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MAGAZINE 1966

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**KEITH
GRAMMAR SCHOOL
MAGAZINE
1966**



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PRICE 2/6

Editorial

PERHAPS is it fitting that this issue of the K.G.S. Magazine, the first to be wholly created in the new Secondary building, should, like the school itself, be different from previous publications. In the first place we have removed the segregation of the Primary from the Secondary literary contributions. This we hope will provide more interesting reading. We have also introduced some colour by printing our special feature on coloured paper. This feature, also a new venture, will, we hope, be imitated in future issues. This year we have carried out a survey on the future of Keith by interviewing six well-known citizens of the town. We have also offered prizes for the best literary contribution under certain headings, and have received some excellent material from the school.

Certain aspects of school life are controversial. For example, there was some ill-feeling about the new school badge, many former pupils feeling that there was a certain romantic attachment to the old badge which should have been maintained. The new badge has however been adopted and quite large numbers have been sold. To ease the transition we invited Mr Malcolm Innes of Edingight, Carrick Pursuivant, one of Her Majesty's Herald's in Scotland to contribute an article, explaining the significance of the individual emblems in the badge. We hope that this article may remove any remaining reluctance to accept the change.

Another subject, which was aired in the local Press, concerns the future of the School War Memorials, which are still in the old school hall. Most people agree that their erection in the new hall would not be desirable as they would be in conflict with their modern surroundings. Over the past few weeks a collection of old photographs and relics has been assembled in the school with the idea of setting up an exhibition showing Keith in the past. It might be a sensible idea to make the memorials part of this exhibition. This would serve a number of purposes. It would remove the memorials from the danger of decay which now threatens them. It would set them up in a place where they could be seen. It would add greatly to the value of the exhibition, being a visible example of Keith's history. It would prevent the memorials from looking out of place in the new hall.

At the time of writing we have just completed our first session in the new Secondary building. It is surprising how quickly the settling-in process has been achieved and to many, the classrooms and corridors of the old building begin to seem a little vague. There can be no doubt that the move is of great advantage to all members of the school. The many new features of the building such as the new Library and the Language Laboratory are now functioning smoothly after some initial "teething troubles". Some members of the public may perhaps maintain that the £250,000 was wasted and that the old building could have served for many years yet. However, by using new teaching techniques and equipment, to which the old building could never have been adapted, Keith Grammar School can now give the children of Keith an education better fitted to the needs of these challenging times.

This then is the 1966 Keith Grammar School Magazine. It is different perhaps from previous years but we hope that the reader, wherever he or she may be in the world, will thoroughly enjoy it. We extend our thanks once again to our advertisers and to the many individual contributors whose work is featured.

We hope that our efforts will prove a source of pleasure to all our readers. The task, though at times arduous, has been very enjoyable.

—The Editor.

Planning A

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The Rector's Message

AT the time of writing these words as something of a preface to this year's K.G.S. Magazine, when May has just gone out in a blaze of summer glory and June has made a distinctly chilly start, it is hard to realise that another year of the Grammar School's life-cycle has already completed its revolution. That there have been elements of a revolution, in the other sense of the word, since we moved up from the old building, cannot be ignored or denied. A peaceful one, certainly, without military coup or financier's take-over bid: 'not so much a programme' perhaps as just a gradually assimilated and developing new way of life.

There has been a satisfaction in putting new accommodation and new equipment to its proper use in the complementary skills of learning and teaching. It has been a revelation to work where there is both light and space, where a cold day without does not mean a shivering one within, and where the eye lights often on colours and materials that are pleasing to behold. For all this we are, I hope, duly thankful and not unduly proud.

Nor must we forget, in speaking and thinking thus of the year-old Secondary Building, that the other parts of the whole Grammar School are neither faultless nor adequate for the classes and departments they house. Their turn will surely come, one would pray, for the development and the modernisation they require, before many more generations of initially eager pupils pass through their doors and corridors. General Purpose rooms; Primary library facilities; at least a training pool for the active, constant and on-the-spot teaching of swimming and life-saving; an adequate classroom for each year's Easter Entrants; usable playing-field facilities; a worthy dining-hall: all these are on my list of necessities, to be kept constantly before the Education Authority for their urgent attention. Nor do I forget the important problem of the school's War Memorials and other once-visible Records, to which the Editor has rightly referred as a matter of real concern to to-day's pupils and yesterday's F.P.'s alike.

This page is certainly not the place for a detailed report on the Session that is now nearly completed; my opportunity for that is afforded annually at the Prize-Giving in each Department. However, I feel strongly that I cannot omit a word of thanks, inadequate but none the less sincere, and of farewell to the daunting number of teachers who are leaving the Staff at the end of Session 1965-66, whether for well-earned retirement or for new endeavours in promoted posts elsewhere. The School's total indebtedness will be gauged, for service rendered unfailingly over a span of years, when I name such 'key workers' in the various Departments as Miss Mackenzie and Miss Howie, Mr Harnden and Mrs Whiteley, Mrs Napiontek and Miss Macdonald. I may not here specify their individual service, but I would say to them, one and all, in the name of the Grammar School, "Thank you most sincerely for all that you have done for the School; may the years to come, in other places, be rewarding in your work and in your leisure!"

With Service the keynote of their contribution to the life of K.G.S., in ways as varied as their own natures, they leave us with an admirable example of how the School can be, and I am confident now and in the future will be, faithfully served.

Yours sincerely,

ROBIN WINCHESTER,
Rector.

THE COAT OF ARMS OF KEITH GRAMMAR SCHOOL.

by MALCOLM R. INNES of Edingight, Carrick Purpivant.

A large number of people think that heraldry and the laws of arms are concerned only with individual persons and families. These people are generally surprised when they learn that corporate bodies and institutions, such as churches, towns, and territorial districts, from earliest times found it useful and necessary to have armorial bearings. Among the earliest bodies to acquire arms were the trade associations or guilds which grew up in the towns and cities, and some of which later developed into the noble Livery Companies such as the Honourable East India Company, and the Hudson's Bay Company. Some of these companies eventually administered very large areas of land under their livery flags. In more recent times such bodies as banks, hospitals, regional boards, life assurance companies, and investment trusts, have acquired coats of arms. Very often the arms of such corporate bodies are very fine examples of heraldic design. These corporate arms enjoy the protection and security given by the statute and common law of Scotland. Bodies concerned with education such as academies, grammar schools, technical colleges, teacher training colleges, and colleges of further education, have been so the fore in recent years in acquiring armorial bearings. The two new Scottish universities, Strathclyde University and the Heriot Watt University, have very recently been granted arms. This being the case, all those connected with Keith Grammar School will be proud and pleased to know that the school has been granted a distinctive coat of arms, an illustration of which appears on the cover of this magazine.

On seeing this coat of arms many may wonder what it means and what use may be made of it. It is the purpose of this article to explain briefly the significance of the coat of arms, and to summarise some of the uses to which it may be put.

The arms were granted to Keith Grammar School by Letters Patent from the Lord Lyon King of Arms, chief of the heraldic and genealogical executive of Scotland. In the deed, the blazon, or description of the coat of arms in words, is given in heraldic terminology which is partly derived from Old French. This can be difficult for the layman to understand at first. It is an ingenious system whereby anyone who is familiar with it can from the blazon, or description in words, prepare an accurate depiction of the coat of arms. It is more or less an international language. One of the chief difficulties for the layman is the method of describing colours which are described in the following manner: Gules for red, Azure for blue, Sable for black, Vert for green, Or for gold, and Argent for silver. The blazon, or description in words, is as follows:—"Tierced in pale reversed; 1st, per pale, dexter bendy of six Or and Azure within a bordure Gules; sinister Argent, an antique crown in chief Gules and a martlet in base Azure, on a chief of the last three fleurs-de-lys Or; 2nd, Argent, a lion passant guardant Gules, imperially crowned Or; 3rd, Vert an escallop Or; and over all upon a chief Or three open books proper, binding and fore-edges Azure, and in an Escrol Or this Motto DO UT DES."

When the school acquiring arms is "The" Grammar School or Academy of a burgh it is usual for it to have all or part of the burgh arms incorporated in the arms along with the indications of learning. This is often done by dividing the shield per pale (down the middle) and showing the burgh arms on one side and the indications of learning on the other, but in the case of Keith Grammar School a most effective design has been



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achieved by placing the indications of learning, in this case three open books, in chief (on the top part) of the shield. The first part of the shield, the fleurs-de-lys, the gold and blue bendy of six within the red bordure, the antique crown, and the martlet or bird, allude to the Cistercian Abbey of Kinloss. The old Kirkton of Keith was situated in the Regality of Strathisla which belonged to the Abbey of Kinloss, and it was from the old seals of the Abbey that the martlet and antique crown were taken. The arms of the Cistercian Order, a reformation of the Benedictine Order, are described in Woodward's "Ecclesiastical Heraldry" (page 413) as France-ancient (*semé of fleurs-de-lys Or*), thereon an escutcheon of Burgundy-ancient (*bendy of six Or and Azure within a bordure Gules*), no doubt in allusion to the fact that the first monastery of the reformed order was founded at Cîteaux, near Dijon in Burgundy. The second part of the shield, the crowned red lion passant guardant, alludes to Ogilvie, the family name of the Earl of Findlater who was responsible for the laying out of the Town of Keith (in about 1750) with its central square and the three parallel streets, Moss Street, Mid Street, and Land Street. The third part of the shield, the gold escallop or shell on a green background, alludes to Duff, the family name of the Earl of Fife who was responsible for the foundation of Fife-Keith on the left bank of the Isla. From what has been said it may be seen that the Grammar School has a composite coat of arms alluding to: (a) learning, (b) the Regality of Strathisla which belonged to the Cistercian Abbey of Kinloss and in which the old Kirkton lay, (c) the Findlater-Ogilvie Keith Town, and (d) Fife-Keith. The motto DO UT DES (I give that you may give) exhorts those who have received a sound education from the Grammar School to give of their best to the community and not to use their knowledge wholly for their own gain and advancement.

