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SUMMERSON SOCIETY

Max Hattersley, *The Park*, and George Phillips, *The Head Master's*, "Pigments: A story of world trade",
OH Room, 15 September

A crowd gathers. Two infamous art historians mount the stage as the audience looks on in awe. They are George Phillips, *The Head Master's*, and Max Hattersley, *The Park*. This is the lecture we have all been waiting for, the lecture that has brought boys from furthest reaches of Harrow, from the outskirts of West Acre and the basketball court of Lyon's, to the OH room. This is a talk that will be cemented in history, the same way the earth pigment ochres survived through paintings in the Chauvet cave or the pigment indigo lives on through Rubens, who relied on it for the deep blues in his tryptic of the *Descent from the Cross*; the same way Michelangelo used *terre verte* for the ceiling of the Sistine Chapel or the way Gainsborough added Prussian blue for the skies of his paintings.

Hattersley speaks first, talking about the pigment ultra marine, his and my favourite. He explains that it is derived from the stone lapis lazuli and creates a strong, energetic blue, shown most clearly in the Scrovegni Chapel, decorated by Giotto who painted the frescoes. As Hattersley shows a picture of the chapel on screen, a gasp can be heard echoing across the room. Maybe I am going mad, but that is the effect Hattersley has, even on inanimate paintings. I felt like I was walking into the magical world of Harry Potter.



Speaking of magic, George Phillips then takes centre stage, chanting words of wisdom as he captivates the room. He begins, "Tyrian purple is produced from a mucous secretion from the hypobranchial gland of the murex sea snail". Although we had no idea what most of that sentence meant, we were all gripped. The basic principle, Phillips told us, is that the sea snail is boiled and mixed with fluids to create the colour purple. It is traditionally a regal and imperial pigment, he continues, informing the room that, when Caesar first met his lover Cleopatra, she was wearing a dress made of this Tyrian purple; Caesar would then bring the colour back to Rome. Due to its vast expense, it was only worn by emperors or senators. Indeed, Emperor Nero would execute those he saw wearing the purple, for only an emperor could wear the colour. The same concept can be seen throughout history. Phillips then talked about cochineal and Indian yellow, telling the crowd that the process of making Indian yellow consisted of collecting urine from cattle left to

roam in mango orchards in the Bihar province of India. In one story, the cows were fed only mangoes and water. The pigment was banned, however, as a result of animal cruelty.



The lecture had to come to an end at some point, and so, finishing on the first chemically synthesised colour Prussian blue, Phillips and Hattersley stood down. Questions were asked, JESB gave her approval and the Head Masters of Old beamed down on as two of their own Art Historians finished a brilliant, charming and enthralling lecture for the Harrow School Summerson Society.

SCIENCE SOCIETY

Thanos Kildaras, *Imperial College*,
"Lunar Geology and the Apollo Missions"

The Science Society was very fortunate to welcome Thanos Kildaras from Imperial College to talk about lunar geology and the Apollo missions. Kildaras first stated some facts about the Moon, namely that the Moon influences tides, eclipses (where the shadow of the Moon travels across the Earth), stabilises Earth's tilt in space, and has probably played an important role in the formation of life on Earth. Moreover, we have millions of atoms in our body from the Moon. Lastly, the phases of the Moon are just different illuminations (how light shines on the Moon), and the near side of the Moon always faces us. The far side, as a result, always faces away from Earth, and for most of human history the far side was unseen, and to see it, we had to travel to the back of the Moon. Kildaras then asked the question: why is the far side so different from the near side?

After asking that thought-provoking question, Kildaras talked about some mysteries that are yet to be solved regarding the Moon. How did the Moon form? The most promising theory we have is that a small planet collided with Earth, and the debris from the collision formed the Moon, but this theory, called the Giant Impact hypothesis, is far from proven. When did the Moon form? From dating Moon rocks, our best guess of the time the Moon formed was 200 million years after the solar system formed; however, we only thought collisions occurred when the solar system was chaotic, and it should have stabilised by then. Could we live on the Moon one day, similar to permanently staffed settlements in Antarctica?

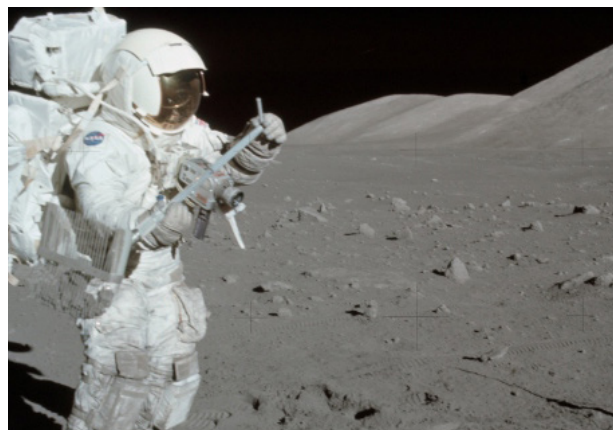
Afterwards, Kildaras talked about the geology of the Moon. There are bright deposits from recent impact craters, lunar maria – lava from ancient volcanic eruptions (metal rich (Ti, Fe, Mg)) – lunar highlands, which are heavily cratered, and ancient terrain (metal poor). Impact craters are prevalent features of the Moon, and Kildaras described them as “less like bullet holes, and more like a nuclear blast”. Billions of years of impacts are recorded on lunar surface, and they can be so powerful they turn rock into lava. The appearance of craters depends on size and age. There are several sizes of craters: simple craters are the smallest and most common type of impact craters and are ‘bowl-shaped’. Complex craters have terraced walls, flat floors, and a central peak. Our best theory for the formation of the central peak is that the ground would rebound or landslides would rush towards the middle of an impact crater, forming a mountain of material. An example is Tycho crater, which can be seen without a visual aid. In fact, its rays of ejecta stretch for thousands of kilometres. Apollo 17’s landing site was actually on some of the ejecta and, after dating those rocks, the crater was estimated to be 108 million years old. Multi-ring basins start to form as the crater size increases further. The floor roughens and peak rings begin to form. The reason why the craters are preserved well is that the Moon has no rivers, wind, and tectonics; it is effectively geologically “dead”.

Next, Kildaras described the major lunar features. One of them is ‘maria’, which are relatively smooth, dark in colour, and once believed to be seas. They have fewer craters in them, which means they are younger than highlands. Another mystery was examined by Kildaras: did basin-forming impacts fracture the crust, since the crust is thinner on the near side? Maria formed within a billion years of all major impact basins, and are very widespread. Lava tubes are underground tunnels where basaltic lava can flow. There may be sinkhole-like openings that lead into lava tube caves, and these lava tubes might be 300–700 times more voluminous than Earth’s lava tubes. The fascinating thing about lava tubes is that the first human colonies could be built inside these lava tubes for shelter.

Last but not least, the Apollo programme is, of course, all about the Moon. The reason why no human has set foot on the Moon since the 1970s is that missions are extremely expensive. At its peak, the Apollo program cost 1% of the US’s GDP, and political support for it decreased after the 70s. Apollo 11 was a historic landing that was watched on TV by 600 million people. What a lot of people don’t know about Apollo 11 is that it was almost a disaster – the lunar module nearly ran out of fuel on descent. Apollo 12 also had a shaky start: the rocket got struck by lightning twice on launch, but everything eventually stabilised. It had a pinpoint landing to visit the Surveyor III lander, which landed in 1967. Apollo 14 was the first mission to visit the lunar highlands, and it was also the mission during which Alan Shepard played golf on the Moon. An Earth rock on the Moon was found, nicknamed Big Bertha, and it could perhaps be the oldest known Earth rock. Apollo 11, 12, and 14 were largely just technology demonstration missions, with NASA showing the world what their technology was capable of. The first of the three ‘J’ Apollo missions, which focused on science, was Apollo 15, which studied the Apennine mountains and mare. Apollo 16 was the only comprehensive exploration of the highlands and was the highest climb of any Apollo mission. The last Apollo mission was Apollo 17. It was the longest-lasting voyage to the Moon and the only Apollo mission to have a scientist on board. They found orange soil-glass beads from lava fountains, and one-third of all samples collected from the Moon were from Apollo 17. Rocks on Moon were immediately recognised as being very similar to some rocks on Earth; however, the lack of atmosphere or tectonics mean some common rocks on Earth were absent.

