

Durham E-Theses

An investigation of the perceptions physical education teachers have of their working lives in the comprehensive schools of a north-east county borough

Derek A. P. Hughes

How to cite:

Hughes, Derek A. P. (1981) An investigation of the perceptions physical education teachers have of their working lives in the comprehensive schools of a north-east county borough. Masters thesis, Durham University.

Use policy

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a <https://etheses.durham.ac.uk/id/eprint/7624/> is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the [full Durham E-Theses policy](#) for further details.

AN INVESTIGATION OF THE PERCEPTIONS PHYSICAL EDUCATION
TEACHERS HAVE OF THEIR WORKING LIVES IN THE
COMPREHENSIVE SCHOOLS OF A NORTH-EAST COUNTY BOROUGH

DEREK A.P. HUGHES

THESIS PRESENTED FOR
THE DEGREE OF MASTER OF EDUCATION,
UNIVERSITY OF DURHAM

1981

Volume 4: Teachers' Accounts 40 - 62

THE RESEARCH WAS CONDUCTED IN THE SCHOOL OF EDUCATION.

SUPERVISOR: Mr. Beverley Shaw, B.Sc. (Econ), A.T.D.

The copyright of this thesis rests with the author.
No quotation from it should be published without
his prior written consent and information derived
from it should be acknowledged.



CONTENTS

The accounts (transcripts of interviews) 40 - 62 appear in numerical order of each teacher's code number. Male and female teachers are distinguished by the prefix M or F. The page number follows the code. Thus, M46/9 refers to male-teacher forty-six, page nine. When a teacher was interviewed twice the 1975 account precedes the 1979 account.

How do you feel about Hucklebrough now?

Over the space of time it's surprising how you have to stick something out.

Have you moved out of Hucklebrough now?

Yes. I now live at Hamblefoot. You learn to appreciate it. I travel 57 miles a day.

That's a long way.

Yes, I do 57 miles a day to come here and preach. It's pretty costly at £9.50 a week. Again we had to move out of Hucklebrough because my husband was moved to Dracton and he had to live within a certain distance for travelling. Hucklebrough became too far and so they moved us and I was still teaching here and I wasn't going to give up my scale 2 post, on principle, so.....

I mean anybody who gets a job at Hamblefoot is going to keep it aren't they?

I'm not so sure now, but they would have done. Now it's going downhill fast. Or it's gone downhill unfortunately.

If a job came up there would you move? Say in that area.

Well I've put in for a job. I don't think I would go into Darton. I applied for a job in Yarmingham but the sitting tenant got it. I applied for a job last week in Laithes and 59 others had put in for it. My chances are nil.

So you are applying?

I am applying but I think I would be a bit careful where I went in so much as if you can afford to be careful. But there's no way I want to work as hard as I have worked here.



Tell me a bit about that. The amount of work you've done and how you value it and how you think it has been valued.

Put it this way, it's easy to say you've worked hard isn't it because you've got yourself on a soap box and you think you are fantastic. I took over from a woman who had been Head of Department who you met, Mrs. Quayle, who had been at the High School and is a very fine teacher, but she had never met children like we were faced with. Neither had I. But alright she got married and she wanted out fast because she could see that there was just so many problems, she just couldn't face them. She did the right thing in getting out. But we had a year when she was in control and really very little was done. The problem children even in the middle of the years, third years, you see we had two years of them and they had a year of hunkeydorey.

Was it 1972 when this school went comprehensive?

Yes, and I moved in then you see. It was awful and I hadn't known anyone. I was new to the town. I didn't know any teachers at all so obviously I took a back step anyhow. There was a woman who was Head of Department and there was a man who was Head of the Boys and when she moved out and I was offered the post of Head of Girls and I took it, I grew up over-night, not that I was an infant really, but I decided once I got a crack of this whip I was going to crack it and they were going to do exactly as I said. And I am not ashamed to say it but in the first year I did punish girls severely, in some cases it was either them or me. But they were going to get changed for my lesson and they were going to partake in the lesson and I was quite prepared to adapt as many lessons as possible to meet what they thought were their requirements, which they have got a bigger choice of say today than what ever they had which isn't a bad thing anyhow.

What sort of punishment was open to you then?

Well legally I'm not really sure. Legally, I doubt if any was if I had to be honest, but I used a gym shoe and I used to bend them down.....

Did that ever run you into trouble?

I had a parent once attacked me with a razor blade in a room and fortunately somebody came in and rescued me. The Headmaster knew that I had walloped a certain child and I think quite honestly he was damned glad I had walloped her because they were frightened of walloping her the year heads were frightened of walloping her and the child was ruling the roost. And it was only a wallop with a gym shoe and it never got any further, I think he would have backed me if it had gone very far, but it never did. I know you are taking the law into your own hands but nevertheless when I say something's got to be done, no child of 15 is going to tell me to F.Off, to P.Off. I had a police case on my hands one day, I was nearly up in court, for a child who alleged that I smashed her arm. The first year was a blood battle and I took all the bad kids and I gave my other two staff, what I considered were the easy kids because I thought, "if I'm doing it and I'm being paid scale 2, if I can't do it there's no way I can expect them to do it," plus the fact that they were both newish to teaching anyway, so I think that you've got to fight your own battles with their help. But I don't think you can push it on to them and sit back and say "well she's not doing it." I think that's the wrong way. I was leading them from the front and I was quite prepared to be axed, if I had to go I had to go but something had to be done very quickly you see because it was totally out of hand really but the majority of the children throughout the school, other than the high school children, I've never seen anything like it in my life, it was a madhouse. And it didn't take long actually, once you've sorted the big bullies out, it doesn't take long for word of mouth to get round that she means business and respect was brought in and I would say within 2 years, and some of that wasn't bad, the children knew exactly where they stood.

And you have re-built the tradition?

That's right. We had teams turning out any how and no one let us down. Nobody didn't turn up for teams, they all turned out at

practices, we got things established the best way we could. We hadn't any money. We had sponsored swims to get the kids kitted out decently so they looked like they belonged somewhere etc. etc. and all in all things were moderately ticking over. I did think really, that nobody in school high up bothered what the girls did. I think this is a very true statement because I know the head is obsessed by rugby and by boys in particular and as long as the girls were out of sight and they weren't running a riot, quite honestly I could have been teaching chinese or communism and he wouldn't have bothered. There again because of my nature I thought, "well to hell I will show him that the girls are doing something," and then we began to win. But winning isn't everything mind, I know, still if I play a game I play it to win and the kids must but if we didn't win it didn't matter I didn't bray the children but we went out to win and because we went out to win and we built up traditions and we established practices we'd raise standards in teaching lessons, in skills and so on one must lead to the other eventually I think. If you do your basics at that end you've got to produce something at this end and somewhere it's going to show some light of day. You get good years and bad years but someone is going to do quite well. O.K. we did quite well and I made sure he jolly well knew.

Which sports did you play?

Netball, Hockey, Swimming, we had a complete years team and Athletics we had a complete years team and those were our four main things. And we certainly held our own in Netball and Athletics. We still basically do, definitely in Netball; in Athletics we are losing out a bit now, our intake is very very poor, it's getting worse as the years go by and I think above all else you need, in lots of things, both brain and braun. To go past a certain stage they've got to have brain and this is what I've found now in the last year we've come up against a lot with a lot of our teams, they hold their own in the town, you take them out of the town to play another skilled team from a better intake school and you can tell what's wrong with them, because they can't think from here.

Reflecting back to make a quick summary. You took over here about 5 years ago but looking back on that 5 years you must take some heart and satisfaction that you have taken a really ailing girls' department and lifted it one hell of a lot. So you must feel fairly satisfied or very satisfied.

Yes I think I do. I'm just disappointed I've had problems with staff. Which hasn't made it easy to do at all and that's made the job twice as hard. I have got problems now and it's getting worse.

I could see this a long time ago but this is part of the reality of the job and that's a big problem I would think.

It is an awful problem because it reflects on the children as well you see, they get involved in it. Really I'm getting to the point now when I've almost had enough. (1)

I was interested in the problem that you must be having because there is a sense in which I could anticipate having seen the particular women that you've got working with you.

I'm very glad you said that. You are being honest, I'll continue to be honest.

But I can be so wrong at college, you can summarise people. There is a sense in which one is prejudiced at college and you see personalities who you don't necessarily like but who will make damned good teachers, almost like this headmaster, because they've got oodles of personality. You know, that students go through your hands and you say, "She's going to be good" and you can be so wrong.

Well you know I had Sue Bond. Now in actual fact I think she needed psycho. treatment, there was something nutty wrong with her. Taking

apart from her sex strivings. As a teacher she could have been A.1. She had panache, style and "it" and she had "it". But of course there was another side to her and of course she had to leave because of the incidents and so on and so forth. Now when she left she was replaced eventually by a very pleasant young lady from down South. She had just got married, she married a man who....she was his second wife, which is irrelevant really, well it is and it isn't, she was trained at Dartford and I thought she would be superb for movement and hockey, she was good at hockey and I wanted a hockey woman. Val was very good as a teacher in a high school but she was lost with the majority of our children here because she could not joke with them up to a certain point, you've got to have a breaking down somewhere and you've got to know just when they must draw the line, and they must also know that but there was no way she could even meet them up a brick wall, she couldn't, and the poor child she suffered dreadfully because of this.

Did she come straight from College?

No she taught for a year, been abroad for a year, came back, met this man and within 6 weeks I am sorry to say, she married him. And he came up here as an organiser for the youth set-up. And it was quite obvious that within 6 months there was something wrong with Val. And of course he was off on the....again, cut cards as he had done before, the poor girl found out she was pregnant. How this poor girl stayed at school....in fact on more days than one I used to send her home and she was such a home-loving sincere girl and he was a swine to her you see. She just couldn't take it. Fortunately things happened and she had a miscarriage and lost the baby which was deformed anyway and after this when she came out of hospital he left her, and went off to live with this other woman. Eventually, the Headmaster, he was very humane, and I said to him, "There's no way this girl can carry on teaching." She just couldn't. So he relinquished her half way through a term and she went home South to her parents and never returned.

Since then she has got a Scale 2 post, she has picked up but that girl more or less had a nervous breakdown so we've all that as well my goodness. So I said to him, "I'm going to be very careful with the next lot of interviews, I'm going to find someone that's married and someone that's like me," I said I might not find one but I want somebody I can relate to instantly and Ann Hume I met prior to the interview at a Netball Rally and she said she had put in for our job and I thought, "Hume, I like this girl, I like the look of her, she's sound, sensible and intelligent and married to a farmer not far away, feet on the floor." The rest of the interviewees quite honestly were an appalling load of rubbish, I was horrified. This is a year and a half ago. This girl has been with me a year and a half. Oh they'd got no idea what a school was like, which I can understand that from their point of view if they'd not been let loose in one or educated about the, I think they seem to me to have been kept very much closed shop, it is all nice and you all do this and we all do that and there's no way you do. And someone's got to go out and tell these kids what it's really like. I took them, all four round and I was very open to them and I told them exactly what was in front of them and two backed out before the interview. All right, I had put them off but at least I did them a service. If they thought they couldn't take it there was no point in going to the interview. And the other one interviewed dreadfully but she was wet anyhow. Really there was only Ann or if I hadn't liked her I would have started again. I got Ann in, she's good on hockey, we think the same, she's A.L. She's going to leave here eventually for a Scale 2 post, there's no two ways about it I can't keep her. Her and I get on fine but we've got problems with Elaine. And I need help about her. (Cut tape off - Confidential) (2)

I can see that is a number 1 problem by a mile. Let's talk about some of the nice things. Looking back over the P.E. time that you've had, there must have been high points, what are the things that have given you satisfaction. What gets you hooked?

The teaching situation, well the best thing of all was in days gone by and that makes you sound ancient, when you had classes for gym and

you could see progression from one year to another, well that doesn't happen now, they just don't get another gym lesson after the first year. So you almost feel, why bother. Now you could quite easily say, "why bother" and I think that when you start to say "why bother?" and you don't bother, you're lost.

That's very much on my mind.

You're lost. And you've got to be your own preacher, your own mentnor and really it's jolly hard and I don't think really it's right and you've got to say to yourself every day, "what have I done today" and really, today what have I done and any day what have I done and really some days it is difficult to put it down on paper. Apart from the fact that I have made the children get changed I have maintained discipline and they have done one thing that I have asked them to do, and that is not a lot. But if you've done that today with half the classes we get it isn't progression and it isn't really teaching, it's basically child-minding. This is what we are down to now. A lot of it is child-minding and you get to a stage and you say, "Well I've got to do something with this." Like the last class I had, there was 37 of them, middle C.S.E. a load of rubbish half of them. It's no good doing a movement class with them in the sports hall with half the boys in because you're lost for a start. You just can't start because the problems are there already. You see you've got to introduce games with balls, you've got to introduce ball work, throwing, catching, bouncing, you've got to think of little games to play with them and you've got to go on and on and you've got that for a year. And it's very hard. In days gone by those problems weren't there, because you weren't numerically so large, even in the largest of the schools, they weren't as large as these were. So you all had your fair share of the gym and in those days you didn't have sports halls and I rather think they have been the downfall of our P.E. system today. We have a sports hall and a gym. We did have another gym here but when we went comprehensive they turned it into a classroom, a science room.. Now that was disastrous because we could just do with

that now and we could have had lessons for gym work carrying on for 3 years whereas now they are coming up here, the second year, half a sports hall each.

You have two teachers operating with two classes in the sports hall.

Precisely, yes.

And unless you are doing the same sort of thing then it's ruinous. If they were both doing gym it's tolerable but.....If you are both doing gym that's O.K. But if one's wanting to play games and the other one's doing gym it's distressing.

And we've only got two boxes and 6 benches up here and we have got no mats.

It seems to me there is a genuine shortage of equipment.

Well there is. I think the people gave them these glorified nissen huts a large space and they thought, "right, throw 155 children in," my Headmaster thinks this - "two teachers, what more space do you want. What do you want, it's there for you." So all the walls are bare, you've got nets to divide it up and alright you've got a bit of badminton stuff if you want to do it but I mean you couldn't occupy all of them and anyway with Badminton I think you can start too young unless you are in a very small nucleus, and that to me isn't P.E. teaching anyway really. I don't think so. I like doing movement to music a lot and when you can build up a theme and carry it on and then you know, go over it all again, you can actually see that.....yes that is a result of some of my reasonable teaching, because what you are looking at is a result of your work and it can be....but they've done something. That to me is your answer. What you've put across to them and you can see results from it.

You are only getting that sort of lesson once a week aren't you?

Yes. I don't have a gym lesson at all this year.

When you are getting gym or dance or movement period twice a week then there was some continuity.

There was continuity, you could see it linking up. Once a week there's nothing and once a week for only half a term because the other lesson is a swimming lesson and at the end of that year that is gone, forgotten.

Now that's largely a timetable problem isn't it?

It's timetable plus facilities.

So although the facilities appear to be good.....

They are not adequate, it's just a farce, an absolute farce. Per rata per number we've got the same amount of area space for teaching in that the smallest comprehensive schools have got in the town, like Gargrave. You see our lessons aren't one hour lessons, they are 40 or 45 minutes and they have got to commute from here up and commute back for the next lesson. So you are down to 20 minutes at the most.

So there is a split site problem, the facilities are on the short side and the timetable doesn't help at all. So it's really a matter of survival.

That's right. No. It is a matter of survival and it isn't surprising that some of them get disgruntled and disillusioned but on the other hand you've got to push yourself and you've got to say, "well I'm here and whilst I am here I am going to make it damn well work." You mustn't let the system beat you.

Is there anybody in the P.E. Department that is really getting a lot out of teaching? That's really enjoying the teaching?

Ann did at the beginning. I mean I do basically. Ann did at the beginning but I think that of late, what with the situation within the department anyway, it hasn't helped her, she is a bit sick about it and she's been here now almost two years and she's saying, "oh well it's going to be the same next year and the year after" and she says to me sometimes, she doesn't know how I've stuck it out. But she is not the giving in type. I think that when I sit down and talk to her I say, "well you have got to rise over this situation, they are children here, they have got to do this or learn to do that go back to basics etc." She applies herself very well but she's got me to talk to about it.

She uses you as a.....

That's right. And fair enough she encourages me. I've had a lot from her as young as she is. This is what you need you see and you really all need to be pushing the boat the same way.

If you had two of her then it would be great.

Oh it would be fantastic. We have never had three women going the same way. Never. To look at, when I watch the lessons, or to talk to I don't know what my Head of Department gets out of it, I mean Clive, he's a grand chap to talk to, he's quite interesting to talk to at times but I never feel that he's enjoying it, that he's quite happy doing what he's doing and I think this reflects....in him.

I've met James but I haven't spoken to him.

Oh he's still too, he's still wet behind the ears to put it bluntly. He's just started. He thinks it's all huge, enormous and grotesque but really I can't sort of say about him. I don't think that Robert gets a lot of pleasure out of it. Because virtually you see anyway, one has to be critical, does his indoor football down at the gym, and in the sports hall and the odd basketball and that is his teaching. Seven lessons a day.

This is no longer what the profession is about and it's not doing us any good as a profession but you're trapped, and this is what I'm wanting to try and put into words when I go away and sort of say that a lot of very very good active inspirational teachers, quite honestly, are not able to get on with the job and somebody has got to say why they are not able to. It seems to me that another problem that I'm meeting is that the P.E. teachers are desperately wanting to hang on to P.E. They say, "Oh we believe that kids should do it in the 5th and 6th form yet those that they in the 5th and 6th form, it's just a struggle to get the kids there. There's a truancy problem. There is a changing problem. So that those who do turn up don't get the satisfaction of some good teaching because the teacher is tied up for minimally a third of the lesson with the sick, lame and lazy.

I must admit our fifth years aren't that bad now because they know from the younger end that they've got to get changed, they've got to put a slip in if they didn't and if they don't come they don't come and some of them I'm almost glad.....I'm not sorry. When they come, other than being off ill seriously, they do get changed but we do keep kit to give out.

If I say to you right give a very good curriculum programme for the first three years, so there was the continuity that you've just talked about, that you've experienced in previous posts and then you made it voluntary either in the fourth or the fifth year. So you relied then on winning, giving a foundation to the third years and saying please yourself in the fourth and fifth year, if you are going to go for examinations go for them but we will run certain, not too rich, I think the programme's been a bit too rich in the past, we've offered so many things we've done nothing. But if you said, "right you can come on certain evenings or certain lunch hours for voluntary activities you'd be welcome." I am quite sure that we are doing nobody any good by the battles that are going on but you might want to convince me, I don't know.

I think that's true, but you see also you've got options in your class time, this is the idea I think in a lot of cases and when I first came

here with Mrs. Quayle as Head of Department we had options for fourth and fifth years. They could come and they could partake, depending on the amount of area you had available; volleyball, basketball, badminton and table tennis and you'd share it with the boys or you'd play with the boys in some instances. Now at the beginning it worked quite well, I think about after two years, there again the type of child you were getting more of was the type I would say that wasn't reliable, responsive, too interested. It was somewhere to muck about, see what we can wreck. Now last year I decided that in the girls side options would stop. And we don't have any. Trampolines are on 6th form games now which only happens for two lessons on a Wednesday afternoon, and if they want to have a trampoline out I let them and they play badminton and they play 12 a side football or whatever and they'll play table tennis when they are mended, the tables, that is the only lesson when a girl uses a trampoline now. I found that queueing was going on, they were wasting time and I also found you see that staff were getting lazier. If you've got a weak member of staff they will go for the options, to get all the toys out and just watch the babies play and I wasn't having this. So I stopped it.

I've seen so much of options at different schools that I'm sick to death of them quite honestly. And they say, "Oh we get the trampoline out, the badminton equipment and the table tennis". And there's something else going on and there is no way that one teacher, if you've got a trampoline out you've got to stay there. So you're not going to do any worthwhile badminton coaching or table tennis coaching or volleyball coaching.

Yes, you are just casting one half eye across. I think actually this options situation has been the downfall of the modern P.E. I'm quite positive of it. It's given people a leeway not to go on courses to push themselves up for this, that, or the other which they either didn't know about or were lacking in. It's an easy way out to do absolutely damn all. It's an easy way out not to push the kids any further or whatever, it's ruinous. We stopped

it and I said, "right, this is a group here that you'll be having for the full year," and I don't tell them exactly what to do but I say, "I want this, this or this being done." I even now, I'm getting so nasty, go round and see it is being done.

I think that's a good thing. It's a sad thing, but you're going back to your original headmaster, who you said was a right B. but at the same time you probably enjoy the teaching as a result of it.

That's right. Well that's what I've started to do this year and my fees I hardly ever have because I go round checking up that it's being done, that the children are getting changed, that no-one's pulling a leg.

You might kill yourself as a result because there is no way that you will get that time allocation..

Yes I might. But I must admit when we have little meetings, the three of us, we have said, and it is quite obvious that the kids are a lot better at certain things, I wouldn't like to say that hockey and netball are priorities in winter, but I think those are our national games anyway. The netball and hockey has improved enormously because if it was fine at all, even in a single lesson from the sports hall, they went outside. And they did hockey coaching. That standard has been maintained, the children, after a half a term, realised it was no good nagging and pestering Miss to get this, this and this out, it wasn't coming out, so after a while they accepted it and they shut up and got on with it. I do think that this year there has been an overall improvement in attitudes and performances even at a very ordinary level because they are not getting the options. And I'm going to continue with no options as long as I stay here.

I don't think it matters how narrow your base is, so long as there is some improvement and that kids know that they are improving.

Yes exactly, and I think you've got to keep this base quite narrow today because the children are away from you so much quicker today and with a split site and so on, as I said, it is difficult. I mean 20 minutes, what can you give anybody? What can you give? You've got to be hellish talented. I mean the children aren't all talented. They aren't at this school so you've just got to decide, I'm going to do one thing and if necessary, like I told you at the beginning, they do it for 5 weeks if they haven't got it the first time until they have got it and then you can say, "right, we'll move on to the next step."

Like you, I reflect on a day and say, "My God I've done damn all today, and it happens in my job with students. I go home and I worry about this. As a teacher you look back over 5 years or 3 years and you say, "What the hell have I done over 3 years and I'm at this stage now, looking and saying, these kids have been doing P.E. in the primary schools, in the secondary schools, for 11 years they've been doing P.E. What have we achieved?"

We have achieved less in the last ten years than ever, ever before. I'm sure.

I can't help feeling you see that somewhere we are doing a negative job. We are making a lot of kids, who might otherwise be well disposed, to do something, hostile.

I think the children we get from the junior schools have done a lot of work in P.E. because you see they've got small numbers, really, a lot of them and they do modern movement, a lot of it, in lots of schools, and when we get these children coming in in the first year they are responsive, they are with you, they are in touch, they understand it, and within a term it's all gone. I think they must feel, if you could talk to them, I'm sure, they must feel very disillusioned for their P.E. as it is now to what it was when they were in their last year at the Junior School, in lots of cases. This is a very very sad....I mean I've always been used to having

2 singles and a double games with every class. That way you could get somewhere and you could see your results, you can see your mistakes. It is difficult to look at children now and think, well where have I gone wrong because you probably didn't have them last year, somebody else had them and it's just like a mixed up jig saw puzzle.

Over the years one changes ones views of teaching and when you're going and what you're doing it for. Do you ever go home and say, "What the hell am I doing this job for?"

Ha, about every night.

What answer do you give yourself? I get the feeling that you're hooked. If you stopped teaching for a moment you would be so lost you would miss not just having a job but you would miss the teaching process.

I would. I wouldn't like to teach in a classroom. I am a believer in P.E. you see for the girls, I'm talking about girls now. And sometimes I feel as though I am a lost soul, I must keep on going. I mustn't give in you see, and I just enjoy it. I get a hell of a kick out of taking, like the nutters I've just had now, and involving a little simple game and they get carried away by it and they get enthusiastic about it and when a lesson's over they moan. Now this could almost bring tears to your eyes now you see, and this almost, it just happened before. And it's great and I think right the next two lessons can be absolutely awful and I could feel like crying because they were horrible and I was horrible to them but tomorrow there is another challenge somewhere on that timetable and I'm going to find it and it's that that just keeps you going because you think, "well I'm not winning overall but I've won something out of 7 lessons today" and so I keep going. I must admit as far as games are concerned I'm hooked on netball myself, you see. And what I'm doing on account

of netball is nobody's business. The standard in the school in netball is pretty good and we've got 2 teams through to the regional finals again and I've got some girls play for the county and I've got some girls playing for the regional under 19 and all this so it's quite good.

So you are quite excited about it?

This keeps me going. I think if I didn't have the results in my netball then I don't know what I would be like, I don't think I would be the same person. I think I might have got out or something. But there again you see, if you can get your results in the netball from the type of child I've got here, than I think that somewhere along the way we are winning a little. The children are very very loyal, well as far as I'm concerned, to me they are very very loyal, they never miss practices, they never miss turning up for matches and I've never had a child yet who has not turned up for a match.

That is most unusual.

Yes. But I think it is super, they never let me down once, it's the same with the swimming team, never. So I think well I must be getting across to them somehow, I feel I must be selling what I'm selling honestly. Because kids are very cute at reading through you and if they think you are sending it down the line or you're playing ball with them but not with them or you're sugaring up to them for a reason or whatever, they will soon leave you alone, they'll soon play one on you. I've never ever yet been let down with any girl in this school and I think that that is the butter on my bread. I cannot complain about the loyalty to the kids in this school, the girls, and strangely enough, I have boys netball teams as well. Today I had a practice at Eden Terrace with the third years and the boys came out with the girls twice a week. They have been coming out since September, we go outside, we don't go inside and they never miss it. It's super. I had a boys under 19 team won the County last year. So that is my fill-up, but I do believe in it and really I do enjoy it.

I even enjoy the bad times I suppose, really. Because I think you would have to, otherwise you just wouldn't stick it out.

You enjoy sharing yourself don't you?

I think this is it, you see, you've got to give.....

The thing that gives you is that if a class really enjoys something, it's the fun element, you've shared with them so it's the sharing of it but also, even the kids beyond P.E. the notion of loyalty and you establish a particular kind of an adult/child relationship which I think all kids need.

That's right.

They respect you for it and you know that they respect you for it and I think that makes you feel good.

That makes you feel super.

They say, there is a stable adult that they can relate to, even if they hate it. It's where they couldn't give a damn that hurts.

I think that's a good word because sometimes they can hate it and sometimes they can also hate you. If they hate you they care about you. It's this hate thing that thinks I'm getting through to them and they bend in the end you see towards you. Yes, that is true.

When you worry is when they couldn't give a damn.

That's right, but people don't look at themselves and see what they're doing wrong for that, do they? They just don't bother. Senior girls go down today and I'm coaching two of them for their umpires test, and they umpire this match so that I can go up and down coaching and this is good. I've always had them, there's always been two sometimes three each year to come along, they are going to go to P.E. College, I know.

They are prepared to give up their lunchtimes and after school and I organise rallies in the County and they'll come to time keep and organise and you're there for a day. They don't bother.

You've got some kids there going to P.E. College, do you encourage them or do you sort of say, "look, take care?"

A bit of both. I sometimes try, they do have quite a few free periods in the Upper 6th, for work, and I do make sure they come with me probably about 2 or 3 lessons a week to see what I would say is for the want of a better expression, a normal class as opposed to a one that needs hard handling, so that they know there are two sides and in no way are they going to be under the illusion it's all going to be good because it aint. I point out what it's like if they're bad and what life can be like if they are bad, and they are with me, they see me having to sort somebody out and they think, my God that could have been me, and we talk about it after the lesson you know, would you like to be like that? Would you like to be in that situation? Or would you like to be in my shoes to deal with it? They say well it wasn't like that when they were younger and I say well it is now. None of them have jibbed actually. S.R. who is at your college now, she wanted to go to I.M. Marsh but didn't get high enough grades, I think she got a B and a C now she is quite a good kid. I had 3 went to I.M. Marsh in the last three years, V.W. is due to go there or to the University next year. I don't say I wouldn't, I would never say that, if a girl feels she's got the bent but I quite clearly open the doors, I open their eyes, and if you feel you can go ahead and get on with it, then great, we need you. And they haven't jibbed as yet but there is only a small nucleus of them that want to do it. I think actually, if things weren't as they are now there would be a lot more who'd want to do it. They mix with the children or they see what they're like and they think my goodness I wouldn't like that all day, so quite rightly, they don't opt for it. But the couple that do, I make sure they know what it's like and as I say, as yet, they haven't jibbed out.

How do you get school out of your system?

I don't think I ever do.

Are you involved in community affairs? W.I. or....

Oh God no. I do a bit of horse riding and that gets me away, I've got a boy away at school, a boarding school, so every three weeks I trot off to see him and I'm very bogged down at the moment with in-laws, who have had strokes and my mother-in-law is going peculiar and my father has had a stroke and my mother's going dimented looking after him, when I have any spare time I trudge off to Lancashire to try and help them out and again I think it's hard work for me but you forget about school for the week-end. You come back utterly worn out but you think, "My God I don't want to get to that age." Then Monday morning comes and you're off again and you think, "They'll drive me to that age quite soon." A lot of my weekends unfortunately are taken up with umpiring netball at County level because I'm an Intermediate Umpire for the County and I do a lot of adult umpiring. I sit down at night, I think I must be a nutter because I sit down at night about 9 o'clock and I get the timetable out and I think, "Now what's tomorrow, who's where?" "There's a problem there, there's a problem there," I write notes galore to myself, I'm like a loony with notes, but when I've done it I can switch off, if I haven't done it every night I'm on all night long thinking about something, it is stupid but it seems to work so I suppose my children are my let-off. My younger one is still at school in the town with me and he goes away next year and he's very sport minded.

Is he in Hucklebrough?

Yes, when we lived in Hucklebrough he went to High Park and I kept him there. It's a super little school. He's captain of the football this year, he plays chess, he's in the swimming team so I have to go and watch him after school and at weekends and that is a diversion. And my husband, he is super, but he thinks it's all a load of rubbish.

By comparison to his job.

Absolutely. I mean he just can't comprehend what it can be like, so I can never let off steam to him he'd just get up and go to the toilet with a newspaper or something. But he lets off steam with his music which drives me mad because he never stops playing the piano all day long and all night long and he plays the organ at church and then the boys are musical as well a bit and I can't say how it helps me in that situation on the other hand how it encourages me to go to Glasgow on a bus to umpire because he knows I think it's great and he says, "right, you go." And I think he realises that if I said no, I'd probably put my foot down anyway He doesn't say, "I don't want you to go or I wish you wouldn't go." He's out every evening playing the organ for two hours because he loves it and it helps him to unwind and he has his choir practice and he goes to concerts and whatever, I encourage him, we hardly ever see each other, it's passing in the dark but life is good that way. But I am not a member of any Institute.

I think there must be a moment when you've got to turn your back on the job to regenerate the batteries. You've got tremendous output.

I think it's either some weekends I just absolutely flop and I'm out for the week end, and I don't sleep a lot you see, this is another thing, and I just sort of go to bed with about 7 books and I'm quite happy. But it isn't very often. I went home last weekend you see and Friday night, packing up, I thought, "Oh all that way to drive" but I went and I'm alright when I get there and there's nothing to remind you of school whatsoever.

Well you're involved with coping with senile.....

So I get on with that but it takes you away from that, alright, you're tired on Monday morning but I suppose that's the only refreshing thing that you get out of it and I do unwind in the holidays after about a couple of days when I've got all my time-tables done and alterations, I put the books away and forget about

it and I go walking a lot in the hills, we haven't got a club in the village. (3)

End of Recording

Follow-up Comments

1. Because of restrictions of timetable the discussion was postponed at this point. Resumed later the same day.
2. Tape stopped. Discussion continued. Because of its sensitive nature it was considered imprudent to commit it to writing. Nonetheless there is in this context a genuine human problem which cannot be ignored in any serious considerations of the realities of the teacher's working life. There should be no doubt that here is a dilemma which cannot be dissociated from the education process. For F.40 who has to negotiate between her immediate colleagues and her superiors...for the ultimate benefit of her department and the majority of the children in her care, she cannot pretend that the problem is of no consequence. It is of profound educational significance.
3. "May I say how much I have enjoyed talking to you, and I do hope your end result is well rewarded and, more important, taken notice of." (From accompanying letter returned with transcript.)

M.41

9.7.75

I came out of college and taught at Laithes with K.A. as head of P.E. and at that time on the Campus although you were appointed to a specific school in actual fact the P.E. was organised in such a way that you taught as a team. Every pupil on the campus came to us as a P.E. staff and by and large you taught the majority of your own pupils, but there was a lot of mixing. There were 3 schools. We used to get something in the region of 400 kids coming for games and we wouldn't separate them according to school. We would just get them changed and probably once a term change the activity. Mostly we split the groups pretty much according to ability and that was the easiest way to deal with it.

How long were you there?

I was only there two terms because W.N. who was then head here.... at the time I was playing rugby for Wanderers and bumping into people in the bar and he said, "Look my P.E. teacher is leaving are you interested in the job"? Well at the time I was having to get two buses to get to Laithes and although the facilities were superb and the set up was superb compared with other schools.... it has been caught up now, but in those days it was out on its own. I only lived a 5 minute bus ride away in Easingley so it was convenient for me more than anything else...so I thought...right and I came here after Easter and I have been here ever since.

You have been here 7 to 8 years then so there won't be much you don't know about the school and its problems.

I think that the problems that we are having now didn't exist in those days because (a) it was a small school. The largest number we ever got up to was 620 and even then that was in the last year and a half. I would say the average number in the school was in the region of 460-470 which meant that a P.E. teacher could teach every single class and know every kid and be responsible for everything...

now this is where I think the whole idea of a big school falls down because you don't know every kid. The way that the timetable is now designed it is a mathematical process...the chap in charge is concerned with getting the thing to work. He is not concerned with fitting personalities to classes, which means this year, for instance, I take 60% of classes whom I didn't take last year. So I have had to go right back to square one...and start afresh every year...which...The most important thing I think in teaching of any sort is personal contact and the respect that you build up between yourself and the kids. I have a lot of respect for a lot of the kids....I know their weaknesses and strengths....but I can only build up on that over a period of years, by knowing them. If you get a situation where you are confronted with a new class each year and have to go back and re-establish all your links with them, it makes the process all that much more difficult. You can't build a tradition that way. There's no tradition in the school at the present time. We are fighting to exist rather than to build anything and this I feel is probably, the greatest criticism of the large comprehensive school. In the old School 470 kids was all right. We had teams where they went to other schools with three times our numbers and got thrashed....but you could work on the kids. You could explain to them, "Look its no disgrace" and in that way you got a contact going which we just haven't got now. I have just been talking to Alan about next years timetable and the only classes that I will get next year are my present third year who go into the 4th year, simply because I am in charge of the 3rd year. I am the Pastoral Head of the 3rd year...all the other classes that I get next year are starting from scratch so I have to build up again starting from the word go. This is the whole thing about teaching, not just P.E. teaching.

Would it be possible to solve this one, because it seems to me a very real problem?

The only way I can see any solution is to remove the 5 day timetable that we exist on and increase it to a 10 day one so that you have that play in the manoeuvring of various classes and teachers which

you haven't got. You have got certain things the timetable has got to cater for which have to go in first and everything else is fitted around. Obviously when you come to fitting in subjects around the basic, you have got no control on how you fit it...you have to fit it in a way that works best which means that in the end what are you faced with is the sort of situation where I do Tuesdays on the Breakwater and say Fridays on the Breakwater. I have no control over which classes are there.... I have just got to go and take whatever is there. This is what is happening.

Compulsion

As far as compulsion is concerned, this again relates to this problem because if you know a kid right from the start...you know the home background...you know if he is struggling to get P.E. kit you know the whole basis of his problems within a couple of years I have two or three laddies in the present 4th year who I have taught since 1st year and most people if they came to take them would say 'skivers', never bring their gear as you know there are backgrounds that provide reasons and so these lads I never push. I think this is the whole point, if you are in a situation where you know why the kid isn't doing it.....

Do you think you have a particular personal skill and ability to get to the back of all this? I feel that there are some people who can do it and some who can't.

I would say there is something in teaching that no college can ever provide...and that is probably a basic personality trait to be able to do things with kids. Given time it seems that you can win the trust and respect of these kids and then you can get to know the background problems that they are coming to school with because although it is the kids you are dealing with it is the home problem that you are dealing with in the school situation. The problem of compulsion, you see, you've got shall we say a very small percentage who have real home background problems where either the parents are

not supporting the child or they are actively working against the school or they want the child for other reasons....maybe baby-sitting, maybe running messages to the shops. One lad in the 4th year whose father is a farmer, he drives his tractor.... in the old days farmers relied on their children to run the farm and he can't manage because he doesn't employ any labourers, he just uses the family, so he keeps the laddie off school to plough the fields. You can understand that, and not be caught up in saying "Well you ought to bring your kit, you ought to do P.E." It is a question of understanding the background that is there, but outside of that very small % who have got genuine reasons I think there is a broad band of up to 20% who are what I would call 'Borderers' who if they have a teacher who is not prepared to make them do it would invent excuses...they have colds, sore feet, sore thumbs, sore arms every other week....I tend to be a little bit harsh on this category of kid and I do punish them physically and I punish them hard if they don't bring their kit. It means that occasionally I have to punish the top 5% who are genuinely problem kids...they have to be seen to be included with the others...so in a way you treat them slightly unjustly, but it is to keep your waiverers in line. The vast majority of kids, as far as P.E. is concerned are very willing. Alan and I disagree on several aspects, mainly I think the division occurs in the fact that he spent most of his life in a Grammar school, but I taught in a Grammar School first at City. But having spent seven or eight years in a Secondary Modern school I was happy to get the kids into kit and I was happy to get them doing things. I didn't really care whether they were successful, whether they could do a handstand, a headstand or whatever it was as long as they were in kit and...to say "You must have white shorts, you must have an athletic vest, you must have a proper games shirt".. I'll settle for participation. Clean...there is no excuse for kids having dirty kit but anything....You come and watch some of my games lessons, there are all colours of the rainbow...but that is by choice.. I am sure if I was hard on them they would eventually bring it and buy it but.....

You sound to have a profound commitment to these kids.

Is that overstating it?

No....it's probably true because I have grown up in the school. I see a comprehensive school as a bigger Secondary Modern School. I don't see it as a Grammar School that has had to merge with other schools. Because basically the top 20% only, if that even, are what we would term as old Grammar school type pupils. The rest are your Sec. Mod. kids. There is no way of getting away from it, and for my money we have got to aim at something that is realistic for them....alright if you are in a Grammar School where the majority of kids are from middle class homes or at least from working class homes where there is a good deal of interest in their future, they are going to buy the kit...they are going to buy the shorts, shirts, gym shoes the spikes and whatever you ask they are going to provide it. But it is your other 75% or so where you are going to have problems and that is a heck of a large number, to try and work on. I tend to feel that we expect too much in this regard....I would rather have them doing P.E. rather than sitting aside because they haven't got exactly the right equipment...to me that is a falacy. Let's get them going..doing something first. And if they are interested enough after that... What I tended to do in the old school was, as we approached Christmas time, I would say to each class, "If you are going to get any new strip, because most of them do, lets have a pair of blue shorts and a pair of yellow socks and it did work to a large extent. The teams that we turned out were always turned out well. The school provided the shirts and the boys the shorts and socks. There is no way that you can make somebody do P.E. who doesn't want to do it...but I don't think that situation need occur quite frankly. I have seen a tremendous change in the whole attitude towards P.E. in schools in the last 5 years. When I first started teaching at Laithes we taught gymnastics in the lesson as part of the curriculum. But within that lesson situation I could have singled out two or three kids per class and they would have been of sufficient standard to enter competitions. In fact we entered the

county competitions in November after I had arrived in the September and two weeks prior to the competition we spent probably a couple of lunch times touching up basic things that they should be doing...how to start correctly, how to finish correctly, but nothing in terms of intensive coaching. We went to the championships and I think we came 10th or 11th which was reasonable and the kids enjoyed it. But now they have got to such a degree of perfection....I think it is a professional attitude which doesn't tie in with the basic enjoyment....the schools that are doing well are run by those who are dedicating their lives to perfection. They are taking a select few who are tremendously gifted in a particular activity, spending hours and hours of time out of school with them and then dominating inter-school competition and this for me is destroying the basic concept of P.E. in schools as we know it, because when you come to teach a class of kiddies, the number who are capable of doing whatever activity you ask them to do correctly is probably in the region of two or three per class. Take that class that has just gone in, a double class of boys for gym and say you start doing something simple like a handstand or a headstand after three weeks I guarantee that you would have no more than three or four per class which would mean in a double class situation you would probably have in the region of 9 capable of doing what you ask them to do. Out of that 9 you may not have one capable of representing your school in a gymnastic or any competition. I feel we have got to the stage...I suppose it has come really from the Americans...they are learning to swim before they can walk so everything is being pushed right down as low as possible and we are facing the situation in the schools now where inter-school competition....the standard to me is so fantastically high... when I relate back to my own Grammar school days...we never had more than 2 or 3 practices a season for whatever we were doing... when I was at Breakwater School in the 6th form we were 2nd in the county grammar school's athletics championships. And we probably spent about three weeks before the championships going out odd lunch times and doing a little bit extra. But

to get to this stage now to come second you would have to have two or three members of staff devoting time out of school with the best kids to the exclusion of everything else just driving them to a peak because success can't be achieved any other way because the standard is so high. Before we went comprehensive and I was in charge here...I was on my own with Peter and we ran every sort of activity that was going within the town. We ran a team in it. And the boys did basketball, swimming, rugby, soccer and cross country in the winter and in the summer we did cricket and athletics. Now being a small school we had no pretensions about winning anything. We just entered because kids just wanted to play for the school basically. And we knew that we were always on a hiding to nothing. But when we went comprehensive it became so difficult because I wasn't taking every kid in the school so as far as ability was concerned I had no idea what the kids were like outside the classes that I taught. As far as organising practices were concerned under the old small school system I could pin a notice up on the notice board in the central position and everyone would see it. By word of mouth it would go round in 25 mins. But here...I know we are badly off because of split sites, but here if you don't contact the kids personally it's impossible...they don't know. I dropped out of basketball simply because...to remain in a situation where your kids weren't going to other schools and being absolutely annihilated, we were spending two lunch times and one evening practising...not playing, playing was another evening. And that was for one team in basketball. And if we hadn't have done that and we had just had one practice a week and left the rest to normal teaching within the lesson situation, we would have gone onto the basketball court and not scored a point and say 50-60 points scored against us...Because of this intense competition and intense coaching that is going on. And I don't necessarily lay the blame at the feet of the teachers but they are implementing the philosophy - I don't know who is responsible for starting this philosophy but they (teachers) are implementing it. I mean we have two schools in the town in

particular where they have practices every morning before 9 a.m. every lunch time and every evening...something is going on...you know I can appreciate that and in a way it is good but in another way it is very bad. It is destroying something of the spirit...it is destroying other peoples chances of ever doing anything. Supposing we have a boy in this school who is a good athlete, say he is good enough to be in the first three in the towns sports in the 100 metres, to take a hypothetical case. Now here (the present school) he will probably have two or three practices in the summer term athletics or may be a couple of lunch times. The rest of the teaching and coaching will go on in the normal lesson situation. Now you can take a boy with less athletic potential and less ability in another school in the town where he is training every morning, some lunch times and almost certainly two or three times a week after school. And when we come to the inter-school competitions the boy that is going to win is not the one with the most potential but the one who has grafted and been pushed throughout his school career. When that successful kiddie has been successful at school level...but beyond that when you get up to the level of entering activities for clubs, this is where the crunch comes because it is not necessarily the kids with real potential which are being fed into the clubs. There is one school in the town..they win everything...I won't name it..but they win everything that is worth winning. But they only do it because of this utter dedication by the members not only of their P.E. staff but the other members of staff and by spending hours and hours getting the kids to a pitch by coaching and determination where they are not going to be beaten irrespective of basic talent. And this is one thing which is destroying the attitude of kids in the average school towards P.E. because we have got kids who don't want to go to great lengths and run against the others. And we say "Why?" And they say "Because we don't want to get hammered. We don't want to be last." You see you take the average expectation of achievement of a normal kid in the normal class situation. Now he knows that as far as P.E.

activities goes, he's pretty average. Although he can do that at football - he's been doing that since he was old enough to kick a ball. But any activity where he has to learn skill.... now he can only learn so much in a lesson...he can only learn say shoot - at a basket in a lesson say he gets a series of six lessons in a row with one particular teacher. At the end of those six lessons he doesn't really know a lot about basketball. He has got the grasp about what the game is about, and what the whole idea of what the game is and what he ought to be trying to do. But to say that he is a basketball player is ridiculous. To put him in a team to play against other schools...everybody was doing the same, great! you'd have basketball at a lower standard admittedly, but you would be getting kids competing at a reasonable level. But where you get a school concentrating solely on one activity with gifted kids..well...there's no doubt about it you can produce tremendous teams. And you can annihilate everyone else, but what does it do for the game in the eyes of other kids? It does nothing but.....I know that Alan would not agree with me, but personally I would see the only way out of the comprehensive system at the moment is to remove inter-school competition entirely from the whole philosophy of the school. Say right we've got a school we've got 1600 kids in the school... enough pupils there willing and capable to compete with each other in any number of activities within the school. And if you are looking to give your better kids opportunity of playing at a higher standard then you have to establish links with the outside agencies. I mean there are umpteen rugby clubs in the town, running teams right down to under 12's. There's a good Athletics Club, Harriers, who would take anyone with talent... innumerable soccer clubs running junior sides. I don't think the two can exist side by side. Because you are competing for the same basic material all the time at the expense of quite a large number of kiddies in the school. The price is too high. When I hear kids saying that they do not want to represent the school because they don't want to be beaten badly, that's the point at which you say "What's it all about...what are we here

to do as a P.E. teachers?" Basically I see enjoyment as the main criterion by which you are judged by what you do in a physical recreational activity and participation is the other criterion. Now if you destroy that...enjoyment and participation...well, you may as well pack in. The whole philosophy in P.E. is wrong in the sense that we are producing 'super teams' by virtue of spending more time on the best kids and less time on the kids who need the most attention. And I think this is true of a lot of teaching not just P.E. but it is probably more highlighted in the P.E. situation. You tend to suffer as a P.E. teacher from the fallacy of academic people that the P.E. teacher can cope with bigger numbers. The P.E. can cope with unstreamed classes.....because it's not important, it doesn't have an 'O' level and that sort of thing. But if you think in terms of the situation where the working year is decreasing the leisure activities of the average individual have increased probably 30-40% over the last ten years - you are trying to educate people for leisure activities - trying to give them something other than a 'job' to occupy their life. I mean most of the kids coming out of comprehensive schools are going to be in pretty mundane everyday sort of jobs....they are going to be your bus conductors, your road sweepers, your builders, your bricklayers, your factory workers and if you can give them something that will lift them out of that....if you can give them an interest, to me that is what we should be aiming for.

It seems from what you have said that there are plenty of opportunities in Hucklebro' . It isn't the town that is at fault. It is there for the taking but if it is crushed earlier it is a disservice isn't it? To this very philosophy. You put it so clearly and it is in a recognisable territory, you can see it happening...and this happened in about 5 years you reckon?

Yes, I would say so.

I think the solution you propose...to cut the inter-school competition, to contain it within the school, to keep the spirit of the sport...you can control the spirit of the sport then. You can have the rugby played according to the spirit you decide.

You see, you have got a situation in this school, a comprehensive school, where you have in fact three schools, producing three separate teams in different sports. You go comprehensive, you don't increase the number of teams you run you are still running your one team per year per sport. You reduce your participation by $\frac{2}{3}$ without thinking about it....Now even in Secondary Modern School we always tried to increase the participation, but we always had a lot of house matches. You are always under pressure from school competitions...the better kids want to compete against other schools, but I don't think it can be done in the way that we are doing it at present, because we are reducing the overall participation in the sport and we are killing off interest rapidly.

This is sad.

Yes it is. I see lads who can't get a game for the school team who in the old Sec. Mod. school would have been an outstanding member. And you cannot hold on to people like that. They drift away and are lost altogether....And there is no reason for it really, because you should be able to hang on to them you should be able to find something in which they are interested. But if you are going to be controlled by inter-school competition this will never happen, because even in the school like this where we tend not to lay too much emphasis on winning anything in particular you still feel obliged to enter, but in entering in the spirit. Without having done the intensive work that other people have done our own kids are not ashamed but they are afraid of being shown up. They don't like doing things because they are not as good as someone else. The only reason they are not as good is that they haven't had the time spent on them. People might say it is part of your job to do this, it is part of your job to spend time with kiddies out of school.....well fair enough, I've got no objection to that but lets not make it a situation where you are spending the same time with the same kids doing everything, which is what we are doing. If you take a year group like my 3rd year, I could probably take out 20 boys out of the 150 odd and they would do

everything. Their skill level is such that they are capable of doing anything, with the right coaching, practice, dedication, determination etc. They will form the basis every time. But what about the rest of them? You just forget about them. This is the thing that disturbs me. I think you have to say we are not interested in inter-school competition at all or we are interested and we are going to be as good as you are...and I am not prepared to subscribe to that philosophy.

Do you ever discuss such things that you have been telling me with the head or anything like that? Is he interested?

The head, although he is a powerful person in some respects, he has to respect his heads of departments, he has to respect the people who are appointed and really he can't do very much about changing attitudes. Alan has unfortunately come from a long time in a Grammar school where participation has been no problem, where the kids have turned up all the time. The whole technique of teaching in a Grammar School is entirely different. I have only found this in the last 2 years since we have gone comprehensive. I've taken some of the old Eltermere classes...and I found the first year in the first year in particular, I was getting through probably three times as much work....In fact I had to revise most of my teaching schemes because I was running out of what normally lasted six weeks in a Secondary Modern School...I was getting through it in six weeks because you didn't have the problem of retention and even if the kids couldn't produce the skill at the correct level to make it work correctly they still knew what they should have been doing - for instance you get lads trying to do a handstand and you teach them the various stages. And in a Sec. Mod. you may have to repeat that over and over again. But in a Grammar School even if he can't do it, he knows what he should be doing. So your whole teaching programme has to be that much more intensive with Sec. Mod. type of kids of whom you have a greater number now. The problem in colleges is that they are dealing with the top 5% of the population...and

teaching practice is such a short period of time. You are dealing with gifted people who have been successful in achieving physical skills and when you come to a normal class your expectation of ability....well it's a tremendous shock. This is, I think, a major problem. We've got to accept that you can't teach everybody everything. And you've got to lower your expectations considerably. And if you don't do that you get into a situation of extreme frustration...you think that there is something wrong with your teaching...which can lead to aggravation between pupil and teacher...you get annoyed because they can't do it. And the kids tend to reject the teacher and all that he stands for. You come out of college thinking that there is no reason why they should not be able to do it. It's only after two or three years that they haven't learned that you think...well what is this...lets get them enjoying it.

How do you account for your commitment?

Well after eight years in a Secondary Modern School, we achieved a hell of a lot; we did a lot, the kids gained a hell of a lot of enjoyment out of it. It was all due to the fact that I taught every child in the school. They all knew me personally. They knew my rules...They may not have been the right rules..but we built a tradition...It was built on personal respect between pupil and teacher...and you could control the tradition in your school in that way. I could get the head who was very keen on any sporting activity...to stand up in assembly and get him to praise the kids efforts no matter how meagre it was. You could build up an enthusiastic atmosphere. We can't do it here. I don't know how we would start about it to be quite honest. My brother is at Cardiff College of Education...and I am appalled by what is happening to him. Cardiff is totally concerned with establishing itself amongst the ranks of the top along with Loughborough and Carnegie, and they are going pseudo-specialised. These top specialists will not be capable of adapting to our pupils needs. That's for sure. The pendulum has got to swing back.

M.41/14

Because the problem of opting out of all so called compulsory activity is forcing it upon us. It is particularly so in the girls classes..... in a class of 35 you may have 15-16 doing nothing....and most of the pupils are really fundamentally interested but are missing the enjoyment.

End of Recording

No follow-up comments

Since I was last here four years ago you must have changed, the school must have changed....You may well have a fresh set of problems...You may well have solved earlier problems. What is your role now?

Well you see I am a P.E. teacher secondly. I am Head of Year primarily. When we went comprehensive Alan was sitting tenant in the old Grammar School. The then Headmaster said "You won't get the P.E. job"....Alan is your senior. He has been here longer and is in the Grammar School.....But I can get you a Head of P.E. in another school if you want it." I could have gone to Bamburgh where T.W. wanted me to go. He is a rugby fanatic and I am chiefly a rugby player. I said, "No, I don't really want to go"...."I would rather stay in the set up that I have been in and got things going." Because when I came to this school when it was a small Secondary Modern School. they did nothing. They had football teams in every league but that was it. They had nothing else. No basketball, no Cross-Country, no swimming, no rugby. And so I had got all that off the ground. A lot of hard work. We managed to get a lot of the staff keen. You know, not to coach them because they did not have the ability. But if I did the coaching after school and they would run the teams...they would do it provided that they weren't going into a shambles. So we had a nice little thing going and I didn't want to leave. So he said "Well how do you fancy a Head of Year?" I said, "Well I would be very interested.....Because eventually when I have finished with my P.E. teaching....If I am still Head of Year I can teach something else. It will give me four or five years to get to know the job and then I have the promotion ladder open to me." So that's what I did. So from the very first I have been Head of Year right from the word go...in the comprehensive set up. But I have also been a P.E. teacher with a full commitment. A full timetable. We were supposed originally to get $\frac{3}{4}$ of timetable

and $\frac{1}{4}$ free. to do the Head of Year job. But that never ever materialised.

It never does.

I now get seven 'free' periods a week to do my Head of Year job. The average teacher in the school gets four. Even a first year probationer gets four 'free' periods. So I am like three up on them which is not enough...neither here nor there. Consequently I take a lot of work home. You see you can't take P.E. work home. What people don't realise is that anything that you want to do in P.E. you have to stay... or you have to come on a Saturday morning. There's no taking it home. You can't take your books home to mark like you can if you are doing English or something like that. So I take my Head of Year work home. I still give a fair amount of commitment...Though not as much...well family responsibilities are becoming more important. And as you get older I think that you want to see more of your family and less of your job. But I am still committed to the school. I still think that we have got a lot of improvements that we can make. Although from the position that we were in four years ago, we are miles ahead. We have gone forward tremendously.

I would be interested in that.

We are now on one site. We have all transferred on to this site. In terms of numbers we are now decreasing to the point where a games lesson, certainly in the first three years, we are in the position now the nine form entry can be split 3-3-3, and it is three adequate groups. Whereas that last time I spoke to you, the nine form entry really was a ten form entry...which had been condensed into nine. That meant that at some point you had groups of 65-70 on games. So now we don't have that. We now have in the first year groups of about 46 for

two staff, which is great. You know that to my idea is the exact numbers that you want. You can't go past that. The only problem is that we've tried to introduce extra options in the IVth and Vth Years. Now that in itself is very successful. When they get into these years, you present them with all the subjects that are available and ask them to choose. Now that means that if pupils choose to do extra P.E.....that is four extra P.E. lessons a week, which we divide into various activities...but one of which is always swimming...so we make the pool available when the P.E. Options are running. That happens to the IVth and Vth Year. We started it last year for the first time and ran it in the fourth year. Now we did it on a complete afternoon. It's a whole Friday afternoon....four staff. And there are 29 boys and 21 girls. And there are two women and two men staff on.

How is it really working Peter?

Very well.

I am in no position to know about yours but I fear that many 'Options' programmes are nothing more than an abdication of the P.E. teacher's responsibility. The argument is very attractive... Pupils do not improve....not intended to improve. Equipment is given out at the beginning and is collected in at the end and that is the most rigorous part of the sessions. It is a kind of adolescent 'playhour'.

Well our scheme isn't optional in the sense that it removes P.E. from the main timetable. It is an additional option. So the pupils who come to do P.E. during the Option time are, in fact, doing extra P.E. Everyone has to do their normal double games lesson...when they are on games..That goes along as normal.

I am with you.

What we have tried to do is to say to those who are particularly interested in P.E. or who are good at P.E...."if you want to do

four extra lessons and drop an academic subject...then this is what we are offering". So it is an additional choice for P.E.

But not so if I take French?

No. You can still do that. Where the French occurs it doesn't cut across the P.E. What it provides...we call it Human Movement, well basically it is my scheme. I've been given the responsibility to run it. I ran it last year and am continuing this year with both years. Because I am Head of IVth Year it is logical that I take the present IVth year as well. So I am running both IVth and Vth Year Option schemes at the moment. It is a lot of work. Particularly because they do a lot of written work. The IVth years had an exam at the end of the year.

In Human Movement?

Hm (yes) I'll sort out an exam paper for you. You will be able to see the sort of questions and the level which they have reached. It was quite good.

You are obviously pleased by it...your enthusiasm is unmistakable.

Oh yes, it benefits, I think, the brighter ones who tend to get pushed in all academic subjects. And I don't think that's good for them. It gives them a break. But it also puts them in a situation, where they can develop any sports they are really interested in....they can develop it. What has happened this year, two boys in the present Vth Year, who are in that option group are playing County Rugby or have a good chance of playing County Rugby...they wouldn't had they not opted to do the extra options. They wouldn't have made the progress in the normal games lessons....What they have had is six lessons of P.E. a week. It really is quite a bonus. It means that your better kids, particularly the bright ones, who tend to miss out. You see if you draw a graph or the amount of P.E. allocation per year group within the school....what you tend to get is an equal distribution irrespective of intelligence in the first

year. When you move into your second year, you find that you have lost a lesson in the brightest classes...because of the extra demands of the curriculum. When you get into the third year that still applies. When you get into the fourth year that is cut to one double lesson. So as you progress up the school the opportunity to do P.E. for the brighter children is diminishing. And this is why I said to Alan, "Let's try and introduce an Extra Options in the IVth and Vth Years." To get the brighter kids who would benefit by extra P.E. and make progress. And this year it is interesting to see just what is happening. I am not really interested that the kids will go on to play for County or town...What I am interested in is that the better ones who are also the most intelligent don't get sucked away from P.E. What normally happens, come the fourth and fifth year, they are under such pressure to cope with their academic subjects...somebody somewhere along the line is saying, "Look you will just have to stop going to your rugby practices...you will have to give up playing on a Saturday. You will have to give your basketball up. You will have to stop doing this..." ..."If you can't cope with your work load...." Now that to me is a sin. So I think that it is easier to say, "right, we will give them extra P.E. in the fourth and fifth year." Not only does it mean that they have extra P.E., it also means that they have to do one less academic discipline. Now when you are talking in terms of going to University or college you are only talking in terms of 5 'O' levels....So you can easily drop down from 8 'O' levels to seven. I would argue that that would be a more sensible approach anyway. As Head of Year, what I have said to my year group, "don't overload yourself academically...." ..."Do needlework, do D.S. Do metal work. Give yourself a subject in which you can just go in and enjoy the subject without being under pressure." They still have to pursue the academic aspects of the practical subjects but there isn't the pressure on. If they decide eight weeks before 'O' level to withdraw....then they can leave that without any worry. And I think that this is why the P.E. Option is such a bonus....to bright kids, because they are the ones

really who benefit. Basically thick kids don't benefit. By the time you are getting them up to the fourth and fifth years you are trying to entertain them...as much as anything. They haven't learnt enough to make significant progress. The band three in my year group the fourth. I've been trying to teach them Volleyball now for two years, and it's virtually still at the same level. I mean they see the game as batting the ball over the net. Now you and I would see it as something completely different. And we would aim for something completely different. But from their perspective, they enjoy it. They enjoy just knocking the ball back over the net. And that's it. You don't make progress...you make progress up to a point. They will do it in practices, but as soon as you revert to the game situation again they regress. Back to square one. The ball comes back and instead of them setting it up to another player in the team....their first thought is bang...back over the net. No understanding of the strategies. That's what I find with the Band three's as they get older..you are looking for things that keep them involved... keep them interested. But really you are not making much progress.

You don't appear to have lost any of your commitment during the last four years since we last talked?

To be honest I think that my commitment is increasing. I think that everybody has bad days. Everybody has days when... "Oh God..no..not that again..." I think that what keeps you going is that you can see...You see I have a great link up with the rugby club at Wanderers, I go down there and I do coaching...And I am at the stage now where a lot of boys that I have taught 7, 8 years ago...even longer some of them, are now coming through into the first and second teams. Going through and playing County. And there is such a positive reward in that that it makes you when you come back into your school situation...say "Well yes, that is great".

That is a big pay-off for you isn't it?

Yes. You can see what you have done and you can follow it through and you know that in the end if you hadn't done it, those kids wouldn't be there.

Do you think that rugby in this town is exceptional in this respect? It would seem to me that there is a carry-over. Certain schools and certain teachers link up with well known clubs in the town.

Yes, there is.

There are definite routes aren't there?

Yes.

Why is it only rugby? Or am I wrong?

I think what you get in soccer...No. There is certainly a positive carry-over in swimming. You must remember that all the primary schools in the town do swimming. The town is possibly unique in that. Every primary school does swimming. Learner pools for each district. Every Secondary school has its swimming pool. So by the time the children come to secondary school you have a very good idea of their ability at swimming. Now any good swimmer is picked up in the junior school and invited to go to the club training. And it is a solid link...between the school and the swimming club. Good swimmers tend to come back from the clubs into the school and you use them. We haven't got many in this school. The girls are pretty good. We have only got two boys who are good enough to swim for the Swimming Club. But there is a positive link. I would say that it is as strong as the rugby. I think why there is such a commitment between rugby and club level is that under the old system...the old Bamburg school...and the old Eltermere School...they were both basically

rugby playing schools. There is a feed-back of people who have left the town from these Grammar Schools and gone into teaching...there is a tendency for them to come back into the town. Well at least some of them to come back into the town. So the links are already there.

