom. Rudrum.

In 1935, in a mixed debate, in which the advantages and disadvantages of co-education were discussed, the meeting voted overwhelmingly in favour of Co-education. In the same year the question of whether "Patriotism is a cloak of sentimentality" was debated in an inter-school debate with Gowerton.

From 1937 to 1940 Presidents of the Society included Hubert Davies, D.J. Rees, Jason W. Lewis and Hywel George, and, under their guidance, assisted by Mr. William Rees and Mr. John Saer, the Society continued to attract good audiences and to enrich the cultural and social life of the school. As well as debates on such topics as "Should all minorities receive the right of self-determination?", many lectures were organised - Mr. Frank Snook (an Old Boy) lectured on "My Experiences in China"; Mr. William Rees on "Memories of the Old School"; Mr. Morlais Lloyd (an Old Boy) on "Some Impressions of Tropical Countries"; Mr. J. Saer on "Rome"; Mr. A.M. Smith on "Bees and their Keep".

The old Soiree of the Society was now known as the "Grand Finale" and was an entertainment given to the whole school at the end of the Christmas Term. One item listed in 1941 was "Community Singing led by Ronald Cass".

Throughout the war years the Lit and Deb. carried on its work as the premier Society of the school, under its Presidents Arwyn T. Jones, John Edwards, and Roy Marker, with Mr. William Rees and Mr. John Saer guiding and advising the committee. In 1945, Mr. L. Sutherns (then a new master) gave a talk on "The Function of Colour in Animals".

From 1946 to 1951, Kenneth Lewis, Stephen Murphy, Kenneth Bowen, Wynford Evans and Noel Edwards presided and Mr. D. Alun Thomas and Mr. Myrddin Rees, who had recently joined the Staff, were concerned with the Society's organisation. During these years many interesting debates were held, one of the most popular being on the motion "That Rugby is a far superior winter game to soccer", - a motion that was carried by a good majority! In 1948 a talk on "Modern America" was given by Mr. John Ireland; in 1949 a talk on "Egypt" by Mr. D. Alun Thomas; and in 1950, Mr. Clifford Evans addressed the Society in the Girls' School Hall on "My Time in School".

The first Masters v Boys Debate was held in 1951 on the motion that "In the opinion of the House, the Youth of 20 years ago was superior in every respect to the Youth of today". The debate was held in the School Hall in the afternoon with the entire Senior School present. The Headmaster, Mr. T.V. Shaw, presided. For the affirmative, the speakers were Mr. Gwynne Jones and Mr. Glyn Hughes; for the negative, the Society President, Wynford Evans and the Vice-President, Wynne Jones. When the vote was taken it resulted (perhaps surprisingly) in a win for the affirmative by 80 votes to 65.

During the 1950's the Society continued to debate questions both serious and humorous. Under the Presidency of Wynne Jones, Michael Russell, Roger Thomas, and Peter Nurse, such subjects as "That the Western form of Democracy has proved a failure", and "That man is gaining the world but losing his soul" were discussed. A hilarious "mock-trial" was held, and there were combined meetings with the Girls' School. One such meeting took the form of a "Top of the Form" Quiz Competition, with Staff and Pupils taking part. Mr. Maelgwyn Thomas, Mr. D.L. Smith, Martin Davies and Stephen Chubb represented the School. Mr. Maelgwyn Thomas had now become one of the masters involved in the Society's organisation.

By 1958 a new organisation had been formed in school. "The VIth Form Forum" was set up to debate current topics and to organise lectures to the Sixth Forms. The Literary and Debating Society meetings had traditionally been held on Friday evenings with members returning to school after tea. The meetings of the new "Forum" took place in school time and proved to be a great success. Masters involved in running the Forum at this time were the Headmaster, Mr. S.G. Rees, Mr. Frank Phillips, Mr. William Rees, and Mr. John V. Harries. The Chairmen were Michael Howard, Tudor Thomas, Michael Rees and Nicholas Howell-Jones.

The move of the Senior School to Pwll took place in 1960, and 1961 saw a revival of the Literary and Debating Society under the guidance of Mr. Marcel Williams, with Graham H. Rees as President, followed in 1962 by D. Huw Davies. Debates were held on the Public Schools' System, The Modern Generation, Capital Punishment, and Expenditure on Sport. By 1963 it was realised that transport difficulties made it impossible to continue these meetings after school, and the

functions of the Society became merged with those of the Sixth Form Society and the Current Affairs Society.

