

THE HARROVIAN

VOL. CXXXIII NO.21

May 15, 2021

ATLANTIC SOCIETY

*Lucas Maia, Druries, "Religion and America",
New Schools, 6 May*

On Thursday 6 May, the Atlantic Society was pleased to host a lecture by Lucas Maia, *Druries*, on 'Religion and America'. He said in the opening that his talk would explore the question surrounding 'What is the main reason for religious discrimination in the USA?' He went on to talk about the very early pre-revolution days and the Pilgrim Fathers who had just landed from Europe in the 1620s. They had believed it to be a 'land of milk and honey' that was god-gifted, that they thus wanted to convert the Native Americans into 'bible-following' Christians. He went on to explore the famous liberal thinker John Locke and his approach to it.

Maia explained that the conflicts between the Native Americans and the Europeans were mostly over religion; the Native Americans believed the land to be sacred and wanted it to be left as it was, but the Europeans clearly had different intentions – they wanted to agriculturally develop America. The Native Americans also resented the alien culture the Europeans brought with the, along with diseases to which the indigenous people has no immunity.

After the ratification of The Removal Act of 1830 by President Andrew Jackson, the Native Americans who refused to be relocated began to be oppressed in a phenomenon known as 'social othering.' Simply put, this occurs when one group does not fit in with the social norms and is therefore made outcast. Gradually the Native Americans became increasingly oppressed, even as far as the prohibition of their religious and cultural events. They were looked down on by the Europeans, who saw their beliefs as strange and abnormal.

Maia went on to discuss the Puritans and the 'theocratic society' that the Europeans introduced when they landed in the USA. The theocratic society at the time was beautifully described by Maia as 'the pinnacle of using religion as an authoritarian tool'. There existed a so-called hierarchy in the society where there was a huge taboo on breaking 'conventional' Christian rules, such as committing adultery, and missing church. There also existed a system with great similarity to the anti-witchcraft and witch-hunting traditions of England, with people being hanged with neither with a trial nor on good reason. There was also a sexist element involved, as Maia pointed out: with 14 women but only five men were hanged on one occasion; women were more likely to be accused of being 'impure' than men.

However, Maia also mentioned that President Jefferson once famously said 'For Christianity to flourish, freedom of religion is necessary.' SMK found this point rather intriguing, raising questions as to whether it was only religious freedom for other minority Christian denominations.

To finish off, Maia oved onto more contemporary aspects of religion in the United States, by showing a poll that said 52% of Americans think Muslims are now well respected in the country. We then concluded the lecture by having a lively and an intriguing open-ended discussion on how racial and religious tolerance had or had not flourished in the United States, but Maia gave more weight to the dynamics of NYC, as it is his hometown.

ALEXANDER SOCIETY

*Henry Ridley, The Park, "King Philip's War: The War
that Defined America", 20 April*

The Alexander Society was delighted to host Henry Ridley, *The Park*, last week to give the Society's first talk of the term. Ridley's talk, entitled 'King Philip's War: The War that Defined America', gave a new perspective on a largely forgotten chapter of US history, whose repercussions can still be felt to this day as it cemented the survival and the success of New England in its early years as an English colony.

At the time of King Phillip's War (1675-78), New England was an emerging colony with a deeply religious population of primarily Protestants who had founded the colony a few decades earlier. New England had a population of roughly 65,000, where most inhabitants lived in densely populated coastal settlements. In contrast, the Native American population at the time was far smaller, numbering just 10,000, and was more thinly spread, as many of them lived in smaller rural areas. New England comprised four different factions, all of whom worked together but had differing views on issues such as religion. During the war, the factions were collectively governed by Josiah Winslow, who was made Governor of all New England whilst serving as Governor of the Plymouth Colony. Opposing these factions were the Native American tribes led by King Philip, who was first ruler of the Wompanoag before becoming ruler of all the local tribes in a surprisingly European-style coronation.

Tensions between the New England settlers and the Native American population came to a head when King Philip threatened to put an end to the influence of "praying Indians". These were anglicised Native Americans who often acted as spies for the New England colonies. In response, the English arrested two random Native American men in Boston, accusing them of being spies for King Philip and killing "praying Indians". They were subsequently executed. Outraged, King Philip formed an alliance with other local tribes and decided to initially march on Boston, before deciding instead to head south to Connecticut where, using muskets given to him by the French, his army razed the town of Windsor to the ground. King Philip proceeded to head north, where he destroyed the plantations of Western Massachusetts: the primary source of income for the Massachusetts Bay colony. The success of King Philip's army spread quickly and soon New Englanders would simply surrender to avoid being killed and their settlements destroyed, though this policy was to no avail as King Philip continued to raze New English settlements. The losses in the east were ignored by New England's Governor, Josiah Winslow, who instead decided to wait for King Philip to march east.

Winslow's strategy was a failure and, almost a year and a half into the war, it began to look as if King Philip might wipe out the New England colonies in their entirety. Winslow decided to appeal to London for support, in the form of guns, supplies and men; however, King Philip soon became aware of Winslow's plan and marched his army east to destroy the major port town of Plymouth where the support from London would arrive. In order to get to Plymouth before the supplies arrived, King Philip was forced to march through the pacifist colony of Rhode Island, assuming they would present no challenge to his

presence. The Rhode Islanders had other ideas and mounted a defense effective enough to prevent King Philip from reaching Plymouth in time, leaving King Philip's army doomed.

Ridley proceeded to discuss the enormous ramifications the war had in both the short and long term for New England. In the short term, the war led to a wave of violent anti-native American racism as large numbers of Native Americans were killed and the British army's treatment of Native Americans was brutal and abhorrent. Men, women and children were murdered in the ensuing violence and King Philip himself was executed and his body dumped in a bog. However, the war secured the New England colonies as safe from war with native tribes and allowed New England to create an image of itself as a safe colony for all. This led to a large influx of immigrants from Britain and Ireland, many of whom were lawyers, farmers and merchants, and helped to grow the New England economy to become the global giant it is today. The war also engendered a greater sense of fear by the settlers of Native Americans, began a period of violent oppression against Native Americans and inspired the policies of Andrew Jackson, who believed that giving Native Americans any semblance of power would cause another King Philip to emerge and for bloodshed and violence against European settlers to happen again.

The talk concluded by Ridley answering questions on the reason for the disappearance of these events from history and on other factors that caused the war. The questions were well answered and showed Ridley's excellent knowledge of the subject and the surrounding history. It was a brilliant start to the term for the Alexander Society as Ridley shone a light on a fascinating and forgotten chapter of US history whose consequences can be felt worldwide. Thanks go to DF for organising the event and to Henry Ridley for his extensive knowledge and superb delivery.

SCIENTIFIC SOCIETY

David Xu, The Grove, "MOSFET: the gateway to technology"

The Scientific Society were thrilled to have David Xu, *The Grove*, deliver a fascinating talk entitled 'MOSFET: the gateway to technology'. He went over the process of doping (in semiconductors), what MOSFETs are and how they work, as well as how CMOS brings all of this together to allow the functioning of modern technologies.

Xu began by explaining what doping is in semiconductors, which are materials that have the properties of both a conductor and an insulator. In essence, doping is a way to alter electrical properties in materials. Using silicon as an example, Xu explained how it does not naturally display any conductive properties. However, if we introduce alien atoms into the structure, it can be made to behave electrically, similarly to a metal. In terms of electrons, the introduction of these foreign atoms will allow some of them to be promoted (with the help of an electric current) from the valence band, which is the energy level at which the outer electrons usually exist, to the conduction band, which is where they are able to conduct electricity. When these electrons move to the conduction band, they will leave behind 'holes', which are the absence of electrons.