The principal function of heraldry was, and is, identification. Where heraldry is honestly employed for that purpose its use and display cannot be criticised. The coat of arms may be shown on any property that belongs to the Grammar School, just as Banff County Council displays the arms of the County on county property. The school should fly its own banner (heraldic flag) on all appropriate occasions. If the arms appear on the blazers of the pupils, they will be encouraged to behave well out of school and to uphold the good reputation of the school. The arms may appear on the school notepaper, on bookplates in books belonging to the school library, or be embossed on the bindings of the books. The arms may, and should, be used decoratively, indoors and outdoors, and in various media such as wood, stone, iron, silver, and glass. A very fine example of what can be achieved in stone may be seen on the armorial doorway and fireplace at Huntly Castle. In many recent reconstructions heraldry has been employed with great effect, a recent example being Merchiston Castle, now an integral part of the new Napier Technical College, and once the residence of John Napier of Merchiston, the renowned inventor of logarithms. In these days, when so much of our art and architecture is superficial and transient, heraldry, boldly and tastefully displayed, has much to contribute to modern decorative art.

Note: Those who would like to know more about heraldry should read the delightful and amusing book by Sir Iain Moncreiffe of that Ilk and Don Pottinger entitled "Simple Heraldry", or "Scots Heraldry" by Innes of Learney.

(Copies of these two books are available in the School Library—Editor).

THE LIBRARY.

Situated at a focal point, the library in the new building becomes both the physical and cultural centre of the school. It is in the library that perhaps one of the greatest improvements, and opportunities for availing oneself of the facilities has been visible since the move to the new school. From the decrepit, cramped shelves of the previous library, in a room which was in use most of the day as a classroom, to the modern, well-stocked bookcases of our spacious new abode is indeed an innovation.

Every pupil in the school is automatically given the right to borrow books, each pupil in the third, fourth, fifth and sixth years having access to any of the bookcases, although the members of the first and second years are restricted to the three bookcases devoted specially to literature suitable for juniors. Likewise the senior pupils have three book-stacks allocated to their needs, although of course, they can equip themselves with material from the junior supplies if so desired.

The junior and senior stacks stand quite separately in the library, each section being divided into fictional and non-fictional categories. The books falling into the fictional category are arranged alphabetically, while the non-fictional books are designated according to the Dewey Decimal Classification system. There are over three thousand books in the library, over two-thirds of which are on loan from the County Library stock. We are greatly indebted to Mr R. McLaren, county librarian, and his staff for unfailing advice and support.

From time to time throughout the year certain authors or events are highlighted by a special display of relevant books. This often stimulates pupils to make a more profound study of the recommended works.

All the work and duties of the library are carried out entirely by the pupil librarians. These tasks include the compiling of weekly statistics, the writing of slips for overdue books, the issuing of books, the returning of books to the shelves after borrowing, and the arduous task of processing books belonging to the school.

Statistics show that there has been little difference in borrowing trends, despite the greater amenity of the new library. Book transactions remain around the ten and a half thousand mark per year. This may be a retrospective tribute to past generations of pupils who were prepared to avail themselves of library facilities in a considerably less attractive setting, but who brought to the library the only essential requirement, that is, a desire to hold converse with books. This essential property continues obviously in their "descendants", who, because of greater freedom of access and movement, have been able to lift a large proportion of the routine running from the shoulders of the school librarian, Mrs Napiontek.

Although the library has taken shape exceedingly efficiently and well, I am under no doubt that without the tremendous assistance, encouragement and guidance of Mrs Napiontek, we would have been in a far less competent and orderly state than we are, and it is to her that the gratitude of every borrower in the school must go. Mrs Napiontek's services to the library will be sadly missed when she leaves to take up her new appointment in which we wish her all success and happiness.

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THE PARENT-TEACHER ASSOCIATION OF K.G.S. PRIMARY DEPARTMENT.

A new development, aimed at fostering closer links between family and school, was launched in December, 1963, when a meeting of parents and teachers was held at the Green School to examine the need for, and the possibility of forming a Primary Department Parent-Teacher Association.

Speakers included two members of Lossiemouth Primary School P.T.A., Mr Fleetwood and Lt.-Cmdr. Southgate, who talked about how they had formed their own P.T.A. and also discussed its aims and activities.

It was unanimously agreed that "The Parent-Teacher Association of K.G.S. Primary Dept." should be set up.

At a further meeting in January, 1966, a draft constitution with the following aims, was approved:—

- To promote co-operation, understanding and friendliness between parents and teachers for the benefit and well-being of children and school.
- To afford opportunities for the study and discussion of all matters relating to the education and welfare of children.
- To encourage the development of social activities among parents and teachers.
- To co-operate with other Parent-Teacher Associations through the Council of P.T.A.'s of Scotland.

The following office-bearers were elected:—

Honorary President—Provost G. B. Kynoch.

President—Mr Gauld.

Vice-President—Mrs Andrew.

Secretary—Mrs McKenzie.

Treasurer—Mr McKay.

Committee:—

8 Parents:—Mrs Chalmers, Mrs Kynoch, Mrs Hewson, Mrs Reid, Mrs Howells, Mr Gray, Mr Reid, Mr Smith.

4 Teachers:—Miss George, Miss Goodall, Mrs Oag, Miss Johnston, and ex-officio, the Headmaster of K.G.S. Primary Department.

After some months in the embryo stage, the P.T.A. made a very successful debut on Wednesday, 23rd March, 1966, when it held a social evening attended by over a hundred and fifty parents, teachers and friends in the Senior Primary School.

A varied programme of games, dancing and musical items was thoroughly appreciated and tea with fine "home baking" set the seal on a very enjoyable evening.

The result was a sum of just over £40. This was most encouraging for the P.T.A. committee who have several projects in view for educational aids to the school.

The committee of the P.T.A. cordially invite all parents to accept membership of the association at an annual subscription of 2/6 per family; the more members there are, the better, the stronger and the more representative will the association become.

G. GAULD, President,

The Parent-Teacher Association of Keith Grammar School
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SCHOOL NOTES AND COMMENTS.

STAFF CHANGES.

During the session the ranks of the Staff were added to by the arrival of Miss Addison, Mr Innes, Miss Christie, Mrs Grant, Mrs Bisset, Mrs McKidd (née Auchinachie), Mr Cook and Mr Barton. Mr Gauld took over the appointment of Deputy Headmaster in the Primary Department.

The school lost the valued services of Miss Masson, Mr and Mrs Douglas, Mr Hutchison, Mrs Lochhead, Mr Gillespie, and Mr Brooker (who left us after a brief return from his three years of special secondment to the Army Education Service in Cyprus).

Temporary service to the school was rendered during the session by Mrs Christie, Mrs Whyte, the Rev. J. T. J. Gooding, Mrs Isobel Murray, Mrs Mair, Mrs Leven (née Elsie Mitchell), Mrs Graham and Mrs Leslie.

Forthcoming departures from the staff include the following:—Mrs Napiontek, Miss MacKenzie, Miss Howie, Miss Firth, Mrs Graham (P.E.), Mr Harnden, Miss Macdonald, Mrs Whitely, and Mrs Margaret Munro.

The first event of importance in the New Session was the presentation made by Mrs Cramb and Mr Morrison of the Aberdeen branch of the Saltire Society to Michael Winton who represented the X classes, who, under Miss Scott, had made the "From Fleece to Fashion" entry for the Society's Project Competition for schools. The presentation was made during Morning Assembly on the 31st of August, 1965.

A large influx of new pupils took place during the session. In September the pupils of the Senior Secondary Department of Aberlour joined the school. Secondary pupils from Rothiemay also joined the school at the start of the Third Term. It is pleasant to be able to record that both detachments settled in quickly, and have already made their mark.