The more I come into Hucklebrough the more I think that it is a great place. It is belittled by outsiders. Yet there is a lot going for Hucklebrough. But Hucklebrough in the next ten years is in for a very rough ride...economically and socially. There are kids that are going to leave this school who are in school today who are probably quite good citizens..and they are destined to no jobs for the rest of their lives in Hucklebrough. I have sufficient faith in P.E. that it might be able to do a lot for these very people. But I may be backing the wrong horse. If we are in for a period of unprecedented depression where do you think P.E. fits into the picture for many of these pupils?

As long as you are aware that...You see you are actually talking about the boys that I was talking about. The Band three boys. In a state of depression it is always the least intelligent that will suffer. What happened is that the brighter ones come down a peg. The bright boy who can't get a job at his level...because one isn't available...he drops down a peg and takes a job that would normally go to someone who is less intelligent. So in a state where jobs are scarce it is at the bottom-enders who really lose out. There aren't that many jobs in a town like this, where you don't need absolutely no qualifications at all. We are talking about your dustbin men and your groundsmen. There is a limited number of jobs for people like that. Now this is the very group in school that its very difficult to make progress with.

Can I switch it? I fear that you are underestimating the effect of micro-chip technology.....Even the brighter ones are going to be without a job. May be people with degrees who can't get a

job...teachers that can't get jobs. Is it reasonable to say that life could be made tolerable through playing a sport of some sort....say rugby?

A case in point. My own brother in law. He has 4 'A' levels and 7 'O' levels and he can't get a job. He is working at the moment as a machine feeder on the trading estate. Carrying and bringing. If he doesn't get a job...what is going to happen to the vast majority of our school leavers? Yes... well...I would say that the opportunity of playing games and belonging to an organisation is far higher in Hucklebrough than in a lot of other towns of the same size. And that to my mind is directly related to the rugby.

But you take Netball. I can't find (story of inquiry at Civic Centre) a club. The only Netball teams that I can find round here are full of teachers. You don't find a Woolworths Netball team.

It's funny that you should say that because I would have argued the other way. To be honest. Now my wife captained the North of England Netball...she knows Netball inside out in this town and I wasn't aware of what goes on until I saw just how much Netball is run. In Hucklebrough there is a summer league run by two girls who used to be County players....Now they run the Summer League....and it is played at Bamburgh School. And last year's Summer League had 18 teams...all playing one night a week...and at the end of the summer they had a tournament...in which everybody played. Now that includes teams from factories and offices from various organisations within the town. Now the next level up from there...if that's your grass roots netball it is very basic... may be poor quality...but it's there and they are playing. Now above that there are two teams in Hucklebrough that play in the Markton and District Netball League. Now that is a Winter tournament. Then there are the Stags who train at Scottish Grange. The other one is based on the college of further education.

It is run by one of the girls who runs the summer league. They run two teams. They also send players to S. County and City Netball...which isn't a very strong County...not a good standard, but nevertheless they do play representative games once a fortnight. Against other Counties. And that goes on throughout the entire winter. So there is a Netball structure in the town....which is really quite well developed... But it is very well hidden.

That gives me so much heart, it is not true.

Unless you know the people who are running it you wouldn't know that it existed. But it is a good going concern. It is very much so...alive and kicking.

Now is it selective?

The thing that I find about sport in this town...is in every town in the North East football is virtually the most important game. Now Hucklebrough is no different. There are literally hundreds of lads who turn out and play on a Saturday...playing Sunday Leagues on a Sunday. But the bonus of this town is that it has also three Senior Rugby Clubs. It has Boys' Brigade, Tech. Athletic. Astone,...each of those run two teams. So that's eight teams. Each of the main teams runs a minimum of four teams each week. So you have something in the order of 20 teams. 20 teams of adult rugby in the town every Saturday. Added to that Beavers, Old Boys and Wanderers...you have a Senior, Colts... (Under 19) a junior Colts (Under 16) and, in Beavers in particular, schoolboy teams which can play on a Sunday. So there is an enormous structure. Now that is a bonus. Now if you take a town like...say Wearport....a much bigger town. They have one rugby club, which is in Wearport. And they have one junior club which is Beale House. They are the only two clubs in a town as big as Wearport. So the opportunities to play rugby in that town are far fewer than here. That's what makes Hucklebrough so different.

M.41/11

I am of the opinion that Hucklebrough gets very good value from its P.E. and sport provision. There can be very few Hucklebrough children who can't swim....

We look upon it as a failure if we don't get a child swimming by the third year. You do get the odd one who can't. But we have a system in this school...only this school...we thrashed this out at the very beginning and said "who are the most important people to provide swimming for?" And we said, "the first three years" And we make sure that every class gets one swimming lesson a week in the lower school...For the entire of his school life. And again with the introduction of the Option Scheme in the fourth and fifth year, you can then take up that swimming.

By and large you were fairly critical about the P.E. here last time I was here. Just taking the P.E. over the four years since talking to you last, has it changed?

It has improved.(emphatically)

It took a nasty smack as a result of the N.A.S. dispute didn't it?

Yes, I think that it did. The school as a whole is on the 'up'. You see we are benefitting now from the fact that we have had a stable P.E. department. When you came last time we had had so many changes. Now Jill, Joan and Pam, who has just left, they've been together here teaching P.E. and the Girls P.E. has improved out of all recognition. Now once you have the girls established on the same par as the boys and you have stability in the department....you can only go forward. Again it is related to the staff that you have. I wouldn't say that we have a good P.E. Department....or as good as I would like them to be. But that's me. May be I'm expecting a little bit too much of people. But I think that we do our job in school time...By and large we do our job in school time. That is the important time. I've stopped doing

as much out of school. But what I do do out of school I get greater enjoyment from. I have said that I am only going to do out of school that which I really enjoy doing. And things that I don't enjoy doing, I'm not going to break my neck to do. There is still too much pressurisation on the pupils....You see you can reckon that in every year group you are talking about 22 boys. Now from that 22 you can probably pick your football team, your rugby team, your basketball team, your Cross country team, cricket team....athletics team. Now if you are going to run a school team in every one of those sports and try to practice as well....to get up to the standard that you've got to get to compete with the other schools. You see we play basketball, and basketball is our third sport. Some might say that it is our 4th sport because there is a lot of Cross country done as well. Now we go and play someone like Callaly or Dovedale or Bamburgh and their basketball is possibly their major sport. So if we don't practice hard...if we don't have a lot of commitment to basketball out of school time you are going to get annihilated. Now my philosophy is that we don't do that. We don't teach kids to go and play another school and get annihilated. You teach them to enjoy the game up to the level of which they are capable. Now if you are not able to give the time enough to enable them to improve, then you don't do it. You just forget about it and concentrate on something else. I think that we should concentrate on rugby because this school is a rugby school....it's traditions are steeped in rugby.....

End of recording

No follow-up comments

I stayed at St. Peters for 8 years until they decided we should go Comprehensive.

That was from 1965 to 1973.

Yes, then this place opened. We came here, initially I came as an also-ran. The Headmaster had appointed no Head of P.E. Actually he had appointed Mr. M. as Senior Teacher in charge of boys Pastoral work or whatever, and he thought that he could do the Head of P.E.'s job as well which just shows the exact standard he holds my job in.

Is he still the Head?

He's still the Head. After a short while I stuck a couple of applications in for Head of P.E. jobs elsewhere and it wasn't until I asked him for an actual written reference, not to be put down as a referee, and he said, "No, surely just a referee," I said, "No, there's the application form - reference from your Headmaster." That was on a Friday morning and by 2 o'clock on the Friday afternoon I had been offered the Head of Department job to stay. Here we definitely had to build from scratch, there was pure chaos. And I'm not sure that I have sorted it out even yet. But at least I've got some sort of control over it. I found it very hard to work here, to a very great extent unrewarding, the staff generally. I don't think it's putting it too strongly, to say they are embittered. Certainly the male staff. There isn't any apparent avenue of promotion for them within the school or within the area in the foreseeable future and I can't see their lot improving. Speaking for the fellows, I can't see that they deserve anything. Neil can teach, he can teach quite well but he's thrown in the towel a long time ago, once again illustrating the method of appointment. Peter was appointed, I believe, when it was carefully calculated that I would be on holiday. I couldn't possibly attend the interview otherwise he would never have got the job. His wife's family

just happened to be friends of the Headteacher's family. Consequently I arrived back from holiday and one day I got a phone call, from a bloke introducing himself as Mr. Lister, my new member of staff. I was surprised to say the least and when I found out the full details I was b....y annoyed. On the other hand a few years ago County announced they were going to give 4 extra points to every secondary school, every comprehensive school within Cleveland, and I was assured that I was going to get one which would have made me the first Head of Department in Hucklebrough on a 4. Most of the seconds in the Departments that aren't as big as mine are on the same scale as me. I was to be the first but of course County have, since then cut back.

I am assuming you are on a Scale 3 now.

Yes. Second in French Department is on a scale 3, second in English Department is on a scale 3, second in maths department is on a scale 3, there are threes and fours flying all over the place in the science department. We are just not considered.

How is your morale right now?

My morale is very well.

Because when I came here a week on Friday, whether it was a bad moment and I thought, My God, I felt you were uptight, there was a tension there, I thought, I should never go in.....I thought you were living on your nerves at that moment but you are so relaxed now, you are a different man.

Well it's only two years ago that I suffered from alopecia. A dirty great bald spot appeared in the middle of my head and that was tension. I went along to the Doctor and said, "What the hell's the matter?" He said, "It's anxiety, old son!" There was only one explanation for that. You tend to have more problems, recently, certainly, I've had far more problems with the staff than I have with the children. What can you do? You can't get rid of them.

So in the social relationship field your problem is a staffing.....
As skipper of the boat yours is a problem of staff and not a pupil
one.

Yes. Principally. I mean we have plenty problems with our pupils we've got the same old mixed bag.

But they don't drive you round the bend. You can cope with that.

Well it's much easier to knock them into line. If staff create problems, which they frequently do. You see last year I spent all my time on this site. For a few years I have. I didn't teach on that site at all. So Lister went off wingeing, "Why should he have to go up and down?" "Why should Harvey have to go up and down? And I sit there all the time?" So that's fine. I go to the lower site, it's easier at the lower site. I've just been there now.

They are first and second years down there?

They are only first and second years down there, yes. So little second year games - it's a doddle. Nice afternoon like this it's money for jam. But I come back up here and I find there is all sorts of bloody chaos. So you come back from lower site and you sort out the problems that have arisen because of their lethargic incompetence. Certainly at (previous school named) I enjoyed going to work, I might not have been conscious of it at the time but I enjoyed going to work. I'm afraid I get very little pleasure here. But I suppose that the other argument is that I don't get paid for enjoying myself, I get paid for doing a job. I'm quite sure you do it a lot better when you are enjoying it.

Now then, explain this one to me then, because you put in a good deal of extra time, lunch times, afternoons. You needn't. Your contract doesn't say that you should, so why do you?

There's only one reason why I do, the people that upset me are the organisers, the Heads, the Governors who do the appointing and all

that and on several occasions I've thought, now to hell with it, that's it. I'm throwing the towel in and I'm not doing it. But if you do that you're not getting at the Headmaster, you're not getting at the bloody silly adviser or anybody else, you're only getting at the kids, and if you're in teaching for any reason at all it's because you would relate with kids. You realise, or you think, what you're doing is important. You think kids are important and you're there to work with kids. And if the time comes when I really dip out and do not work with the kids it'll be time to get out of teaching altogether. Not just out of P.E.

But in the sense that you are still working with kids from 9 till 4 isn't that a fair whack?

It's a fair whack, yes but.....A lot of teachers since we went Comprehensive, found themselves unable to cope with mixed ability teaching. The P.E. teacher is always, and has always, been working with mixed ability people. Generally speaking when you are working in your own time, most of the time you are working with what they might consider to be a good 'O' level class, they are still mixed ability but everybody is of a reasonable level and you are working.... on the other hand if you are working with the weak swimmers, everybody's weak. So you're not in the mixed ability situation and there are talents that need to be brought out, that you can't possibly get within the time we have available.

If I were asked the same question I think that's the one that I would go for because you haven't got time in curriculum time. You just begin to stir a few things. You're held back and those who have any potential - it never emerges.

Yes, but the answer to it would not be to have more curricula time because certainly with the dummy groups, we get them from third year onwards, we get them in compulsory sets and their intelligence determines which compulsory set they are in. Now there is quite often a reasonable level of physical talent, but you've nearly

always got the trouble makers and you spend almost all of your time sorting out the trouble makers, not working with the decent kids or the talented kids, you're sorting out the trouble makers. So extra time really is of no value, I've got an extra period for the kids this year, a third P.E. lesson, they're on three P.E.'s possibly a double games, possibly an extra double P.E.

Is this in the fifth year?

Fourth and Fifth. But fifth year games is going on now out there. I should be out there with the 5th year games but I would be spending my time knocking hell out of the trouble makers rather than working with the decent kids, so extra-curriculum time isn't the answer.

On the contrary. I'm arguing in different places that maybe the curriculum time it's got what it can get out of the time by the end of the third year. I would push it to the fourth year because there are some schools still making the fourth year work. The Fifth year, by and large in a number of schools, in the schools that we practice in, it is just a battle. It's not doing the teachers any good. It's not doing the kids any good. They would be better ditching it. There's half the kids missing, in some schools 50% of the kids are not there. In other schools those that turn up are sort of pulling the...oh, you know, every skiving trick that you can imagine, so that the lesson is taken up not by getting on with anything, nobody is being taught anything, you're just inducing chaos.

I think if I pop across and get my mark book I'll show you that that's not entirely true.

Well I wasn't suggesting that it was true here at all. I'm just suggesting that in so many schools that's one story and I'm not embarking on a teacher-bashing I'm just trying to sympathise with the problems and come up with some....you see I can't see any solution to your problems. I think that you can't see any solution to your staffing problem. You've got two scale 1 people. I'm thinking in terms of the men now, bitter

and pulling out and they're no damned use to you. I mean I don't know what they're doing for the pupils. I really don't know. I mean they are just looking for escape routes and if they don't get escape routes they are going to fester. They'll go sour. And what can you do about it? Nothing. That's a terrible dilemma I think. Except I think, enjoy the work that you're doing with your pupils, and presumably that's where your satisfaction comes from.

Well yes, but there isn't as much satisfaction as there used to be, because you can't spend the time working with your pupils because you're spending your time working with so many other things.

Looking back.....because you've been teaching now what...?

Well I would say, including the Junior School I've got about 17 years in.

Of that teaching batch, which are you most proud of?

The work I did at (previous Secondary Boys school)

That was the peak of your work?

Mm.

I didn't come here, when I started this research four years ago and had to abandon it, but I did get to one or two schools in Hucklebrough and I felt that Hucklebrough four years ago, everything was booming, everything was at a peak and I've come back just now and I find that it's dribbled to nothing, there has been such a decline.

Yes, we are still achieving a hell of a lot more than the other schools in the town. Where the other schools in the town have perhaps 2 or 3 football teams we have 10.

You must be getting help from other colleagues for that?

I get a hell of a lot of help from the academics, it would be impossible to do the work that we are doing. Our basketball is overall definitely the strongest in Hucklebrough and it's a very lean year when we don't have at least one county cup for basketball. We always do well at athletics. We always do well at swimming. We still have a high level of attainment and that's done outside and it's done by a lot of people. Town football would be non-existent without the staff of Dovedale. And there's not a single member of the P.E. staff involved in that.

Explain that one to me.

Well the fifth year town team is run by (named colleague 1) who teaches in the maths department here but is fifth year tutor.

Is he a coach?

Preliminary coach. The fourth year team is run by (named colleague 2) and (colleague 1) jointly, (2) is on a year's secondment at Carnegie to become a P.E. man. He's a full badge soccer coach and he's to and fro at weekends to look after the Town team. The third year Town team is run by (colleague 3) and (colleague 4), (colleague 3) is the historian and (colleague 4) is chemist and head of third year, the secretary of the Schools Football Association is (colleague 5) who teaches R.K. here at the moment, is taking over as Youth Tutor after Christmas, and apart from that I have people from the Art Department running teams. The second in the English department runs a first year team for me. A scale 2 History teacher runs the first year 'D' team, second year 'A' team, and second year 'B' team are both run by (colleague 1) who is the fifth year tutor. Third year 'A' team is run by (colleague 5) the secretary of the Schools Football Association, third year 'B' team is run by (colleague 6) who teaches pottery and art, fourth year 'A' is run by (colleague 3), Geographer, fourth year 'B' is run by (colleague 7), second in the maths department. And the fifth year 'A' is run by (colleague 8) who is English teacher, remedial. Unfortunately he is leaving us at Christmas but (colleague 9) Head of Chemistry will take over from him.

You see that's a success story in terms of staff relations in a Comprehensive school in 1979.

It takes an awful lot of diplomacy to...for me to keep these people right.

That's right. Yours is a public relations job there.

Oh yes.

Because it couldn't operate without their help

But we also find that as we get new youngsters (teachers) in, whereas in the other schools where nobody's doing anything, the youngsters don't want to do anything, as the youngsters come to us they see that the done thing is to be involved. So I let them stew for a couple of weeks to settle down, let them feel the atmosphere where everybody's talking sport, everybody's involved with the kids and I say, "would you like to run a team for us?" And in 50% of cases they say, "yes, I'll do something for you." In fact at times we've had people waiting in the wings for somebody to leave so that they could get a team.

Is that the advantage of a church community?

I don't think so because quite a few of the people who are working for us are in fact non-catholics. I think the church community has something to do with it but on the other hand if that were true, the girls would get more help whereas the girls P.E. staff have to do it all themselves.

That's right. The women's story and the men's story are poles apart.

Poles apart, absolutely. I suppose the arguments are that the ladies get married and have children to run home to and look after. That sort of thing. I'd need a lot of convincing on this one actually.

I think that's a very complex one because I think there is a sense in which the sheer history of women's P.E. and the P.E. people unlike the men put themselves apart from the rest of the school. It's partly the P.E. specialists fault and they never try to do what you're doing by trying to enlist the co-operation and help with teams. The women don't want to be identified with P.E. a lot.

It could be right but I'm not very convinced. I'm quite sure Judy would snap anybody's hand off who offered to help. She is a very very good girl, Judy. Incidentally, she isn't technically second in the department, Mrs. Clish is technically second in the department. Another wonderful appointment by our hierarchy!

So you're on a scale 3 then you've got Mrs. Clish on scale 2 and Judy on a scale 2.

And both of those scale 2's were inherited from the previous schools, when we actually came comprehensive. Mrs. Clish came from the Convent which was a Girls' Grammar School and Judy came from (named Secondary School) with me. They both had their scales, their present scales, when they came. In fact they have gone backwards because they were both on the old scale 3, they've gone back to a scale 2. Because Mrs. Clish made an awful lot of fuss, as she always does about me being appointed Head of Department, she was made second in the department and she has proven herself to be an incompetent problem throughout the time she's been here.

When I was having a cup of tea in there the other day it was a stressful situation.

She is. She's like that with the children and I cannot get rid of her. Her Doctor says she is fit to work, even though the psychiatrist has seen her and says she requires hospital treatment.

So she's really pouring all her problems onto the pupils?

Onto the pupils, onto anybody who'll listen. No doubt you.

Well I just sat and it all came pouring out.

She is very unfortunate inasmuch as her husband died last year and she had a break-in and she's made an absolute mountain out of the break-in. People were sympathetic for a while but she's been the same for the seven years that we've been here. I've seen no real change in her in the seven years we've been here. She is a much bigger problem than any of the.....it's ridiculous.

You are on a knife edge aren't you? You know, with staff relationships, I don't know how you cope.

Well I avoid her. Occasionally I can't. She's been causing trouble with the second year. She claims she is unfit to take games lessons. She's been told that she has to go out and take games lessons, so she started to avoid going out in the cold. Like big kit inspections and every child had to have their P.E. kit labelled, not only labelled but labelled in the place where she said it must be labelled and when they didn't do so she refused to teach them. I told her that she had to teach them and she said, "Oh yes, alright!" Then the kids came back and complained that she had refused to teach them again and I went and told her again, and eventually after several complaints from parents, after the second year tutor was bringing all her problems to me, that she had created, I'm not getting at the second year tutor, the second year tutor is a very nice girl, but I'm getting static from the pastoral people, from parents all because of her. She is sorted out now but next week probably another problem. It's a very very difficult situation.

Impossible. I don't know, if you're in a trap situation and you feel as though you can do something about it then O.K. you can live with that because you feel that you are actually doing what you can. But I can see that you are in a terrible trap situation there without being able to do a thing.

Well the Deputy Heads and the Headmaster and all the rest of it just don't want to know, about any problems let alone this one.

I mean if she causes trouble around the school you know, she's late, she doesn't mark her register, this sort of thing, she sends her classes away late, people complain to the Headmaster or the Deputy Heads and they bring their complaints to me to sort out. There's no way they'll approach her. Nobody will approach her it always has to be me.

However broad your shoulders it bears down on you.

I have very broad shoulders but I'm afraid its worn me down quite considerably over the past two or three years.

You must be adopting a sort of personal 'Williams' philosophy.

Oh I certainly don't get the work out of myself or out of the kids that I used to. Certainly not. I'm far from satisfied. There are some superb kids who do brilliantly but if I put my hand on my heart now I must say they almost do it despite me. I just don't have the drive and the enthusiasm I used to have.

If you could design your next five years, next ten years, what would you like to do? Would you look for a new school, a different Catholic school, would you get out of teaching, supposing you had a choice - that is a career choice - divorced from family.

If I had a career choice, I thought I might have actually, the Head of the lower school is retiring in the near future. Now I would have been in with a reasonable chance for that. But, unfortunately, because of the staffing cuts etc. they are not replacing the Head of Lower School. I calculated on that one that if I could get the Head of Lower School, and have out of 25 or so periods I would teach, a little bit of general subjects and perhaps 15 P.E. and games, I think I could enjoy that for a period of five to ten years.

But that's retreated into.....

I can't really see any avenue open at the moment, other than going on to the pastoral side of things, Year Tutor, where I would be on the same scale I'm on now, equally harrassed. I can't really see any avenue not only for myself but for any Head of P.E. in the town. The Head of P.E. at Aiden is away trying to do a degree course in one year, I don't think he has a great deal of hope doing that. And as I understand he's got the last year of secondment that's liable to be thrown out for a long time anyway so there's not much hope for the rest of us now. Anyway I'm not quite sure how much I'd want to do that if I go on. There is absolutely no prospect of deputy head, head, for people like myself. It's the position where all P.E. people like myself who remain at the chalk face ultimately arrive, some people have got out of it in different ways, "K", he's got a reasonable chance of becoming a deputy head, possibly.....

Is he from this school?

He's from the old school. The old Grammar School. But he did an Open University degree, followed by a years secondment, I don't know whether it was for an M.Sc. or what it was for, but I'm certainly not prepared to spend the next four to five years blasting away at a bloody Open University degree. I couldn't possibly do the work I do at school and do it. And the little bit that I see of my family anyway would go, so I'm not going to do that. I suppose I shall just have to hang around here until they offer me early retirement or something.

If I read the situation right, there are two things that might help. If there were a change of head who at least would recognise what you're doing because you say that all you've done since ever you came here has been, and there's been a hell of a lot done for the pupils, so there is a satisfaction from working with the pupils because there is a sense in which some of them at least appreciate what's being done and there is the satisfaction of seeing the effects of your work through the pupils. But this Head seems to me to be, he just disregards P.E.

Oh he's very proud of the cups we bring back. He's delighted by the cups we bring back. I don't think he's untypical of any Headmaster

in Hucklebrough.

I get the impression there aren't many of them very interested in what's going on from 9 till 4.

He puts the emphasis on academics. He gives academics all the money. Quite honestly our 'O' level maths results last year, out of a year of 300 children we got 8 'O' level passes. And he hasn't even done anything about it.

Have you any children in the school?

I have.

You must be worried about this.

My daughter is in the second year at the moment. She is reasonably bright. She's in the top group for everything, and when she brings home her maths homework, she's doing, generally messing about with stuff that I didn't see once I had left the Junior School. It's absolute rubbish. Mind I'm not particularly concerned because my maths are quite sufficient to teach her 'O' level and, poor kid, from next year onwards she'll have me, as well as him. It's not fair on the kid.

How many children have you got?

Two girls.

Is she the eldest?

She is the eldest. There's another one to come. But the other one's a bit brighter, I think she'll probably find her own way.

It's worrying nonetheless.

Oh it's worrying. I'm not particularly worried about many of the subjects. The Science Department is very good, the English Department is good, History Department seems all right. Most of the Departments are all right but the Maths is absolutely bloody abysmal.

They have probably got a scale 4, scale 3.

They have got a Senior Teacher, Scale 3, and after that I think they are probably all on 2's. I can't think of one that's on a 1 anyway. Oh, I'm sorry, they have a scale 4 as well. If you include (named colleague) who is 5th Year Tutor. He's on a 4. Then there is the second in Department who is on a 3, so they've got a - if you'd like to call it - a 5, a 4, a 3 and several 2's.

Supposing you had a lad in the school now knowing that the stagnant... because there is a stagnant pattern now in P.E. There are no avenues either into recreation, organising, lecturing which is what you should be doing now. In the career sense. But there you're trapped with an unenviable team. There is no more difficult team I think that I can think of off hand.

I have an extremely good girl in Judy and Elaine has got a lot going for her, she's young and inexperienced yet but she's got a lot going for her. She's a worker.

And she should pick up much from Judy

She is.

But there's nothing going to help those men.

Nothing at all.

Because they are stuck here unless they get out into industry.

Anyway I think you were going to ask me would I advise a son of mine to go into P.E.

That's right. A son or a boy from school?

No. Quite definitely not. I've had an awful lot of pleasure and I think I have achieved a reasonable amount, but I wouldn't recommend anybody to plough that furrow because for the pleasure you get out of it I'm quite sure I could have found another job where I could have got, perhaps not as much pleasure, and perhaps not much satisfaction but I would have had a damned site easier life for myself and people would have thought I was a much more important person than I am now, not that that means anything to me.

You would have seen a lot more of your family than you have.

Oh yes definitely.

You'd certainly be paid more than you are.

Yes.

I'm not so sure about the fulfilment. I think that's something where you don't know. Because you have had a lot of fun out of it haven't you?

Oh yes a hell of a lot of fun.

Do you still get a lot of fun out of it? You've come back this afternoon you see, absolutely full of it haven't you? You've come back from that second year games and you've had a hell of an afternoon.

Yes its.....

Which day of the week do you not look forward to? As far as the kids are concerned?

Oh Monday. I start off on a Monday with 3, 7, 8 and 9 games. That's a class and a half all to myself, 45 kids, first two on a Monday morning. I've always got a bad head anyway because I'm a drinking

man. After break I have the worst class in the fifth year, which is the worst class I have ever had in my fifth year followed by another bad fifth year.

And how many are there in that worst class you've ever had?

30. You usually get about 20-25. Of the 20-25 you will get 8 permanent skivers supported by their parents so I just give them a good hiding every now and again just to let them know I'm still there and stick them in a corner and if they open their mouths again....and by the time I've got through all this a good chunk of the lesson is gone and then I take the decent kids out of the group and I do what I can for them. And that's followed by another group - fifth year which is more or less the same story, you know, they are nearly as bad. In the afternoon I go to the lower site and I have a double games with second year which is usually quite enjoyable and then I come back and have a double with fourth year, double P.E. period with fourth year which I don't like. I take them in the gym for the first lesson and I give them a bloody good sweat. And then I take them out of the gym, change them and give them a swimming lesson. So by the time I get to the afternoon it's not too bad but in the morning, you know, looking forward out of one jaundiced eye, nine o'clock on a Monday morning its bloody hell. It doesn't get any more fun as you get older either. Plus I have another third year games group first thing on Friday morning, 3, 1 and 2 which is a normal size group. The first half term I did rugby with them both and the second half term I've done soccer with them both. Now I was further forward with 3, 1 and 2 and they are supposed to be a problem class, by the way. You're supposed to have all the baddies, but I got more out of 3, 1 and 2 in the first fortnight than I got out of 3, 7, 8 and 9 all half term, because with 45 kids what the hell can you do? What can you do with 45 kids all at one go?

So that's a timetabling thing isn't it? They are sending too many groups at the same time for too few staff.

Well we just haven't got the staff.

On the Friday that I came I went to the timetable...there were more classes there than you had staff to teach them.

No I think it's five occasions in the week when a member of the P.E. staff does two people's jobs. Which gives ten periods. Which means that I am a third of them, teacher understaffed?

And you told me on that Friday that you'd made a case in committee of the whole staff council or whatever you call it, that it had been conceded and yet refused. I would react in a very angry way.

Yes, but what can you do? You get up on your hind legs and prove a point conclusively and one by one all your objectors drop their heads, they know they're beaten, then the Headmaster says, "well we appreciate your problem Brian and we know how hard you work" and all the rest of it, "but the situation is something...." He doesn't put it quite like that but that's what he meant. The veto was applied. I mean I have beaten him on a few occasions. On a few occasions where I've called meetings and he's stuck his nose in and decided that it was going to go against me. I can now judge just when veto is about to come and I say, "Right, I think it's time to take a vote, all in favour." And he's left without a leg to stand on. But that's on relatively minor things, on more major things he just applies the veto and on you go, what can you do? As I said before, you can't take it out on him you can't take it out on the Deputy Head the only people who you can really get angry with are the kids and make the kids suffer. I mean I can tell him to p..... off, I haven't actually told him to p.....off but I've told him in no uncertain terms exactly what I thought of him. Not much good it's done me. No good whatsoever. The fact that we are a third of a teacher short, I told (named colleague) when he was doing the timetable that he wouldn't get anybody to follow the sort of programme, to come in part time, "Oh we will," he said, "we will."

And then we came back after summer and he said, "We can't get anybody for this." I said, "I bloody told you so." "Well, what are you going to do about it?" he asks me. And I said, "You carry on trying." And I went and played hell with the boss and all the rest of it and eventually they provided me with an answer. Well, the groups are too big so you send the ones that you're not going to take, the number over 30 to such and such a classroom and we'll get somebody to sit with them, which means that I'm going to have to say to the kids, "You are not getting any Physical Education this year, you're not getting a games lesson this year" and it's bloody moral blackmail. They know I won't do it. They know I won't say, "I'm sorry son, but you're not getting any P.E. You're not getting any games. They know I'll say O.K. we'll double up. So we double up.

And you are doing that 5 times a week?

I'm not doing it 5 times a week but its happening 5 times a week. Judy has a first year P.E. lesson with 48 first year girls for a double, in the gymnasium, on her own. Apart from the fact that the gymnasium is no way big enough to accommodate 48 in the changing room, it's not big enough to accommodate 48. It's a little one at lower site, so she has to pop half of them into the changing room and half of them into a classroom and sort of dodge backwards and forwards supervising them getting changed then take them into the gymnasium where there's no way she can do her job.

There must be a better way of doing it than that surely?

There is a better way of doing it than that. This is 5, 6 and 7 she's got, is to take 3, 7 and appoint a teacher to take them at another time, but how? I mean I could make them change the timetable if they provide a teacher. A teacher can't be found, as I say, I knew last year that I wouldn't be able to get a teacher who would turn in for the first two periods on a Monday morning, last two periods on a Tuesday afternoon. First two periods on a Wednesday morning,

last two on a Thursday. I mean it's obvious you are not going to get anybody to do that. Particularly when you want two people, you want a man to turn up 3 times and a woman to turn up twice. No way will you get that, because they wouldn't get as much for working part-time like that than they would on the dole anyway. I assure you there's no way around it.

Who makes the timetable decisions? Does the boss take them or is there.....

One of the Deputy Heads does the timetable and spends about 6 months doing it and he makes the decisions - and you go and fight with him. And if you are not satisfied and go over his head the boss will support him. So you're wasting your time. I attack them every year, I spend the first couple of weeks making life awkward but they know eventually I'll run out of steam and.....

I'm amazed you've got as much heart as you have. I think that I would have packed in by now.

I've still got the best school in Hucklebrough you know, at least.

But you are really carrying that on the good will of a lot of very good friends.

Oh a lot of good friends, yes.

Which you'll nourish. You'll keep those like hell, you will.

Actually, the most of these names I've mentioned are people who help us out at school, you know we have a pint together most nights. So.....I don't say we never have a few harsh words but we are friends, we are friends rather than colleagues. That makes life a lot easier.

What's the friendship pattern within the Department? Do you drink or have meals or coffee with Peter and Neil or.....

We used to a few years ago and then they started getting more and more bolshie, dissatisfied, and we just drifted out of it. Five years ago we would be in the Woodcutter at five thirty every night together. After our practices, you know, we'd get the kids away and come opening time we went for a pint then went home. That was five years ago. Things have deteriorated drastically since then. Principally in the summer term when we are away at Athletics matches we get along well. We go for a drink and that sort of thing but it's very rare now.

You've seen so many generations of kids through, through so many of your schools. What do you reckon P.E. is doing? In other words kids have been to school for eleven years; five years in a secondary school, at the end of the day you must look back and say, "Christ, what have I done for these kids?"

Well, I've gone very much away from the old growth and development sort of thing, I think what we're doing now is taking kids, giving them a choice for their after school life for some sort of healthy participation. That is very necessary, that we show them around, we show them what's available but what I insist on very very strongly is that they are equipped to go out with good attitudes, knowing the disciplines involved, knowing what it's all about, I always say to the teachers who are taking teams, "I want the kids to play in the correct spirit, in the correct way, I want them to play well, if you win anything that's a bonus."

So sportsmanship matters all to you?

Sportsmanship and being equipped for later life, to go out and get involved. We are preparing kids for that big nasty world out there.

It is a problem now in Hucklebrough and it's going to be a bigger problem in the next decade.

Yes.

Do you feel committed to that problem, do you feel locked in because you're a Hucklebrough lad, do you feel part of the Hucklebrough set up? Do you feel a duty to these kids many of whom are not going to get a job?

I'm very much a Hucklebrough lad, very much so. If we can't get our kids involved in the local soccer, the local rugby, badminton and the thing is growing, you know, the opportunities in basketball and everything else, as you say they are going to be complete and utter....And also even if they weren't getting jobs and all the rest of it, people crashing down with massive cardiac arrests with boredom. We could prepare them to avoid this. As I say, that's my idea, prepare them for active involvement when they leave us and make sure that they know all about the discipline and the attitude.

Now I can see that through your soccer, through your badminton, through those sort of things. I can't see it through athletics and I can't see it through some of the things that are done. In Hucklebrough there is no continuity between athletics which they get a lot of in fact I'm not sure that they don't get too much of in schools because I think that it makes them more pig sick than inclined to carry on in the facilities that are available in Hucklebrough.

You've got a point there but what's your alternative in the summer programme?

I would certainly look for something other than athletics.

I agree. Look for tennis. I'd love to get tennis going in a big way and I've got 6 courts out there. Absolutely delapidated and I've been fighting for seven years now to get them reinstated.

So one of your problems is that...is then the tennis facilities.

M.4.2/21

Everybody says Hucklebrough facilities are great and I think that they appear to be great. Every school's got a pool. Every school's got a sports hall. But with the kids they've got in the timetable structure.....Do you lose facilities for exams?

No. I know some of them have given way but no way do I. I agree with you, I mean on a Friday afternoon.....

This is not to say that Athletics is not valuable.....

I think it's valuable.

So do I but you can't value it on the basis that it's going to be continued.

I agree with you and yet a lot of my boys in the present fourth year and the present fifth year are very dedicated athletes who belong to Town Harriers and I hope will continue. Quite a few of my past boys are in.

So that is encouraging.

There is some continuity, not as much as I would like, but there is some.

But there is a hell of a lot of continuity in your soccer though.

Yes.

I can see that say in your basketball. I think there is a little bit of link up with adult clubs,

There's quite a bit actually in basketball. There is quite an outlet.

Badminton I think there's quite an outlet.

M.42/22

There is quite an outlet. I see across at Old Boys Rugby Club I see quite a lot of my kids, they are popping in for orange juices while I'm trying to peel myself off the bar.

End of Recording

No Follow-up Comments

I left college 5 years ago and I came straight here.

are you doing fully P.E. here or are you doing some other subject?

at the moment it is all P.E. In the future it might go towards
Geography. I don't know.

You are doing full-time P.E. in Further Education straight from
training. It is unusual I think. What kind of pressures did you
experience?

On the whole I found it a lot easier coming into T.E. than I ever
experienced on T.P. That was the only experience I have with
comprehensives. I found on the whole teaching in F.E. was a lot
easier. Although I think that you are always told in comprehensives
that you have, should have, very formal structure, I think that's less
of the case here. I suppose the emphasis is more on recreational
aspects.....

Did you have that recreation philosophy at College?

To a certain extent but that wasn't the main emphasis. It was always
towards the development of skills and that sort of thing rather than
recreational emphasis although they do stress the enjoyment was
important.

Presumably, as you lived in Hucklebrough you got to know the sort of
sporting connections in the town.

Yes you mean sort of like the.....

You would either be a netball player or a hockey player and this sort
of thing, were you?

a bit of everything.

You enjoyed the whole range?

Yes.

Do you still participate?

Just about in everything, yes.

Just tell me a little bit about your own involvement then.

I'll start with athletics then. I suppose you could say that was my sport. I'm club coach, but I take young school children outside of the educational system. I bring members of Shaw Lane down here for specialist training as well on a Wednesday evening.

So you join the two?

Yes.

Does it work out well?

I think so.

So it is fair to say that part of that role is part of what you're paid for but you extend it to something other than that?

Yes. In addition to bringing them down here I take them on Sunday mornings, Tuesday nights and Thursday nights.

And you wouldn't be paid for that?

No. Then I am also involved in Badminton here. And, in addition, outside of college, I am also involved in taking people under 16, the County Junior Squad. But I don't bring them here. The coaching is done at Bambergh I run a Badminton club for the college but it is for outside members, sort of people who are enrolled. In addition I also have an evening class in Badminton, sort of beginners, and they include some members of the college plus people from outside.

Do you think the Badminton is healthy at the moment in the town?

Very healthy. I would think it was one of the most healthy sports.
Yes.

Right we have got the athletics, we've got the Badminton involvement, what else?

I also play hockey. But obviously here it is difficult to teach hockey because we haven't got any outdoor facilities so that's purely recreational from my point of view. Although I do if classes demand it play indoor hockey.

So you are a member of the ladies hockey team are you?

Yes.

Which club is it?

Corinthians, in Hucklebrough.

That's just for your fun? Is that club full of teachers?

Yes.

There's nobody from Woollies play or nobody from a factory?

There are girls who work in offices I think come along. And there is one ex-student from here goes along to play. And there's a few schoolgirls on the Junior team. There are two teams, 1st and 2nd.

I take it Corinthians has got a fairly stable first XI has it?

Yes.

Has it got a stable second XI?

Less stable there is a lot more additions coming and going.

And then it runs a number of Junior teams?

No there is just the two.

And you'll find in that second XI one or two schoolgirls, say from Eltermere or Aiden's or what not? They will play adult hockey. So that's a nice link from school, it seems to me to be a good pathway. Is it?

If you're good enough, or if you can break down the ties that P.E. teachers are perhaps on the selection committee.

That's what bothers me. It's a pretty close circle that first XI.

You always find that, I think. You have the elite and its breaking into it I think.

How do they break into it? When it is broken. What's the story?

Sheer ability I think.

So that if I've got real talent.....

Then perhaps you could.

I might be accepted, even if I've got rough language, rough course manners.

I think so.

You see there are some boys that are playing rugby for instance in some of the school teams, super players but their language is course, their manners are course, and there is no way that a P.E. teacher is going to take him down to Wanderers or Beavers. Now then I think there is a sense in which we're not truthful with ourselves when that happens. Clearly it's something you've thought about as well.

I think they could possibly get the chance. Perhaps if they are very very course then they wouldn't but I think on the whole if they have got the ability then they would consider them.

Keep on going with your own story.

I'm also a member of a tennis club. But again that is kept fairly separate from the job here. That's purely for recreation.

Are you involved in the Town or any other way. I think of politics, Church as well as sport?

No. I wouldn't honestly have the time. Sport takes up about 100%. It's just about every night in the week anyway.

Do you live in Hucklebrough?

Yes.

Do you feel loyal to Hucklebrough? In other words if I came in as an outsider and started attacking Hucklebrough, would you get strong in your defence of it?

No I don't think so. You see I wasn't born in Hucklebrough. I moved here when I was 5 years old. I was born in the North East though, but I think other places have lots to offer.

When you left college to come back to the North East though, you are loyal to that extent.

Well it was a choice, I think I'd either have come back to the North East or I would have stayed in Yorkshire. One of the two.

You quite like Yorkshire?

Yes.

Is there a day that you don't look forward to coming in? Because you've got that group or that group.

No not really. It depends on the students that you get in. And each year is very very different from the previous year because you get

pretty much a new intake. There isn't such a follow through as there is in school. You see them from the 1st year to the 5th or 6th or whatever. Take the Engineering Department. Say you have them here for one year and then you loose them. When I first came I saw a student stay for a term and then I lost them and I didn't see them again until perhaps the next year. But that's changed. We never get the block release or the day release coming into the gymnasium except for recreational activities during the dinner hour. So you only see full timers on the whole.

And they come down because they want to come down?

No, Engineering Department, Business Studies Department and what is called the H.M.S.C. the Home Management Course, and the Health and Community Service course, P.E. is compulsory for them.

Oh, I am really quite astonished by that. So you have girls who want to do domestic management or dieticians or you can have engineers, are there any women engineers at the moment?

I think there is only one in the whole place, but I take boys as well as girls for P.E. It's more or less equal.

Take me through Monday. What did you do yesterday?

Well I started off Monday morning 9 till 11 taking the I.T.Bs. The Engineering Industrial Training Board Course, for 2 hours - 16/17 year old male students.

How many students would you have?

10 in that group.

And were they boys and girls?

No all males.

What did you take them for?

We usually do a range of activities. The greater variety the better I think. We did a sweat training session to start off with. I think the important thing is, well particularly me being a woman and males for P.E. you've got to be able to show that you have the general ability and you can knuckle down and do the work as well.

Did you find that difficult? When you first came?

No.

You probably don't now, you probably thoroughly enjoy it.

I suppose its because I've always done it. I used to be a member of the Athletics club at College. I used to join with the lads training sessions so I found it no problem. In the final year of the course there was a merger with male and female departments and sometimes we had mixed lectures as well.

What happens if you get some young engineer being too fresh? Being silly, Embarrassingly silly.

It happens but not to any great extent. You can more or less rely on the attitude of the others to put him in his place. So really, perhaps your discipline measures aren't so important as the effects of the group I think.

So you took them for a sweat session yesterday, what was that? 20 minutes.

That was only 20 minutes, just a warm up before we had a game of volleyball.

And you took the whole group for volleyball?

Yes.

Insofar as in some of the schools it's simply a baby minding function the toys are given out, they play table tennis, they play badminton and teacher retires. How true was it in your job yesterday?

I don't always do skills if that's what you mean, sort of break down the lesson, right at the beginning I introduce a new sport then I go through the different types of shot or whatever there again they know the basics. I find that they prefer to play the game but if something falls down in the game situation I say, "ah yes, what about this," and take them out of the game again and take them back into the game and continue trying to bring out the different points. So I suppose that emphasis is slightly different from what's normal in schools. But there again I haven't had a great experience of that anyway.

Did you intervene yesterday?

Yesterday I didn't. But sort of previous weeks, yes, I did. I would take them out and sort of emphasise the need to be able to pass to people in the group. Name calling, that sort of thing. So that they didn't just send the ball over the net, they had to direct it. And it was better to pass the ball say to a person nearer the front of the net and then passing it straight across rather than just hoping to get it over the net without any.....i.e. I introduce some tactical aspects of the game.

Now, did you do any volleyball at College?

Yes.

So you felt competent when you started here? To teach volleyball to these engineers.

I think so. We had a background where, I suppose I was slightly different, I opted. We had options and the timetable was such that I managed to do just about every sport there was and I thought it would widen my background and it would be the better if I didn't drop anything, even the subjects I wasn't so keen on.

Which were they?

I suppose if I was truthful, swimming.

Dance?

I didn't mind Dance. I must admit when I first started in my first year I had a go at dance and I didn't like it. Then as the course went through I realised the advantages of dance.

You sound essentially the games type of Physical Educator, rather than the gymnastic.....

There again for all I don't do gymnastics here, I suppose I would say I was also interested in gymnastics. Although, as yet, I haven't followed it up.

Have you been asked to teach anything and felt vulnerable and sort of say 'Oh God, I couldn't do that'?

I'm in a position whereby, on the whole, I decide myself what I do.

You're never put into the pressure where they say, 'I want you to do so many weeks fencing,' for instance, or so many weeks judo.

No, no.

They come to you and you're free?

Yes, so I suppose I don't have that sort of pressure.

So you work from 9 till 11 with your fitness session and your volleyball. Did you get a break then?

Yes I had a break from 11 till 12. And from 12 till 1.30 then I took what's called S.T.C. class which is short training course. It's for unemployed youngsters. It's a small group, I think about 8 in that particular group.

What sort of things are they likely to be taking in that?

General communications and sort of what they call life skills, preparing them for the world of work and life in the community, I think that's more or less it.

They could be a difficult group?

My first reaction when I met the class for the first time was one of absolute horror when I walked in. Well I walked in and there was....

These are early leavers aren't they? 16 year olds.

Yes, and there was 10 in the group at that particular time and I hadn't seen that particular group before. They were already waiting for me in the gym because they had come down early and I said, "Right ladies would you like to go in the changing rooms and get changed." Their reaction was, "I don't want to do P.E...." you know sort of swearing and that sort of attitude. So I just left them and came here back into my office and pottered about and went back and said, "Oh aren't you ready yet?" They sort of looked at me and asked "What are we going to do?" And I said, "Oh since some of you might not have games kit we would do something that was reasonably less energetic" so we did Badminton, Table Tennis and I set to and I think I more or less shamed them into coming to help me put up the nets, because we are not used to the idea of the teacher putting the equipment out. And they just sat and watched me. And then one of them said, "would you like a hand?" And I said, "Oh I would really appreciate that", so of course they all got involved and I think on the whole its the problem of the course. They didn't know why they were attending college. They couldn't see any point, and although it was their first week nobody had sat down and told them why they were attending college and that sort of thing. Anyway we got through the lesson and I showed them that P.E. in college is different from school...I actually abandoned doing Badminton and Table Tennis I decided that they didn't want to see something that they had done in schools before, they wanted something completely different, so I thought well they have never seen a Multi-gym before, so I explained the workings of the Multi-gym and it was something new, something novel and that was it. And we really enjoyed that. That was different, so I thought, well I have broken the ice with that particular group by doing something that they had never done before.

What did you call it, Multi-gym?

Multi-gym, yes. Weight training machine and...it's just a number of exercises using weights in a safe environment where they can't really hurt themselves.

And they took to that?

Yes, they did.

That was because it was different from school?

Yes. So I realised they wanted something a little bit different from the school situation. So I think the next week I did keep-fit to music and brought in a series of pop records and they didn't realise how hard they were working because they said the next day, how stiff they were. So obviously they hadn't done a lot of P.E. before, or at least for some of the time.

Did all ten arrive the next time?

I only lost 2 from the course. 2 after the first week and then another two.

But that was from the course not from truancy from Physical Education?

No. So that left 8. It was just through the first few weeks. We lost 2 and one way or another it seemed to be the 2 who didn't fit in the group. And once they left, the situation became a whole lot better.

How often do you get these kids?

They change every term I think.

So you get this little group and you've broken the ice by week 3 and you've more or less got through to them, is it still going on?

Yes. I think on the whole they seem to enjoy it and I've got it more towards traditional P.E. as we would call it. Although I have done a Superstars competition, that sort of thing. I was trying to keep it

as varied as possible so that the development of skills perhaps wasn't there but the enjoyment factor was there.

are you ever in the position where a group of say twelve strong and suddenly six turn up?

Well it would never happen to that extent I don't think. You might get the odd one who won't come alone and I've checked up on them but.....

Cos there is a sense in which there isn't much discipline manoeuvre open to you is there? If that's what you care about.

Oh I think I would go up and talk to the particular student about it....about any problems they might have about P.E. and find out what was wrong. So I would definitely make a personal approach.

It seems to me that once a week seems to be too little time. You've got time to forget, even the teacher almost, between the weekly interval. Or is that not true?

It seems to work alright. It depends on your emphasis again, I think if perhaps you try to do a developmental programme then once a week isn't sufficient. If it's purely recreational then I think yes.

If you described your job to an outsider I would assume that you would describe it pretty well that you're here to sell sport and recreation. Is it anything other than that?

Yes, I think so. If you take evening classes, then I'm a Badminton coach then I would say my aim is to develop skills that sort of thing. So the emphasis is, for all its a recreational class, people have come because they want to do Badminton. So therefore I'll do the various skills and break the game down. I'll teach several shots a week then introduce tactics and that sort of thing.

Are there difficult tensions either within the department or the faculty or the college that sometimes undermine your contentment with your job?

On the whole I would say I get quite a bit of job satisfaction from what I do. I suppose that sometimes I wish that you could be certain that people enjoyed what they were doing. And sometimes you have problems here. They might forget their kit and you've just got to sort of keep on at them and say, 'where's your kit?' and hope that they will bring it next week, or have some spare equipment here and let them use it. So I think that's one pressure, not having people satisfactorily dressed so you perhaps can't teach them what you've set out to do, what you hoped to do that particular day. It happens more with, in the past. Two or three years ago when I took block release classes, i.e. students in college for one day per week and they only got P.E. for a term, half a term and they would come down and you were lucky if you could get them to bring plimsolls. You were getting somewhere if you could get them to bring their plimsolls to join in a game. So of course it restricted the programme that you could do.

Because you couldn't give them a sweat session and have them going back to the canteen....

Not really. So I found that a bit of a restriction. On the whole people do now bring their kit because my attitude is now getting through to them I think, because I have been here 3 years.

If you got the opportunity would you move from here now?

Yes, if something better was offered.

If you could design your next 5 or 10 years what would you ideally like?

Well I'm a bit ambitious I think. If it was completely open, completely free, I would like to go into either high level coaching in a particular sport or there again say to a Physical Education college something like that and be responsible for

programmes there. Or Director of P.E. in a Polytechnic something of that description.

So after three years you ought really to be looking at this quite seriously now. I would think. And are you?

I haven't as yet.

If the right thing came?

Oh yes I would consider it, yes. But I think...well perhaps three years is sufficient, well this is only my third year, so I've done 2 years and this is the start of my third year, so I think perhaps it would be more towards the end of this year.

But you would quite like to say in either sport or coaching. The thought of going back into schools would horrify you?

It wouldn't horrify me, but I think I would find it a bit restricting, having a Head of Department saying to me, teach such and such and such and such a manner and have set expectations.

Because you are very much a free agent here aren't you? You obviously know it and you value that very much.

Yes.

What about relations, do you feel isolated here away from the rest of the college?

Not really from the rest of the college. I do feel isolated as far as P.E. in the town, the school sports activities are concerned. The liaison between the two although its there, is not there to any great extent.

That's interesting. The way you talk about the liaison...that is you're talking about the link or liaison between schools and college. You think that that could be strengthened?

Yes.

What are the barriers to it at the moment? I would be very interested in that.

Well one of the things, children can't come along to an evening class or something of that sort if they are under the age of 16 without the Headmaster's permission. So they must have the permission of the Headmaster to come along here to do.....

Is that ever stopped, ever barred. Has any Headmaster said No?

I don't think so.

I'm interested in the traditional gap that occurs. They leave school, people that have been very good at school drop it. Tell me where do they go? One of the answers is that they come here. To play netball.

Yes we do have a netball evening class, its...well we're breaking the ties down. We have had to work at it I think. I think there's a junior netball but I am not responsible for the netball it's an outsider, a part-time lecturer. And there is a junior netball class and what's called Senior Netball. I think the junior netball class now does involve some people from school. Similarly at the athletics. We've brought young athletes in and we've also brought young people in for table tennis and judo. But we are only just beginning to bring them in.

You suggest to me that there is a kind of barrier somewhere between schools and yourselves, which ought not to exist and you yourself have convinced me just in the manner in which you talk about it that you would like to see those barriers broken down. You would like to see a much more free link with all the schools and you feel a bit isolated at the moment. Where are the barriers?

I think on the whole, we aren't involved in what is going on in the schools. Schools have sports days. We hear by the grapevine

that the school track meeting, I mean with me being a member of Shaw Lane Harriers I hear it, I never get informed through the schools system that the town trials are being held say on such and such. Or that there is a swimming trials on and that sort... I mean we don't hear that because....

That's a communication problem isn't it?

Yes. Well of course we don't have any students who are eligible because mostly it involves pupils or students under the age of 16.

If there was somebody under the age of 16 they are not allowed here I take it.

No. Although there are link courses now for 'A' level subjects and perhaps 'C' level subjects that can't be taught in schools, just because they haven't got the teaching staff. Aiden do that sort of thing. And there again we take...although I think this has been stopped again, mentally handicapped children come in for sport here. And they are under 16 to link with School in Laithes.

There is a gap between school and an important centre of recreation and sport in town. Would you put it down to a neutrality amongst the teachers or almost a hostility?

It's difficult to say. It might be hostility but there again I don't really know.

You will have a general impression of the schools in Hucklebrough as far as their P.E. is concerned. Are you critical of it?

Yes I think so.

Because you will be used as a sounding board here and you'll get bits of information that would be denied to anybody else I would think.

It's difficult.

Well it is a difficult one but I don't want to stop you answering.

I think that an awful lot of people come from the school system who dislike P.E. for one reason or another, so I think the school system falls down somewhere. The students when they come here say, 'Oh we're not getting P.E. I don't like P.E. I can't stand it. I don't want to do netball.'

There is an inbuilt hostility then?

Yes. I think so.

Supposing you said at school, right P.E. is voluntary after the third year? Would you be horrified by that?

Yes.

You would want them to keep them going?

Keep it going.

But it might mean that they would then have a different attitude to it when they came here. You see, one of the things that's happening, women in particular.....They serve up the eternal netball, hockey and they've been doing netball and hockey since they were eight but doing it in 3rd, 4th and 5th year again. Then they switch to an options system which is wet. It's a matter of giving out the toys or battling with the girls to get them changed so they spend half the lesson arguing with the girls, not actually getting any results and it might be better to say well look P.E. we'll only give you a grounding programme in the first 3 years and then if you want to opt out, push off. Then work with those who like it. Now it may be that you would get a better atmosphere, more people wanting to do P.E. if it were denied them.

I think you might lose more than you keep.

So you say its worth keeping as a compulsory aspect up to the 5th and 6th year because of the few that you might win.

Yes, I think so. Because after all, do they really know their own minds at 14 or 15 years old.

My answer is no they don't.

That's my view.

There is a sense in which they never know their own minds.

It's only later that they might regret the fact that they didn't keep it going. Because they might go along to a Badminton Club and think 'I could have kept that going at school' or table tennis or football or anything like that.

It's worth pursuing this one. Thinking well where are the barriers, there ought to be better links than there are and where could the improvements be? Let's be positive about it if you could sort of help me think some of those things out. There are differences in outlook between yourself and F.S. Is there a big clash?

No not really. We have our own views but on the whole it doesn't interfere with the job that we do. We each go our own way I suppose you could say. Which I realise that probably in a school situation perhaps I wouldn't be being fairly new to the teaching profession.

Insofar as F.S. is responsible for Physical Recreation do you get any help or criticism?

No. I mean that he doesn't come in and watch me teach, if you know what I mean.

Is he paid more than you. Is he on a different scale?

Yes.

So he's paid to be responsible?

I'm not sure. He's got responsibility for what's called the Students' Association. Which is the running of student affairs and that sort of thing. But that is only relatively recent within the last year I think.

You will be paid more than if you were in a school?

Yes.

And you have to work a number of hours, you're on the F.E. scales?

Yes. 21 hours of teaching time, and 9 hours departmental duties. Plus overtime for some of the evening classes.

Is that fair?

I think so.

It doesn't cause a lot of consternation and dissatisfaction in your own mind?

No. If I work nights its because I want to. And teaching subjects that I enjoy and you get a good class response.

Yes. You still haven't told me what the differences are between you and F.

Oh I would think perhaps in our teaching approach.

The way that you set up relations between pupils and yourself?

Yes. I think that's basically the fact that male and female approaches to P.E.....

Describe what you think your approach is.

That P.E. is fun. You can enjoy it, but if you sit back and say I don't want to do it, you don't realise you're missing out. Whereas if you give it a try, it isn't as bad as all that.

So there is a sense in which this is the whole of your job isn't it?

Yes,

Being a prop to people who maybe.....

I mean I am not so blind not to realise that there are people who really do dislike P.E. and they are coming along here and it's a compulsory subject. But with general persuasion they join in and I think they get something out of it for all perhaps they don't like the subject.

What do you look forward to most in the week? What is the most exciting part of your job?

Well I suppose, there again its a different situation, is that the club night for Badminton is enjoyable.

That's when you are actually doing some teaching?

There is some teaching, yes. But its a club as well, it's got a club atmosphere and a bit of socialising.

This takes place here?

Yes. I think although I don't join in, the socialisation goes on after the club has finished. They go along to the pub for a drink or something.

And you join in?

No I don't go with them because by 9.30 at night I'm feeling pretty tired and ready for a decent meal I think.

Which is your longest day?

Wednesdays, till 9.30. I start at 3 o'clock, although last year I went right through from 9 till 9.30 at night. My longest day is, in fact, a Monday - 9.00 to 7.30 p.m.

You must have been on your knees.

Yes, just about, although I did have some free time in the middle of the day. But I was still in college to answer any queries, answer the telephone and that sort of thing.

When did you last cry about your job?

I haven't yet.

It has never got you down to that extent?

No.

You are in a marvellous job then aren't you? You wouldn't swap it for anything would you?

No not at the moment. I realise that I'm in a pretty lucky situation. When I was on T.P. yes, it did get me down on occasions through sheer frustration. But on the whole....I think I've changed my attitude because I've had to. I realise that you've got to be more tolerant of people who don't like P.E. Whereas in a school situation, particularly when you're working under a head of dept. you have to force people. And sometimes force isn't as good as general persuasion. I think you get more out of them if it is general persuasion, in the right direction.

On compulsion in P.E. When I first started I thought everybody should be made to do P.E. Mainly because I had enjoyed it and I thought everybody else should. But after teaching here for two years I don't think it should be. I think it should be compulsory up to the fifth year, but bringing in a choice of subjects in the fifth year. Fourth and fifth years should do P.E. but beginning with a choice in the fifth year. Obviously this will depend on the number of pupils you've got and on the facilities you've got. Sixth form I don't think should be compulsory because....They come back into the sixth form voluntary anyway and they can do the subjects they want to do for 'A' levels.... and after being made to do P.E. for five years some of them do not wish to do it any more and I think that they should be given a choice.

Suppose you have a pupil in the fifth form who is intensely resentful of having to do P.E.....any form of P.E. do you think it is worth the struggle with that person?

Well one time I did. I used to think you should bother, you should care about them all. But you also have to think that while you are struggling with this one, what are the rest of the class doing? You know, have you got them sorted out and well occupied....in which case you are not teaching them they are just doing something. Or do you just leave this one alone....I don't know....They don't like maths and they don't like English, but they have to do it. Now with some of them I get to the stage when I think "so long as they are in the lesson. Then that's alright with me." Because they are not running round the school doing something that they shouldn't be doing. And I know where you are and I know you are here where you are supposed to be.....and I just concentrate on those who just want to do it. You get this problem of course with P.E. kit. Those who don't bring kit hope that they won't have to do it. It's difficult really knowing what to do with them. I don't know if there is a right answer or a wrong answer. We have some in our fourth

We have some in our fourth year who don't like it. The fourth year High School....there's 90 of them all together in the sports hall...and I don't blame them if they don't want to do it. I mean I don't think I would be particularly bothered about doing it. The ex-Sherburn Road girls get a double lesson and a single lesson. They are not too bad now. They are getting better. They are prepared to do it but they don't particularly like changing. But they are prepared to do something.

What is it about changing that bothers them?

They don't like short skirts. They think it's stupid wearing short skirts. That's one thing they don't like. They don't see the point of having to get changed. Some of them are not used to getting changed. Especially those who have come from secondary modern school. Because they never had to before. They don't see why they have to now.

Do you have difficulty with the first and second years?

Not really. You sometimes get it with some of the remedial children mainly through the home background where they can't afford it and they haven't got any but they are usually quite prepared if you give them a 'T' shirt...they will change. One girl came to me one lesson. I said "where is your T-shirt?" She said, "I haven't got it." She came from a good home and in one of the top streams....."My mother said I have not to wear it today"..... "Why not?"....."Because I've got a cold." I had to explain that the cold would get worse if she got sweaty and she left it on you know....But it is difficult when you are against backing like this...."My mother says that I can't do it." That's it!.....

Do you think the resistance to changing will diminish over the years?

I think so. I don't think we will have the same problem with the first years....I don't know some of the second years that we've got don't always bring their P.E. kit. It should do. It shouldn't be as

bad as it progresses.

What choice do they get at what age here?

They don't really get a choice until the fourth year. Then the High School are all in the sports hall. So they get a choice of sportshall facilities...which can include basketball, volleyball, table tennis, trampolining, badminton, (which isn't on a badminton court....it's just hitting a shuttle from one person to another.)

And that's in the fourth year?

Yes.

Are you satisfied that this is productive - educationally?

No.

What do you think is the solution? More choice or less choice?

I don't think the choice has anything to do with it. I think the solution is the numbers....I mean we have 90 odd children for three staff....so that's alright? But they are altogether at the same time. It would be so much better if each class had a P.E. lesson at a different time. So that you have 30 in the sports hall so that you could get round them where you could play a proper game of badminton. They could be coached in trampoline...play a proper game of basketball and volleyball.

At the moment you are simply distributors of equipment....giving out table tennis bats and ball, organising a number of activities... You are just sportshall managers.....

Yes. That's all it is. I mean it's alright for a time. I don't have to think what to do. It's great. But there's no satisfaction really....If you think what have I taught and what have they been doing. They've done virtually nothing. There's no teaching really.