The lunar soil was created by millions of years of continual meteor bombardment and solar weathering, and is a mix of sharp fragments of pulverised rock and glass. As a result, it is

very dangerous, and it is speculated that many astronauts died of lung cancer because of this. The soil is electrically charged and sticks to everything. As the soil was formed from Ti-rich mare basalt, it could be mined one day for energy production.



To conclude, the Apollo missions taught us that the Moon was (probably) formed when a planet collided with Earth, since lunar rocks resemble those on Earth. Since the Apollo missions, we have discovered that the Moon’s poles (which were never visited by Apollo flights) have lots of ice, probably from comets. Kildaras was hopeful of a Moon landing by the end of the decade. It should be a key priority, as the Moon is close (only three days away), interesting, and useful – we have to learn how to live on our neighbour. Also, we are the generation that will go back, and Kildaras was optimistic that this time around the demographics will be better represented. It was a fantastic talk, and many thanks to him for coming over to Harrow to give his lecture.

PIGOU SOCIETY

*ELH, “Introduction to Financial Markets
and Working at Morgan Stanley”,
OH Room, 16 September*

The Pigou Society of 2020 commenced with a fully packed OH Room and ELH in the front stage giving a talk on ‘An Introduction to Financial Markets’ as well as her experiences of working in the financial sector. ELH worked in the Sales & Trading department at Morgan Stanley and has gained lots of insight into the process of pursuing a finance-related career.

Before dwelling on her experiences, ELH provided an overview of financial markets for those aspiring to pursue careers in this field. Within the financial sector, there are various institutions and departments that serve different purposes. These include investment banks, insurance companies, hedge funds, asset managers, private equity, commercial banks and pension funds. However, the main purpose of investing for many is either for income (from sustained dividends) or growth (from buying and selling stocks at a profit). The most traded assets include US treasuries, S&P 500, gold, euro-sterling, treasury bills, UK gilts and UK corporate bonds. These are all classified into two markets; the money market includes assets with low maturity (less than 12 months) and short-term fluctuations, while the capital market consists of medium to longer term assets with maturities of over 12 months.

ELH stated, however, that the selling of stocks is only possible

when a company carries out an IPO – the initial public offering is the offering of shares by a private corporation to the public in return for capital for investment. Most companies only reach the stage after five years of operation and it requires immense support from investment banks and venture capital for growth. The IPO timeline consists of discussions with raising securities, preparing registration documents, going on a roadshow (to seek potential investors) and deciding on the price until the company goes public. This ultimately determines the starting price and the number of stocks, with the price proportional to the perceived value of the company. There are two types of these stocks: common stock is when, along with investing, there are voting rights for the investor within the company (often associated with larger stock purchases), while preference stocks do not give the investor voting rights. Companies, however, are often judged on their stock volatility with credit rating systems, with investment grades ensuring speculative stocks are not invested on (the minimum rating is BBB for S&P/Fitch).

The FX market is where foreign currencies are traded (with an average of \$5.1 trillion traded every day). The simplest transition – spot trade – refers to the purchase or sale of a foreign currency instantly or on a specified date. Forward transactions, on the other hand, are when the exchange rate for a currency is locked in, and the delivery of the asset will be at some point in the future. For example, if Alice wants to buy a bitcoin for \$10,000 (she is afraid the value will appreciate) and Jake wants to sell his bitcoin for \$10,000 (he is afraid the value will depreciate), a trade can take place. The commodity market is where agriculture, metals, energy and oil are traded, with oil being the most substantial segment of this market. Commodities are normally traded as futures (prices are not fixed from the beginning and are settled on a daily basis depending on exchange rates). This falls into a branch of derivatives (weapons of mass destruction according to Warren Buffett), which are financial securities with a value reliant upon a group of assets – the purchasing of these involves call options, which allows the holder to buy an asset at a certain price within a specific timeframe.

Ms Heatherill explained that this is what caused the 2008 financial crisis – when the Federal Reserve started raising the Fed fund rates, many mortgage-holders could not afford their adjustable-rate mortgages, which rose along with interest rates, leading to many holders defaulting. The unregulated derivative (mortgage-backed security) exposed itself as worthless and the uncertainty surrounding the true value of this security led to a shut-down of the secondary market. When banks stopped lending to each other, some went bankrupt – the main bank being Lehman Brothers. As a result, the banking system was labelled untrustworthy and incapable and this led to the introduction of MIFID I & II and Basel III, which aimed to increase the transparency of the financial market and help the stability of commercial banks by increasing liquidity availability.

ELH ended the talk with a detailed insight into her experiences in the financial sector. Having worked with Sales & Trading, she describes the structure of investment banks as very separated, with the Chinese Wall isolating capital markets from investment banking to prevent information spreading. ELH has also worked with FX, equities, credit, ABS and interest rates in her department. Working with markets often involves building a strong relationship with the clients and advising them on market fluctuation. Working in investment banking involves organising roadshows, carrying out financial modelling and cash flow analyses.

For those aspiring to work in this sector, ELH recommended carrying out lots of research, entering investment competitions, work experience and trade simulations. During university, it is advisable to attend Spring Weeks and secure a graduate job at the end of an interview process. ELH's talk was extremely insightful and provided a strong foundation for boys aiming to working in finance.

TREVELYAN SOCIETY

*Dylan Winward, Lyon's,
"The Art of Hypocrisy",
Speech Room, 17 September*

Dylan Winward, *Lyon's*, gave the Trevelyan Society's inaugural lecture on the 'Art of Hypocrisy' and discussed the inter-related factors between the Hungarian Uprising and the Suez Canal Crisis. He quickly outlined the three Cold War factions: the West, the East, and the non-aligned countries, who had a violent hatred of imperialism. The British Mandate in control of Palestine promised the Middle East would be divided between the UK and France; another granted the Jewish people control of Palestine; the last promised the Arabs that Palestine would stay. Eventually, the Mandate collapsed, and David Ben-Gurion declared a Jewish State.

The puzzle comes together with Egyptian independence. Anthony Eden, the prime minister, successfully withdrew troops from the country for WW2, making him a hero of autonomy. However, Britain still maintained control over the monarchy, which was eventually ousted in 1952 by Nasser.

The Nationalist government promoted anti-colonial sentiments and eventually forced the withdrawal of barely affordable British garrisons from the Suez Canal.

Algiers, French since 1830, sought independence after WW2, and there were violent protests, supported by fellow Islamic nation Egypt who destabilised the French control over North Africa. The event led to a violent anti-Nasser sentiment among the French people and in Guy Mollet, the French prime minister. Egypt also meddled in the First Sudanese Civil War, which was in a British-controlled territory, further destabilising Middle Eastern and African affairs.

Winward highlighted the different figures involved in the Suez and Hungarian Crisis: President Eisenhower and his neo-isolationist ideal, exerting non-interventionist international influence; Eden, viewed by some as charismatic and by others as patronising, after and during the Nasser Uniform Incident; Guy Mollet, the fervently anti-Egyptian French PM; John Foster Dulles, a successful foreign adviser to US Presidents and strangely independent, with a tendency towards self-thinking and policy creation; Selwyn Lloyd, the UK Foreign Secretary, who, in contrast to his American counter-part, was seemingly unfitted for the Foreign Office; and Harold Macmillan, Chancellor of the Exchequer, a man unscathed by the Suez Crisis and the Eden administration.