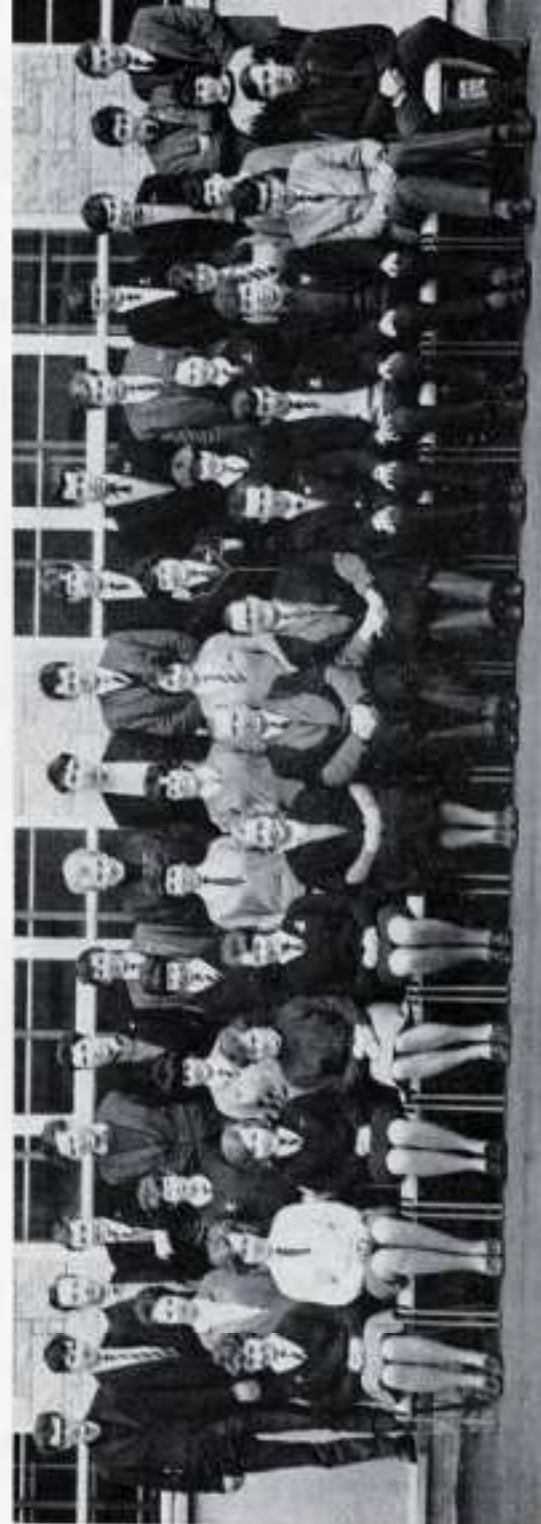
From 2 p.m.—5 p.m. on the afternoon of September 15, the School Fête was held in aid of the School Fund. A large number of stalls were erected throughout the building, designed to part visitors from their money. The afternoon was highly successful and large numbers of parents attended.

For a small fee the Secondary Department was present at a special showing of the award-winning film, "Lawrence of Arabia", at the Playhouse, Keith. We were stirred by this vivid and sensitive interpretation of a strange and romantic aspect of recent history.

Banffshire's M.P., Mr W. H. K. Baker paid a visit to the school on the 24th of September, to inspect the new building.

In October a party of pupils from Classes IV, V and VI attended a performance of Alfred de Musset's, "On ne badine pas avec l'amour", presented in the Albyn School for Girls, Aberdeen, by the Pamela Stirling Players. The party, supervised by Miss Allan and Miss Fiddes, were pleasantly surprised to have with them in the audience Prince Charles, who was with a company of boys from Gordonstoun.

A fire-practice for the Secondary Department was held during the second period on Friday, 22nd October. The whole school was evacuated in 2 minutes 11 seconds with no casualties. Those participating were in greater danger of suffering from frost bite than burns.



SCHOOL COUNCIL.

Back row (L. to R.) — John McCulloch, John Mackay, Alan Pirie, *David Allan, *Kenneth Gordon, John Cree, Douglas Sherrer, *Hodgkinson, *Petrie, *David Bisset, *Peter Clark, *Murray Walker, *Raymond Douglas, Alasdair Eeles, *Rhodriack Macpherson, *Neil Grievie, *George McEwan.

Second row (L. to R.) — David Meldrum, James Naughtie, Neil Ross, William Riddoch, Ian Barclay, Michael Smith, Gail Russell, Anna Taylor, Eileen Kerr, Anne Milne, Elizabeth Edwards, Sheila Mitchell, Thomas Gerrie, Derek Dunbar, Denis Stewart, William McWilliam.

Third row (L. to R.) — Laura Donald, Lauranne Wilson, Lorraine Stephen, Kathleen Leslie, Marie Reid, Elizabeth Donald, Jennifer Page, *Kathleen Mark, *Helen Clark, *Lesley McCrosbie, *Penelope Ogston, *Francis Gordon, *Nicola Smith, *Janet Winchester, Iain Francis.

Front row (L. to R.) — Mabel Ross, *Elizabeth Anderson, *Brenda Grieve, *Eunice McWilliam, *Lorna Mitchell, *Margaret Christie (Captain), *Mr Winchester, *Brian Adam (Captain), *Humish Smith, Alisdair Matheson, *John Glennie, *Roma Murray, Elizabeth Paterson.

NOTE — All prefects are ex-officio members of the Council. Their names are marked with asterisks. Absent — *James Leslie and *Dorcas Farquhar.

The twentieth anniversary of the foundation of the United Nations Organisation was celebrated by the school with the planting at 1.30 p.m. of a flowering cherry-tree by Provost Kynoch near the main entrance to the school. The outdoor service was conducted by the Rev. J. T. J. Gooding. In a short address to the school, the Provost explained the valuable work done by the U.N.O. One of the School Captains, Brian Adam, read part of the preamble of the U.N.O. Charter.

The first term examinations began on 10th November. Senior pupils using the hall were somewhat blasted by the high winds which blew in through the side-doors. These "leeching troubles" have since been attended to.

Dr Milne gave a demonstration to several classes of the "Rise of Life" method of saving lives, using a dummy.

A debate on "Immigration" had to be cancelled in November because bad weather prevented speakers from attending.

The first meeting of the School Council took place in November. A full report of the Council's activities is provided elsewhere.

Because of the examinations, a service of remembrance was not held in the school. A poppy collection was, however, made, and the School was represented at the Sunday service at the Keith War Memorial.

The pupils of Class III E spent a large part of their time, during the first term on a railway project, under the watchful eye of Mr Arnaut. The class carried out research into the strange and complicated history of the local railways and contacted British Rail and the railway trade unions to build up a picture of the importance of railways and railway people to Keith. They also spent the afternoon of 29th November at Keith Junction where they were shown many interesting things and given much useful information by Mr Mackenzie, the Stationmaster.

Miss Marshman, an English teacher from California, paid a visit to the school to study methods of teaching her subject.

Janet Winchester, Brian Adam and John Glennie, represented K.G.S. at an inter-school Public Speaking Contest sponsored by Keith Rotary Club. The Banff team were overall winners but a member of the Keith team was awarded a commendation. Teams from Buckie High School and Macduff High School were also present.

A party of senior pupils from the Magazine Committee visited the "Scotsman" exhibition of school magazines in Aberdeen on the 9th of December.

A party of supporters left Keith for Inverness at 4.30 p.m. on the 10th of December to attend the "Scottish Daily Express" debating competition. Unfortunately the Keith team were unsuccessful. An enjoyable evening became even more exciting when it was discovered that one of the debaters was not on the bus. The resulting hunt through the Christmas decorations was completely successful, the missing debater being saved.

In the days before Christmas, political posters began to adorn the school in preparation for the annual mock election (which is reported elsewhere). In addition to this an opinion poll was carried out.

There were the usual Christmas parties for the 1st and 2nd years and the Senior Dance was held in the hall on the 21st December, beginning at 7.30 p.m. and finishing about midnight.

The annual Christmas services were held. The Rev. J. T. Robertson and The Rev. J. T. J. Gooding conducted the Primary service in Keith North Church. The Secondary service was held in the Assembly Hall, with the Rev. F. W. McCaskill. Catholic pupils had their own service in the Chapel. That evening the traditional party of carol-singers went round the town.

At the first assembly of the new term, Mr D. E. Smith, Deputy Director of Education in Banffshire, presented certificates and bronze medals to David Barbour, Ian Francis and Brian Stewart in connection with the Duke of Edinburgh Award Scheme.

During the second term examination in January, the influenza epidemic was at its height. At one stage 35% of primary and secondary pupils were absent.

On the 11th February a party of pupils left Keith with Miss Goodall and Mr Winchester to attend a performance in the Aberdeen Music Hall by the Vienna Boys' Choir.

Later in the month 113 pupils, with Miss Fiddes, Mr Ettles and Mr Arnaud attended a production of Shakespeare's "Much Ado About Nothing", presented by the Aberdeen College of Education Dramatic Society. The play was produced in two parts, and during the interval large quantities of ice-cream were consumed in hygienic but chilly corridors of the College.

In a special service to mark the Woman's World Day of Prayer, Mrs R. Winchester officiated. The readings were given by Margaret Christie and Janet Winchester, both of Class V and Lorna Murray of Class VI.

Roderick Petrie and John McKay, both of Class IV gained awards in the art and literary competitions respectively which were organised in connection with the National Library Week in March 1966.

The four pupils concerned with the Devonia cruise to Algeria organised by OXFAM went to Fraserburgh Academy to meet their colleagues from Buchan who were to accompany them under the supervision of Mr Marion of Fraserburgh. The cruise took place during the Easter Holidays.