Perhaps there's a little coaching on the way. Perhaps they do like it because it is the only lesson they do get which isn't an examination subject.

How many do you think will continue to play a sport for recreation - just for fun?

I don't know. That's difficult because I didn't teach the fifth year this year. I think 30% eventually. Even if it's hiking over the moors.

Do you - the school - make any attempt to make this easy for them? Giving telephone numbers.....addresses of clubs or this is what it will cost you.

No.

Do you think it would be a waste of time?

No not really. I think perhaps you could put somewhere.... it might get vandalised, ripped up or moved....a notice worth saying interests....and perhaps listing a load of interests with telephone numbers addresses where they can get in touch if they want. We have with athletics recommended that they go down to B. Harriers to train, if they are interested. A lot of them join youth clubs anyway and they have their facilities there anyway.

Have you any knowledge of these youth clubs...how they work?

Well there's a youth club run on this site here which used the sports hall and the swimming pool and field area and they can come and do what they want.... there are qualified P.E. staff in the areas. They also have discos and things like this...just sit and talk... coffee bar.

Have you ever been in to one?

Not this one, no.

You don't do any teaching in this Youth Club?

No. I have a gym class on a Thursday night in Easingley.

How did you get involved in that?

We had a member of staff who left....he got a job there. And he knew that I was looking for a job in the evening. And he rang me up and said the gym teacher was leaving and was I interested? So I got it that way. There's about 30 of them there.

Do you enjoy it?

Yes. It's different. It's exhausting. I don't know how junior school teachers manage really. Because they are only 8 and 9 year olds. An hour and a half of that and its enough. I mean ours are bad enough with Miss, Miss do this but...they're even worse. You see you have to see everybody at once...at the same time.

Where are the frustrations....the obstacles to your doing the best job that you could do?

Lack of time, split site, lack of lessons. Lack of interest at the top... in the P.E. that is going on, especially on the girls side.

When you say at the top, who are you meaning specifically?

This is confidential isn't it?

Absolutely

The boss. The headmaster mainly.

It has been suggested that he is interested in rugby only.

Yes.

Is he disinterested in the girls' P.E.

Well virtually you 'mind' the girls. That's his outlook. You look after them.

Is he interested in you as a member of his team? Has he ever invited you in and said, "Sit down Elaine, how are you getting on? Is there any problems?"

Well....On something totally different we....when staff are away, obviously you have to supervise for them and we were objecting because we didn't see why we shouldn't fill in for ourselves and also fill in for other members of staff. Anyway it ended up by our having a meeting with the headmaster. And he said, "If you don't like it you know what you can do, you can leave."

It sounds like a hostile meeting?

We didn't get anywhere. Fair enough I have nine free periods but that's not my fault. I mean I was as surprised as anybody else when I got 9. And he said, "You can't really complain because you have a lot of free periods". I thought "well that's your fault not mine, you did the timetable." But his attitude....We run the girls side....We invited him over to a gym competition, but he didn't attend. But Miss 'X' the Associate Headmistress attended and she has always been interested in what was going on. Last year some boys didn't turn up for the athletics and we got no backing from him. He's not bothered. He's rugby mad. He was furious....because the second years as a whole are not very good at anything. You can get one netball team or....if you try to get two they are virtually useless you can get a swimming team just about. You can get a reasonable athletics team but they are not very good...and he couldn't get a 2nd. year rugby team and he very nearly went frantic. He had all the second year boys behind and said, "You know there is a tradition of rugby in this school..." which I think is the wrong thing to say anyway. It is now Bamburgh Comprehensive School and it hasn't got any traditions. When our school

went comprehensive it was drummed into us that it was no longer a grammar school it was comprehensive....If it had been football, he would not have bothered. I have nothing against rugby or anything against football. I think the boys should choose and I think they should be taught both. There is just a lack of interest in anything else. So long as they are 'minded' he is not bothered.

The facilities, apart from being on a spit site, seem to me to be very good.

They are very good. We have a pool, a sportshall, a gym, a lot of field area. We get a problem though when it rains. We tend to have half a year at a time (60 boys and 60 girls). One week we have the boys in the pool and the next week the girls. You've got the sportshall but whilst the games form is timetabled another year may be timetabled for the sportshall....so that's out. Then you've got a gym, which unless you do dancing, you cannot put the boys and girls together really. We sometimes have to accommodate 90 third years in the gym. And it's not a very big gym. You are very limited....say in volleyball two teams sitting out....

How often do you get 90 in there then?

As often as it rains on Games periods....virtually. If it's a bad winter...that's just it.

And does the head know of these difficulties?

Oh yes. But you see we are on a thirty five period timetable and I think that we should be on more.....less time per period. I mean if you only get a double and a single, and you've lost a double that week virtually through team games.....then I think we should get more P.E.....But all the other (teachers) want more maths or english etc. for 'O' levels and the rest.....And P.E. is not important anyway.....So long as they get their rugby, its alright. It's difficult really.

Does that knock the heart out of you?

You either take it to heart and you get depressed....or you do the best you can with what you have got....with the girls....

So you've come a little detached and a little isolated from the main stream?

Yes. You do actually. It's the same if anybody is away, like last week, we had inter house activities....each year has a date and we did rounders, or cricket, swimming and athletics. Which meant that all P.E. staff plus two others who were helping were out.... so somebody had to take out lessons. And there's not always somebody put down to take P.E. lessons....'cos they think 60 is virtually the same as 30you know it doesn't matter to them.... Just give them two lots of balls....just chuck it to them and say get on with it. Or just ignore if they are on the field anyway.

So You've got marvellous facilities but you do not get enough time with them, it's badly timetabled and the split site and in fact you get certain times when it is raining when you are over subscribed... you get too many bodies for too few teachers and too few facilities. And there are moments in time when the facilities are just not used.

That's it. Sherburn Road juniors is not used as it should be. The swimming pool is used all the time, as you can see by the timetable... The sportshall, is usually, but Sherburn Road Juniors isn't used all the time.

Where do you get your particular satisfaction? When do you finish at the end of a day and say "that has been a good day"?

It's funny really, it depends.... Sometimes if you succeed with one child I get a satisfaction. Like last week I had had a girl... she is in her third year....like a boy...she was suspended for eight weeks for doing something.....I forget now what it was for....and I had her out for rounders and she threw a ball in from quite a way out and it

was a good throw...so I thought she might be good at athletics.... so I gave her a javelin the next time I had her, and she threw it further than anybody else.....no technique, no nothing...We had a bit of a fight to get her on to the team because she wasn't a nice girl...Anyway she took part. She won the North East Finals for Hucklebrough. And since then she has changed. Well she has in P.E. lessons anyway. She is willing. She is quite helpful....she will have a go at anything. I'm not sure what she is like in anybody else's lessons....I think at times they will be glad to get rid of her. But I know in P.E. she's alright now. I think she realises that she has succeeded in that and through that she is succeeding with other parts of athletics....She is still like a boy you know but...she doesn't know when to shut up...She's got success (enthusiastically spoken).

Tell me about the school teams.....Are they easy to run or are they difficult to recruit?

Difficult because they are on a split site....If you want to get hold of them quickly, it's murder. You run round like an idiot or give somebody a piece of paper and let them run round like an idiot....Some of them have the attitude you know, "Can't be bothered to turn out for practices"....."I'll not come".....Anyway we manage to get a school team out for the sake of entering it. Because I think we should do.....whether they can win it or not. We entered the gym (competition) for the first time for umpteen years last year. And it did help us.....The kids enjoyed it really. This year we entered again and we were only about 1.5 points behind in the floor work.

Do you think there is too much competition in the town?

Yes. I think it gets 'bitchy'....It's not sport.....It's terrible really. We played a netball match against this one school....the juniors...and I told mine that if they argue with the umpire they never play again with me...for that year that's it...they are just out. I chucked two out but I got two more in. No argument. But we play another school and the teacher said "this is not my team...

it is somebody else's team". But she says this for every team she takes...I mean....it doesn't make any difference. I say if you play to win....to me if the kids enjoy it, then that's it. That's all that matters really. If they win, then it's great. But you have to be able to lose. Anyone can win...but not everybody can lose.

Would you have said that two years ago? That enjoyment is the only thing that matters?

Yes, actually I would, yes. Because I had an argument with Judith, (a student colleague) about that, she said, "you play to win" and I said "you play to enjoy it". Obviously you play to win as well.... that's at the back of your mind. If you don't enjoy it there's not much point in taking part. That's why a lot of our very good ones don't take part because they don't enjoy it....which is very frustrating for us and very annoying. But there's nothing you can do.

End of Recording.

No Follow-up Comments

When I came four years ago I knew that this school was in an unhappy state; it was unbalanced. There was a lot of friction and I felt that perhaps it was early years. I put it down partly to the Headmaster and partly to the Head of Department and I thought well it wasn't an integrated department at all it was split wide open. Has it changed? All that I'm interested in is your view of things.

Are you talking about from the P.E. side or the school side?

The P.E. side

I don't think the situation has changed as far as the Headmaster's concerned. He is still very much rugby biased. He doesn't show a lot of interest in what the girls are doing, I mean if you tell him then he'll take note and listen but if he's watching a rugby match and there's a netball match going on at the pavilion he won't wander 200 yards across the field to have a look, even for 5 minutes. I wouldn't care if he didn't come for long, but just to show his face and show he's interested would be nice for the kids and I think even the children realise this now, the children normally at one time wouldn't have said anything, have said to me, but even the nicest children mention it.

That's much the same as it was then?

Oh yes, but they seem to be commenting on it, the one's that I have do anyway. But he just isn't interested.

What ways have you changed in the meantime? Because you have done 2 years teaching. You are in your seventh year now and you must have changed a lot in that time.

Oh I think so, yes.

Is it possible to reflect that on the ways that you've changed?

I think I've come to realise that there's not a lot you can do about it yourself, to change the top either what the Head of Department himself does and you either accept it and do your best and your bit. If you're not going to accept it the only thing you can do is get out, even if it means getting out of teaching altogether for the time being till you find something else. To me it's totally pointless to say, "Oh this is wrong and that's wrong, you should do this and somebody should do that," and grouse about it because you're not going to get anywhere, you're not achieving anything.

You've tried have you? Have you tried to get through to the Head?

We've tried, yes. I mean I haven't personally been to see him because I don't think it's my job.

The whole department had a go at him last time and they were told more or less, "if you don't like it, go!"

Yes, that's right.

Have you had a try influencing say Clive James?

Personally I think he's getting better in a lot of ways. At one time he wasn't chatty at all, even if you said good morning to him you never got any response whereas now I feel that you can have a conversation with him, not necessarily on P.E. but on something else. He just moved house so we had a conversation about that. He seems to be slowly getting better, a lot of things obviously it's going to take time, I mean he's been doing the job now for 4 years and you suddenly cannot change four years in 2 days.

One of the things that I found is that some departments try to work as a team and some are not even trying. Tell me if I'm wrong, but I get the feeling that this department isn't even trying to work as a department. But I could be wrong. How often do they meet - the whole department together?



Well we meet when you have to meet or when you're supposed to meet, like the beginning of the winter term when you come back to school and you have however long it needs for a staff meeting. (1)

What happens at those staff meetings? A P.E. staff meeting?

You usually sort of discuss about the timetable, and who is having what and for how long and this sort of thing. A lot of it is about facilities. Who is having what for practices, and again a lot of this in a way is bad because the rugby have had a Tuesday night since the year dot therefore they have to have a Tuesday night. Despite the fact that other schools might have netball say on a Tuesday night, that's totally irrelevant. So practices are discussed and it mainly goes on what happened the last year, that sort of thing. They did change one thing, we used to have the system where the girls went in the pool one week and the boys the next week and Head of Department decided to do it half termly. Which at the beginning I must admit I wasn't so keen on because I thought they would miss out on the swimming side, you know, not going in for half a term. Looking back on it I think it is better because you get a block of it. (2)

Has there ever been a meeting in your time when you've discussed what you're trying to do as a team? As a whole. What you're trying to do in the first year and what....and how the second year depends on the first year and what you're doing in the third and fourth years. Policy of that sort. It's just left to every individual to survive.

Oh yes virtually, yes. You see I think that, in a way, stems from the top, what one's trying to achieve. To me the Headmaster seems to be trying to achieve to get as many children as he can do to get to University. He likes to get a lot of children either to Oxford or Cambridge. And although the tutorial in the C.S.E. groups produce a lot of good results and do get good jobs actually a lot of them, and they are helped to get jobs which of course in today's day isn't that easy. And yet he doesn't seem to mention that he just glosses over the fact, you know, that they've got jobs or they've

done well in their exams. So there's nothing all the way from the school as to what you're trying to achieve, you know, anybody, and I think it must reflect on the departments as well.

Whilst you're saying that, I'm thinking, now I remember Elaine Rose as a sort of lively critical mind, an intelligent mind, how have you sort of stood it here when you know that your ideas are not welcome? You weren't a cabbage were you? You aren't a placid person.

Oh no, no. I've probably got that way, I don't know.

Well maybe this is one of the changes you've made. You don't look at something and not make an opinion on it. You have strong opinions.

I have yes. I think to me it gives me a great deal of satisfaction to have the school teams do well. In this town it's the policy of schools who have won the league to have their photo in the paper. The girls always look smart because we have, over the years, raised money for team kit and we look after it. We can do it even without his support from the top, though it would be nice to see he cared and was interested.

It might be a change from four years ago because I can remember you saying what mattered was that they enjoyed it rather than.....

I think they should enjoy it as well. To me I don't want them if they are not going to enjoy it. You see I don't believe in saying to a child, "you're a good player, come to the Netball practices," and they say, "I don't want to come," and I say, "well you've got to, I want you." At one time I might have tried to persuade them but not any more. I think if they don't enjoy it it's pointless because they are just not going to turn up or they are not going to do their best. I'd rather have seven who are willing and perhaps not so capable than 6 who just don't want to come.

Where do you get the professional satisfaction from?

That depends I think. I get a lot of satisfaction out of doing the school teams and a lot of satisfaction sometimes out of the less able ones, intelligent wise, when they enjoy a lesson because a lot of them don't like to admit that they like school anyway and they certainly don't like to admit that they like your lessons, you know it's considered below them, you're not supposed to go up to a teacher and say that you liked it. And for them to get excited in a lesson, a team game, that gives a lot of satisfaction.

So you're getting more fun out of teaching...or working with your teams than you are in the curriculum time?

No, I wouldn't say that. I think it's more relaxed with your teams, it depends on the lesson I mean there's some lessons where you go in and you know you're going to have a battle. You know you are going to have a battle from the word go. But there's a lot of them, especially when you actually know the children and they realise what you want, are very enjoyable. You can achieve a lot so long as you set your standards realistically.

Are you as conscientious as you were four years ago?

In what way?

In any way. Generally do you regard yourself as a conscientious teacher?

I think so, on the whole, yes.

Convince me that you're a conscientious teacher. How would I know that?

I'm concerned about them, interested in what they're doing, interested in the child, I'm prepared to listen which sometimes isn't the proper thing, but they should see that you're interested in them and can talk to them as well. I think you've got to show

them what standards you accept and won't accept, which is even better, and that you won't go back on them. I think that one week you'll accept something then the next week you say you're not going to accept the same standard, you know, where'll you accept less than you did the week before. Then they don't know where they are, and I think that's bad. And that's when they play you up. To test you.

Are you tighter on discipline now than you were or have you relaxed more? Where do you stand now?

I think I'm tighter at the beginning than I was, you know when you first have them, the first few days, the first few weeks, depending on the class, you know. I mean I still have one class which I'm very tight on because I feel that if I let up one inch then they're just going to take a mile. But some classes obviously, you know, you can explain to them what you accept and that's it. They understand that, the others don't. I think you get that as well with knowing them, with being here for 6 years. There's only really the first years you've got to know from the beginning.

You've seen a number of generations right through now haven't you?

Oh yes.

Looking back on those years that have left, you've seen them come through the school and they've gone. What has P.E. actually done for them? Rather than what we would like to think it should have done?

I think with some kids it's put them off totally.

So you think there are a number of kids where the very processes has really made them hostile?

Oh yes.

About what proportion?

I wouldn't like to say actually. If I think of those who were willing to play a game or to join in at school and they do something now, you know take part in a Badminton club or go to a youth club or whatever then I think it's quite a high proportion who don't do anything when they leave school. Maybe they just pack up for a few years then they do something. It could be lack of facilities in the town.

Because in most schools in the beginning of the third sometimes a lot in the fourth it's just a battle that's going on. Is that true of Bamburgh?

It depends what you offer them actually, in a way. I have the fourth year tutorials, the lower end of the school fourth year, there's three classes and I have them together. (3) When they are all here there's 28, they are never all here, there is a very high absence, obviously not, well not obviously but.....

There's a good deal of truancy in the school?

Yes. (4) For the games lesson we start off at the pavilion outside, then it got too cold. Because I don't see the point in trying to persuade these children who don't come properly attired for the lesson, and who never will, (no spare socks or jumpers to go outside in the cold) we go into the sports hall and we play a team game of volleyball which they enjoy, they don't bring their kit, but that's no problem because they just borrow and they come prepared to borrow.

But then they participate in something like volleyball?

Oh yes, they enjoy that. They enjoy doing volleyball and it does them a lot of good actually for a team game because I let them pick the teams and they learn to pick as well those who are good, but not necessarily their friends.

And they'll allow you to coach them. They'll allow you to interrupt the game and teach them?

To a certain extent yes. They like also to organise themselves. They want to play, they don't really like practices, mind you that's also a handicap, we haven't got the volleyballs to do the practices with.

Why is that?

Probably because we haven't done a lot of volleyball in the school. The class size here for games, which we get to do volleyball with you have got to have the whole of the sports hall virtually, a big area, for the number of kids that we've got which is virtually an impossibility because there will also be boys inside.

I can't see why any school shouldn't have minimally a dozen volleyballs.

Yes, but you only need the volleyballs if you are going to do volleyball. There's not much point buying volleyballs if nobody's doing volleyball.

Are you the only one doing volleyball?

No James does volleyball now. Sometimes they play a game of volleyball and then change the activity. Sometimes one group can only have a games lesson in a third of the sports hall and you split up and you have one lot playing volleyball, one lot badminton and one doing something else.

So there is a shortage of volleyballs. Have you asked Clive - "Can we have some volleyballs?"

I haven't, no. James has. He actually didn't ask Clive at the time. Clive wasn't there when he asked Robert to get some light plastic balls, not volleyballs as such. I haven't, no, because I at the moment with the older children, I do volleyball with, prefer to play a game and do it from that side, the games side. Because they

like playing a game and they'd like to keep their interest that way. Obviously the rules are adapted to suit them so that we can all play. And I've found also that they will do a lot of coaching and things themselves now, they spread out and just help other people in their team which is very commendable for them because at one time some of them wouldn't you know, wouldn't help anybody else.

Has it improved since four years ago or not much? On the P.E. side?

Overall?

Thinking in terms of what the pupils would do four years ago in the fourth year and what they do now. Is it the same, has it gone down, has it lifted?

Basically it's the same in the lesson times because P.E. now as it was four years ago is virtually done last on the timetable.

Say that again!

Well when the timetable is done the Heads of Department usually say, "such and such must have X number of Maths and X number of lessons of English and whatever," and that's done first, you know the Maths and the English.

So how many lessons will the first years get in P.E.?

All first years get a double and a single. Double games supposedly and a single lesson. Second year, that varies, the top end of the second year they get a double and a single, the bottom end of the second year get a double and two singles, the third year, the top class just get a double, the top two classes I think just get a double, and the rest get a double and a single and the tutorial get a double and two singles and so it virtually goes on, the more intelligence you've got, the less P.E. you get. So in the end in

the fifth you get half a double lesson.

Do they get P.E. in the fifth year?

Oh yes, half a double lesson, well that's not quite true, if you do or opt to do Latin you get half a double lesson.

Which they don't turn up for?

Well I'm not on the top fifth year this year at all so I don't know if they come or not, but last year they didn't. They came for the second half which was pointless. The fourth years that I get are the same, they come for the first half.

Have you applied for any jobs in the last four years?

Yes, but not sent them in.

But you've not actually filled in an application form and really made a start?

And sent it in, no. I filled a few in as I said, but I didn't send them in.

Why didn't you send them in?

An interesting point actually. When I weighed it up the schools that I applied for, I wrote off for, were in City and when I weighed it up I decided that I wanted to stay here for a bit longer to see what it was like when all the grammar school and high school had seen their time through. To see if it had changed.

If you could predict and plan the next six years how would you work it out? Supposing it went your way.

It's a very difficult question isn't it? If it worked my way then the children would get more P.E.

I'm thinking of your career

I don't know actually. It's a very difficult question. I've thought about getting out of teaching altogether and doing something totally different but the job situation as it is you cannot suddenly.....it would be very difficult to decide.

What kind of things did you momentarily think of moving to?

Running a sort of business on the lines of a restaurant, cafeteria. That sort of thing. I wouldn't mind doing something just for a year just for a change but there again you can't sort of say, "I'll do that for a year then come back to teaching."

Have you applied for secondment at all?

You can't get it in County unless you've been teaching quite a number of years.

But I should think that you've done that.

No you can't. Alan at Aiden, he got secondment at Leeds but Paul F. from Fleetwith didn't get it because he hadn't been teaching enough years and I certainly haven't been teaching as long as either of them. It's very difficult in L.E.A. to get secondment. But again you seem to get secondment you've got to do something with education. I mean you can't decide well I want to work in industry for a year, they won't give you secondment for that. Or something totally different, alien to education.

You'd quite like to run a little business of your own?

Oh yes, it wouldn't be a bad idea, you know, well obviously I've thought of it but financially at the moment it's impossible.

Would you stay in the North East?

Oh yes.

Because you're really from N.W. aren't you?

Yes. I won't go back there.

I quite like City myself, but I was thinking, six years in one place, you really ought to, from a career point of view, you could so easily get stale here.

You could yes. That's true.

And I doubt whether you'll reach your potential peak of professional development here.

Maybe not.

You're not very bothered are you?

To be perfectly honest, no. There's quite a few perks actually to the job, if you care to sort of diagnose it all carefully.

Tell me some of them

Well for instance, the girls are virtually split from the boys anyway, I mean at the pavilion, we've got our own facilities up there. In a way it's two departments. You can go to games, or say athletics which is a prime example, and you can decide, we're going to do the high jump or we're going to do the long jump and there's no clash with the boys, nobody turns round and says, "we're doing that." Whereas in most schools they've either got the one long jump or one high jump.....

Do the girls have their own facilities then?

Oh yes, up there they have. You see it used to be the branch of the High School whereas the boys was from the Grammar School so it's two entirely separate schools. So you've got that, then there's.....much as one must criticise Clive the way he's running

the department at least he lets you get on with it, he doesn't turn round and sort of say, as one member of staff does in the town, that virtually say that what you've learnt at college is not necessary because "here's your lesson plan, here's what you will teach."

Somebody's done that in P.E. in another school?

Oh yes.

Which school is that?

Aiden. You were told what you were teaching, you know, you were told what you were going to do. Ill-mannered to a certain extent, which to me is bad because you've got your own ideas as well and you have been to college as well. I mean alright, you have a scheme of work, I mean you must cover this and this. And there again a lot of schemes of work you cannot get through because you haven't got the right equipment, or behaviour of the children impedes progress.

Clive doesn't give you a scheme of work?

No. You see I'd rather.....if the class don't behave then to me they don't get out apparatus, you know, and they will sit and they will do floor work, if necessary for the whole of the six weeks but.....until they do behave. So in that respect you're left very much on your own as a girls department which is nice. Again it's handy here with it being a split site, as long as you've checked that you haven't lost your free period you can just go down town and do your shopping.

Do you get many free periods?

I get four.

Which is probably more than a number of people do in different schools in the town.

It's about average for here.

If you had to move to another school in the town which school would you choose? Supposing this was to suddenly close down, there will be a closure of some secondary schools in the foreseeable future and suppose they said, "which of the schools would you go to," what I mean is, rank the physical education departments which you would find acceptable.

I wouldn't go to Aiden. I think I would go to Dovedale or Callaly.

What is so attractive about them?

Taking the department as it is at the moment it seems, looking at the female side of it seems a happy department, the women get on well together, they get on well with the children, em.....

How do you know that?

I've been there during the day, either to drop messages off to the staff or just calling into the gym, you get the impression that there's a nice relationship.

And you say the same about Callaly?

I think so, yes. I mean Callaly has a lot of problems because of the area where the children come from but there again they don't have the problem of the Head being only interested in the bright children, everybody does the same whether they're stupid or bright, because they've never had the top class high flyers that we've had. You know they've never had anybody to push for Oxford, that sort of thing.

And Fleetwith doesn't appeal?

Not really, no. The lack of facilities there, I think one is slightly

spoilt in Hucklebrough with facilities, compared to what I had at school, we thought we were IT because we had two gyms. but they've just got a sports hall and a hall and they haven't got a gym.

And I think they'll feel the pinch there.

Oh yes I think they do.

Because you've got quite a lot of facilities then. You've got a sports hall, a swimming pool then you've got additionally many more playing fields.

We have about the best playing fields in the town actually.

Is there a Dance Studio anywhere that you use?

No. If you want to do Dance, and I don't, you have to use the gym.

Now you spoke with some warmth and envy of the happy relations of Dovedale.....

Well I compared them to other schools, you were saying which school do you want to go to. I mean I know at Fleetwith they don't all get on all that well, Gargrave of course, they've got a lot of changes at the moment. You know they are changing around so it's difficult to say and the girl who has just left, they didn't get on very well with her. Eltermere again they have problems there, I think that's settling down somewhat at the moment.

You get to know a fair amount of the other schools.

Yes you do actually. Well I mean you would do anyway because, well sports fixtures and meetings and talking to staff whose wife's husband teach at other schools.

What happened to Sue Bond?

She is now in Switzerland. She left here and she went to teach first in Darton then Switzerland.

She didn't leave here voluntarily?

No. She was asked to leave.

For what reason?

For having an affair with a sixth form boy.

So she was involved with a sixth form boy?

Well at least she was caught with one, let's put it that way. She was involved with one. There were several but she was caught having an affair with one.

And she was given the boot?

Not officially, no. She was asked to leave.

What was it like? I felt sure that that was what happened. I'd been told that was what happened and I thought well if I got this information from you then living here at that time in that atmosphere, how did that effect you?

It was difficult with the children actually. I mean I knew what she was like before she came here. To me, who you sleep with is entirely your affair, until it gets to sleeping with children of the school. Despite the fact that we had a discussion once about that, I think there had been a court case.....it was the other way round actually, the man with the girl, and we got talking and said you couldn't do it the other way round and she said, "Oh you can." And we said, "well our Headmaster wouldn't like it." She wasn't having any and that was that. So I mean I knew what she was like anyway and I was never very friendly with her anyway. The children didn't like her very much.

Who was here first. you or Sue?

I was

You were here first and then she came on afterwards, a year afterwards?

She's two years younger than I am so it'll be about 2 years.

So that would be a very unhappy time, when she arrived here.

It was difficult. It was a difficult time.

Because she had been here about a year.

You've got to, obviously not show your feelings to the children and obviously squash them when they start talking and we had it afterwards for about a year.

Did it make a scene in the town or was it suppressed?

I think most people in the town knew. The press came up. Somebody rang them up, I don't know who, and said something, but it was squashed so it never got into the press.

And then she moved to Thornaby I think. Did you lose contact with her altogether or does she repeat the same mistake?

Oh well not with the children. I mean she was still sleeping around with everybody but whether she was with the children I don't know. I mean she went out with one of the basketball players, I mean you hear things but, we used to see her at Athletic meetings that was about it, the only time we ever saw her was at the County Athletics.

But it must have been very difficult teaching at the time.

It was.

How did it affect the relationship between the teachers and the pupils?

Well, I don't think in that way they thought everybody was like that, I don't think the children thought everybody was like that but they liked to tell us what they thought of her.

And did they express this in no uncertain terms?

Oh yes. They express everything in no uncertain terms.

What kind of things did they say?

They didn't like her. This was the girls, the boys kept quiet. The boys, I don't think anyway tend to talk like that as much as girls do. I mean the girls would do it either for bitchiness or catiness. They'd have no sense of keeping quiet as the boys do. The girls didn't like it. She used to wear these loopy ear-rings and a lot of make up and she used to tell them to clean theirs off and they didn't like it, not when she was like this and they told you that in no uncertain terms as well, that they didn't like it.

Did any parents complain?

Not as far as I know.

Did the boys parents?

Well the boys parents got to know about it because he told them, which must have taken a lot of courage to tell them. She rang him up at home, but I think it was kept pretty quiet. Which it would do. And a lot of staff didn't really know anyway why she'd left, they knew she'd gone, and just said, "Oh she's gone to another school, she's had a transfer," you know. But the ins and outs weren't made official. Well you don't see a lot of the staff anyway, for instance you don't see the craft teacher unless they come up to the staff room or unless you go down to see them.

The Craft Centre is quite separate from the rest of the school is it?

Oh yes. It's the old Secondary school.

So really the old school is where 1st, 2nd and 3rd then you've got the Craft Centre which was the old Modern School and then you've got this centre which was the old Grammar School and you get 4th, 5th, 6th up here.

Yes. It's not ideal.

Are you happy in your job now?

On the whole I think so, yes.

You don't give me that impression. You give me the impression - well it's worth the money and there's nothing better to do.

Well there is, I think you've got to weigh it up, I mean obviously there are days when you wish you weren't here.

When did you last cry about your job? Have you ever cried?

Oh yes, but not about my job. I go home at night and I can forget about it.

There's nothing that's worried you then. Either a relationship with a class or various pupils or.....

Oh no.

You are able to switch off?

Yes, fortunately. If I couldn't switch off I think I would go mad.

Now that's interesting you see, what would you go mad about?

Because I think if you look back on the day, some days anyway, and you think, "what have I taught?" And you look back and you think God I haven't taught anything. And that's not just an odd day, that's a lot of days and I think you could go mad when you think that you're a teacher, but I suppose if you look back on a week or a....well longer than a week, a term, you think, "what have I achieved" and you've got to take it philosophically or otherwise you would go scatty. But then again you've achieved a lot and the next week with the same class you're back to square one.

This is what prompted the question, at the end of 5 years these kids have been to school for 11 years in primary school, secondary school, they have had P.E. for 11 years and you say, "what the hell have they learnt?" And your answer was, "in many respects it has been negative. They've learnt to hate." So what have we taught them?

It's a difficult question. A lot of them I think, you've taught them to get on with other children in a team situation, to learn to accept that there are people less able than themselves and to, instead of sort of ridiculing them to treat them with a bit of respect and hope that they will get better, which is one thing. I have, not in the same situation.....

So you are saying that what they've actually learned, some of them might have learned something of a social nature, some of them might have learned a game. But they have become more tolerant with one another and more appreciative of some kids that are not very good.

Yes.

Have they all learned to swim?

I would say by the time they have left school 99% of them will have learned how to swim.

So you can sort of say, as a result of going to school they have learned to swim?

Yes. Some of them could swim before they got here, whether they learned at school or whether they learned privately I don't know.

I'm looking for the improvements that are made to kids here.

Most of them have learned to swim, yes.

I don't think there is much going on. You're complaining about the time.

A double and a single and I say well show me where the advances are.
The improvements.

Most of them will learn to play hockey. Again you could argue that's going to help them when they leave school. Most of them will know how to play netball to an acceptable standard I would say, whether they will get on a club team or a youth club team is debatable.

How many of them will learn to play Badminton?

Not a lot.

Basketball?

Most of the boys will learn to play basketball. Not the girls.

So really traditionally they are doing the Hockey, they are doing Netball that one would expect, do they do any Tennis in the summer?

No.

Oh it's athletics isn't it?

Yes and a bit of rounders

And they have learned to swim. Whether they improve one hell of a lot whilst they're here is debatable, some will and some won't. Do you make a lot about awards or anything like that?

I do quite a few awards in the double lessons, in a single lesson of course you're pushed for time, by the time they get here and get changed and if they've got to go to a lesson afterwards.

What does gymnastics do for them? Do you do any gymnastics?

I have a gym club, yes.

You run a gym club?

Yes. Every Friday night till about 20 past four.

And that's open to who, first years?

No. Anybody who wants to come, well any girl who wants to come, it's mainly to do B.A.G.A. Awards, some have done them all.

How many are interested just now?

On an average I should say about 15.

But you can expect 15 to turn up on most nights?

Oh yes. Sometimes there is more sometimes there's less, depending on the night and how bad the weather is.

Do they do gym in the first year?

Oh yes, they do gym in the first three years, actually that again depends on when their single lesson's timetabled. If they are timetabled at the same time, third year and first year classes, then the first year classes have priority in the gym, so, no they won't at all get in the gym.

But you're very much involved in Hockey teams and Netball teams.

I do Netball teams, I don't do Hockey.

Who does Hockey?

Ann.

What does Heather do?

Netball and Swimming.

How many nights do you give up to school activities?

That depends, this week I've got one night, there's a match on one night, the gym club.

That'll be a netball night?

That's a netball match, yes. Next week I've got 2 netball matches and a gym club.

Do you give any lunch hours up?

Oh yes. For netball. I've found if you do gymnastics in a lunch time you get a lot of children coming who aren't really interested, who just want to go somewhere, and you cannot get on with those who are interested. You know, to help to coach them.

So you don't do gym in a lunch hour?

No.

How many lunch hours do you give to your netball?

It varies, at the moment it's two. We'll be increasing it next term. If there's a tournament it's every lunch hour.

What happens in the summer?

They tend to get less actually. Well we do the athletics, I carry on the netball for one lunchtime.

Do you work less in the lunch hour during the summer?

Yes.

And less evening?

I should think so, yes. Well you've got the athletics.....

Could you do tennis? If you wanted?

We could do yes, if we got a lot more racquets. We are short of racquets mainly.

I'm surprised at the shortage of equipment here.

Well, it disappears. One year we bought a lot of racquets and we let the 6th form have the key for the facilities to get the racquets out and a lot of the racquets have disappeared, a lot of balls as well. Having so many children on games at once we haven't got enough courts never mind racquets and balls to do tennis with. We concentrate on athletics. Personally I like watching tennis but I don't know enough about it or I don't feel that I'm able to coach a team.

Since leaving college how many courses have you been on?

Quite a few netball courses, I started a Dance course which fell through what with the teachers work to rule and what have you. And a first aid course.

This was going back to last term?

I think it was last year, it was last year when they had the caretakers dispute, they were all sort of.....there was a course on at Darton.

That just folded?

Yes, the first week I couldn't go and the second and third week I went.

That was for what?

That was for Dance, that was a Dance course.

Are you involved in any Open University or anything like that?

No. I've thought about it but...well not Open University but B.Ed.
I do a night class for swimming.

You take that?

Yes.

You were doing something at Easingley?

Oh I was running gymnastics there, yes. I stopped that and I'm
doing a swimming night class now.

What's the swimming? Who do you take, Adults?

No, children. Officially a parent/child swimming class.

Where does that take place?

Here. I let the parents go in but I don't teach the parents.

It's there for the children?

Yes. The youngest is three and the oldest is about eleven.

So you've got quite a lot on your plate?

Compare it to some people, probably not, compared to others, yes.

What's the thing with the school that disturbs you most now?

The Headmaster I think. The lack of responsibility from the top.

You sound over-awed. I don't know whether I've got the right.....
just a little bit defeated.

To me I've come to accept it. Because I've realised I can't change it.

There's not much sparkle in the job.

The situation in the school I've accepted because I don't think there is anything certainly I can do about it or whether anybody can do about it. I mean P.E. Adviser has been in and he doesn't like the situation and he's not doing anything about it.

They are all running a mile away from it instead of facing up to it.

Oh yes.

You have accepted it. You're not fighting about anything at all are you?

At the moment no.

Is anybody? When I say fighting - struggling to make some changes? In the Department.

I don't know, Heather tried to with the Headmaster but she didn't get very far. I don't think you will actually, I don't think anybody will.

Is he near retirement?

I wouldn't have thought so, no. I mean I would hate to hazard a guess as to how old he is but I would say he was in his late 40's.

And he doesn't seem to have any interest in P.E. except in the rugby?

And cricket.

And he doesn't want to know about the problems?

I don't think he does. I don't think he wants to know about anybody's problems, quite frankly. I mean a lot of staff, I mean we're used to travelling because our facilities are mixed but a lot of staff travel between one single lesson and another and he's not really interested, and yet I bet if they had to do that same timetable for a week, everybody's timetable would change and would be done with more thought.

I suppose he says to them, "if you don't like it, get out."

Probably, yes. I should think so. I found out a long time ago that there's one set of rules for the people that he likes and wants to keep anyway, whether you think they're good or whatever and there's a set of rules for those he's just been bothered about. And he'll let very good teachers go, with good discipline, which you need especially with some of the classes. But he's not really interested.

Now that you've seen the inside of the profession, had you known this before you trained, would you have trained?

I think if I could, I mean I must admit I was...I spent at least two years of my life at school doing nothing, very little. Doing what I had to do, despite people saying, "you'll regret it" and I think if I could live it all again, but obviously you can't, I would have worked harder and I would have gone into medicine, which I wanted to do anyway but by the time I wanted to do medicine, it was far too late to go back and pick up three years wasted at science, you just cannot but, yes I wanted to teach, I admit it was a shock when I first went into the school because I don't think that we were told enough. We were given the impression that you could sit and everybody sat and you could do this and everybody did it. You wouldn't catch anybody turning round and saying, "I'm not doing that" and "it's your job to provide me with a pencil and a pen, I'm not bringing one". Children turn round and say, "I'm going to bring my mother up." You weren't told about these sort of problems, or the children.

Didn't anybody try to tell you at College?

I don't think so, no. You did to a certain extent, yes. One was given the impression that every school had enough equipment so you could put enough mats where you wanted them, not to be greedy, but each apparatus could have a mat, it just wasn't so as we found out in the first year. You know you could have at least two rounders balls.....when you're a student you can borrow from college and bring them in but it's not teaching you to cope with the situation when you go into a school and finding suddenly that there's no rounders balls there.

If I came in now there would be no rounders balls?

We've got some, yes. You see I think we had children from Wearside in our gym but I mean Wearside children are all very well behaved, they all had their kit, it was just a false situation.

Which School Practice schools did you use?

St. John's, Botten Road, Easingley which was in the process of being re-organised, comprehensive school at the time and Bowden Grammar. Bowden was a very good school.

Yes, that would give you a false impression of what places like Bamburgh are like.

You see I think T.P. should be longer with less emphasis on lesson plans. You know, such a degree of expected response which to me is a farce anyway and if you were truthful...you know to me you are far better off being critical and writing any comments about what went wrong and how you are going to improve it rather than writing expected response because if you write expected response for half the gym lesson it would be that they turn round and say, "eh? I don't understand it, you can't do that."

I think it is a pointless column myself.

It's stupid.

I'm still fighting about it with some of my colleagues right now. Well as far as lessons are concerned, one worth while thing they say is "Where do you want to finish, by the end of the lesson, what are your objectives?" And then say, "did you get those objectives," it's a critical.....that's right, that's what it's all about.

You see we asked once "when you had short gym lessons, could we not do apparatus like, the next week," and we were told, "No, you can't. You have got to have an apparatus lesson every week and floor lesson as well."

Were you told that?

Yes.

'Cos there's no point in teaching kids to get one set of apparatus and then changing it the nexttime.

Oh no we wanted to do floor work one week and then do the apparatus the next week because it was such a short lesson and you couldn't do your floor work and your apparatus. You couldn't do that. And I mean that is a totally false situation because if you go with those ideas in a school you're going to think you've got to get apparatus out irrespective of.....you know your floor work might be going fantastic and you thing, "well I've got to get apparatus out because he said so."

You've not mentioned much about that options programme you were running because I thought that was.....when you get a big group of 90 kids coming down and you give out this and you give out the other, it seems to me that that was a waste of time. It kept the kids happy.

Oh yes, but you're just baby-minding aren't you? I'm not actually so much in that situation with such a lot of children. I'm twice involved where there's three lots of girls and three lots of boys classes timetabled together and what we do is the girls will have the gym and the pool one half term and the boys the sports hall and then vica-versa for the next half term. So you've got three groups in the sports hall, well it will divide into three so you've got a smallish group to yourself of about 15 children but overall you've got a third

of a sports hall. If it's wet on a Friday after break I have a fourth year class, and there's only the pavilion or the sports hall, it means if you go in the sports hall again you share it with the boys so you end up with about 50 children or whatever, in a third, which for that child isn't really suitable because you are limited to netball coaching, or a game like.....where everybody's involved, as opposed to a proper game of netball where you can coach to follow on your coaching points. That sort of situation.

End of Recording

Follow-up Comments

1. I feel that some attitudes are rather childish. For instance I sometimes feel as though people want Clive to fail and do something wrong and are pleased when this happens. By now I feel that "the war" should be over, we should bury the hatchet and pull together as a team. I realise that this won't be easy, but if done should go a long way to improving the situation. I find I'm talking more to Clive which can't be a bad thing.
2. This means that the children can remember what they did the lesson before. Ideally we could do with another lesson so they have a whole term of both swimming and gymnastics.
3. That's not really a battle except sometimes you have to point out to them that periods do not excuse them or that trivial things don't excuse them. With some third year classes it's a battle because with some staff they do as they please....expect to do as they please with you. They are gradually getting the message through.
4. It's so easy in this school to truant because very few children wear a uniform when you see someone you are not sure where he/she belongs to unless you have taught them. Also with a split site it is so easy to stay in the place or wander off somewhere. Very little is done about truancy. The deputy head sent out letters to parents of 5th formers asking why they were absent. Out of one class 10 received letters, 2 replied. But of the 8 who didn't nothing has been done. It makes you reluctant to do anything.

5. There's nobody prepared to back you up over anything. For e.g. there is a school rule that nobody wears jewellery, but if you confiscate it, and an irate parent 'phones you will not be backed up. More likely made to feel that you were in the wrong. Also it would be unwise to confiscate cigarettes. For the same reason - parents may complain that they bought the cigarettes. Also they're sometimes reluctant to back you up over discipline Heather and I once hit a girl for saying F. off. Her mother told the police that we'd broken the child's arm - despite the fact that it was the other arm we'd hit. We were told be the deputy head that it would've been better if we hadn't hit her. What is one supposed to do if a child tells you to F. Off!!

You have been in Hucklebrough some considerable time haven't you?
So that you will know Hucklebrough fairly well.

Yes, well I have always lived in Hucklebrough. I was at Callaly for a year, teaching English and a bit of P.E. And then I did full time P.E. at the Grammar School and then I did two years Rosla here with P.E. as a side line.

Are you exclusively involved in P.E. now?

Yes. I have no other timetable commitments outside P.E.

Do you miss the other teaching?

Not yet, but I probably will. When I was at Callaly doing a lot of English I would rather have done more P.E. And when I came to Bamburgh I did all P.E. for one year. And then the next year I did four lessons of Geography, which made a pleasant change actually. I did at least two lessons each day of English and Maths...and the rest P.E. And I thought that was just about the right balance. I think you get stale with P.E. if you do too much. I like a bit of variety. So I think I will miss the other subjects eventually. You get bored with anything you do over and over again.

The third year of Comprehensive organisation? Are you having to
change many things?

You mean this Year?

Yes.

You see, I might be wrong here, but I have a feeling that the year we went comprehensive coincided with the extra year...the raising of the school leaving age. And the two things together caused the problem. We had a lot of children who were used to a small Secondary Modern School and the staff there could get on with them. And then when they

came across here they weren't prepared to take anything from anybody except the people they knew. And this caused a lot of problems. I think they were very disgruntled at having to stay in the first place. I think they had an attitude of resentment to the Bamburgh 'Snobs' more or less to the old Grammar School.

They could not be more contrasting could they?

Not really. Some of them couldn't. And yet the year after that it was a lot easier. It is getting better all the time. We've got some problems we shall never solve. But these are very localised problems that you would not be interested in. Yes it is getting better. Mind you not many people agree with Comprehensive Education. Not that I talk to.....I think it is a good step. As regards sort of training, I think we would have been better off putting a lot more time in.....actually.....doing practices that you would do with a class. I was at (College named) and we were pretty thorough in most things but it was a bit light on things like Badminton.....Basketball. It was reasonable but we didn't go into the level of involvement that you get in when you start running a team. You know you do the basic practices.

(Telephone interruption)

Ah yes, what I was saying....Rugby, Gymnastics. Athletics I think was pretty well prepared for.....I had no problems. Soccer we did... and I can....I feel really, you know I don't feel sort of totally prepared. I can, you know, if I did sort of....soccer as much as I do rugby I think I might run out of ideas....the first two or three years.....you know....on balance of schemes. Badminton and things like that now because we've got.....I think it's a bad move actually.... away from gyms to sportshalls. I don't like sportshalls very much. They are a lot more limiting. The floor is hopeless to do any gymnastics on. And there's no gear. I suppose we could bring gear up. But we've got no fixed apparatus...wall bars or beams or window ladders or ropes. So I think if we are going to get stuck with sportshall we've got to work at Badminton skills, Basketball skills, more. Volleyball

The buildings dictate the syllabus to a certain extent don't they?

Yes. Definitely. I do gymnastics now in the sportshall and it's going reasonably well. And I actually do gymnastics in the gym twice a fortnight. One week out of every two I do two lessons down there. Single periods. I miss that I like to work in the gym. I like working with first, second and third year.....they enjoy it (gymnastics) they enjoy it more than.....I think if you took a whole class they get more enjoyment than they do out of anything else. And I think the less academic you go the more enjoyment you get out of it....strangely enough they like gymnastics. I found when I came from Callaly....I did a lot of gymnastics there...we had a very good gymnastics team....to Bamburgh. They were nowhere near as good, The Grammar School lads. Even though we did gymnastics twice a week then. The blokes who are good at gym tend to be the tearaways. And we had one or two tearaways in the Grammar School who were good at gym. Yes I'd rather have gym than sportshall. The facilities here are not so good actually. We've got a gym - at E.Grove sportshall. We've got some good fields. You could not wish for better fields. And we have got plenty of changing accommodation. It is not as good as it sounds actually when you come down to the timetabling of it. They get one period of gym and a double period of games mostly. So that.....they are 'banded'.

Explain that to me.

I can't actually. In the first year they all do the same thing. But in the second year they do different subjects. The remedial groups tend to do more gym, than shall we say the academic groups. But it means that they only get gymnastics once a fortnight. I don't think it's sufficient. But it's all that we could cope with actually because it would be a problem in the winter if we had a stretch of bad weather. At the moment if there is a bad day then you can just about cope by bringing everybody into the sportshall and swimming pool. No. that's just the point you see. Quite often everybody can be left out....You see if there is a first year gymnastics.....that takes up the pool and

the gym. And if there's say another gym group say a fourth year gym group. That takes up the sportshall. And if you have games then which does happen, you've had it then....if it rains then, that's it. There are times when you've got everything you want. The gym and sportshall and the pool.

So that the facilities look attractive but in practice they are inadequate?

Well when you realise that there are sixteen hundred children trying to use them....they are not so good. We've got no more facilities than we had per head.

Do you think that in this school P.E. gets its full recognition?

(long long pause). Yeh I think it does. I don't think that it should be exhalted. We get plenty of money. We get back heelers you know if we want to do something....we can do it. Obviously there is a very strong academic tradition, which comes first. But this is over a broad field. There's no danger of someone saying, "he can't go on a crosscountry because we need him to do latin".....It's quite fair. You can get a day off to take kids anywhere.

Do any of the P.E. staff do any subjects besides P.E?

None of them at the moment. We are a bit over staffed actually. We are over staffed because the kids are not getting as much P.E. as they should I think....due to the facilities. We can't fit anymore in. At the same time we've got six full time staff. (3 men and 3 women) and we have people come out for games. So there are times when we have very small groups and there are other times when we are not doing anything. Because there is nothing on the timetable to do.

Do you get much help from other staff for your teams?

Oh yes. There's no P.E. staff running soccer teams....On the boys side we've got help, somebody helps with the Volleyball team and we have a chap who does the cross country for us....And that's before Robert does Basketball.

It's a different story on the womens side?

Well we.....er yes I think it is. They aren't so interested. There is one woman who comes out to help with games. And that's about it. Mind you I don't know whether they actually want anybody to help. I think they are quite happy to have it all tied up, whereas we couldn't possibly cope.

It's two different worlds isn't it?

Yes I think it is. You know I am not prepared to flog myself. Actually I did it when I came to the Grammar School....I got in in the understanding that I would continue with the basketball. Well I was doing...I had one free dinner time a week. No I didn't actually I was doing a gym period. And I had one night when I got home early. By the time we had gone comprehensive I'd had enough you know. And I don't do it. I just do what I want to do. So I run a rugby team, I do that regularly.....I do athletics. Last year I did a little bit of trampoline just as a recreational thing.

Your own personal interest is in rugby?

Yes, yes.

Do you still play?

Yes I still play. Well Hucklebrough has such a strong traditional rugby, I think we have to keep pushing it. I think we could justify it....not doing any soccer in the first year...when we have the teacher expertise...

Hucklebrough get most of their players from there. 13 out of 15 every week.

I get the impression that the facilities in Hucklebrough for sport are good. Is this a correct impression?

Yes.

Yet the kids from the schools are not joining the clubs?

Oh yes they are. Oh yes. Especially in rugby. Athletics is not that popular. You get one lad a year who goes on....you are doing pretty well. Soccer...there's a tremendous amount of soccer goes on after school.

How many of your school leavers....the boys....get involved in some sort of club, sport or recreation?

I couldn't actually say, probably a third. Though I might be wrong here because I am thinking when it was a Grammar School. Now...long pause....perhaps less. But there is a lot definitely who go on.

Do you think the Newsom Report is right to expect the P.E. teacher to be a link man with adult organisations?

Yes, I think that's true. It's like Ian you see...he's doing a lot of Basketball...well there is only one Basketball team in Hucklebrough so Ian is quite right to go on plugging Basketball because there is a follow-on....But where there is no follow on then I think you have to look twice at it. You might be wasting time...but you are developing skills that will lead to frustration when you leave...I'm a bit frustrated actually. I learned to fence at college....Now I can't fence at all....because there is nobody to fence with. I don't think you have to lay off a sport because there is no follow on. Because by doing that sport you might create a need and then it might be filled.

Is cricket strong?

Pretty strong. They play at a very early age here actually. We have had lads who have played for adult teams when they were about 12 or 13. It's a game of hand and eye more than anything else.

When can the pupils in this structure opt out of P.E.

Sixth form. Well in the fifth form we give them as much choice as we possibly can. At the moment I am forcing them to play hockey because we have a hockey team in the sixth form which is struggling. I always did hockey with the fifth year when I was at Bamburgh.... I was the only man....I wasn't any good at hockey but at college we had done a short course on hockey anyway we had a hockey team... and they needed someone to do hockey there. It was optional...you got people who didn't like soccer and didn't like rugby...And out of 12 or 15 there might have been two who were reasonably co-ordinated.... and it worked. It was enough to keep the teams ticking over. Well this year we didn't have enough people on games. We had football, rugby and a group that did swimming one week and indoor activities the next.....three groups and nobody doing hockey. So what I have done, I've split the soccer group in two.....and I am just letting them play...half of them are doing soccer and half of them are doing hockey under duress...The first group, I said....I give them a chance to volunteer, well nobody volunteered....I said, "well you are going to do it anyway....." and they are doing it. They enjoyed it and some of them didn't want to swap back on to football. They have only played four times....but they are a little bit better than the ones who haven't played at all. And I am going to give them a sort of four week course. And then I'll ask again if anyone wants to play hockey.....and if nobody does I will have to work through the other groups I think. Make the rugby groups do it. It's a good game actually but you'd think it was toothache when you mentioned it.

I would be interested in this link up between the Youth Group and the schools. It is new to me and it seems to work particularly well here. Am I right in thinking that?

It probably works better here than anywhere.

Is it Ian who is the Youth Warden?

Yes.

He does some teaching with you in the school time does he?

He does a little bit of P.E. yes.....And he did careers with the careers man.

Does he still do any P.E?

He does a little bit of basketball....voluntary actually.

Is that in curriculum time?

Oh yes....Well actually he starts about 8.15. I think...and he has about an hour and half with them and they finish at about 10 O'clock....

What children are these?

These are third years actually. The third year are the first comprehensive year and at sport they are abissmall and yet he has managed by a lot of hard work to become very successful with a team out of them. They are a terrible squad to get anything out of at all.

And yet the third years won't be able to come in here in an evening.....
so he won't be able to meet them in his other capacity as Youth
Warden.....

(quietly) He does actually....He officially opens at 7.30 but he tells them to come up at 6.30 and they do it then.

It is an interesting link. What sort of changes do you think that you
are going to have to meet in the future....the next two or three years?

Sixth form games is going to go, I think, in the next four years. As it is it is an afternoon, which is voluntary and they do whatever they want to do...within limits of course. At the moment they do yoga all the indoor sports, table tennis, swimming and some go out to play football...I don't think there will be the numbers to justify that sort of thing...because the sixth form numbers are going to decrease. They are bound to aren't they? Because now we've got three schools that merged. In two years time the fifth year are going to be this third year...out of 250 how many will stay on....Even in the grammar school set up, how many stayed? A third? So if you say that 20% of them are grammar school material....the sixth form could end up with about 50 altogether. Though I believe that once County have a good grip on us we shall be the sixth form college. I have a feeling that this will be it actually. You see we have got a very academic staff. And you can't justify it when you have only got 50 children in the sixth form. Every other school is supposed to be going to have sixth form. It's going to be hopeless. The resources are going to be spread very thinly aren't they? It could be that the head of geography hasn't even got a degree in geography and is not that kind of a bloke. It's daft really not to have sixth form college. That's the only change I can see really.

Does the P.E. staff tend to be isolated?

Yes. Well I've got a form in the junior school. I'm the form teacher. So I'm in the staff room every morning and I usually pop into Bamburgh just to look in the pigeon holes to see if I've got any letters. If I had just started from somewhere else I think it would be a hell of a job to get to know anyone. As it is I know most of the Grammar School lads (teachers) and the E. Road staff, I got to know them through doing Rosla for two years. So I know quite a lot but I still don't know any music teachers....I know a few craft teachers. And other people are just faces...For instance you get substituted for people who are just names (in case of illness)...That's as close as you get to them: taking a lesson for them when they are off.

That's not the way to lead a community is it?

Well staff meetings are 90 odd...well it's not a meeting really it's a monologue. If everybody had their say you would be there God knows how long.

How is the school structured? Is it organised into faculties?

We are a bit higgledy piggledy really I think. We are a department whereas Humanities covers....chuckle 'anything' but Geography and History among other things. But there is a head of Geography in it and I think the Head of History is also in it.

Are you invited to a Head of Department meeting?

Yes, we have had one this term.

Does the Head show much interest in your department?

Yes. He is very keen on Rugby. He insists on rugby as a matter of fact. And he would be prepared to say "no more football". He turns up to watch athletics meetings. He's quite interested. I think he is a good bloke. You can talk to him.....he's quite reasonable.

Thanks for giving up the time. May I keep in touch with you?

Sure.

(He had a few parting statements about training at College)

We spent a lot of time on the philosophy of P.E. which might help you to argue a lot better, but when it comes down to it, you need to be a craftsman, I suppose. You have to know the steps to go through, techniques and class control and things like that. I have no grouse about college. I am quite proud to have gone to (college named). But I feel better prepared than others. Things jump to your mind that you have done....things like...well I don't know. I would hate to think

M.45/10

that things were going towards sportshalls more than anything else. Normally you would manage just a little bit of badminton with the sixth form with a small group in a gym wouldn't you..... but now it's got to be a major activity almost, I think a lot of teachers are games teachers instead of being P.E. teachers.

I get the feeling that there is a strong competitive element throughout Hucklebrough.....am I right?

Right. There are more fights about who is eligible for what. We are having a big discussion about whether we should have fifth form in athletics competitions. They are naturally competitive in Hucklebrough. A rugby team will go out harder against a local team so that you will have somebody close to scoff at don't you? If they come from Whitby and you beat them you never meet them again.

End of Recording

No follow-up comments

When I came here four years ago you had just more or less taken over the department. Now I take the line either that a department goes down or it goes up, it doesn't stay on a plateau. In your own assessment, having settled in, got the comprehensive system moving. Do you feel it's gone down or it's gone up?

I don't know. I think the whole school's gone up actually. The general level, because I taught English as well.

Are you still teaching English?

I've just gone back to it. I do a few lessons a week now. The general standard's gone up right through. But the P.E. situation has got no better for a number of reasons. The travelling involved, the second one is the way that the top band don't get any P.E. The curriculum's worked out so that the people who do Latin and French and things like that, well the top band get no P.E. as a subject, they get games but the people who do Latin after that group get one lesson of games - half of a double, they disappear half way through or arrive half way through.

If I've got it right, Clive, most children are due to a double period and a single period of P.E. and then the people who are better, who are streamed into the upper bands only get one double games but those that are very good only get one single of games, is that more or less the pattern?

Yes, that starts after second year.

So all first years get a double and a single, second years get a double and a single, third years, depending on which band they are get a decreasing amount.

Yes, now for example the tutorial stream or the remedial stream in the third year get at least two P.E. periods and a double games, so that it's weighted towards the lower end of the.....

So really.....

In fact we spend most of our time with the lower academic bands and the single period of games is no good to anybody you spend more time locking up and unlocking.

The lower bands in particular because they are the ones that are likely to resist. They are more resistant I would think to most things in school.

It's harder work, taking the lower bands and the thing is, they put them in a small group so that the teacher might perhaps get twelve or fifteen, but there's technically more boys than girls actually in these groups and then when we get them together we might have about 20-25 boys, you know, it's not quite so bad now but it was last year. We would get 25 very difficult children all in one go; and that was hard work. It's not quite as bad this year but they tend to overlook P.E. They don't really take it seriously.

I got this impression last time from yourself, from the young man I think he's left since, in fact you'd had a departmental meeting to make a presentation of your case to the Head and he more or less said, "if you don't like it, get out." This is going back 4 $\frac{1}{2}$ years ago.

It's hard to complain about, if it doesn't effect him too much he'll let you do it. But the type of thing happens....I want to go to County's Camp School, it's in Northumberland and I was prepared to go any time and I wanted to take the fourth year and 62 children but you get very little encouragement and certainly no help. "You can't go now because there's a trip to France" and "You can't go this time...." and it's ended up that we have applied but we haven't been accepted yet. We've applied to go in March. It'll be freezing and with the third year. So it's a matter of the least disturbance. I don't really think that they put themselves out.

As you say the thing is that there is no encouragement, there is a tendency to resist and make it difficult.

Well they don't see a thing like that as being good for the school and deserves pushing. They think that if they can fit you in they are doing you a big favour. That's the general impression, you know, by allowing you to do this sort of thing that they deserve a pat on the back. So really I think it's the wrong way round, I mean I want to go, I don't want praise for going but I think I'm not going for myself, it's good for the children so that it should be pushed from the top not merely allowed to happen.

You said that departments either go up or down, I don't think they do actually, I don't think this one's gone up and I don't think it's gone down. I feel there is more I could do, I don't think I've made a particularly good job of it, to be honest.

Do you think any head of department ever feels that he is doing a good job?

I don't know but it's so messy. The thing is so messy. Because you can never plan who is going to get who from year to year, you can never even plan that you'll have P.E. staff available to teach these children. So to get a programme that works right through and to make sure.....well you can't make sure that everybody does it, it's impossible because you might get a games lesson where you've got two teachers who are not P.E. trained so that although in the winter they tend to be quite handy and they work hard when it comes to the summer they are hopeless really, when you want to do athletics, you need specialist knowledge to teach athletics.

That seems to be one of your problems because you're still having to rely on untrained P.E. teachers for your games. I gather that whoever forms the timetable or whoever allocates staff they give you certain, say English Teachers, History Teachers, to help with the games. They may be good on rugby in winter but in summer they don't know what they're doing in athletics or cricket or whatever you do.

Yes, that's the trouble.

So you're having to employ amateurs

We have one or two good amateurs, probably better than a lot of professionals, one or two. I don't mind it. But....when you've got to actually rely on them in the summer, I mean we've had occasions when I've said to people in the summer, "don't bother coming, you might as well stay away. We'll do it." For instance, they put somebody on first year games where we only want to do rugby in the first year and he's never played rugby so I said, "there's no point, don't come." We've got two people on now. Although they are keen, they aren't going to be any use at all in the summer. There is nothing we can do about it. We are understaffed but we have no chance of getting anybody else.

If you went to the Head and said, "look this is presenting me with a particular problem", how would he react?

If it didn't disrupt him at all he would say go ahead. But I went recently and P.E. Adviser came up and he was having a go at him. He came up to see James. James was taking...He came up at an awkward time. It was a change round week. They do 4 weeks of each activity then they swap round. And it doesn't matter how often you tell children there is always a bit of confusion. Anyway, it just worked out that he had the lowest academic group and he had them for rugby and they weren't very keen and P.E. Adviser said, "should they be doing it?" You know, they obviously didn't want to do it, but they didn't know James, they had never had him before. In justifying what we did I produced the breakdown of the timetable to show him who got what. He said he was astounded that these children weren't getting any P.E. So he said could he have a copy? I said no. I said, "as far as I'm concerned you can but I will have to check with the Headmaster that it's alright." When I checked he said, "No, he can't have a one but he would discuss it with him at any time." I said, "Well I do agree with him that they are not getting P.E. they need it" and the boss's reply was that "when his daughter was here taking her 'O' levels he didn't complain that she wasn't getting any." That was true because P.E. Adviser's daughter did go here and she did get 'A' levels and what have you and

she didn't get much P.E. And it didn't seem to bother P.E.A. at the time. So I feel...you can't push him on a point like that. He won't move. He won't be unpleasant, but he won't move. And there's nobody can call him. It's not that he doesn't want to it's just that he thinks Latin or whatever is more important. He's that way inclined. We have had a fair proportion gone to Oxford since he took over, more than we had under the old system. That's what he sees himself here for. To get kids through exams more than to.....he likes to see it going on. He likes to come on a Saturday morning to see the rugby. That's what he comes to see. And he gives the rugby plenty of encouragement but he's very biased towards rugby and even though I prefer rugby there is a general feeling amongst the staff that he's most unfair towards other sports. In fact he is, I mean I had occasion to say that I wanted a boy stopped from doing all activities because he had let us down very badly in an athletics match - or it could have been cross country - but because he was a rugby players there was hell to do, you know. He blows up out of all proportion, it's very difficult. I had the same thing last year. A lad stopped playing rugby to go and watch Sunderland so I stopped him playing for the town. He was most upset because his brother was playing at the time in the sixth form and his father threatened to stop them all from playing rugby and this was a serious threat. The boss.... which it shouldn't have been, he backed me up but.....