In 1956, a series of events led to rising tensions in Hungary and Israel. Lebanon and Syria bilaterally agreed to defend each other against Israel. Nasser promised to reconquer Palestine, and Eisenhower ceased the sale of arms to Israel. The French sold more arms than internationally agreed to the Israel, against Egypt's deal with Czechoslovakia. The US saw this as a breach of an agreement and diverted its weapons trade to Saudi Arabia. As a result, Israel became more reliant on France.

After WW2, Soviet soldiers occupied much of Eastern Europe, including Hungary. Matyas Rakosi led the Stalinisation of Hungary and purged 350,000 intellectuals. The June 1956 Poznan Riots, although quelled by direct Soviet intervention, lit the spark for acts of defiance across Soviet satellite states. Meanwhile, Nasser brought Soviet support for his infrastructure project and nationalised the Suez Canal (essentially ending a British monopoly). The British sought revenge and Eden, unwilling to risk his reputation, half-heartedly held a conference in London, which eventually failed due to Nasser's lack of co-operation and the Empire's wish to punish him.

Next, Lloyd, Gurion, and Pinau met at Sevres in a secretive conspiracy against Egypt. Britain and France were eager to be seen as peacekeepers, not recolonising forces; therefore, Israel agreed to back out after the destruction of objectives.

The illegal nature of the Protocol later led to US disapproval.

In Hungary, 20,000 intellectuals gathered and summarised their demands in a manifesto: a democratic socialist government, UN membership, right to freedom, and the cessation of all Soviet activities within Hungary. A series of violent events deposed the Communist Party leader, while the Soviet army and secret service fought insurgents. Nagy's new government announced an immediate cease-fire and termed the revolution as a "great, national and democratic event". The Soviet Politburo surprisingly recognised this new government and complied with demands in fear of international scrutiny.



Meanwhile, in the Middle East, Israel stormed through three objectives after Nasser rejected the ultimatum, leading to the Gaza Strip seizure. The Anglo-French army followed suit and heavily bombed a variety of locations as well and began to land a convoy. The US Embassy's direction not to invade Egypt under any circumstances was ignored. The Soviets recognised the West's loss of moral high ground and began to invade Hungary while the US stood facing a choice between supporting the British and thus justifying the USSR's invasion, or punishing the UK and severely damage a strategic alliance. Eventually, the US condemned the Suez Crisis at the General Assembly. Along with creating a UN Emergency Force led by non-aligned nations, the US forced the UK into submission and withdrawal via sanctions, devaluation of the pound, and calling in wartime loans.

Winward then showed the audience a cartoon summing up the Western opinion of the USSR's action in Hungary. While the US punishes the three allies for "bullying" Nasser, the Egyptian looks calmly on while the Soviets physically abuse Hungary in the background. Even though America promised support to the new government, they did nothing while tanks rolled in Budapest's street.

The Hungarian revolution made the fall of the Iron Curtain possible by starting a new level of anti-Soviet resistance. The Suez Crisis caused the disintegration of the special relationship between the US and the UK. In Vietnam, Johnson did not receive as much support as he would have liked. The conflict had cast new doubt on this "special relationship." Winward also argued the Suez Crisis created American interventionism in the Middle East in place of the presence of the UK, and the US turned away from its former isolationist policies. Nasser ended up with a great victory, as he became a leader of the non-aligned movement and pan-Arab nationalism. He even went on to create the United Arab Republic, which, although short-lived, was one of his life's goals.

Thanks to Winward and the Trevelyan Society, I have gained a new insight into the two exciting events. Hopefully, the reader has also become interested in them though this fascinating talk.

METROPOLITAN

DORIAN FISHER MEMORIAL

Prize Essay in Economics, Zarin Rana, Moretons

Why do economists focus more on individual choices and interactions between individuals, and less on collective action?

Individuals are key in economics as economists do focus more on the decisions of individuals rather than general society or a collective. One reason that the focus is mostly on individuals is that Adam Smith, the founding father of economics, stated in one of his most fundamental theories that "it is the invisible hand comprised of individuals' self-interested choices that leads to the best economic outcomes rather than central planning." Adam Smith explained this theory using an example stated as "it is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own interest." Since this theory, economists have focused on the individual and their choices and have realised that the average individual can be classified as a "homo economicus" which is a rational being which makes rational choices and so these individual interactions can be summarised generally for the whole economy as all individuals will act for their own purposes and interests.

Especially in microeconomics, individual interactions and decisions are looked at in more detail, whereas in macroeconomics the economy is viewed as a whole. In microeconomics it is easier to observe and predict the interactions between individuals and then surmise this for the microeconomy. One of these observations can be depicted through individuals' valuing opportunity costs differently due to wealth and other factors such as time. For example, a consumer purchasing a laptop for £70 in a store may be notified that the same laptop costs £60 in a store ten minutes down the road. This consumer will take this walk. However, the next time the consumer buys a laptop it costs £100 at a store and he is then notified again that a store a ten minute walk down the road has the same laptop at £90. This time however the purchaser does not take the walk for that reduction in price as the reduction from £70 to £60 is more significant to the consumer than the reduction from £100 to £90. This shows that the individual must be observed first, as if there were a collective sample of consumers in this scenario there would be mixed results and economists may not be able to come to a conclusion about what people do in that scenario. It is also easier and less time consuming to collect data from a single person than vast amounts of people.

Furthermore, in behavioural economics individuals are observed to confirm or deny behavioural concepts, as it is easy to observe individual decisions and reactions. Such focus on individuals is showcased in the behavioural concept of social norms affecting people's behaviour, which was proven with experiments by Milgram and Asch which focused on an individual's response, and then collated the data for the entire group of subjects. Also, due to the COVID 19 pandemic, reopening retailers are now trying to study consumer behaviour to reduce the information deficit that has formed over the past few months, and in order to do so they are collecting data from individual consumers. Finally, collective action can be swayed, as exemplified by concepts from behavioural economic such as herd behaviour, social norms and social mindsets which are typified in mob mentality in today's society.

To surmise a whole population's economic activity is extremely difficult, and a problem that economists face all the time. The population can be broken down to simplify the economic

processes that are occurring, which is why microeconomics is key to explaining foundations in macroeconomics. These microeconomic actions that are observed at a local level can then be applied to entire populations and countries in macroeconomics. For instance, when learning about trade it is easier to consider shopkeepers trading goods and services at a local level than looking at trade between two large economies such as those of the USA and the United Kingdom. Alfred Marshall's development of demand and supply curves, which are foundational to economic theory, came from depicting an individual's marginal utility to determine a downward-sloping demand curve and a producer's willingness to supply with higher prices. This theory, which is widely used and can be applied in both micro and macroeconomics, was first brought about whilst looking at an individual's actions. Economic theories need to work and apply at small, local levels before being applied on a bigger, global scale, which is why many economists focus on individual actions to test their theories first, before then applying their theories to the macroeconomy. Of course, there were some economists who immediately and correctly applied their theories to the macroeconomy, but the proper, rigorous method of testing a hypothesis would be to experiment on individuals first, which emphasises the science aspect of economics as a social science. Some of these theories include Ricardian equivalence and Marxism and communism, but again these theories can be supported with evidence from individuals; Ricardian equivalence can be supported by two producers producing different things better than the other and trading, while Marxism can be displayed by an individual's wants for a completely equal society.