Next, Xu talked about the two types of doped semiconductors: P-type and N-type. A P-type semiconductor is one where the majority of charge carriers are holes and is achieved by doping with atoms that have fewer outer shell electrons. In the case of silicon, a P-type semiconductor can be made with the introduction of trivalent atoms (atoms with three outer-shell electrons) such as boron. In contrast, an N-type dope is where most charge

carriers are electrons and so can be made by doping with atoms that have valence shell electrons, such as the pentavalent phosphorus. When these two types of semiconductors are placed together, the holes in the P-type and the electrons in the N-type will move towards the centre where they combine and form what is known as a depletion region.

Then Xu moved on to talk about what MOSFET actually is. MOSFET, which stands for metal oxide semiconductor field effect transistor, is essentially an electronic switch that contains the two types of semiconductors we just learnt about. One MOSFET unit, which can be NFET or PFET, is composed of a source, a gate, a drain and a substrate. In an NFET, only the substrate is P-type doped and the rest is N-type. When a voltage is applied, the electrons in the depletion region between the gate and the substrate are given more energy and so move out of the holes. The electrons now have enough energy to jump from the valence band to the conduction band, creating an inversion layer that acts as a channel for current and turning on the NFET. The same logic applies for PFETs. David also told us why the digital system using voltage is better than the alternative analogue system: voltages can be easily generated and detected, we have a lot of experience working with it and there is almost zero energy consumption when the system is not being used.

Finally, Xu explored how MOSFET systems could be used in real life in the form of a CMOS. CMOS, which stands for complementary metal oxide semiconductor, is a network of MOSFETs working together and this is important in the creation of logic gates. NFETs are what are known as pull down transistors which essentially means that they will convert a higher input of voltage (what we refer to as a '1') into a lower output of voltage (what we refer to as a '0'). Similarly, PFETs are pull up resistors and so convert a 0 into a 1. This is why this system is called 'inverse logic'. Different combinations of PFETs and NFETs will give us different logic gates. For example, a NOT gate is an NFET and a PFET connected in series with a single input and a single output.

We can therefore see why Xu described MOSFETs as the 'gateway to technology': they are the fundamental elements to build logic gates and therefore allow us to access more complex and useful technologies.

PERCEVAL SOCIETY

Joseph Wragg, The Grove, "Frontier and Gateway of Empires: North Africa, a History", 29 April

On Thursday 29 April, Joseph Wragg, *The Grove*, addressed the Perceval Society online to deliver a lecture entitled 'Frontier and Gateway of Empires: North Africa, a History', which outlined the importance of expansion and considered how North Africa used to be one of the richest places in the world, which may be a surprise to many. This was particularly insightful as the Perceval Society usually delves into themes relating to Southern, Eastern and Western parts of Africa, as supposed to the North.

To start with, Wragg highlighted the geographical importance of Northern Africa. He stated that, due its position on the other side of the Mediterranean, nations have always sought to control North Africa, especially Egypt and Tunisia (formerly known as Carthage); a conclusion was formed that whoever controls North Africa controls the Mediterranean. Wragg continued to analytically inform us of three main reasons why the North African country of Egypt was particularly important: the Nile Delta (which made Egypt the centre of commerce and finance), Silk Road (as it meant that vast amounts of trade from China, India and the Middle East reached Egypt) and finally, access

to the Red Sea and the Indian Ocean. Egypt was the 'gateway for expansion' in the Indian Ocean and this wasn't properly recognised until the construction of the Suez Canal in 1869, which was potentially what gave the British Empire dominion over North Africa, the Middle East and world trade (as they could open and close the canal as they wished). Even in modern times, the importance of the Suez Canal is still demonstrated by the blockage involving the Ever-Green transport ship which cost the world around £40 billion.



Furthermore, Wragg made reference to another influential civilisation in North Africa: the Phoenicians. They were the main profit-oriented power of their day because the Late Bronze Age collapse of c.1200-1100 C destroyed the majority of civilisations in the Near East region and this allowed Phoenicia to prosper and become an incredibly rich state. With the exception of Egypt, the Phoenicians played a vital role in linking the North African coastline with the classical world, and they were even responsible for founding colonies in Sicily, Italy, Sardinia, France, Spain and Britain. As a result of this colonisation, the Phoenicians obtained a very efficient trading network, which created some of the richest people in the ancient world. However, after Alexander the Great's siege of Tyre in 332BC, there was a marked shift in the power-structure of North Africa and the Mediterranean, with Egypt being ruled by the Ptolemies from 325BC, whilst Phoenician travel and trade ceased. With Rome having developed into a Mediterranean power, as a new rising power in Italy in 260BC, and Carthage (now known as Tunisia) already being the prime naval power of its time, the stage was set for the Punic Wars – a series of three conflicts between Rome and Carthage in order to gain control of the Mediterranean; the world did not have the capacity for two such large naval powers. Defying the odds, Rome won all three conflicts and became dominant in North Africa. The main importance of North Africa to the Roman Empire was its rich resources in olives, fruits, figs, beans, gold and grain. Wragg then continued to give a religious insight to control of North Africa, which included the hegemony of Byzantines and Muslims. Within 100 years of Muhammad's death, the Islamic Caliphate became the largest empire in the world outside China, which was one of the fastest expansions in history; this caused a culture shift in North Africa as pagan religions and Christianity were suppressed in favour of Islam. Years down the line, Islam would never leave North Africa and is still the dominant religion there today.

As Europe started to recover from the repercussions of the fall of the Western Roman Empire, they noticed Muslim North Africa. By the 10th century, North Africa traded with Venice, Genoa, Pisa and Sicily, which were the great mercantile powers of the Medieval Mediterranean; the relationship between Medieval Europe and North Africa was mainly based on trade and conquest. Following various dynasties and changes in power, in 1453, the Ottoman Empire rose to become the most powerful empire in the Middle East and Europe after various conquests. Despite many European efforts, the Ottomans remained dominant over North Africa until its decline, which led to Algeria being conquered by France, Morocco being shared between Spain, Portugal and France in 1859 and Egypt eventually being occupied by Britain in 1882, importantly giving them control of the Suez Canal. Ottoman rule in North Africa was then ended with Libya being

conquered by Italy in 1911; in 1914, European colonisation had spread across North Africa, apart from in Abyssinia and Liberia, and it brought their languages, capitalism, free trade and Christianity there with them. France, Spain, and Italy relied on a high degree of centralisation, whilst Britain relied on local leaders and governors and ruled more indirectly.

Wragg then rounded off as he stated how, after World War Two, as a result of European bankruptcy and several other factors (including movements for independence in Africa), Europeans left their colonies and, by 1980, all African colonies were set free and became independent, apart from a few islands. Wragg reminded his audience that the process of decolonisation still took a heavy toll upon Africa and North Africa especially. Some examples include the coup in Egypt in 1953, and civil war in 2011, as well as Libya remaining in a dictatorship until 2011, where there was a series of civil wars that wrecked the country. There was also a Tunisian revolution in 1987 and it remained in a dictatorship until 2011; Morocco also had extreme poverty in the 1970s and 1980s.

To conclude, Wragg brilliantly summarized by stating:

“As we can see, what was once the bread basket of the Roman Empire, one of the religious centres of Muslim rule, an important staging ground for Ottoman campaigns and one of the fiercest theatres of war in World War Two is now but a shadow of its former self.”

Wragg delivered a captivating and incredibly informative lecture and it gave a detailed insight into a part of Africa that is not particularly talked about.

PIGOU SOCIETY

Remi Jokosenumi, Lyon's, "Redlining: wealth restriction and real estate segregation", OMS, 5 May

The Pigou Society was delighted to host Remi Jokosenumi, *Lyon's*, to give a talk on an often-forgotten chapter of the United States' economic history. This chapter, however, is one which many Americans may wish to forget and one that kept generations of non-white Americans impoverished by a systemically racist system. Jokosenumi's talk revealed with great effect and great insight much of this forgotten chapter by first outlining its history and then by examining its tragic causes and consequences.