The "Lit and Deb" had played a notable part in School life for over 60 years. Many Old Boys will remember their first attempts at public speaking, - and perhaps will remember, too, Mr. Stockton's forthright advice to all speakers, "Stand up! Speak up! and Shut up!"

We pay tribute to all who took part in the activities of the Society throughout the years and thus helped to enrich the life of the School.

The School Magazine.

The School Magazine came into existence during the Christmas Term, 1899, and for the first time it gave the boys a chance to see their writing in print. The first Editor stated the purpose of the Magazine was to give the boys "all school news of any interest, and in fact will be a "Chronicle" of all school doings" - this is re-stated in the 1969 Magazine - "The Magazine is to serve as a chronicler of the important events of the year".

It was a Terminal Magazine from 1899-1939 and was sold at Easter, Mid-Summer and Christmas; from 1940-1953 it appeared twice yearly and from 1954 onwards it was issued at Christmas.

The Magazine cost 3d from 1899 to the early twenties, 6d from then until 1949 and 1/- for the next three years. It was given free of charge to every boy from 1954 to 1976 and the printing costs were met by the School's General Funds. Paper shortage and rising costs were responsible for the Termly Magazine becoming a once a year issue.

THE JESTER: This newspaper started by Mr. Elliston and continued by Mr. Noel Rees and Staff of Boys appeared for the first time in January, 1970, and in its 104 issues, up to the Summer of 1977, it has been a vehicle of news, humour and ideas reflecting the highest ideals of our School.

School Societies Throughout the Years.

Art Society
Astronomy Society
Ceramics Society
C.E.W.C. Society
Chemistry Society
Chess Society
Christian Education Movement.
Cine Society
Conjuring Society
Current Affairs Society
Cycling Club
Drama Club
Electronics Club
First Aid Party
French Society
Geography/Geology Society
Gym.Club
Harriers Club
History Society
Hobbies Club
Junior Stamp Club
Literary and Debating Society
Llanelli Volunteer Society
Modelling Club
Music Society
Music Appreciation Society
Natural History Society
Philatelic Society
Photographic Society
Printing Society
Radio Society

continued.....

School Societies continuation.

Railway Society
Reading Club
Rifle Shooting Club
School Savings Bank
Science Society
Sixth Form Society
Table Tennis Club
Y Gymdeithas Gymraeg (Lenyddol a Dadleuol)
Yr Urdd.

War Time Organisations.

A CADET CORPS: This was first suggested by Miss. Bessie Thomas, one of the ladies of the Governing Body in 1900. However, it was not formed until the 1914-18 War. It did some fine work in preparing the scholars for any service they were called upon to render. Mr. Foster and Mr. Brown were in charge.

AIR TRAINING CORPS: Early in 1941, a School Squadron of the A.T.C. was formed - No. 556. Officers were Commanding Officer, Capt. Jacobs (Flight Lieutenant, R.A.F.V.R.); Adjutant, Mr. J. Afan Jones (Flying Officer R.A.F.V.R.) and the following Officers gazetted as Pilot Officers R.A.F.V.R. - Mr. I.G. Richards, Mr. Harding Rolfe and Mr. W.H. Davies. Mr. Richards left to take up the Headship of a County School at Llanfair. To take his place as an officer of the A.T.C., Flying Officer D. Emlyn Davies was transferred from a Swansea Squadron. Early in 1942, Mr. Frank Phillips was granted a commission in the A.T.C. The School was justly proud of its A.T.C. team which won the Wales Command A.T.C. Rugby Cup. The entire Squadron, under its new C/O, F/Lt. J.A. Jones had brought great honour to the School.

ARMY CADET CORPS: July, 1942, saw the formation of a School Company of the Army Cadet Corps with Capt. A.M. Smith as Commanding Officer and with Messrs D.B. Jones and J.L. Morris as Platoon Officers. In 1943 the A.C.C. won the coveted Leader Cup (repeating their performance in 1944); Mr. Ronald Jacob, a Home Guard Officer, having, by this time, attached himself to the School Company.

Though only war-time organisations, the Cadet Corps, A.T.C. and A.C.C. well maintained the good name of the School.

Guest Speakers on Prize Days.