Parents' Night was held in the Secondary building on the evening of March 30th. A large number of interested parents came along to see the many careers advisors and exhibitions of school activities.

A party of pupils attended a school's concert given in Elgin by the Scottish National Orchestra just before the Easter Holidays.

The school had an extra day added to its Easter Holidays because of the General Election on March 31st.

To mark the fiftieth year of National Savings, Mr McInnes of the Aberdeen Branch of the Savings Movement visited the school during Assembly on Tuesday April 12 and told pupils of the importance of saving with this service. He presented prizes to Dale Taylor of Class IIIB and Roderick Petrie of Class IV for their entries to the competition for posters advertising National Savings.

Pupils of the school were photographed individually and in class groups during the 14th and 15th of April by Mr Ali Mohammed of Buckle. Some of the groups are reproduced in this issue of the magazine.

The Brooke Bond Tea Film Unit showed films to both Primary Departments about tea-planting in India and Ceylon.

The Blood Transfusion Service was at the Grammar School on Sunday 24th April.

During the last few months of the session the school has had a French pupil, Mademoiselle Catherine le Bihem, who joined Class IV. Her aim in coming to Keith is to improve her English pronunciation. We forbear to comment on the wisdom of this move! Seriously though, we are always glad to forge new links with our closest continental neighbours and it may be fitting at this point to mention how much we appreciate the presence in the school of Mlle. Lattey who has been assisting in the French Department this session.

In bringing these notes to a close, the Editors would like to express their gratitude to Margaret McLean of Class IV who has given invaluable assistance on the secretarial side of our work. Mr Arnaud, who keeps an eye on things from above and conducts the business correspondence has specially asked to be associated with us in this.

While we are in a mood to express indebtedness, we should like in closing to say a few words of appreciation to a numerous body of people who are seldom noticed in these pages, but without whom life in this fine new school of ours would be a grey and grimy affair. We refer of course to our lady cleaners who do such a fine job under the able direction of Mr MacLennan and his assistants. Thank you ladies.

J. C. Petrie 47 MID STREET
Telephone 2555

GROCER
&
GENERAL
MERCHANT

*
Large selection of
WINES & SPIRITS



CLASS V AND VI.

Back row (L. to R.) — David Meldrum, Leslie Stuart, Donald Sayers, Steven Mitchell, Alastair Stuart, Alastair Dawson, Kenneth Gordon, John McCulloch, John Cree, Douglas Shearer, David Bisset, Peter Clark, Charles Stuart, Raymond Douglas, Rhoderick Macpherson, Alastair Matheson, Neil Grieve.

2nd row (L. to R.) — Lorna Murray, Mabel Ross, Marie Reid, Elizabeth Donald, Brenda Grieve, Jennifer Page, Lorna Mitchell, Janet Winchester, Penelope Ogston, Frances Gordon, Nicola Smith, Elizabeth Paterson, Catherine Whelan.

Front row (L. to R.) — Elizabeth Anderson, Roma Murray, Helen Clark, Kathleen Mark, Margaret Christie, Miss MacKenzie, Mr. Winchester, Mr. Arnaud, Brian Adam, Hamish Smith, John Glennie, Murray Walker, George McRae.

THE MOCK ELECTION.

Accompanied by the usual screaming, shouting, desk-hammering and rude noises, the annual K.G.S. Mock Election took place in Rooms 28 and 29, under the Chairmanship of Mr Arnaud. The combined force of Classes IV, V and VI and an articulate handful of F.P.'s were in attendance and eligible for voting. There was a record number of candidates, eight in all, and it was necessary that the whole of the afternoon be devoted to the election.

The first to mount the rostrum was Comrade John McKay, who, in an unusually quiet address for a Communist, praised the achievements of Soviet Russia, demonstrating the great advances made by this country since the Tsarist days. Comrade McKay was subjected to a considerable amount of heckling and on several occasions he had to stop to answer questions. An extremely forceful speech was terminated somewhat abruptly when Comrade McKay was informed that he had overrun his allotted time.

Mr John Cree then stood up and attempted to convince the electorate of the necessity of voting Liberal. Accompanied by the cries of a certain nameless but devoted Liberal, Mr Cree showed what a large contribution the Liberals had to make to Britain's prosperity. To the sound of fervent cheering, Mr Cree sat down.

Miss Janet Winchester, the only female candidate, rose to speak, wearing a tartan bow-tie. This passionate Scottish Nationalist advocated Scotland's divorce from England, and, in a speech full of quotations from Robert Burns, she shouted above the uproar that Scotland was fit to govern herself. She was, not unnaturally, somewhat at a loss when a certain individual with a warped mind asked if an independent Scotland would recognise the sovereignty of Latvia. (Where is Latvia, anyway?)

The Independent Rhodesian candidate, Brian Stewart, in one of the best speeches, with regard to political content, lashed the Wilson Government for its actions in enforcing sanctions against Rhodesia. Having lived in Rhodesia himself, he stated, in a convincing manner that he was the only candidate fit to comment on the U.D.I. question. Mr Stewart weathered a storm of criticism and answered with competence the persistent and hard-hitting questions of a former pupil of K.G.S., who later paid a generous tribute to his ability as a speaker.

The Conservative candidate, Mr Alastair Ettles, began his speech by requesting the attention "of all electors, socialists, and any other yobs who might be lying about." He accused the Socialist Government of persistently breaking promises and quoted at length examples of this. He lamented particularly the fact that the price of alcoholic refreshment and cigarettes had been raised by Mr Callaghan, and was cheered by a thirsty electorate.

After Mr Ettles had sat down, Mr Alastair Stewart, the Fascist candidate, stood up. In a brilliant, although inaudible, speech, Mr Stewart showed how Britain had lost face in the world and said that only a Fascist Government would put her back in her rightful place. To cries of "Pudding for Premier," "Hitler for President" and "Speak Up!" Mr Stewart persevered — and then sat down.

The next candidate, Mr Brian Adam, Anarchist, endeared himself to the electorate by screaming at the top of his voice that Anarchy was the only solution to Britain's problem. He roared to the audience a picture of a Britain which paid no taxes, dog, or T.V. licences and which purchased whisky at 1/6 per bottle. This last statement in particular pleased

his listeners who screamed their enthusiasm for anarchy and banged their fists on their chairs. Mr Adam, after further hoarse outbursts, sat down to the sweet music of frantic shouting, and it can be truly said that no other candidate was quite so successful as a rabble-rouser.

When the next speaker stood up to make his case for the Government the cheers for Mr Adam turned to boos for Mr McRae. The latter undoubtedly intended the accent of his speech to be on humour but several individuals, in the words of Queen Victoria, "were not amused". To the shouts of "Home Rule for Marnoch" and "What about the battery-hens?" Mr McRae strove bravely on with his reference to certain political leaders and their association with current hit-records. An example of Mr McRae's Socialist wit is the association between the record "Yesterday Man" and Sir Alec Douglas-Home.

An opinion poll had been held several days before the election. We can now present to you the compared result between the election and the opinion-poll.

Party	Opinion-poll Result	Election Result
Communist	2	6
Liberal	14	11
Scot. Nat.	0	0
Ind. Rhod.	10	47
Conservative	29	16
Fascist	10	1
Anarchist	10	18
Labour	27	3

The result of the actual election seems to show a marked degree of sympathy with the supporters of U.D.I. at the expense of the traditional British parties. A comparison of the election figure with those of the Public Opinion Poll (taken about three days before the debate) show how much the final result owed to the fire and sincerity of Brian Stewart's oratory. It is only fair to add that the other candidates were not necessarily speaking from conviction. The winner had the advantage of really meaning every word he said.

A SMILE.

A smile is just a little thing,
Which happiness will bring.
It's free to beggar or to king,
And makes your laughter ring.
The time when smiles are all around,
And Jingle-Bells are all in sound,
Is the time when Jesus Christ was born,
Who saved the world all forlorn.

—By Gail Stephen and Joan Russell, Primary 7a.

MY FRIEND.

I have a friend named Linda,
Her name's the same as mine.
But when it comes to counting,
She cannot count to nine.
And although we are the best of friends,
We sometimes disagree,
I wouldn't have it otherwise.
She means a lot to me.

—Linda McGregor, Primary 6b.

EDUCATION NOWADAYS.

The Education system is an afa' business noo',
They've closed doon a' the wee schools,
An' only left a few.
At Rothiemay they've closed doon the secondary bii,
An' I am sure the heid-mester is boun' tae hae a fit,
They're biggin up a new school in the valley of the Spey
So the secondary pupils will all go there some day;
They've tried to close the secondary, doon in Fogie-loan,
Nae winner a' the ailer fowk are beginnin' noo tae moan.
It's a peetie that they widna' try tae close up Keith an' a',
Then I widna' bother going tae the place that's far fae being braw.

—Elizabeth Mair, Class IV.

* TIMOR LUDI CONTURBAT ME *

(with apologies to Dunbar)—lines composed while serving a severe sentence in Keith Grammar School.