He had you on the mat nevertheless.

Yes, he wasn't happy, the thing dragged on you know. We are a big school and the football members of staff have a chip on their shoulders probably, quite rightly. You get sometimes, competition for children you know, to play for a particular team.

Do you run any soccer teams at all?

Oh yes we run soccer right through

Do you get the same sort of verbal support or actual support from the Head?

It doesn't get any support from the Head at all.

He must be aware of this himself

Yes, he makes no secret of it. He is unashamed about it, he.....

Would he have a P.E. department do you think?

No I think he'd have a games department....he'd have rugby department.

What's his background, is he from a public school or is he from a.....

He went to Oxford. I think that's why he gets people back there. He taught in Pakistan for a while, but I don't think he's particularly upper class, sort of.....he's a Socialist you see. I get on quite well with him but only because I can see there is no point in being unpleasant, it won't get me anywhere. And yet I would get more by being reasonable, putting a case for it, we are supposed to see children backwards and forwards through the Park.

This is one of the problems, this split site business.

It's impossible to.....We've stopped doing the middle lesson in the afternoons as a single lesson.

What would it involve? Give me an example of the time lost. If I were in a particular form, say a third form....It must take ten minutes at least to change over from one sight to another.

Yes it takes at least that. But you've got a problem you see. This is another thing; they can only timetable a P.E. lesson, a gym lesson, when there is no games on so that then squeezes the gym timetable into a narrow time.

That's because of staff?

That's because of staff, so that means that you get a lot of first, second and third year gym lessons going on at the same time which means not only do you have to use the pool because.... they timetable two classes for two teachers so you have say, the boys in the gym, the girls in the pool, but the others are also timetabled so you get two classes in the sports hall at the same time so that out of say 4 classes, three classes are travelling up.

So these would be junior classes that are normally classes that are based on the Junior site, they've got to come up here, go to the pool, to use the sports hall and there may only be one using the gym.

You know it wouldn't work out like that, what it would be perhaps, two classes of boys in the pool, two classes of girls in the gym and two complete classes boys and girls, in the sports hall. Which is not very good because.....

That's not easy is it? So there'll be two teachers with two classes in the sports hall. How do you manage that?

Not very well to be honest. I don't like sports halls anyway, they are not suitable for young children at all. The floor is no good for gymnastics, the atmosphere is no good for gymnastics, there is too much noise and you can't leave anything in a sports hall because there's so many groups use it that the things get....

So it's simply a space

That's what it is, yes.

You can't leave gymnastic equipment out?

There was a time when I went over to see about the timetable and they'd timetabled something like 120 people to use it at one time and they thought that was quite reasonable. 4 classes.

Up to the sports hall?

Yes and I said, "it's ridiculous" and they said, "we can't change it, it's in the timetable." So I said "you'll have to change it, we can't do it, it's impossible." And they changed it.

So there's a split site difficulty moving kids across, there is also an unsympathetic timetable committee or person that doesn't have any understanding of the problems of timetabling P.E.

It's a staffing problem as well. I can understand that they can't timetable gym if there's nobody to take it. So we are understaffed. I'm not sure how the rest of Hucklebrough is staffed for P.E. I think we are understaffed.

I don't know at the moment the number of pupils in each of the schools, every department with the exception of Callaly has got it's three men, three women.

We have 1,400. I don't know how many the others have. We are about the biggest I think.

Oh well, Callaly has got 8 P.E. staff - 4 men, 4 women, so I can only think they have greater numbers but.....

I'll check. I think Aiden would perhaps be the only school that was bigger than this. Gargrave's very small, it's only about half the size really. Dovedale I think have quite a lot. We were the biggest apart from Aiden I think.

If I remember rightly you went to (College named) didn't you?

That's right, yes.

If you had your time over again would you go into P.E?

That's a tricky one. I think I would, yes.

Would you go into teaching again?

I don't know. I think everybody....no I don't suppose I would. I've enjoyed it mind. Perhaps that's why, knowing what I know now. Perhaps I wouldn't. But not knowing it I should think I'd do the same again.

And P.E. would still be your prime interest?

Yes. This isn't really much to do with it, but I think there's a lot of Grammar School children who, shall we say, now G.C.E. stream children who leave, it's not so bad now but then you'd miss the year if you stayed on for G.C.E. and you got sort of pushed into very mediocre jobs. You didn't stay on to do 'A' levels. You'd missed apprenticeships and there was only sort of clerical jobs left open to you which have very little opportunity. So, because apprenticeships weren't really..... you weren't expected to go and do an apprenticeship, that's what I regret, I think I would, if I hadn't done this, I think I would rather have been an electrician or something, to be honest.

Were you from Hucklebrough originally?

Yes.

So you're a Hucklebrough lad. So you know the town very well?

Oh yes. I think in this type of job now the earnings capacity is very limited, I know a lot of lads who've left school the same time

as me and went to be tradesmen, and they, if they want to, can make a fortune.

Did you come to this school?

No, I went to Wearport to school. I lived in Hucklebrough all the time. It's a lottery teaching, isn't it? You could be on a scale 1 all your life or you could, if you happen to be in the right place at the right time and you rise rapidly. I think you get a situation, you can see it throughout Hucklebrough now, you can see Tom ?, Jim ?. Tom ? I think...I want to go somewhere but there's nowhere to go. They are at the top of their particular tree and there's no stepping off point. You're stuck. There's nowhere to go is there once you've become Head of a P.E. Department? Especially now that there is no obvious progression anywhere and so now you've got to take some other qualifications. I know that Jim ? is off doing that, a degree in something, I think it's curriculum development or something.

Are you involved in taking any further qualifications? Have you thought about Open University or branching out or anything like that?

I've thought about it yes. I did apply a while ago, the same time as J.M. actually. J.M. got accepted and I didn't, to do a degree in P.E. at City. This was a while ago. J. didn't finish the course but that was a while ago. I did apply for it.

Would this be an in-service B.Ed?

Yes. In P.E.

And you applied and weren't accepted?

I wasn't accepted, no. I just got a letter saying I hadn't been accepted.

Did they give you any reason?

Yes they did actually. They said it went on the number of courses you'd been on.

That sounds very fishy.

Anyway I didn't get on it. This was a long time ago. I hadn't been teaching very long. J. had been teaching two years longer than me.

And he was accepted?

Yes and since then I've been on short courses. I don't fancy the Open University, I would like to do a degree in something I was interested in rather than just get one in a sort of mish-mash of educational subjects, you know. But I keep looking.

It seems to me that Wearport is worth looking at

I phoned them actually. They are doing a degree in Sports.

That's right.

But it was only full-time I think.

Well they've got a part-time course going but I don't think it's a degree yet, it's an advanced diploma course but I think it's good.

I phoned in the Summer, I saw it in one of the papers and I phoned in and they sent me a prospectus.

Have you ever applied for a year off?

No.

It doesn't appeal to you?

It does appeal to me but I've never been in a position really to want a one or to think that...I've changed jobs fairly rapidly actually, this is the longest I've ever been in one job.

Where did you go after training?

I came to Hucklebrough. I went to Callaly actually as an English teacher. I was annoyed about that. Hucklebrough then was going to write to you if you were getting a grant from them because they needed teachers.

When did you leave college?

1970. So I had a very short interview and they just accept you by the bucketful you know. Then I got this letter and they sent me to a Junior School just around the corner so I went and I said, "this is no good I'm not even Junior trained." Well it was a junior secondary but....they said, "oh well that's it." It was amazing, I don't know what had happened anyway I got a letter saying would I like to go to Callaly, teaching English so I went. I had no choice really and I did about 20 periods of English and 10 of P.E. at Callaly for a year. Then I got J.M.'s. job here actually. I think probably he put a word in for me, I don't know.

J.M. was here was he?

Yes.

And he moved to?

Dovedale. Well what was then (School named) and I came up here and then when the chap from (named school) got the job as Headmaster of Gargrave, J. sort of went with him. So it was all very complicated.

So really you did a year at Callaly and then virtually came here?

Yes. I came here and I did P.E. And then we went comprehensive. I was obviously not going to get any job worth anything in P.E. so I applied for a tutorial job which was something like 12 periods a week, English and Maths with a tutorial fourth or fifth year and

the rest your own subject and I got one of them and then when Jenny retired, I got the P.E. job here. I never have wanted a year off because I've never really....I'd like to make a good go of one job before I applied. I haven't really...I'm not at all satisfied with the set-up here. We've had a fair turnover of staff.

You've had problems with staff haven't you? Frankly.

I hope that by not sort of standing, dignity and that type of thing that eventually things would swing round and to a certain extent they have. But I think to really get a department where you want it you need people who've got something to prove, in the department and we've been lacking that. You need people who'll take a..... I don't want to down-grade people but you need somebody who is going to work hard in every aspect.

You had the burden of Sue Bond who must have been very difficult to live with in your position?

That was very short lived actually, the whole thing.

It can't have made life easy for you though?

Life's a lot easier year by year actually. Things from my point of view have got easier. I don't know whether you know Jenny. She had a very rough time which she didn't deserve at all really. She was very nice, Jenny, and I still see her occasionally. Her husband is a keen rugby supporter and I suppose she is. She had a very rough ride for no reason really, when she should have had support she didn't get it.

She was very weary of the job wasn't she when she left?

Yes, I didn't blame her actually. I was sort of outside then with being in the tutorial department. And they didn't give her

M.45/14

any help at all.

Who were they that didn't give her any help?

Robert and Elaine. They did less than back her. They were very unhelpful I thought.

That was a difficult inheritance for you?

Well it was a difficult time for everybody. When Jenny took over we had a lot of discipline problems right through with 16 year old lads we didn't know. And the same with the girls and Jenny wasn't used to that being at a High School. So it's gradually got better. I don't think the sort of...we do try and get a basic core but I'd rather have somebody teaching something they liked, well, than say, you've got to do this and have them do it badly. So that's the big problem I think.

Trying to match teachers with particular activities

Yes. Sometimes it works out that you upset people by this. I upset Robert two years ago so I haven't done it since but I left him off first years games. I swapped him off because he had never shown any real interest in them, he....and I thought, we'll get people on who work at it. He was upset about it, he didn't say it at the time and I didn't think I was doing him any dis-service but he took it as a professional sort of....anyway since then he's been on and I must admit it he has worked at it. I think everybody would rather take over a department where they felt as though, if nothing else, they'd been at it longer than anyone else, that gives you a big advantage. You say well I've seen more than you and this is what we do. But I couldn't say that.

So you felt vulnerable coming into it

Not so much as though I knew this, I didn't feel....I always felt that I could do it better to be honest. But I could understand their feelings you know, I would have felt the same I suppose. But I don't

know....Robert booked straight out of the changing room we shared then and he's never been back in since, that type of thing and it's not easy. Though as I say it's settled down now, I mean we get on. I was as much at fault, well not really but I didn't handle it very well I've got to admit that. Because of the sort of strain we tended not to talk much. And, you see, he doesn't talk a lot anyway, Robert, and things which I should have told him I tended to leave a little bit you know. Things like when we were having the house cross countries, I would leave it, I would work it all out and because we were...I don't know but I think he was avoiding me but I would never.....Now I would never do it that was I would write a sheet out and say this is what we're doing on so and so. But that situation has gone now so you know I just say we're having it so and so and it's eased a lot from that point of view. I thought actually he would have left, but there's nowhere to go, that's another.....

This is one of the difficulties, I see a lot of difficulties for people like yourself and Heads of Departments in the town. Where do they go to because if they stay there any length of time, unless there is some innovation, unless there's some hope and change that's going to keep them interested, they are going to sour over a long period of time.

I would think T.R.

I'm astonished that in 1979 there is a lack of dialogue going on at two points. That is between all the P.E. teachers in this Borough, the problems today because they are different problems today than they had say five years ago, or ten years ago. What is the direction we all ought to be going in? And that kind of debate, not that you come out with some nice crystal clear rule 1, rule 2 answers. Nonetheless to try and keep the interest or try and get the interest rolling again in one particular town. Now there is no exchange of that sort going on. The other thing is that with in departments there doesn't seem to be regular kind of debate, formally. Informal - yes, round a cup of tea. But there's got to be a more formalising of this and say well look we can improve the department, can we make it more interesting to work in and having

regular meetings? I don't mean a rigidly formal thing but nonetheless try to work towards a better policy given the conditions people are working under. The only hope I can see is that people might feel that there is more debate going on, more generation, but I can see that there are difficulties. Would that be an idea worth introducing here or is it one that would just fall flat on it's face.

Well In Hucklebrough first of all there used to be that type of thing regularly. At least there used to be a lot more well attended meetings than there are now, But when you see, for one thing P.E.A. was based only in Hucklebrough. Not that he was always there, but that type of meeting tended to be called by him whereas the other meetings, Athletics and all the rest just went on normally. I think the whole job is less clear cut than it used to be, there is so much sort of administration and working out what you're going to do in your own school that you tend to ignore the rest of the town actually. There's no sort of body of people, there's no unity amongst the P.E. staff in Hucklebrough.

That's right. On the contrary when I came here four years ago there was a good deal of genuine hostility. Whether that's mellowed or not I get the feeling that it might have now.

Well only through lack of content probably. There's not the committment to Hucklebrough as a whole, there's no really keen sort of team spirit or anything, we turn a town athletic team out.

It's a very interesting statement you made there because this is one of the things that I would love to find out if I could. You said there's no committment to Hucklebrough. Now that I find very interesting because of what I said to you yesterday. I would like to think that the teachers that were working in Hucklebrough, this is a sort of fantasy that I have, would have a committment to the problem. It seems as though they are not committed to Hucklebrough although you and people like you who have been born in Hucklebrough must have some sort of loyalty to it. Some affection for it. But

you don't see it in that way. You just see it as a matter of surviving in your own little parish.

I'm on foreign soil over here you see. I'm from the other side and there's still a lot of that. I still regard this as West actually. T.R. probably the same I think and J.M. from Broughton.

There is still this divide isn't there?

David, I don't know if he's from Hucklebrough, Alan is from Hucklebrough but he's over where he belongs on the Old Breakwater. We went into Central then Central became Hucklebrough then we went into County and we still feel as though we belong to County 2. We don't really enjoy County.

Not only do you enjoy it there's a good deal of hostility to it, from other people.

Oh yes.

Great suspicion.

So I think that could have something to do with it, the fact that there's no.....County hasn't got an entity I don't think, as a County. You know you would get your lad on to County 2 and you thought that was really good you know. But County 1 is more or less a second rate county as regards things like....it seems to me that there's no sort of historical background to it or anything. And I think people resent being in County, I think some people resent being in Hucklebrough.

I'm sure they do.

People who were from the Old Breakwater I know not it would be far too small and they were probably sensible to go in...but you see things that you know, you walk down the Breakwater and it's a disgrace and yet they spend a fortune keeping Astone clean and they ignore that end. There's a lot of discrimination.

I'm not so sure where the divide was. The Old Breakwater was Hucklebrough?

Yes and then it spread up over into where Eltermere school is now. That was all Hucklebrough as far as the hospital and then that was all Central.

So this South of that line was regarded as Central?

Yes and then it all became Hucklebrough. But there's still a lot of animosity from the people who represent Old Breakwater and they say, why don't we ever get anything..... So I don't think it's had time really to build up a particular town spirit anyway. If they spent as much time building up local activities as they spend going to and they are thinking now of going to Navyport because they've got The Relic down in the dock. I think it would be money far better spent. There is no team spirit, you're right, and there's no.....I think it's because the sort of ideology has worn off, I suppose to a certain extent they've been ground by the system I suppose.

Tell me if I'm wrong. It seems to me that when I started four and a half years ago, looking at it seriously, all the schools, the morale was high, the P.E. depts. were committed to the schools, I don't know if they were committed to the town, there was basketball going, athletics was thriving, it was all happening, I thought it was a fever. I'm now of the opinion that what had happened was a reformation of these teams and they were building their own empire and then they found that they weren't welcome. There's been a destruction going on because there's now a loss of interest. All the earlier hopes have been disappointments. For one reason or another, that momentum didn't keep going. So that there is a sourness now, a depression, a loss of morale, as I see it right round each department. I don't think it's functioning in any way like the hope that it had and the commitment that it had.

Yes, I think that puts it very well.

Now then, what of the future? What's going to be in the next year, the year after, the year after that? Have you any hopes insofar as you must have some hopes because you say, well I think that I could have done the job better but anybody would say that if they think of the job. Is there one way where you say, "I'd like to sharpen that next year." Is there any way that you can see your way through that or is it too confusing?

I've been trying for a while actually. I thought that when I was on the sick, I'll get that scheme worked out and I'll go through it and I'll sort it out. I've got most of the way through it actually but it tends, towards the upper end of the school. What we are doing seems to be what we are doing right through, and there must be some sort of eh....it looked very weak on paper towards the end because it looked as though we were just carrying on. What wasn't evident was the sort of small amount of time you were spending on each thing, even though we do rugby every year or football every year or basketball every year, they perhaps only do it for eight weeks, that's what it boils down to, they get eight weeks roughly anyway, they might get nine, they might get ten, or they might get seven, it depends on a lot of things. I think there must be a case where I concentrate on it more and than not so much forgetting about it but taking it out of the timetable and allowing it to carry on for the ones who developed an interest in it as a team game or an after school activity and moving onto something else which you can do more in depth and sort of reinforce. You get them out in the third year and they are very little different in school to what they were in the second year, because you haven't got the time to spend on them and they're not getting a lot of P.E. anyway.

That's right

So that's what I'm thinking about. Whether perhaps say, well look you do rugby in the first year. I mean they perhaps do soccer right through the second year so we do actually get some improvement. You know basketball. Perhaps even a fair session of cross country which tends to be overlooked a little bit I think. I think it's quite beneficial, cross country, if it isn't pushed too hard. I find now and again when I get a small group, or perhaps there's Robert and myself with a group and you maybe get 7 or 8

wanting to do cross country and it builds up that group, if you go every week you know. It starts to build up. People like to go because it's quite pleasant over there actually. But I think we've got to do that. I think we've got to stop....we've done it to a certain extent, before we used to do....well it was a system I inherited, it was that they did gymnastics one week and swimming the next week and now we do it half termly, they do gym for half term then they swap and they do swimming for a half term and that's far better, I find it far better. I think most other people do and actually that was met with a bit of opposition, they didn't really.....they weren't very keen on it but I said, "look we don't want..... Anyway I said we're going to do it, so we've done it and it's been more successful. I wouldn't say it was.....

In the same way that you're trying to solve problems and say well shall we do this or shall we do that. Would you get any co-operation if you brought that into a departmental sort of...and said, "where shall we go? Would they be interested enough to participate or would you feel that it were a threat?

Oh no I wouldn't feel that it was a threat.

Because the way that I would do it, say, "look I've got this problem, what's your opinion?" Now we do that at college....

I think that was one of my faults at first, I tended to work it out myself and it doesn't go down very well, people like the chance to.....

'Cos even if I've got a nice dream idea unless they were prepared to work it out and do it, it's useless. It's sometimes easy to say this when you're not part of the community.

Oh it's true. I think that.....

You share the problem but sometimes the relationships and I could imagine the relationships here right now are not going to help any sort of team work.

No at the moment it's particularly bad in the female department. We had somebody else you know between Sue and Ann. She had an unhappy time, she was married to a youth organiser and he went off and left her. So the women's department has been....there's only sort of Elaine been right through. Heather said Elaine expects to get Janet's job when J. leaves, if J ever does, there's no chance, I wouldn't think. Certainly not from my point of view. You need, I think, a lot of team work in the department and we lacked that. Callaly have it, I don't know whether you found that, what I've seen of them they seem to have it.

It's very difficult for me to assess that.

Well I think D. and J. work very well together.

You see it's O.K. if you've got a stability. I don't think you should be too hard on yourself. I think that anybody who cares about their job will never be satisfied with it. It's always imperfect because human institutions are imperfect. Human beings are very odd people anyway. But you've got a load of trouble here.

Well that part obviously affected a lot but what I find very annoying more than anything else is the fact that with this multiple use of equipment you go to do something and it's gone, it's been damaged or it hasn't been put back and the most trivial things can cause an amazing amount of bother. I think whoever designed the sports hall wants shooting to start with, I mean the thing leaks like a sink, the brickwork is coming out, parts of the bricks are falling down. We've got a situation now whereby the restrainer things at the top where you haul the nets up are coming out of the brick and I've reported it twice. Nills Larsens have been around, they haven't done it and if a kid pulls it, its a pully block up on the top, its going to come out, or at least it looks to me, the bricks easing out of the wall at the top. Somebody has just stolen the locking mechanism that locks the badminton posts into the floor.

Now, when does it happen? That's the thing, when does it happen? You can never find out when it happens. We go out at six o'clock, quarter six, the cleaners come in. You perhaps have a football team in or a rugby team in until half past seven, then you've got the youth club in, until 10 o'clock, you can never say, "you did that". We've only once pinned it down to one group and they couldn't find a football so they rove a door off a cupboard and nothing happened to them.

Was this a school group or an outside group?

Oh they are outside groups. I'm not saying we are particularly free as a school, you know, we do get odd incidents, but you can't track it down when it happens after school. People just ignore it, you know. "It wasn't us" "It wasn't us sir."

I think multiple use of facilities is one of the biggest problems but you're the first one that's made it explicit. Now is there a special reason why this gets more use maybe than the others?

It's always being used, right through the day from 9 o'clock in the morning until 10 o'clock at night. It's used.

Does the pool suffer at all? From multiple use .

No there is nothing you can do to a swimming pool.

But the sports hall gets clobbered doesn't it?

The sports hall is a mess.

Have you ever had grafiti in it?

A little bit, even the girls toilets. We don't suffer too much from grafiti actually.

But loss of equipment or damage to equipment.

Were you born in Hucklebrough?

Yes, born and bred in Hucklebrough

Do you feel loyal to Hucklebrough?

Very, yes. But I was very lucky when I left College that I came straight to Hucklebrough and I got a job here. If I hadn't got a job I don't know where I would have gone. I just took it for granted that I was going to teach in Hucklebrough.

So you very much wanted to come back here?

Yes.

Do you do any sports or anything?

Well obviously I've tried most sports apart from flying. I used to do lots of rugby, athletics, this sort of thing, physical type of sport. I'm into anything outdoors at the moment, particularly sailing, I've sailed for about 6 years. It was P.E.A. who introduced me to sailing and it's the only sport that I've ever felt I could really get hooked on. Absolutely fabulous. I love it.

You sail in Hucklebrough do you?

I sail in Hucklebrough.

What boat do you have?

Well I don't have a boat. I've got dinghys and what have you. We build dinghys here for sailing at the college but I sail with a guy who owns a 34 ft. ocean....like that one (pointing to picture of ocean racer).

Oh you're in the big stuff.

Yes. Great.

So you came from college and went to Aiden?

Yes. I went straight to Aiden. And when we were at Aiden, at the time I thought oh my goodness it was hard work but looking back I don't think I would have wanted to go to another school. I had differences of opinion with I.Bates, the Head of Department.

Was A.B. there before you got there?

Yes. He built up Aiden to be the foremost school in the town for sport. It used to be the two (named) Grammar Schools that won everything. But just before the time it went comprehensive the Boys' School under I.B. did very well in sport. Of course the success of the school was related not to the examination success but to the sporting success and the old Headmaster there was very keen and when I started I think at the same time three other people started straight from college, it was going comprehensive, big school, lots more people, needed a big staff and at one time I think there might have been 10 or 11 P.E. staff there, very big, all young, all well qualified all having good backgrounds of school and at training college and I don't think there was any sport that couldn't be offered to a very very high level between all the members of staff there. Of course when you've got that type of staff most of them just don't want to stay there, they want to move on and we didn't have a chance because the authority went comprehensive, we were in our first year, had to apply for jobs, no chance of getting a scale post but everybody who then wanted a scale post, who had been in the establishment for a few years got them so it meant that for the next few years there was no chance at all. So if you wanted any sort of promotion or advancement you had to move. Eventually lots of us did but I think that Aiden, the team that it had in my first two years there, you would have been hard pushed to get a better team (of teachers) in any school in the country. I'm serious about that because it was fabulous, really great, lots of young people and the leadership, for all his faults, and I'll say it to his face as well, he had lots of faults and I don't think he particularly knows how to handle people, I think he's mellowed a lot but he's a first class teacher,

first class organiser and I wouldn't have liked to have been at a school under anybody else but him because I learned so much from him and I won't say he's my hero but he's a person who I can look up to and say "well he is a P.E. teacher, I don't think I'll ever get to his standard."

That's a tremendously respectful statement to make of a man.

Yes, well I do feel that I feel that, and we've had our arguments and I left Aiden because we couldn't see eye to eye.

That doesn't diminish the respect you have for him?

Oh no. And there's renewed respect now because we hadn't spoken for a long long time and we met a couple of Monday nights ago at a sportsman's dinner and he said a couple of things that made me think, 'yes this guy has mellowed and he does realise why I was a bit upright at the time.' You see I believe no matter how hard you work, no matter how old you are, what you're doing, everybody needs a pat on the head and say 'well, thanks very much you've done a good job.' I'm the same as everybody else, you used to work your guts out and it was all taken for granted, now if Ian had just come up to me and said, 'well done Fred, you've done a good job there, thanks very much', it would have made all the difference. But it never happened.

I'm sure it would make all the difference.

Yes, it would have made all the difference to other people because we all felt the same way, but it wasn't just him. There were lots of internal problems between Ian and other members of staff. The ladies side, that will never be reconciled because I have no respect at all for Ian's wife now. She was a

I've not met her. Was she at another school?

No she was always at Aiden.

If I'm going to be honest about the difficulties of working in any team then the tensions that exist, the reality of the tensions between

human beings have got to be admitted.

Yes, that's right.

I mean there is no department anywhere that doesn't have inter-personal tensions, I have them at college and this, in part, is one of the things that one has to come to terms with and say 'well there's got to be a better way of human beings working together. And this is one of them that you've nailed.

Well it was my fault as well you see, I've a very fiery temper at times. It's not the big things that bother me, I mean crises, huge big crises fair enough I can take them in my stride. So what? If it's going to happen it's going to happen. But it's the little things that annoy me, because I think well that needn't have happened. It wasn't my fault it was your fault why didn't you do that? Why didn't you tell me? Why didn't you come to my face and say 'look Fred you've done that wrong.' It's things like that which used to annoy me. And it got to such a stage that I would say as a direct result of her relationship with other members of staff and what have you, four of his team left.

It's a big exodus in a team that is going well.

Yes, and the Headmaster of the school (named) knew this because I went to him and said, 'look you should know about it...' well he should, it's his school and he should know and I came here. And there's a saga about that. It was about the third interview. First it was a post then it wasn't a post then they interviewed and they didn't appoint they interviewed again and didn't appoint. Finally they phoned me up and said, this was two weeks before the summer term started, and said 'are you still interested in the job at the college?' I said, 'Oh yes.' They said 'Can you start in September?' I said, 'Well I'll have to see my Headmaster.' He was very very good and he let me come, so I had no idea I was coming here until a fortnight before the term started. It upset me a lot, because whilst I was at school I took a class through

four years and I was very very attached to this class and not being able to go back and say goodbye to them hurt me more than I could say really. I did go back and we all had tears....and they were very hurt because they thought I'd left and hadn't told them then I came here.

So you had taken that group through from the first year.....

Well from the second year to the fifth year it was.

And you'd grown really attached to them.

Well of course, it was my first class, you know. It was my class.

Now you feel very warm.....

Oh I do, even now they come and see me, I get Christmas cards from them and I was just in the pub the other night and there was a pint put in front of me, 'here you are Mr. Sanders' and it was great, it gets me, it really does, you know. Still get invitations to engagement parties and 'I've got two kids now sir....'

Tell me if I'm wrong because the leadership, although its a particular leader we are concerned with, a lot of people have confirmed much the way you have, they have a great respect for his organising skills, but not his personnel management.

That's right, yes.

I'll tell you the impression I got because I spoke to him 4¹/₂ years ago and I thought, I could never work for that man. That was purely a spontaneous kind of reaction. One human being affecting another human being. And I thought there is no way that I could work for this man at all. And I felt at that time, you would be involved in it as well so you can tell me whether I got a false impression. Kids were turning up half past 7 in a morning or 8 o'clock in a morning and training. They were turning up on Sundays and so on and it seemed to me, Christ this is going. I mean I was immensely impressed by it so I don't

take any convincing that there can't be many departments that will work in that energy and that output.....

No way at all.

It was incredible. I wasn't so sure whether it was altogether healthy on reflection. But you sort of speak with....even on reflection as though that was the right sort of thing.

At the time it was, yes.

And I thought it was just building up a particular I.B. empire.

Well you've put it all in.....we made I.B. We know that I. knows that. He daren't say it but we made I.B. I did 5 mornings a week, half past seven every morning went swimming with these kids and it was amazing, I mean I get up I take my wife to work and I come down there's snow, rain, and I'd be shattered and yet these kids are waiting outside "Oh come on sir, let's get in". And this was 5 days a week. And it was amazing. But as you say, we all wanted to impress, we were all very very keen, new job, fabulous. Teaching was what we had always wanted to do. Doesn't matter about the money. Doesn't matter at all. I've changed. It doesn't matter about the money at all, great, it doesn't matter what anybody thinks, the kids, fabulous. And we build this up and there was, for sport, there was nothing to touch him. Nothing at all. But I know that I taught kids Basketball, Badminton, Volleyball, Soccer. I know I did, because I was there I saw the kids. I come here and my first week here I'm teaching kids who have left school. They get the shock of their lives when they walked in here and saw me. Great. O.K. Basketball, Badminton. They hadn't a clue. And this to me is one of the great shocks, my great shocks and it still hasn't come home to me.

Tell me about it.

I know what I've done with kids at school and I think, or I thought, that I taught them how to play Badminton how to play Basketball, this sort of thing. I know that I didn't because I can see them here. They haven't a clue.

You've seen the results of your own teaching?

Oh yes. I've seen the results of my own teaching you see. This is what....I mentioned this to P.E.A. because I was so amazed. I just didn't know what to do, I told P.E.A. this and....because obviously I was very very worried.

It's made a big impact on you hasn't it?

Oh it did. And it still does, because as a result of it my philosophy of P.E. has changed completely. I think I went to a very very good college I did a very very good course and I was very impressed with it and I had lots of standards, very high standards. I went to Aiden, the standards there were very very high, very high indeed, I mean I've been at lads for not having white gym shoes. I cringe at the thought now. But I just wondered....I can think to myself in the sports hall now teaching basketball to these kids, 'why did I bother teaching basketball to these kids?' Because it's not going to do them any good at all, actually knowing the rules of basketball. Those who wanted to know the rules of basketball would know them in any case because they come to the club on the night. Why did I sweat my guts out there? When they come here, they are just playing anything. They don't know. They don't remember. There is no carry over of what they've done at school, which made me think, well how important is, not so much P.E. in school because I'm convinced that P.E. is important, and I'm more convinced than ever now when I see students here. But I wonder how important is the actual getting down to teaching somebody Badminton, to teaching somebody a discus throw, to teaching somebody Basketball to actually split it down in a lesson like you teach somebody to add up. I don't know whether I'm putting this right, do you understand what I mean? The formal aspect of actually teaching a subject, P.E. I'm very dubious and I would go back to a school and I'd love to have to spend a term in a school and just work with kids.....

This has made a tremendous impact on you. It hasn't diminished your faith in P.E. It altered it radically. And if you went back and took over from A.B. what sort of things would you try to work for? Clearly, if I understand you right Fred, what you're saying is, that the detailed

skills that you taught in athletics, the time that we spend on sprint starts on relay changes on hurdling techniques it's the techniques and skills you've altered about that haven't you?

Yes that's right.

If I am right, what you're saying is that's less important than an attitude to P.E.

Exactly yes. It's the attitude to P.E. Because the attitude to P.E. of some of these kids is to me, now, the wrong attitude. Because the skills have been shoved down their throat. It's the old thing about cross country. Everybody hates cross country - why? You can love cross country, you can love P.E. You can have an awareness of why you should do P.E. And I don't mean you should say to second year kids, "you're doing P.E. because when you're older you want to work 8 hours a day, you want to give value for money to your employer, you want to be able to work overtime so you get a bit of extra money in your pocket then you want to go out with your girlfriend and have a good time with her, unless you're fit you can't do that." That's great, that's fabulous. But nobody's going to understand that. Nobody's going to even listen to it. But it's the awareness that's the important thing. Not knowing how to hold a discus, not knowing the ins and outs of tactical play in Badminton. I'd go back to Aiden, I'd see what they were doing now. I understand it's completely different to what we were doing in the first place. I would give everybody a chance. The kids, if they wanted to play football, if they wanted to do basketball, or if they wanted to do any sport to a team standard, a high standard, they would get a chance but it would not be in lesson time. But saying that I think there would have to be a change for the teachers. They would have to be somehow rewarded, remunerated for doing this sort of thing not in lesson time. Because I am very lucky here, anything over 18 hours I have class contact I get paid for. So I'm getting something like 8 hours overtime a week. £5 an hour. Well to me that's great I got the shock of my life when that happened. But I wouldn't push the competitive and highly skilful aspect of P.E. down people's throats. I know lots of mums and dads complain that there aren't six or seven second year football teams. Well if there

are enough people who want to play competitive football there will be. But I would never push people into competitive football. If somebody's idea of sport, competition, or anything like that, was going for a walk at the weekend on the hills, I would respect that. I think I would anyway. I don't know what....I might be pushed into a different direction working in a school. I might have to conform to different laws in schools. But I would hope that I would stick to my convictions. And I'd respect that, and say "well O.K. go for a walk." We'll get somebody else on our team who wants to play because we always used to have a lot of chew on about kids who wanted the best teams and you, you, you turn up on Saturday morning 10 o'clock. Johnny didn't turn up, where the hell were you? Well I went to Castleton with my dad.

I.B. was quite proud of this as a matter of fact when he was talking to me that there was restricted choice. If a boy was good and he had talent he would be dragooned into it. He was very proud of the fact that if there was a boy that had talent I.B. would find it and he would put real pressure on this kid. He would be in one of the teams somehow and he would pressure him to turn out. Now that's not what sport's about.

Well it might be what sport's about but it isn't what Physical Education is about.

Sport is something that you do because you're attracted to doing it. We are selling the wrong thing by making it an obligation and there seems to be a conflict here.

I wouldn't give kids multi-choice. I don't think young kids in schools....I'm not talking about here. I don't think young kids in schools can actually make the decision of choice. I do know that when we introduced an option programme in the fourth and fifth year the whole thing was a shambles. They had about 9, 10, 11 different choices. We thought it was great, Aiden school, we can offer this. And it was a bit of a competition between the schools you know, which could offer the biggest fifth year programme. Well what a load of crap. Because you're just diluting everything. The kids were taking choice here, choice there, they didn't know what the hell they were doing.

The staff get checked off because it's always, "oh I don't know," it always used to end up with a cross and it's not on. You have got to....perhaps a limited choice. But the choice has to be very carefully worked out. And I don't think that the option programmes in schools has been fully worked out. I do not agree with it and I do not agree with the schools that are doing it now - the full option programme. I would give kids a choice but its not that type of choice I'd give them. I would hope that through example and in the school that people be made aware of P.E. and of the attributes of P.E. You couldn't do it overnight though. It would take a long time. It would take a full five years. So you can begin in the first year and work through. So you have to be fully committed to one school to do that to get the results you want, because I would doubt whether you would see the results of your own work for about 5 years. Because I know here now, I'm only now beginning to see the results of my change and what's going on. .

You're just beginning to see the beginning.

I am. Yes, and I don't know how long I'm going to be here, I'm very happy here at the moment but I may not stop.

You're the right man for the job here at the moment aren't you?

Oh yes.

You must feel as though this is just right for you and you're right for it.

Well everything's gone right for me here you see. I left Aiden and people said, 'you must be an idiot going down to the college,' you know. I didn't come here for a pay rise because it was just the same sort of salary. But now pound for pound I'm the highest paid P.E. person in County or I will be when I get to the top because I got an L.2 here which was never ever on the cards.

Not if you'd stayed at Aiden.

If I had stayed at Aiden I would still be on a scale 1 now. I

wouldn't have got a scale 2 because I know P.G. would have got the scale 2, even if I'd been there. Because S.J. got the scale 2 there over a couple of other people who should have got it but here - great. I could stay here now for the rest of my working active life. Whether I would get a bit jaded and a bit complacent after a time, I would imagine I would and just let things tick over.

But you've got a philosophy that's locked into this particular department haven't you?

Here, I'm very happy here now, yes. We get to grips with the students. Doreen and I are the only people who see almost every student in the college. And if students have an identity with the college I think they have an identity with this gymnasium because there are no common rooms in a college in a lunchtime, not today unfortunately because we have a special school from a few miles away who come in today at lunchtime but if you'd come any other lunchtime you wouldn't be able to move in the corridor because of kids sitting, talking and make coffee, they can and make coffee as long as they make me one they can come in and make coffee.

I noticed the other day there were two young people who obviously weren't staff, they were just here as a sort of central gathering.

I wish you'd been here on a Monday, Tuesday or Wednesday lunchtime because it's very hectic in the gym. There's people running in and out all the time. Badminton, Table Tennis, weights, it's great. I don't insist on kit. Obviously footwear is very important but if they're just going to play Badminton and Table Tennis over the lunchtime, to fill in the time, I'd rather the gym was used. Get them in there. On a night on the keep-fit sessions that we do everybody wants to play so I say "well o.k. If you come in Badminton gear or if you come in shorts and gear you've got first choice." So if there are 14 people wanting to play and 12 of them have kit they're going to play. So now we get everybody coming with kit. Kit was very very important at Aiden. If you didn't have your kit, bang, whollop, smash. I don't think I ever told anybody why they needed kit.....

You've never had to justify it.

No. No. But here I say to them, you see some of the groups we get for 6 weeks at a time, some you get for a year, now for 6 weeks I'm not going to force them to go out and spend £15 on kit, I'm just not going to do it. I'm going to say to them "right, you're going to do sweat sessions. You're going to be very sweaty. You're going to be smelly, the girls won't speak to you and you'll itch all day." And they'll do a sweat session whether they've got kit or not they'll do it. They'll hate me for it, but they'll do it and next week they'll all have kit. Because they'll borrow it or not so much kit, somebody'll say, "can I bring another pair of jeans". I'll say, "sure you can because then you can change, you can towel down and you can get out." And they understand it. They understand why, and they'll say, "well I suppose you are right, aren't you." Because they do smell and people have been coming back for Savlon for sweat rash where the jeans have chafed them and they understand. But it's taken four years to get everybody to realise and to have kit. And I've still got two classes that er....peculiar one class, bricklayers, split into two groups. First group, everyone of them immaculate, kit, great. Now they are in the same workshop, the second group, jeans, wellies, almost you know, 'oh, where have I gone wrong?' And they just don't want to know they just don't want to know and I'm not gonna say "I'll get them" because I won't. I'll just chuck them in there at times and I think look I just cannot be bothered with you lot. Get in there, play badminton, table tennis. And I might come in here and do a bit of work, because you get to this stage, nobody's perfect. I think oh no, but there's only three weeks till Christmas and they'll be gone then. I've failed with this lot. They hate me. I hate them. They know it. I know it, what the hell. But fair enough that will happen. But there are other classes that I will keep on and on and on and on at them and everything works our O.K. You know, we have a good time and we're having....still they might not turn up in whites and what have you but.....

You have gone through the process. So that it's obvious to the people that have to change why they are changing. And now they

never go through that process in schools. Its imposed from above and I suppose to a point its right. But nobody ever challenges it. But then the kit becomes the end, the physical education is forgotten. All that matters is that the kids look nice, conform to uniform.

Oh yes, I can remember standing up and spending half a lesson sorting kit out, getting people kit, names in the book. Oh when I think of it now.

You wouldn't do that now.

No I wouldn't do that now.

You would try and do it a different way. You say kit is important for the following reasons.

I think kit is more important. And a uniform kit is more important in a school than it is here. I still think that. I still liked all my kids at school in kit. But I would hope they'd want to bring their kit and their attitude to P.E. would be such that, "mum, tomorrow P.E. I want kit" and not "Oh I've forgotten my gym shirt, I'm gonna get whollopped, I'm nicking off." Which it must have been and it still must be in some schools.

I'm quite sure that's true. Well I think that it matters on precisely the same terms as yourself that I think that it matters more in schools than in an Adult Education establishment. But nonetheless it shouldn't be the.....Be all and end all of why we're turning up and it becomes such a showdown it's not true. There are certain kids that come from particular homes if they damn well come to school you say "welcome, it's nice to see you at school." And I don't want to let those kids....I want to say still "welcome" to come and if he's going to participate energetically in P.E. say "welcome, good to have you."

People come here and they hate me before they've met me because I've taught the brother at school and the brother's gone home and said, "he's a bastard", you know then the brother comes here or the sister comes here and says, "you're a bastard", and I think, what have I done? Because I'm a very vain person, I want

M.46/14

everybody to like me and I know everybody doesn't. Sometimes I get upset when somebody doesn't like me. Sometimes I don't mind. Sometimes I hate other people but I like to think that people like me. Well obviously, everybody does. Well I suppose so.

I think there is a sense in which you have to.....a lot of your work is public relations.

I still say, and this is after four years, and I began to realise this about 18 months ago, that the most important part of my job here is not done in the gym. If I didn't have to teach some classes, if I didn't have to teach I should go in the gym I would still work full-time here. Because I have enough to do, but my most important job isn't going in there teaching its talking to students.

Coming back to an idea that I could identify with you immediately as soon as you got on to it and I can't see my way clearly to being able to put it forward as a concrete proposition, Options as they have actually been applied to schools, as you say, is crap. They are still boasting to me about it in the sense that Oh we can offer them trampoline and table tennis and badminton and volleyball. There is no way that one teacher with a given number of children or pupils can do that efficiently. It's not going to work. He's got to stay where he's vulnerable, he's got to stay with that trampoline no matter what happens so he's not going to do any badminton, he's not going to do any volleyball so its a matter of giving the toys out and go and they are not ready at that stage. I think there is a stage where you give the toys out and and they are responsible enough to make the best use of it, but not whilst they are giving options in the 4th year this is where its typically happening. I'm working on this notion. I think that pupils into the third year, most teachers seem to be getting results of some sort although I agree with you, they are fostering a hostility to physical education and that's not what its for so that I go along with this notion but nonetheless there seems to be a warmth, the pupils seem to be happy to do physical education until about the third year now then supposing those that want to go on - are you going to do a sailing club? O.K. Are you going to do a Badminton club? O.K. Are you going to do a Badminton club? O.K. Are you going to do a Rugby Club

so that there is the array of real choice but its going to be worthwhile. If you go to this soccer club you just don't give the balls out lads and play there is going to be a structured coaching and that's what you're paid for so I would say, "right I'm happy that you could get a foundation programme of some sort in the third year," now then I haven't got it properly worked out yet but I'm wanting to say as the Newsom report said it may well be that some teachers may have to work on some sort of shift system, so that if you're given the afternoon off and you are prepared to do your work in the evening I think it's too crude that as a matter of fact but it does work in some establishments. I'll take so many mornings off if I can come in at 2 o'clock and work until 7 and this is precisely why at secondary education or P.E. I think there should be some experiment going on in some comprehensive schools so that they are committed to this but they are getting the time off or they are paid extra. Now I would prefer the equivalent time for a very good reason that you've reflected on your work, now one of the things that's horrified me in talking to the teachers, they just come in and they're like a series of puppets doing a lot of jobs that they've been doing for the last X years, not thinking, what the hell am I doing this for? Now then it may be, as you were at Aiden, you were working every hour that God sent, you didn't have time to reflect....

You are right, yes. After a while it just becomes habit because you are so tired, you think, 'well I've done this before last term and I'll just do it again and you go on and on and on parrot fashion. The problems at schools...you see I'm divorced from schools now and I don't really know the problem, but I would imagine that there's such a huge timetabling problem that the idea of options may be difficult. It works here inasmuch that Gail works two evenings a week here and she has.....well yesterday she didn't come in until 3 in the afternoon. Fabulous. Great. I'm nosey, I work a couple of evenings but I come in because I hate to miss anything. I think it does work but you haven't to give too many options. We haven't a football team here. We haven't a rugby team, mainly because I don't feel too confident enough to run a football team, I know nothing about football. In fact I don't like football, I may be one of the few P.E. teachers who doesn't like

football so there's no football team, because it holds no interest in me whatsoever, I can't put my.....I wouldn't like to con people into thinking I was doing it. I'd make a fool of myself anyway. There are other people who can do it and students ask me, "why no football team?" And I say, "well, go and sort it out yourself." We have things here that interest me because I feel that I'm good at that and I can offer that, so those are the options we offer. Gail's the same. We have other members of staff who get involved, not many, disappointingly so, not many. Half a dozen out of maybe 80 so the things that go on, sort of equivalent to extra-curricular activities are the things that interest staff, are the things that they are keen on and they've got expertise in and that works. Anything else doesn't because we just don't have the time. I can't run a football team, a rugby team, a basketball team, this sort of thing. But I do hire part-time teachers to do that. And it does work and I've never thought about putting this in a school situation. What a good idea. Because the P.E. teacher will come and shake you by the hand and say, well that's fantastic, why not? Why not do that and I'm sure when I was at school I would have loved just to break in the monotony of the week of having a morning off or a morning to come in and just do my own thing because I was going to work until 7 at night. And the kids then, they've got something to look forward to as a recreational activity. Because they're going to have to be taught as well how to use their leisure time. They are going to have a lot of it, a very lot of it, and they have to know how to do it. Where to go? Who to ask? How much to pay? What do they need? Can I join this club? Yes of course you can, what train do I get to go to the leisure centre? I think this is a very important part of the awareness of P.E. as well. I don't know how it would work in a school but I think the idea of a club activity with somebody who is dead keen, who can impart his or her enthusiasm on these kids and these kids are going to go home, 'I'm doing trampolining, it's great mum, fabulous.' 'Miss so and so is really good, she loves it and we're doing this and we're doing that, and we've got four trampolines and we're working, and I'm gonna do my bronze and then we're going to go down to Wembley to see competitions and we are going to go here to see this competition, a National coach is coming, we've got films, lovely.' Because that

one teacher is so keen and committed they can do it and as I've just said a teacher cannot be expected to do everything. They are not magic, they can't be expected to do everything.

That's right.

I can't do everything. Kids here, P.E. teacher, right up, they presume that you're brilliant at every type of sport. But once I played football with them, they never let me play again, "Oh sir, will you referee please?" "We'd rather you didn't come on our team or..." I'm hopeless. Absolutely hopeless at football. But yes, I'd show some how to wind surf. I'd show some how to sail. I'd show some how to climb and play volleyball, that sort of thing. But I can't show anybody how to play football. Absolutely knackered. But there are so many different aspects you see and if I was in school I don't know what I'd say. I don't know. I might do all sorts of things but I'd definitely do something I could do in a school on a school site and I'd do something that would take me and my group away from school.

I am more than ever committed to the addage that "unless a thing is worth doing badly it isn't worth doing at all." I felt quite upset by that to begin with but it merits our reflection, I think.

I suppose it is, isn't it, yes.

So that if I want to come out and play football badly its still worthwhile.

Yes.

I don't have to be bloody good at everything

Yes, exactly. Well I'm going to write that down and put it on my wall. I think that's very very subtle, that, and very good. That's against all the fundamentals and the training that anybody has ever had in P.E. and I'm sure its so easy to talk and to say,

"yes we do this, we do that," but I wonder actually in practice, getting down to the nitty gritty, whether it would work. Whether we could actually get it to work or whether we could educate the educators, whether we could get rid of the myths because it does need a lot of people to think the same way we're thinking to monitor what they're doing and five or six years time to say yes, it is working and its a long and slow process, but I'm sure that it will eventually come just because the time that people are going to have to spend their leisure and I'm sure people in school are not going to be physically educated they are going to be educated for leisure. It's going to become so important.

If there are no jobs going where's a man going to have dignity? He might get it through his sailing, through his swimming, through something else or through his fishing, some sort of recreative pursuit. But we've got a whole society to break down in attitudes to work at that level, simply because you can't revolutionise society overnight. Reform is very slow.

About five or six years ago I went to a lecture by Ron Pickering and it was about leisure in Germany and I couldn't believe it was on the same planet. The attitude that they have to recreation and leisure. And when I went to Sweden last year, their attitude, it was absolutely amazing. It does upset me the way things are going in this country. There's just nothing here. In Hucklebrough if you're between 16 and 18 you might as well just dig yourself a hole and crawl in it every night. There has just been very very recently in the last couple of weeks, a realisation by members of the council that they are not doing enough in this town, for sport, recreation and for particular sports and sports clubs. If a place like Northlea or Deanside can get a sports centre, why can't Hucklebrough? They've got £250,000 tucked away. The proceeds of a lottery and to my mind they shouldn't be saving it for their sports centre because they will never ever have enough. They could build four squash courts now at Millergate and when they get some more money they could build an outdoor floodlit kick-around area. Then they could build a sports hall, they could add on, add on so that the public can actually see something

being done for them. Because at the moment the people in Hucklebrough can't see anything being done for them.

I would argue and I'm sure you would too, it's not a matter of whether they can afford it but can they afford not to have it. Because otherwise a revolution starts here mate.

Exactly. Well the revolution has started. It must have done, the sports council did themselves a lot of good a couple of weeks ago. We had a sportsmans dinner and the direct feed-back from that, because we invited all the right people, the feed-back-from that was that the Mayor, out of his own purse had bought a football to go with a signed football from Nottingham Forest. He's bought raffle tickets! he's touting them around the working men's clubs, raffling this lot. All the proceeds come to the sports council The Mayor wants to give a civic reception to all the young kids who are nominated for awards. And just recently there's a new lottery, a new council lottery, started on Tuesday. And for the first month all the money from that lottery is going to go to the sports council, They know that is where they are going to help the people of Hucklebrough and I'm sure that something good must come out of it. It must do. I am in a privileged position because I'm Geographically central in the town. I know the set-up in schools. I know the set-up in F.E. and I'm beginning to learn the set-up in the Borough, I'm beginning to learn the set-up in the Sports Council and there is so much that can be done if somebody would listen and if there was the money available and that's the tune - the money. We have some schemes to actually build a sports centre. There was a lot of publicity a while ago and these body scanners, a quarter of a million pounds for a body scanner, where you need a quarter of a million pounds for a mini sports centre. So why can't they do the same sort of thing? And we've got a lot of help from local radio and television and we think that we're going to have to do something if the council don't. And shame them into doing it. Shame County because Hucklebrough is, as you know, out on a limb just because of its geographical position, nothing else, just because of its geographical position.

There's great bitterness about this amongst the teachers....

Well at one time, when I first started, I mean I was appointed by the Hucklebrough Authority, and it was recognised then to be one of the best authorities in the country to work for. It's completely sold down the river, that sort of feeling and it comes through in money. I couldn't run this department at all without help from the students association. I get about £1000 a year to spend from the Authority and when you say a gross of shuttlecocks is £80 - £90 and we might go through two gross in a term. Badminton racquets £8 a go; you might go through twenty. This is where the money goes. I can't afford to buy Badminton posts, I've just had a quote £590 to mark the gym floor. I can't find £590 and I do a lot of redistribution of funds in the students association to get the money to actually run this department and if I didn't have the contact, there's no way that we would be able to do the work we're doing.

Although Mrs. J. has endured much personal stress in the recent months she nonetheless agreed to participate in the inquiry. She is the most senior member of the P.E. teachers in the town having taught two of the younger P.E. teachers who are now town colleagues.

I am sensitive the grief that you have experienced and I know that you can't leave your grief at the school gate.

I tried to do that but I found it silly to try to do that. The burglary.....I think that was just about the final stroke. I can remember when my husband had his heart attack in May and going home to (European Country) in the summer time and finding my little neice completely round the bend.

Oh dear.

.....And now a days....I just felt that that was the last straw. I think I almost went round the bend myself. I was lucky because I did go to Doctor....and she said that she had done just about everything that she could and that she would need to refer me to another kind of psychiatric treatment. It was such a shock..Even the electric shock that they would have administered to me could not have been more of a shock than that was....than him suggesting that dreadful treatment that had destroyed my 21 year old neice...of all people I know him....only one year ago that she had the treatment and she is only 21. He said that was the only way to help me. Look I have my heart broken in two....there was nothing wrong with me. I shall come out of the E.C.T. and my husband will still be dead and my house will still be broken into.....there is nothing wrong with me....Tell me anyone who has had the crosses to bear... the kind of crosses like I have....Show me a man or a woman who wouldn't be really depressed. Everybody would be depressed....So I went back to my own Doctor....I refused the treatment and everything.

But that woke me up...realising that I am wallowing in 'self pity' and it is high time that I am coming out of it.... because my Darling John up in heaven would never forgive me himself if his death resulted in me going into a mental home. And nobody but myself can help me get out of it. And I made a resolution that Tuesday night....three weeks ago that I will try to avoid..... when I feel the depression coming on, I try to block my mind... I brain wash myself.....and I press it back and I press it back for John's sake. I can't help the things in my house.....If it's gone, it's gone..... It all belongs to the past....It is no good grieving over it. I have my little grandchildren to live for. And with the Grace of God I am managing to continue. But if you had interviewed me at that time it would have been completely different from today because I was really really down. But now I feel that I am perfectly calm and I can tell you my honest and true experiences...my honest true feelings. I feel that I am that kind of teacher that used to call teaching a vocation. I have always loved children...This is why I went to the doctor because I found myself shouting at the children....But the worry of the burglary and the fear that they would come back was that much on my mind a fortnight after the burglary that I took it out of the children.....I had no patience with them. I thought..... "Now that's not you.....I love children....." This is why I went for the help of a doctor. Anyway that's all gone. I'm back with the children....It is all alright now. Why I would like to talk to you is....why I feel that this whole education system is going....I haven't got all that much time to go on working....But I do have grandchildren. And I feel for their education. I feel for all those lovely little children...who come in first and second year. And you know that if they had different circumstances....to grow up in different circumstances....they would grow into healthy well balanced mature persons. And what they are going to turn out like? Because some of the Vith formers who we are turning out....they are returning and talk. A couple of years that I haven't seen them.. I just don't recognise them in any way.....their thinking. You see.. I don't know why in this world that a bad example is so much easier to follow. With the best of intentions, there are some people taking the easy way out. They will not help to maintain the standards. They

will let me try to establish the standards I brought from St. Bride's school. They let me work to a stand still. I can't put myself amongst that lot. Because I try, even now, to teach the same way I did at the convent. And time and time again, I say to myself, "I am wasting my energy". I tell you why. Because there is no continuation (continuity of teacher/pupil relationship) in this school. I started first year. Second year I slogged myself to form a good base for these children in Physical Education. I feel that what I teach in physical education the children love it. Even children who are now 30 and 40 years old....when you meet them....they remember the wonderful lessons they had with me. Bang comes the third year and I never see those children again. By the time I meet them again in the Vth year....they are a passive apathetic.... not interested they are a dead loss. Why? Because their lessons have never been taught....they are questioned about what dress they are wearing....or why they are not doing P.E. I expect that by the time they are in the Vth form they should have the habit of the right gear and get on with the lesson. We have all this to do otherwise they will play truant.....Not spend 10 minutes with these horrible showers....I am talking now of the Junior Site... Oh, I wish that you would come down Mr. Hughes and have a look at it..... The facilities down there...I have been unfortunate... for these past seven years most of my timetable was down there...I didn't mind it too much because I love the juniors to teach. But their changing facilities....we are spreading verrucas in that place. Two showers....and I have been told that I have to get the children a shower...Because I was the only one who did not.... Well it is no good. Either we all do it or it is no good. But you know every time I do it...start putting on those two showers...and give the children the towels...I just look at that filthy floor... similar to that one (pointing to a very uncared for floor in the room)...and the children with their bare feet walking on it...And two little cubicles.....a changing room not as big as this room (some 10 ft. by 12 ft)

I can see that it pains you doesn't it?

It really troubles me. So many children have to change in there with one small bench....wet floors....You see I have been watching this for seven years. And I have been told at the beginning...."this is only temporary" "we are going to get a new building"....and look at it after seven years have passed. Nothing has improved. And of course when the weather is bad and the children cannot have their lesson outside, I cannot tell you how many games lessons I spent last year indoors. There was not even a classroom free where I could take them. Now this year I have one or two lessons that have been missed because of bad weather, but thank God this year I have never had to stay in that nasty little cubicle...there has always been a classroom for me.

I can see that you are very troubled by all this. It must have gone through your mind...It is clear that you are a very determined person... you will not give in. Your story is one of strength through the power of your faith or by the power of your mind...you have overcome the hammering that you have had. It is an extraordinary story.

Not quite overcome. I try. I try my best. You see....at night times when I am alone and I say my prayers, I have my little cries....I would be a liar to say that I have overcome.....But I try to keep here at school to make these pupils believe that I have overcome.

But for you to be able to talk to me as we are now.....is evidence of enormous human strength. You must have considered getting away from here to a school where your talents could be used...You clearly believe that you have enormous energy.....you have enormous goodness to share or give to so many children. So I can't understand....You must explain to me why it is that you have stayed in that school. Because you would have been so welcome in other schools where the facilities would have been better.....and children anxious to feed from you.

It is so simple....the answer. When I left the Convent in 1973, my Headmistress who was my personal friend, Mother (named) A, she had a

nervous breakdown....trying to fight to keep the Convent going. And she lost. She was an angelic person. I was in her house, St. Brides house, all my life....before she ever became a Headmistress. For ten years exactly.....We were the greatest friends. A most lovely nun....Loved sport and anything to do with sport. Then in 1968 she became Headmistress. So, for four years, she was Headmistress. And she was diligent and devoted, most wonderful, tiny but strong person. Towards me she never changed. Whenever I went into Mother A's office, she loved me because she knew that I loved my job and the children. She would tell me her worries and I told her mine. And then in 1970 when we knew that we were going to go Comprehensive and that the Convent would have to go.....She worked so hard.... the best results ever we had of 'O' levels and 'A' levels....they were always marvellous....It was a very united and devoted staff. Poor Mother A's heart crumbled. And she had to go to Switzerland for a long time....almost 6 months....But when she came back....I don't know what kind of treatment she had but she had 6 months complete rest before she came back. And that was her last year. And it was a very sad year...to see that wonderful Convent built up over 90 years to see it run down. Then came about our interviewing....And I remember saying to her after I had been interviewed "Mother when are you interviewed?" She said, "I won't be interviewed"... "I will be moved around I think..." North West I think she had to go....teaching French. "Oh Mother", I said, "Why are you not coming".....To think of it our Headmistress is not coming. All the rest of the schools their Headteachers were moving to the new schools. One person had only been a Deputy for one year. She said that Reverend Mothers change differently.....Those who come will be alright and we will be looked after....it will be alright. Anyhow at that point she asked me...."I leave my pupils to your charge." I do not know whether she said it to Miss E. And this is the simple reason that the last year was the last year of the Convent children. Now I must tell you this...that when I was only teaching only two years in this set-up, my girls who were fifth form at that time, they saw that I had gone under. A beautiful set V Science they were.

They all knew why I stayed, because I have told them...They were Mothers Class before. And those children before Christmas came to me....I had my resignation written out...I still got it at home. Asked me would I forget about them....but go away to another school because this school was going to destroy me. They could see the pain I was enduring. They could see that I was fighting and so on. They were intelligent enough children and we had beautiful results that year as well. Clever girls. AND I said No.... I promised Mother A. that I have to stay. And then I overcome that hurdle...that year because it was the second year that was this Autumn Term.....and after that I kept trying to accept what was going on. I don't want to mention names but....I find that because of being so keen and interested....loving the children, I became very unpopular amongst the staff. One of them already gone, I don't know whether it was jealousy on their part or not but anyhow, it came to it that the third year when we started I had my Convent children taken away from me....the Vth and VIth form taken away and given to this other teacher....not to Judy, because Judy had been my own child...to the young one who has just come. And that young one was the most arrogant person that I have ever come across...but she was young, so....And she knocked me whenever she could. She really made me feel that I cannot work any longer with that young teacher. When we used to come to Athletics competition.... Of course my athletics team was just brought upwards from the first year...they come right away through. When they were in the IVth form level she was going to change my teams....my netball teams...who had won tournaments years going....changed my relay teams putting up other children up into it...and you know about relay teams the 'take over' is all important...you may have a faster runner but the take over is crucial....Well I would not let it happen....Well it came to personal blows. And I always took everything so deeply. I was advised "Look she is the young one you should be sitting back." "No" I said, "I cannot sit back until my own kids....well I had done the hard ground work I have the right to reep the benefit of it when they are in the Vth and VIth forms." So that year when I

(1) an experienced P.E. colleague

(2) a P.E. colleague (probationer).

had my Vth and VIth Form taken away from me....I went to Father D. and I told him about it. And I demand my own Convent children back. And I had a very nasty answer. "I had no right to ask"....because of it he started to put me down to the junior side....kids who just come up from Primary School. Another member of staff....a Deputy Headmaster... said, "Well we know about you being a hard worker....so we put you down there to get the foundation done down there." Well you know when you are getting on this is not easy...sometimes I indulge in self pity thinking that I am nearly killing myself down there.... and everybody else is reaping the benefit...so that when my teaching colleagues get the Vth and VIth form they can play with the childrenWe have wonderful Volleyball lessons....or Gymnastic and they can see them to their high level....And I am missing all that. Also I am missing the contact that I built up in the early years. And you know the older girls when they have finished their exams come back to the younger children to help me teach the juniors...They used to ask me, "Mrs. Jordan what are you doing, can we come down there?" And those who intended going to training college....I would give them four or five girls....."Now will you teach them discus throwing?" They then made life easy.....Because they really paid me back all that I had done for them. But anyhow from that onward...That was the only year that I have complained....In all the years I have been teaching. After the Headmaster treated me like that I went to the Deputy Headmaster and said that at the time..."I feel that I am not getting a fair deal." "I am not looking after other people's free time....I don't care if I haven't got any, but I feel that it is a little bit hard that at my age I get all the outside lessons.. after I was getting the trouble with my neck. Double outside lessons..when there is no possibility to go anywhere else...So when it was raining you lost your lesson. I can really say that my children are very distressed when they are missing them. Last week we had the Bishop here and the kids were coming and complaining, "Mrs. C. we have missed our lessons because it is singing practice...." I said to the children "What can I do....I can't fight with the Head..." But it is good for you to know that the children look forward to their P.E. lessons....the children who love your lessons. But to go back to the other part.....