1899	Principal Evans.
1900	Principal Roberts and Mrs. Sandford.
1901	Sir James and Lady Drummond, Mrs. Mackenzie, Mr. C.W. Mansel-Lewis.
1908	Principal Griffiths, Cardiff, Mrs. David Lloyd George.
1909	Miss. Stepney.
1910	Professor Thomas Jones, Secretary of the Welsh National Consumption Crusade and Mrs. Woodhouse.
1912	Sir Stafford and Lady Howard Stepney, and Dr. Hayward, London.
1920	Dr. Morris of London, Principal Davies of Aberystwyth.
1923	Dr. Silby, Principal of Swansea University College.
1926	Miss. Major, Girton College, Cambridge.
1938	Mr. James Griffiths, M.P. and Sir Evan Williams.
1939	Professor T. Campbell James, Vice-Principal of Aberystwyth University College.
1940	Lady Howard Stepney.
1942	Mr. James Griffiths, M.P.
1943	Professor T.C. James, Aberystwyth University.
1944	Mr. Wyn Jones, Director of Education, Carmarthen.
1946	Mr. James Griffiths, M.P.
1947	Major Elwyn Jones, M.P.
1949	Professor Henry Lewis, Swansea University College.
1951	Rev. Canon T. Halliwell, Principal of Trinity College.
1952	Dr. Dillwyn John, Director of the Welsh National Museum.

Guest Speakers on Prize Days continuation.

1955:	Major General W.O. Bowen.
1956:	Mr.Llywellyn Williams, M.P. for Aberdare.
1957:	Sir Ben Bowen Thomas, Permanent Secretary to the Welsh Ministry of Education.
1959:	Mr.Bernard M.Evans, Controller for Wales in the Ministry of Labour.
1960:	Dr. T.E. Williams, H.M. Inspector of Schools.
1962:	Mr. W. Idris Jones.
1963:	Mr.Iorwerth Howells, Director of Education for Carmarthen.
1964:	Dr.Thomas Parry, Principal of Aberystwyth University College.
1965:	Mr.J.R. Jones, Chief Constable for Carmarthenshire and Cardiganshire.
1966:	Dr.Roger Webster, Director of the Welsh Arts Council.
1969:	Dr. William Thomas, former H.M. Chief Inspector.
1970:	Mr. D.T. Davies, District Officer of the T.G.W.U.
1971:	Professor J.M.Thomas, Aberystwyth University College.
1972:	Mr. Caerwyn James, Trinity College, Carmarthen.
1973:	Professor H.T.Williams, Aberystwyth University College.
1974:	Professor R.W.Edwards, Cardiff University College.
1975:	Mr. W.J.Phillips, Dyfed's Director of Education.
1976:	Mr.Alan Evans, Senior Official in the Secondary Education Dept. of the N.U.T.
1977:	Dr. David Treharne, Careers Department of Swansea University College.

THE PARENTS' ASSOCIATION.

By Raymond Burton, Chairman.

The Parents' Association has now been going for about seven years. What does it mean to you and me? Do you think about it, do you care? How do you see it? I see it as a "bridge", a link between home, family and school. Bridges are a means of communication, something which today is vital if human relations are to be successful. Evidence of the lack of communications is all around us. Nations alas, are still at war; racial and other prejudices exist. There are "gaps" - gaps between Governments, gaps between unions, gaps between generations! These are all of our own making; if we gave a little more time to constructive communication, they would not exist.

How do we achieve this? Well I'm no expert. But it does start at home, and it does continue into school life; and if home and school can meet and work for the same thing, then surely pupils and students must benefit. Bridge building is not only the prerogative of the parent and school - pupils must help too, because it is here that they train for the world which inevitably they must enter and make fit for those to come.

Build a good, solid bridge, and you can meet on it, reflect, and more times than not, meet halfway and arrive at a happy solution. You can talk on a bridge, you don't have to shout at one another from both sides of the bank. You can listen quietly, understand, and pull down the barriers.

Our Parents' Association is fairly new. We have had our ups and downs, but thanks to the help and cooperation, we have had from the school, and all of you, these are being overcome.

Happily we have recently been able to replace the original Mini Bus. There are many other things we want to add to the school equipment, so social functions are necessary - not only for the pleasure they give us - and a chance for meeting each other - but also to raise money.