The power of the individual is immense, as an individual has more purchasing power than a collective or group does. The actions or inactions of individuals are what drive the entire economy, as buying a product makes firms earn revenue that they then can reinvest, and so on. Because of this, individuals are focused on more, as what they do will determine the strength and state of the economy. It is also easier to convince an individual to partake in a desired economic action; convincing a single person to go back out to a restaurant to eat after this lockdown period is easier than persuading a group of people or society to get back out and consume. Individuals also have added benefits over a group, as they can make rapid decisions, which is advantageous to firms as in the global financial crisis of 2008 CEOs of firms were able to take quick, decisive action when needed.

A large sector of the economy is taken up predominantly by consumers and firms and these firms' actions are dictated by consumers' preferences and choices, thus the individual's actions are extremely important. Furthermore, start-ups are often initiated by an entrepreneur, not a group, as one individual's idea can kickstart the creation of a firm, while lots of conflicting ideas may hinder a firm from succeeding or even kill the firm in its nascent stages. The success of entrepreneurs is clearly demonstrated by the likes of Steve Jobs and Richard Branson.

In conclusion, I believe that economists focus more on individuals and their actions and interactions with others than groups, as from focusing on the individual theories can be accurately developed and tested, allowing for the whole economy's actions to be generalised. All this stems from observing individuals, as the power of the individual and their influence on the economy is greater than a group, which is why economists focus more on individuals.

What do economists mean by scarcity and why is that idea so central in economics?

Scarcity in layman's terms is defined as a lack of something or the state of being in short supply of a substance, however, in economics scarcity has a slightly different meaning. Scarcity is

central to economics as it underpins the fundamental economic problem of the existence of unlimited wants but finite resources to produce them. The true intention of all economic activity is to produce goods and services to satisfy the needs and wants of society, and as scarcity exists this economic activity can be shifted and manipulated to produce the maximum of society's needs and wants using these restricted resources. Scarcity means that resources for production are limited, which means that there is a determined supply of goods and raw materials that can be used in the production process of goods and services. Therefore, not all wants of society can be satisfied, and thus any further economic activity is based on the use of scarce resources to produce the most goods and services as possible so that as many as possible of society's wants and needs are fulfilled. The existence of scarcity can be shown on a production possibility curve as all points on the curve depict the scarce resources being maximally utilised to produce goods. Without the issue of scarcity, this curve would not be drawn as resources would be unlimited and there would be no bound to the amount of goods that can be produced. The study of economics on the whole can be altered due to scarcity and the questions that are set out to be answered in the study of economics can be phrased as what, how and for whom are goods and services produced, owing to the problem of scarcity. Therefore, scarcity is a significant factor in the study of economics as scarce resources change the entire study of economics and the main questions posed within economics and economic theory. There is an opportunity cost in the production of goods due to scarce resources as one more of a certain good being produced means another good cannot be produced. Scarcity can be resolved with rising prices, indicating that the product is scarce and thus controlling the distribution of the product; a search for alternative products to be used; and quotas or rations introduced to prolong the limited resources. Scarcity also causes market failures as firms do not think about the future until it is too late and so alternatives cannot be found. A particular example of this is the tragedy of the commons, which is when a resource is abused due to lack of ownership; this is seen in deep-sea fishing when fish stocks were reduced and no alternatives can be found so the free market fails. In conclusion, scarcity affects the study of economics by being part of the fundamental problem, it causes opportunity costs in production to occur, can cause market failure itself and is responsible for the development of the PPC curve, thus scarcity is an extremely important concept which defines economics and has developed many economic theories.

I believe that financial crises of the past should feature more in the economics A-Level syllabus as I am personally passionate about learning about the financial crisis of 2009 and what occurred to lead to the global collapse of the housing market, and would like to learn more about other past crises in a more structured way on a syllabus. I think that it is extremely important that these past crises be integrated into the syllabus as we as adolescents can learn about past mistakes and learn how to prevent future crises from occurring as we go on to be financially independent and perhaps work in the finance sector. I believe research and projects within the syllabus about past financial crises can spark inspiration and passion amongst students about economic history. Moreover, specific case studies being discussed in class can benefit students more than continuous structured lessons about economic theory as a range of topics and theory that has already been covered can be drawn together to show what occurred in the crises. Studying these crises will also enhance pupils' technique and style of writing, as they will improve their analytical skills by viewing data from those crises and trends and attributing that to today's economy and evaluating certain government policies used within times of financial hardship. Withal, robust debates can be made in the classroom over what was the correct government response to tackle that particular crisis as there are many different views on

the use of certain government policies during financial crises and these debates can produce good evaluative techniques and points needed in A-Level essays and can filter into essays by arguing for and against specific modern government policies. Furthermore, the crises can be picked apart to show mistakes from governments, banks or individuals and how these errors could have been prevented and so on. Certain case studies can be used, ranging from the 1930s Wall Street crash and Great Depression, the 2009 financial crisis, Japanese asset price bubble and deflation, Great East Indian Bengal bubble crash and the Greek Sovereign Debt crisis to the recent Coronavirus recession, just to name a few potential case studies. Even though economics is not a case study filled subject like geography I do believe that going into detail about these crises will benefit our learning, revision, manipulation and adaptation of economic theory to unfamiliar situations much like entering external essay-writing competitions does. Educating pupils about financial crises can easily add more to our overall economic knowledge as economics students, as just by reading about the 2009 crisis I now know more about the stock market, bonds and securitization of assets and bonds. This can also impact our choice of future employment and university degree; for instance, if students like learning about past crises they may select a course more designed for economic history. In conclusion, I believe that gaining knowledge about past global financial crises can be extremely beneficial to students for the reasons above and add more relevance to the economic theory studied and how it has an impact on the outside world.

OPINION

MASKS AND ANTI-MASKERS

Masks are a defining feature of “modern” life. Splatter-gunned advertisements of disposables flap and shred comically while the carriage wind rushes by and whams the desolate tube with a sarcastic clap. The slow ease of lockdown from crippled governments has rejuvenated the lonely city; however, it has come at a cost. The “normal” is not normal. People are restrained/protected by masks, social-distancing measures, hygiene, and manners. Some go along with it; others fight back against those who imposed it. As tension rises and drifts the rift, the UK has seen an alarming rise in anti-mask protests and popularity. The article strives to outline both sides’ arguments, highlight why masks are essential, and consider questions posed by the pandemic. Readers are welcome to interpret the debate differently.

Only 22% of people in England agree to the enforcement of mandatory face coverings. The figure is pitifully low compared with other hard-hit European nations such as Spain, France and Italy. 626.63 people per million die from Covid-19 in the UK, 29 higher than the US (17/9/29). The Government predicts an 11.5% fall in GDP, one of the sharpest in Europe. The statistics show how the UK has failed to contain the virus and minimise the impacts. *The Economist* has used the facts to claim (in a somewhat whimsical tone) No 10’s response to the crisis has been worse than that of Mr Trump’s. The media coverage of the nation’s plight is already depressing news, striking chords in many hearts. Therefore, one will presume the people will be ever ready to implement steps, such as wearing masks and washing hands, to mitigate the economic depression and spread of Covid-19 in the UK and worldwide. However, there are

several reasons why this is not the case, and people are rising against mandatory face coverings.

In early March and the months before, the general media considered Covid-19 a distant, Eastern threat. An underlying hatred of Communist China and a slight sense of false superiority against a stereotypical dictatorship cushioned the beneficial fear needed to agitate the public. Popular meme culture spread insincerity and even comedy around younger generations, upvoting racist images, puns relating to Covid-19, and jokes about conspiracy theories. Although defendants argue that meme culture helped ridicule ludicrous ideas and prevented their popularisation through mass circulation, especially in a world where posts are not edited and controlled, toxic antipathy seeped in from the likes of 4chan (there is, of course, another considerable debate on how far social media companies should censor their users). Some go further to say memes created false confidence in conspiracy theorists whom we do not need now. Even myself, exposed to this confidence, broke the shell too late. Although many months of turmoil, tragedy and disaster have passed, the early biases and ignorance of the dangers still have an impact on how the public view the pandemic. Therefore, when contemplating Government enforcements, parts of the public are prone to be exposed to bias, undermining the general societal stability and safety as we go back to the life outside. Inequality and presumed (and false) superiority of the British people contributed to the anti-mask sentiments the nation can observe today.