I long for freedom and fresh air,
Please, please, please let me out of here
Books and learning cause misery,
Timor ludi conturbat me.
Teachers, rectors, canteen lunches,
How I hate those milling bunches
Of young children deprived of play,
Timor ludi conturbat me.
Schools and other institutions
Should be changed into ablutions.
Pull them down and drag them away,
Timor ludi conturbat me.
Pupils seeking inspiration;
Dying over calculation—
Why won't someone show me the way?
Timor ludi conturbat me.
William Gordon Mair by classics,
Morrison by mathematics,
Have been forced from this place of play,
Timor ludi conturbat me.
Kathleen Currie a dux of yore,
With Doreen Milne has gone before,
How they must slave at 'varsity!
Timor ludi conturbat me.
George P. Mutch, editor well-known,
Joined these ladies across the Don,
I give them all my sympathy,
Timor ludi conturbat me.
Others tempted soon to follow,
Be warned that this must lead to sorrow.
Ignore everything they may say,
Timor ludi conturbat me.

* * freely translated means "I hate school".

—Brian Adam, Class VI.

ASK A SILLY QUESTION

There were two boys. One was called None of Your Business and the other one was called Trouble. One day Trouble got lost and None of Your Business went away to look for him. Then None of Your Business bumped into a policeman. The policeman asked him his name, and he said, "None of Your Business". Then the policeman said, "Are you looking for trouble?" And he said, "Yes".

—Duncan Pennet, Primary 6a.

THE FAIRMER'S LOON.

It's back tae schule an' lessons again,
As August comes roon it's aye the same.
The holidays seem lang in the month o' July,
But if the wither's fine, they soon gang bye.
Wi' hey tae be made an' silage again,
We've aye plenty wark at hame, ye ken.
Ance back at schule there's nae doubt at a',
Wi' wark an' wi' lessons there's nae playin' ba'.
We're nae lang yokit tae English and Maths,
Pan alang comes hairst and we're a' in a hash
If the weather is dry there is no time for delay,
And syne there's naethin' left but the stray.
Wi' hairstin' complete and Seturday comes roon,
It's awa' tae the tatties, an' we're a' bent doon.
It's war than the hairst an' mair painfu' tae,
At schule that Saturday I wid rather be.
An' when winter comes on there's aye plenty wark,
But I git a rist for the evenin's are dark,
Wi' the telly tae watch since the homework is dain,
But for a' the wee whily I'll nae get square een,
Then alang comes the Spring an' the evenin's draw oot
I'll get a job; o' that there's nae doot.
Awa' wi' the tractor I'm a' the wye,
For I dinna like workin' amon' the kye.
Wi' craps lang since in, an' the neeps laid doon,
We're intae the bonny month o' June,
Gin the first cut o' silage an' hogin's complete,
We're back amon' holidays, but nae chance o' a seat.

—Sandy Dickson, Class IIB

IF I WERE QUEEN.

If I were Queen of Timbuctoo,
I'd beat my subjects with a shoe.
I'd make them work all day and night,
Till they'd done every single thing right.
I would lie on a sofa, oh so wide,
With helpful servants at my side,
And when they had finished for the day,
I would send them home with sixpence pay.

—Linda Harrold, Primary 7a.

LENINGRAD.

"Good-morning! It is now seven o'clock on Thursday, 8th July. All dormitory passengers should now be getting up." There followed a certain "noise" called "Reveille Rock" recorded by some long forgotten rock group of 1956.

The scene was Burton Dormitory in s.s. "Devonia", the ship used for educational cruises, now lying in the harbour in Leningrad, our destination in the U.S.S.R. The loudspeaker on the roof of our dormitory received the usual assortment of missiles and after yawns and groans, some of us began to show signs of getting up. Suddenly it dawned upon us that we were now in that country about which many questioning words had been written and which the Westerner had little chance to see until recently.

After breakfast, we dashed up the many stairs to the deck to catch our first glimpse of this mysterious land. My first impression was that it was a very dull, grey city; perhaps an inaccurate judgment, as rain had just fallen. Before us stretched a great tar-macadam square where over thirty identical 'buses, neatly arranged, were awaiting us. Guarding the gangway were two soldiers, complete with rifles, in brown and red uniforms. On leaving the ship, we had our passports examined by these two soldiers before we boarded the 'buses which were to take us round the city. Already seated in our 'bus were two Russian students, one of whom could speak English. A third then appeared who was to be our guide. She spoke at length of the 1917 Revolution as she pointed out the places connected with it. The most imposing building was the Winter Palace, at the doors of which the Revolution began. I was surprised that such an edifice with all its reminders of the immense wealth of the Tsars had been allowed to stand.

While we were in the 'buses going through the streets, we saw big, muscular women digging up a road—a sight which would never be seen in the West. After dinner, the two Russian students took us round the city on foot. We were told that most of the shops were closed that day, but one department-store was open. I imagined it would be modern and brightly lit, but was disappointed to find it had no great selection and was rather drab. In the store, three Russian "Mods" came up to us to see if they could buy various articles of clothing, especially one boy's boots, for which they offered a large amount. Needless to say, they were not sold as the boy did not wish to walk back to the ship barefoot. Compared with ours, the Russians' clothes were very out-of-date and were made of cheap material.

When we returned to the ship in the evening and lined the decks, several hundred Russians gradually filled the square to see us foreigners. A dance was being held on one of the decks and no doubt they were listening to the loud pop music which they must have thought very strange. Now and then, there went hurtling through the air from the ship a ball-point pen or chewing gum, or some other Western article not to be found in the U.S.S.R., onto the tarmacadam space where the two soldiers were patrolling. Sometimes a small boy from the square might succeed in grabbing the article before one of the soldiers kicked it into the water.

As the ship moved off, streamers were thrown and the crowd ashore waved us farewell. In spite of the interest of our visit I think all on board felt a sense of relief that they were not natives of the land we were leaving, after only a short visit ashore.

—John Clarke, Class IIIa.

JIMMY THE SPIDER.

I have a spider in my bedroom.
I haven't told my mum.
'Cause I think watching spiders
Is really so much fun.

—Ronald Shanks, Primary 4a.

THE NEW GRAMMAR SCHOOL.

When the day came for us to move into the New Grammar School, everyone was very excited although some of us were very sad at leaving the Old School.

When we entered the New Grammar School we were amazed at the beauty of the building. We travelled from class to class in a daze at the size of the building and classrooms and at the new furniture and modern equipment in comparison with the Old Grammar School. It took us at least three days to get quite used to the surroundings and about another two days to remember where all the classes were.

In the Old School the furniture and the classrooms themselves were getting faded through old age, although it must have been beautiful in its day just as the New Grammar School is now.

The New Grammar School is bright because it has so many windows, and it is well ventilated and modern in every way, not just the furniture and equipment, but the whole building.

It is in a very convenient situation. It is near to the canteen for the country pupils as they have no roads to cross as they had coming from the Old Grammar School.

To the present day we still can not get over the size and how modern the building is. We hope the pupils of the future will take full advantage of the modern equipment which will help them to learn more quickly and easily. We also hope that they will feel proud enough of their school not only to take advantage of the modern equipment but to take care of the whole building.

—Doreen Lamberton, Class IIB.

THE MUSEUM OF CHILDHOOD.

I visited the Museum of Childhood in 1960, and I thought it very interesting. The museum is situated in a building on the Royal Mile, in Edinburgh. It consists of childhood toys from the past, many of which could be called antiques. There were many dolls which were dressed in old fashioned clothes and even dolls which were wooden and were painted by hand. The Book section contains comics and boys' adventure books from the first editions to the present date. Some of them my dad remembers reading when he was a small boy.

The working models are all great fun and include a model guillotine where for a penny you can see a prisoner being marched out and beheaded, his head falling off into a basket. For the girls there was a very lovely old dolls house with everything in miniature even an attic full of junk and a kitchen complete with a dinner service which was hand painted and very lovely.

The house and many other exhibits were donated to the museum by well-known people and many others had been rescued from old junk yards and the attics of old houses. These are only a very few items and this museum is well worth a visit if you have an afternoon to spare when next in Edinburgh.

—Morag Gibson, Class IB.

MY LITTLE BROTHER.

I have a little brother called Garry. He really is a cheeky monkey and I have to smack him hard. But sometimes he is very good and then I give him sweets. One day I took him out for a walk through a wood and we saw a squirrel. He wanted to take it home but I said "No, you can't". Then he started to yell and yell. I soon brightened him up by giving him an apple. After he gave the squirrel some nuts we hurried home for tea.

—Morag Simpson, Primary 4a.

JEAN'S LETTER.

Guttery Knowe,

February.

Dear Maisie,

Weel, fit like this week? I hope yer a' fin' 'n Sandie's got ower his sair stomach. It's nae sae gran' fin things like 'at happen, is't? I min' fine fin my nephew Doogal, och a gran' laddie (ye min' fin he wis up last Maich, he drove the muck cairt through the byre 'n intae the tattle park) hid a maist awfu' sair stomach ae time, 'n his mither (that's ma man's half sister through his faither's second mairriage tae the wife at the sweetie shoppie) said that he hid fit the mannie in "Doctor Kildare" hid. Bit he hidna, thank guidness, for that mannie deet in the next episode.