In the immediate aftermath of the American Civil War, Union General William Sherman and Secretary of War Edwin Stanton agreed with twenty leaders of the African American community to dedicate land to ensure the prosperity of their community. Recognising that the accumulation and ownership of land was the primary way in which people could build their wealth, Abraham Lincoln signed a bill that set aside hundreds of thousands of acres of land for recently freed African Americans. However, before this bill could take effect, Lincoln was sanitised and his successor Andrew Johnson repealed this decision. In the following decades African Americans were subject to constant violence and oppression, particularly in the Deep South, which prevented them from accumulating wealth at the same rate as their white counterparts. Most notably, in 1921, black-owned businesses in the City of Tulsa were razed to the ground in a series of violent riots that killed more than 300 people and destroyed more than 1200 homes. What was once known as the Black Wall Street was left in ruins yet things were set to get worse when in 1929 the Wall Street Crash sparked the beginning of the Great Depression.

One of the major policy responses to the crisis was the creation of the Federal Housing Administration (FHA) by President Roosevelt which would make loans to prospective home-owners which would in turn enable them to begin building personal

wealth. The FHA used certain criteria to determine a person's eligibility for receiving a loan so the FHA created maps known as residential security maps that divided urban areas according to the alleged credit rating of the people who lived in those areas. In reality, these maps were often drawn according to racial lines with areas of predominantly non-white inhabitants being designated risky for banks, despite in many cases having the same or even better credit ratings than white neighbourhoods. These areas were shaded red and so the practice was dubbed "redlining". Even some of the wealthiest black neighbourhoods such as Harlem, New York, were denied loans on this basis.

In neighbourhoods that were subject to redlining, residents (if offered loans at all) were offered loans at substantially higher interest rates that were substantially smaller in value relative to the value of the property. Subsequently, the value of properties in these areas stagnated or fell as home-owners struggled to find willing and able buyers. Meanwhile, white neighbourhoods saw the value of their homes increase over the years while African Americans were frequently banned from moving into white neighbourhoods due to agreements amongst neighbours known as covenants that promised to prevent the sale of the neighbourhood's homes to non-whites. These racist policies exacerbated the poverty of redlined areas as the lower value of properties in redlined areas meant that local authorities received less from property taxes. The income from property taxes is primarily used to fund public schools so schools in these areas tended to be lower funded than those in non-redlined areas. The policy also led to enormous wealth disparity between black and white Americans that worsened pre-existing racial inequalities. This wealth inequality has compounded through the generations and in 2008 after many African Americans had taken on subprime loans, lost more than half their accumulated wealth before the economy began to recover.

The talk gave the audience a fascinating insight into this tragic chapter of American history, the impacts of which are still felt to this day. Jokosenumi delivered the talk with confidence and concision, demonstrating his sound understanding for the subject at hand. The talk was thoroughly enjoyed by those in attendance and the Pigou Society is grateful to Jokosenumi for taking the time to deliver this talk. Thanks must also go to DMM for organising the event. Please email either DMM or Edward Blunt, *Elmfield*, if you would like to give a talk for the Pigou Society.

EQUALITY AND DIVERSITY IN THE CORE-CURRICULUM

Presentation for the Heads of Subject Meeting, 3 May

Brandon Chang, Druries

Many people have different interpretations of equality and diversity, but we feel that it is quite important to specify what we mean in the context of integrating it into the curriculum, since equality and diversity are quite abstract terms. What we mean is that every boy at Harrow should believe in treating everyone equally and respecting everyone's differences; essentially, it boils down to simply being a kind and accepting person.

Although we're certain that most Harrovians hold the values of equality and diversity at heart anyway, there are a select few that seem to be ignorant of these issues. Moreover, we feel that implicit discrimination seems to be more of an issue than explicit discrimination. Explicit discrimination is dealt with very well by the School, with actions such as racial slurs being sanctioned appropriately.

However, implicit discrimination, such as people from minority

backgrounds constantly being the butt of a joke or being looked down on, is more subtle and can't easily be picked up by the School. Therefore, actually changing the way Harrovians think about equality and diversity, instead of simply setting rules, is much more important. With the shocking accounts from *Everyone's Invited*, promoting the values of equality and diversity are more important than ever, and we hope that Harrow will lead the objective of making the world a better place.

Lucas Maia, Druries

My primary motivation for seeking to improve equality and diversity at Harrow School is that I have seen the profound effect a supportive and diverse environment can have on certain individuals, and I strive to ensure that the entire School community fulfils this.

Having the first-hand experience of knowing artists, musicians, athletes, academics and, just generally, leaders who belong to a variety of ethnic, cultural and socioeconomic backgrounds allows students to become the next generation of leaders who will be open-minded and non-discriminatory.

Living in a bubble where most of one's interactions are with people from similar ethnic or cultural backgrounds can often lead to an assumption, which in many cases may just be subconscious, that those who do not fall into the ethnic background, for example, of those who you interact with, are incapable of being on the same level athletically, artistically and academically.

We want current Harrovians to look back on their time at Harrow decades from now and think of the Hill as a place where they truly were integrated into the community, and we feel that promoting diversity in the classroom is essential to achieving this goal.

Vincent Song, The Head Master's

I would like to outline several general ideas regarding the integration of equality and diversity into the daily curriculum, as well as concrete examples of these in action for classics and sciences.

As a boy, I feel that sensitive themes like equality and diversity are generally better communicated when they are not taught, but 'discovered'. If these topics were to be included in the daily curriculum, anything too strongly oriented will only achieve adverse effects. We should not hammer such ideas into boys' minds; they should instead be encouraged to develop and reason through such worldviews themselves.

To better facilitate this process, I have listed below certain topics. They are, I believe, central to both our understanding and our faith in the power of inclusion, equality, and diversity.

- Globalisation
- Freedom of thought, deliberation and speech
- Human rights, civil liberties

When these topics are explored in lessons, I believe the aim of incorporating equality and diversity into the curriculum has succeeded.

Classics

- Studying Classics in a global context
- How was the ancient world connected? How did ideas flow?
- This ties in with last year's Coutts Lecture delivered by Dr Michael Scott, entitled 'A Global Ancient World'.

Design & Technology

- A breadth of historical and academic material, spanning many mechanical, structural and electronic engineering feats of civilizations all around the world, rather than only focusing on Western paradigms; a brief look into the simple machines and great innovators of various civilisations all around the world.

Computer Science

- A brief introduction to the life and works of Alan Turing, one of the fathers of computer science and greatest of mathematicians; but nonetheless ridiculed to death for being gay.

Physics, Chemistry, and Biology

- Boys can learn about underrepresented individuals/minority groups with great achievements
- An example is the Wu experiment: Chien-Shiung Wu was a female scientist whose work directly led to a Nobel Prize, and hence an inspiring figure from a minority group in the field. However, she was not granted a Nobel Prize for her work. Could this be a gender bias?

Ezekiel Akinsanya, Lyon's

Naturally, equality and diversity can be much more seamlessly incorporated into social sciences and humanities since these subjects directly involve studying people and their interactions, and we believe that it should be in our best interests to take advantage of this.

Looking more specifically at modern languages, for example, we find that there is a lot of opportunity to incorporate equality and diversity into the syllabus. Teaching about different cultural practices as part of the language syllabus will help students to become more understanding about cultures and practices they may not have known about previously. Students might end up learning about different dishes, and because of how diverse the School and House communities are, students that come from these cultures will be more comfortable embracing it and the likelihood of implicit discrimination falls significantly.

Next, we can look at subjects like Economics, Business and Politics. We decided to group these not only because they are only studied at A level, but also because they are heavily theoretical subjects. The fundamental theories that are studied tend to be from a similar demographic, and in the world today this demographic is changing quickly. It would be extremely useful if students came into contact with material from different demographics as a large number of Harrovians choose to pursue these subjects after school, where leading professors and people in the industry look very different from how they did a decade or two ago. Making boys aware of the diversity in their prospective industries would be extremely beneficial.