I have just had another try later on....Octoberish.....I thought after the Headmaster telling me straight at the beginning that I have no right to expect to have the Convent going on and keeping them on all the time....I have had them for two years. And I thought that in October I shall go round to the Deputy Headmaster and see whether my timetable could be eased up...because it was a dreadful timetable...it was a real killer. And even my own two colleagues thought that it was very unfair...only first second and third year and nothing further up. Now that was really a year that I felt...."Oh I could break my promise to Mother A." For the simple reason...I cannot be more useful for the kids because they are not mine any more. I am down here (at the Junior site) and they are all up here. So I said I will have one more try. And I came out bluntly about the unfairness of my timetable... I told that it was causing me to be very distressed. Causing me to have a lot of trouble with my neck....my own health came into it as well. Of course my husband was still alright in those days. I dearly wanted to continue with one of the Vth forms. I would have sacrificed one of my first or second year classes to do that. And then I had the rudest treatment that I have ever had from a gentleman...He smashed his fist onto the table in front of me saying "that it's taken him I don't know how long to do those timetables and if I don't like it I know what I can do."..... (Pause) And I was sitting just like you and I are now and one of my colleagues who has since died....Miss M, she died at the age of 38 only....Four months after my husband with cancer in her stomach, poor soul, last summer. She happened to come in to see the Deputy Headmaster...and she came in, I didn't hear her knocking.. I just sat there. She said afterwards, "What's wrong with you?" "I have never seen you so demoralised...As when you were sitting there. What has happened?" I just said that I have had a little discussion....."But you were completely demoralised" she said. I said, "I was". Well after this....my previously written note of resignation was still there...the date wasn't on it so J. said, "Please give it in. It is going to destroy you that school." I still today wonder why I did not give it in, I don't know....The promise to Mother A. or may the hope that the following year I

might get the girls. Now that I have spoken about it....they (the heads of the school) may remember the following year. And I might get a few of them back. I haven't had the VIth Form since '73. Last year the form that I had as class-mistress.... they kept me going the following year....they were a Vth form. I was terribly happy about that in 1976 and they really kept me going if I didn't teach them. They were a very nice class and I had them through their G.C.E. Then as time was going on I kept thinking.....Well maybe once the young teacher has gone... she was going to get married and leave....I thought that,"well Judy and I we understand each other. We have always worked hand in hand... she is a wonderful person. So when the young person has gone we could be happy again." So I decided to stay and stick it. You see I am not such a long way off retirement.....and that is the reason why I stayed. Mother A. 'phoned me on the very day that I had to see the Doctor when he told me that I had to have the E.S. treatment....That very evening. She hasn't 'phoned me since before last Christmas. She said, "For days I've been thinking about you. Something told me that something was wrong with you....and I decided to 'phone today." I told her what the Doctor had said and she said, "Don't let them do it." "Sister Dear" I said, "I have already had such a long talk with myself....I have no intention of taking the treatment". That was wonderful....I said to her, "I feel that I have done what you asked from me because the children have gone out now and left this school and I did look after them." After that very distressing talk with the Deputy Headmaster I decided to have dinner time practices.....Volleyball for the VIth form so that I could keep the contact with them. And some of the 3rd and 4th Years I gave them extra trampoline in dinner times...And the netball I carried in on with. So they were so good that I got them through the tournaments and they won the tournament and then I said, "Right... that's finished". Then down at the Juniors I started with a little first year to train. The first year won the Town Shield...first time ever since we started in this school. But last year when my husband died, I couldn't carry on. And the junior teacher took over...and the children got nowhere. But now I really feel that my training days (extra curricular activities) are finished, and I leave it to them. I am reconciled on those two grounds.

When I look back I believe that I had a naive belief in education and physical education and over the years I look back at generations of pupils taken and you say "What have I done for them?".....and "what is physical education doing for them?" I am sure that you do the same sort of thing. And at the end of the day my answer is not satisfactory; it doesn't add up to the things that I believed in. Do you reflect back and assess what has eleven years of physical education has done for them?

Oh yes definitely. Yes. Yes. Now this is what used to be the most beautiful most rewarding thing when I was teaching at the Convent. That the children with their babies came back and remembered the lessons....talked about the lessons. Remembered the skiing trips and itemised it as the best holiday of their lives. And I had that, not from one, but from hundreds. Since I am at this school... and I see them at the fourth year, completely uninterested...getting into different hands. I don't see the young teachers...my own son is the same.. they will not put themselves out for the sake of the children. They all try the easiest way out because they all feel that we are underpaid...But this is what I was referring to that I feel....for me physical education teaching was never a job to be paid for. It was a vocation. And I don't feel that the vocation is in very many teachers around. And the children are suffering by it. There is no continuation in physical education which let's say the least important of things in their life. I have never said this but but I was teaching at the Convent because they always said "In a healthy body there is a healthy mind." And if a child has an obstacle in front of her, and that child overcomes the fear of that obstacle. I have helped her character. Not because she has got over the box.....But I have got her character improved the fear... I mean all the life is nothing but obstacles....And they have to overcome them. Not jump over it....but in the long way. And I often say to the children when they have fear, "this is where the physical education is of value." "You are afraid to do this and that and eventually I will bring you along." And I say "Don't you feel wonderful?" and the children will come back and say, "Oh yes Miss... Oh it is wonderful...." They love it. Now I say this is what the

character value of physical education is....It is in the teaching. Your character is improved by the physical education teaching..... you have overcome the fear....in your own mind you know that if you work hard at it you will win. Because that is all that life is all about. Obstacles and you have to overcome them. And it is very personal thing. You see, you have to give a lot of yourself all the time. Now I find that junior teachers who don't....They are just there to read the register....there to perform a lesson... At the Convent I never had such a thing as a 'free period'....I had no such things as dinner hour. And I had no such things as going home at 4 o'clock. Because I loved my things and the children loved it. I had all the classes possible. I didn't even have an Easter Holiday, because every Easter Holiday we were at Norway skiing. Regularly as clockwork. I mean I had to limit the number depending on the number of teachers who were willing to come and supervise....and give up their holiday. I could take hundreds of children because they were that keen to come. The number of teachers was the restriction. About 5 pupils to each teacher. I found that that was about the best number. It was then a holiday for everybody. If there had been more pupils then there was too much stress....If somebody got injured. But with 5 to a teacher and one got injured then the other teachers could share the pupils without any extra strain.

I often felt that a week Youth Hostelling or camping and climbing or skiing I was doing more good than in the rest of the year.... I wonder whether you feel that? You give me the impression that you are so devoted to the children....their physical education was simply a means of fostering and supporting the children's personality....Do you feel strongly about that?

Yes I do. Because during those ten days or fortnight holidays you got to know the children. You always get to know very well my athletes...My Tennis teams....you get closer to them through the after school matches and that kind of experience....We would travel and chatter from one side of the town to the other....The

The children really came to you. They knew that you were for them. They told me their troubles. Sometimes I would know about their troubles before their parents did and they would ask for my advice. Yes I would certainly give up a week of physical education to take them to camp. Especially deprived children. Those who have nothing much else...their family life, going home to a cold house...and may be go out to the fish and chip shop and maybe a drunken mother and father coming home at the night time....Because I am afraid that we have got loads of those kinds of families. If they were there for a week. They would come back...it would be the most beautiful holiday of their lives. And they need so little to make them happy. All they need is somebody to care and listen to them.

I can see that you miss this relationship because of the sheer complexity and the size of the present school. You had this ability to build a relationship over a period of time and now you don't have the same continuity....Yes you do miss it very much.

And you see at the Convent when the children go to the Vith form we always had a games captain...a Netball captain...Athletic Captains...Now those Vith formers....you taught them for five years....and they really repaid you. They came back down and they helped you when they had free periods...I have always had Vith formers during my lessons...they would help in gymnastics...they would support and help. They knew how to do it you know...And I don't think that anything was more rewarding than that. My previous Headteachers when they saw the older pupils there in the gymnasium they would say, "If these girls fail their exam it is because they are spending too much time with Mrs. J." But they only came for one lesson to relieve the strain of study. There was nothing more rewarding than that. This is what I am really trying to say, in here I haven't got it because you see there is no continuity. There never will be continuity. The Deputy Headmaster's idea is that the more personalities that teach the children the more the children get used to different characters, different types of people. And there is something in that argument.

It is true that the teachers are different. It is good for them that in the first year they have this kind of a teacher. Second year they have that kind of a teacher.

But a stable relationship is all important.. Did you do your professional training in Hungary?

Yes. I went to University. From the age of 15 til 19. At first I became a teacher....I went into a Teacher Training College in Hungary, it is five years. And I have a diploma for that. Then after that I went to a University of Sports....There is only one in Budapest. Hungary's population in those days was about 10m. Now from all the provinces all the boys and girls are coming to try for the entrance...which is a very very hard exam. Every year only 20 boys and 20 girls were accepted from something like 200 boys and 200 girls. Now I must admit to you that I would never have been accepted if it had not been for my father. My Grandfather was the founder of the most famous football club in the Country. My father was the director of it of course. And he lived for that.... team....playing in Europe and the World Cup and all that kind of thing. But anyhow my father being such a sportsman and my grandfather....I definitely knew why I got into that University....the family traditions....I have been so lucky. I was passionate about sport but there were cleverer children. You had to do gymnastics. You had to do athletics. You had to play tennis. You had to swim which I was very good at. You had to play basketball which I was also good at. But gymnastic I was not all that good at all. There were much better tennis players. And then we had to write essays and English language which I was good at so....We all had to write a paper...I wrote about (named author) his life and his work (Playwrite of the equivalent of Shakespeare....) I had recently studied him and it was all at my finger tips. I wrote a good essay on that...there was no difficulty on that. Then we had the interview. And again the Head of the University was my Father's best friend. So I couldn't do very many things wrong there.

Did you teach in Hungary?

I did not....No. I did three full years of my university. At the end of the second year we had graduated....four subjects - Biology, we were just about half Doctors....History of Sports, Philosophy and a Language. They were all written and oral exams. And I am very proud to tell you that from the 20 boys and the 20 girls I was the only one to get the 'A' grade for all four.

You speak with such warmth about this....It is a tonic to me.

Don't be angry with me for this story....I got acceptance because of my father but the results I got through my own hard work. I was going to prove to all the other kids that I was worth my position. They used to tell me....Oh I did get it. You know what children are. Then I got into third year and finished the third year...and then I got into the fourth year which was the star group... pupil teaching. We worked in there until the end of October....And then the Russians came in. They were only 28 miles out of Budapest... and the Principal....Oh I still see that day... He called us together into the sportshall...This was October 1944. And brought us all together and said....You must remember that there were something in the order of 125 boys and about 100 girls from different provinces. And he said that because there were so many pupils from the Provinces.... not from Budapest itself...he can no longer take the responsibility this terrible responsibility upon his hands. He would have to release.... especially those people who were living in those areas...half of Hungary was already occupied...some of the students already could not go home. Some had already been released to go home early. You see all those young girls they were a terrible responsibility to the Principal. I shall never forget when he had to tell us that our University had to close. I remember one or two of us fourth year we said, "What's going to happen. We have done our graduating examinations...we are in the fourth year..we had finished our studies.... only practical and teaching practice to complete...Are we going to get our Diplomas?" I remember that he said that once the war is over you will come back....and we will see what is going to happen. And you see I fled from Hungary and never got back.

But....you know after I got married in 1947 and in 1949 when my son was born....and in two years later I started to teach in Hucklebrough. Just Youth Club work. The lady who was in charge in Hucklebrough, Miss L. she said "If you can get your qualification over.....well it would be so much better...I could give you full salary. So I wrote to my mum who went to the University....Quite a few of my friends had returned and finished their training. And they got their Diplomas...The University had been closed for two years because Budapest was completely destroyed....But the documents were there. Thank God they had not been destroyed. So I got my paper to say that I was at the University all the three years...it detailed all the examinations and the results..And then it said that in the fourth year she was enrolled...but she discontinued her studies. Which I thought was very unfair. Because I didn't discontinue it. They stopped it. So later on I asked my mother...But you see it is a Communist Regime...and under that Regime I was glad that I got that much out. It took me five years to 1955. And then in September 1955 my son was ready to go to school. I took him to the Convent. It was a different Headmistress at the time. She said would I be able to afford it? You see it was £10 per term. It was a lot of money at that time....1955. I said that "Well even if I starve, my child would get the best education. Because I had the best education." And I was just going out of the office and she called me back and asked me what kind of education I had received. So I told her. I told her that I was teaching in a Youth Club that I was a physical education teacher....and had University Training. Because at that time it was only two year training in England. She said to me that if I could get all those papers translated "I could do with a teacher..." she said. So, with my son, I started. But it was not until 1957 that the Hungarian authorities gave me the full details of my qualifications. And she got me properly qualified... So my qualification date is October 1957. So the first year I taught there and then the following year I had to leave because I was expecting my second child. And in 1956 when there was that Hungarian uprising I lost my baby in heartbreak. I nearly died myself because I had a dreadful heamorrhage....Anyway God got me through and the following

year...Mother Cecelia called me back...and from there on I have never looked back again.

So you have taught continuously since 1957?

Yes.

A most interesting story

And all just through the Nuns. All the goodness that they have done for me. Once they gave me four months of my salary all at once so that we could buy a house. I owe it all to them. My qualification was far superior to any English qualification. But it needed a recommendation...that my English was good enough at the time to be able to teach in England. It was far from being good. But I could always say to the children, "Look this is what I mean." And I would show it to them. I was always that type of teacher. I loved to perform...for the children....But, funnily, English children are different from the Hungarian children.

The Hungarian children loved it and expected the P.E. teacher to do this. The first and second children even now I will show it to them instead of talking a lot...or on the beam if I want to do something. But further up the school in the third or fourth year level up they hate it. Because they think that you are better than they are. It was so much better in the Convent school...Here at this school they really resent a demonstration like that.

As far as I can see there are two young men who will turn sour.... they are so bitter and angry.....What do you think is going to be the future of this department?

This is the hardest question and if it is completely just between you and me then I give you a little light on it. Everybody resents B. He is not the Head of Department that we should have. I took this job personally because it was Mr. K. Head of the P.E. Department when this school began. He was teaching at the Grammar School and I came to work under him. I was second in command. Mr. K. then got the job of looking after the discipline of the whole school as well.

It was such an enormous job for him....because of the horrible boys that we had inherited from (named school) that he gave this one up. And then expecting me getting it...I was pushed aside by the Father for the simple reason that they wanted the football to go on and that was not a job for a woman.....B. got it. And I resented it. I had almost a fight over it. That was the kind of crisis that I told you about when my own pupils told me to pack it in...Eventually I stayed because Father agreed that he is only above me...I am running the women's department...He is only above me to buy the goods we need, but he does not tell the girls what to do... But that didn't work. We spent more time....(hesitated). Well anyhow...

I can see that it is two departments

It is football and it is football....football. And the boys hate it.

You are such a devoted teacher...

But then I was dropped from second in command.....Judy has a good way with him. I did not want in any way to continue in that way. I am completely out of political tension now. To tell you the honest truth I felt that I got hurt so many times by his rudeness that it is better if I am out of the way. Our discussion is as limited as it possibly can be. I know their teaching in my eyes is not teaching. So I close my eyes. It is not my business. They are really too young. But if they are alright for the Head and the rest...Who am I to criticise. We had a man a couple of years ago who really did try. But I know that he lost interest because he said that , "if you don't get a good example why should I try." The women's department is completely different. Believe me we work hard. And little Elaine is trying....tons better than the other one was. It was her first year last year and has a lot to learn. She watches how I teach and is thoroughly enjoying it. And she is writing down what I am doing with the kids. She will be alright you know.

It seems that there is 'education' taking place in one half of the department and football coaching in the other.

It isn't even coaching. They just let them play.

What do you do to get the school out of your system?

I never do.

You never turn your back on the system?

I never do.

You don't have an interest in painting or singing or music or something like that?

I love music.....but I don't know....Believe it or not when I used to teach at the Convent...When I came back from Hungary I used to die to get back to the school....a couple of days before the start to go in and meet all my colleagues. I knew that my Headmistress would be there...and all the rest of the Nuns. But all that is different now. At the end of the long holiday...oh... no longing to go back now. Once I am back and once you have met the children then it is good. I have a few staff friends but the others.....

(interruption at this point)

When my husband was alive...he loved television. I don't. I don't very much care for television. I love knitting during the winter time. But during the summer time...Spring time as soon as I can, I get into the garden.

You sound to have a lovely home.

You will have to come and see. I would love you to come.

(Personal story of the Mass conducted in the large room of the house... with many personal friends....But incomplete because of absent grandson....."It shows that in this world there is no perfect happiness")

F.47/19

Many thanks for your most generous help...I do hope that you don't feel that it has been too much of an intrusion

I really feel that this education....it's biggest trouble is just its number. And the lack of continuity...You ask many of the other teachers they will tell you the same thing. It is a real problem.

End of Recording

No Follow-up Comments.

I'll start by saying are you happy? I've got the impression that this department is in a terrible state in terms of relationships and there is no way that I think I could feel happy here in it, I would be very....I couldn't rest in it, and I thought this is no place for a person like yourself, who is just embarking on the profession, but having said that, I might be making a very bad assumption. That's your first question. Professionally are you happy?

I'm happy with the teaching, I'm happy with the kids, but as you say, the department is not settled. Heather said she's told you about what's happening. If it had been me I don't think I would have mentioned it, you know what I mean, because its not for me to say what's going on between other people. But it is making difficulties with the kids because they are taking the whole of us on one basis and lumping us altogether and you get the situation where the kids are making references to our private lives which should never be made. I don't know how to treat it, I don't pretend that I've got enough experience to know how to treat it, I don't know what to say to them, I just ignore them. I can't say no it's not happening, I can't say yes it is, but it's nothing to do with you. You can't admit that, you can't deny it, I just don't know what to do. Obviously the older kids know more than the younger kids but even in the 2nd year they know, I think they've accepted it in some ways which is amazing really, it's just sort of accepted. You do get the odd comments sort of once a week that really throw you, really shock you and it means how do you tell kids about morals and all the rest of it, how do you set your own standards. You know, they'll make references to boyfriends that I've got or...and obviously I've never given them any reason to say things like that but it's just going on. It is, it's dreadful.

It's very difficult.

It really is and I say, "I'm a married lady what are you talking about?" You know, as if to say marriage is sacred but it isn't to them.

I saw this as the number one difficulty to a smooth operating department to a smooth operating person like yourself. Obviously you are wanting to succeed, you are wanting to enjoy your teaching but of course unless

you enjoy it you're not going to get the best out of it. So I had to come to this one first because there's no use in playing about. How far do think, you've explained that the pupils make asides the kind of remark that you're not sure who said it, why but nonetheless it was meant to be audible.

It's blatant.

Can you give me an example, you see because if this affair were going on and not affecting the profession it would have no interest to me at all, only insofar as this is a reality and marring your effectiveness.

The last time, at the end of last week in the Baths and Elaine and I were teaching, no she was teaching and I had come up for something, up to the baths, and I had my dog with me, he's been here three times the last two weeks because my husband has been on another farm and I don't like to bring him, it makes it really difficult for me to have to look after him and the kids but the kids love it because if there is one not doing P.E. and its a nice day you can send it for a walk round the field, but I had come up and I had the dog with me and it was a fourth year, she said, "ah miss can I have a look at your dog?" And they were all stroking him and one said to Elaine, "Have you got a dog miss?" And she said "no, I'm out all day it wouldn't do for me to have a dog, there's nobody to look after it." And this girl says "well get Taylor to look after it for you." And she just turned round and went into the room. And she didn't think about it, she didn't think she had said anything wrong, just between you look after it and Elaine just turned round and walked into the room.

So they are confronting Elaine directly with it?

She's ignoring it though. Completely. She's not said anything, you know.

You wouldn't know her at college at all would you?

No. When I came here, the first year I enjoyed it and I enjoyed the first six weeks of this term even better than last year because for a week or two I didn't cotton on because I never imagined and I knew Robert didn't have his car so he was borrowing Elaine's and I just never cottoned on. Heather told me in the end and I just ignored it, I thought it has nothing at all to do with me and I thoroughly enjoyed the first six weeks, I never stopped; afternoons and nights, every lunch time every night I had a practice or something and I went home at the end of the half term thinking, "this is fantastic". I really was on top of it then of course you come back after half term, you can't have any nights 'cos it's too dark and it got worse and worse and Elaine's netball has completely deteriorated and I think it's directly concerned with this. The kids are refusing to play for her.

They'll have no respect for her in the end.

I've been over there, before you came. I wanted to watch her netball for half an hour. She didn't start till 10 past then she asked them not to go in because she had had some trouble last night, she wanted to sort it out, so I've seen nothing of what she's done and it's just a case of....like the kids are dropping out one by one she's almost re-organised the fourth and fifth year teams which she's in charge of and she's got kids in who haven't got a background of netball team work, and in my eyes they are just not up to it. And she's playing them at Town level. Our school is representing the Town this year, they are not up to it but all good kids are dropping out. They have no time for her, they say she's not putting the effort into it, she's half dead and all the rest of it, which is just true. What can you do? It's awful.

What was your first year like? Tell me from when you left college.

With the exams being when they were, I wanted to put all my effort into my exams and I didn't apply for any jobs. I knew I was getting married in the August, I knew I was living in Heppleton and I knew

I was getting married in the August, I knew I was living in Heppleton and I knew I couldn't apply anywhere else but this area. A.H. (Student) had a dozen interviews if she had one, I couldn't feel that I would do justice to interviews and exams if I did both, so I didn't. I did nothing. I didn't start applying until June. It was June when I put my first application in for a one in Marton and one in Houghton and I got interviews for both but I never got the jobs and then.....

Are they both in County?

Yes. J.T. from college, she got the job at Houghton.

And you were in for the same job?

Yes but they wanted maths and I had no maths. He wanted so many periods a week of maths and J. had done the maths I think at college. I was disappointed because I had done a B.Ed. and she hadn't and it really flawed me. Anyway I went home....oh, in the August I got married and in the beginning of September I got a telephone call asking me to go to Darton for an interview with the Headmaster of St. Patrick's and he's a lovely man, he's fantastic. Anyway there had been a death, the P.E. teacher had died of a heart attack during an asthma attack, very suddenly, 26 years old and they obviously needed somebody who could start straight away so I hadn't applied for supply work but they gave me a term and I had been there just a few weeks when this job came up and I applied for it. And I said to the Headmaster that I would like to stay at Darton and he said being a non-catholic, he said, "if you take the faith basically you can have the job." He said I was just what he wanted. I had done theology at college so I mean I'm not an atheist or anything like that but he couldn't say that I would definitely get the job because it would go to a catholic. So I came here. The Headmaster from Houghton phoned me up at Darton and said, "apply for this job," he said, I'm 'phoning the Headmaster, it should be yours" so it really boosted my confidence, after not getting it. So I put an application form in here and came

for interview. I think that was on the Wednesday and they asked me to start on the Monday.

That would be in the January?

No this was in September, no November. I worked from September to November at Darton. I started here on November 5th because they would release me being only on a supply basis. And I said to the Headmaster here, I don't want to let him down but they said I can get someone else temporary for there. Don't let that put you off, so I took it. I had to, it was closer to home and everything. So this one I think was my job before I came because I had been interviewed at County, the P.E. Adviser had obviously liked me but for those two jobs I just hadn't fitted in properly and I had met Heather at a Netball match and she said, "there's no point coming on an interview", she said, "there's a married lady from Castle Bishop getting the job." I said, "Oh there can't be two of us in for it." Obviously the P.E. Adviser had wanted me to start with so that was alright. And when I started here in the November I was a bit worried because Heather had said it was really rough and it was going to be no piece of cake and when I came to look round, you have got to really look for a uniform, there's no uniform or anything like that and she said it's not uncommon to have fights and knives and things like that, which it isn't. So I was a bit worried but there was no way I was going to be put off. I was definitely coming. The first year I fitted in easily, I thought the department was fine and I got on with Heather, I got on with Elaine, Robert mixes more with the girls than the boys, he doesn't get on with the other side so all his gear's in the girls room and it just seemed to be a cosy foursome, everybody just seemed to get on. I never see Clive, you know, when I do see him it's just the odd word. I just enjoyed it, and that was it. And then this year it has all just blown up around my ears.

How much time have you spent talking to anybody about P.E. other than Heather? Do you talk much to Heather about P.E. or are you just allowed to get on with what you want to do?

No. I came here and they wanted somebody for Hockey. I was prepared to have a go at anything. It's not my main sport, athletics is obviously, but I feel as if I can teach hockey the same as anybody else and if you put your mind to it you can put enthusiasm over to the kids for matches and that so I said that I was prepared to do all the hockey, so there was no-one else, Heather doesn't do any hockey and Elaine doesn't other than in lesson times so I said to Heather at the beginning of last year, obviously it was such a foul winter we couldn't do anything, we hardly got any league matches played and there were no practices because it was just so bad. This year I thought we'll have to get off the ground with first years, second years and third years. Fourth and fifth years to me are a loss now. So there's a girl who does science, she's really into it, it's her sport and she helps me, she does the fourth year practice now for me, fourth and fifth years and I do the second and third years and we start in the first years, I think it'll be after half term next year when the weather gets a bit easier for them. Then we both do a practice in the sports hall on a Monday night, and between us we can manage it. But I said to Heather that I don't think there's enough emphasis on hockey. Because it is a 'netball' school and all the kids from all over, in the junior schools, do netball, so when they come to Bamburgh they want to play netball. They have never heard of hockey, and to them it's not important. So I want it to become important so I have asked her now, she is going to see Mr. W. down at Lower school if we can have a tournament in school time in each year and each house, so we have a house activities for hockey and then we have a year one so that's getting something going. She is open to suggestions as far as anything goes.

Because she herself is very very committed to netball!

Very, yes she is. But she'll teach hockey, she's a bit em....like some of the things she teaches to me are old fashioned and she's not up on it but I can say to her, "Heather look do you mind," I don't feel intimidated at all.

So you don't mind putting your view forward to her?

No. Just little things she teaches, I get the kids for practices and they are doing something, and I'll say, "where did you get that from?" "Oh Mrs. Beaver or Miss Rose." Elaine does the same sort of thing.

She's netball as well?

Well.....(expressing prof. lack of confidence) yes. So I can say to either of them, or both, I feel I have to because otherwise I'm getting kids coming to practices who have been taught a different way which I don't think is as good. But I can talk to her about it. And we are trying to get some dance going which is difficult when there's been nothing and Heather does a little bit of movement, well what she calls movement, uh, I don't think Elaine teaches any but I'm trying to start some 'cos I was dance at college so I'm trying to get that going. Last year I didn't sort of push myself, I wanted to get settled.

You get that year behind you and now your confidence is emerging now.

Yes, and I want to start things off.

You are making your difference to the dept. now.

Yes, well I think you've got to because Elaine's basically given in. You know, somebody's got to do it.

From your point of view, at the end of this year you would like to think, I have made an impact on the hockey and in dance, and you'd settle for that.

Yes.

Have you been asked to teach anything that you've felt, Oh I can't cope with that?

No.

Even the hockey you see, you felt vulnerable about.

Well no because I feel as if I know as much about hockey as anybody else, it's just that I'm not 100% interested in it. Athletics, in the summer I could start at 6 o'clock in the morning and go on till 10 o'clock at night and not be fed up at all. Hockey, I'm not overkeen but I force myself to teach hockey sometimes. Whereas it could be netball it could be, gym, it could be dance but I think, right, hockey's got to get going in this school, in this area, I mean you probably don't know this but hockey in Hucklebrough is pathetic. I took over, last season, the secretary's job for hockey. The Hucklebrough Hockey Association in Schools, we are like a branch of County, like there is Barking, Markton and Hucklebrough and I've taken the Hucklebrough one.

I see.

I do the league in Hucklebrough. I think the League's wrong because in Netball you get a first year league, you get a second, a third and a fourth year and a fifth year so you get five leagues. In hockey you get a junior and a senior, so first, second and third year kids have to make one team, fourth, fifth and sixth formers make another so there's only two leagues. I know....I mean at college they say teach small sided games and all the rest of it but kids want to play a game and even if it's a poor standard of a game they know that there is 11 players on a team and they're only messing about, they want a bash. I think there should be a second year and a third year and then perhaps, I know it's difficult when you get further up to get teams going but there should be a fourth year on its own and then a fifth and sixth year. So that there is four leagues going. (1)

If I am a first year I haven't got a cat in hell's chance of getting on to that team?

Not onto the third year team you haven't. Second years haven't in most schools, they have here because when I came, like the present

third years were second years and the winter was so bad they did nothing so the now third years, I've got to find a third year team out of girls who have done hardly any hockey and I can't. So what I've done, I've got second and third years playing, I haven't put any first years in, but I've got second and third years and you can build second years up really, as well as you can build third years up, they are ready for it. They've got to do a game I think and I think there should be more hockey.

How are you building it up? How are you getting your second years?

Well we started as I say, the first 6 weeks were beautiful you could go out and play hockey in your T-shirts, I could stand around and the weather was fantastic so I had all the lessons, I said to Heather, we are on a funny system where we've got single lessons of gym and swimming and we've got double games and we used to be on a 3 point basis and you were either at the gym, you were at the pavilion which is up there for netball and hockey or you were at the baths, so Hockey was once every three weeks with those kids, same as swimming and then you were down at the gym, now if you were at the gym you usually did netball because it's a games lesson and when I said, for the first 6 weeks I want everybody to do hockey, you know, a solid block, but you could only do that every 2 weeks because one week they have to go in the pool because the pool's there, it has to be used, so one week a group of kids, like my group, we've got three groups going, Heather's, Elaine's and mine.

This is in a double?

This is in a double.

I thought the swimming was done in a single period.

Single lessons as well, each half term, each six weeks kids have 6 weeks of single swimming followed by the next six weeks single gym. Right. But all through, 'cos Clive doesn't use the pool, all through the girls generally are on doubles once every three weeks they are in the pool and its once every 3 weeks because it's Heather's group one week, Elaine's group the next and my group the next.

So in those double periods, whatever number of kids come to you, you split them 3 ways, so I shall either go to Elaine, to Heather or to Ann. Now I stay with that group for those 6 weeks? I stay with you.

You stay with that group from start to finish in the year.

And every third week I and you go to the baths? And then you take me for double hockey?

Yes and then.....depending on the weather we go to the pavilion for hockey and the following week we go to the gym for netball. Now the kids have got used to the system so there is no mix up but it means that the hockey, you get once every three weeks and you can't do hockey in a single lesson because you can't get the kids up there. You can't walk them up there in a single lesson.

Where is this pavilion?

Straight across the field but the kids from Eden Terrace have to walk up the road side. That takes 10 minutes to a quarter of an hour, so it's quarter of an hour before they get up there.

So a single is useless!

You can't go to the pavilion, we never go to the pavilion in a single and we stopped going now in doubles because the first 6 weeks we did hockey and then we got quite a few times when we couldn't do anything, we couldn't do hockey so we've had them

down at the gym we have been doing 6 weeks netball. Now again, after Christmas it's going to have to be netball because you'll get bad weather. The thing is, if you have them going alternatively each time it's their lesson you have to tell them where to go. It's really difficult. It's just a split site school and that's the problem you have.

Could it be any different, with good will on the teachers part?

It would seem to me crazy to have a double period swinging around like a circus, because all that is is a circus, swim, netball, hockey, swim, netball, hockey, there is no continuity at all either for the swimming or the hockey or the netball.

I don't know honestly, because the thing is, if you say right, for 6 weeks you're in the pool, in this area you get, in a double lesson, when you've got quite a lot of kids, well 6 or 8, ears, verrucas, they can't go in so those kids do nothing, you have to send them somewhere else, they go to another teacher and do netball. We don't have them standing around. Getting the continuity I think would be difficult. I mean I suppose you could do it like on a 3 week basis where they go for 3 weeks to swimming, but if you get bad weather you can't go to the pavilion anyway, you've got to be inside, that's the trouble. If we were on one side we could....

If it is bad weather what do you do then?

We go to the gym. We've got one group in the pool, 2 groups floating, you've got to take them to the gym, we were doing like circuits and potted sports and stuff in the gym, but now I've said to Heather, "Can we not do dance in the hall," so she's been to see Mr. W. down there and he says we can use the hall but you've got classrooms all round from the hall. The kids from the classrooms can see in the hall and the kids from the hall can see in the classrooms. It is really difficult. I've sometimes got 60 to 80 kids in the gym.

Could you use the gym down there for dance?

Yes but we have only got one gym and maybe 60 or 80 kids and that's it, if it's bad weather it's very difficult. It's alright saying do theory, but you can't just do theory and theory and theory they don't want it, they want practical, obviously.

This is where I differ from my colleagues: telling students to go and sit in the changing rooms and talk rules and I say that's a load of rubbish.

They don't want that. You can teach the theory as you go on I think, you can teach your theory as you are doing your practical, in fact you've got to, you've got to get your rules and everything over. Who wants to sit in a classroom, I mean we've done it at the pavilion, when we've got up there we've had a game of hockey, we're half way through and the clouds open, so we go inside and I get the blackboard out and we do some theory on the blackboard relating to what we have done in the lesson time, and that's not too bad, if you do it on the spot and if it stops raining you can go back out again. If you've got a lesson and they know they are in a classroom, that's not P.E. to them. And they look forward to their P.E. lessons. They are not interested. I thought about doing some quizzes and things for bad weather conditions but I'd rather work a system out where you've got the kids in their shorts doing it.

So what happens is, you come off the field and you're split two ways then, half to the gym and half to the hall, if you use the hall that is.

If we use the hall which we have just started to do this term.

How is that working?

It's working only in the.....what Heather does is exercises.

You can't use music really, can you?

You can use music but only on a very low level, which means the kids are in utter silence, they have to be to hear the music, Heather

does popmobility when she is pushed into that situation and the kids do enjoy it, it's keep fit basically, but it's not stimulating them, they're following us, it's not imaginative or creative or anything like that.

I remember it as a fairly large gym could you take your 60 for dance?

No. No way. It's not a large gym it's a fairly small gym in comparison to what I've seen. In fact we did try it last week. Heather and I had our groups down there and she said, "We'll try," and we took them for dance, it has to be a follow your leader type of thing because there's no room to spread. I mean 60 kids is an awful lot and when you get.....you know we have on a Tuesday afternoon, 84 kids on a double and one group in the pool and those who can't swim have to come back down to the gym now that's a lot of kids to take.

It's a combination of three problems, the timetable is not helping you because you're sharing too many kids, the facilities themselves are inadequate for that number that are timetabled that way and the split site adds to the difficulty.

The timetabling is wrong, Heather has always said this in that the top band kids where you've got larger numbers because the remedial groups are kept really small, it's ridiculous. I have on a Friday, period 2, 7 kids. I teach 7 children. Elaine teaches 6 pupils at the same time in a different area.

What year group is this?

I take third years and she takes second years, so we've combined them because in the gym there's nothing you can do with seven kids, remedial level, or very little whereas if you've got twelve kids, I mean you imagine two kids absent and you're left with four of you, five of you. You included, there is nothing you can do. So we've combined them.

You see we've got the gym and the pool so last half term we were in the gym and this half term they've got 6 weeks in the pool. It's better with the two even though the age groups are different, they are remedial children anyway so it doesn't matter, there's not that much difference. It's the large groups. All the large groups, all the bright kids come out last two, which is the shortest lesson.

They come out last two in the afternoon do they?

They come out last two in the afternoon because it's from 2 till 4 and you've got three lessons. So it's the shortest lesson and huge numbers. But Heather's fought on this, she has done.

Oh I would, I would fight this Headmaster.

She has, but I'm not tackling him yet.

No, it's not your job. I'm not suggesting that for one minute.

It's the Head of Department's job this.

Yes. I know there is definitely problems because there's so many kids and so few facilities. There is so little time allotted to P.E. I don't know whether Heather went into the amount of time with you, but our top band kids get so little P.E. it's ridiculous.

They get one single some of them.

I think its fourth and fifth years get half of a double, not a single, it's half of a double.

That's right, half of a double.

Some kids come for the first half and some kids come for the second half.

Those that are taking two languages get.....

Latin. But what can you do? You go and you ask for more time for these kids and they say, "Geography wants seven periods a week and maths wants seven periods a week."

Supposing I were the Headmaster and I was wanting high academic and then I said, "well look, you can have the first, second and third years - a generous amount, they can have two singles and a double for your first three years, but in the fourth and fifth year all that we are going to lay on are voluntary activities, lunchtime activities, after school activities and they can please themselves." Would that worry you?

Yes.

Why?

Because he runs lunchtime latin groups, and lunchtime this groups and lunchtime that groups. I have difficulty getting some of the kids to hockey because he won't let them out to a hockey practice.

Wouldn't you be a happier teacher though, just working with the first three years because that would give you fairly generous facilities, given generous time and then it becomes P.E. Thereafter it becomes voluntary. The only people that are coming to you are the ones that want to come and do P.E.

Which is fine but, I just feel responsible even for the ones who.... there are so many people it's just the way society is, can't be bothered but once they get started, you should see our fifth year group now. Every single week I stand at the door and I tear notes up. I don't want to do it, I've got a cold, I'm not feeling well. You get them in the gym and get them on a game...you know we've developed games as we go along and we've changed rules and that and it's got.....not violent but it's got hectic and they come out sweating and they have enjoyed it, but if you made it voluntary they wouldn't go because to start off with they can't be bothered.

You still think it's worth the compulsion. The compulsion is worthwhile, even with those that are resistant?

I think so. We have a group. Heather and I, we are on together for this one, fifth formers and when I came last year I had all of these kids split up into single lessons and one group in particular. I mean obviously it wasn't enough to make me want to give up. But I used to be shattered, mentally. I did not know what to do with them and they resented me because I came in new. They were fourth years; very difficult but if you go in there now, well I would say today will be different because we are on exams and they're all skiving exams and all the rest of it but we are amazed because we have started this game with them. Heather and I have said to each other, the teacher's role is wrong in this. We can't teach these kids any more, we can't teach them as teachers, we go in there. I take my jumper off, I put a band on, they fight who wants me on their team so I let them fight and I let them get it sorted out and then I go on the team where I've been picked and they think I'm one of them. But we get those kids so worked up and they come out and they have thoroughly enjoyed it. They probably wouldn't admit it when they come outside, they don't want to know when they come outside and it's all forgotten. They have really enjoyed it and that to me is worth it. Because they wouldn't come on a voluntary basis, no way, and if you said to them when they got there, "well if you don't want to do it, you don't have to," and if you said to them when they came to you and said, "I've got double pneumonia and back trouble," "ah well sit down". They would. But if you tear the notes up and say, "you are getting changed," by the time they are in there 5 minutes they are enjoying themselves.

You are very vulnerable if it comes unstuck that one, aren't you?

If I, as a parent had written a note saying please will you excuse.....

Well obviously you know the ones who are skiving.

And I've got very good cause, it's one hell of a risk.

Ah yes. It's worth it. You know the ones who are skiving, obviously..... there is one little girl and she looks dead every time she comes in some weeks you can say to her, "Look Wendy this is the second week running, put your shorts on and have a bash and when you feel as if you're going to be sick, go out." Some of them you say, "Not again, I don't believe you," but there's some that walk in, and you think, "she doesn't normally skive, she is poorly" and you say, "Go and sit down." There is usually one sitting out. But Heather's got the knack, she's had them since first year, and they are a little bit frightened of her because she's not one to stand aside, if she wants to clip them she'll clip them and they know that, I mean they won't take it from me as well as they do from her. She gets them going, it's great to watch her.

And you know the ones who have got counterfeit notes and fraud notes?

Oh yes, we've had them to the year head, checking handwriting and all the rest of it before today. It's only recently, this term since September that I've felt that we've got anywhere with those kids that I've felt I've got anywhere.

So even with the fourth and fifth, the perseverance has been worth it? You know all the schools I go into and even though the student is not doing this you see other teachers operating and they spend half the lesson just coping with the skivers and the ones that want to do it are robbed of half a lesson which of course their interest is declining because of these skivers.

Yes. Well I've spoken to people who have said they have half the class sitting on benches not doing it and I think that's their fault, if you're soft with them....now the kids rebelled about 2 weeks ago against me....and we get back to Elaine. When I teach with Elaine down there, Heather is up here on baths and Elaine and I are down there I dread it. We've got two standards going. She's frightened of the kids who have got anything about them, we've got

one or two, we've got one kid hit a girl with a rounders bat last summer, just never thought twice, she called her something and she turned round and hit her and that's just the sort of kids we've got, and we deal with those sort of kids down there. Elaine will just sort of stand back a little bit and if there's one of the big mouths come up she'll say, "Oh well go on sit down, you don't need to do it." I'll say, "Get changed," they've got two standards, they've got hers and they've got mine. And they were complaining to Heather last week saying, "Mrs. Hume is awful to us, she won't do this, she won't do that, she makes us do this" and Heather says, "And so she should." She says, "I make you do it don't I?" "Well Miss Rose says we don't have to do it." Now a couple of weeks ago it was me all the time, I said to Heather, "I'm sick of it. She never takes any decisions, it shouldn't be me, she's been teaching a damn site longer than I have. She won't take the decisions." But it's coming, like the last few weeks they know they can't go out in their tights, like they try to do, you know Elaine would let them but I say, "No you take them off." They call her Elaine as well half the time, they say, "She's been here longer than you, she's got more authority." I said, "You'll get your tights off or you're not going out." You have to stick to it, but eventually you get all but two kids going out, two kids who are really poorly, but you get them all going out there. It's hard work, you go home tired but I just think it's worth it. I think if we stick in and if we can get a few of them interested then they might carry it on after school. They might join a club, they might go to the baths once a month or something. If I gave in and took the attitude, why bother, we'll just teach the kids who really want to, I don't think.....

Have you got a form or have you had a form yet that frightens you?

Yes. Last Year. The present fifth year.

That day you were coming into school you were quite worried about the encounter?

No. I would think, "Oh God it's the fourth year again. I wouldn't....."

I wasn't frightened but...like I was going in knowing it was me against 12 of them and I knew they were hostile, I can't blame them, the teacher they had before, Heather said, caused it because she had no sense of humour, she couldn't relate to them on their level. She was a disciplinarian and tried to get discipline that way. You've got to, in some ways, come down to their level, you've got to talk to them. The way they talk to each other otherwise they don't accept you. Sometimes I think to myself, "what am I saying?" But that got a reaction out of them so why not? But yes, I was frightened of them and I told Heather I was frightened and she used to say, "Do you want me to come down?" and I would say, "No". She used to say, "Oh well I've got to get some kit out". And sometimes she was in the background, she was always there if I really needed her. I wanted to fight it myself and now those same kids, I've got a Christmas card off them, I wouldn't have had that last year.

You are probably getting a relationship now with them where they know that you respect them as people.

Yes because they will come to me with a problem. There are still kids in there, they'll leave here in May and if they're not on the streets now, which I think half of them are, they will be, and it's very difficult when you've got high morals yourself to relate to kids, well people, like that, they do, they get pregnant left, right and centre. It's amazing and you have to deal with people like that. You've just got to. I think I'm winning, I think.

I think you're enjoying it really.

Well yes. I do, I look forward to those lessons. Whereas I didn't before. We do have a good time, its worth it.

How much of a shock has this school been to you generally?

A big shock. Because I went to a grammar school, an all girls grammar school.

So in point of fact I don't think Bamburgh is typical of a lot of schools. It must be very difficult working here, you seem to be enjoying it but it's still a damn shock.

It is.

Do you think people like you should be exposed to Bamburgh?

Well I don't know, you see Heather said in the interview there was three of us, one of them she discarded altogether, two of us were fairly close on training and all the rest of it, and she said she felt that I was more capable of coping in this situation than the other girl although she had the same qualifications and everything. She felt they'd be intimidated. I think it's the type of person you are. I think a lot of people would be intimidated in this school. Especially in P.E. it's different I think when you've got them in a class behind a desk. In P.E. you've got to be the type of person that can take it. As well as dish it out you've got to take a lot.

Have you been on any courses since you left college?

Dance courses, I went to one recently at Gargrave and enjoyed it. I think I've got to for dance, I've got to keep it going, we are trying to sort a dance circle out. There was one last year and I went on that, it was so badly organised, the person who was supposed to be taking the course never turned up and it was always a case of who is going to take it tonight. That was no good to me, I wanted something to use in class time, so I went on this one, I had to get a day off school it was on a Friday. We go on Netball courses.

Hockey?

There isn't any. I've never heard of any. I really think that I need an umpires course in hockey just the same as I do in netball. I've taken my Regional since I came here. Working towards the Intermediate in the Netball, but as far as Hockey is concerned, I never get to hear of any, whether it's because with Heather being involved at top level in netball we get to hear of the netball I don't know. I think I shall try and get on a hockey umpiring course.

You said earlier that this first half term you were giving up every lunch hour and every evening. Is that true?

Not a Friday evening.

You kept that for you?

Yes and the kids don't like a Friday evening anyway.

So you were doing 5 lunch hours and 4 evenings?

Yes.

What have you done this year?

Very little. Because of weather, night times are completely out anyway, you can't do any hockey, you can't do any netball. I've got the sports hall once a week and that's all I can have, and the gym once a week.

What do you use that for?

Sports hall I have everybody who wants to play hockey, we start off with practices and we end up with indoor hockey, it's building up.

How many have you had this week?

On Monday 20 - 25.

So you'll enjoy that session?

Yes. That starts at four o'clock and goes on till about 6.

So it's a long session.

Well the kids would stop till 7 but the cleaners throw us out. I just say, "Right, we'll wait till the cleaners come." That's on a Monday but I've just had a real knife in the back because there's one man who likes to play men's hockey and he wants the sports hall for men's hockey. Now because it's hockey Clive has said we've got to share it. I'll only get the sports hall once a fortnight now. Now with 25 kids you can't really split it.....

Who is this man?

Oh I don't know. I think it's good that he's prepared to give his time.

He's in the school?

Yes, he's a teacher. I don't know what he teaches but he's always running a boys hockey team and like in winter it's the only time. Now when I came it was the standard practice that the girls had it one week and the boys had it the next week but he had a 6th form team as well so there was quite a few boys. Now from what I can gather there's a few third years interested in playing hockey, now what I was thinking of, I'm going to ask Heather, you see I don't want it once a fortnight, it's no good to me once a fortnight. I want it every week. But neither do I want half a sports hall every week. I do practices and I can't finish up with an indoor game of hockey in half a sports hall. So whether or not I can say to these boys, "Well if you want to come and join in my practices" and B. wants to come then at the end we have a mixed game, that might work better than.....you see if he's only got half a dozen or eight boys coming it's a waste of time him having the sports hall.

I would put that to him.

It's left till after Christmas because we're off on Monday and the following Monday he says I could finish off. Because I've got matches you see and I need it. Now Thursday night I've got the gym. I started a netball club, not teams, you see because there's a lot of kids who are rubbish at netball as far as teams are concerned but still enjoy it so I started a club for anybody from the lower school can come.

Anybody turning up?

Oh yes we have some real good scraps, just in the gym, we really enjoy it. And I'm wanting.....I've got to see Heather because there's so many night classes, I want to start the same thing in the pool. Anybody who wants to come can. But I'll do some certificates you know, that sort of thing. If they want to work and get a length then they want to do....it was run before. When I first came here there was a guy here who liked a free for all session basically for the boys, for the remedials and the kids that nobody bothers about. It was good but a bit unorganised. It was a bit rough. We don't want to be in the situation where they come for a free for all. It's not going to be teaching. But they are working towards something, that's what I'm hoping for anyway.

Supposing you couldn't use any of your facilities at lunch time and at four o'clock, would you be disappointed?

Yes.

But the curriculum work is not fulfilling?

It's not enough, for the good kids because I think....well I was a good kid at school I was one of the better ones as far as sport was concerned, lesson times I got frustrated because there was so many kids, you have to go over the same sort of thing, you've done it, you're good at it but there's three quarters of the class aren't. Netball and hockey and their practices take you beyond that and I feel responsible that the kids in this school who have got talent must be pushed, same as the ones who haven't must be made to enjoy it, but I still feel responsible to the good ones, the only netball team that I do is a second year, now I've

been lucky because we got the best year that we've had for a long time and they really are very good. I've got two already that have been selected for the County team, for the third year County team of second years so they are a year ahead of themselves already. And that's where I came home on a night after I've taken those four kids who are on the squad, I take them usually on a Tuesday night but its been on a Thursday recently so once every three weeks I take them to Darton for County training and I come back after that really glowing you know because they've done something, they've....they are getting somewhere. I would be disappointed if I couldn't take it.

In that hockey league that you are secretary for, do all the schools participate or are there any schools that have opted out?

Aiden have opted out.

Aiden don't play hockey?

No. There are 7 schools and all the rest do. 6 are in the League.

Coming back to yourself now, since leaving college in what ways have you changed?

I started changing in second year, I know that because when I went to college, I had never worked at school, academically, I know that, I never had to, I got through my 'O' levels.....

Where did you go to school?

County Grammar School. I mean I was bottom of the grammar school, it was the bottom stream, I went to a secondary school for the first year, passed the 12+ went to a Grammar School and was immediately put into the bottom class. Miss C. was the headmistress. And it was incredible because our bottom class was fantastic at sport and we had a really good class for sport and I didn't work academically. All I wanted to do was sport and I got through 'O' levels and I got through

'A' levels without working. I got to college and I wasn't interested really in the academic side. It was second year when I decided I wanted to do the B.Ed. and I just completely changed and I used to work for hours and hours. I matured in the second year and I think I have just gone on. I feel a lot older now than I was when I went to college. I suppose it's the shock, coming out into the big wide world.

What could college have done that it didn't? How can it prepare students for Bamburgh?

Oh God. It can't. I mean even teaching practice my third T.P. I was at Howlteck at Easingley and it was a lovely school. I mean if I had got into a school like Howlteck it would be like going to a grammar school. It would have been no change and I would have thought the education system was like that. But I'll tell you, I won't put my kids through this system. I won't send my kids to a school like Bamburgh. If I can afford it my kids will go private.

Are you left or right of centre in politics?

Oh, I come from a 'Left' background and I've married, obviously into a 'Right' family.

Does that alter your commitment?

It does because I haven't swung one way or the other.

You are still left of centre?

I suppose I am in a way but.....

It doesn't tie up with you wanting to send your own children to a private school.

I know it doesn't. I feel completely torn because although I am trying to make this system in this school better I still wouldn't put my kids

through it. I know a lot of teachers do try really hard. It's the kids that are here, I wouldn't want my kids to be influenced by them. I mean I split a fight up this morning, I wanted to see the guy to get the pitches marked out for tomorrow, I pulled the car up, there's great crowds of lads and the little first years came into my lesson shouting, "Miss there's a fight, Miss there's a fight, stop them."

Boys or Girls?

Boys. So I waded into the centre of this fight. Now they stopped as I got there. It must have just finished. There was blood all over this kid and the kids watching. Well you would think...you know what cock-fighting was like, it was awful. They were thoroughly enjoying it, wanting more. I don't want my kids to be like that. I know probably there are better schools.

What are the girls like in this way, do they fight much?

Yes. Certain types of girls, we have got some really nice girls, don't get me wrong. Like the second year, they are just a completely different year, there is just not that type of child in the second year. The third year, when I came here they were second years there were some girls in the second year then that were a real problem, a real handful, by the time those kids are in fifth form it's going to be hell there. They really are bad.

Has anybody ever threatened you?

Well when I first came here those fourth years used to say F. this and F. that and physically I would try and get them out of somewhere or into somewhere. There's always a minute when you're not sure. There's always that moment and you just stand there and hope that your position will eventually win but there are times when I'm not sure it's going to.

What has been your most frightening discipline problem that you've met in your 18 months? The one that was perhaps the most upsetting.

I don't think there's been one that stood out. Those fourth years basically. It was each week. The discipline problem was getting them changed and getting them to do something. Nothing ever stood out. It was just the whole lot banned together you see and it's you against them. There's never been anybody took a knife to me or anything like that or took a fist or anything. But you know it's there underneath the surface. Now those girls, Heather says, are not a patch on what was here two or three years ago. She said they've had a lot worse. I can remember 5th form games, a double on a Friday last year, there were times when Robert and Graham, who is in the youth centre, have physically dragged boys out of the sports hall and there's been fights outside with Robert and Graham. The lads have still kept on going at them, the teachers, as they've dragged them out. Now that is frightening. There was one time in the sports hall last year, fifth form boy on the trampoline, there was one bouncing and one standing by the side, and it was just as a fight had started, Robert and Graham had taken out these two lads, Heather was in the changing room with the girls and there was only me left in the sports hall and these lads. Honestly, if you had walked in you could well imagine you were in a borstal. You know, skin heads because they had either just come out or were just going in to. Oh it was terrible last year. This lad put his hands under the trampoline and lifted it to arms length. And the kid was still on it. And this lad fell and I ran over and I got hold of this lad and I said, "put it down", and there was a full minute of face to face confrontation. I told him to go and sit by the sports hall door and there was a minute there when I thought I might have been down there (pointing to floor) you know. Because he was one of the ones who just wouldn't think twice. But I suppose because it was a woman, if it had been Robert?.....

Was there just the 3 of you in the sports hall?

No, there was a whole class and everybody stopped and I knew that there was two boys in particular who, if anything had started, they would have been on my side immediately, mixed up with all that gang but they

were 6 ft. sort of really big boys. They were smashing and that was in the back of my mind, if he lays one on me I'll be alright but it was like that, I was shaking afterwards. I mean what do you do? You can't leave him there to throw a kid off a trampoline and in the end he submitted, he walked to the sports hall door and sat down, until Robert came back because I couldn't deal with him. I couldn't have disciplined him, no way. But I stood my ground there was no use in backing down. I stood there, like fingers crossed behind your back, but I had to. I had no choice in the matter. It's frightening, I had no choice in the matter. I mean when you're at college when I think back to the tutors at college and all the things they try to tell you, all the lessons plans all the practices and all that nobody ever says what you do with a six foot fifth former who doesn't give a dam about the system, you're nobody to him, nobody tells you what to do, or, I mean nobody can until you're in that situation. You can't, I know. But nobody even makes you aware of that. You read in papers about teachers being attacked and until you're in that situation you don't know what to do. Heather said to me when I first came here, "when you walk in through the Churn Valley," "which is down there," where you have to walk through to get from one side to the other, "if you see anything, smoking or anything like that," when I first came she said, "ignore it." Because there's been staff walk through there and try to split a fight up and they've ended up in hospital sort of thing. And that was her advice. That was the advice she could give to me. Now I don't think I could, especially if you could see that one kid was ending up in a bad way. I mean, alright, you can't just walk past somebody putting the boot in. I mean that fight out there, fair enough, it had been a fist, it hadn't been a foot but he had obviously split his lip right open. There was blood all over, now I couldn't walk past and leave that.

On the school premises you shouldn't either.

I was telling someone down in the staffroom and she said that when she was on T.P. she said she saw a Headmaster turn and walk the other way

when a fight was going on. You can't.

Because if my child had been damaged and a teacher had witnessed it.....

You are held responsible, you've got to be.

Is there anything else that you feel, look somebody ought to know about this?

No I don't think so.

End of Recording

Follow-up Comments

1. We have just decided to start indoor hockey in the Borough.
Rules will be structured to suit our facilities and needs -
Will begin next September.

Which college did you go to?

(Named College) They ought to have done me a favour and closed it down 3 years before I started. I didn't like the college at all.

So you don't have happy memories of college, obviously?

No. The only happy memories I believe was on birthdays and other social events. There were a few helpful tutors. I'm probably unfair. There were a few very helpful tutors. But overall I found it, not a horrifying experience, but a disappointing experience.

3 years is a long time to be at a place like that though.

Yes. And most of the lecturers were very apathetic. And I didn't like it. And I made it known and they didn't like me because I made it known. I'm a bit head-strong like that.

Were you on the Students Union and things like that? Were you a natural leader?

No, the Students Union was that weak. So I refused to participate in that as well. The lecturers had total control and they treated us like children.

Was it an ex-female establishment?

Yes it was.

So there was a minority of men there and they'd got a female ethic, it was more like a finishing school than a college.

Yes. I didn't like it at all. I was going to leave but it was my girlfriend that made me stay.

Are you glad you stayed now?

I am to have got the qualification. But I'm still gathering the qualifications to make up for the three years that I lost while I was training. I went on a few courses, the Head of P.E. she, we had a few arguments over the philosophy of gymnastics, and she said that any course I wanted to go on she would sponsor as long as I paid for the travelling expenses, well I went on a few canoeing courses and trampoline courses and of course the fees were something like £2 or £3 for the travelling expenses, it would run nearer to £50 so of course I lost a lot of money that way.

You're the first student I've ever met I think from the College.
I take it you've just come from there.

Yes.

Did you have any period of unemployment?

No and they let me leave the college half a term early so that I could go and teach as a supply teacher in (named) Hospital School. From there I was paid as a supply teacher and I still applied for full-time jobs and I got this one up here, I was lucky.

And you started this September?

This September, yes.

So you left really in about May, June?

Yes, the beginning of June.

Where are your strengths? Where were your particular interests before you came to Bamburgh?

Gymnastics, trampolining and rugby and outdoor pursuits. I'm interested in camping, climbing.

How many of those have you been able to follow up into the school so far?

Rugby, Gymnastics I do my single periods which hasn't been done....well it has been done before but from what I can gather, not that often, so I do it now. Anyway and I've also started two volleyball clubs which is another interest that really got off the ground when I was at college, before I was blacked from the teams.

You've been a real rebel

Yes well, I started playing for the college rugby team and the Head of Department sort of second in command, he ran all the male teams and I didn't like the standard of rugby so I went to play for a local City Club and he said, "you'll do no good there, I've had my best players go there and they've never got out of the fifth team." Well within three weeks I was playing for their first and on tour to France. And I got permission to go on tour with them and I thoroughly enjoyed it. And when I came back I had been blacked from all college teams and activities because I'd left the sporting activity that he supported most which was rugby.

So he's been the main instigator of that? That hadn't been a Student Union thing?

No it wasn't a student union.....

It's very odd that in these days there's a member of staff even running student teams. It's unbelievable. Of course the place is still open isn't it?

Oh yes, as I say it shouldn't have been but it is.

I find it extra-ordinary that. I mean I would never dream of commenting unless students invited you to have any say in the selection of the team, the coaching or anything.

I believe it started off like that from what I can gather, there was a strong students union about 3 years before I went to the college and he was invited onto the team as coach and chief adviser and he sort of gained power from there. It was the same right away through the college, nobody could do anything.

Did you go to school in Sheffield?

No I was born and bred in (named County). I went to a secondary modern school in town and my P.E. teacher took an interest in my gymnastics. I pursued gymnastics right the way through from the age of 14. He then took me out of school for rugby and I started playing for his team. Then after school I went to work as a labourer because I flunked my 'A' levels because I was against the way I was treated in the sixth form - trouble maker really. I worked for a year as a labourer and I was still in contact with this P.E. teacher who had left the school and gone to work at the local Tech. I joined the Tech. College and his team disbanded so I just rebuilt it from there. I coached it, I got it together, you know some of the old bangers who still wanted to play, some of the students came along, we borrowed the tech. field and started with one team. Now they've got 3 teams plus a colts team going. It's quite a popular team in town now.

Which tech. was this?

(Named) college.

How did you get your 'A' levels then?

I got 1. I got an 'O' level pass in another and failed the other. I took them at the tech.

And did you go there full time?

Yes. I'm not bright enough to do it part-time. (1)

So it was a secondary modern school?

Yes.

You are actually a success story really. You went to a secondary modern school then went into labouring for a year, back to your F.E. college and you took 2 'A' level courses?

3 sorry, 4. Economics, History, English and Sociology.

That's why you're a rebel

Probably.

You're a rebel because you took sociology or sociology because you're a rebel. I don't know which. Which came first?

I think just me, the rebel. I've always been a bit of an outsider.

How does a rebel fit into this community then?

As far as the children go they don't know. As far as they're concerned I think, they think I'm just another teacher. A new teacher with a foreign accent which has difficulties. And to the teachers, as far as I'm concerned as long as they don't annoy me, I won't annoy them. And even on a professional basis rightly or wrongly it seems to work. I'm more friendly towards the P.E. staff because they are a great help, I'd recommend them anywhere, they've been a great help since I've been here. But the other teachers, they just keep their distance and I've not had any....I'm telling fibs there's been a couple of teachers, new ones, this year, they have said there are one or two of the older teachers making it difficult for them.

You're full-time P.E?

No I teach maths as well.

How much maths do you teach?

5 periods a week. It's supposed to be remedial but its been pushed into C.S.E. arithmetic. I trained for history. I am struggling there a bit. (2)

Your A level course at the F.E. college didn't include maths or science or anything. How are you finding the maths?