The Government has a more onerous responsibility for the rise of conspiracy theorists and, more importantly, anti-mask protests. In February and March, the BBC and other major national papers capitalised on official statements that masks “were quite useless”. I still remember how every morning I read the news rejecting the effectiveness of face coverings. However, the source stems from early official Government reports and the scientists who agreed with it. Even WHO claimed the virus was under control, a lockdown was unnecessary, masks were superfluous.

The mass circulation of this potentially unhelpful information seeped through the vulnerable public. Three months later, when nations are seeing a resurgence in Covid-19, people are confused once again. After countries have suffered the pandemic’s economic and social impacts, governments are eager to end lockdown in any way possible to recover from sharp recessions. For this to happen, the public must keep strict observance of face-covering, sanitation and social-distancing measures. Boris Johnson ordered the mandatory wearing of facemasks in early to mid-July. The sudden contradiction, from cynical March to begging July, brewed anger and frustration among the people. Whom should they believe? Earlier, respectable scientists used science to show masks were ineffective, and now they claim coverings are essential for a return to the “new normal”. Therefore, the Government itself created a challenge to its initiative to encourage masks, causing public confusion. To claim boldly, as confused children turn to their guardians, confused people blame the country.

For a deeper understanding and analysis of anti-maskers, I have compiled a generalisation of several protesters’ cases. One of the most critical points regards the freedom of rights. People refer to the Geneva Accord of 1947 and other treaties created to enforce the protection of society. Protestors claim mandatory mask-wearing infringes the freedom to choose. As summer reaches its height, masks are stuffy, unpleasant, sweaty things. The temptation to frisk away your cotton muzzle and breathe in the slightly-humid-yet-quite-right-dried air often tips over one’s patience-o-meter. The inability to choose to take one’s mask away angers many. Furthermore, the restriction of choice is a severe infringement of freedom.

An excellent, simple analogy is the comparison between a slave and a citizen. Masters own slaves and are in total control. Slaves are ordered to do specific works, whether they enjoy

it or not. In other words, they have no choice, just orders. No matter how lenient the despot is (e.g. the slave can do anything they want), the slave is continuously reminded that they can be sold away without choice. An ordinary citizen, on the other hand, has the luxury of choice. They can refuse to become a slave, to move, to eat pistachio ice cream. Even if they choose to do everything a slave does, they are still free and without of the underlying pressure suffered by a slave. The citizen knows they do this of their own accord. Protestors argue that enforcement makes people slaves. Instead, the Government should provide a choice for them. Many people agree with this logical argument, which has persuaded even highly educated people to join the rallies.

How would the Government ever persuade the falsely educated public? Other nations have done it; however, they already had a favourable view of face-coverings, in contrast to many European countries. The benefits of quickly enforcing mass protection, rather than persuading, seem to outweigh the negatives. A delay in enforcement may raise infection rates, cause another lockdown, and kick the crotch of the already kneeling economy. Furthermore, people out there have used another analogy to argue that wearing masks is not an infringement of freedom. According to their countries, car drivers always drive on the right (not the direction right) side of the road. They wait for the lights, have their seatbelts on, obey the speedometer. These enforcements take away the choice to drive freely. People do not protest against traffic laws because it plays a beneficial role. The benefits outweigh the negative. Even though mask-wearing is an infringement of our freedom of rights, there are more pressing issues out there, where nations are making us into slaves. Look at America, or our colonial past still restricting people from BAME backgrounds. Shouldn't we protest those prominent issues, rather than argue about the forced discomforts of having to wear a mask every time I go out shopping? I will leave that question to the reader.

There are many more arguments presented by protestors and oppositions. However, I believe I have addressed one of the most crucial clashes in this gigantic debate and clarified the situation for those confused by the flow. The status quo shows how dangerous false information is. The spread of conspiracy theories and early, misleading cues made the public doubt the Government and caused a backlash further enforcement attempts. The US government questioned the big four due to this fear; conspiracy theorists run wild in social media, especially Facebook. The Boogaloo movement moved from 4chan to the site. Furthermore, a toe-dip into ethics around freedom hopefully showed how interesting this debate can be, and how there are more pressing issues in our society other than the discomfort of wearing masks. The pandemic will end; however, it has created new questions for people to consider.

LITMUS TEST FOR HUMANITY

The shopping cart is the ultimate litmus test for whether or not a person deserves and can handle self-governance.

To return the shopping cart is an easy, convenient and simple task. It is one which we all recognise as the correct, appropriate thing to do. To return the shopping cart is objectively right. There are no situations, bar a dire emergency when one is not able to return the shopping cart, that can excuse one of this obligation. Simultaneously, however, it is not illegal to abandon your shopping cart. Therefore, the shopping cart presents itself as the apex example of whether someone will do what is right when they are not forced to do so. No one shall punish you for not returning your shopping cart. No one will fine you, imprison

you or kill you for not returning the cart. You gain nothing from returning the cart. You must do it out of the goodness of your own heart. You must return the shopping cart because it is the right thing to do.

Because it is correct.

Hence, a person unable to return the shopping cart is no better than an animal, an absolute savage, someone who can only do what is right with the power of the law and the force of the state compelling them to do it.

The shopping cart determines whether someone is a good or bad member of society.

MENU FOR THIS WEEK

This week, the Shepherd Churchill Room is proud to present a range of breakfasts from around the world, inspired by a range of internationally popular dishes to ensure that a diverse, varied and multicultural range of foods is served:

Monday: North American wieners, served with chocolate-based pastry items and oval-shaped, rounded objects that come out of a chicken in an eggcup.

Tuesday: German pork bratwurst, alongside gourmet, cocoa-based Shokoladenscroissant and gekochtes Ei,

Wednesday: Uncurled Cumberland sausage, next to a sweet deconstructed, flaky, pie-like thing and eggs cooked in water.

Thursday: Great British bangers, served with chocolate croissants and unborn chickens bathed in heated water,

Friday: English-grown frankfurters, with pain au chocolat and oeuf à la coque,

Saturday: Shropshire Polish kielbasa, on a bed of delightful pastry confection and boiled eggs,

Sunday: American-Style hot dogs, with crescent-shaped chocolatey objects and coddled eggs.

It is hoped that this great variety of food can ensure that boys remain engaged with the menu throughout the week, without getting bored or sick of any particular item.

A GOOD ROOMMATE

A good roommate would be someone who:

1. Agrees with me half of the time – but leaves the other half to disagree so that we could have helpful debate.
2. Would be required to sleep well, and if snoring is an issue it should be no more than helpful abstract noise for getting to sleep.
3. Is tidy, and clears, organises and cleans the room on a regular daily basis.
4. Would need a decent proficiency in movies, with knowledge about notable movies from directors Stanley Kubrick, Fritz Lang, Wes Anderson, Martin Scorsese, Orson Welles and Francis Ford Coppola – as well as other notable movies to critique and chat about.
5. Has decent taste in décor and cuisine, so that I may be allowed to try interesting foods and drinks from around the world, and so that our shared space could be nicely decorated.
6. Has an agreeable taste in music, and who preferably plays a portable instrument (for example a violin) so that we can have miniature concerts and invite people over for nights of music recitals.
7. LIKES MY TEA.

8. Does not engage in vulgar physical activities, such as wrestling or boxing or rugby.

9. Has had a different experience in life to me, so that I can learn a new perspective. Different experiences include living in a foreign country, an interesting upbringing, or interesting parents.