Finally, to look at Geography as a specific subject. By nature, Geography has a lot of scope for the inclusion of all types of equality and diversity. On the human side of the course for example, the Lower Sixth are currently looking at migration. While analysing the differences in demographics of illegal migrants and seeing that they are predominantly men, we are able to look at the reasons for this and understand why there is an imbalance in society. I think knowing about imbalances is just as important as understanding why the imbalance exists and possibly finding solutions for these imbalances.

In general, it is important for a school like Harrow to take an international approach to equality and diversity, since such a large proportion of the student body is international. With an increasing number of Harrovians choosing to go abroad after leaving the school, increasing the breadth of knowledge on equality and diversity will only stand to benefit Harrovians.

Remi Jokosenumi, Lyon's

When thinking about the benefits of diversity in education, I think of the phrase "Proximity breeds care, while distance breeds fear".

In our society there tends not to be enough proximity, at least outside school and the workplace, between people who don't look like each other or are not necessarily like each other in a cultural sense. This has created a lack of care and empathy

between individuals from different groups.

When we surround ourselves with diverse groups of people, we are exposed to these people's plight, their joy, their dreams, their sorrow - all these feelings and characteristics that, as humans, we all share and can recognise. These common features help us see individuals, who we subconsciously distance because they are not necessarily like us, as a reflection of ourselves. Now when we see others as reflections of ourselves, we are more likely to think twice about how we think of them, how we relate to them, and how we address their concerns.

We believe that the School can emulate this by teaching about, and somewhat celebrating, a diverse group of people, ideas and works.

Now to look at specific subjects as examples:

Art imitates life and life imitates art - we believe that understanding the role that subjects in the arts have contributed to shaping the world in history and the modern world is incredibly valuable. This is particularly important in subjects such as English literature where we are actually marked on context, whether that be historical or cultural. We dive into what could have led a writer to present their ideas in such a way, or how a certain piece of writing managed to influence society, or how the state of a specific society led to the banning of certain literature.

It has been particularly interesting considering the extent to which literature paved the way for oversexualisation of women in film and television and how the two collectively may have contributed to the rape culture that was exposed by the testimonies on *Everyone's Invited*.

For a long time, film, theatre and pretty much all forms of art have been at the forefront of educating people on a diverse range of issues, so one of the most obvious things that we could do in drama for example is looking at international plays as well as plays that tackle difficult issues, such as *The Laramie Project* and *Vernon God Little* which were performed as House plays in 2018.

While we do have a curriculum to stick to, I feel that the heavy emphasis on understanding test technique and precisely what students need to know to get the A or A*, instead of a strong emphasis on the pursuit of knowledge and the context of that knowledge, is part of why critical thinking in my generation is so poor, and is something that many critics of the modern education system, which in some respects isn't very modern at all, will often bring up.

Edos Herwegh Vonk, Newlands

In terms of integrating this into the curriculum, the task is certainly more straightforward for some groups of subjects than others. Aside from all the more subject-specific examples that have been outlined, an important consideration is to more generally and less directly cultivate recognition and awareness of these topics - this can be achieved in all subjects. Bringing conversations on these topics outside of PSHE sessions and other such directed sessions to wider school life is essential, and will be facilitated by both specific and general mention of diverse themes in lessons.

Altogether, enhanced awareness of equality and diversity themes, especially in the curriculum, is important for fostering an inclusive environment and shaping pupils into responsible and respectful individuals. We need to ensure that the School is not an isolated bubble but a microcosm of the UK and the wider world. In addition, awareness and understanding is essential for creating an atmosphere of inclusivity as well as empowering pupils to stand up to those perpetuating unfounded stereotypes. As a part of the boys' equality and diversity group, we would also like to thank everyone for listening and for being able to come here today and interact more closely with the beaks' room, and we hope for more interactions like this in the future.

METROPOLITAN

WHAT REALLY DETERMINES SUCCESS?

The quest for success is a journey that everyone undertakes, though “success” can be defined in many different ways. In today’s society, it might most frequently be defined as some combination of wealth, respect and the acknowledgement of peers in whatever field one might be operating in. However, “making it to the top” can by definition only be achieved by a rare few, prompting the question as to what really causes success in the elite of modern-day society. There are numerous factors that need to be considered when discussing this topic, and of course success can never be truly predicted for any one individual – though we may be able to estimate the probability of success within a generic cohort.

Firstly, one can look at whether genes can play a role in the likelihood of success. To be successful, arguably one needs certain characteristics, such as motivation and work ethic. It has now been found that, through genetic testing, one is able to begin to measure a person’s likelihood of success through the use of polygenic risk scores. A polygenic risk score measures how a person’s risk of diseases based on their genome compares to others with a different genetic constitution, and researchers have been investigating how this score relates to academic success. Indeed, there are correlations regarding polygenic scores and academic success: those with higher polygenic scores can expect more academic and overall success. However, these scores do not of course take into account any of the environmental factors that are present in a person’s life. However, one might argue that motivation and work ethic do not necessarily come from genes, rather the environment in which one grows up is more influential. Therefore, though genes obviously play a part in who one becomes, they can only be an unreliable predictor of success.

Another factor that influences the likelihood of success appears to be one’s starting position in life (wealth, education, social class etc). Studies have suggested that, in the United States at least, it is far more beneficial to be born rich than to be born smart. Families with a high social status and good connections can give their children a leg up in their careers or give them the extra tutoring they require to do well in their SATS. Most people would agree from their own observations that success does not always equate to talent! However, a disadvantaged background does not necessarily prevent certain individuals from breaking through to become successful but, when taken as a whole, success is far more likely for those who have come from successful parents and a privileged background. Education is also extremely important in the likelihood of success of a person: in the UK, private school students are four times more likely to get straight As at A level and three times more likely to go to university. All these are milestones towards a successful and privileged life and consequently it is obvious that one’s starting position in life can have a huge impact on one’s chance of success.

Finally, it appears that family is also a factor for success, not just in terms of stability in the home but also with regard to family values, bringing the argument of nature versus nurture to the forefront. As already touched upon, there are certain qualities in a person that can lead to success, such as motivation, work ethic etc, which may not come from genes, instead being learned from the examples set by strong childhood influences. This suggests that the qualities necessary for success might not be bred after all, with genes playing a far less important role in determining success than how one is brought up. It has been proven in neurological studies that growing up in

broken environments, where stress is endemic in a child’s life, can have disastrous consequences for the future of the child – academically, socially, financially etc. Whilst there are of course extraordinary cases that buck the trend, the balance of probability of success is on the side of a child that grows up in both a stable environment and an environment that inspires the characteristics of success.

To conclude, though success can never be predicted for a single individual, statistically it will always be more or less likely for certain sections of society depending on the prior mentioned factors. These factors do appear to suggest that genes play a less meaningful role in determining the success of a child, and instead that, unfair though it may be, those with good starting positions in life and stable families have an advantage in their chance of success. It will always be exceptionally challenging to achieve a level playing field, but to do so we must address the broader issues we see around us in society – equitable provision of education, healthcare and access to good role models – to ensure that everyone gets a fair chance at success in whatever field they choose regardless of their starting point.

JONATHAN HEAD BARROW

Short Story Competition

Winners:

‘Table for One’, Aarav Tribhuvan, *Moretons* (Lower Sixth)
 Matthew Chin, *Bradlys* (Fifth Form)
 Charlie Ni, *Elmfield* (Removes)
 Otto Marre, *The Grove* (Shells)

Charlie Ni, Elmfield

There is nothing to say on a grey day. Nothing to do. Nothing to look forward to. Nothing to be for. Lately, I’ve been finding more and more grey days creeping up to me. Creep. Crawl. Claw. They claw into me as I them.

The curtains, erstwhile in use, lay dormant, waiting someone to come and draw them open. The few lethargically listless beams of light wandered across the room, revealing particulates drifting about. Both the air and the light sullied, persisting a pasty grey.