I am struggling a bit, I do a lot of work on it, it doesn't always come out right but I'm learning from that and I'm thinking of taking Maths 'A' level and keeping maths.

You'd be like gold if you did. If you can do that your future is absolutely assured. It really is. But I bet it takes a lot of your spare time up.

Yes well no less than it will at the moment. I spend an awful lot of time I suppose thinking and worrying.

Did you know Hucklebrough before you got your job at Bamburgh?

No. I didn't know Hucklebrough.

It was a shot in the dark?

I saw a job. I'm of the attitude that if you are, or if you want to train, for something you should pursue it whether you think the job is for you or not. A lot of people disagree with it. And I saw a job in Hucklebrough and I sent off the letters and all I got was a telegram. I didn't even get an application form back. So that was luck, I came up for interview. It looked reasonable, I don't like industrial towns anyway, I've lived in the country most of my life, I don't like industry at all. I was offered the job on the basis that I would take remedial maths. (2) I took it and take the attitude that to be a reasonable teacher, I should be able to teach anywhere, and because the job was here and I couldn't get a job in any agricultural area then here was where I was going to be.

You haven't had to sort of endure any months of unemployment or anything like that?

No, the only experience I have had of that was indirect. One boy that was in 6th form with me at school, he went straight into college and he was offered a Maths job in Birmingham and he refused it on the grounds that it was in Birmingham and not in Lincolnshire. Because he wanted to be with his mother. I've wanted to get away from my parents for ages so I did. As bad as it may seem, I did. This is what I felt, so I did.

How have you found Hucklebrough? Let's think about the sort of just coming and living in Hucklebrough to begin with.

I don't like it.

You don't take to it at all?

No. I smell it in the evening, I smell it in the morning and all the way through.

Are you actually living in Hucklebrough?

Yes (names road) opposite Aiden. I don't like it, my wife doesn't like it. I've lost two canaries through it.

Do you really mean that the atmosphere killed the canaries?

Yes, they were asthmatic and I was given them both free because nobody could sell them because they were asthmatic and I think it was the pollution because as soon as they got up here they were panting and every evening if you look out of the window of the flat that I'm living in, you can see the smoke rising from chimneys that look as though they haven't got filters on them, and it all comes our way of course. Fumes and everything. And they just died.

When I came the other week of course you were having difficulty with your flat, has this sorted itself out?

No I've got two home made cages, I don't believe in keeping the birds cooped up in one of these little boxes so I built two cages. Well the woman came in and called them aviaries. And she wasn't bothered about the pets because we were told that we could have as many pets as we wanted as long as they didn't annoy anybody. Well they don't annoy anybody and we are holding on to that one. And she came in and she said, "those cages are untidy, you have no carpets on the floor, your furniture is old", and apparently she could do it. The Council seem to have this thing where these housing officers can come into the house at any reasonable time, turn round and say to you, what they don't like about the place and if it's not to their satisfaction they can kick you out. I explained the fact that I had just left college, I had absolutely no money.....(3)

Just on old furniture? I find that preposterous.

It's not so much that it was old furniture. She just commented on it and that it was old furniture and the fact that we hadn't got proper carpeting on the floor.

Never!

That her main beef was over the birds in these aviaries in our standard show type cages which I told her and she said, "they're untidy, they are aviaries", and she persisted in this. So I'm building two more. What I'm doing is I'm building a book case and a cage exactly like it. Both will have doors and both will have wire on and she will turn round and say, "sorry those cages aren't suitable, and I'll turn round and say in that case that bookcase can't be suitable because they are both exactly the same, both exactly the same size. If she moans about that then I'll write a letter to the council and the M.P. claiming that I'm being victimised. I'll cause as much stink over that as I can.

Just as well you are a rebel to put up with that sort of harrassment.

Yes well it's the area. I think she must get an awful lot of trouble from that area. Most of them being vandals and old people and she comes in with a hard line.

It's not an easy beginning then is it? Into a career.

No.

Because that domestic conflict, you can't sort of leave it behind at the gate at nine o'clock. It's with you all the time.

It's there all the time, yes.

Does your wife teach?

M.49/9

She wants to go into plant pathology but it's my fault that she failed her 'A' levels and so I'm making her take them again.

Was she going down to the college?

No she wants to take them on her own which I said would be all right. She's got the ability to do so. She's an awful lot cleverer than I am so.....she won a scholarship into the public school down in (named town) and she stayed there, all her 'O' levels are As and Bs and she got 1-C and that was Latin which she claims she didn't work for anyway. And knowing her, I can believe it. So she's studying on her own. She does study. She got Botany last year on her own and she didn't want to take it because she hadn't done much work because I paid for it I said, "You are taking it anyway". She got an E I think, very low grade. But she's taking Biology and Chemistry.

That's asking a lot for anybody to do on their own.

Yes but I think she'll learn from it. I wanted her to take on a private tutor but we've had our problems with private tutors.

Could she not go down to the College of F.E. and take it?

Different Examination Boards, she wants to take Oxford you see, and different Examination Boards would mean totally different work and she's been taught in one way as with most public schools she doesn't want to be taught in another way. She seems to have an aversion to colleges and Secondary Modern Schools or Comprehensive Schools.

And yet she married a bloke who is quite a success out of a system.

Yes I think so. It's a bit hard for her actually. I feel a bit sorry for her. She's not used to this. The other thing of course is she's half cast, Indian. And we get all the rubbish from there as well you know, 'Black Bastard' and this type of thing.

Do you get much of that in Hucklebrough?

Oh yes. An awful lot of it. (4)

I'm surprised

And this is probably why we are getting this woman housing officer on our back. Because she is coloured. And every time she looks at my wife it's with a snarl and every time she talks to me it's reasonably civil. Although colour prejudice is an easy thing to get people on we don't want to use it unless we have to we use it in league with victimisation. It's a bit of a nasty thing to say but I think the only people who are treating us like dirt then we'll treat people like dirt back. My wife is a lot stronger than I am as far as that goes, she pushes me like mad and I try to push her.

She must be astonishingly strong.

She is, she is.

Is that a moral fibre or.....

Yes, she keeps me high so to speak. She keeps me up above the water if you know what I mean.

You think you might go down and get depressed from time to time.

I would have done. I would have left the college. If she hadn't have turned round and said, "If you leave the college I'll leave you." I have a great deal of respect and love for my wife. I feel sorry for her in another way. She hates Hucklebrough as much as I do and even more she hates the people because of the way they treat her. So there's no joy from Hucklebrough.

I'm sorry about that.

It's a great strain.

Because you haven't got much option about housing have you?

We have started saving. We are going to buy land and a caravan for "M" (wife) because she wants to go in for market gardening anyway. I said I'd do all

M.49/11

the grafting because I've worked in farm work. My grandad worked on farms. Her grandfather was a market gardener who became self-sufficient which is what we want to do. Not here though. (5)

It wouldn't be easy to get land round here though, that would be productive enough to make a go of I think.

On saying that, I intend to stay in teaching, I don't intend to move out of it.

You must be coming to your first term end. I shall never forget my first year I was absolutely tired out, really sleepy, at weekends I was knocked out. How do you feel at the end of your first term?

Well thank God really that I'm fit. I find it very tiring, constantly battling against prejudices of the type I'm a stranger. I'm an outsider from County. I haven't got the accent. Not that I'd want it. Excuse me saying it, it's something that I've found right away through, even the rugby teams that I've played for. They seem to have this aversion to anybody who comes from the south and although I don't come directly from the south I seem to have this virtually southern accent, sort of London and below.

There's a very parochial attitude in the north east

Yes. And I feel that as well.

Even in your rugby club?

Even in the Rugby Club, yes.

Where are you playing?

I'm playing at the moment for Wanderers. I help Clive out playing for O.B's. for a little while I didn't join a club but if it continues like it is at Wanderers then I will forget about the competitive side of rugby and go and enjoy the social side with O.B's and just leave Wanderers alone.

So you've really had your foot in both camps so far, you've been playing at Wanderers but you've been a little bit with O.B's?

Yes.

I don't know either club. I'm an ex-rugby player but I've not played in the north-east so they are just names to me. There is a snob element involved.

Yes. That's probably what it is. There are a few that are very hospitable. But it's the majority that matter. Half of the time because they are the ones that make the club of course, it's not the minority.

Now you'll find an outlet for your rugby, you'll find an outlet for your volleyball, you're going to find gymnastics difficult here I would think.

Yes.

Because the accommodation is appalling in my view. Have you found it so?

Yes but more to the point I think...well I've started with my first years the idea of equipment, safety conscious. And the second thing, caring and tidy conscious because most of the 3rd years and 4th years, I don't know about the 4th years but the 3rd years certainly, you tell them to put the equipment away or bring it out and it's done in a messy disorganised fashion. Rightly or wrongly again I blame the staff that had them previously in the gym. They should have been shown how to bring the equipment out but I've shown the third years about three times what to do and how to do it but it still hasn't sunk in really and of course they've got the advantage of another two years experience before me. Whereas with the first years now I've caught them quickly they are doing it. So we get a lot more done in the first year lessons than I do in the 2nd or 3rd years.

You'll probably be enjoying the first and second years much more than the third years and fourth years in any case, are you?

No I wouldn't say that. I look on the bright side most of the time. There are a few lousy unwanted situations. But the majority of times I seem to enjoy the lessons with the kids. If I may call them kids. The first years and second years are fine, most rewarding. Third years, for a start, I found that I had to spent most of the lesson controlling them. Fourth years I feel that they are in more control than I am. And I've had a couple of confrontations; undesirable confrontations with the fourth years. And the fifth year I find very good. The fifth form I find that I'm treating them more as equals. And just basically leave them to settle their own discipline and they do that admirably. And so we get an awful lot done in their lessons and sixth form I don't teach anyway.

The fourth years will come round next year, if you're still here.

I hope so.

You were quite determined when you said you were going to stay in teaching. So there is a sense in which you are hooked on it pretty early.

Not in this sector. I'm going into Physically Handicapped and most likely abroad.

You've got it all mapped out. Why (Country named)?

Because I'll be able to have land and house. Be miles from anywhere with reasonable access to any school that I need to go to. I don't mean it nastily, but I don't particularly like people. I find a lot of people, from experiences in the past, that they just want to hurt other people and I don't like that. As long as people leave me alone, I'm all right but people don't want to leave me alone. So I just want to stay away. But on saying that I enjoy cliquey social life i.e. rugby team if I can call a rugby club a clique which I suppose it is because we all play rugby then I enjoy that type of social life and I enjoy being with children. Children being anyone from a big kid like myself right away down to birth really. It's a wide sector but I.... it's the people in between, the ones that think they're grown up and aren't really. And just won't accept it, I just call them adult children.

M.49/14

I don't particularly like that at times. Because they are out to hurt. They are out to hurt you every single opportunity they can get. You can't blame a child.

Once you have done your one year probation, presumably you would be qualified to get a work permit would you, to go to (Country)?

No I want a degree first.

Have you started working for that yet?

No. I want to leave it a few years just in case.....you see (Country) is a thing that is more or less a dream, it's more or less a dream that something I'd like but not necessarily get it.

It's nice to have a fantasy for something to aim for.

But on saying that, physically handicapped is a reality and I want something like 10 years in normal school and then I want to go into Physically Handicapped.

Why ten years? I would have thought that.....

10 years I would have thought was a reasonable time. Where I'll cover a reasonable amount of people and have a reasonable amount of experience with normal children. Because a lot of people in handicapped work, special schools say to me, "we feel that people should have experience with normal before they come into physically handicapped." Although I don't fully agree with that attitude I think 10 years will give them that certain degree of normalcy.

I would have thought that five years with normalcy would be ample before branching out into.....

I was just going to say I'm a bit like that, people will turn round and say four or five years, then I'll do that extra because I've come up against things that when people turn round and say they want something doing I'll do it and then they turn round and say, "well I

need a bit more"and so what I tend to do is go right over the odds. Two Saturdays ago this referee, in my opinion, wrongly picked me up for being offside at the back of the line. And so every time after that I was in a line I said, "excuse me sir, am I in the right position please?" And I said that until everybody was sick about it and apparently he eventually said, "can you be quiet please at the back?" The referee agreed with him so I think I made my point there. That I wasn't offside in the first place. Because I was basically in the same position every time. I'm that type of aggravating little.....

Nasty type....

Nasty, yes. I bitch to the full.

You must be a scrum half?

No, wing forward. That's the other part. People always tell me that I'm too small. The reason I think that possibly a lot of people don't like me at Wanderers because the second week I was there, there was a group of wing forwards talking and one of them said, "oh we're all right, we've got an average height of 6ft.1ins." And I turned round and said, "if that's your only qualification for being wing forward, then you ought not to be playing on the wing." And I said that to all of them and they don't like it anyway because I'm faster and fitter than they are. In training I show them every time. But the other people, the selectors seem to try and ignore it. But I'm making myself known rapidly and possibly in a bad light. Which is unfortunate but it's just the way I am. People have either liked me or hated me. They always know where they are and its unfortunate because I get very loyal friends and they are very few and I get an awful lot of enemies and the enemies don't bother me, but I think I bother them. So I get this all around, "Oh he's a horrible chap" or you know, "he's a great lad." In (County named) I've left my mark, the people that hate me and good friends. (I like talking about myself.)

You like your rebel cause as well. Are you politically motivated?

M.49/16

No. No interest in politics. They'll get me anyway. Whoever's in power, whether it be the Russians, whether it be Democracy, or the Americans, I'll be critical of it but they'll still have control over me. There is no way I would be able to get out of it and that is possibly another reason why I want my own land and house so people can't come into it. Although I know they can. Compulsory order on my property this type of thing, and take it away from me. Which is annoying but its fact of life that I'm gradually getting to accept.

Yes on the other hand we need a hell of a lot more rebels and this is where it struck me, oh well here we've a rebel who is interested in sociology, who will be politically motivated. It's not like that at all with your case is it?

It's selfish. I'm selfish. Self motivated.

You wouldn't be interested in education in schools if you were entirely selfish though. If you were so self-centred.

True.

You don't come over that way to me at all, on 20 minutes knowing.

I like education. I like learning. I like teaching. I was told at school I was a total idiot. I was told that I was taking 2 'A' levels and I said that I only wanted to take one. I said I wanted to take one 'A' level and a few more 'O' levels. The headmistress said, "You are taking two 'A' levels and the 'O' levels." And I said "in that case I'm not coming to school." She said, "You'll do as you are damn well told." And as a result I didn't turn up to her lessons or anybody else's lessons. But I did turn up to the exam and did nothing...I slept through my English exam. and I was an hour late on my religious knowledge exam. I got balled out for it but I told her what would happen and I told her then what I would do and as a result references from her were bad. So again I went on to the labouring site because that's where they wouldn't need a reference. Took an awful lot of money. Spent it all. Went to College, the tech. college which I really enjoyed although

I wasn't in a student union there I had a great deal of influence over the student union and I got an awful lot out of them for my rugby team. The rugby team was my life really. And then I went to college. I went in with a similar kind of philosophy there and found that it just wasn't the same at (named) college, So I opted out, basically. Just attended the lecturers so I knew what to do and get some awfully bad grades as far as writing goes. But from what I could see they couldn't fault me for my practical on anything and I got through that way.

You might be restless and uneasy in any institutional set-up. Whatever College you'd have gone to you would have made your impact on it, but I think you have gone to a particular unsuitable one that didn't give you elbow room for you to develop your particular potential. You would feel that you were fighting for it rather than being nourished in it.

Yes. Well my Careers officer at the college, he turned round and said, "You won't ever pass a single examination you ever take." He said, "I have a friend in City who might be able to get you into the college." And he did. And that was one of the reasons why I went. I said, "whatever you think Mr. Stewart." And he said, "well I think you won't get any exams." Well I proved him wrong and I told him so, like that, and....

He must relish that.....

And he came up to me in the Easter and he said, "How are you James", I said, "If I had seen you at Christmas I would have punched you on the nose." He said "Why?" I said "I don't like the college and I would advise you to tell anybody that wants to go to a cheap little college, don't. Don't take them to (City,) send them anywhere else but City." So he's taken my advice, nobody else has gone to (City,) So I stopped it from that end and any interviewees I saw at the college I said, "don't come here." I got into trouble with the student union for that. I suppose it was a bit unfair because some people did like it.

Conformists would like it

Yes, religious freaks really did like it.

Do you think you'll identify with the rebels in school?

A lot of the real characters I really like. But on saying that, because I'm very similar to a few of them, I find that some of them are a problem. One of them that is an intelligent problem. He's just lazy. We had a confrontation where I asked him to leave and he didn't want to so I helped him along with his arm and he turned on me. We waltzed a little bit, but I eventually dragged him into the room and gave him a good talking to. At the time I'd got to a temperature of 100. I had got gastro enteritis without knowing it and I was off for the rest of the week after that so I was feeling under the weather at that time. I think he was feeling a little upset about something that had happened about two days before with one of his mates. It wasn't me. And everything came to a head and the more I've spoken to Clive about it, and Robert about it and Tony and a couple of the female staff, Ann and Sue. Elaine's with Robert so I spoke to those two at the same time, the more I think it was me, realizing that I'd got someone that I'd got to prove that I was better than because that's the only thing he would accept, and because of that I was pulling down on him too much. And because I had pulled down he just sort of....everything came to a head at that particular time and he rebelled. As a result there are rumours going round that (pupil) punched Mr. Birley in the mouth and Mr. Birley is scared. It's not the case. And a couple of the forms that I take say, "is it true you're scared of Alan sir? And you had a fight with him." I just turn round and say, "yes, I'm really frightened." Apart from that, I don't fight with school children and I say this but whatever has happened from that confrontation, (pupil) is no longer a problem. Whether he thinks that he's beaten me and he's just going to leave it at that, I'm in charge, man, so, you know, I'm just not bothered any more. That type of attitude. And so all I've got to do is ask him and he'll do it. Or whether he thinks that I know a bit more about the lad than anybody else does. So I am going to behave then so he behaves and I don't have any real problem. The problem is solved as far as he is concerned. But fourth

M.49/19

years - a definite problem. I'm starting to win a few of them around more from respect on the rugby pitch. But on saying that, they are not always the problem. It's the quiet ones, they terrify me half the time. The noisy ones I think you can cope with, you can catch them out, once or twice and I feel it is a catching out. Catching out enough to hurt and pulling them down. I don't like doing it, as far as I'm concerned it is a terrible technique to use, on anybody. I've been pulled down with words before and I don't like words, I would much prefer someone to come and hit me on the nose, and say "I don't like what you said," and then everything is forgotten, and everything goes on from normal after that. I much prefer that type of confrontation than someone pulling me down with words. Words hurt and and so I'm reluctant to use words. But sometimes it is necessary and should we say the pen rather than the sword and I don't use the sword at all except when I am, say, on a rugby pitch where a hard tackle will suffice, rightly or wrongly I do use that type of technique. Less so on the football pitch but certainly in terms of standing in a circuit training session or volleyball or something. So I try to show through example rather than through fear. I think fear is the wrong thing to use in any situation. Although I don't think you can help using anything but fear in a first year situation. I think first years are frightened. I think that's the only time that it can be used to advantage but it's soon lost.

You have to gain the respect somehow, one way or another.

Yes. I don't think that's the way to gain respect. Again I think a lot of people will disagree. I think a lot of people think the sword may speak better.

Is there any caning going on in the school?

I don't know. I believe the Headmaster has used it once or twice for exceptional cases.

They've had a real problem in this school combining three different schools and the history of it is one that has been a big struggle for them.

I think....as an outsider in (Midland City) I've seen two or three schools that have had this type of situation and pulled through. And only on the basis that all teachers work together. And I think as an outsider I don't think the teachers here work together. Not only the P.E. department I think....I was told by Robert that there was a House System and they said if you want a House System the P.E. department must supply one. Well the P.E. department supplied it, but nobody took it on. No teachers would say, "Oh we'll belong to this house or that house," and so there is nothing to identify with except in sport and that is half the failing. I think if this was brought together totally the house system or something that the children can identify with because they can no longer identify with the school. They have nobody they can identify with in the school except, oh we go to Bamburgh Comp. But I don't think there is any identification at all with teachers or with the pupils, that is a big problem in the school.

Have you had a chat to the Head at all since you came? Has he invited you in for a cup of coffee?

No. And quite honestly I think he'd take offence if I told him that. What I've just told you.

I don't think you would tell it quite in those terms actually.

No. Well if you say anything like the past conversation to people like that I probably would then try to justify it. But nobody would accept it. Quite honestly I don't feel I'm articulate enough yet or diplomatic enough to be able to pull off something like that. I have a tendency to be blunt, straight to the point which again brings anguish to a lot of people. I think I'm coping with it gradually. I don't often swear, I don't swear at all at school and I don't often swear outside of school only when I get very mad, [do I ever swear that only comes once or twice.]

I hope you stay in teaching because teaching need a lot of rebels in it at the moment.

M.49/21

Well I hope to stay in it. The thing is I don't think I'm an awfully good teacher yet. But I think that'll come.

Don't expect too much of your teaching. You've got a nature that's prepared to share sport. You enjoy your sport. You enjoy your rugby for instance, you enjoy your volleyball and your gymnastics. And all teaching is just sharing and inviting people to share it with you. The people that will spoil it are the people that want to prevent you sharing it.

I'm not going to give up teaching because I feel that I'm a bad teacher. I think half of it...I'm self critical anyway. I think half of it is because I'm not articulate enough. I've not got the experience of putting things over to children, especially up here. I've listened to Robert and Charlie and Clive talking to children. They talk in a totally different way to the way I've ever taught in a school in Midlands City to any ability. Any child with any ability. So I think it's just switching on to the way the children are going to understand it here, because I have a lot of trouble with words as well, they hardly understand what I'm saying because some of the words are different.

That surprises me. Is that in reality? Do you think that's true or is it just that you think that that's true?

I quite honestly think that they don't understand me, sometimes.

You are having no difficulty at all in articulating your ideas to me, there is not once have you had any difficulty explaining who you are, what you are, what you stand for, the things that you've got problems with.

That's because I'm sure of what I'm doing. I think you've got to latch on very quickly to the mood of the child. If they're boistrous then you've got to calm them down sometimes I think, before you can set a practice up. And sometimes if you're not careful, not tiring them enough physically to get their mental attention and I think that's where the problem lies. Especially in my maths. It's an under-preparation rather

than over-preparation which is something that I'm changing now. But it's taken this first term to get hold of it. Also there is a little bit of a problem with my maths anyway. They are my form and I didn't know I was going to have a form before I came up here. As far as the form teacher goes I feel that I'm not so much a father because the age range is too close. I played with children their age of the rugby pitch.

Which form have you got now?

4th year form, 4th year tutorial. So I feel that I must be more of a friend without becoming friendly to them sort of trying to stay outside what they stand for but relate to them in some kind of way. Well I've done that, the failure comes in discipline then. In my maths lessons I should have distinguished between the two very quickly but because I wasn't sure what was going on in my first few weeks, how the class was going to react I played this one wrong. I might be able to pull it together next term but certainly next year will be different, I'll set a hard line to start off with. (6)

Are you likely to keep that form into the fifth year?

No. I think they'll come up here. And I take another form. That's if they offer me one. I won't refuse a form because I think it's a way of getting in to find out more about the children I'm teaching.

And I don't think anybody could teach you how to make a particular form relationship.

I feel I've got a good relationship with them. From a friendly basis I learn about them a lot of them talk to me and tell me what they're fearing at that particular time. But the trouble is it goes over into a maths lesson. If I'm doing maths with them rightly or wrongly, one of them will...he'll have finished or she'll have finished and turn round to me and say, "that was easy sir, can't we do something harder?" So I find them something harder and that's it, they don't want to go on with that particular thing, but on saying that, I think a double lesson

of mathematics for them is much too much. I'd much prefer to see them sort of bringing in single periods of English and Maths although they are necessary I think the single periods should be there for English and Maths because they do find it hard to concentrate. What I've done in the double period, I've let them have 5 minutes in between periods to just do whatever they want. It's unfortunate, because sometimes teachers will come in at that particular point, see the kids running riot virtually and they sort of look at me and think, 'well what's he up to?' that type of look. That type of look hurts as well, because you think ah well, "they're going to have their eye on me." They are going to pass it on to somewhere and it'll be totally wrong. I had the P.E.A. come in on one of my first lessons, a lower fourth year group for P.E. and I thought it went disastrously, I didn't know what the kids were like. It was the first time I had them.....

He's been in to see you early

Yes. It was four weeks in, he came in, I hadn't really got control of the lesson. I just gave them each a ball and I just wanted to watch them so I gave them two areas and I told them to go and play in. This was after the warm up. "Just go and play in the areas and I'll come and have a look at each of you." I had one group sit down and said, "we're not doing it because we don't want to." And that's the way they are. And the other group were playing quite happily. So while I was talking to these lads who didn't want to do it, the other group stopped because they'd had a little argument and it was a little disorganised so that...eventually I got both teams working and eventually I found out their weaknesses and strengths and at the end I thought, "Oh dear, that was worse" and he happened to be there. Because you know a couple of them should have been clobbered. You know, physically clobbered not sort of with the fist but with a hard tackle or a hard pass or something just to make sure that they knew that I was harder than they are. And I think again I probably contradicted myself in what I was saying earlier. I think if you show that type of thing to start off with you're not going to get it later on. And he came to me after and he said, "what struck you about that lesson?" I thought, "here we go". He said, "what struck you about the lesson?"

I said, "to me those children had very little idea"....he said, "that's perfect, none of those children, what the hell are you teaching them rugby for? I'm going to have a word with Mr. James about **this**. What are you teaching them rugby for? They couldn't play rugby in a month of Sundays." That type of thing. So I brought in a bit of college philosophy, you know, all this about the child learning co-ordination and he was quite impressed by it. I don't always agree with, I think it's a load of rubbish all this philosophy, thank God the college taught me and he came off thinking I was a reasonable teacher and H.O.D. ought to keep me. Clive told me. He said, "you must have done something reasonable there,"he said, "you were a good teacher and then he balled at Clive for making me teach what he called a bum class, something that would be very difficult, being the inexperienced teacher and so Clive quoted a few figures and lack of equipment and apparatus and the P.E.A. soon went. So we've not seen him since. But that's the way it went.

Four weeks isn't long enough to settle in anywhere - he'll be back.

I feel I'm settling gradually there is still a few things...I'm gradually becoming accepted by the P.E. staff. My humour is very difficult to grasp hold of. I think some of the kids get it, but a lot of them don't. So a lot of them think I'm just an idiot, which I suppose is a fair comment. But some of the teachers don't understand my humour either. It's just started working you know, things clock with Robert and Clive, I think, is gradually getting hold of it. I don't think an awful lot of people actually get what I'm talking about. If I go in and say, "can I scream?" They'll turn round and look at me and I'll go "Ahhhhhhhhhhhh" like this and everyone sort of looks around and they don't realise it's just sort of my way of saying, "Oh God we've got these next", sort of thing. But they're quite a happy bunch at times. I think some of them are a bit moody at times. It's very unprofessional I suppose talking about them that way but I'd say nothing here that I wouldn't say to their faces anyway. They have been a great help.

Talking about the two problems, the confrontation and the fourth year. What have been the high moments? Because you've got to hang on to some of these treasured moments.

Yes. First year rugby I liked that, I like teaching first years, they are enthusiastic. Second years, my rugby team, I like my rugby team. They seem to like me. They have only lost 6 games and every time they loose it's usually against a very bad team and I tell them they deserve to. And then tell them why and then they'll start and work towards that particular goal. Some fourth years came into me the other day and said, "Sir will you start a volleyball club with us?" So I said, "yes" and I've got that volleyball team and the fifth form have done the same. They are the really high moments, when some of them actually come up and say, "sir, will you....."

End of Recording

Follow-up Comments

1. I tried part-time F.E. but after a full days work I found it hard and had to give it up.
2. As the contract was, I teach P.E. and Remedial Maths I accepted the job.
3. I do not appear to have been bothered by the housing officer since our last confrontation.
4. "Colour" comments have began to curtail; people I think are getting used to us.
5. We have decided we definitely need a holiday away from everything. So I am buying another tent and gear we need and we are going away for Whitsun.
6. Rumour has it, I will not be teaching maths, or have a form next year (not official yet).

Account M50 was omitted at the author's discretion.

Compulsion

To me I would make P.E. compulsory except for 5th form. I believe in 5th form girls having a choice, because I think they are old enough to decide whether they come to school or not. They are choosing what they want at school anyway, and if it was left to me I would give the 5th form plenty of choice, which isn't everybody's opinion. I don't know whether you agree with that?

It is a point worth discussing because very often when schools say that they make P.E. compulsory the way that it is lived out, it isn't. In other words if someone is missing no one chases them so that, in a sense, voluntary participation if not condemned, is accepted. "Would you do this with your 5th form?"

No I would make the 5th form do P.E. but I would give them a variety of subjects that they can choose what they want to do and I would offer them various courses. Something more interesting, perhaps a golf course or horse riding to try and keep their interest and hope that they have got in the 5th form will make them want to do P.E. in the 4th form. Because I think that if school is compulsory for the 5th form, then all education is compulsory and I think they should do everything and I think the 5th form should have this choice. It seems a reasonable cut off doesn't it because they are staying of their own free will. They are adults at 17 and 18 and they are mature enough and I think they resent it if you make them do things they don't want to do.

You were talking about choices then: Do you think that the children at the older end are given too little or too much choice at this moment in Fleetwith?

They are not given enough. With choice you are limited to your facilities and staffing. With County cutting down on P.E. staff you just can't do it if you haven't the staff and if you are given

big numbers which we aren't at the moment. In the 5th form we are getting 96 between three staff, that's about 30 each and if you are going to have big numbers the teachers can't offer them the choices that they would like to offer them. You need smaller numbers which you are not going to get now. Whereas, before at Hucklebrough, I used to get smaller numbers. Here it tends to be ever increasing numbers. It is not the head's fault it is the trend in education. They are cutting down on staff and putting more kids into the school. Next year there will be 4 staff short and we have 40 more kids coming in. There are places like Aiden where they have 8 P.E. staff or something like that. We have 2 men and 2 women and one part-timer coming in when we have such big numbers. We can't offer the choice. You can't take 30 kids horse riding. The maximum is about 10. You must have staff. You have to have time and you have to have money. I don't think money is such a problem here, because most of the kids are willing to bring 50p to go horse riding and even if they couldn't we used to make money from selling crisps and orange juice and things. So money has not been a particular problem over the last two years whilst you have been building it up? Transport is free. We have our own two mini buses and the petrol is paid by the local authority.

What kind of choice have you offered?

In the 5th form we had horse riding, golf at the golf club, and we did ice skating at the ice rink.

How successful looking back on it, did you think it was?

I was only involved in the horse riding, but the girls thought it was great. The first time I took them especially the boys -

So you took a group of boys and girls to the riding stables?

Yes. I switched the groups every term. So they had a term of horse riding or horse handling or riding. But there was an option on whether they wanted to do it or not. We said, "Who wants to go horse riding, who wants to go ice skating, who wants to play golf?" And then there was the usual things here: volley ball, basket ball and football. Two staff stayed in school.. Of course we had more staff then, we had three men at one time but one has left and we had Ed who was the youth tutor and he was doing P.E. so of course we had really four men. We left two men here and two men went out. We won't be able to have choices this year if they cut down any more. My husband who is at Callally takes some bowling. I wouldn't have thought kids would have liked bowling because it is a bit inactive but they think it is great. It is the sort of thing that they can follow after school.

How long have you been in Hucklebrough?

Seven years. Years I was in (local) school before I came here. We had no choice where we went. The grammar school used to take the first stream and we took the second. I had never taught non selective groups till I got here.

When I moved from a selective school to a non selective school it was the biggest professional shock I have ever had. Did you find the same?

I found it so because even when you are on T.P. in Secondary schools it is not the same thing. I had been five years in a selective school and then I was put in here. The first lesson I took was what I would usually do but it just didn't register at all. I had to change completely. You have to break everything down so minutely for them and a lot of them haven't got the co-ordination. You have to tell them about ten times. Whereas with an intelligent form you tell them once and they have got it, and it is just revision the next lesson. But with this lot you have to plug it and plug it.

Are you leaving the job with any regrets?

No. I feel now that I would like a change. Before, I needed the money. And now I don't need the money so much. I may come back. I think I

was getting to the stage where I wasn't so enthusiastic. I felt as if I wasn't interested in the kids any more and so I thought maybe I'll give it a rest.

When you talk about not being so enthusiastic, what are the things that crush your spirit?

This is a very academic school. Sometimes you do not get the support from the top that you should get. That annoys me. P.E. lessons are not important, you can miss that. Miss H. would support you through thick and thin with parents and people not turning up and things. This Head is sometimes dubious in that when you go in you don't know whether he is going to support you or not. The other week we had an athletics match at another school and 15 boys didn't turn up and the excuse was that it was exams. The athletics match finished at 6 p.m. They could have gone home and revised. When Pam went in to see the head his immediate reaction was "Exams are more important and I agree with the boys." There was a big row and two hours later he had changed his mind and decided that something should be done about the boys but his immediate reaction was in favour of the exams. Fair enough exams are important, but he does not back us when he should.

So, that would be a contributory factor towards you losing some of your enthusiasm?

I have done seven years and you get in a rut. I find that with P.E. you tend to repeat a lot. You know you get the first years and you start with foot work again. Although they are different children you tend to be repeating material all the time. Same things year in and year out. I find it gets a bit boring sometimes.

Do you feel that the P.E. teacher ought to get out after a little while?



I think it is up to the individual: Some people can stay in it for years and still enjoy it. Callaly's staff are just starting to get a little bit sick of it. I found it easier work here than I did at (previous school) because I have no stock taking to do hardly.....I have not got the responsibility that I had with Paul doing most of the administrative work. Previously I ran my own department. Here P. is the head and I am the deputy, so I have less work to do on that side. I run the girls things as I always did. But paper work, I don't have so much to do: meetings I don't have to attend so much. Paul does most of that.....

Do you think that Hucklebrough is an average or better than average place for kids to continue with sports learned once they leave school?

Not having been anywhere else it is hard for me to say. I think the standard of P.E. is quite high looking at other areas locally. The P.E. organiser used to come round to the schools and see what you were doing. He was always in, but he isn't now and he kept a really good standard for Hucklebrough. He kept a very high standard, because you never knew whether he was coming in or not and it used to keep you on your toes. Whereas now when you don't see anybody hardly some one may pop in occasionally but with there being a P.E. organiser and an assistant, and it being a small place you knew exactly what was going on and you dare not sit them down and walk away. You had to teach. If he came in he would tell you if he thought you were not doing it properly. He came to heads of departments even and if he did not like the lesson and he thought there was something wrong with it he wouldn't hesitate to tell them. He would say, "Look I think that perhaps you should be doing this. Do you think that there is something wrong?" And he would discuss it.

So he was generally interested in what was going on?

Yes. He was very good, in that respect. He thought that at the time Hucklebrough was not fantastically good at P.E....The standard of P.E. teaching...but now he has gone out into County he said that since he had been out of Hucklebrough he had realised that the

standard was pretty high here. There are plenty of opportunities here to do things. There is a good athletics club, there is a good tennis league, there is a good badminton league and there is football.

Looking back on the progress that the school has made, where would you place it's strengths and say that this is an area of strength in the school?

First of all with being in the Park area we have got good kids. They come from good homes. The discipline is good which is one of its strengths to start with. That's the school's strength it depends which staff we have in. My strengths are netball, tennis, badminton and consequently I have worked hard on that side. We have County tennis players, County badminton players and County netball champions. - you see! We find that one of the pitfalls of P.E. is that you are judged on the strengths of your teams. If you do well in outside competitions they think "She is quite good." But they don't look at the less able and look at their lessons and say "They seem to be enjoying it." I have felt as a teacher that the real values of the job are never on display; your teams are and your records are on display. You see some P.E. teachers will take a lesson and leave the ones who are useless and just work on the teams and things to get a good record and to hell with the ones who can't do it. I have always tried to avoid this. I tend to ignore the team members and spread them out so that they help the other non-team members and do all your club work in clubs not in school time.

A lot of teachers would say the colleges have got their priorities in the wrong order. Looking back on your training where would you turn the tables and say what the colleges ought to be concentrating on now?

I think T.P. is a false situation really. I think students need a longer time in school. When you come down to our job, teaching is teaching, you can sit in a classroom all day listening to somebody

lecture and you can still not be able to teach. I think that the three weeks in the first term should be longer.

Would you go the whole hog and say have a sandwich course, a year in college and a year out and a year after?

I think it would be a good idea. Because you don't know the children. That is half the battle, getting to know the children. I know they (the students) have to get lectures...But...How many weeks do they (the students) get at the moment in schools at Battles Cross?

They get about 13 weeks.

I came out of college in July and had a student in October and she was very good. Looking back on it I would have given her an A but I only gave her a B as I had no standard to compare with. The one I got the next year there was no comparison. Some of them are prepared to work. Some of them aren't; some of them want you to help them some of them don't.

Is there any area that we have not talked about that you would like to discuss?

The thing that I think is going wrong with P.E. is 'enjoyment.' I think P.E. teachers now are striving for perfection which we'll never get and to me, now this past year, I have felt as long as they enjoy it, does it matter what they do or how they do it? As long as they are getting full enjoyment out of it perhaps that's our aim. I think a lot of us have lost that. Teachers do this, do that, because it's on the curriculum, it's on our syllabus and we must get it done. We have a syllabus here which we are supposed to follow. But to me I would rather see them enjoy themselves and not do it very well. At least you think they are getting something out of it. I remember going out and thinking we must get through this and they must be perfect at it. I was guilty of it when I first came out. They all had to have the foot work off completely in Netball. I used to worry

and think if someone came out to watch me and their foot work is atrocious they will think I am terrible. But it doesn't really matter if they go out and throw the ball and their footwork is not quite right. Something has happened to me in the past year that has made me.....I used to be a perfectionist... I am not now. When I first came here two years ago, especially with the less able, I worked like stink trying to get their foot work up to standard and they must have been bored doing footwork and footwork and I was bored.

.....lost by the loud speaker system.

Do you think the school is strong from an enjoyment point of view?

Yes. They come down to P.E. quickly and they get changed quickly. This is a fair measure. With girls I have always found that they go through the stage where they lose interest. They think "Oh God we have got to go down there and get changed" and I don't think there is anything you can do about it. It is amazing. You get someone in IVth who is absolutely terrible for about 6 months and then they come out of it. I think they go through this stage and no matter what you do or however hard you try they are not interested and I don't think it is our fault, and certainly not the facilities or P.E. I accept this now. We try and keep them interested, but I don't look at it and think it is my fault any more. I think that stage takes a lot of getting to, where you don't condemn yourself and feel guilty. I don't think boys get it so much, but I have noticed this year that H. of D. has had a lot of trouble with the IVth year. He has had a lot of trouble with his athletics team. I would say that in this school we have got an overall reasonable standard. We try to include everything and whichever are our strengths the standards are quite high, but as long as we keep an overall reasonable standard I am quite happy. I don't have to win everything. When I came out of College I wanted to win everything. You tend to be like that because you think I have got to prove myself.

How long do you think it takes to get round to that point of view?

A few years - quite a few - Oh yes!

It is part of the P.E. animal isn't it. The competitive spirit?

Oh yes, we must win.

I wonder if we could short cut that sometimes?

You feel that if you don't win anything people will think I am useless but I find that now I am not so bothered so long as they go and they enjoy themselves. You do not get your personal prestige this way. I think a lot of it is your own personal prestige. You think I want to be a good coach but now I am not so bothered if my netball teams don't win or attendance isn't good. Mind you we still win things and I am delighted when it happens. Now I stand there quite coolly and calmly and think so long as they enjoy it and that is all there is whereas before I would say you have to win...now I don't so long as you have enjoyed it. We have some good kids. They have just won the tennis tournament. I still get pleasure from their success. If they win you are pleased, you can go into the head and say "We've won", but I don't like to be judged as a P.E. teacher on how well the teams perform. I have worked really hard at the netball though it is not something extra special but they are still doing well. I think you should try and introduce them to adult organisations. I think you should try to introduce them before they leave school....this is what I have tried to do because they are badminton players I have tried to introduce them to a club, the same as tennis players. Initially I put them on the Green Shield course. If they are sure that they like it I say "What about joining (named) tennis club?" I introduce them to it. I have a link with this man who coaches juniors. He'll ring me up and say "Have you anybody who is interested and who would like to come for coaching?" Then they grow up with the club and enjoy it. This is why I don't like athletics because I am not very good at it myself and once they have left school there is very few who keep it up. It is not a social

sport like tennis, badminton and netball.

Do you still play?

I used to play for (named club) at one time. Then I packed in for two years....for badminton....I play tennis as well and netball. I went back last year and joined a different one because I have a lot of friends there. The standard is not so high. When I went to play I was playing against two of the kids that I had taught and one was on the 1st ladies', in the A team and she has come on tremendously and is a really good player now. I found it very rewarding, and I lost! There are three from school who were in the tennis tournament and had entered the ladies' singles although they were only juniors and they did quite well. This to me is more important than athletics where they have three matches and that's it and they forget it. It's important to have given them the opportunity. I would like to think that they had the opportunity to carry on. The good netball players I take them along to the County and then I try to keep them interested in the County.

Why don't good netball players....good at school and keen at school carry on afterwards?

I think that in a lot of places they don't know where to go to play. There is a league in Hucklebrough. I was going to enter a school team, I was going to ring up all the players that used to play for me and ask them if they wanted to go, but I never got round to it I was so busy, and I regret it now. I should have done it years ago.... I mean I have played against teams of girls that I have taught...the ones who go to factories a lot of them have netball teams....Most of the teams entered are from factories or shops.. There is opportunity there. But you see if they are not going to somewhere like this I think they (the school) would find it hard because there is not really a team that they can join unless they are working in a factory or a shop.... the only alternative for that is the County... and the standard is a bit high... too high. It's going to get harder in County - before all the P.E. teachers knew each other we used to

go - say "Hello Arthur How are you"- But now when I go to an athletics meeting I only know half of the staff. I don't know them and they don't know me and yet before I knew everybody - Mind you Hucklebrough were a good education authority! We did not know how well off we were until we went into County. They have no thought for the teachers in that respect. If you wanted to know anything about your pay - you just rang up the office or went in and - you were attended to straight away - Now you have to see about six officers - and you still don't get to see anyone - It was like a family.

How long have you been here?

Two years. This is my first appointment. You probably want to know why I am leaving P.E.

If you want to tell me.

I suppose that it would be slightly unprofessional to talk about people in the department.

It would be naive to imagine that there is no conflict between colleagues in a department of this size. And my records will be totally anonymous.

Well...my Head of Department.

If it were not for A. would you be staying in P.E. do you think?

For much longer than I am doing, Yes. And in County at the moment it is very difficult to get out. People are hanging on to their jobs....I can't get out.

You are moving over to what?

General Science 1st and 2nd years.

When you were at college did you study both P.E. and Science?

Well actually when I was at College I could not get on to a Secondary course at all. They were all full.

Which college was it?

City College.

So you took a general course. But you have always had an interest in sports?

I have always had an interest in sport, Yes. All games, I am an all rounder....no special interest really.

So you have changed a lot in two years?

Yes.

Tell me how you have changed

I'm quite disillusioned actually. Especially with Comprehensive Education as a whole. Not just P.E. I've talked to A. about it actually. I've talked to a large number of the chaps about it... when there were two separate schools a Secondary School and a Grammar School everything was fine. There was very few kids dodging out of P.E. But now you get a hell of a lot (pause). But what can you do about it? The thing is that I was probably spoilt at school. I went to a Grammar School and you had to have this, that and the other - everybody took P.E. I wouldn't say we enjoyed it but we took it.

Are you from Hucklebrough?

Yes. I went to Laithes. I got a good course there. The facilities here are poor.

Have you had your spirit crushed?

I am not the sort that has my spirit crushed. I have a lot of resilience...of course I had the initial enthusiasm. I tried my absolute utmost to get things working for me.

What did you try?

As far as getting kids to bring gear is concerned? Well we have gear laid around...we give them gear, lend them gear. It's lost in the next week or two. It's probably stashed away at school. It happens week after week after week.

How do we tell students about this? Is there any point in telling them?

I think there is, yes. How you tell it is a different question. Most students have probably been through the same system as I have. So they will have their eyes practically closed to it the same way that I had when I first came into it. So you can tell them about it on teaching practice....On teaching practice I can never remember any kids missing P.E.....But here some of the classes we get.....

Do you think that P.E. should be compulsory?

It should be for the first three years. But not throughout. Next year the fifth year P.E. will be voluntary then.

You approve of this policy?

Yes. There is going to be at least six staff free at that time for the whole of one afternoon. All the P.E. facilities will be open - they can do whatever they like so long as there is a member of staff there to ensure that there is no damage. And there will also be a member of staff in the common room. It's all Wednesday afternoons.

Will you be involved in this?

I hope so - I haven't got my timetable yet.

So you are hoping to keep a P.E. strand open?

Oh yes. I am keeping on my out of school activities of course. Which I have a hell of a lot more enthusiasm for. I will only have the cream for my out of door activities. I think that this should happen with the fourth years as well. I would say that there is only a quarter of the fourth year don't take P.E. For various reasons. Obviously some of them are permanently injured anyway. But there is quite a few do anything.....skive...do anything.

There seems to be no point in obliging them to participate?

You see there is no difficulty like this in the third years.
It seems to happen between the third and fourth year.

Do you think that this is a problem of the neighbourhood?

Yes.....There are three different sets of people who come to this school. There's the Grammar school people, which is drawn from quite a big area...from Easingley from all over the place, they are tremendous. You get 100% participation. You get the Drake's Field kids, which are the Breakwater kids. They are the dregs. And you get about 45-50% co-operation. Then you have your first and second year up here, Sec. Mod. kids which are the first real Comprehensive system kids. They are not so bad....sort of in between the two. It's very difficult. You can go up to the Breakwater and teach two groups of Grammar School kids and the next lesson you have the Drake's field kids.....You have to change completely. It's dreadful.

Can you tell me of how it shocked you?

Hands in pockets, chewing gum, "Haven't got any gear".... "what are you going to do about it?" Then you get some..."Me dad's out of work" "Well I'll give you some..." I say. Give them it and next week, "Oh I've lost it"...This happened the very first week I was here two years ago. And if that's not deflating, I don't know what is. As much as you try to help them they reject it.....The trouble is with the Drake's Field kids....when they were eleven years old and they went to the secondary school, their idea of P.E. was getting a football and just changing their shoes and going into the yard.....to kick a ball. So of course when I came, trying to impress myself upon them... "Can we play football sir?" "no, it's time for gymnastics" "Jumping over boxes and things"? You try your hardest to give them your best prepared lessons "Orrr...a lot of rubbish..." It kills it absolutely stone dead. I tried this summer to give them a choice in

the sports hall got the cricket nets out, some to play volleyball others to play padder tennis and badminton to one other side of the cricket nets....."what a load of rubbish.....Can't we get the nets down and have a game of football"....Choice does not work with them.....It does work with other groups.

Do you think that it needs special training to deal with these kinds of problems?

As far as training teachers is concerned there is not enough practical at all. Actually going out into a real cross section of schools and seeing them in action. You get, let's see, thirteen weeks teaching practice in three years....It's not enough. Not necessarily teaching....just going and looking at the special problems that various schools have. I mean I could write a book on this place.

I think that teachers in such circumstances need a special kind of devotion....otherwise it destroys them. I'm not sure that colleges of education are equipped to deal with this at the moment.

There is only one solution to the problems in this place and that is everyone on one site.

But you are prepared to stay here?

Yes but I shall be teaching first and second years on this site. So I shall get to know the kids. I shall not be flying around from one site to another.

There must have been moments of enjoyment and satisfaction - Where have these been?

I don't think that it happens like that. It is a gradual process. I can see some of my work coming through now. I'm very interested in

gymnastics. And I've run a gymnastics club for two years. One of my kids was top in the town this year. And I think I had something to do with it. And one or two kids that weren't too happy are pulling through now....improving all the time. I don't think that its my job to make good kids brilliant. Rather to make all the kids a reasonable level.

Are the opportunities for continuation of sports interests good in Hucklebrough in your opinion?

Very much so, yes. It's one of the hottest towns in the north for football, cricket, rugby.....all schools have got sports halls, all schools also have evening institutes.

So you think that it would be easy for any boys to leave here and find a club where he can do whatever he wants to do?

No problems at all.

Do you have a general impression of the number of pupils who will be continuing an interest this year? How many will continue with any sport?

I would say quite a few of the boys.....very very few of the girls if any.

Does it matter to you as a P.E. teacher, what they do after school?

Well surely its our job to get them interested in something. I don't care if he is not doing very well...but the fact is that he is taking part...and enjoying themselves.

Tell me about some of the anags which you mentioned earlier.

Tell the fact that we are spread out for a start. Which means that the equipment had to be spread out. So that you get some parts of the site where there is no equipment. Out at the Breakwater there is very

little equipment at all. There's nothing up there...no jumping pits. What there is there is smashed so you can't get nets up. All the side netting is smashed down, you can't practice a backhand drive into the nets. Coming back to A. again. He hoards the equipment. He has an Alladin's Cave somewhere in the Breakwater. We know that he had 2 dozen hockey sticks delivered but only one dozen have appeared....the rest are stashed away.....He would not release them even when we need them. There must be at least 30 footballs over at another site that must be 10, 12, 14 years old.

You sound angry.

I am. There has been many a clash between him and members of staff who run sports teams. Tatty shirts and a couple of shoddy balls...well it doesn't make for a very nice atmosphere.

What's the solution to it?

I can't see a solution.....A. is so stubborn and set in his ways.... I think he is still at the Grammar School (in spirit), doing what he used to do. And it doesn't work here. And he wonders why his team is cracking up. Criticism or protest is like water off a ducks back. He's so thick skinned.

If you were Head of Department what changes would you make?

Get the staff team together. Get the team to understand your problems. A. doesn't do that. The staff meetings that we have usually end in a set to between Peter and A. (long pause). P. used to be Head of Department of the Secondary School and they both have their different ideas and different ways. It is a very unhappy climate.

Is there anything that is going for you?

It is very difficult to find something. The thing that does go for us is the few good kids that there are in school, who are willing to do anything for you. There is nothing that is really going well. After a day in this place and I might have to go down to Dovedale or somewhere for a soccer match after school,

I have to come back on Saturday morning for a rugby match at 9.30...think, just can't take it any more. But the thing is that I go simply because....well I've got the better kids. And I get on with them very well. And I feel better after doing it....(long pause)....I'm just pleased to be getting out.

I would like to keep in touch with you to see if your move to the Science Department does work out.

There is very little else I can do. It's stacked against me. There are two main problems which I can't change....The size of School and the Head of Department. With a different Head of Department and a distribution of all the equipment that is stashed around it might be very different. At least tolerable. We could have some very good sports teams here. But my enthusiasm has just gone down the drain....I am aware that it is partly my fault. But next year it will pick up in science....I know that. There is so much more going for it. One thing...the other comprehensives in the town. Dovedale is about the biggest and it always does well simply because of the numbers. I've seen practices going on in there and there's been hundreds of kids at each practice. Don't know why, because that is on a split site as well....not as bad as this one. There is only one purpose built comprehensive school and that's Eltermere. That is in a first class residential area... Always does well. I think there is only Gargrave school that isn't split site. I think this could, if things stay the same way practically destroy the out of school activities when kids have finished. I think that it could destroy it. Obviously you will still get your kids going through who are really interested. But I think there could be a hell of a lot more going into the clubs on leaving.

End of Recording

No Follow-up Comments.

Has the change from a 2 teacher P.E. department to present Comprehensive structure affected you personally?

Yes. It's killed my enthusiasm. When I first came. They did not have a P.E. teacher for a term I think. And she left at the Easter..... and they had two part timers. So when I came I started from scratch virtually. Keen you know, doing everything. And then taught for three years....I was quite enjoying it then...running the netball and hockey. It has always been a hard school. The present first and second years are lifting the school. But the fifth years came in my first year here and they have been problems right through. They were a rough bunch. Cocky you know...and they caught me a bit inexperienced as well. But the present fourth and third year aren't too bad. First and second year better. You see the better ones, the old Grammar School ones are at the other end(other site)and the two classes (social/achievement) never meet. If you had the two fifth year groups mixing a bit you might have lifted the standard a bit. But they are two separate schools still.

Are they mixing at the lower end?

Yes. The first and second year are all here now. They are now in mixed ability groups. Next year when we band them we may get a bottom band. But at least we have them established in bringing kit and discipline and this type of thing. Whereas the fifth year secondary modern have to stay on until they are 16. They are just not interested at all really.

What particular thing has dulled your enthusiasm?

Partly because there's so many kids...teams and practices you've had to duplicate if you wanted a hockey practice you had half your kids from this end, half from the other end (the Breakwater). You either had to bus them or take them down by car or have after-school practices....well some of them are colliery kids 'cos they come from Easingley. So they go home 4 o'clock prompt. First match I had to introduce the team practically...you know, "She's your right half"..

and that's difficult. As I say the junior school is not too difficult. At least they play together. And they all know each other. But..I don't know...the Senior school..it's just too completely different schools.

What areas have you lost enthusiasm for?

Well I stopped doing the netball, Kathleen took that over. So I was left with the hockey and the gymnastics. There was just too many. Dead keen you know. I used to get 50 odd coming. And I either had to do two lunch time practices and another one after school for the better ones - there was such a great range of ability - they all think they are Olga Korbet and they come dead keen. It was good but I thought well you are really going to have to specialise here. And then you come up against the problems of whether you are qualified to teach formal gymnastics. Because some of them were getting to the stage of flick flacks and that type of thing - well with doing modern educational dance at college, you are putting your head on a block rather (taking safety risks).

Could you have got qualified in Hucklebrough (for gymnastics)?

No. We once had a course to Beeston this winter, that was taken by Sue Redhead. It was just for Club Coaches Awards though. It wasn't a very high award. It was not that far advanced, it was just basic floor work.

So you have to select the pupils who can join the club?

Yes. Its the problem of size you see. You can only have a certain range of ability. Two days I was down at Breakwater - travelling two lunch hours, two hockey practices on lunch hours....there just wasn't the time. If you were on one site you could run one practice and get it done with. But you have to have two practices or meetings... That's the main problem the split year on different sites. I suppose it will get better as the years go through the school.

Tell me about the catchment characteristics. Is it very much a neighbourhood school?

It is a very big catchment area actually. It's all the Breadwater, a very nice part at North Gate here and Grove Park...they come here. It is quite a good area...it's mixed really. The people at this end have an identity of their own. They regard themselves as separate from the rest of Huckleborough, the people at this end.

What keeps you sticking at the job?

The money I suppose. Because my husband is still a student. I don't dread coming in or anything....It's just that they don't want to do anything.

Do you think it will be a good idea to make P.E. in the 5th year voluntary?

I will tell you next year. It hasn't worked this year when it has been compulsory. It should be better. I'm for the experiment to see how it goes. The thing is that they have a whole afternoon on P.E. which might be too long for them.

Have you campaigned for it?

I have not had much say in it actually.

Do you resent that?

Well Alan, he does all the administrative work.....

And you're not consulted?

Well very little. I feel that the girls are done to badly. They tend to be second class citizens. We have to go miles away for the hockey

pitch. We've tried for a netball court for ages...but, nothing. We haven't an outdoor court at all. We've been trying to get one there since September. It wasn't marked there in the beginning. We have seen Alan about it. We've gone behind his back to the headmaster...P.E. Adviser, it still hasn't arrived yet. The Youth Tutor has even requested it. But it hasn't come yet.

Do you do any teaching in the Youth Club?

No. None of the P.E. staff do any.

Is it a thriving Youth Centre?

Oh it has improved. It's picking up now....quite good.

Have you changed in your beliefs since leaving college?

I don't know. I don't think you know all the problems until you get out into a school....organisationwise. It was a bit difficult at first in a small department....feeling your way and asking Peter, you know. Should I do this or will this work...? When we started we had a ten day timetable and classes had three doubles in that ten days, which wasn't satisfactory. Because if they forgot their kit they would say, "Oh it was week one...or two"..it was terrible. I first started off doing Hockey, Netball, Gymnastics and that was wrong. I should have blocked it. I should have done three weeks or a month on one activity. I fell into that one straight away, which I should have known about. I should have pursued one thing and got a return on it. I was trying to do too much. I realise now that that didn't work.

How many of the leavers will be involved in any form of recreation or sports club....on the girls side?

Possibly not many. Perhaps the Youth Club...5 a side football perhaps....

For Girls?

It's a last resort for them. They are not keen on much else.

When do they have a P.E. choice?

In the fourth year. Well in the third year I do a little bit of trampoline and badminton for six weeks with them following the first and second year standard gymnastics, swimming, games, you know, the usual.....

And Dance?

Wendy has done some of the first year dance but that is all we've done so far. And then in the fourth year, when we have had the full year group, and option course when they have a choice of Hockey, Netball still; they can have six weeks of swimming there's trampoline, table tennis, badminton in the sports hall, gymnastics over here. Tennis, athletics.....It's quite a good choice. I think the degree of choice is about right. You insist that over the fourth year at some time they do games....one game....They can't stick in the Sports Hall all the time...make them change round....otherwise they would all be quite happy to stay in the pool or happy to play table tennis and such.

How do you feel about this baby minding function?

Well some of the fourth year I shall be quite happy if they are doing something and keeping themselves amused, because these are the ones who will quite likely drop out...if they had to do hockey or netball all the time...They don't regard table tennis and badminton as being very physical...they are quite enjoying it and getting on with it. I think that's O.K. But it's those who have all the choice who won't do anything that I can't understand. I know how they feel but what else could you offer them....It's a problem. It's the present fifth year that have been really bad. The present fourth

year are not too bad.

What is the root cause of the problem?

Partly their homes. We get a lot who bring notes, either written by themselves or their parents, excusing them...time after time. We know it's just an excuse it is not a genuine reason.

Do you have enough apparatus?

No. There is very little down at the Breakwater Site. There's a rugby field, that's all. At present I have four third year classes down there...two of those are grammar school classes...they are dead keen. There is no high jump apparatus, there is one small gymnastics landing mat...that's not enough. No long jump pits, which we haven't got on any of the sites. We can do throwing events, which are not advised by the P.E. Organiser....so you are sticking your neck out a bit if you do javelin. If we teach javelin we have to stay with that group....which is fair enough...you must be close to them anyway. Then we came to the point that "should probationary teachers be allowed to teach high jump"? It was becoming that there was nothing left apart from running. There isn't a netball court down there at all. Not at all. Eltermere had a good tradition of hockey. There is a tennis court which are public... the town's....we have the use of. So the facilities are very poor. There is a small gym and a sports hall which isn't too bad because there are only ever two staff down there. So that if it is wet you can get inside. And last year we were coming up here to do hockey and netball which cut your lesson by half.

Do you ever talk to the Head? Do you have any idea of what he thinks about P.E?

Er....m....Well he gives it his support. He likes to see things happening. But.....

What sort of things?

Teams. He does support us quite well. He goes to see teams playing. This type of thing.

Has he ever invited you in and asked to talk P.E?

Oh no. (chuckle) I don't think that he has the time. Well I've known him since I came here; he was the deputy head...so it's not as though he were a new headmaster.

Do you think that he should find time?

I think that he is going to try and do this. It has been suggested that he has 15 minutes with each member of staff next year...with a sherry hand, he's going to be plonkey by the end of the day.

But does he know that the girls are getting a raw deal?

Oh yes, he knows this actually. He is trying his best for a netball court. We've complained to him a few times.

I would be particularly grateful if when I came back at intervals next year, you would make a note of the things which are preventing you from getting on with the job that you want to do. That make life difficult.

Well the team will be changing again...this year has seemed a lot better because there has been three of us on the girls side. We have known each other and got along better. Second year of Comprehensive.

You are going to be the only one left again in September so that you are going to have to make new relationships with two women colleagues.

It is difficult. Which means that I get the rough end of classes again. Because they are probationers they get perhaps the first and second years. And you just hope that they will just stamp on them, and get them going the way we want them.

What are the things that are most important to you now. What will you fight for?

Trying to get all the classes up to a reasonable standard. I know a lot are concerned with specialization. Getting your top people... but...it is all prestige, I think. It's nice to have good teams but that's not what we are here for.

Interview terminated at interruption.

No follow-up comments.

In what ways have you changed?

Well that (her dissertation favouring compulsory P.E.) was really for the fifth years....that it must be compulsory. But I know its not long, two years. But just seeing them.... they are just not interested whatsoever. And I would say that this is a fairly good cross section of kids that we have had.

You have spent a year at Markton and a year here?

Yes. Of course the comprehensive reorganisation has coincided with the rosia legislation...most of the fourth year would have left.

At Markton were they compelled to do P.E?

Yes. They all had it on their timetable.

It's on the timetable but in practice they skive and bring notes...?

Yes....Now I don't know whether this is because from an early age they get a lot of choice I think these days. And when they get to the fifth year they get so much choice, and the choices is there again and instead of trying to stick to the hockey, netball in the fifth year it's things like badminton, trampoline, table tennis all the things that they wouldn't do in the early years. And they throw it all back at us. "We've tried everything". And this year it just happened to work out on the timetable that I ended up with all the fifth years single P.E. classes...and I was demented at Easter time. I had tried it all. No matter what I tried they just threw it all back at me...from September to Easter...they weren't interested. So in the end all I could do with them was each lesson we sat and wrote. And they would rather do...what they liked to do was not P.E. What they liked was sums. And this is what they thought was great. And if I went in with sums

each week...this is what they called them 'sums'...not 'maths', then that's what we did. Fifth year girls...didn't want P.E. at all. No way. They were offered everything. Everything.

Were these very particular fifth form kids? Needing special provision?

They were really non-exam. This is the vast difference you see. At P.E. they are all non exams 5R, 5S...rubbish really. Now at the other end, when I go down there (the Breakwater) I take 5 alpha A.