Foo did ye git on wi' the Jumble Sale? I got a fine pair o' nicky tams for Jock. They were a real fin', even although they were two sizes ower big. I got a rare fite hat for Sunday. It's got three braw feathers floatin' oot at the back 'n half a dozen red 'n yella roses at the front. Jock says it's like a flowerpot frae the front, bit he niver hid a sense o' fashion. The loons pinched the feathers for their arras, bit I jist pit in three o' the fite hen's, 'n it looks jist dandy again.

We hid a rare time at Peggy's pairty. It wis gran ca'in' through a' oor relations in the Cabrach 'n gettin' a blaw on the mouthie frae Jake. Jock 'n Tam got up tae sing Cornkisters, bit Tam wis bye his best 'n fell doon half way through. We canna unnerstan' it, for we only hid Peggy's neep wine tae drink. Jimmie tell his story o' the station maister, ye ken the aye wha's feet pinted, "ane tae Cluny Castle, tither t' Tomintoul," 'n Mary played the Sallor's Hornpipe on the piana. The loons said it soon'd mair like a funeral maich!

Weel, I think that's a' ma news for anither week, Maisie. I'm fair deelin' tae ken fit yer enterin' for the Flower Show. I've knitted some gran' socks wi' a Paisley pattern, 'n a rare baby's bottle cover.

Aye yours,

Jean.

—Lorraine Allan, Class IV.

THE TADPOLE.

The tadpole is at first a black spot inside the jelly. The jelly protects the tadpole from any danger, like being eaten by ducks. The ducks just lift the jelly up in their beaks and it slips right out again. When the eggs hatch, they are just like commas. After a while a great change comes over the tadpole. It starts growing gills. They are just like hair, only they come from the tadpoles neck. Then it starts growing legs and you cannot see the gills any more though the tadpole still has them. Then the tail grows smaller and the tadpole changes colour to a greenish colour. It loses its tail before it becomes a fully grown frog. Then the frog lays its eggs and it happens all over again.

—Billy Innes, Primary 4a.

GOLDIE.

In London Zoo there is a name,
Which now has risen to great fame,
Once last year he escaped from there,
And took to flight through the air.
He flew about without a care,
And quite enthralled the people there.
His keeper tried to lure him down,
But all he got was a disdainful frown.
After a few days sad to say,
He was recaptured and without delay,
Was put back in his cage once more,
Delighting people by the score.
Again this year he did the same,
Determined his freedom to regain;
But alas the same sad fate,
He ended up behind the gate.
If in the Zoo you should happen to be,
Visit his cage and you will see
"Goldie", the cause of all that fuss,
The eagle with the wanderlust.

—Lorraine Stephen, Class IB.

SATURDAY OUTINGS.

Every Saturday interesting things happen. When Dad and I go out for walks, we see pheasants and hares; and sometimes we see dead hares and rabbits. We sometimes go to the woods and we see toadstools.

—Malcolm Jones, Primary 2s.

A WEEK-END UNDER CANVAS.

Help! Screams rent the air. Lights were shining. More screams, then our tent-door opened and a gang of Guides crawled in. It was a small tent and we were more than sure that it would fall. Excitement and laughter are all you have during a first night at camp, especially with the Guides who have not been to camp before.

Saturday morning at last. We struggled sleepily out of our sleeping bags. The smell of cooking from the other tents crept into the tent. Breakfast! Ooh, but what if we cannot get the fire lighted? It was a ghastly thought. Fortunately we did manage. The cooking was fun, and with the transistor blaring "Saturday Club" made it all the merrier. Tidying the tents kept us busy for the rest of the morning.

After preparing the lunch, we played a few games in the tent which caused much fun and laughter throughout the Guides. There was no time to be bored in the afternoon because we planned a treasure-hunt, which took us for miles from the camp. We arrived back at four o'clock, with the thought of collecting fire-wood and preparing tea. After tea we sat round the camp-fire for a sing-song which caused much laughter throughout the camp. We went to bed at nine o'clock with the plan of having a midnight feast. We had packets of biscuits, bottles of lemonade and cakes hidden away. We decided to take turns in keeping awake, but we all fell asleep and did not awake until half-past seven.

Sunday was a busy day after church. Packing up the tent, fire-shelter and our own kit took up all the time. Although we had our arguments we enjoyed every minute of the camp.

—Linda MacLennan, Class IIB.

THE END.

Creeping through the brittle, grey grass, the boy, aged about fifteen, tensed. He saw his objective. He fitted a flint-tipped arrow to his bow and drew back the string. All in one smooth, natural movement, and as he did so, a strange, half-sorrowful light flitted through his ice-blue eyes. Twang! He released the string and the blur speeding from the bow transformed itself into a quivering, bloody arrow, protruding grotesquely from the victim, which, in struggling to release a dying scream, succeeded only in bringing forth a blood-red froth, which gargled eerily in its mouth. The victim was a dog! The country was England!

Man had degenerated so far that he was reduced to killing and eating his best friend the dog, but who could blame him? The twenty-first century had dawned to find man in a sorry state. How had it happened? Of all the various stories the one which is most likely is the following:

The President of the United States, Barry Goldwater, had, in a fit of rage, brought his fist crashing down on the innocent-looking red button, which had automatically unleashed a three-cornered nuclear war, wiping out civilisation as it had formerly been known in a matter of hours.

The boy, with the dog's carcass on his shoulder, dripping blood down his back, limped towards the distant hills. Presently as the grass became shorter the cause of his limping was seen. The whole of his left leg was gruesomely twisted. Another characteristic which the atomic war caused was baldness. Every single person in the world was bald. As he drew near the hills they became broken and at last took the shape of what must have been a great city of a past civilisation.

Now the boy crept stealthily among the ruins for, if his neighbours saw he had food, they would fight him for it—they would kill him for it. However on this occasion he reached his hovel safely. On entering he handed the carcass to his wife and entered another room where his father was dying. The room was dark but then light was forbidden. Light in the form of fire was associated with the devil. Oh yes! people were still Christians. They still worshipped Joseph Christ every five days. Religion had been hard to keep trace of in the days following the "End", as it was still called. Books were buried in the ruins, and learning had been buried with them.

He felt no remorse as on entering he saw his father's body writhing with pain. He was not cruel; he simply believed his father's mind had gone, as indeed it had. His father had gone mad from pain of the terrible sores which covered his body. They resulted from drinking the polluted water which everyone was forced to consume. His father was old anyway. He had lasted well. He must have been at least twenty-eight; if not thirty. His father was quieter now; his body heaved under the strain of breathing until at last he had breathed his last agonising breath. The son, now head of the household, resolved to bury him in the morning.

The day dawned to find him carrying his father over his shoulder towards the burial area. Standing on what appeared to be a kind of platform he threw the body far out into the air. It landed with a sickening thud on a sort of scum, floated for a few seconds and then slid head first beneath the water. Yes, even the surface of the water had changed. After a few minutes he turned away, picked up his bow and walked toward the hunting grounds. Another day gone; another day less to live. This thought pacified his troubled mind as he went on his way.

—Mark Robertson, Class IV.



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National Commercial Bank of Scotland Limited

151 MID STREET, MANAGER: MR. PETER A. STEWART

MY DOG.

I have a little doggie.
He is black and tan;
He loves to sniff around,
And bark at every man.
His name is Sutasan Tiny,
So the Kennel Club does say.
His coat is nice and shiny,
And he loves to romp and play.

—Stuart Mair, Primary 4a.

UP IN THE SKY

I see an aircraft in the sky,
Flying so very, very high.
The aircraft is a British one,
And it seems to be having a lot of fun.

—David Mackessack, Primary 3a.

A LION.

One day in the Summer holidays my father, mother, brother and I went to Africa. First we went in a train, then by plane, till at last we saw Africa. After a little while we landed at an airport; then we went to a village by landrover. The people there welcomed us and gave us a room to stay in for a while. Next day some hunters went hunting, and father and I went with them to see how it was done. For a while we walked, then one of the hunters saw a snake. Quickly he grabbed it by the neck and tail. He put it in a sack and tied it tight, so that it could not get out. Then a lion came after us, the hunters had to shoot it, soon it lay dead on the ground. After we saw it was a mother; then we found it had babies. Then father said we would keep them, till they were old enough to look after themselves. We kept them for about a year and they were quite tame, but father said that we had to let them go. So off we went into the woods to let them go. I was sorry to see them go but next day we were ready to go home. When we got home I told everyone about our adventure.

—Ronald Duncan, Primary 4a.

TICH.

The crowd gave out a mighty roar
As the teams stepped on the pitch.
They wondered who'd be first to score.
Would it be young Tich?
He was a wizard on the ball.
In football he was rich.
He moved so swiftly to the goal.
They all did cheer young Tich.
He passed the ball so very well
The crowd grew very gay.
Their cries and shouts all did swell
As he went on his way.
The Goalkeeper could not stop the ball.
The crowd all gave a sigh,
Young Tich's skill had done it all.
Now he held the cup up high.

"Anonymous".