I plunge myself through the living room, into the small parlour-kitchen we had. Everything was still there, untouched, unchanged, unfamiliarly comfortable. A shopping list on the fridge, a pan, two dishes and two pairs of cutleries with unmatched but soiled silverware also laying around. A whole world could have been made here. A whole different world from this, made of noise and movement, of deliberation and reward of the effort placed into each piece. Euphony, careful counterbalances of essences, each a chef-d’oeuvre; a Magnum Opus of an Inglorious Kind in its own right.

The pallid countertop cemented onto my claggy skin. A half-spent box of Marlborough reds lay there. I’ve clearly done this before, against her opinion. Her wishes. Her will. The lighter, only three-quarters of fluid spent, lay haphazardly nearby. The drawl and drabble of each passing hour have worn down on my already well-worn cogs.

I’ve gotten rid of everything. The warm, woollen scarfs, perfumed overcoats. Everything but the velvet nightgown. And the lingerie. You get tired of seeing the ghosts everywhere. Closet. Bathroom. Hallways. The coverings, the husks of a person who is not present anymore.

Now there’s nothing haunting around. Just me.

The sheeny surface of the wine glass reflected a thousand images of my visage to my eyes. My eardrums received a dissonated fragmentation, toward the higher range of my hearing. I just wanted to pick up a plate, but instead attained the loss of yet another possession.

The pantry was a dreary affair. To some. A dozen or so venerable cans stood in rank and file, with chalky pasta sprawled in a filmy cellophane beside it.

Mealtimes are solemn affairs. What is the need to put more effort into the already simple process of feeding oneself? Modern technology has made it so all you need to do is press a button and wait. So why is there any need to much else. I didn't want to touch anything in the freezer anyways. The casserole she made that night will be for... some time else. Let it freeze. I don't need mocking nutritional messages from the afterlife. The can, still steaming, settled on the dining-table. Chowder. Sapid. Nuked sustenance.

The table felt unnaturally vacant. The missing chairs standing out like missing teeth in a smile. They were now comfortably situated in the attic, which 'we'll only carry down if we have guests over.' Guests. Aunt Marie, or any of her daughters, well-dressed, always prim and proper, showing up only to flail about and have idle chatter with her.

I felt spent. All this spiteful recollection wore at me.

I'll call it a day. The day was called. By me, of all people. Since it was a grey day out before, it will be a grey night also. I'll sleep it through. I'm not in the right space to go see the therapist today.

While I wonder, weak and weary, where is my raven, to caw out my fears? Where is my assurance. What is my driving factor to dress up every day and provide for my family? What will stop me from lighting up a few more from that box of reds?

I find that having your wife die makes food lifeless, and life taste bitter.

Otto Marre, The Grove

It was not going to be a white Christmas. Grey smoke escaped from the horizontal chimneys beneath the cars which crawled around the city, stressed last-minute shoppers suffocating inside as they argued their ways home. They were warm, at least. Limp strings of red and green flashing lights drooped around the church porch as a frozen army assembled. Some were bootless. Their uniform was a mixture of patchy coats and ragged trousers. Nothing glinted; nothing seemed to fit.

A late conscript shuffled to the back of the battle line, his head deeply bowed as if in profound thought, a hermit philosopher.

"You're late," rasped the man in front. "They've been open for an hour. You'll be lucky if there's anything left when you get to the front."

The philosopher glanced over his shoulder. Timing was tight but he was not the last. Behind him, a new recruit had arrived. New in every sense: never seen before, younger than the rest, with startled eyes which reminded the philosopher of the deer in headlights of his own, distant childhood. The philosopher generally preferred not to speak but there was something about the new kid that intrigued him.

"Alright?" The philosopher's voice was cracked. He didn't use it enough. "The food here ain't too bad." He warmed to his theme. "The soup's 'ot and the bread don't break yer teeth." The philosopher did not have many teeth of his own but he knew all the soup kitchens in the city. He could have written a Michelin guide to them but he doubted it would fly off the shelves.

A voice as clear as a bell rang through the freezing air. "We're running low, ladies and gents. We have fifteen portions left."

The two men at the back of the queue looked at one another. There were fourteen thin and shivering men before them. Only one of the two would eat that night. The new boy started to talk. His voice was soft and his teeth chattered. What he said would not have made much sense if the philosopher had not experienced so much of it himself. The words were jumbled but the philosopher heard a clear cry for help.

The new boy's eyes flickered with competitive spirit, which would stay with the older man until his last breath. He looked about to speak, but the philosopher did not need to hear it.

From deep inside him, he found a sense of humour and laughed wryly at himself for the unsuitable nickname he had bestowed on the scavenger soldier behind him. The philosopher's laugh came out like the crackling embers of a fire, extinguished by the freezing night air. At least he knew he had enough warmth left in his heart, after all these years on the road, to make a final sacrifice and to enjoy doing it.

"Calm down," was all he said. "You need it much more 'an I does. It'll keep you going' and nuffin's gonna do tha' for me."

The philosopher had never admitted that he was going to die and as soon as the words disappeared into the cold, the steam of his voice mingling with the red and green Christmas mist, he felt lighter than he had for years. He staggered sideways, intending to make way for the starving younger man, and tripped. He put out his hand to break his fall and has it hit the ice, he heard the sound of twigs snapping. Looking down, he was surprised to find himself lying on the ground. He was not cold any more. Ahead of him, the soles of the shuffling army dragged on. The snow began to fall at last. It was not going to be a white Christmas, he had known that; but there was enough to weave a gentle blanket over his fragile corpse.

"Happy Christmas," boomed the jolly volunteer warmly at the kitchen hatch as the last man took his rations. Overhead, a sparrow flapped his tawny wings and flew away to find a holly bush in someone's garden. There he would settle, and in the morning he could chirp and flutter to make a child smile as he opened a bursting stocking.

WHERE AM I STANDING



Submit your answers to the Editors of *The Harrovian*. There will be six more photos over the Term. If you can identify all seven locations that the pictures have been *taken from*, you can win a free pizza.

DESERT ISLAND DISCS

The Guild's Podcast Series with SWB

This week, The Guild's Podcast Series heard from one of its more enigmatic beaks, featuring SWB of the Theology Department, talking about his professional lack of ambition, his time growing up in Canada and establishing his identity as an unofficial member of the backpackers association.

To start with, SWB spoke about his time growing up in Canada, as a fearless explorer who never shied away from a challenge. Whether it be running around climbing mountains, sleeping rough, or even travelling on combusting Egyptian buses, he has never been afraid to try something different and exciting. Since then, SWB has exercised his privilege as a white man through adventures in Oman, Israel, Jordan and the United Arab Emirates, rendering him as the closest thing we have here on the hill to Hergé's Tintin.

Following his Canadian upbringing, SWB travelled to St Andrews in Scotland to spend ten years in education. However, he was keen to clarify the fact that he had not spent the time participating in scholarly activities, preferring exploring and spending time parked in one of the local public houses. While writing his PhD thesis, SWB explored the Einstein's definition of insanity by looping a modern classical music number. However, even the writer of this article must confess that it was the kind of inspiring track that forces one to re-conceptualise their understanding of life, the universe and everything.

He then volunteered in Burundi, which at the time was the poorest country in the world. However, unlike all the other peace corps hippies, SWB managed to approach the expedition with some retrospective scepticism, noting that in reality those countries often need tourists far more than self-righteous visitors. The advice he would give to any aspiring philanthropists would be to visit the country first so you can size up what kind of projects do the best work and relate most personally to you. While talking about his experiences, SWB chose *And It Stoned Me* by Van Morrison as his third track.

Finally, SWB talked about the thin line between Theology and English, briefly transitioning into classroom lecturer mode to help us understand how one can wrestle with the universal truths through analysis of the bible. Indeed, It still to this day inspires much of his teaching. Tying in with this, SWB chose Dave Mathews' *Christmas Song*, a piece about how Christians can struggle with their faith in spite of upbringing and circumstances.