Explain this split site.

Well this site.....its supposed to be comprehensive but this is the Secondary Modern. Breakwater is the Grammar still. So that's the Grammar end down there. Once they have moved out down there then it will be comprehensive. But at the moment it is definitely two schools still. Now you see when I go down there and take 5 alpha A. Beautiful...the girls...I go into the class...all fifth year girls...They are in shorts and T-shirts. They are grammar school girls. We do games..we do everything. We've done hockey, introduced basketball.

So you live two lives then?

Absolutely. But I have to come up here and take these. And I walk into this lot and they say "Oh we are not doing anything today...can we have sums or..." That's the contrast between them. Most when they are in the fifth year, say that they don't teach them...they just keep them occupied..they just keep them busy for the lesson.

Did you feel bad about this?

It worried me to start with. I thought that I was incapable. You see...that I couldn't manage them. But when I spoke to the

others (teachers) It is surprising the number of people who wouldn't even have them. Because they were frightened of taking them for a lesson. 'Cos they were so wild..wouldn't have them.

Looking back on it now, you will agree that you only teach by the permission of the children...I don't want to put words into your mouth...you only teach by the contract. You are the one who will say "at least I will face them"...and take them on. How did you resolve the problem when they said "We want sums". And you gave them sums.

This visit. I thought, perhaps I haven't had enough experience for dealing with it. Perhaps I shouldn't have had them as fifth years. I went through all of this...perhaps Pam should have had them as Head of Department. She's done longer. So I tried everything. I tried different approaches...Going in and being very nice to them and saying, "Right what would you like to do this lesson?" And talking to them...But even then they didn't seem mature enough to talk to me back like that. They couldn't accept that I was being nice to them. And they fought shy of this.

Would you call them hostile?

Yes. Definitely. So another week I would go in and think "right, damn them all. They are going to do what I want them to do and that was it."

They would not take that either?

And I was going to go in and say "I could get them into the gym... You will sit there for a single lesson and get your shoes off..." you see they are all in trousers as well, which is another big draw back up here at this end. Now the other end most of them are in skirts. This end, trousers. Now I can't make them take their

trousers off. Whereas if they were in a skirt...I could take their shoes off.

How is your time distributed on the sites?

Four days up here (Sec.Mod) and one day down there (G.S. site). We all do one day down there.

What is done down there is much more effective anyway?

Yes much more.

So this site is a problem site?

Definitely. You see on a Thursday, I travel up on a Thursday, my one day down there. I still have to come up here for a double lesson. And I have two fourth year classes down there...and I come up to fourth years here. And the contrast...having to change so quickly. Because I take 4B and 4 Alpha A which again are the grammar school girls...all in uniform...all with kit...and I leave them and come up to fourth years here which are secondary kids.

Where does this rot start?

They said in their fourth year that they were going to be a bad fifth year. So I think that it must have been in the fourth year they started feeling their feet. And people don't put them down quick enough.....I know you can't really stop them but they should be disciplined. So that in the fifth year they are prepared to be taught. But they are not. They want to leave and that's it.

How about the present fourth years?

Now I think the present fourth years...because I have taken them all, will be O.K. next year. I think that they will be fine.

Now is that because they know you better?

I think so yes....And yet when I said this when we were talking in the staff room among the fourth year heads...'X' and 'Y' and I said "Oh well for P.E. next year, there won't be half the problems..." and they were surprised. And they said "Oh there will be with these fourth years". And I said, "Never"...You see I have no problems. They have all done P.E.....No problems at all. I don't think there will be any problems...Some of these fourth year girls...you see there is a group of them, about six who are nasty...that age they are going to start..Now they started not bringing kit. So I caned them. So they brought it after that. If you did that in the fifth year they would do it.

The kids in this part of the school are from this neighbourhood are they?

Their backgrounds - no wonder they are like that. Yes. Sometimes we play hell with them for having no kit... the number of kids... there's one whose father has just committed suicide..so mother went off with another man...she'd got two living with her at the time...They are all the same. It's their background. No wonder the kids don't respond.

The school problem is the home problem? Its not incompetence on your own part. You no longer feel guilty about it..... It must have made you anxious awhile?

It made me think a lot. I used to talk to my husband about it.

How do I tell students about it? And make it convincing?

How can I tell them the Shirley A. story? And would they believe me?

No they wouldn't.

I'm wasting my time!

(chuckle) But I really did...I thought is it me? Or aren't I capable?

But did you ever feel that you were not capable? Because you knew that you were good. You just knew, didn't you?

Oh yes. I thought, perhaps I'm not really any good. There was one stage when I was really getting worried about it...And my husband said "Would you rather come out of teaching?"...."rather than battle?" And I thought "No" and yet there must be an easier way of making a living than having to face a class every day that is just rebellious.

Do you think that you can be too conscientious?

Perhaps..yes. Because when I realised about Easter time that people were taking the easy way out say "Oh you just do what you want" you know. This is where it all stems from. Instead of trying to do something with them.

We are selling the wrong stuff at college aren't we?

I think so.

What should we sell?

All the rotten stuff. How to deal with all the lousey classes. I always remember in college you know, when we had that demonstration from Miss W.....The Girls High School class, coming up for Gym. We all thought it was so good. All those little kids...immaculate with their school uniform...not a squeak. If she said forward roll, "get over your mat in ten different ways". They went over. You go into these classes here and say "four ways of getting over your mat" Eh? And they stand and look at you.

Have you met many of the parents?

No. We never see them.

Suppose you were staying here and trying to grapple with these problems..or would you take the easy way out?

This is difficult. I think having had them in the fourth year I would go in saying that nobody is going to get away with not doing it. Because I have taken them for a year.

Would you think that it would be worthwhile making them do it?

Probably not. And yet if they are timetabled I think you have to follow it. But they probably wouldn't get anything out of it anyway.

Tell me what you have tried since September.

They don't have to go outdoors at all. Which is the main thing in the fifth year...they don't like to have to go out because it is cold. So they could do football...It's not allowed but... fifth years...They would have a go. Yes it sparked an interest. "Well we can go on and play like this? In our boots and trousers?" "No, you bring a skirt or you bring something just to change into and we will go in." "No chance". They are not bringing anything to change into. So that went. But that sparked an interest..because they play it on the streets apparently. I'll show you basketball...you know a good game. No. Badminton, Table tennis, trampolining? All these were rejected. They would have done football if they could have gone in in boots and trousers.

Did you try that?

No you couldn't. No that's not allowed. Not in anyway. Well A. wouldn't have it not on the floors or anything. But we have a pile of shorts here, spare shorts...which I said "I'll provide the shorts...next week all you've got to do is to take your shoes off and we will go in"...."No". "Changing is out". So I said to them, "Well I've tried - when you are prepared to change you can tell me. Until then we will work." And you see I thought

that work was going to be a penalty. And when I went in and said, "right, we will do some maths today...we are going to do some multiplication." "Multiplication?" So I had to call it 'times'. So we had to talk in 'times' and 'addy ups'... Gave them all these 'times' and...."can we do that next week?" What have I done? (chuckle). I didn't know what I had done then. So we've done maths...just to keep them happy. You see they want to be treated as adults...the big thing..you know. I know a couple who said to A. when I was playing hell with them, "She doesn't treat us old enough". Which I thought about. "She treats us like kids." I said to A. "I tried".. "I've spoken to them as adults but they don't respond. They can't take it as adults even though they insist that they want to be. Then after Easter there was a lot of them left at Easter that could and they knew that they were all going to go by about half term.... they started doing things like games (Paper or Verbal) naming as many flowers 'M' a letter.. that was great.

What effect has this had on the 'professional' you?

I think that I have given in. And instead of sticking to it to teach them as I am supposed to do, I was letting them get away with it...doing games (chuckle). I don't know whether I do right or not. It has certainly eased my life. Much easier after Easter. It's not just me because A. doesn't do anything with his so I can't learn anything from him. You see he doesn't back you up. (I shouldn't talk about him).

In reality working in teams is never easy, and can be very stressful.
Team work can be very hard.

He hasn't any strength in our department. He is too easy. He's known in the town. Pam is smashing...we get on great, the three women.. We really do...but she (P. head of women) is too soft by far. And this is apparently known in the town. When the

Head of Women's Department came up (advertised - appointed) everybody was surprised and P. if somebody doesn't do something that they should have...it's really bad...she will say that "you shouldn't have done that."

What makes you come in every day? Where do you get your professional satisfaction? What makes it worthwhile?

A lot of people, I think, its with the lower forms....You see what I would really like to have done, I suppose, is take a first year through to fifth year...and seen how the fifth year would have been then. I've taken a lot of first years this year. I have two lots for games who are smashing. I know exactly what we do and everything. I wonder what will they be like in the fifth year. I can't see anybody now being a problem. Obviously some must turn out nasty like these fifth years do.

When you compare yourself with your other women colleagues who you get on well with...When they have had them in the third and fourth forms are they still able to hold them in the fifth year or do they crumble?

This is what hit me you see. When I first came here. And having all these problems with these fifth year classes, I said to P. "Well would you take them for one week just to see if you take them". "No"....wouldn't have them...wouldn't go near them. You know P. didn't want them...nobody wanted them. Don't like them.

Wouldn't voluntary participation be the answer?

They are going to be voluntary next year. The fourth year Head decided to have a scheme that fifth year should now be a P.E. option. He has said to them that there will be Horse Riding... So there is a whole load of them wanting to do it...You can imagine. But only six normally go at a time to ride. And I said to my fourth year girls last week, "How many will be choosing P.E. as an option next year?" Oh every hand goes up.

"We can do horse riding". Now I think they are going to be fooled into this because that will be a very short course.

It will be interesting to see what happens.

Now there again I think that if there are some problem girls in the fourth year that they will take P.E. an easy option... Because if they bring a note they can sit for a double lesson and have a free double lesson. Whereas if they had chosen English or Maths they work for a double lesson. I think it is going to be easy for them. I think it should be just enjoyable...come in and play. I have had some really good times with the fourth years. They came in when it was raining one day. We had been outside and had to come in half way through....we went into the gym. I started playing basketball. They thought it was great, absolutely great. When we have nice lessons like that I think, "Oh it's smashing". The fact that they say "Can we do it again next week". It's great. But you always get the few who will bring a note "We'll not do anything."

When it is just a few you can tolerate that?

It's when its the whole class...And in those classes, as well, there was ring leaders...very nasty ring leaders. And the others were frightened...even though they were fifth years.

They were really intimidated?

I heard them one day....a right..girls..well two of the girls were nice girls they always came in skirts the type of girls who would always help you with anything. I heard them telling them one day that they must not come in skirts again...That they had to come in trousers or else...That's what goes on.

Do you think that the problems of this school need special kind of solutions? If you were not pregnant would you come back in September?

Yes. Well because, as I say I can't see the present fourth year being a problem. They are a nice bunch of girls. But you never know. There was one girl who was a nice girl, played on the Senior Netball team...she got herself pregnant. In fact the last time I went to the hospital she was there with me....but when I came back I saw the other friends who obviously looked at me and Pat had said "...there was Mrs. Field." And I saw Christine and I said to her when is Pat's baby due? "Oh....Oh..." they were quite surprised that somebody should speak about this...But...well I thought they are old enough. So Christine said "I will let you know when she has it..." I don't mind her, she is a nice girl.

If you had known about the problems you have had to face in the last two years, would you still have chosen to teach P.E?

I would never have started (much chuckling) run away.....No (seriously) I don't think so. I intend coming back to teaching. Say I don't come back for ten years. I think it will be easier coming back because I shall be older..and look older..and I think they will respect you more. Because sometimes when I am with these fifth year girls..if you could see some of our fifth and fourth years, they are so old looking...and I teach in a little skirt and ankle socks and a 'T' shirt...I don't think I look very old sometimes when I am with them, 'cos they are all done up to death, fancy hair do's.

Are they allowed make-up in the school?

Yes, they've all got it on, and I think that "gosh they must think oh she's not very old"...although we are mostly distant they will talk to me sometimes...quite freely...even like another friend, so long as they remember it's Mrs. Field...but when they talk to Miss Douglas, the Senior Mistress..."Ohhhh Miss Douglas she's all Ohhhhh" (expression to convey high degree of respect/fear)... because of the age. And I think that possibly coming back they would say "oh it's an older person"....it would be easier. It

It's a problem being so young. With lower first and second year they enjoy having somebody younger rather than older gymnastic teacher. But some of the fifth years...a couple of the fifth years, the girls who did the coffee, they were nice girls. They were talking just as they were leaving... "You are not very old Miss are you?" "You must only be about 23"..they must think "she is terribly young".

In trying to find solutions to these problems did you discuss the matters with any senior people.....

Dad can't believe it. (chuckle) There again dad doesn't know problems really. You see he's grown up in a different age. In a sense he is like me, you see.

This is why I am desperately trying to get into the reality of your work so that I can help students...

Well when I tell dad what has happened and what it's like... Well he just doesn't like the sound of Comprehensives at all. But as he says in his school it is so small...one pupil stepping out of line or something, he was really causing trouble and stirring the rest of the boiling fourth year...You see he got his staff, which only about 15 or something, told them to lean on him (the boy) all the time "don't let him get away with anything ". In the end the boy went to dad, "Everybody's getting at me....." "Well what do you expect...." It was just crushed like that within the school. Now if that had been in this school, it would be so big....it would never have worked....it's far too big.

But it does not seem to have crushed your enthusiasm.....You intend doing P.E? You intend coming back?

I wouldn't want to do anything else.

Then there must be some rewards somewhere?

Especially in the summer term, I think of being out on the fields with the kids and doing athletics and things. It's great.

Do you share these problems with your husband?

Oh he is crackers on doing P.E. His school is better you see.

He doesn't have the same problems as you have?

No. Better intake and also its a one site school. It's purpose built and they are all there and its only 800....this one is 1400...It's smaller again.

Should teachers who come to such schools as this have special training or should they be specially selected teachers to cope here or is it better to let ordinary teachers come and make what they can of it?

I think they should all be blooming firmer. And know exactly..... Who have had dealings with these kids. They should be experienced teachers? Well I know it sounds bragging, I suppose on my part but only because I think that I can deal with them. I am not soft and I won't let them away, but there's half a dozen teachers....any person on the staff will name them for you...who the kids run riot, absolute riot. Then those kids come to us...and you try and get them back into a lesson routine. I mean when you go through the hall sometimes. Some days there's one woman in there...the kids will be fighting.. and they will be on the floor and up on the chairs shouting...Now they are the people who...why the kids go wild I am sure.

The only thing that they respond to is tough directions?

I think so definitely. If they've had that all the way through and they know that in the fifth form they do things that is expected of them. Then I don't think there would be any problems. But if this easy attitude of "Oh well you can have an option - or what would you like to do...you can do table tennis or so and so" you know coming up in the fourth year they are starting to get uppish.

How many of these leavers are likely to finish up in any form of recreation....Netball teams....sailing, canoeing all that has been offered at school.

None. None. Do you know where they go....We had one lesson talking about where, when they were leaving just before Easter....seeing what they were going to do. I just decided this lesson instead of making them work we will go in, we'll sit down and I'll talk to them about what they are going to do. And tell them that there are so many things that they can do. And I started "have you had any talks with anybody about what you can do?"

"No" I said, "well surely you will have had somebody in careers who has mentioned jobs to you." No....and I said "what are you going to do". And everybody said 'Factory'.....There is the industrial estate a mile from this school. That's the big thing to get into John Collier (soon to close)....Big Deal. But I was so astounded, I said "Everybody into John Collier?"...."Oh good money in J.C.'s". And that's it. And I just started naming a few things.....like the Services, The Army....and you can do so many things and travel and do sport and anything you like. Policewoman or...even just some of the things like hairdressing. "No, no I don't think you get as much money in there".....A few of them then started to talk sensibly.....A few of the awkward one's.

Does John Collier have a sports club?

I don't know.

What opportunities do you see for them to continue any sport recreation activities in Hucklebrough?

Well at the Youth Clubs they all go to every night. And the youth clubs try and run football teams and things like this which the girls will go on. This I think is great you see the football teams in the youth clubs.

Do they change for those?

No. The fifth years had an afternoon out at the Fun Palace (Laithes). They enjoyed that. They went swimming...mind you we've got a swimming pool here. They went swimming and ice skating. It was the day out...it's meeting boys there you see, everybody there. They did that. They wanted that. And I mean swimming is another option here. Got a pool. A few of them went in swimming - about 5. That's nothing when there are so many.

Which aspect of P.E. has given you personally most satisfaction?

Netball. I love netball. I enjoyed playing it and I really love teaching it.

Which aspect would you avoid if you possibly could?

I suppose gymnastics really. That's because I feel less confident in that than anything else.

Because of your own knowledge?

Yes I enjoy working with lower years. I think its easier with first and second years. But when you have to know more with the fourths. Netball, its funny because with my two first year classes they are much keener on netball than they are in hockey and I wonder if that's my influence. I wondered that. I tried to get them in both.....they are really keen on netball.

Well this free talking has given me some insights into the way that you see your life. And if I can summarise as far as compulsion is concerned there are certain girls even in this comprehensive set-up who consider it is just a waste of time obliging them to do P.E. Though if the relationship that you have established with the fourth years continued you would be optimistic about keeping them going in the fifth year. You think that they have had too much choice.

You would then tend to keep them on a narrower field of games, gymnastics...dance....Would you have included dance?

Possibly not dance because they have not done any at all.

It would be a bit much to bring them suddenly in to the subject because they are so self conscious. They could have their games... netball and hockey and a choice of one indoor game, badminton, table tennis, something like that or swimming....

Are you pessemistic about how much P.E. or P.recreation they will get when they leave school. None of them will continue very much?

In my fourth and fifth years, I would say that although I have taken them, and they have done it, I wouldn't say that I have done much teaching....by any means...I've kept them busy, and they have enjoyed what they have done but I wouldn't say that I have taught them. Which is my fault isn't it?

I'm not sure about that so much.

I've been quite happy this year, to keep those fifth years doing it each week - the fourth years each week. Forget about teaching, make sure that they are doing it and are playing. I mean I don't think they would respond to teaching. Say I suddenly stopped them, and said we are doing this for ten minutes. I think I would lose them...even now. It's quite different to college...It is really.

Do you resent college now?

No. I enjoyed it. But you see I don't think college did any teaching techniques...say we'd gone in with Miss W. and she'd said you are going to be a really stropky class and I am going to deal with you. I often wonder what she would do with a class of people who really turned round and said "get lost"...."we are not doing that". What would she do?

She would be up against it in precisely the same way that you are up against it, I'm quite sure of this. And its only if you have a long, long established relationship...a stable relationship even then they go away from you. And you hope that they will stay long enough to come back again.

This is the thing in the comprehensive....it's difficult to keep the continuity because of the timetable. If you take some form say in the third year, which is a crucial year when they are changing, and you get established...to take them in the fourth and fifth....it's not going to happen. You see, I might take this class in the first year. P. might get them in the second year, Wendy might have got them in the third year. Then I might have got them in the fourth year. In which case they are quite different. That's three teachers in three years.

I am interested in your belief that you will be determined to come back and enjoy continuing to teach P.E. Believing that you will get, automatically, respect from these very same pupils.

I am sure, yes. Just the fact that you are an older person. Tell you what I do enjoy teaching here and that's swimming. And I think that it is possible because when I went to college I couldn't swim...and that was a big worry for me and I found that ten others out of the course couldn't swim either...and I had to learn from scratch with Miss Dogmad. And because I did that learning from scratch...that I find very easy to teach. That is why, I am sure, I got my A.S.A.....because I am a beginner, everything I had to do I had to be shown. Whereas if I had been in the top group with all the others or in the middle group...They didn't bother with things like that. They got on with fancier things and did things. But I was learning. Everything that Miss Dogmad taught me, I teach the kids. It's been in my favour that I couldn't swim.

What do you still treasure?

I don't know. (long pause). My dream is still coming from my Grammar School. Just to have a school where the classes simply come and change and you just teach.....But I'll never get that now. That's gone now. My old Grammar School is going comprehensive next year. Why should those girls be so much better.....they have the same kind of area as here? There they often say, "Oh so and so's parents have been up because they are worried by her exams or something."

You have not many interested parents here?

No. Not at all. There are a number of these kids who don't live with parents. We get notes every week and I would say that half and more of the notes are signed by different names than the child's. The mother living with somebody else or re-married. Very few of the girls notes are signed in the girls name.

There is no easy solution to such problems. You must ensure that it does not destroy you or your professional endeavour.

That's the thing. Never let them get on top of you. But surely this problem here would be easier in a smaller school wouldn't it? Don't you think? If this was just one school and there was none of this wandering about and changing sites.

Do the pupils have to change from site to site?

You see we have four sites. There's this one, over the road is Site B where the first years are based. There's the Grammar School building, the old one. Then there is Drake's Field. Then there's Warrior Cross. That's five sites. Each child will definitely go to three of the sites. And next year the idea is that third years from this end will go to Grammar School site for a year and then come back here.

Where are the barriers to making changes for the better?

Head of Department.....And there again the Headmaster is not backing us very much.

Is he interested?

No.

Has he shown any interest in you or what you do?

No. I don't think he is interested in P.E. You see I think that was really a bad thing. He was the deputy head appointed to head and a lot of them say that if we had had a new head to come in and he had kept on as deputy head...He is still finding his feet as headmaster.

Do you feel a second class citizen?

No not in this school. I did have that slight feeling when I was at City Grammar School when everyone wore gowns and P.E. was regarded as a little game. No not in a school like this. But nobody at the top is interested here. Even Alan isn't interested. He said to Wendy and Dan before I came, "You're mad to come to us. You should be out within a year." This is really why Dan is going into Science and Wendy is going. She is happy to leave. Pam is hoping to go in a years time although Alan doesn't know. He doesn't realise he is the cause of a lot of the problems in this department. A lot. Peter and Dan don't get on with him at all. You see he causes problems in some lessons because.....erm.... Wendy had a class of 30 and she was doing tennis with them this term. And she said we have only got 20 rackets can we have ten more out. "You women, you are always asking for the earth. What do you want ten more rackets..." "Well" she says, "I can't make two girls share one racket." Now the annoying part is that he has a cupboard stocked with P.E. equipment that he will not get out for

us. He doesn't know that the five of us know about the cupboard. But we know it is absolutely packed. And she says "Well what do you suggest Alan for a class of 30 doing tennis with 20 rackets." He said, "Well we have some Padder Tennis Rackets"....."Let a few play on the yard with a Padder Tennis Racket." Wendy just turned away in disgust. So that's our Head of Department. And that's how it goes on. Do you know how many shuttlecocks I had for one term? One. One shuttlecock for a class. I asked for more. None. He's got six boxes in that cupboard (pointing). And that's the block we are against. That's why it is so difficult. And all the staff seem to know as well you know. I mean that cupboard (pointing) is jammed full with gym shoes there. Absolutely full of gym shoes. A couple of kids...my good kids in the fourth year had genuinely forgotten their shoes. I sneak in here to get them a pair of shoes out of this cupboard. He came in and said "What are you doing?" "Well one of the kids has forgotten them". It's ridiculous. "Get out of that cupboard". (angrily). I said "But it's packed full and she wants to do it." This is what goes on....

So as a team you never get together?

The five of us do all the time. He's a complete outsider though. I tell you who we turn to most of all here, as a department, that's Peter...Willmott. He was head of Sec. Mod. here and Alan was head at Grammar School. And then when it joined Alan got the job over Peter. But Peter's by far...Alan wouldn't have a Sports Day....and when I came out of college I was full of Sports Day...and he wouldn't have one. He said it was too difficult on a mixed school like this to have a Sports Day. So Wendy and I still organised one for the first years and second years. So he said "I don't want anything to do with it, if you want to do it, you can do it." So Peter said that he would help us if he doesn't want anything to do with it. So we had the Sports Day. It was great.

He came out and at the end apparently he was walking out with a member of staff who said it 'looked like a really good sports day'....'It was really good'....'who did it?'

"I suppose it was alright if you like sitting in the sun." And that was it. And as it has gone so well we shall build it up and have the third years in next year.

Have you had any help at any level....say P.E. Advisers, Heads, people who would take an interest in you as a young teacher coming into the profession....particularly a teacher of P.E.

No, none. But as a Head of Department you could not go to Alan with any problems.

What do you think of the facilities here?

They are not bad but they could be much much better. We are the only school in the town without athletics facilities. We've all asked for a high jump and long jump pit....But no. I've never known a Head of Department so uninterested. Incredible really.

End of Recording

No follow-up comments.

I know that you have engineered a lot of pupil choice in your school.... and, in looking back on it at this stage, do you think it was a good idea?

Well it's only the 4th, 5th and 6th forms that have any choice at all. The 1st, 2nd and 3rd years have a bread and butter diet of all the basic things for the major sports...hockey and netball...the winter games....they have to do gymnastics and swimming. On the boys side they do football, soccer and rugby gymnastics and basketball. We try after the third year to give choices coming on to volleyball and badminton and things like this. Of course there are clubs for the junior people. For instance Nigel has developed a good volleyball club for second years and first years - in lunch times and after school. He organised that.

Is it possible for the children in this school to participate after school? Do they live nearby?

There is a school bus, but they can get a later one. All the children are fairly local.

So extra curricular activities are possible?

They are possible, yes. Better than at Dovedale because they have buses to take them off to the colliery areas etc. and all.....they live all over you see. Well we don't have any of that. We give them fair warning for their club activities. Now the degrees of choice...perhaps on the girls side....say in the 4th year, we have a bit too much to cope with. You set off thinking that they would be able to look at everything that we could offer and that they would be able to choose what they wanted to do. In fact, they couldn't do that. We had to break them down to definite groups.

The girls had to sample them - different things from the cafeteria system?

Yes.

How well did that work? As far as you were concerned?

It didn't...or rather for 4th year girls P.E. the High School girls it didn't because they only had one lesson per week and there are 90 of them come altogether. So it was pretty desperate. So in the end I have to admit we were just occupying them. We were getting the toys out and playing with them for half an hour...and that was it. And they gradually got worse and worse about bringing their P.E. things to get changed and they never never forgot anything in the beginning. But because of the time it took and there was so many to organise and there was three of us on and even when they knew what they were coming to do it was still difficult. In one lesson a week it was just a waste of time. Its such a shame....there is so much potential. They were super kids in the third year and in the 4th year they were just going down the drain. So what they will be like next year. But as you know you do tent to lose 4th years, don't you? But when they become 5th years you get them back again. So maybe next year although they will only get one lesson again they might be better at choosing and making better use of the system. Better able to choose for themselves and come back to it.

On the matter of compulsion. Is P.E. compulsory throughout the school?

It is still compulsory throughout the school. Now there is a problem when we came to the 6th form. Because it is such a large 6th form, so I said "we have got to make it compulsory because if it is optional it is an easy way out to get rid of some of them." So we say it is compulsory but we do not bother so much about the upper 6th. They've got a lot on with their exams and what have you. And anyway some of their subjects are timetabled during the games afternoon. But I do try to get as many of the lower 6th there as I can. And I did spot-checks.....took a register and checked who was in the P.E.

And sent it to the form teachers and to the Director of 6th form studies....and generally chased them up. But we by no means got everybody, and really I did not want everybody.....because I think some of them....I mean....poor things they will never like P.E. Some of them know that they are never going to have any interest in sport at all they've got their interests elsewhere so they may be interested in watching sport but they want to do it. And I thought well it's a bit hard after they have suffered it for five years, to make them come. And when I was at the High School I had the same problems - I used to have to spend the whole afternoon chasing out of the girls out of the toilets and all this 'till I made sure that they were all there. And then when they did come along they just wandered about the netball court, they couldn't be bothered to play badminton. So it seemed to work very well that way, they knew that I was checking up on them. And if they had a reasonable excuse like "oh my homework is piling up etc." it was fair enough. Because some of them, I believe, were nipping off home. And we really are responsible for them. Anyway that's the way it worked and it worked pretty well. We got most of the lower 6th there. More boys than girls.

These were mixed groups were they?

It was a mixed group.....the 6th year games afternoon. I think the Head's plan was originally to have a recreational afternoon when he could put on things like photography or craft or woodwork or anything which was recreation for the 6th form and they were going to be able to choose. But with the limits of the people we had and the facilities we had, I don't think he could get it off the ground. So it just became 6th form games you see. But I thought it was a good idea at first to have these interests.....or canoe building and things like this. And I think that it would have worked very well.

Did you get much opportunity to discuss these things with the Head?

Do you, as Head of Department, have access to him?

He is interested but he is very much a rugby man and I had a terrific battle with him because the grammar school has a rugby tradition.... and he is a rugby man and he reckoned that Hucklebrough and the North had to keep the standard of rugby. And I agreed with him. But he was saying that all the boys had to play rugby. They had to. And I said that it is not the need of everybody to play rugby. Some boys have the same love for soccer that you have for rugby and I said that it is not fair to deny them when it is their national game and their need individually. So I said well in our scheme of work Mr.P.our ideas are to give everybody the basic diet.....they will all be coached rugby and they will all be coached soccer they will all be coached whatever we've got in our diet for them and then if they show an aptitude for rugby, then of course they will specialise later on in the school and they will go to team training and this sort of thing. And he said "Oh no, they all have to play rugby." So we let him think they were. And we got on with our work. And in our first year we had three rugby pitches out here and one soccer....well you can imagine with all the matches and the teams that the soccer lads had to play there was clashes of fixtures and....oh....the field was like a ploughed field. So I had another battle with him. And we won...and we got two of each of the pitches (rugger and soccer). We tried to get a third rugby pitch on but it was just not possible....so now we have two soccer pitches and two rugby...and its levelling out a bit. And he, in fact thought that rugby was the only character building game until he saw the 5th years - a lot of the E. Road boys playing in a Cup match in which they were 4-1 down in the final with 10 minutes to go and they came back and got to 4 all and the other team scored....so our lads scored again.... then out lads won 6-5 you see and he said he had never seen such character....And I think that's won him over a bit. But he still basically is a rugby man. I agree he has to try and keep the traditions you already have haven't you? Creating traditions I think is part of the job. And if we have one to start with we may as well keep it..... and then try to bring everything else up to the same level because they have got a tremendous rugby side here.....Many North of England boys and all the rest.....they really are fantastic.

Is there a lot of staff help on that side?

Oh yes. There is at least one man for each team and each year has a minimum of one team....and I think the third years have never been beaten.....they beat everybody 30 points to nil or something or 80 points to 7 or something. It's a very good rugby tradition and the lads on the soccer sides have done well too. They've won a couple of leagues and trophies, you know. Not that that's the most important thing. We're not pot hunters by any manner or means.....But it's encouraging. So I think that we're winning a little bit. He knows our view about rugby and soccer - I mean we've put it to him so many times that he's just....I mean he came with the impression that he was still at a Grammar School I'm sure. I mean some boys can't play rugby....they haven't got it. But they can play soccer. He even said once that soccer is for boys who can't play rugby. He is very prejudiced. And you see with Hucklebrough having so many good rugby clubs....and with such a strong tradition in the town and we're the only school that supply those clubs, he doesn't want to see that lost.....to keep Hucklebrough on the map in the rugby world, you see.....which I suppose is fair? Anyway we won that little battle and they levelled out and there weren't that many clashes of fixtures.....tho' at one time the rugby men wanted the soccer boys when the soccer matches were on at the same time as the important rugby matches....but generally they seem to be able to work it out among themselves....the men were very good.

How long have you been in this area and at this school?

Thirteen years - two years at this school.

Have you changed your attitude....have you developed a different set of priorities during that time?

No...I think that it has been pretty straight forward....I've always had more or less the same views, and I have always been able to carry

them out more or less you know.

Where do you get your real satisfaction from?

I get the real satisfaction from the children enjoying themselves. Even the poorest of the poor, those bairns....out there (pointing) that were talking to me.....they are horrible. They are really! There is no other word for them. And they were wicked. Oooo...they were nasty you know. But (reflecting) give a dog a bad name and they are always the same. And they used to shout back at you all the time. But I would say "I am not shouting at you, look, I just want to explain to you".....And they have gradually mellowed and become more mature....They'll never be any good at P.E. But if I can get them to partake, and they enjoy what they are doing...even if it's just swimming a width. If I can involve as many as I can and they enjoy it I think that's part of it. A lot of people tend to think just about the good ones. And I do get satisfaction from the good ones too. You know taking them to matches and they win and have a good morning or....if they loose, if they have enjoyed the game and have a good sing song on the bus coming back...it doesn't matter. But I feel for these poor ones because they've got nothing...and they'll never make a school team or anything....they'll never go away for a morning....never do that sort of thing.

Do you think that they are going to get left behind in the new system of bigger schools?

I wouldn't say that they were going to get left behind. If I were staying here they would not be left behind I'd try to give them much more attention. I think that there are plenty of people who care.

Do you fear for this when you leave? Do you think that the people who are already here will give the same kind of care that you have?

Er....I don't know. I'm afraid that the people that I have at the moment "Oh I couldn't care less about them"...."they're no good....." But as

they get more experience they may come round. I mean I have done a lot of work with Heather and Elaine on coaching the gymnastics and the netball and they've done very good work. But when they have these other ones (the horrible ones) they seem to have more trouble with them than I do.....and there's more rows with them....I wouldn't say that I was any softer on them.

This has something to do with age and experience?

It must have.....well Elaine's a bit close to them isn't she? I mean agewise. And yet sometimes they are super with them. I mean Heather had a group like it would be in a morning...she's gone to all the trouble of arranging riding for them and she's got the minibus up for them and...she's ensure they're alright through the insurance and everything...and she takes them riding every Thursday. And they are not a good group.

That's in school time?

That's in school games time....yes. It was something different and it was near enough for them to be able to go. It's just this last half term because they have done all the other things before that. They have no chance of doing it after they leave....but as I was discussing with Heather.....let them go and have the experience because they see these things like Show Jumping on 'telly.....Even if they are watching and they then know something about it.....I think that's fair enough. They are doing things like looking after horses. They are not just... they are doing the grooming. I think that it is very valuable for them so that when it comes on the telly then they know what is involved with the horses and the riding. We are pleased if they are involved in anything. It's the same with athletics....a lot of them are hopeless, but if they know how to measure the long-jump or they know the rules of the discus or they know the rules of relay racing, whenever they might see it they have some idea of what it is that they are watching. Not necessarily being able to do it well themselves....but they can say,

"Oh look we've done that shot put".....some get a bit of joy out of that.

(Interruption when coffee was brought by one of the children spoken of earlier. When I remarked on the attitude of the girl and the efficient and friendly service offered.....)

It's surprising how they come in....In some ways I like these 'thickies' better than the others.

How long did it take you to adjust to the change from highly selected pupils to Comprehensive teaching?

I didn't know what had hit me to begin with. I had eleven years where if I said practice that footwork, if I didn't come back for $\frac{1}{2}$ an hour, they'd still be doing it when I came back. And these, they are so entirely different. Eee they are. In some respects the rewards are greater....And sometimes they just like to come up and talk to you.... like one had some problem with....at home something about her father or her sister being beaten up with this man...she was in a terrible state about it and she just talked and talked and talked. That kind of thing would never have come from the others...they keep their problems to themselves.

How many of your school leavers will continue with some activity?

Oh I think there will be quite a few, especially things like Badminton and swimming and hockey say...because we have a thriving hockey club and rugby, of course....and there are several good badminton clubs in the town.

Are there good opportunities in Hucklebrough?

I think there are....and swimming there is a very good club and they swim for a long time....well into their twenties.

Do you think that as a profession we should be concerned about this?

Oh I think so. When I came from college I was directed to this club and that one and got untold enjoyment from it....In fact when we haven't got a match I don't know what to do with myself on a Saturday afternoon. Some of these younger ones that are leaving play with us....and we see each other in a different light and I think it's good.

Do you think the school leavers are made welcome in the clubs?

Oh yes. They are made very welcome in the hockey club....Oh definitely they are and we do all we can to encourage them and give them chance to get into the first team. We even do things like, instead of travelling in cars, we hire a coach perhaps two or three times a season....and we all go together...and some of them are on the committee. So they're really involved.

Do you do anything about introducing them to the clubs like giving them addresses or bringing club secretaries to school or is this not on?

Usually the clubs write to us and say have you any girls who are interested. And I say to the people on the first team or the junior teams about the clubs who are interested.....How about joining - "Oh well who plays?" they ask. So I say, "well I play and so and so plays and M.A. you know she plays....." "Oh well we might go then". So I say "Oh come on, you'll get a good afternoon" and they come and they see it all and they get chatting with the others and I find that if they know somebody who they know is going to be there they tend to go more. They need this kind of help and encouragement.

What percentage are likely to become involved...thinking about the girls who finish up in factories.

I think a lot of the factory girls join in the netball - in evening Institutes. I used to teach at an evening institute class and I used to play a lot of netball. And another girl had a netball class and she

used to have a lot of factory girls and she used to arrange matches for them...so they were involved in that way. And some of them even got to County level. Only through playing at school and playing at the Evening Institute.

Where have the barriers and frustrations existed in say the last two years?

As far as organising the department we have got a more or less free choice. I think the problems come with the situation that we are in like the swimming....we have to go to count the children over from there and the time wasted.....I wish we could get the children here and in the water longer.

Is it a split site, it is isn't it?

Some classes are lucky if they have 15 minutes in the water which is not much. To compensate that we've had to make it that every sixth week the girls give up a double games lesson so that they get a long time in the pool, otherwise you get nothing done and the other times when they get these short lessons it is just a quick leg stroke practice, a quick arm stroke practice and a little play and out, so there is nothing sustained at all. We have also had problems with people getting changed...girls, I do not know what it is but girls do not like to get changed especially these 4th and 5th years....they don't realise the importance of being changed, "Oh you can play in these."

Wanting to play in their jeans? Are they allowed Jeans?

They are allowed trousers in the winter time and that presents its own problems as you can imagine. However L.E.A. do provide us now with skirts and shorts so that if they haven't got their own we can always hand them out, but again you are wasting time handing out equipment and making sure you get it all back again. I think those are the most frustrating things. You just can't get on with it because it is just a simple matter if they could just get changed and they were in.....it would be more teaching time for us and less time to get the things out and handing them back in again.....

things don't fit and there's a button missing...In the end we do get them. But it is very very hard. That's where our time is lost.... "Oh we've only played ten minutes" they say (they should have been ready quicker than they would have got longer time).

Do you see any trends which you regret?

I regret that we are in a big school. When we were a High School, admitted it was very nice. The children were no bother. We had a tradition where everybody was changed. They all had a school uniform which included a P.E. uniform....and (colleague N.)and I had been working together (I had been there 11 years and (Colleague N 8 years) we both knew how each other worked....we were both trained at the same college. Everything just ran like clockwork. And the kids knew that we would stand no nonsense. And they hardly ever forgot their things. Because they knew that we would not accept it. But in this big set-up here....as I was saying....to get back. Well I was the only one who had been here and Heather and Elaine were new. They didn't know their way around. Nobody knew what to expect. We were all finding out way around. And these children from Sherburn Road had had a terrible two years - especially in the last year when the inside of their school was ripped out practically and of course the P.E. mistress was leaving - she didn't bother. So they never got changed. So they had no tradition of getting changed.

How many schools joined together?

Three. The Grammar School, for boys, the High School for girls, and then Sherburn Road Secondary Modern....and we had great problems with them. (Sh. Rd. pupils). Now as the little one's come up. They now know that we want them changed....Now they are better. There still is a nucleus which resists. It's going to take a long long time to work through again to the standard we had before. But I think that it can be achieved. If we keep always on on on. You've got to be....every lesson... And checks. And kit inspections....you have to keep on to establish the tradition. Oh I think that it would be worth it definitely. There is a nucleus in the second year who at the moment doesn't care and don't

bother to bring anything. They will be bad all the time, I think. Because they came into the school as first years when everybody was new...and there were so many probationary teachers...and they didn't know their way about the building even. And there were so many children even. The first two terms were just chaos.

Did you ever feel like giving up?

Oh I often thought I could not go on another day. Then I thought that's silly....But I thought it's my fault that the department is in such a mess. I felt terrible. I couldn't sleep at nights. Because it had all run so smoothly before.....and I thought that I had all the equipment and I know what I wanted to do.... Why isn't it going right now? And there were so many problems that cropped up in those first few months. I thought Oh I can't stand this. However, now I think I am sorry to leave because it is now levelling out and more people know their way about. It's just beginning to come back now.

How do you feel about leaving now?

I don't think that it's hit me yet. I shall miss all the chat amongst the bairns and that. I'm bound to after 13 years. But I think that I shall also enjoy being at home a bit. The thing is - that I was a bit fed up of was....being so spread out, the communication for girls for teams is terrible. Now when I was in the High School I could put a notice on the board and I would be sure that they would see it. Now here you have to get a notice to everyone or give the list to two or three reliable members of the teams and make sure that they check the team out because it is impossible to say that we will have a meeting then and have everybody turn up. It just wouldn't happen. And I could give kit out and say that I want it back on Monday morning. Well I can't do that now. I've got to take it all with me. And if it is an away match I have to take hockey sticks with me - I've got to take the pads home with me....and so they are dumped at home all weekend. And I

have to collect it all together and bring it to school because we need it first thing on Monday morning for games. From that point of view.....Am I going to miss that? I have forgotten the sticks on a Friday and had to return at six o'clock at night to get them. Just silly things like that. Now home matches....it's alright because the bairns'll come and the gear is all there and I need just take the skirts and the tops. And I never had to take the skirts and tops before because they all had their own and they were all smart. Now we have a proper team uniform. Then it has to be laundered after that for the next week.

Do you have any problems to raise school teams?

We have not found that. We have plenty of keen ones. I can still turn my hockey teams out - obviously you don't always have your best team out all the time. And Val and Elaine don't have any problem with the netball teams.....though I know that Elaine had trouble with a couple of juniors who thought they would do...and they would have been very good netball players....but they had decided that the team couldn't do without them and they thought that they would have Miss Rose bend down on her knees for them to play, and good for her - she would not have this. And she said, "Look, you either decide that you want to play or that's it....I can't be bothered with you if you are not turning out to practices." So they said "Oh well we don't want to play." So she said "O.K." Well they got such a shock. And I think they did regret it in the end. But I thought good for you Elaine. You must leave them and let them meditate. Now then they have had a whole year not playing for the team and I think maybe next year they might want to come back. Whether they get on or not is another matter. So that's what happened with them, I know some schools have trouble getting girls teams out. I don't know the reason. We've had to chivvy them and say, "Oh you're not going to let the school down....and not letting yourselves down... Come on." that kind of chivvyng.

Do you think that there is a case to be made for courses or seminars for heads of P.E. Departments?

Yours is a fairly big department; one of many developing throughout the Country.

I would welcome discussions with other colleagues - to find out what problems they have got and how they are coping with them. Because they might be the same problems as mine, and we might be able to help each other. It is not very often that you get a chance to talk. You only tend to see people (P.E. Colleagues) at interschool events and matches.

Would there be a competitive element in such discussions do you think?

I don't think so. I think at one time it might have but I don't think that it would now. We had meetings just when we were re-organised and all heads of department and deputy heads of department and we got a lot from those discussions.

Were they generally welcomed?

Yes they were generally welcomed.

There would be some hot disputes, surely?

Oh there were. Some people get hot under the collar about some issues.

Were you unnecessarily anxious in the early days?

It just took the time to get levelled out a bit. After that I think things are running fairly smoothly now. It's not ideal I would like much more time on the timetable. So we had the kids more often to get them lined up in the way that we want them and doing more work with them...the timetable just doesn't allow it. No matter how you argue with the Head and show him pamphlets and put this to him and that to him he has the final decision as to how time is to be allocated... and I heard yesterday that one set of P.E. people were going mad because their head next year is going to take away some P.E. time so that some children - the brighter ones - can do an extra language. Well where is the fairness in that? But this is happening all the time you see.

These heads attach so much importance to the academic subjects that they just take another one of their (P.E.) periods..which matter so much to us...it really does. The reason why our 4th and 5th year High School and Grammar School girls and boys only have one period a week is because when we were High School we had a 40 period week. Now that we're Bamburgh we have a 35 period week....But there was no discussion about it. It was just taken for granted that that's just what it was going to be. It meant cuts all over. It wasn't discussed even - not amongst heads of departments.

If you were in my situation what changes would you make to the kind of training which our students get? Where should the college's priorities lay?

Well I think on the whole the students fit in very well with the work we do here. We have had many of your students and later they have come on to the staff. I think that their training fits in pretty well with what we do. Probably it comes to gains in experience - the depth in how you teach it. I mean when you first come out you're a bit green. When I look back to my day....you are very green you can't possibly get down to the depths of it all...we tend to skim over a lot of things.

Do you think that college can train you to cope with 3rd and 4th year problem classes?

I was just talking to one of my old girls last week - she's going to Eltermere next year (as a P.E. teacher) - and I said to her, "You've got to set out that they are going to be what you want them to be and not let them walk all over you. But at the same time not be so arrogant as to make them think 'who the hell does she think she is'!...It's very difficult that....If you are too arrogant they will say, "well look at that" and that's that. They'll not come back at all. If you are too soft they'll walk all over you. I think you've got to first see them and assess the mood they're in first. You can assess what sort of mood they are in when you meet them....and if they are going to be in a funny mood, you are as well....It is something you yourself

F.55/16

can work out. Even a change in the weather....when it's fine they are no trouble....when its windy they are as noisy as anything.

Thank you so much for giving up so much of your time to talk to me.

Oh I enjoy talking to people about it because I am very interested in my work and I always have been very involved without being too dedicated.

End of Recording

No follow-up comments

I qualified three years ago...but just completed one year's teaching. Basically because I was immature. I'd gone straight to college from school....Been to boarding school and found it restricting in a great many ways. And it was only my great love of physical activity at school that I decided to be a teacher. It wasn't any great desire to be a teacher. It was for my own personal satisfaction and I began to realise in my third year at college that although I had done a lot of things in the three years I still had not really organised myself fit enough to go into a school to teach. So rather than just as a formality to go into a school I decided to get some experience doing other things. I did a number of things...worked at City Tech. in the construction department, helping out there. I was self-employed in the building trade for a while. If I had the choice again I would not go to college straight from school. You can only make yourself a better teacher by getting some experience of life. Just being at school is a very cut off life. You are mollycoddled all your life.... by getting more experiences you can pass these on in teaching. The essence of teaching is communication. An understanding between the teacher and the class. If all the teacher is doing is learning work and churning it out, I don't think anyone is going to learn anything from him like that. You can only get to that when you can understand people. I know it might be an ideal. But I know that I am better equipped now than if I had gone straight into teaching from college. So at about Easter last year I decided that I really wanted to teach. I applied for jobs. I didn't want to take any job. I wanted a school that I liked the look of. I went to Cumberland to Egremont. Near to Whitehaven. There is a big purpose built Comprehensive there. It was built just over ten years ago. It was the first in the County. It made the headlines. I got the job there but only on a term's temporary basis. Several people applied for the job but I was the only one who could start at Easter. They said that they would put me in the job temporary but then would consider me for the permanent job at the end of the term. I was green and accepted that. But they had the re-interviews a week after I had been there and somebody else got the job. The more I looked at it the more it seemed to me that they had just got me to fill in a job. I got the feeling that I wasn't even in contention for it. As it happened I was quite pleased because I didn't want to stay.....I didn't like the school.

How do you feel now about teaching? Are you still committed?

I am certainly more committed now than I ever was. But I have certainly had my eyes opened by a lot of things. It's been a hard year here. I've learnt a great deal. I've hardened to teaching through my year here. But it's not put me off in any way. It's made my resolve harder, in fact. I want to get into a school that is smaller, as far as I am concerned. Which makes it more personal...and that is on one site. There are tremendous problems here....and the most important thing I want to be in a school where P.E. is considered to be a major subject. Not as a recreation subject after the rest of the timetable has been sorted out. It is a low priority here. Each class has an 80 minute class and a 40 minute class. But by the time they have walked up from the other school and have to be back there for the next lesson they never get more than 20 say 25 minutes in the water if it's swimming... or an hour at the most in the double period. There is very little organisation or care about this from a higher level. I get the impression that P.E. is the last thing on the timetable. I understand that it is a tremendous job with 1700 children on three sites..... but I think that we deserve a little more priority.....Not just bunching them together for recreation...and, there's not a great deal of actual teaching done. The higher authority just says that you can handle 90 kids between you. We haven't got the right facilities for the number they send down. So it is a vicious circle. They think we don't teach because we are that way inclined. But as far as I am concerned it's the other way. The situation is not long enough. It amazed me when I came here. There is very little direct teaching as far as I am concerned. Basically we are not earning our money as far as I am concerned. It's the set up that is the root cause...the organisation. I'm as much to blame as anyone else. I've fallen into the situation. I'm as much to blame I do quite a lot of sitting back. And I want to get into a situation where I feel responsible that I have to teach hard...and I want to do subjects which I can't do here.

What for instance?

Gymnastics. I started gym when I came here. There was very little before I came. Very early on here someone mentioned that the organiser was interested in gymnastics in the town. So we got together and

decided to reform the Hucklebrough Gymnastic Association.

It had been defunct for a few years. It was starting from scratch anyway. We decided to have an inter-school competition just to get people interested in the town. It didn't really get off the ground very well at first. There isn't really a great deal of conviction for gymnastics. Anyway we had the competition...and three out of the seven schools took part. One had to pull out at the last minute for technical reasons. So there would have been four. Which would have been a good start. And I would have been willing to carry it on next year if I had been staying. It went extremely well. We started about 4.30 one night and went on to about 7.30.....in the sports hall here. We did floor sequences, voluntary and compulsory, some box work. We restricted it to the first two years. So that we could foster it at a lower level and carry it as it went up. So hopefully the young teachers who were involved will keep it going in the next year. We only have one single lesson every other week, for gymnastics. So there is no continuity.

I'm also interested in Volleyball. Again we tried to organise a league....a County league...but the travelling difficulties forced us to organise it on a regional basis and at the meeting there were three representatives from Hucklebrough. Again it's a start. But with one thing and another the other schools dropped out so it's fallen through. That was another disappointment. Football I'm keen on. But here we suffer because it is a traditionally rugby school. Traditionally through the Grammar School side. There has been a great deal of friction about this situation. The Headmaster and the deputy head are keen rugby type men. In the past this school has had a very good rugby side. A top side in the North. Robert Taylor is the other full time P.E. teacher with me and he's primarily for football....and I went to a rugby school but think that football is better....more enjoyable for most boys. But at the same time I enjoy teaching rugby. At the beginning of the year we did a little bit of rugby and a little bit of football. But the junior rugby since we turned comprehensive has gone right down. They don't win matches now.....the junior teams. There's been a lot of friction because of the Head and Deputy Head. People are complaining that we are not turning the players out. It's the same thing from an

academic standing that the Oxbridge passes should be maintained. They judge P.E. by the output of rugby players to the town. And it's generally been getting worse. It has been said that if certain people had their way there would be no minor games played in the school. We would play rugby all the time. I could never come to terms with that.

Was opinion asked for?

No. I don't really feel that they are too much bothered what is felt. They're more concerned what show the school has in the town, than in the continuity of the P.E. department.

Have you ever been invited in to talk to the Head about P.E.?

Have they shown any interest in you as a person or as a teacher?

Robert (Taylor) several times went over to voice his dissatisfaction about the situation here, and unfortunately I don't think that he is terribly diplomatic. I don't know for sure. He just gives me that impression. I know Robert fairly well and I don't think that he would be brushed off by authority in any way.

Anyway it came to a sort of head and the Head invited the department over...the whole of the department one break. But it was more of a lecture than a discussion. "If you don't like the set up in the school then you can leave when you like." It was a heavy handed decision. I think the final pay off came about two weeks ago when Jenny Quale decided she was leaving for her baby. They advertised for a head of department. Heather (Beaver) the other lady P.E. teacher, she has been teaching in Lancashire, I think for nine years, before she had her children. This is her second job since she came back two years ago. She applied for the job, Robert (T) applied for it, and Clive James applied for it. He was the P.E. teacher at the Grammar School. And when it went comprehensive he went over to the Rosla side...part time P.E. and part-time Rosla. It was a surprise to me when he applied for the job. I got the impression that he was happy enough doing part time P.E. In fact he did say to me that he wasn't really prepared to put in the

extra time....And this is during the year. He has a family and two young children and I don't think he wants to put the extra time in for the P.E. It did come as a bit of a surprise when he applied for the head of department. And he got the job. I know I ought not to say this but to get a scale three post because he is a rugby player, it does smell a bit. He plays for Wanderers...he's a rugby player....The feeling is that he has got the job because he is a rugby player and he will make the effort to maintain rugby standards. I don't like to stick my neck out too much, but I have the feeling that, within the P.E. teachers in the town that most of them are against it. Again, its nothing against Clive James personally. I get on well with him. It's just internal feelings (Department) The continuity within the P.E. Department will now be shattered. Because there is a lot of bad feeling about the whole thing towards the Head and the Deputy Head. And towards Clive (J) although there's nothing personal against him...but there now is because he now has the senior post. It's bad enough being on a split site...with three schools joined...the continuity is going to be difficult anyway.... but now there's going to be even less within the department. As far as I can see things can only get worse. Rugby might gain...but P.E. will loose. As far as I am concerned. The school that I am going to fitted in with my own desires to teach the subject as a major subject. They do a lot of gym and a lot of volleyball. They do some rugby but more football. They do quite a lot of minor sports. But it is classed as an important subject. Each class has two double periods a week and on one site. Only about 900 in the school but the facilities are excellent....fully equipped gym and a sports hall and the fields are there on the site. Equipment is good. From the teaching point of view it is excellent because they are graded by ability. There are three full time P.E. teachers...and they do three or four weeks on each...with each group. So there is a high ability group a moderate and low ability group. You stay with one group for a term and you do three subjects or sports in that time. And the next term you take a different ability group. For each sport they take they get a course grade. It's all recorded and goes on the report. Whereas here there is no such thing as a sports report. And as far as P.E. teachers are concerned they do not go to parents meetings

If you were in my position what would you make the priorities....taking into consideration your experience?

Generally, I think that it should be more practical teaching. I don't think really that there is enough teaching done. T.P. is a tremendous time of pressure....a lot of work to get through and a lot of writing to be done....a lot of preparation. And I don't think that you give of your best under this pressure. I felt really nervous at the time when people were watching me. A good idea is the Study Practice. One afternoon for a whole term. So you took the same class throughout the term....4-5 students to one class and a lecturer. We could break the class down into small groups of eight or nine children which was great. The discussion was helpful at the end. That was one of the best ideas. The courses I really enjoyed. I don't think they could have been faulted.

(Telephone interrupted the interview) It transpired that it concerned three third year boys who would not participate in an athletics fixture.

....."It happens quite often actually."

End of Recording

No follow-up comments

This is your first year? I found my first year especially hard.
Have you found this so?

Yes. I have found it very tiring. I think particularly because you have to be thinking what you are going to do next...you can't just walk in and do something...you have to think about it before hand.

Did you get any shocks? Was it what you had expected?

When I first started I was planning every lesson as a definite plan that I would follow as I did at College for T.P. I found at College I could follow it more or less to the letter yet when I came here it was very difficult to get the lesson plan done because the children were so up and down. Some days they would work whilst other days they wouldn't and I ended up with just an idea of what I wanted and I worked on that when I went in so it was difficult to plan definitely what I was going to do. They vary so much according to the weather and what they have been doing.... it is amazing.

Where are your particular interests in the curriculum?

I do mainly netball in the winter and a little bit of hockey but I am mainly involved with the games.

Are you happy to be doing this most of the time?

Yes. I am a games enthusiast.

Talking about the children - do you find them interested in games?

When do they say, "you can keep games, I am not interested?"

I think on the whole they are all interested in one game or another. In the first year they do both hockey and netball so they get a go at both of them and they seem happy at both, most of them. You get some who are very good at everything and some who are good at just one thing. But on the whole I think they enjoy their games. It's not the same in dance and gym though.

How many of them do you think will actually play games once they leave school?

(Long hesitant pause)

Not many. I would think if there were half a dozen that would be it.

Does that worry you?

It does in a way because I think they are missing an awful lot... some of them have an awful lot of talent that they are just going to forget about. Unless they join places like teams in factories.

Do you think that we as F.E. teachers ought to do something about it? Is it our job?

I don't think you can force them to do something...if they have the interest in the subject they will carry on.

Do you think there are children who are leaving who might be keen to continue but haven't got that initiative to go along and ring up a club secretary to find out where a club is and make that first step?

That may be it, but I know for certain after they have left school a lot of them go to youth clubs and the youth clubs do have teams so that is one way they could keep their games up. Most of the big shops and the factories do have teams. But as for joining night class, I don't think there would be many of them would do that.

So at the end of their school career you reckon that about half a dozen of the girls that you know will have continued with their sport.

Yes

Have they been quite keen or do they fall off?

They fall off.

Is it easy to get teams together?

No. (Very quick and emphatic) especially in the older girls it is difficult, they are very keen at first and then they think "Why should we bother we have better things to do at night"....especially the practices it is very difficult.

What are the difficult teams to organise?

I am only concerned with netball so it is the only thing I know about.

Are you interested in running after school teams and competitions?

Yes I do.

What competitions do you have throughout the years?

The first years' play against other schools in the town. The 2nd and 3rd years' had a junior league last year when they played different schools in the town and the 4th and 5th years' play against other schools in Hucklebrough and Darton.

Do they play against any of the factory teams?

No.

I take it it is difficult to raise a netball team sometimes particularly in the senior league.

It is difficult. And it is very annoying because you know that there are girls who are capable and who you want in the team but they just haven't got the go in them to say, "Yes, I'll play." You ask them and they say "Yes I'll play" and they don't turn up.

What do you think puts them off?

I don't know.....they don't turn up...this is what is annoying. It seems such a shame because the 1st and 2nd years are so keen and it seems a pity if they are going to go the same way as the fourth and fifth year this time.

Mrs. Shearer told me that the department had agreed that next years Vth forms that P.E. should become voluntary. Where do you stand on this issue? Are you for this?

Yes I am, (confidently) because I think the ones who don't want to do it can make it very difficult for the ones who do by being silly or just refusing to do things.

Are you worried about the precedent that it might make by snowballing e.g. the ones that are neutral might be persuaded not to join in because they can opt out?

(Long hesitation). If a girl is friendly with a group and they are all used to playing games together then I think it will carry on. It is just the few who don't want to do P.E. They think they are too grown up. In their own minds it is associated with something childish.

Are they rude and insolent about it?

More often than not they have an excuse....either they don't feel very well or they haven't brought their kit. It is not a definite "I don't want to do P.E." I suppose if it was, you could talk to them and get the reason from them, but it is just excuses.

You have been offering them in the 4th and 5th years and presumably the 6th....

there is no 6th form P.E.

In the 4th year is there any choice?

Yes. In the winter we do hockey, netball and dance but we don't do any gym.

So the gymnastics stop at the end of the third year?

Yes.

How many periods of P.E. do they get in the 4th year?

A single and a double. Some of them can do swimming or options.

When it is optional, does it work?

Yes. More often the options mean something like badminton, table tennis in the sports hall where they are all in together, doing what they want to do, trampolining.....

I have the impression that sometimes where options are offered it is simply a matter of dishing out equipment and collecting it at the end.

Yes! There is not much teaching and not much learning going on. This is what I find when they do options because in order to teach them something you have to spend time with them and when there is so many activities going on you can't spend as long as you would like to. Whereas if they all do the same thing they could all be taught something and work on it.

Would you continue with options and if so would you put more options in or less?

I think options are a good thing, for the older classes.

Could it be improved by offering more or less options?

In this school we could not offer them any more. We are stretched to the limit, facilities, time and staff available.

If you reduced the number of options a little might it not be more effective?

It may be.

Would there be anything lost by reducing the number of options to the number of teachers?

Sometimes for the first half term we do two options and the second half we do a different two. I would definitely say that they should be kept because to see them all working and all enjoying what they are doing even if the way they are doing it isn't exactly correct to see them all involved is a good thing.

Where is your greatest satisfaction coming from this year?

It varies. Some lessons you can come out of and think "Yes that was good." To see a team play a game and win a game because they have done well and played as a team.

Where have your frustrations come from?

The occasional children in some classes can make it very awkward. You get one or two in a class that you have to keep stopping and checking....that tends to break everything and you think if only they weren't here you could get on so well with the rest of them. Teams...when teams don't come to practice and you have arranged everything for them and they don't turn up.

Is the head interested in the teams?

Yes! (emphatically).

Is that the thing he is most interested in as far as P.E. is concerned?

He is interested in all aspects really. He is interested in gymnastics and anything that is involved with P.E. He is very good.

So you feel that he is sympathetic towards P.E.?

Yes.

Has he ever invited you in as a person to talk...as a new member off staff? And said, "How are you getting on Mrs. Smith?"

No! He'll occasionally, if he's in the staff room, sit and talk; but it has never been discussion on a one to one relationship.

Do you wish that he did?

I think in a way it would be nice to say, "I am not very happy about this....." but given the opportunity whether you would say everything that you wanted to say, I don't know. He is a very nice person.... quite easy to speak to.

When you are coming back next year what are you most looking forward to?

One of the things is carrying on with some of the teams. I have only been here for one year so I have another year to carry on and improve them and get some of my ideas going with them because they have all got their own ideas and you have to get some stability. A second thing is to see the first years coming in and to see what they are like.

Do any of your ideas of teaching P.E. conflict with colleagues?

Not that I have noticed. We seem to get on O.K.

It would be most unusual in a department of six or seven if you didn't have different ideas and different approaches.

We have all got different approaches to it, but I think that on the whole the idea is the same.

Did you have any choice about coming to work in this school?

I came with this job in mind, partly because one of the women members of the P.E. department used to teach me and I get on very well with her. So that was an easy option to go for. That was one of the reasons. I knew that I could get on well with her and work with her. I think that the other thing was that this school was one of the better schools and has a good reputation and I didn't want to go back to my old school (Bamburgh) I went for a 'pool' interview, but with this school in mind.