GAFFE AND GOWN

Quips from Around the Hill

“Look boys, I’m not explaining why you’re not allowed to make Lord of the Rings jokes.” “Alright sir, keep your secrets.”

“Sir, are beaks even allowed to give Custos report? I thought only Custos could.”

“I never thought a Harrow hat could make you look so uncivilised, until I saw it with a face mask.”

“Now boys, I’m not exactly sure what this plant is called, but I am fairly sure it’s the thing that makes opium.”

“Legs, sir? More like downward arms.”

CORRESPONDENCE

Letters to the Editor

DEAR SIRs,

As a support staff employee, I don’t expect too much contact with the stimulating day-to-day business and dignified hullabaloo at Harrow.

However, over the last few weeks I have been sent several items to watch, writings to read and agree to, Teams this, Firefly that, some questions to answer and tests to complete. It really was like being at Alton Towers. Very exciting.

Also, has anyone else noticed the sudden emergence on the Hill, of hundreds of very young trainee dentists? Very unnerving.

Yours sincerely,
NEIL PORTER

DEAR SIRs,

In schools, and soon universities, at this time of year with the change of the weather, it is common for people to develop something known as ‘Fresher Flu’ – the most likely cause is the convergence of large numbers of people arriving from all over the country and the world. September has become a breeding ground for colds and flus alike.

Due to the recent pandemic, the School has put into effect numerous policies to prevent the spread of Covid-19 including the wearing of masks in public areas, the constant sanitisation of hands, and one-way systems into form rooms and the SCH. However, due to the number of people with colds and flus, questions must be asked.

If the preventions for Covid are as effective as we think they are, then surely there would be fewer colds and flus around the School? But the number of boys sent home with the sniffles seems to be evidence to the contrary – if such measures do not prevent the spread of colds, then how effective are these policies regarding Covid?

Kind regards,
MATT TRAVIS, THE HEAD MASTER’S

DEAR SIRs,

In a speech entitled ‘On the cult of personality and its consequences’, Nikita Khrushchev warned about allowing the admiration of an individual to infiltrate all layers of a community or society, mentioning the toxic effect a singular elevated role model can have. In this “secret speech” of 1956, Khrushchev warned that the idealisation of a singular heroic figure can lead to the perception that the figure was perfect and should be mimicked in all aspects.

Now, you may wonder why I am beginning my letter to The Harrovian with such a seemingly random historical tale. However, I believe that the dangers of a cult of personality are just as real as ever before. I am writing to you this week in regards to the new Churchill Scholarships that have been proposed as part of the School’s Plan 450 project. While I am completely and utterly enamoured by the proposals to increase scholarships and reward talent with opportunity, I felt the need to question the choice of name for these prestigious awards.

Firstly, I would like to question how appropriate it is to name a meritocratic award that is seemingly primarily academic after this specific historical figure. While Churchill was hugely talented in many areas, I would like to cast doubt on whether he is the right choice for an academic entrance award. On his own entrance exam, Sir Winston Churchill (*The Head Master’s*, 1888) simply wrote his name and a series of ink blottings on the exam paper. Personally, I would have to question whether this entitled arrogance provides the best example to serve as a role model for the scholars of the future. Is it right that we are naming an award for deserving underprivileged children after a privileged man who entered Harrow perhaps undeservedly? Furthermore, Churchill was known during his time on the Hill to have problems with his work ethic. Is this the correct example to be showing to our scholars? Is this a way in which we want to create more “Churchills” as suggested on our website?

Furthermore, I personally believe that it is insensitive to name a scholarship for “a global outlook” after this particular Old Harrovian prime minister. While the connotations that we draw from Churchill are of defiant bravery and triumphant victory over the forces of evil, his name does not carry the same weight across the world. Indeed, if you speak to many of our friends residing on the Indian subcontinent, Winston Churchill is seen as a figure of hatred for the part that he played in the Bengal Famine. It is for historians to debate whether or not Churchill was motivated by racism in deciding to create a shortage of food that took 3 million lives, but some of his comments at the time would certainly suggest a motivation that is extremely politically incorrect. As a global school, is it right that we are choosing to further glorify this man?

By naming so many things after Churchill that are significant in School life (including the largest annual event of the School calendar, two academic departments and the dining room that serves as our central hub), I believe that we are over-idolising him and projecting him as an example of perfection, when in reality there are many areas where we would not want the Harrovians of today to follow in his footsteps.

Now it is important to understand that I am not stating that Winston Churchill was a bad man. I don’t believe that we should be tearing down statues and renaming our dining halls, geography schools and annual songs events. I think that Churchill was in many and most aspects a great, perhaps even the greatest Old Harrovian. But he was not perfect. He was not the only Old Harrovian.

I would like to suggest more conservatism when choosing whether to extend our use of Churchill’s name. If one was walking around the Hill and learning about our life, they would be forgiven for thinking that there was only one Old Harrovian who achieved greatness. However, I personally feel that there are a great number of fantastic Old Harrovians who would serve as more appropriate namesakes for this new School award. Spencer Perceval had the courage to be shot for his

beliefs, while also maintaining a strong academic work ethic. Sir Robert Peel was a great national reformer and had a strong academic record, winning double firsts at Oxford. Jawaharlal Nehru was by all descriptions a great Old Harrovian, serving as the founding father of a great nation and the creator of a non-aligned movement that reduced world tensions. Wouldn't it send a powerful message to recognise a non-British statesman to show true global outlook and diversity?

Can we not consider a larger diversity in the names we choose to attach to key aspects of School life while still admiring some of Churchill's better qualities?

Kind regards,
DYLAN WINWARD, LYON'S

In Reply to Dylan Winward

DEAR SIR,

Inevitably Churchill would have had a witty retort to the notion that Harrow's celebration of his life is comparable to the Politburo and Central Committee of the Communist Party of the Soviet Union's deification of Stalin. Of course, were such an equivalence in existence, the letter would never have been published and Mr Winward would currently be heading to Siberia, or the analogous part of the Hill!

Nevertheless, Mr Winward is absolutely right that Churchill was only one of countless eminent Old Harrovians, so many of whom are recognised in the War Memorial, in the names of academic societies, on the walls of Speech Room and in the names of buildings such as Leaf Schools, the Butler Centre and the Alcock Pavilion. While for aficionados of Association Football and Cricket, the likes of Charles Alcock may be something of a household name, there are few people of greater renown than Churchill himself, who is routinely voted the greatest Briton, and therefore eminently suitable for generating interest and engagement with this exciting new opportunity. While Churchill's socio-economic privilege and levels of industry may rightly be highlighted as something of an incongruity, those boys who earn a Churchill Place will be equipped by the School to serve society, demonstrate leadership and to make a difference; there can be no doubt that Churchill did these things with tremendous zeal and unswerving resolution. Moreover, the Churchill Places will be a full-fee award for those boys who face the most significant of barriers to progress. The basis for admission is not solely academic but a broader consideration of character. We cannot know why a sub-teen Churchill made the entrance exam attempt that he did, but I don't think many of us would think it proportionate to be held to account for what we did when we were eleven. Whilst Churchill may not have been academic in the traditional sense at School, he did go on inter alia to become a Nobel Laureate for Literature and a noted painter.

Churchill's values, beliefs and political decision-making have been challenged of late. This is appropriate and reasonable, and Mr Winward's letter is worthy of commendation for its scholarship, balance and nuance. It is fair to say that no politician with such a long-standing career and holding the country's most important public offices at such tumultuous times could be without controversy or criticism. Harrow School is certainly not advocating a hagiographical representation, but one that is scholarly, nuanced and historically grounded. Such an approach is essential for an individual as multi-faceted and complex as Winston Churchill who was a product of Victorian and Edwardian values, which are significantly different from those of contemporary society.