Unsurprisingly given his affliction for the Star Wars and Star Trek franchises, Dr Bentley shunned the literary canon to pick a science fiction piece. His novel of choice was *Perelandra* by C.S Lewis, which serves as the second instalment of the Cosmic Trilogy, perhaps because it was the only place left where he had not yet visited. With him to the desert island, he also wanted to bring a camera, to document all the things he'd be able to see.

Overall, The Guild Podcast once again failed to disappoint, with the latest episode serving as proof that even Theology & Philosophy beaks have interesting lives outside the Hill. Thanks must go to Nicholas Platt, SWB and the members of the Guild for enabling the possibility of this episode.

DESERT ISLAND DISCS

The Guild's Podcast Series with LSA

In the first episode of the Summer term, Freddie Strange, *Newlands*, was joined by LSA – the renowned Cross-Country Coach and Head of English - to discuss LSA's past, from her parents fight with apartheid in South Africa to her experiences as a dancer for the Royal Ballet School, specifically at the Royal Opera House as a mouse in *The Nutcracker*. LSA moved to

Charterhouse as a sixth-former, and she discussed in the podcast how JKB, former Head of English at Harrow, was teaching at the school at the time and even helped her with an English project. Her teenage years were flooded with fantastic memories: she found her love for running and listened to Maroon 5 in the dormitories on repeat.

We move on from Charterhouse (and indeed Maroon 5) to her time at Oxford, where she was given the opportunity to study her passion, alongside her twin sister. Some may think that a university holiday should consist of partying the nights away on some exotic island in southern Spain, though while LSA may well agree with the idea of an 'island' holiday she had a much more mature approach on spending her time: she ventured to Japan on a multi-media tour to Fukushima after the devastating earthquake. In Tokyo, she danced as a classical dancer before ending her illustrious career in ballet and embarking on a different journey as a teacher. At Oxford, she met her husband Eric who at the time was doing a Master's in Mathematics – a stark contrast to English, yet, as they say, opposites attract.

More music followed with a track by the name *Bubbles*; a curious record which had special emotional resonance for LSA, as it was played for the guests after her wedding ceremony. After this song, the conversation moved on to more serious matters with LSA's career path, as she mentions that her desire for teaching may have stemmed from her father's work in the clerical field. LSA was not keen on working in an office, which helped her choose her path as a teacher working in a spacious classroom.

Stowe was the setting for LSA's first job as a teacher, where she also found her love for directing plays and choreography. At Harrow, she has directed many plays, most recently *The Tempest*, which took place just before the COVID regulations. This was a spectacular performance which also included the presenter of this episode as Caliban. As we move to the close of the discussion, LSA mentioned her two novels, which she hopes will soon be published, and her love for writing more specifically. The music concluded with some Taylor Swift, and the accompanying interesting fact that LSA is in the top 1% of listeners worldwide, showing she really is a 'Swiftly' - a joke only she will probably understand. For her luxury items, LSA chose Thomas Hardy's *Tess of the d'Urbervilles* as her book, and her husband's delicious banana loaf as her item.

SUDOKU

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OPINION

CORRESPONDENCE

Letters to the Editors

DEAR SIRS,

The Harrow educational experience is ever evolving. One of the exciting things about the experience we receive here on the Hill is the changing nature of what we receive both through the lessons we are taught, and the methods used.

For example, in the last four years we have seen the introduction of Surface Books, Tutor periods and the enhancement of the Lower Sixth Oxbridge+ Electives system. In the next four years, we are likely to see an exciting new experimental classroom environment in the Old Armoury being developed, along with a new Sciences building that will put research and Harkness-style discussion at the centre of their learning experiences. We are an existing centre of innovation, with a willingness to throw tradition to the wind in favour of progress. Although our provision is no longer aimed at “poor boys of the parish”, we are certainly succeeding when it comes to our aim to “educate”. It would be easy to give ourselves a self-congratulatory pat on the back for our open mindedness and subsequent impressive achievements.

However, it is important to note that we still have a long way to go. Although this year we have had an outstanding set of university results and that we are likely to see a strong showing in the external examinations in which we are participating, there is still plenty of room to grow. Indeed, since Blair declared his target of getting 50% of students into higher further education, the education system has shifted increasingly towards having university as a focal point. Indeed, it is not uncommon for boys entering the Lower Sixth to receive the customary lecture from their subject beak about how they will have to shed their lofty air of Harrogance and work harder in order to better prepare themselves for university. As a result of this new focal point, university admittance has also become a yardstick by which the character and academic prowess of a school is measured. But how does Harrow fit into all of this? Are our “scholars of marvellous force” still competing where they should be, relative to both the other place and our competitors in the wolf pack? Seeing as schools like Kings College Wimbledon and Eton College are still beating us in that field, it seems to show that we have plenty of development potential.

So, you might be thinking, what is it that this surly and ungrateful Lower Sixth proposes to do about that? How would he know the answer to one of education’s biggest questions, that of results? Well, in spite of my lack of expertise but wanting to contribute to a constructive solution, I wanted to offer my two key proposals for helping bridge the gap.

One of the beauties of teaching is that everyone learns at different paces. Every division Master on the Hill will be able to identify that there are certain members of the class who are more apt to keeping pace with the learning required, and others who might perhaps stray from the path every now and then. However, what is important is that like the good shepherd, beaks are able to collect the lost sheep and bring them back to the good ways. Conversely, those at the top of the division might be looking to ask some questions about some extension reading they have been conducting independently or essay competitions they have entered. However, amid the incredible busyness of Harrow, it is frequently difficult to find time for such engagements. Currently, most boys are expected to speak to beaks before or after a lesson if they have any questions, a length of time that is simply insufficient for dealing with what is necessary. Furthermore, through no fault of their own (for all work extraordinarily hard before they even start), many

beaks find their free time and breaktimes already occupied by mealtime supervising duties, departmental meetings or sports. The answer to this problem is one where we could perhaps learn from other top schools and universities around the world. Why doesn’t Harrow have a reserved half-hour slot in the week, in which nothing else may be scheduled, for beak office hours? Would that not encourage boys to seek help when they need that and create an opportunity for everyone involved to have a clear time available?

Secondly, many beaks teaching Oxbridge Plus Electives to the Lower Sixth boys have complained at how late they have been started with subject-specific extension reading and learning. In fact, many academically ambitious boys will reach the beginning of their Lower Sixth year without having really left second gear in their subject of choice. This is not simply because of laziness on the part of the boys (though that is always a factor in the Harrovian equation) but because of a lack of opportunity. In the existing model, the Lower School Elective programme contains about as much choice as a North Korean General Election. Rather than allowing boys to pursue their passion in additional detail, boys are forced to cycle through six different subjects. Although there is a value in exposing boys towards a wide range of opportunities, there are a finite amount of times one needs to learn about the history of art before realising that although it is a noble field, it will not be their university course of choice. Instead, might boys be benefited from following their passion? Perhaps rendering Lower School Electives as more like the Sixth Form ones might allow the possibility of boys exploring their passions in enough detail for it to give them a real taster of whether they want to do that. Even in the Sixth Form Electives, the programme is often too short to give boys a proper taster of what studying it at university level would be like. Furthermore, having to cycle through four different Electives means that boys will inevitably land up in courses which they are not passionate about. Why not instead make boys take two term-long electives a year? In the aforementioned proposal, boys would also have a better command of their chosen material to take to Oxbridge interviews and their post-Harrow careers.

It is my belief that these will allow us to keep pace with the specialised nature of a twenty-first century education. Like Muhammad Ali, Alexander of Macedon and Catherine of Russia, when the Head Master gave his first Speech Room, he proclaimed that Harrow was the “greatest school in the world”. Let us be bold in striving to become yet greater.