I get the impression that you are operating in a very good team and are pleased to be a member of it?

Yes, very much so.

If you had gone to any of the other teams in the town, now that you know them, do you think that you might have been a bit unhappy?

Yes, from what I have heard from other people.

So at this moment in time you can say, "Thank goodness I came to this job and I am happy to stay here."

Yes. Apart from the P.E. department the whole of the staff are very easy to get on with. We all have our moans, but we all have them don't we?

Your two women colleagues have told me that they are making P.E. optional in the Vth year next year. Does this apply to the boys as well?

I should imagine so...yes. Again every department sorts this out with the head of the faculty and various timetable commitments. It is also worked out and he comes in and says this is your timetable. In fact next year I won't be here. I am leaving at the end of this term. I came from a P.E. centre and I am going back to one in Northumberland. I am going to Catton. I came from Dukes House Wood Centre which is partly owned by County.

How long were you at Dukes?

18 months.

So you are going back into the outdoor activity world?

Yes. That's the area that really interests me. Of course it was a hard choice...my home is in Hucklebrough, so should I break my home connections and go back to Northumberland, but I like teaching both areas of the outdoor activities and the normal pre-rugby football games etc.

Which are the outdoor activities that particularly interest you?

Most of them, but basically canoeing. I shall be doing all the canoeing there, some of the climbing and some of the expedition work.

Which college did you go to?

I went to Ponteland. They said to me when I went to college that as I came from a games school and we hope that you know a lot about games, so we are going to concentrate on things that you haven't done, swimming, gymnastics and outdoor activities, so one timetable games, $\frac{1}{2}$ outdoor activities and the rest swimming and gymnastics.

How long have you been at this school?

One term.

What do you think of it as a newcomer?

As far as P.E. goes I think it is fantastic. As far as the school goes, both for facilities and co-operation within the dept., there isn't any school that I have seen that can beat it. I think the staff here are very closely knit. They all seem to get on like a house on fire. Take for example, yesterday, we had the use of both halls, two gyms, swimming pool, sports hall, so in fact we have six indoor areas. In the sports hall we can have a multitude of activities going on, things like Badminton, trampolining, table tennis all at the same time, because there are ample facilities.

Were you a Hucklebrough lad?

Yes my parents still live in Hucklebrough. I think outdoor activities are in for a boom. When I went for the job one of the questions I asked was "would outdoor activities continue as a career for me because of leaving school within one term it would be very hard for me to come back in." I was told the only way these centres could close down would be if they become not very efficient, even with the cut backs in the economy.

You said you were in an outdoor activities centre first at Dukes?
Since the arrival of a new head I think it is a less happy place?

Yes I would say so. I think that in the last 6 months he has lost six of the staff. Mr. K. the late head was a tall sort of father figure. He used to stand at the gate with his beaming smile and wave to everybody and as far as that side of personal and public relations go then he was excellent, but the present head is completely opposite. People don't like him. Those who he considers his friends don't like him, but he gets things done. I was in charge of the games when I was there and if I had said to him, "I want this" and I would get them straight away within two or three weeks. I got a line marker within three weeks, now with Mr. K. they had been trying to get one for three years and had to borrow one. They turned out some very

good canoes under Mr. M. He taught me a lot about building of canoes and the range of canoes up there is fantastic.

Why did you leave Dukes?

One of the reasons I left was Miss M. who is Head of P.E. at Northumberland College and I respect her decisions and she said to me "Go to Dukes House Wood but don't stay too long". Also there was no chance of promotion or very little chance and although I was in a pleasant job. I was watching colleagues jump up the scales so I decided to go out into a school to see what happened from thereon. It just so happens that I was in the school for less than a term and this job came up and it is promotion. I asked what the chance of promotion was within this school and was told not much unless a pastoral post came up and I went into the pastoral side.

What things will you take with you into the new job that you can say "I stand for?"

I appreciate efficiency, but it is hard when you are at the bottom of the scale to get things done when teachers who are above you don't bother so much.

What is it about people in authority that would put you off?

People who promise things and never get them done. Someone who tells me to do something and he's not willing to do it himself. If he can do it himself then why not do it?

The impression I have from the others is that the head here is sympathetic towards P.E. Do you confirm that?

I think that is quite true. As far as P.E. goes we get a lot of facilities, we get a lot of things laid on and there again the P.E. dept. take their turn in laying on things for the school; things like displays.

Have you had any trips out with the pupils?

Yes I took a group out three weeks ago for a canoeing week-end. They thoroughly enjoyed it.

Is it a side that needs developing here or is it already well developed?

They do use Town camp for all sorts of things like science week ends and the P.E. dept. does run one week per year for outdoor activities, but that is as far as it goes. I think if I had stayed here I would have done a lot more at week ends, especially during the summer months.

What sort of things in the traditional pattern of college training would you change?

When I was at college I visited various colleges as a sports rep. for my own college, and I was very conscious of the fact that as you go round the better known colleges such as Carnegie, St. Lukes Loughborough, they were turning out professional sportsmen and not teachers of P.E. I think our college was far ahead of those in this respect, because they taught students how to teach P.E. which I think colleges should be doing. Very often the case is that they will teach the advancement in a particular skill but although this helps I think colleges miss out on teaching you how to teach a subject. I think this is where a lot of colleges fall down. I have colleagues who would agree with that but there are some students who want to be taught more sport, more knowledge, more technique. I think that students going straight from school were told that they were going to learn how to teach a subject I think that would stand with the students.

I have the impression that there are certain schools in Hucklebrough that are hyper-competitive. That they are making P.E. teachers into sports club managers and the only thing that matters is the training of the teams to beat the other schools.

I would think that there are certain schools that do concentrate on the best pupils in the depts. When I was at (named school) which was a traditional grammar school and played rugby, they said the 1st XV

over there, the next best against them and the ones that were left there's a ball off you go. Go and have a game between yourselves. That was it and I think on a larger basis, that was just the rugby. Now it is whatever is coming up next like the town championships, the staff concentrate on one particular group and the rest do what they want to do. Probably in this school we do something like that, but we pull kids out of lessons. A fortnight before championships, we pull kids out of lessons, but we don't forget about the rest of them.

Does that always happen? Are the rabbits catered for as well?

In this school these kids are catered for, maybe not as good as they should be, but they are catered for, and they are happy doing what they are set to do. We organise them first before working with the other athletes.

End of Recording

No Follow-up Comments

How long have you been here?

Two years I came straight from college.

How have you found teaching?

I have found it disappointing. You come from college with so many great ideas and it just doesn't work really.

Which were the most disappointing areas?

Well.....Perhaps I shouldn't say this....it's not very professional but when I first came to this school, the first words by my head of department were (interruption)....the first day that I came here my head of department said "I work from nine to four like any other teacher....I don't believe in any out of school activities. If you want to do that then fair enough." So when you are confronted with that, you think...."Crumbs...where do you start from....?" So that to do anything like out of school activities have been up to you. You've got no backing from him at all. And let's face it when you are doing P.E. out of school activities are part of your job. Teaching from nine to four is just not on...is it? That was day one, I thought, "Hugh...well we see how it goes from here.

What were you looking forward to most of all?

Just getting to the teaching situation.....getting to know the children...and what you could doyou know you are given these ideas and you look forward to just putting them into practice.

Did you have any subject preferences?

I'm an allrounder...but I was quite interested in dance....which I started here with first years. But as it wasn't really in the curriculum, I had to make it when we were in the gym for six weeks or in the sports hall...so I did it when we were in the sports hall. But only with the first year. But then the following

year I didn't have those first years so I couldn't carry it on. There was no continuity. I had one second year class..gym again, but they were the youngest of the second year with the eldest of the first year so they gradually covering had to be virtually the same....

Tell me more about the dance. So many students leave college with a tremendous enthusiasm for dance but once they get out into schools it doesn't last. I should be interested in your experiences for all that it has been in six weeks sessions.

It's very difficult because you have six weeks then you're back in the gym. then to go back again you've got to either carry on afresh... and they've forgotten everything they've done...or go back over some of the ground you have already covered and that means you are not progressing. As it happened I have all first year for gym all on the same day. And for me to teach dance all day long, especially with first years because you are covering the same ground all the time.....you get a bit fed up I suppose, and it shows in the lesson. If they were spread out more in the week it would be a lot better. Dance all day just drained me. The first ones you are alright but by the end of the day....But facility wise...have to hunt around for tape recorders and the acoustics in the sports hall are not very good anyway and we only had a broken old tambourine....until I did get a new one. And the apparatus is in "Alladin's Cave"... for example last year we asked for some hockey sticks. They were supposedly ordered. They didn't arrive and then we were given these new rubbers to put on the new sticks. It just didn't make sense. I've never known anything like it. You know when you've come out of college you think "Oh well perhaps its me...Maybe I'm thinking on different lines.

Working in a team can be extraordinarily difficult...yet it is essential.

I think that works if the person at the head is someone you can respect. Although you may not necessarily agree with all that they believe....but if you respect someone...I think that goes a long way to tolerating them. I'm afraid...and I don't like to say it... but I don't have one ounce of respect for my Head of Department at all.

What sticks in your throat?

There was an incident with another member of the department when... the bell had just gone and he said, "You'd better get to your class they are waiting..." and he said it in front of the children. She was so annoyed that she turned round and retaliated. "You cannot say that when you don't even go to your classes" I mean he will sit in a room and send his kids out for football. Well that's not teaching. It's not fair on the children. Another time, as it so happened, I was working with him at one point and the boys very rarely went out to games, they were just humping things from one place to another to store in another place. And there was a student coming and he was bringing them round and the lad came up to him and said, "Oh sir, are we doing games today"? And he sort of whacked him one and said "Of course you are. You always do it..." "Well I haven't brought my kit because we haven't done it lately."

I get the impression that you must have been very unhappy.

To start with in my first year I wasn't particularly happy. I had some very difficult classes. I had one class in my first year... a fifth class of Drakes Field. And there were some really rough girls.... Sometimes I used to be frightened. There was one particular girl who came from a very bad background. Her mother had been murdered, she was a prostitute. She was a really rough girl, in a ROSLA class who just didn't want to know....I had to bring them from the Breakwater to here on a bus. It was a class of 26...and approx. 10-11 would do games. My obligation was with those who were doing games. I didn't see why I should spend time looking after those

people....They came up and I'd say, "Sit down" or "Just stand here and watch." When we got up here they streamed off the bus and they rushed behind a big heap of building materials and I thought I would just ignore them....then I thought no I can't do that they would probably be up to something. When I walked across they zoomed from the back through this grass and were running across the rugby field. Well as it happens Mr. D. was there.... But they got me into such a (tix)...I didn't know what to do (N.V. gestures of hopelessness) well O.K. you don't win them all, but when you try so hard like that...Anyway he brought them back and I said, "I'm just not taking them...my obligations are with those who want to do games". Eventually it gradually worked out....they went to someone else if they weren't doing games. But it took a long time for that to happen.

After that episode, those that wanted to do games with you, did. The others chose to go with somebody else...?

They didn't choose they were told to go to Miss E. as a matter of fact.

What about those who stayed for the games?

Oh they were alright. They changed...they wanted to do games. The relationship was alright...they said "Oh I'm glad they've gone. Now we can play a game."

So on the experience of that particular class you would be happy to see games as a voluntary activity?

Yes, definitely. Definitely. Especially when they haven't been used to doing P.E. all the way through. Fair enough if they have a tradition with set standards....that have been built up all the way up through the school. Then they are geared to P.E. But if they have not been used to doing it then not only is it not fair on them it is not fair on the person who is teaching them.

What other things did you do with them?

Well we did roller hockey. And Badminton and other things..... Volleyball....It was O.K. once we had the bad ones out of the class. When you are on teaching practice everything is ideal isn't it? To a certain extent. You are given the choice of class....But I'd never known anything like it at all.

Where did you train?

Yarmond.

So you would train in very different circumstances?

I went to Comprehensive school, and that was an excellent school. They had catered for ROSIA kids. They had a leisure afternoon where they had the army youth team and they would go off to Clattercamp skiing etc.

So you are quite looking forward to moving away?

Yes I am.

Were you ever so miserable that you did not want to come in to school?

No. No. I'm not that sort of person. I'll go in and say "I've got to get over this somehow." If you did that you would never do anything would you? There were days that I thought I don't fancy this but there was never a day that I stayed off school. In one way it's been a good experience and in another, it's not. Not for your first year I don't think...Not kids like that anyway. Because it frightened me (laugh of relief in retrospect).

Do you take your problems home?

Yes....I suppose I would have done. I was living with another girl then. And she was teaching in a Junior School. I would come home and moan about the thugs.....

You must have got over this because you are now going to teach in a Technical School....College....dealing with older people.

Yes, I was dubious when I went down. But P.E. is not compulsory there. It's there for those who want to do it. There is also a lot more dance there....which I am quite keen on. It's been an experience here.

You must feel that you've served a pretty rough apprenticeship here.....it won't come much rougher.

I don't think it would, quite honestly.

Did your training prepare you for dealing with older types of pupils?

Not really, no. I think they.....

How do I prepare my students for this kind of work?

It's very difficult. Because I suppose you've got to be careful when you are dealing with students. You don't want to frighten them off do you?

But isn't this how life is?

I suppose they have to be made aware....I don't really know how to go about that. I mean obviously they read about these sort of things but you don't think they will happen to you. Do you?

There was one good thing about the college I went to, we all had to do a junior practice...and it breaks you in. We used to go one Friday morning every week and then a block practice....It breaks you in for when you do go into the secondary school. It builds yourself up. And if you can cope with those O.K. then you should be able to cope....(hesitancy here...a bit lost) (realising the inconsistency of argument and personal experience).

Do you teach swimming?

Yes. It's not one of the things I would do unless I had to. It's not my scene. I would rather do dance. There is a lot of space here which doesn't seem to be used.

Can I turn to the fifth year. What are the things which have 'worked'. What are the things where you have simply been a distributor of equipment...dishing out table tennis bats etc.

I think the trouble today is that they have too much to choose from. I remember when I was at school you had either this or that. And you did it. Now you have so much choice. Not just in school, but in everyday life. They come to expect to be given these choices.

If you were staying here would you give less choice?

Ideally yes. But it would be difficult, because they have been used to so much. To change so radically would probably not be right. But if you started off that way.....

What choices have you been involved in?

I've done hockey, netball, indoor games, rounders. And they've got this thing if it is cold they don't want to go out. It really does annoy me, you know. Can we wear our trousers? You say that if they bring stretch trousers or tracksuit bottoms you can wear them. "Oh no we are not wearing those"....."can we wear our jeans"? No. They can't seem to get it into their heads. They've got to be awkward all the time. It's difficult to say whether they are having too much choice....how to gauge it.

If it were known in the fourth year that P.E. were to be made voluntary in the fifth year. What would be the effect?

That is what is happening next year actually.

Will P.E. disappear in the fifth year?

No. There will be a hard core who will want to do it. There might not be a lot. But, then again, some will think it is an easy choice. We'll say we will do it but we won't bring our kit. So I don't really know. There's some who have got the ability, who do it when they want to do it. But that's all. There will be a fair few who will come along for the ride.

How many of the present fifth year will continue with any form of sport?

About a dozen out of the whole fifth year that I can think of.

Do you think that the P.E. profession should be concerned about this or not?

(long pause) To a certain extent, yes. But I think as long as you have offered them the opportunity to do these things then it is their choice when they leave school. And if they don't want to carry these things on after school then that's their choice. You lay the foundation then its up to them.

Would you judge the effectiveness of your teaching on the numbers who would wish to continue in a sport after school?

What they do in their leisure time is their choice.

I get the impression that there is a lot to choose from in Hucklebrough.

To be quite honest I don't know a lot about Hucklebrough facilities at week-end...or very rarely. I have not come from the area. There are the Youth Clubs....(she had little knowledge of the opportunities in the area). There are opportunities if they want to look for them. I used to play hockey for a team in the town. There was one girl from this school in the club. There were several from other schools in the town. I think there is room to improve the links with the clubs...

but it is up to the individual. You can't spoon feed them all the time. I think you can tell them. If they really want to do it then they will find a way themselves. Then if they are going to do it they will do it, not because you have suggested it.

Is there any list given to the pupils here to help the kids get in touch with the clubs?

No. We don't even see the courses that are available to us. The course that I wanted to go to, a dance course, I didn't know it was on. It was just pinned up here...and I read it...and I looked at it again and it was for the exact day that it was put up. Application forms should have been in the week previously. So I said, "How long have you had this"? "Oh it only came today"....I mean we never see anything...conferences that are going on..... courses and so on. There is no communication here at all. It amazes me. But to be quite honest he is just not interested in the children...in the school. He wanted to start golf and he wanted to buy some golf bags and he said he wanted to take them out of the P.E. requisition. We've umpteen golf clubs in Aladin's Cave.. And things like that which are very much a minority sport..and there are things like hockey sticks which are just, well, inadequate. Things like a Netball court. That's still not materialised. We've had to chalk lines on the ground for matches. It's just not on... It's not fair on the kids. I mean we go away to other schools, and they've got umpteen lines out.

What are you looking forward to most in your new post?

Getting myself settled. And becoming part of a community. Here I haven't really been part of the community. To get my feet in the P.E. of that area. Just to belong somewhere really, I suppose. And just to get some enthusiasm back.

End of recording

No follow-up comments

I am going to Yarmond next term. I am pleased that I am going there actually because when you come out of college you come with all these ideas. I came into this job ready to tackle anything, to get cracking and make a success of it and I have been so disillusioned....very disillusioned, so I am looking forward to going to Yarmond to start all over again.

Where are the areas of disillusionment?

Well when I was at college I had very good teaching practices. I was lucky I was at Richmond Convent for one Teaching Practice, final Teaching Practice, no discipline problems or anything like that. And that was really super. For one practice I was up in Middleton in Teesdale at a small secondary school. I only had a small handful of pupils - no more than 12 in each lesson. My first practice was at a junior school so that I didn't have my eyes opened until I actually started teaching. So that here, a rough comprehensive school - I just didn't know what I was coming to. When I think of it, my experience at college...I wasn't really prepared for tackling a job like this. I've had reports that I have done extremely well and they are very happy with my work....and I am getting to know the job now but I was not really prepared in myself for this type of job.

It hasn't put you off getting another job in a secondary school?

When I was at college, I couldn't make my mind up whether I wanted to do a junior school or secondary school training. Well with P.E. I would have to go for a secondary school because there aren't many specialist P.E. posts in a junior school, to do full-time P.E. If the opportunity came for me to get a job in junior school I would go to....Not because I dislike the older ones so much, but I am in love with taking the younger ones. But in secondary schools you can get your teams going....you know, I do a lot of netball and athletics.

The teams are your favourite area?

Yes. Mind you I have been disappointed. I think its may be just because of Hucklebrough area itself, in the type of homes the pupils come from, the area they live in. I found, when I started here, the children didn't really want to know much about P.E. because I thought they would come to me with all their ideas and give me everything they'd got. But I've had to work hard for ~~anything~~ to get out of the children, for anything I've had produced from them. The first years are very enthusiastic. They really enjoy their P.E....I really enjoy taking them, they're no problem. But the other ones, second, third and fourth and fifth you've really got to draw it out of them...it's quite a difficult job really. I sometimes feel that I am knocking my head against a brick wall.

Don't you think secondary school teachers must be prepared for failure?

I know in my first term I would come in and say to J.A.....you know I was quite worried, the children are not producing what I want them to do....you know I am wanting them to do all kinds of...you know I often felt as though "Oh the lessons" failed. Well not a failure, in the fact that it's been rubbish you know...they've worked for me but they haven't done exactly what I wanted them to do...And it took me a while to realise. It worried me that I was not getting exactly what I wanted but as J.A. said, "you'll have good lessons, you'll have bad lessons; you'll have lessons where you will learn such a lot from them; And you get shocks in some lessons and surprises in others." And its happened....It's quite true.

Did you take your worries home with you?

Oh yes! First term. I'm too conscientious....far too conscientious.. I am not so bad now but the first term I used to take it all home with me....and think what have I done wrong?

You felt pretty miserable about it?

Yes. I have done. I must admit I have done. It was just worry. I worry too much. I realise now that especially now that we've had some third year students from Battle Cross and I look at them and I think, I was just like them when I first started teaching. And I can see, through them, how if you just relax and just accept just all that's going on and so long as you have got your lessons planned and you go out and take the girls, well one or two things might go wrong... you just have to accept that what goes wrong how you can adjust it and not to worry about it and not to brood over it....just try and sort everything out in your own mind and not to worry about it. That's what I've found. And I've found things...they are going so well now. I rarely ever worry now...just when people like you come in!

You were saying a moment ago that you were happy within the department. It was the school itself that was the basis of the disillusionment.

Well this is my first experience in a big comprehensive school. Now I've always felt as though I've got to know children so well I feel as though we've had a very close relationship with them and that I know them, but since I've come here I can quite honestly say there's half the children in this school I don't know. And to me it's wrong that. I mean children can go along the corridor I don't actually teach them. I only have half the first year and half the second year. I find with netball teams that they are all the children who I take...who come to netball....the other half of the school, who I don't take don't come, and that sort of thing. As far as I am concerned, comprehensive schools are far too big. There are 1200 here. I suppose if I were staying I would get to know more children. You can't expect to know them all in one year. It's wrong really to leave....I think you ought to stay in a school at least two years.

Don't you think that you have learnt so much that it might be a good time to change anyway?

Well yes...that's how I do feel...I feel as though I have such a lot behind me now to take with me to Yarmond. I feel as though I want to have

a really successful year next year. I mean I've learnt such a lot this year.

Is this a pretty tough neighbourhood area?

Yes.....the quicker they get out of school to light up a cigarette the better for them. That's their attitude. And trying to get them staying behind after school. Now one person once said to me that "it's you who have failed if you can't get the children to stay behind." And I object to this strongly because I don't think that it is. I've got a very good relationship with the children, I feel as though I am doing quite well, I'm coping with what I am teaching...We have very enjoyable lessons. But trying to get them to stay behind after school is terrible. It's really difficult.

Isn't it difficult to get teams?

It's extremely difficult. That's one big disappointment that I have had. I am hoping it will be different at my new school. I think that it will be different.

I was interested in your point that your teams were made up of the pupils you actually taught.....the personal contact....you must then feel that this is successful?

I'm certainly not going to adopt the attitude that I've failed in that respect. I haven't. I wouldn't let anyone say that I have, because I have tried and the children who come, they enjoy it. I mean they have reached quite a good standard....one of the girls I've had through to County Netball. A few of them have been through to County Athletics.

Is Netball your particular strength?

Yes.

Do you think that Hucklebrough caters well for netball for the school leavers? Are there opportunities for them?

Well....Fifth form you cannot get involved in Netball in any case. There is not one girl in the fifth form that will come to Netball. Most of them skive out of P.E. Whether or not they will change their minds when they leave school and decide to join a netball club...I very much doubt. Especially this school. But there's a very high standard of Netball in the area.....Fleetwith, Gargrave, Dovedale there's a very high standard....Both Senior and Junior netball. I don't know if there is provision for them when they leave school I don't know quite honestly.

Is P.E. compulsory?

Yes. And the girls strongly object to that. Sometimes I feel - well, I can't understand their point of view. But there again if its too much for them to go out and play a game of netball, when they start work, if they can't find the energy to do that how on earth are they going to do their jobs I don't know.

Is there anything that they have shown interest in at all? In the Fifth year?

They prefer sports like Badminton, Squash....all they want to do is have a knock about. They think they are playing a game. But they are so unskilful they can't get a good game going. But they won't do the skill practices. It's quite difficult really. For people who are really keen....there are plenty of activities after school for them to develop in skill.... The Youth Centre do a lot of activities after school....they do Badminton. The girls tell me that they play at the Youth Club. They do Badminton... have pop records and things....sometimes they have the trampolines out.

Do you think that its a good idea to have a youth centre attached to the school?

Well it is really from a P.E. point of view, it is. Because they would rather.....when they go off to school they do it of their own free will and do it because they want to do. In P.E. in school hours with it being compulsory, they do it because they've got to.

Would you prefer it to be voluntary? Suppose you had discussed it in the Department would you vote for voluntary P.E. or not?

I don't know. I am undecided. Healthwise they ought to...it should be compulsory...well why shouldn't they expend a bit of energy on a netball pitch? But when you have a group of girls, really rough, tough girls, who don't want to do it, I think why should I have to go out there and make them? It annoys me sometimes and I think that it shouldn't really be compulsory. But thereagain, there is no reason why they shouldn't do it.

Even though they have compulsory P.E. do you think it makes a scrap of difference to their health?

They had a lecture from the health visitor who came in and she gave them a talk on why they should do P.E. etc. And the girls appreciated what she was saying to them. They sort of accepted, "Well, you should really do P.E." It is just laziness that they won't do P.E. When they had had the talk from this health visitor they all sat there looking interested and she convinced them.

Do you think it changed the attitude for a while?

It did for one lesson, but through sheer laziness.....

Do you think we ought to do more 'Keep Fit' kind of activities instead of going for the Netball, Basketball, Gymnastics?

Well I did think of that. A lot of them enjoy doing dance....5th year. It goes down extremely well....first, second and fifth year, very well. I was so surprised because I thought doing dance with fifth years would be extremely difficult. But I have had most pleasure teaching fifth year.

I find that interesting, because dance is one of the things that many of the students leave us, liking dance, looking forward to teaching dance in school and find that they can not. There is so much resistance to it. If your pupils had more dance and less of the Badminton.....

Do they have options in the fifth year?

They do....they get some options. I think as far as netball and hockey is concerned it shouldn't be too compulsory. But things like dance should be.....Badminton and these activities they get out of school because they go to the Fun Palace at Laithes. There is squash. There is Badminton, ice-skating; there is swimming. I think they should do this in the fifth year and not so much emphasis on netball and hockey. For all that I am keen on it, it should not be compulsory. It is more an individual skill that they want to do rather than a game. It is interesting that although they show hostility to an activity at school they will get involved in it at a youth centre.... Probably because there is nothing else to do.

Did you say that there was a Squash Court here?

Yes, one which folds away. In the sports hall. The boys use the facilities more than the girls....a lot more.

What changes would you like to see in the physical education department here?

When I first started, I thought P.E. should not be compulsory. If it a case of giving them options, choosing what they want to do, children need to be guided. Even at fifth year stage, they need to be told what to do. If we just said to our fifth year girls you have got an option you can do what you like they would all wander down to the toilets. You have got to make it compulsory for them. I appreciate that now.

So you have fluctuated a bit!

If it was their own choice there would be a few who would do it and a lot who would lark about but by saying "Come on you have got to do it and we will try and enjoy it," they make a point of trying to. And it seems that you get more out of the lesson. Sometimes if it is raining outside and you are meant to be doing netball and you say what shall we do? You give them a bit of choice, most of them choose dance. We enjoy the lesson. Now

until you get on these terms with the girls.....when we first started it was a case of "We don't want to do this. We don't want to do that." And so I said, "I don't want to teach you if you are in that mood." I said, "I don't want to teach you, you don't want to do P.E. why not make the best of both worlds and try and enjoy the lesson with you. And then they make a point of trying to do it. It is quite difficult building up a relationship with the girls.

It takes a long time doesn't it?

It does. A lot of them are leaving this week and they are coming up and saying, "Well, you are going as well". And they say "Cheerio" and I am quite touched by it....people who I thought were hostile.

So you have mixed feelings about going?

I do, yes. These children put on a tough face but underneath they are very soft....extremely soft underneath.

You have a very warm spot for them?

Oh yes. Well I get on well with most people.

Have you ever spoken about your career or your professional progress to the Head? Does he show any interest in you as a person or as a member of his team....or to discuss P.E.?

No not really. Well we have a new headmaster and he's not one for P.E. P.E. doesn't matter very much to him.....To him I don't think it would matter if it wasn't on the programme.

When you say that....it is a general impression? Are you sure that this is what he really thinks?

All I know is....well I have never actually spoken to him myself. All I know is that the Head of P.E. Dept....and whenever we want anything in the Department.....we have to fight right left and centre to get it.

Do you think that it is harder than any other Department?

Most definitely! I mean people think that you are not doing the same work as anyone else. They think that you are only skivers. I mean I get a little bit annoyed. A few weeks ago...it was exams week and because of the fact that you were not actually teaching, they said "Oh well a P.E. Department can be used to invigilate because they have nothing else to do". And I got really annoyed about this because of the fact.....Friday afternoon that week we had a first year sports meeting of 10 tutor groups. Now I had ten teams to select. Track events and field events...10 teams, now I had all that work to do in a matter of two days. And people kept coming and said "You have to invigilate..." and in the end I just threw everything down and said, "now look I have got my work to do the same as everybody else." Why are the P.E. department...."You don't have any marking to do..." You know....it's all the P.E. department do, they (the pupils) are not out on the fields, so you've got to get cracking. Now for me, I have so much written work to do....administrative work writing out teams... I do have a lot of written work involved with P.E.....I really lost my temper about it.

Was that a good thing?

Yes. Because I think that we have to let them know that we are teachers just the same as them.....We have been to college just the same as them. Our subject, to me, is just as important. In this school P.E. is not really strong enough.

So this attitude is not from the Head alone but from other members of Staff?

Senior staff....Well J.A., she's been here five years. When she came here there wasn't anyone doing P.E. full-time. There was just a part-timer.. So in these five years she's built up this department and established P.E. throughout the school. A whole range of activities which they have never

The P.E. Department has just got itself on its feet. The old Headmaster he used to be a P.E. teacher himself, so obviously things went quite well....things weren't difficult to get going. And now we've got this new Headmaster.....and the.the P.E. department has just sort of...the impression you get is its just gone back out of the window where it was five years ago. It's so disheartening.

When did this head start?

He just started at Easter - since I came.

So you would actually see this effect?

Yes we have all found it upsetting....Really upsetting to think how well P.E. was established in the school and how well the facilities are used....and we all make the most of them. The Headmaster has a lot to do with the atmosphere towards P.E. in the school...but it does reflect on the children....I am sure it does. They don't take it seriously enough to start with, without the staff being without P.E.....It's quite annoying really. Its not taken seriously enough I don't think by most members of staff. I mean one of my friends - she said to me the other week, "It's true, if you can teach P.E. you take any other subject in any classroom." She does art and she said she's had to come and take a P.E. lesson....and she said "You know what P.E. teachers have to go through...it's really difficult having to go and take a P.E. lesson..." She said, "I think you've got that little extra little qualification behind you - the fact that you can go out there and control children in an open space." She says "all we have to do in the classroom is to sit them down and make them stand up to control them." She said, "I think it takes that little extra bit to be a P.E. teacher."

What are you looking forward to most when starting your new job?

Getting cracking with my P.E. You know you go to college and get genned up on all this information and you come out of college feeling

great - really looking forward to teaching....I like to get a lot of job satisfaction and by being here its been crushing. So I am looking forward to starting again and really succeeding next year - job satisfaction is most important. The new head really takes a strong interest - its great. The P.E. department is highly regarded in the school by the children and the staff.

I should like to keep in touch with you, say come along to Hicklethwaite to see if it works out, whether it lives up to expectations....just to see how you are getting along.

Yes by all means. It's nice to see someone's taking an interest in what's going on...especially in P.E. There are excellent facilities here.....I don't think they are appreciated...But then why should anyone feel about P.E. the way I do?

You won't enthuse anyone unless you feel that way about it.

That's true. Yes. I feel as though a lot more children I've met this year are more switched on to P.E. than when I first came. I know I have succeeded with a lot of them.

What is your measure of success?

The fact that most of them turned up to the lessons. That's one way. You can walk out and the fact that the children - girls - are chatting to you and they are carrying the things out for you whereas when I first started P.E. they were sitting down there with long faces.

From your present knowledge do you think that most of the school leavers will get involved with some sport after they leave school? How many will actually do something when they leave school?

Most of them, I am sure, will be involved in the - Youth Clubs for after school leavers as well as fifth year...I am sure that most of them will be involved with Badminton and Squash etc. In Hucklebrough there's not much else for them to do - apart from Youth Club. Not so much

Netball and Hockey and things like that....But Keep Fit...yes. I know I do quite a lot of Keep Fit with the Dance and they enjoy that, they think of their figure and nice slim waist.

Do you think that we should emphasise the health and fitness aspect of P.E.?

Sure! That's how I am winning them over. Yes that works..the idea of a good complexion.

Thank you for participating with my inquiry....and being so helpful.

I hope I shall be able to keep the contact with you.

You must get sick of going around - but it is nice to talk to someone else besides my husband. He teaches handicraft but does a lot of P.E. himself.

Do you play any sports yourself now?

I haven't joined any particular clubs...Tennis or Badminton clubs but I go down with my friends a lot. Just once a week to Badminton. We go swimming a lot. I go along with my own friends. We go along to Laithes Fun Palace and Markton Recreation Centre.

I do wish you well in your new post.....Have a good holiday first.

Many thanks.

End of Recording

Is this your first appointment?

Yes.

And you came when?

Christmas....I started in January '75....I've just completed my probationary year.

Are you from Hucklebrough originally?

No. I am from Sheffield.....I went to college in Durham. When I left college I was a bit apathetic more than anything. And I wasn't really dedicated at all. I worked for a year. I thought that to go straight from college into teaching....I was unsure I decided to work for a year or so.

Was that a difficult decision?

No, not really. It was made easier with the difficulty of getting a job. I worked on various jobs for a year and a half and eventually decided that I started doing what I was trained for. I felt more ready for it then though. Much more ready. I know it sounds corny but I felt much more mature. (Reflected). I don't know what my outlook would have been had I come here straight from college. I think that it would have been much much different. But I think it has benefited me greatly. I think that the unfortunate thing at college is that they can't say "Well you are not doing the work....go". They can but it seems as though they don't have the push to say "Go on, out!" Which would keep standards higher I think. They certainly didn't when I was there. There were a lot of people who just.....I would say that most people did the minimum of work. But there were ones who didn't even do that. They just had a very very good time. I used to work in South Yorkshire. After finishing College I got a job with a local builder. Renovating old property.

It will be useful when you come to do your own....Are you married?

Yes. Recently. We were married in the summer...and my wife has just got a job in the town. Yesterday. She is Junior School trained. Jobs are very difficult in County especially. My wife was at the interview yesterday and a headmaster said to her that "it was fortunate that you did not complete your B.Ed." (wife had failed at end of third year)... "because County are not employing people with degrees in primary schools"...."because they have to pay them extra money....which they don't think it is worth it. It seems ridiculous....To get round it, they interview people and that is the last they hear of it.

(Telephone interruption)

Have you learned much in your first year?

Looking back on my teaching practices I feel that it was a false situation. I think the staff help a probationary teacher much more than a student on T.P. It seems strange to me.

That suggests that you have had a lot of support in this particular school in your first year.

Yes. I've had a lot of help.....but also I had a lot of help on most T.P.'s...but looking back on it I would say that I have had more since leaving college....I look at it on a long term basis T.P. is only for six weeks....You can teach a topic just for 6 weeks whereas in a school like this you have to get a follow-on. You don't just teach as on T.P., six weeks then forget about it... you don't take it any further.

Do you feel fortunate to be working under Mr. Bate's leadership at this stage in your career?

I do agree. Ian is the best head of department in the town, I feel sure. From the heads of P.E. that I have met, he is by far the most

organised, the most educated and the best to work with. He seems very clear about what he is wanting; he knows what he expects of his department...the communication from him is clear...whether you like what he stands for or not is another matter...but there is no misunderstanding...no lack of communication.

Do you have much relationship with the other schools in the neighbourhood? Or are you isolated?

There is quite a good transfer between the school because it is such a small town. And the schools are all very much the same. And it's a community in that the football is inter-school and you get to know most people that way. Everything is associated within the school and there's not much transfer out of the town. There are one or two teams that play sport out of the town...but it tends to be a closed network.

So that most of the fixtures, in fact, soccer, rugby, athletics, hockey.....are usually in the Hucklebrough territory.

The rugby is the one that tends to go out of the town. Dracton, Yarmond.

What is your personal commitment to extra curricular activities?

My commitment is spread. Because I am not a master of one sport I'm a 'Jack of all trades'.....I find myself not committed to any one thing. I must admit that I am not as dedicated to P.E. as Ian (Head of Dept) is. He is very very dedicated. He has his finger in everything. He likes to know about everything. Which is good in as much as, if you have any problems he can back you up or.....tell you....if he doesn't happen to tell you so much as where you are going wrong...He tends to sit back and let you do it wrong and then say "You should have tried to do it like this" or "it might have been better to do it that way."

Do you feel that you receive recognition for the work that you do? In the school generally.

It's an awkward question really....I would say that you don't receive that recognition that you deserve. But then I suppose that I am biased in that....we do clubs...and that is the main demand on my time.

What do you do?

Monday dinner-time I do a Duke of Edinburgh Award Scheme, taking a group of lads in the gym. doing physical efficiency tests in various activities...Monday night I do a swimming training session. Tuesday dinner time I do either a Volleyball club or a ladies football club. Tuesday night I do soccer club third or fourth or fifth year....straight after school...Wednesday dinner time I have off.....I think. Wednesday night I have free...I'm not sure (got up to a notice - I can tell you better if I refer to the timetable)...Wednesday night we do athletics...and Thursday dinner time I do swimming awards....And I think that's it really... And of course Saturday morning we have all the games fixtures and so on.....Friday dinner time I have a fifth year football practice.

That is a lot of free time to be giving up isn't it?

Yes, I think so. The thing is once you become used to doing it you find that when you do have a free dinner time you tend to go and watch somebody else's club - rather than just sit around in the staff room or just walk around school you tend to want to do something. That timetable is much easier than last year. It was much fuller.

Is what you do, as represented on that timetable, (pointing to timetable), representative of the rest of the P.E. staff? or are there disparities?

That's pretty representative. We all....you see what Ian does, he asks you what activity or club you want to do. And what you might be interested in.....and you are slotted in.

So he doesn't give you much option...he expects you to do some extra curricular activity?

He expected us to do more last year. This year it has tended to be more "if you want to do clubs you can...." I think you find as you go along the term....because standards of teams aren't quite as high as they used to be you find yourself doing more clubs. But Ian gives you the "...it's up to you..."

Would the Headmaster know your commitment to after school activities?

Well...I think he does know...I think he realises what's going on but he is more of an academic person. He is more interested in the academic side. He doesn't admit to it...I went to see him the other day and he said he was very conscious of what was happening in P.E. But I am not sure that he is.

How many times have you spoken to him since you came to the school?

Once.

I feel that's not very much communication. Do you feel that he might have gone out of his way to talk to you a bit more?

I don't know what commitments he's got. From where we are sat it seems as though he's in his office and that's it. We don't know the work he has to do. It's the same with the deputy Head. We have two deputy heads now, I think, both do a bit of part-time teaching. But for the rest of the time it's....it would seem that they sit in their studies. (long silence).

Are you made to feel part of the community?

No it doesn't happen.

Do you now feel part of the community? After 12 months?

I do now. But the first term was terrible I felt a little bit isolated. Especially as I didn't know anybody in the town. I knew one friend of mine..and he lived in Laithes, which made it a little bit awkward. Living on your own, it made it very isolated.

Because you are spending so much time working lunch hours and evenings, does this isolate you from the rest of the staff?

Partly yes. It's generally accepted in the school that the P.E. staff....they tend to keep in their faculties.....the same with they sit in the staff room...P.E. Staff in one corner and English... the science and craft and the R.E. History.

I'm old fashioned enough to think that that is not a good thing. Do you think that I am just out of touch?

No I agree with you. I think it is a bad thing in that there is no cohesion between the groups; each group is it's own thing and anything that that group....anything that puts the group out even though it may help another group greatly they won't... they very seldomly do it. That is ~~the~~ one problem with this school. In a school this size it is enormous....I mean there are still some of the staff I don't know the names....and after a year I think that is terrible. It really is. And with it being a split site..with a school at the top and don't know how that school works at all.....

Are you involved in P.E. exclusively?

No I do art as well.

And that will keep you on this site only?

Yes. I have one double period a week up there. I have less art this year than last...but I want to keep my foot in the door you see....because I can foresee that I'm not going to be teaching P.E.

all my life...as I said I am not a dedicated P.E. man. I can't foresee getting to a Head of Department without a degree...

I fear that P.E. is isolated too easily at the moment in the re-organisation.

Oh yes. There is a big conflict between P.E. here and Community Service.

You must explain that to me.

Community Service is virtually run by the Youth Centre and what happens is they organise working parties to go round old folks homes and paint or paper...dig the gardens and things. And there is a big conflict between the time that is allowed for P.E. in the school and the time that is allowed for community service. At the moment P.E. has the upper edge in that it is far more organised.....because at the moment Community Service tends to be a little bit of a skive...for the kids...they tend to think of C.S. as an easy way out....which I don't think it should be. I like the idea of community service...it should be very very well organised....in that you go in...those six, one teacher take them out and go to such and such an address and you are going to do that and the other (clearly specified)...and if they don't get it done it follows on to the next and so on. That way it could work very well. But it seems as though they are going into the hall and sitting....and perhaps half a dozen from 50 or 60 kids which they sometimes have...these are the fifth year school leavers..... and these are the ones who they tend to be the layabouts...they tend to be the worst ones.

Where does the conflict lie then? Is this in competition with P.E?

Partly yes. The head looks upon the two in exactly the same way as if they were the same subject. And he thinks of P.E. as having too much time. Which I would agree with him to a certain extent.

Where could the cuts be?

The fifth form get too much P.E....Fourth year sometimes.

How much do they get?

Some fifth formers are getting something in the region of 10 periods a week...I will give you an example...of one Gordon 'X' very nice lad, very skilled, very good....He has a full afternoon on outdoor activities which involves archery, skating, skiing, golf, orienteering and general camp craft. And then he has, on a Wednesday two periods of indoor games....Badminton, table tennis, trampoline, volleyball or roller skating again...and I think he has a volleyball and badminton option as well...Then he has a double period outside as well football or rugby. That's just eight that I know of.....

Are there many boys like that in the school?

Quite a few in the fifth form. I think this comes from doing C.S.E. P.E. which Ian is trying to get off the ground.

Has anyone been through the C.S.E. Course yet?

The present fifth year will be the first ones through. The unfortunate thing is that the people who are helping Ian do it have left. He seems to have taken it all on to his own back rather than delegate. I think that he doesn't trust us....which is unfortunate because I am very keen on the physiology....it's very basic....It's just to give them another piece of paper....

No one from the fifth year opts out of P.E. then?

No....We have six periods in the first year...six in the second and then it suddenly drops to two doubles....then the fourth year have somewhere back up to eight...they have the option again of outdoor activities or orienteering.

You mentioned a rich assortment of options there...Does this take place on the school premises? Archery?

It takes place in the sports hall. Roller skating in the sportshall with occasional visits to Leithes Fun Palace. The golf takes place in the sportshall or on the school field and we have licence to go to City Golf course. But we don't think it is fair to take kids who are still digging the floor up. And we sometimes go to the coast and play on the beach.

Does this work well?

It seems to do....working much better this year than last. Last year was the first year.

What about those boys who say I am not interested in anything "I have not brought my kit"...and are really rebellious? I do not believe that you don't have any?

Oh we have...we have a lot, unfortunately. I know it's the wrong opinion...I wouldn't say it to them but I think in my own mind well why has he come to school?if he doesn't intend doing them?..... In the end he does it. And if I can't make him do it I'll just send him to Ian. We give them kit which we collect at the end.

What have been your most uneasy or unhappiest moments in your twelve months? What have been the roots of any anxiety or anger or depression?

Looking back none of the episodes that I have had have been bad at all...But it is just as they happen at the time. Fifth form lack of... well..lack of effort more than anything...really annoys me. I think in P.E. you can stand somebody who will try rather than those who are skilled and don't try. Of course fifth formers are getting more up to your size and.....bullying. I had occasion to stop one lad bullying...it didn't upset me but it made me think...Fighting, I have had two incidents of that...these were fifth formers. And they

won't listen....they just come reaching out..you just have to run in...wade in....pull them apart. Sometimes physically throw them away. There's one lad who is on tranquilisers...permanently on tranquilisers....his temper is so bad. We have a third year lad permanently visiting the psychiatrist...at least once a week possibly twice, for outbursts of temper...you always have to keep an eye on these kinds of people. Like one lad Robert: I stood in for somebody and I had no idea what he was like, he didn't have his proper kit, and we always say "bring all your kit in to all your lessons in case somebody is using the swimming pool and we'll have to go somewhere else." And he just had his swimming kit and I told him off but told him that swimming trunks would be alright as we were going inside and the next thing I had realised, he was shouting and swearing and ran off and I had to run after him and pick him up and carry him back....and he was kicking and swearing then. And evidently he's well known for that. And I had no idea. I didn't know anything. In fact I had been in the school two terms which is why I say there isn't enough transfer of information between the departments and especially the top (Lower School Site) school. Because I have just taken a third year class...what happens is, the first and second years stay up there and then they all transfer down here for registration then they stay here with their form teachers with third, fourth and fifth year.....and you get a new class and you find out absolutely nothing about the kids...what they are like in that form.

And you might have had warning about this precocious child?

This is why I think there should be more communication. The information is held by the year heads but it doesn't seem to go any further. I suppose if I wanted to know I could have gone and got the file out. But that's no use in the emergency. You have to act and act quickly. I think it should be common knowledge. I think there should be some kind of booklet that comes round with the class or with the year. I know that you are typecasting people that way... but I think that it makes for better teaching when you can perhaps isolate the trouble makers..... You see the knowledge is there but

M.61/11

it is only available to a select few. It seems to be. I suppose that you could find out about these things but it is not something you do.

Have you ever been threatened...or has your authority ever been threatened?

Yes. With these fights. But fortunately they happened early on. You see I have quite a lot to do with the fifth year. I have quite a lot of double periods with them and I run fifth year football teams and I am beginning to get the 'mother' of them a bit.....though there still are some...some who you have to be very very careful with.

Are you getting better at working with them?

I would say 100% better than at first. I tended to just stand and shout at them....to move them....whereas I tend to treat them in a different way....tending to coax them more.....

Are you enjoying your job professionally?

Yes....I wasn't sure at first...but I am hooked now definitely.

What changes would you make in the school if you were in charge?

Would you make any?

What do you mean? In the school generally or...?

At two levels. In the P.E. would you like to see a different emphasis anywhere?

I think there should be more communication between Ian...that's the head of department, and other members of staff. In as much as sometimes we can see which would be a better way of doing it and we seem to be a little bit reserved in what we say rather than go in and say. Yes I would like to see more transfer. But the same applies in the whole of

the school staff. All the departments. There should be regular year meetings where people can discuss. But with a staff I think it's 70.....year meetings where you get any constructive and good discussion going tend to be few and far between...there are so many people talking from their own point of view that they tend to go off at a tangent.

Do you feel that you personally have been cast as a P.E. type? And expected not to be able to communicate.

Partly yes. By the other members of staff. You are expected to organise things like parties...just general games sort of thing. They don't think you have anything to offer outside P.E. I am not quite so bad really because of my art involvement. Someone like J. or R. who are just P.E. I think it's very true. You see we have no reason to speak to any other members of staff. Other than apart from borrowing.

It seemed to me from my discussion with Ian that there is a great emphasis on fitness...does this go throughout the school?

It tends to start in the third years....third and fourth year especially fourth years we do a full two terms physical training circuit training...with physical fitness as the aim. We tend to give them something to aim at rather than just do cross-country because it is good for you (referring to the personal graphs and records kept on each boy). Each boy can see his own times and progress etc. He can watch the graph go up or go down. It always goes up.

Would you introduce that system into another school if you moved?

Yes definitely

The time given to recording is not wasted?

No. It might seem wasted in physical activity time...but it gives them something to aim at whilst they are doing these things. And it changes

what used to be mundane sort of.....they dislike things. It might still not make them liked but at least it gives them something to aim at. There is nothing I personally hated more than cross country running....

Where have your greatest pleasures come from in the last 12 months?

Second and third year. Especially second year. Yes, second and third and perhaps one group of the fourth year...although I don't have much to do with fourth year....

And you get them back again in the fifth year?

Yes.

What is your estimate of the facilities available to school leavers in Hucklebrough?

The facilities in Hucklebrough are excellent. Every single secondary school has a swimming pool and a sportshall as well as a gymnasium. (not true) Which to my mind is tremendous. Because all the T.P. schools I was on, we didn't have a sportshall...When I was at school, which isn't so long ago, none of the schools I knew had sportshalls. And especially swimming baths...swimming baths were marvellous things. And I think the pupils are spoilt for choice. It's too rich, in that they expect...we have about ten bows over there and there might be only five that are usable...and because some of the pupils may have to share they get rather resentful and restless. You know. But it's become...in this school anyway, and I think it has happened in a lot of schools.... It's no longer a privilege to play for the school...or to do anything for the school. It's generally accepted that you turn out for the school...and it's being generally accepted that they turn out for the school's good. They are doing a favour for the school. You see. This is something that we have to try and...hoping to try and change. We try in as much that any lad who is not at the meetings and doesn't want to play...force them to play and then if need be we say to them once they want to become players you can then say, "right you are not playing any more.....you didn't want to play earlier on that's it..."

M.61/14

...when they want to play. In that the school makes the decision for them rather than they make the decision for the school.

That would upset a lot of people

If you got some...some of them don't come to meetings, they don't want to play and if you say "Oh well we don't really need you" that would be it. They wouldn't think any more about it. Whereas if you force them to play and they get enjoyment out of playing, which they eventually do once they actually out there...I think that's the best way to look at it.

I do thank you for your help

Oh I have enjoyed it. But I must point out that I am not an out and out P.E. man. This school is much much too big.....

End of Recording

No follow-up comments

Tell me where the College didn't prepare you for this job.

It didn't prepare me for the discipline problems that I have met. But I didn't expect it to. Some people in college thought that it should. But how on earth can you say "Now this is how you are going to react in this situation".....Because the situation might not occur. And the ones that do you can't pre-determine. And so I've had to work out my own discipline problems. It's a challenge knowing how far you can go, how far you can threaten.

Have you yourself been threatened yet?

Yes. First week I was here (chuckle).

And were you frightened?

It was a mixture of feelings. It wasn't fright or fear for the physical. It was me. My status. And what am I going to say to these girls once I have sorted this cheeky one out and what are they going to be like to me next Friday at 2 o'clock?.....if I don't sort this one out now. And your first week in your school... thank goodness it was Friday and not Tuesday morning.... and I wasn't sure how far I could take it. So I put on a voice of authority and said I wasn't going to be bothered with her. And I didn't see why I should...and that I had several other girls in the class that I intended teaching and so that she, as far as I am concerned could stand there and wait....and then I will let someone else deal with her afterwards. Which I found out from other people that that is just what I should have done. So the head of the year, he dealt with her. She was one of the people he was after continually. She has since been suspended....all term really. But at the time I thought, "Oh God....what are the rest of the girls going to think?".....that's all I could think of. And I thought I had lost because I couldn't deal with it then and there at that particular moment. But since the response and the reaction I've

got from the rest of the girls now is superb.

That was quite an induction wasn't it?

And those girls in that class are now fantastic

These were fifth year girls?

Yes. They are often in here (Youth Centre)....In some respects it is the best lesson of the week. There's only a very small number. But the relationship I've got now is fantastic.

Are you tired?

I get shattered....really shattered because I've been doing a lot of after school and a lot of week ends and I play hockey myself and I play badminton as well and I've started off a basketball club as well and do the gymnastics. And I do all the hockey. So I'm pretty busy. So at times it catches up on me.....Like this week all matches were cancelled. I've been really busy. And in the middle of the term I had a couple of weeks when I just couldn't give a dam. And if I'd had anyone in then....I don't know what I would have done, because I didn't give a dam what I was doing. And Just did anything to keep them occupied, rather than teaching. But when you've got over it you realise that it was only because you were so tired. I mean in a few days you are prepared to try anything.

When do you finish the term?

Friday.

How many lunch hours do you give to practices and that kind of thing?

I have two free lunch hours. And one of those I have a driving lesson. (chuckle) Monday evening I have a hockey club, Tuesday I have olympic gymnastics and I come back to school at 7.00 p.m. for badminton. Wednesday evening I sometimes have a match....try and arrange the

town leagues.....Wednesday and Thursday evenings. Friday evening I do the basketball until about six. And then Thursday's there's somestimes a match. And last Friday I had a basketball tournament. A Hucklebrough town tournament. And I got the basketball off the ground just before half term 'cos I couldn't get the use of the sportshall....it's another thing. You see the facilities look great. But when you've got 'x' number of kids they are just pathetic. And I have to use the sportshall on a Friday night because no-one else wants to use it so I use it then.

Which part are you enjoying most? Which part of the week do you look forward to most? As far as the teaching is concerned?

There is none that I don't look forward to....I am enjoying it all. I never wake up in a morning and think..."Oh I don't want to come in". There's one lesson I think Ugh! Again...but I don't dislike it. It's a challenge....It's a third year. It's the group I've just had now. We have about five of the bottom of the third year streams on a Thursday afternoon.....And we are still disciplining them, the three of us. We get them altogether...and (interruption) we haven't taught them yet. Not a thing. We are still getting them into kit. This morning I was absolutely surprised because they walked in...a few of them said "Look Miss all kit, what do you think of it!... even elastic bands." I said, "Well I just can't get over it....I think it's wonderful".....And some of them had white tops...not just a change...but white tops...and I didn't hand out as many slippers or skirts or anything that I usually do to them. But these are the first year of the comprehensive intake. Apparently in their first year the school was so busy with the reorganisation that discipline went under the carpet for a while and it shows.

Are you glad you came here?

Yes....I like the school. It's fantastic if Sherburn Road was on the site. The split site is the biggest drag. It's...oh I can't....it's

worse than useless. Because there are two schools here. It isn't one combined school. There are two schools. There's Sherburn Road. This is the 'big one's' school. And it's exciting for the little ones to come up here....because they don't regard it as their school. They come up here for P.E. And they have to walk all the way through and they go in the pool and they go in and we get them out and changed and walk them all the way back in a single period. There is a main road down at the bottom. So they have to be seen across the bottom. So you have to walk down to the lower school, collect the children, walk them up here, get them into the pool (sportshall) and take them back.

You must spend more time chaperoning than teaching them?

You do...in one single period. My timetable is not too bad because I'm either down there and I just bring the children up or I have a free period after most of the lessons...and so I don't have to rush back for another lesson...I only have to do that once....and it's sixth form games so I'm not really teaching. It's more supervision. So I don't rush back....I don't put myself out for that one. And even the third years we are supposed to take them back. And you see I have some third years up here for basketball...in the sportshall... they don't normally come up here until the fourth year...but they've had to come up.

Is there any other school that you would have preferred to go to?

ahem....I thought before I came here I would have liked to go to Fleetwith. But I am not sure now. They look as though they are making Comprehensive work....I don't know what their comprehensive philosophy is. But when you look at them all their kids are in uniform and it looks....you know...it's basically like the old Gargrave school. One big site. And it's a purpose built school. They have the facilities there and....But some of the kids here are fantastic characters. You know I am bawling my head off at them but I have to turn and have a chuckle...They are great kids. And the fifth year who I had a problem

with when I first came....They call the fifth year Rosla's here because they don't do anything really here...and they were a big challenge. But now....

Are they labelled Rosla?

They are amongst the staff. I don't know whether....they're none examination group here....the staff who take them do their best with them. But I don't know what incentive they have. Some of them do C.S.E. Some do G.C.E. who are at the top.....

How do these 'Rosla' pupils react to P.E?

They didn't bring their kit at first....They borrowed a lot and they wanted to do it in their trousers and they'd not want take their skirts off and they'd refuse to conform....But recently they've been really great. We get a group on a Friday....they are up here a lot more than any other girls....and now those girls are fantastic. They usually get changed into something or we hand something out and they will work solidly...if we play basketball. Last Thursday we played and Elaine and I joined in and we flogged for the whole hour and a half. We were shattered. Absolutely. And I mean they work. If they are doing that....then that's O.K. with me. That's fine. And a lot of them come to my club now. Most of them are that set of girls...most of my team.

Is it difficult to get teams?

Chuckle.....I wouldn't believe it. The amount of kids they've got in this school....and to get eleven kids out to play hockey on a Saturday is really grim...So difficult....And your organisation. You see I am learning by my mistakes...each week. As I was saying the other day handing out kit and getting back and making sure that you get all of it back ready to hand out to the next game.....and

getting it clean and if it isn't clean getting it washed...It's ridiculous there's no other word for it. If we can get the kids into white tops by the end of this academic year....I'll scrap my kit next year and I shall tell them just to come in their P.E. kit, so long as they have a white top and some kind of navy blue skirt or something. Because this kit business in a split site like this I just can't make it work. If I had a car and I threw the lot in and take it to wherever we are going and hand it out and collect it in And then when you've got hockey sticks...Netball is easy... You have seven girls to worry about at the most fourteen and Mrs. Beaver and Elaine just plonk the things in the car and take one ball and they are away. But with me, not having a car yet....and 22 hockey sticks to hand out and....I tell you if they put someone on a split site I think the education authority should provide p.e.t. with a car. It is ridiculous expecting them to cope. I have never seen an adviser yet....I would like to see one teach for a week in one of these schools.

You haven't seen an adviser in your first term...have you spoken to the head in the first term?

Just socially....."How are you getting on". Not.....He hasn't had me in to speak.

Is he interested?

To tell you the truth I don't think he's interested in anything below...his own ex-Grammar and High School...this is the impression I get. The impression I get is that they would still like it to remain as it was...and they just can't see that it's changing. I mean I don't agree with it whole heartedly....I can see so many faults, but we are in here we've got to teach....The kids have got to be taught. They are going to be the future whatever. So we've got to try and make it work, even if we don't agree with it in principle.

Do you feel that your work is recognised?

No....I just don't think.....I often have digs in about this.

Digs in where?

To the hierarchy. Well the head. He'll sit there and he will talk about his rugby and talk about a wonderful game the boys had on Saturday.....And I had just got to say it...Well if you'd managed to move yourself about 100 yards you would have seen a super hockey match as well against such and such an opposition with two short and we still managed to win or draw or whatever... But they don't get any support or recognition....

Is the P.E. Department in two? Do the women work together and the men separately? I've got this impression.

It's very brittle at the moment.

Tell me about it.

Well Robert was head of the men. He was head of the boys last year when Mrs. Quayle was head of the girls. And Mr. James was mostly maths and English...e just did a little bit of P.E. And then when Mrs. Quayle was leaving, Robert and Mrs. Beaver applied for the job with others. And as the story goes Mr. James was asked to apply for the job...and he got it in preference to Robert. And even to me just coming in in September I think Robert is a fantastic person. And he can get the lads like that. He can organise things. He is the type of person who looks like a head of department. The boys respect him. And he.....And the reaction and atmosphere is poison. And the thing is that its between football and rugby as well.

Is this why Mr. James got the job....because of the rugby?

This is it, yes. Straight up the road. The Head wants the rugby rugby carrying on....Mr. James does the rugby and Robert does football.

And this conflict has spilled on to you as a newcomer?

Yes. Because it has been said in some of the assemblies the Head has said "Nobody will play football again, unless we have a rugby team for such and such".....Well who has the right to say that? Those boys should be given the choice. And if there is a rugby match on and the boys want to play football as well, they may as well go out of the door because they play rugby whether they want it or not. And there is this conflict right throughout the school with the men who take football teams. The boys must play rugby first...football is a second class citizens game. And rugby counts.....

Is the head anything to do with the local rugby clubs?

He is in with some of them....I don't know whether it is Wanderers or one of the others....But he's only going to have rugby that's all there is to it. He's.....He's very single minded.

Is Mr. James aware of the split?

Oh he must be.

So that he knows that he is working in a climate of hostility?

The thing is....he's just not a head of department. As far as I am concerned. He is not the sort of person I could go up to and ask advice....If I want to ask anything and I can't ask Heather, I always go straight to Robert. He isn't interested. None of us... but none of us have any confidence in Mr. James...and it's not something....Robert, you can see, is very hurt. I mean I....when I came I thought I didn't want to be involved. I didn't want to be one sided. But he just isn't the sort of person that you can go and say "Look can you do this or can you help...."?

Am I right in thinking that the school community is not a recognisable community? Nobody feels as though they belong?

Within the school or just the department?

The school

Within the school it hasn't got the type of atmosphere that I would have hoped in the school.....

I recognise that you are happy doing your job....are you enjoying it very much.....but it is somehow isolated from the mainstream of the community?

Yes. It is very sad. I mean at our first year party and at the end when it was finished....There was a year head, Mr. Allan and myself. Others had flitted in, shown their face and gone out. Well to me even this week people could have pulled their socks up and said, "right we are going to get involved..." and let the children know they are involved, but no.....Four o'clock they are away for the most part. There's just no community spirit involved in.....

The split site will be part of the problem. But don't you think that there are means of compensating for this?

To me a headmaster should keep his staff happy. Because if you have a happy staff...a satisfied staff you will get something out of them. And little things rub people's backs up more than anything else. I think as a head he should consider his people first. But things like this just don't seem to happen. A timetable change will occur....and one person will get a different class or double up somewhere and that is it. There is no "oh well would you mind or for this short term" or "I've got no other way of doing it"....you know, "I am relying on you" sort of thing... No. It's change...You deal with it. It's out of my hands now. There are several things like that which have occurred this term.

It would be very easy for this department to become very isolated from the rest of the school wouldn't it?

Very easy.

Do you have any contact with other colleagues other than with P.E. colleagues?

Well I never go into Main Block....I never go into that school If I have 'frees' I am usually down at Sherburn Road so I know quite a lot of people down there and I have my own form. It's very difficult. So I have to stay there every morning for registration and if I have a lesson first up here. I mean I missed a first year meeting yesterday.....simply because I wasn't going down there during the days that the notice has been up on the board...and I literally didn't see it. It was a reasonably important meeting....all the first year teachers and the year head to discuss changes in classes.....children being demoted or promoted or put in different classes. And I missed it and so I won't know the background to the changes. You see I don't teach my form. I have one form period with them.

End of Recording

No follow-up comments.