Churchill's role in ensuring that Britain continued to fight against the evil of Nazism is well documented and worthy of celebration. His insight into Hitler's insatiable appetite for territorial expansion and his willingness to publicly oppose appeasement during the 1930s were testament to his political

acumen. Churchill became prime minister in one of this country's most challenging hours and as a consequence of his resolve and commitment, Britain did not surrender or abandon her European allies who were under the racist and genocidal tyranny of National Socialism. Almost 80 years ago, many around Churchill in Parliament counselled some form of acquiescence or peace with Hitler and Nazism. It is not an exaggeration to state that Churchill single-mindedly opposed this easier but utterly craven route. These decisions were of great significance in ensuring the freedoms and liberties which are enjoyed across the continent today.

Mr Winward is correct that we should always bear in mind the name and fame of other Old Harrovians; this will be uppermost in our thinking as we enter into a new phase of building development for science and sport in the next five years. It comes as no surprise though that the same issues as Mr Winward identifies for Churchill emerge for other Giants of Old. R. A. Fisher, for example, a name that every biologist, or mathematician would appreciate as a titan in the fields of statistics, genetics and evolution, and holder of science's highest awards in the UK, might not prove to be a candidate for the name of a new building in light of his close association with eugenics, an idea prevalent in his time. We discover, perhaps, that whenever we name something after someone, we will always have to assimilate their frailties as well as their strengths.

It is right and appropriate to acknowledge, condemn and repudiate those aspects of Churchill's views, attitudes and actions which were racist, bigoted and offensive; such views have no place in society and we are grateful to live in a generation where commitment to equality and diversity are championed. We will be clear about this with the School and our guests at the time of Churchill Songs. Celebrating and commemorating Winston Churchill's virtues and victories, including through the launch of our Churchill Places is not an endorsement of his views and vices. Instead it is a recognition that his great achievements are worthy of remembrance and acclaim, despite his many imperfections and flaws.

Kind regards,
WMAL & MEFG

SUDOKU

Persevera per severa per se vera

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SPORTS

SOCCKER

*Development A XI v Kimbolton School,
Won 2-0*

Scorers: Ben Harrison, *West Acre*; Ademide Odunsi, *Moretons*

Football is back. Not in the sense that Premier League matches are being played at the behest of Sky and BT overlords so that they can justify charging the GDP of Sweden in subscription fees for viewers. Not in the sense that multitudes of betting companies insist on exposure of their brands and want their advertising to shove it down the throats of young children across the country. Not in the sense that matches are being played behind closed doors, in sterile stadiums, lacking atmosphere and passion. Not in the sense that some poor bloke is sitting in a tiny box trying to add special effects "Fifa-style" to entertain the armchair fans. Not in the sense that a betting company is paying the wages of an England veteran in the Championship just to advise their brand and severely betting the rules of financial fair play, and fair play in general, in the process. Not in the sense that a Premier League club makes 55 employees redundant and then spends millions on new signings. Not in the sense that a large number of clubs in the lower leagues will go to the wall in the next few months because Premier League clubs are too greedy to release funds equivalent to half of Gareth Bale's weekly salary to prevent this happening. Not in the sense that the enjoyment and highs and lows of attending live football brings. Not in the sense that a community game has been ruined by commercial and corporate interests. I could go on.

Don't get me wrong, having game after game shown on TV has kept me occupied in lockdown and is the only thing that keeps me from watching the charismatic and enigmatic Aston Villa legend Dion Dublin present hours and hours of *Homes Under The Hammer*. How did he end up there?!

Football is back. In the sense that you and I can go and have a kick about with our mates. In the sense that we can train as a group and enjoy our football in the late summer sun. In the sense that competitive fixtures are back on the menu and there is meaning and purpose to what we do and enjoy. In the sense that, after months of being cooped up, we now have freedom to run around and play the game that we love.

And what a way to spend that first game back. DH deserves an enormous amount of credit for getting a fixture in the calendar after the majority of schools cancelled. For our first match back we had the privilege of a Saturday afternoon in the glorious Cambridgeshire sun: a trip up the A1 to Kimbolton School, set in idyllic countryside. It was enough to make a grown man cry. As OS did most of the way up. The team began the game like they had never been away. Conditions were tricky on a dry, bouncy, bobbly pitch, but Harrow's passing was swift and slick and Kimbolton barely had a touch of the ball in the first ten minutes. Any chance they did get on the ball was greeted with a swift punt upfield which was gobbled up by Ben Smith, *Bradlys*, and Chike Odogwu, *Moretons*, in the centre of defence. Debuts were made: Luke Walton, *West Acre*, must have had a pass completion rate to rival Xavi; Elliott Taylor, *West Acre*, was buzzing around the front line and creating a wealth of scoring opportunities; Kyle Debrah, *Elmfield*, was calm and collected in defence while always looking exceptionally cool. They created a number of half chances but it took a while for them to get their breakthrough. In the 33rd minute, Blesk Ekpenyong, *Druries*, crossed the ball in from the left hand side, Taylor had an effort on goal blocked before the ball fell

to Ben Harrison, *West Acre*, who finished well from a tight angle. Harrow deserved to be further ahead at half-time, but the performance was excellent and we went into the second half full of confidence. They should have doubled their lead within minutes of the start of the second half. First, Taylor whipped in a delicious cross that Ademide Odunsi only had to connect with from six yards out to score. Instead he missed the ball and it ran out to safety. After missing a seemingly easy finish, Odunsi then decided he would do things the hard way. This time, in the 57th minute, he was given too much time on the ball. He struck a strong, speculative effort that was misjudged by the Kimbolton goalkeeper and flew in at the far post. The team continued to dominate the game but lacked ruthlessness and sharpness in the opposition box when opportunities presented themselves. Blesk Ekpenyong, Matthew Harrison, *West Acre*, and Ify Ogbonna, *The Head Master's*, were pulling the strings in midfield and Pier Bertelsen, *Lyon's*, was creating havoc out wide. In goal, Harrison Scott, *Rendalls*, once again showed that he has the makings of a top goalkeeper by making an outstanding save when Harrow were 1-0 up in the second half to keep us in the game. Other than that, he dominated his area well and his passing game was outstanding.

It was a fantastic day out and we are hugely grateful and thankful to Kimbolton for offering a fixture and for hosting us so wonderfully. This is what football is all about. Community, outstanding sportsmanship, fair play, fun and enjoyment. A great way to start the season.

This season we will be running a new series in each match report:

Chike Odogwu facts #1: Chike's wingspan is so large that when he is playing football on Park Lake, Air Traffic Control has to reroute flights into Northolt Airport.

*Development B XI v Kimbolton School,
Won 4-0*

Scorers: Joshua Olugbodi, *The Park*; Jude Brankin-Frisby, *Newlands*; Ethan Childs, *Newlands*; Kevin Lian, *The Head Master's*.