It can be argued that the school has now reached the end of one era and the beginning of another. It is indeed true that our title has changed to "The Graig Comprehensive School Parents' Association", but

our aims and objectives remain the same. We are confident of an exciting and successful future for our school. It is the responsibility of parents of present and future pupils to maintain the healthy state of the Association, but I know that many former pupils (and parents of former pupils) are eager to give help when the occasion rises.

On behalf of the Association, I wish our school the very best for the future. Pob llwyddiant i'r dyfodol.

Together we shall triumph.

SCHOOL SONG.

" YR YSGOL DAN Y BRYN "

Ar holl ysgolion Gwalia lan
Boed bendith nef yn ddiwahan;
Ond serch ein calon dry yn gan
I'r Ysgol dan y Bryn.

Coronir bryniau Gwalia gain
A chestyll trais o gedyrn fain;
Ond harddach goron fil na rhain,
Yw'r Ysgol dan y Bryn.

Yn britho gyrfa hon ni bu
Penllwydni traddodiadau lu;
Ond yn ein hoen fe garwn ni
Yr Ysgol dan y Bryn.

Trwy fod yn "Eirwir, Pur, ac Iawn"
Mae byw ei haniau hi yn llawn,
Y delfryd hwn yw uchaf ddawn
Yr Ysgol dan y Bryn.

A phan wynebom oll i gyd
Ar orchwyl oes a helynt byd,
Y delfryd hwn fo'n llanw'n bryd -
O'r Ysgol dan y Bryn.

Words by Morgan Rees

Music by Frank Phillips.

Gweddi'r Ysgol.

O Dduw, a'n gosodaist ni, yn dy ragluniaeth yn yr ysgol hon, ac a drefnaist ein hamseroedd, i weithio ac i chwarae, ni a erfyniwn ar i ti, ein cadw ni'n ffyddlon, ym mhopeth a wnawn, yn gadarn yn ein pwrpas, yn gariadlawn yn ein hawyddfrydau, fel yr elom allan o'r fangre hon, yn wyr dewr a thrugarog, i wneuthur ein rhan ym mywyd ehangach y byd, yn enw ein harglwydd Iesu Grist. Amen.

The School Prayer.

O God, by whose providence we have been set in this school with times appointed for work and for play, keep us we beseech thee, faithful in all that we do, strong in our purpose, unselfish in our desires, that we may go forth from this place as brave and merciful men, to play our part in the larger life of the world, through Jesus Christ our Lord. Amen.

Ave atque Vale.

By Mr. J. P. Thomas.

Area Education Officer.

It is only since April of 1974 that I have been directly associated, as Clerk to the School Governors, with the Llanelli Boys' Grammar Technical School, now the Graig Comprehensive School. Prior to Local Government Re-organisation, besides being Clerk to the three Groups of Primary School Managers I was also Clerk to the Llanelli Secondary School Governors; the administration of the Primary and Secondary Modern Schools having been vested in the old Divisional Executive Committee. The Grammar Schools, however, have always been a County Authority responsibility with considerable powers delegated to the Governing Body of the Schools.

Historically, this dichotomy stemmed from the fact that the Secondary Modern Schools emanated from the old Elementary Schools, after passing through the various metamorphoses of Higher Grade, Higher Elementary and Central Schools and were established in an attempt to provide suitable Secondary Education for all, following the passing of the 1944 Education Act. The Grammar Schools, on the other hand, were the product of a different tradition. Formed after the passing of the Welsh Intermediate Education Act they were, in part, the inheritors of the literary classical tradition in education adapted in order to accord more with Welsh culture and society. The Llanelli Intermediate School was opened in 1895, later became the Llanelli Intermediate and Technical School, thus qualifying for one additional teacher for Metalwork and Woodwork which marked the establishment of a strong Craft Department at the school.

The new Intermediate Schools, by and large, reflected the growth and development of the towns in which they were situated and enshrined within them the hopes and aspirations of the community. Such was the case in Llanelli, and it is our bounden duty to acknowledge with gratitude and respect the excellent service the school has given to the town and to the community. Within its walls, the sons of Llanelli were equipped and prepared for higher education, in order to enable them to take their rightful place in society. There were some who remained in the area to contribute to the economic well-being of the town and to the quality of life of its citizens; others left to occupy positions of high honour and responsibility both at home and abroad. A perusal of the pages of this special issue of the magazine bears ample testimony to this.