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YOU CAN BE TESTED WHEN YOU ARE 16

In choosing its officers the R.A.F. is, naturally, selective. It doesn't ask for supermen, or expect them. What it does ask for, and get, is young men who will be likely to respond to the advanced and intensive training which they undergo. Three main things are necessary. First, character: you must be able to keep calm under pressure, and be ready to take responsibility. Second, you must have the aptitude for whichever of the R.A.F.'s many specialities you wish to take up. And third, you must meet the academic requirements.

Your Careers Master can give you

leaflets about R.A.F. careers and he can arrange for you to meet your R.A.F. Schools Liaison Officer for an informal chat. Or, if you prefer, write to Group Captain J. W. Allan, D.S.O., D.F.C., A.F.C., R.A.F., Adastral House (SCH 305), London, WC1. *(It will help if you give your age and the educational qualifications you hope to get, and say whether you are more interested in flying, technology, or administration.)*

**The Royal
Air Force**

THE MORNING INTERVAL.

The bell started to ring simultaneously in all parts of the school. The pupils heaved a sigh of relief; the teachers were looking forward to a cigarette. The morning interval had begun.

They came pouring out of the school building like locusts heading for an oasis. Fat ones, skinny ones, brainy ones, stupid ones—they were all there. Most of the junior classes stayed out in the playground stuffing down jam sandwiches, chocolate biscuits, chewing-gum and bottles of milk all in one go.

"Fight, boys!"

A sizeable crowd was gathering in a far corner of the playground, six or seven deep around two little second-year boys trying to knock some sense into each other. Their tactics would have put Saturday-afternoon wrestling to shame. Their audience seemed to enjoy it more. Then as if by magic they were all alone except for the Rector. Poor boys! Ripped clothes, blood-stained clothes, deflated egos and five hundred lines.

In another part of the playground Sir Stanley Matthews was charging down the left wing, his three and elevenpenny wonder-ball kept expertly in control until Pele—accidentally, of course—sent him sprawling. Pele in turn was relieved of his charge by the North Korean goalie and so Bulgaria won the World Cup—just until the lunch interval.

In the senior boys' room thirty or more lanky lads were trying to occupy eighteen seats, a table and a radiator. From long practice they succeeded and with a few grunts and groans everyone was accommodated. Their conversation was, of course, more sophisticated as befitted their position. Their position was very squashed and subsequently their conversation was not exactly what Bowdler would have called "fit for the whole family".

Their conversation ranged from Vergil to Xenophon, from Schiller to La Fontaine, from BBC 3 to Nkrumah. In one cramped corner there was the usual and looked-for party political slanging-match between the defendants of our respective parties. "Thirteen wasted—" was drowned out by "He smokes Rhodesian tobacco—" to be in turn drowned out by "Scotland the Brave and Rabble Burns".

"Look what Stalin has done for world economy." That orator was persuaded to desist.

Someone perched on the radiator was imploring to his audience. "Has anyone perchance seen my theory notes?" After five minutes his rather hoarse voice and English had slightly degenerated.

In their staffrooms the teachers thankfully lolled in their comfortable chairs. Their conversation was still in a sarcastic tone. They spoke of such a person's handwriting, that girl's hair-do, this boy's boots and the weather. Their coffee was too strong—was beside their next classes. Their cigarettes had a foul taste.

"Someone's pinched my fag coupons!"

"Down right impudence! Cheek! At such-and-such a school he would have been expelled for less!"

And so it went on. They nursed their wrath to keep it warm. Poor teachers!

There was no rest for the captain of the ship—the Rector got no fifteen minutes of peace and quiet. His list of appointments wavered before his eyes. A gulped down cup of coffee and then the bell went. The morning interval was over.

—Rhoderick Macpherson, Class V.

THE "DUFFTOWN BUS".

When Dr Beeching closed the lines
Creating quite a fuss,
We Mulben scholars did not fret,
We had our Dufftown bus!
Five days a week, at half past eight,
It's punctual, canna' fail!
The bus collects us, bound for Keith,
In rain, or fog or hail!
Past the garage, up the hill,
We soon are near Rosarie.
The stops are few, the road is clear,
The driver does not tarry.
Too soon we come in sight of Keith,
Oft awakened with a shock!
Another day of lessons waits.
Please hurry 4 o'clock!

—Lorna Masson, Class 1N.

MY PONY.

I have a little pony,
His name is Brigadier.
My sister won a prize on him—
Five pounds clear,
He first ran at Turriff Show,
And came fourth in the race;
But at Keith, being in the know,
He took the second place.

—Patricia Anderson, Primary 6B.

MY BROTHER.

I have a little brother;
His age is only three.
He always is a bother,
When I sit and watch T.V.
If a comic show is on,
He sits down like a mouse.
It's the only time that I get peace.
When he is in the house.

—David Gardiner, Class IIE.

CELTS v 'GERS.

Wee Jimmy Johnstone ran up the wing,
An' booted the ba' wi' such a ding.
His the "goalie" got it? O aye! O aye!
Never mind Jimmy. Hae anither try!
O sure to be, it's Joe McBride,
He's comin' like a train,
But will he bide?
O man he looks insane.
His the "goalie" got it? O no! O no!
That's the wey Joseph. An afa' good goal.

—Reggie McKay, Class 1A.

A FRESH LOOK AT KEITH.

During its earlier discussions the Magazine Committee decided to select a central theme for investigation by a group of senior pupils, and publish the results as a special feature. We felt it might be of value to "the elders and betters" of the town to have a clear idea that the young people of the school are taking an interest in and are prepared to make sensible comment on local events. We decided, therefore, to send out teams of questioners to interview six people who live in the town, and who have shown through the years that they have the interests of the town at heart.

We are naturally interested in the future of the town and the main bias of the feature, "A Fresh Look at Keith", lies on the possibility of acquiring new industry for the town and securing development. We hope that this type of feature will be imitated in future issues of the magazine, and we are most grateful to the six individuals who co-operated so well with us in our effort. Here then is the result of our enquiries:—

PROVOST KYNOCH.

Provost Kynoch who has lived in Keith all his days, has little room for hobbies in his busy life. Among the many committees and councils of which he is a member are Banff County Council, which he joined in 1946, and Banffshire Education Committee. During the war he served with the 116th Regiment (Gordon Highlanders) R.A.C. and after leaving India at the end of the war he commanded the Banffshire Home Guard. For some years past he has been at the head of the town's affairs as Provost, thus maintaining the link with civic activities initiated by his father, a distinguished former provost.

Provost Kynoch prefaced his remarks by stressing that he spoke as a private citizen, and not in his capacity as Provost of the burgh.

Provost Kynoch said, speaking of new industry, that the Town Council had met the County Council and the Development Officer for Banffshire. The Council proposed extending the boundary and buying up extra land so that new industry could easily be set up. The council might make new roads for an industrial estate and would encourage industries to build their own houses. New light industry was necessary for Keith's future.

Young people who had left the town to work must be given the incentive to return. Movements to provide amenities such as the new swimming pool were afoot. A good pool would cost £80,000 but the education authority had promised to consider building one for pupils in the school to learn to swim.

Keith needed additional hotel facilities. The brewery firms might construct a new motel, but as yet they had not been approached. With such an amenity Keith could easily be developed as a tourist centre since it was situated in beautiful surroundings. The town should have a Tourist Information Centre in the Square, more bed and breakfast houses and a caravan site.

The Provost agreed that it was up to the local council to encourage new industry. The Government would not build on speculation, and the Council must sell to industrialists the idea of coming to Keith.

In Provost Kynoch's opinion the railway was not entirely necessary for the development of industry. Industry independent of rail services, with a local market, such as sawmills and the bottling of whisky had been discussed. The rebuilding of tractors and other agricultural implements would be profitable for a rural area such as this.

If new industry came, it would not necessarily follow that present industry such as the woollen mills would have to pay higher wages to keep their workers as it was the Textile Association along with Trade Unions who directed pay structure. The Provost paid a tribute to the labour force of Keith saying that it is the workers in an industry as well as the directors, who build up a firm. He felt that utter dependence on automatic machinery could destroy the skill which in the past had brought many successes to Keith and had indeed won a national award for his own firm in the current year.

MRS REIDFORD.

Mrs Reidford, whose husband is a banker, has lived in Keith for 12 years, during which period she has served on the Town Council and as a member of the Water, Municipal Buildings and Roads Committees. Her interests include social work among old people and animal welfare. During the war she served in Civil Defence and the W.V.S., and she has also considerable experience in business.

Mrs Reidford maintained that Keith could easily have more light industry. A knitting factory would be suitable, considering that the town has two mills. Forestry could be extended and nursery gardens created to encourage young boys to take an interest in forestry as a career. Keith is too far north for heavy industry. The railway freight charges are too high for any industry which would need to bring in materials and then export the finished article. Agricultural machinery, however, could be made or assembled here since this could be retailed locally. The reason why Elgin was apparently more affluent than Keith rested mainly on the advantage the city derived from R.A.F. Kinloss and the Royal Navy, Lossiemouth. Comparatively speaking, it had little more industry than Keith. It had, however, a milder climate. In its competition with Elgin the local council had failed some thirty years ago. It should have made sure that industry such as Alexander's Bus Depot came to Keith and a suitable water and sewage scheme should have been laid at that time. Even if it had been out of date today, the council would at least have had something to work on.