Yours sincerely,
DYLAN WINWARD, LYON’S,

DEAR SIRS,

Mr Winward’s motivation for the School to be constantly improving is a virtuous and noble one; no truly great institution can stand still. There is certainly no shortage of projects, initiatives, and refinements which seek to maximise and improve the quality of our educational provision.

Measuring educational success is routinely a more complicated process than simply looking at quantitative data relating to university outcomes. While metrics such as these have their place, they do, of course, need to be considered within myriad contexts. Moreover, there is a variety of often competing metrical aspirations. For example, the more boys who take places at Ivy League universities will reduce the percentage of Russell Group successes, while a place at Stanford or Chicago will boost the numbers going to QS global top 10 universities, but reduce the number going to Ivies, as neither of the two aforementioned schools are in the north-east of the US.

On another point raised he raised, providing individual support for boys is inevitably important and departments and individual Masters routinely seek to help wherever they can. The principal difficulty with office hours is that it carries a significant opportunity cost and the beak in question might be able to support boys more effectively in other ways; moreover,

there is minimal point in having office hours if they overlapped with the wide array of boy-commitments, such as a cricket fixture of choir rehearsal, which would inevitably and appropriately take place.

On his final point, even a casual read through the Society reports in this edition of *The Harrovian* makes his claim that “academically ambitious boys lack opportunity” somewhat curious, and this is even before we reflect on the number of academic societies which have specific meetings for Lower School boys. The Electives in the Remove and Fifth Form provide opportunities for boys to have a taster of the subjects offered at A Level which they will not have previously experienced, and many boys have reported just how useful this has been in helping them to make informed decisions.

Yours sincerely,
MEPG

SPORT

ATHLETICS

The Guy Butler Shield, 8 May

Coaches and athletes alike were nervous before the start of Harrow’s biggest athletics meeting of the season. The inters had been weakened by boys having to isolate but replacements had been found – a big thank you to the reserves and to some on-loan tennis players and cricketers – and the squad knew that every place and indeed every centimetre mattered if Harrow were to retain the Shield: there should be no events without a Harrow competitor and there could be no thought of an event not being completed properly. The impressive electronic timing set-up elevated the match to an even greater status and the six opposition schools were determined to loosen Harrow’s stranglehold on the Guy Butler Shield.



Athletics is somewhat of an anomaly compared with other sports, in that it is often not clear who is winning until the very end. Points are awarded on finishing positions and field event results can come in at irregular intervals, suddenly changing the balance of points. This means that unless a school is clearly and overwhelmingly dominant, nobody knows for certain who is winning as the afternoon progresses, sometimes not even the scorers, as they struggle to stay abreast of incoming results. By mid-afternoon though, what was clear was that this meeting was very close indeed and the outcome was likely to be determined by the final few races. With St Paul’s unable to attend, Coopers’ Coborn had stepped up to the mark, dominating early on, aiming to teach Harrow and Eton a thing or two about athletics: one of the sports at which Essex schools excel.

And indeed, after 51 events, the overall results hinged on the outcome of the final six events: three 4x100m and three 4x400m

relay races. This is not to diminish any earlier results, indeed, without them the points could never have been that close, it was simply that the double-point relay events are held last and any one of Harrow, Eton and Coopers’ could still have won the Shield at that stage. Eton dropped the baton in the Intermediate 4x100m relay (Harrow won that race), which effectively put the GBS out of reach for them and, as it seemed that nobody knew the exact scores at that stage, Harrow had then simply to try and finish ahead of Coopers’ in as many of the remaining races as possible.

With just four relays left, Coopers’ edged out Harrow in the Senior 4x100m by just six one hundredths of a second, then finished one place ahead again in the Junior 4x300m. Harrow turned the tables on them in both of the last two remaining relays but in each case by just a single place, gaining four valuable points in the process. And when all was tallied and audited, Harrow had retained the Guy Butler Shield for the 11th time in 12 years by just a single point. Congratulations must be offered to all athletes and coaches on this magnificent result; it was a true team effort in what is often seen as an individual sport.

The three age-group team winners were also awarded trophies and Harrow’s Juniors and Intermediates finished second to Coopers’, whilst the Seniors won their age group comfortably.

Numerous records were broken on the day - a fantastic achievement given that so many had not competed for so long: Remi Jokosenumi, *Lyon’s*, broke the 100m and 200m meeting records (10.77s and 21.96s respectively), whilst team captain Jack Gosden, *Lyon’s*, broke the electronically timed 400m meeting record, clocking 50.76s.

Final scores:

1st	Harrow	606
2nd	Coopers’ Coborn	605
3rd	Eton	591
4th	Marlborough	406

CRICKET

1st XI v Bedford School, 6 May
Harrow School won by 9 wickets

	B	R
R Bascetta-Pollitt † c T Sheopuri *† b J Gray	4	0
C Mumford st T Sheopuri *† b B Sheopuri	85	83
R Mehmi c M Ferreira b J Nelson	44	30
A Chandrapu b J Nelson	20	11
A Houghton c J Richardson b J Gray	37	33
H Warren * b C Ellis	34	32
D Sheemar c B Hope b C Ellis	9	7
S Wells run out (J. Connell/J. Gray)	2	2
V Somal not out	1	0
Z Faleel not out	4	14
Extras		17
Total		229 for 8

	O	M	R	W
J Gray	8.0	0	38	2
C Ellis	7.0	0	42	2
M Ferreira	5.0	0	25	0
J Nelson	8.0	0	49	2
B Sheopuri	4.0	1	36	1
J Richardson	8.0	0	34	0

	B	R
J Connell not out	124	119
C Ellis b V Somal	78	70
T Sheopuri *† not out	31	34
Extras		8
Total		231 for 1

	O	M	R	W
H Warren *	7.5	0	67	0
D Sheemar	8.0	0	34	0
A Houghton	8.0	0	37	0
V Somal	8.0	0	54	1
J Worker	7.0	1	35	0

Harrow travelled to Bedford looking to return to winning form off the back of a couple of tight losses against Malvern and Tonbridge. The day started disastrously for Harrow as Koutalides, *West Acre*, injured his finger in the warm-up, leaving Harrow a seamer down and with only 10 men. Tej Sheopuri, *Lyon's*, won the toss and elected to field on a pitch that had a green and patchy complexion. Jasper Gray, *Newlands*, set the tone with the ball, removing the Bedford opener in the first over. The Bedford top-order then rebuilt nicely, and the 2nd, 3rd and 4th wicket partnerships were all significant and built at a run-a-ball rate. James Nelson, *Bradlys*, bowled intelligently against an aggressive onslaught from the Bedford top order and Brij Sheopuri, *Lyon's*, had the courage to return to the attack after an early peppering to remove the Bedford prize batsman for 83. John Richardson, *Elmfield*, bowled with lovely rhythm and played a key role in restricting the Bedford run rate. Cameron Ellis, *Rendalls*, and Gray returned impressively at the death with pace and accuracy to restrict Bedford to 229 from their 40 overs.

Ellis and Johnny Connell, *Rendalls*, walked out to the middle to start the Harrow response and they got Harrow off to an explosive start, pummelling 164 runs in 30 overs for the 1st wicket. Both batsmen showed maturity as they rotated the strike freely and mercilessly punished poor Bedford bowling. Ellis reach 70 before departing and this left T. Sheopuri and Connell to push Harrow onto victory. Harrow eventually reached 230 in 38 overs for the loss of a single wicket and there was a relative calm to the conclusion of the chase. It cannot be overstated how well Connell, Ellis and Sheopuri played to make such a tricky chase look so straight forward. The Harrow side will look to rest over the exeat weekend before hosting the MCC and Charterhouse next week.

Colts B v Bedford School, lost by 9 wickets

A Harrow side scrambled together of B and C teamers due to self-isolations struggled on a big pitch and against a suspiciously good side. In the end, Harrow's somewhat meagre 52 was not enough to contain Bedford's big hitting opening batsman.