Now the hour of change has arrived, and whilst we salute the past and honour its achievements, let us greet the new. The school has served the needs of one section of the school community with distinction, now it faces the task and challenge of serving the needs of the whole community. It is favourably poised to do so, with its long tradition of inculcated standards of learning and discipline; and the will to succeed has already been made manifest in our midst.

Diolchaf am y cyfle hwn i gyfarch yr Ysgol a darllenwyr Cylchgrawn yr Ysgol ar yr achlysur arbennig hwn.

'Hysbys y dengys y dyn

O ba radd y bo'i wreiddyn'.

Felly hwythau yr ysgolion. Ffrwyth traddodiad yr addysg ramadegol glasurol yw'r ysgol hon i raddau helaeth iawn, a'n dyletswydd a'n priod waith yn awr yw talu teyrnged a chydabod ein dyled i'r gorffennol. Bu drws yr ysgol y cerddodd tŷ ar ol tŷ o fechgyn drwyddo ar eu diwrnod cyntaf yn yr ysgol, yn ddrws a oedd yn agor ar y byd iddynt; byd y meddwl, byd dysg a diwylliant. Bu hefyd yn ddrws y cerddodd cynifer ohonynt drwyddo maes i'r byd i wasanaethu eu gwlad a'u cyd-ddyn, gan ennill clod ac anrhydedd iddynt eu hunain ac i'r ysgol a'r dref hefyd. Bellach daeth newid yn natur ac amcanion yr ysgol ac wrth ganu ffarwel a'r hen, gadewch i ni gyfarch y newydd yn hyderus a llawn gobaith.

THE OLD BOYS' UNION.

Mr. William Lewis, the School's first Headmaster, in his book on "Manual Instruction in France and Switzerland" called attention to an Old Boys' Society in the Professional School at Rouen. Its chief objects were (1) to continue amongst themselves the ties of fellowship and to promote the prosperity of their Old School (2) to obtain employment for the pupils leaving the School and to promote reunions (3) to assist old pupils in need.

In the Easter 1900 issue of the School Magazine, the Editors felt that these objectives were a little too ambitious for a comparatively new School, but that a society formed along these lines would be worthwhile.

The Headmaster in his speech, given on the day of the Old Boys' Cricket Match in 1900, expressed a hope that the Old Boys' would soon see their way clear to forming an Old Boys' Society.

The Old Boys' Society was formed on April 12th, 1901, with Mr. Pascoe Williams as its President. In the first meeting, he gave a short account of the objects and advantages of the Society, and appealed to the members to place the Society on a firm basis. During the year, it was decided to present a gold medal at the School Sports, and debates, a smoking concert, lectures, a banquet at the Cleveland Hotel, Old Boys' Rugby and Cricket Matches were held.

In 1910, Mr. Lewis revived the Old Boys' Association and a meeting was held at the School with Mr. Pascoe Williams in the chair and Mr. Leslie Williams as Secretary. Mention is made in the Magazine of the Old Boys' yearly Soiree, Rugby/Cricket Matches, Old Boys' Scholarship, etc.

1937 saw the formation of the Old Boys' Union under the Presidency of the Headmaster. Since that time, each headmaster in turn has acted as President of the Union - Mr. T. V. Shaw, Mr. Stanley G. Rees, Mr. John V. Harries and the present Headmaster. Mr. Stanley G. Rees continues to show great interest in the Old Boys' Union as its Patron, along with the other Patron, Mr. D. Alun Thomas - a former Acting Headmaster.

The William Lewis Memorial Prize, the E. H. Foster Prize and the Old Boys' Scholarship are being donated yearly, and for many years the O. B. U. donated all prize books on Speech Day.

There have been but few officials over the years - Mr. F. T. Edwards and Mr. Ronald Thomas were Secretary and Treasurer for over 25 years; they were followed by Mr. John Bowen and later by Mr. Alan Jones (Treasurer) and Mr. Eric Lewis (Secretary).

The London branch of the Old Boys' Union has done great work in helping "exiled" Old Boys to keep in touch with one another and with the Old School and it is hoped that this branch will continue to flourish in the future.

As President of the Union, I feel impelled to proceed "with forward and reverted gaze". I look back to the past with pride and affection as President of the Union, but as Headmaster of the School, I look forward to the future with confidence and hope, knowing that the same spirit lives in the School as of old.

I am delighted that the O. B. U. has decided to continue to exist even though there has been a change in the educational system.

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