After a successful week of trialling, the Development B XI set off to beautiful Kimbolton. Spoiling for a contest and with goals on their mind, they set up in an aggressive 3-4-3. After a tentative five minutes in which the boys got used to the new formation as well as a rather hard and bumpy pitch, the boys began to dominate the game. Federico Greaves, *Bradlys*, and Luke Esposito, *Newlands*, combined beautifully on the left to both create chances and press high in order to put Kimbolton on the backfoot. This culminated in an excellent strike from Esposito, which Kimbolton's keeper skilfully parried onto the cross bar. Excellent work by Jude Brankin-Frisby, *Newlands*, and James Gibbens, *West Acre*, meant that Harrow controlled the pace of the game, expertly launching attacks down the wings whilst preventing Kimbolton from catching us on the break. Several quality chances went begging before Joshua Olugbodi, *The Park*, broke the deadlock from a superbly worked goal with a decisive finish from a dangerous cross from Ethan Childs, *Newlands*, who caused Kimbolton trouble all day. Harrow did not relent and kept the pressure on, resulting in two excellent goals from Brankin-Frisby and Kevin Lian, *The Head Master's*, giving the boys a comfortable lead going into the second half. Kimbolton tightened up at the back and restricted our goal-scoring opportunities in the second half but Harrow remained firmly in control of the game with the back three of William Barrett, Jack Joyce and Gabe Rogers, all *The Knoll*, controlling possession and patiently progressing the ball upfield, pinning Kimbolton in their own half. Harrow were eventually able to add a fourth from a towering header from Barrett to see out the game. Harrow were the better team throughout and this strong

start in which a high quality of football was on display bodes well for the remainder of the season.

*Development C XI v Rectory Park,
Lost 1-2*

Scorer: Kevin Lian, *The Head Master's*,
Man of the match: William Barrett, *The Knoll*,

This was a tough opener in scorching conditions, testing both the boys' technical ability and fitness. On each count, Harrow gave a creditable performance. The back three of Gabe Rogers, *The Knoll*, William Barrett and Sergey Antipovsky, *West Acre*, showed strength and quality on the ball against quick, dangerous forwards, and they were supported by the tireless running of Alnur Abuov, *Druries*, in central midfield. Roger Litton's, *Newlands*, quality on the ball was a highlight of the first half, with a number of adroit touches and clever passes that almost created goals-coring chances. Harrow was, however, mostly playing on the break, playing against strong, quick and capable opponents, and they were unable to stop the concession of two goals, the second of which came just before the half-time whistle. Undeterred, the visitors came out with renewed solidity in the second half, with the wing backs finding better positions and an overall improved defensive cohesiveness. Bami Awolesi's, *The Head Master's*, tenacity and link-up play with the ever-dangerous Paddy Breeze, *Elmfield*, led to a shift in momentum, and Kevin Lian was able to take advantage of a defensive mistake to tap home a goal with plenty of time still to play. Sadly, Barrett's subsequent finish from a free kick was ruled out by a rather keen linesman and Harrow had to settle for a narrow defeat. They should nonetheless take confidence from a gutsy performance.

*Development Uunder-16 XI v Kimbolton School,
Won 1-0*

Goal: Charlie Young, *Newlands*,
Man of the match: Louis Lord, *Lyon's*

Harrow dominated from start to finish, enjoying almost total ball possession and playing some fine football, but without creating many clear-cut chances. This was down to the opponent sitting deep, lining up banks of players in front of their penalty box. However, the visitors also needed to do more to get players forward in support of attacks and, ultimately, finish more ruthlessly when opportunities did arise. After an opening lively five minutes from Kimbolton, the pattern of the first half was set: Harrow passed patiently to the edge of the opponent's box before being crowded out by sheer numbers. The tricky skill and control of Ziad Shemtob, *Rendalls*, came close, on a couple of occasions, to working an opening but there was always a last-ditch block to thwart him. In the second half, Harrow's patience looked like it might bring reward, but Bami Awolesi, *The Head Master's*, squandered two excellent chances to get the all-important breakthrough. With Kimbolton's back line pushing higher, there were opportunities to get in behind, with Louis Lord's, *Lyon's*, tireless and skilful contribution particularly impressive. At the other end, Henry Woodcock, *The Head Master's*, and Ed Pagani, *Lyon's*, kept things tight with a mature, dominant display – two excellent, ball-playing defenders – and Tom Hawarth, *The Knoll*, looked confident in goal. With the clock ticking down towards a disappointing draw, Charlie Young, *Newlands*, produced a moment of quality, driving home a fierce left-footed angled finish – a literal net-ripper! – to give Harrow the deserved win. One-nil did no justice to the balance of play but, ultimately, it was a relief to get the win. The boys played in excellent spirit and showed quality throughout the team.

RUGBY

For boys playing rugby, it was another weekend of the internal touch-rugby competition: the Harrow School Super League. It was the second week of competition for the Seniors, Colts and Junior Colts and clearly lessons had been learnt from week one; more tries and drop goals were scored than ever before. It was the first week of the Shell competition and all boys should be commended for their effort, skill level and attitude throughout the day's play.

The team of the week, chosen by the beaks, was as follows:

1. Hugo Anderson, *Newlands*,
2. Herbie Smith, *Newlands*,
3. Nick Martin, *The Knoll*,
4. Bobby Dunne, *Elmfield*,
5. Jojo Kunitomo, *The Knoll*,
6. Seb Brindley, *The Park*,
7. Joe Gethin, *Rendalls*,
8. Peter Timofeev, *Druries*,
9. Timmy De Hemptinne, *Bradlys*,
10. Eli Dewotor, *The Head Master's*

GOLF

*The School v OHs, Buckinghamshire Golf Club,
17 September, Won 2-1*

Fixtures appear to be rather rare in the current climate and so it was even more exciting to finally get the golf season up and running after a late cancellation from Haileybury earlier in the week. The boys were chomping at their face-masks in eager anticipation at facing the OHs at the beautifully manicured Buckinghamshire Golf Club.

Finlay Matheson and George Webster, both *Druries* (same bubble – tick) led out in style, thumping drives down the middle of the fairway and avoiding the water down the right, unlike their opponents; Alastair Hill, *Elmfield 1984*³, and John Pool, *The Head Master's 1985*³. Webster found a birdie on the first and was thus happy for the rest of the day. However, the OHs fought back with three birdies in the next four holes resulting in them having a 1 up lead at the turn. However, Webster didn't want to be tangoed and a great up and down started a charge from the *Druries* duo. Webster and Matheson then combined for a Molinari-esque run of pars sprinkled with another cheeky birdie from Matheson on 13. The OHs fought back, again, with fantastic golf with their fifth birdie of the day coming on 15. The OHs had a 1 up lead with three holes to go but the *Drurians* struggled to convert opportunities on holes 16, 17 and 18 hence resulting in a 1 down loss. Although disappointed, the *Druries* partnership were happy that they lost to good golf from their opponents and that they were able to display flashes of brilliance themselves.

The second match saw newly appointed captain Johnny Connell, *Rendalls*, team up with the powerhouse Toby Shirvell, *The Head Master's*, to take on Arnold Wong, *The Park 1987*³, and Jerome Ponniah, *The Head Master's*. Harrow went 2 down after 3 with some sloppy mistakes early in the round. They steadied the ship well, playing some good golf to keep them within reach. Then on 6 and 7 Connell made two excellent pars that were needed to gain some momentum and get the score back level. It didn't stop there and Shirvell drove the green on the par 4 8th and 2 putted for a birdie to go 1 up for the first time in the match. Harrow continued the momentum on to the back nine with a par on 10 to go 2 up, Connell then made a birdie 4 on 11 to get the score to 3 up. The OH team struck

straight back on 12 with a birdie and back to just 2. The boys were not going to lie down, and Connell sunk a monster 25 foot putt for birdie on 13 to get the score back to 3 up. Finishing off in style, Shirvell chipped in on 16 for a birdie to close out the match 3&2.

And so, it all came down to the final match-up. Old Harrovian Matthew Gibbens, *West Acre 1984*³, felt he and his compatriot Jan Brugelmann, *The Park 2003*³, had this one in the bag after the opening tee shot from Aidan Wong, *The Park*, found the water and Max Shirvell, *The Head Master's*, did well to get the ball off the ground! The match was tightly poised at the halfway stage with both Wong and Shirvell finding moments of class but struggling for rhythm. It all came down to the last hole and this saw Wong come to the fore to sink a 15-foot putt to halve the hole, win the match and the tie for the boys.

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