Junior Colts A v Haileybury, won by 82 runs

After a nervy start losing three wickets in as many overs, the JCAs showed great courage and resilience to post an excellent total of 173 for 8 in their 25 overs. In reply, the Haileybury side was confronted by the bowling and fielding performance of the JCA's season so far and fell well short of the required target.

Charlie Griffen, *The Head Master's*, 60, Philip Edstrom, *Bradlys*, 37, Caspar Baker, *Moretons*, 2 for 2, Freddy Dinan, *Rendalls*, 2 for 11,

Junior Colts B v Haileybury, won by 8 wickets

Bowling first Harrow restricted Haileybury to 77 all out. Harrow with their eyes firmly set on achieving their first victory of the season had a bump in their path in the very first over when some indecision from the two batters resulted in a calamitous runout. Low in confidence this early breakthrough from the opposition may have derailed the JCBs who were low in confidence. However an excellent 2nd wicket partnership of 40 runs settled the nerves on the sideline and Harrow went on to win the game by a convincing and well deserved 8 wickets.

St John Smith, *Newlands*, 30, William Stabb, *The Grove*, 4 for 16

Junior Colts C v Haileybury, won by 8 wickets

Haileybury won the toss and elected to bat first. The fielding by Harrow kept the pressure on the batsmen, who struggled to take many runs. Excellent catches took five wickets, with Mulqueen, *Bradlys*, demonstrating his skills with a yoyo by catching the ball that he had just delivered. Bloomfield, *Elmfield*, Puri, *Lyon's*, and Wright, *West Acre*, each bowled out a batsman, with Paton-Smith, *Elmfield*, Scott, *Rendalls*, and Young, *Rendalls*, also bowling well.

Despite losing two wickets in the third over, Harrow swiftly won the game through the strong partnership of Banda, *Lyon's*, and Paton-Smith, *Elmfield*, who scored 33 and 27 runs, respectively. Two extras were sufficient to take the visiting team to victory by the eleventh over and the end of the sunshine.

Yearlings A v Haileybury, lost by 29 runs

Tonbridge 128-6, played 102-8

Another tough day for the Yearlings A who struggled to contain the Haileybury batters. Requiring a demanding run rate from the start, the Harrow batters found it tough going, compounded by a runout of the Yearlings top run scorer early on made the run chase even more difficult and as a result, Harrow fell an agonising 26 runs short.

Yearlings B v Haileybury, won by 44 runs

As the lunchtime rainclouds drifted away to reveal a dazzlingly clear afternoon, Yearlings B cruised to a comprehensive victory over a dogged Haileybury side and secured their first W of the season.

Sam Winters, *Elmfield*, 60, Josh Ashley, *Moretons*, 30

Yearlings C v Haileybury, won by 34 runs

The Yearlings C secured their first win of the season by 34 runs with a comfortable performance against Haileybury. Joshua Oliver-Willwong, *Bradlys*, and Freddie Williams, *Moretons*, opened the batting scoring 34 and 50 runs (his maiden half century). Harrow bowled well with James Flach, *Moretons*, the pick of the bowlers with figures of 3 for 7.

SWIMMING

Sprint Gala Time Trial, 28 April

On Thursday 28 April, all swimmers took part in a sprint gala time trial event at home. Considering the fact that many swimmers have not been able to get into water for a good portion of this past year, it is all the more incredible that there were an impressive THREE new School records set.

Shell Tom Pearce, *Newlands*, broke Henry Gray's 50m backstroke School record by .35 of a second. This new School record time is 29.73 seconds.

Remove, Nick Finch, *Newlands*, broke his own Torpid record in the 50m butterfly event, swimming a time of 26.29 seconds. Captain, Ethan Yeo, *The Head Master's*, broke his own Senior School record, swimming 50m breaststroke in 31.05.

Seniors:

- 1 EWH 46 Winners
- 2 CTP 33
- 3 CO 26

Juniors:

- 1 EWH 47 Winners
- 2 CTP 29
- 3 NJM 27

Adam Wong, *The Park*, beat the Shell record in the 50m breaststroke event, swimming a time of 30.89. This time is also faster than the Senior record time!

Nick Finch, *Newlands*, Remove, beat the Torpid record in the 50m butterfly, swimming nearly a full second faster than his previous record. He swam 25.50 seconds, which is also .04 of a second faster than the Senior record previously held by Ben Hooper, a full GB Open Team competitor.

Home 100m Time Trial Gala, 6 May

With the continued restrictions not yet permitting inter-school swimming galas, our swimmers were faced with another internal challenge of bettering their personal best 100m times in all four of the strokes. Once again, the swimmers went all out against the clock and there were numerous personal best times, as well as a hugely impressive three more School records, set.

100m freestyle

New Shell School Record: Tom Pearce, *Newlands*, 55.87

Personal best times:

Henry Gray, *Lyon's*, Remove, 54.27
 Nick Finch, *Newlands*, Remove, 54.37
 Joe Storey, *Newlands*, Remove, 58.04
 Charlie Tack, *Newlands*, Remove, 1.02.65
 Justin Changbencharoen, *Lyon's*, Remove, 59.70
 Sebastian Moscoso, *The Knoll*, Fifth Form, 57.89
 Archie Smith, *Rendalls*, *Lyon's*, 1.04.99

100m backstroke

New Torpid Record - Henry Gray, *Lyon's*, Remove, 1.00.62 (beating a record held since 2009)

Personal best times:

Alexander Moore, *Lyon's*, Shell, 1.04.82
 Jake Phillips, *Newlands*, Fifth Form, 1.08.13
 Justin Changbencharoen, *Lyon's*, Remove, 1.09.06

100m breaststroke

Personal best times:

Maxwell Brooks, *West Acre*, Lower Sixth, 1.11.96
 Kiefer Yeo, *The Head Master's*, Remove, 1.12.72
 Apollo Wilkins, *The Knoll*, Lower Sixth, 1.22.18

100m butterfly

New Torpid Record - Nick Finch, *Newlands*, Remove, 57.55

Personal best times:

Henry Gray, *Lyon's*, Remove, 1.02.31

House Swimming, Sunday, 2 May

Results:

Seniors:

1 EWH 46
 2 CTP 33
 3 CO 26
 4 AJC 19
 5 JLR 10
 6 SNT 9
 7 BJDS 7
 8 DJE 6
 9 NJM 5
 10 CST 3
 11 RSMJ 2
 12 BTM 0

Juniors:

1 EWH 47
 2 CTP 29
 3 NJM 27
 4 BJDS 25
 5 CST 14
 6 CO 9
 7 RSMJ 8
 8 DJE 6
 9 AJC 1
 10= JLR 0
 0= SNT 0
 10= BTM 0

TENNIS

1 May

On Saturday 1 May the annual House doubles tournament took place. It was an excellent afternoon of tennis; the turnout was high and behaviour exemplary.

In the senior competition Thomas Cheah and Michael O'Callaghan, *The Head Master's*, beat the spirited pair of Sasha Sebag-Montefiore and Maximus Radcliffe, *The Knoll*. In the Torpids, Aidan Wong and Max Ding, *The Park*, defeated Cameron Timlin and Henry Procter, *Bradlys*, in a high quality match. In the Yearlings there was a veritable feast of tennis under Dr Davies supreme organisation. The final was won by Freddie Harrison and Oscar Bearman, *Moretons*, who defeated the Knoll pairing of George Mackintosh and Charlie McDowell. In the Plate final (the runners up in each group), *Moretons* again came to the fore. Louis Deshpande and Charlie Allday beat William Riddick and George Maia, *Druries*.

Thanks must also go to Mr Eaton for his organisation and support. – *DRW, Master in Charge*

Ways to contact *The Harrovian*

Articles, opinions and letters are always appreciated.

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 REFUNDING OUR FUTURE