An important reason why many left Keith was the low wages paid to workers in the town. Living conditions might be more attractive here than in the industrial south but a wage increase of more than £4 in southern factories attracted many. Nothing is done to keep the more clever children in the town. They are constantly drained off into universities, but nothing in Keith can attract an educated person back.

The council had undoubtedly spoken more about development lately than for many years. Yet they had failed to bring new industry. New ideas and new firms were of course starting up but they always seemed to "fizzle out" after a short period. It was now up to the council to do something to get new industry. The area was not in the Development Region because the unemployment rate was low, but this was only because the unemployed had left the town, creating a false impression of prosperity.

More women should enter the council, not for the purpose of attracting attention by making a great fuss, but to point out the needs of the community. Too many councillors seemed to go around with their eyes shut. It was up to women to open them. More young business-men should be on the council. Seven members of the council were over the age of sixty. There was obviously an unfair balance here. New blood should be injected by people who were prepared to speak up and get things done.

Mrs Reidford felt that a "feudal attitude" existed in Keith as to the relationship between employer and employee. Fortunately for the town, however, party politics did not play an important part in local elections.

The efforts of those who tried to raise money for a swimming pool were unavailing. They could not possibly have probed the finances of such a venture. It would take £24,000 to build and almost the same amount would be needed to endow it. It might be very much a "white elephant". If it were constructed and its upkeep transferred to the local council, the rates would rise considerably.

Certain services such as education, sewage, roads, water etc. should be financed by the Government and not from the local rates. The rating-system should also be reformed, since it was obviously unfair that only householders should have to pay for the town's amenities.

An important problem in Keith was the general apathy of the average citizen to affairs in his town. Everybody was prepared to complain and criticise but nobody was prepared to stand as a candidate for the council and do something for the town.

DR MILNE.

Dr Milne has been practising medicine in Keith since 1934. During these 32 years he has served on the local Hospital and Medical Boards. Taking a keen interest in youth, he is a former president of the Amateur Boxing Club and was a member of Keith Athletic Club. During the war he served in North West Europe and landed on the Normandy beaches in 1944.

Dr Milne expressed the following views about the interests of the town and its people:—

"Unless something is done soon, Keith will have no future. The only industry available is provided by the local mills. New industry will have to be introduced if the town is to increase in size and prosperity. Plastics, furniture, and electronics could all be developed as industries. A new caravan site is being built out the Den Road, but this is not industry. It

will only bring a little money into the town at holiday periods. Keith's geographical position makes it an ideal place for the development of tourism, because it is so near to the sea, the mountains and in fact to all the attractions usually associated with the Highlands.

"Keith is really too far away from the main southern markets. Therefore it must have industry which does not rely too much on obtaining material from the south. A lamp factory was created in Buckie, but only because the people of that town persevered enough to do something for their town. Keith has failed in the past to advertise itself and its potential enough. It is essential that any new industry should employ men. Too much industry near here employs women. We must encourage whole families to come here.

"In the past the local council has failed to attract industry to the town. They have failed to take sufficient steps to encourage new factories. They should have appointed a development officer who would have been able to travel south to advertise the town. Unless something is done, Keith will degenerate further into a sleepy little agriculture town with a regular loss of young people to the larger cities.

"The council and the Development Group should co-operate in raising sufficient capital from the town to build a factory. This building could then be offered to some industrial concern for immediate occupation, thus creating new employment. Only by attracting sufficient attention can Keith hope to grow and stop the problem of depopulation."

MR THIRD.

Mr Third, owner of one of the main furniture shops in Keith, has been in the town for nineteen years. He is chairman of both the Development Group and the Keith and District Shopkeepers Association and is a member of the Post Office Advisory Committee. Being extremely interested in vintage vehicles he is a member of the Keith Vintage Car team. During the war he served from 1939-1946 as a sergeant in the R.A.M.C. Highland Division in the Field Ambulance Corps, when he served in the Middle East and in Western Europe.

Mr Third said the Development Group served a useful purpose as it had business connections which the Council had not. It worked well with the Council and could also give it a push when necessary. In the past the Council had not encouraged industry sufficiently. It had failed to attract industry by not providing facilities for development. It had not been aggressive enough in its housing policy. A new locally based building industry would ensure employment for apprentices. Growth of existing industries which are doing well should be encouraged.

An industrial estate should be set up to make Keith a development area. Factories should not be built "on spec". The town should be famous for products other than wool. It needed a wholesale firm or similar enterprise or it could support a small cabinet factory. There was a good labour force in Keith but the town must publicise itself more in the South papers to attract industry. Mr Third gave us his considered

opinion that Keith would perhaps stagnate for two years and then there would be a sudden revival.

Mr Third stressed that in the past no government had done enough for this town and that the people must help themselves. The Council was becoming more active, but much more still had to be done.

Keith could easily be developed as a tourist centre. It was a natural centre for Banffshire, situated in lovely surroundings. The people of the town must help, however, to make it more attractive. Its tourist potential must be advertised and better amenities must be provided.

Mr Third was tempted to say "No Comment" about the swimming pool, but he had to admit that in his view it was not a practical venture in the present set up. If a pool was to be built at all, it would have to be in conjunction with the education authority; and a more aggressive campaign was needed to raise ample funds.

The idea of the Development Group was to promote local industry. It was only last year that the development cry arose over the whole country and the Group was responding to the needs of the times.

COUNCILLOR TODD.

Councillor Todd, recently re-elected Bailie Todd, came to Keith in 1945. He takes a very active part in the public life of Keith, being chairman of the Welfare Committee, a member of both the Town Council and the County Council, of the Health Committee and the Homes Committee of the County Council. His only active hobby today is bowling but he takes a keen interest in Rugby and Association Football. He was specially enlisted as a telegraphist in the Signal Service of the Royal Engineers in 1916. He then served in France from 1916-1919 when he was demobilised.

In Bailie Todd's opinion the people of Keith have shown a keen interest in municipal elections in the past. However, with only three out of four candidates at present, there is little opportunity for a heckling meeting and this could give the impression that interest has dwindled. There is need for more younger people to take an interest but they do not seem to be prepared to take an active part.

The population increase depends on the development of the area, but since Keith is not yet a development area it cannot depend on government help. The loss of railways has already caused many people to leave but the introduction of some light industry could still cause an increase in population. As far as the attraction of industry is concerned Bailie Todd feels that communication is a very important factor and the railways would have been useful.

In the future Mr Todd sees the amalgamation of burghs and councils as possible but not practical because of divided interests. However, all changes depend on the younger generation.

There are very few council house tenants in Keith who he considers could pay an economical rent, but Mr Todd thinks the present system of rating is antiquated and should be revised as early as possible.

In the matter of education, if complete control were given to the Government, it would dictate what must be done; and though distasteful

to many this could be of advantage as far as the spread of comprehensive schools was concerned.

When asked whether industry should be encouraged locally or by the Government Bailie Todd replied that the Government has not enough industries to hand out to every burgh that needs one. Keith is ready for new industry in that more water is available because of the new water scheme and there is also a good sewage works. Tourism could also be encouraged to advantage.

MR KELTY.

Mr Kelty, a master baker, was born in Keith. He was a member of the Town Council for 10 years during which time he served the burgh as Water Convener and Dean of Guild. He was a founder member and ex-president of the Rotary Club, and he was also a Toastmaster. He is an ex-chairman of Keith Football Club. His present interests include the campaign for a Swimming Pool. During the war he served in Malta under the Government.

Mr Kelty had this to say of Keith and its future. "New industries cannot be introduced to Keith unless there are a number of basic factors already present. These are adequate housing, space for building, suitable transport and recreational facilities. Because of the shorter working week there is an even greater need for suitable social facilities for the young people of the town as well as the working people. New industry might be set up in Keith if young people can be persuaded to stay.

"If new industry is brought to Keith it will undoubtedly be light as opposed to heavy industry, like the lamp factory in Buckie. It would have to be able to make use of the materials available. The craft industry depending on the creative work of highly skilled labour is becoming increasingly important in Scotland at the moment. Perhaps this could be developed in this region. Technical courses from which young people can get an apprenticeship must be set up to help keep people in the town.

"Because of its central position in the north-east corner Keith would make a very good stopping off place for tourists if developed to its full extent. The nearness of the ski-ing facilities, the coastal towns, and the different types of scenery which can be viewed within a short distance make it a very important site for tourist development; camping and parking facilities could easily be provided.

"Distilling and tourism could provide adequate employment for a number of towns in the surrounding district, taken together with the help available from the Development Council. Keith has only recently become eligible for this aid which consists of a 25% grant to help build new factories.

"Unless the water supply is greatly improved there will be no major changes in Keith within the next 10 years, for an adequate water supply is essential in industry, and this the town does not at the moment possess.

"The local Council is entirely responsible for the growth of new industry in the town. The Council cannot be blamed if there is a lack of industry since Keith has until now been outwith the development area. It is now up to the Council to see that Keith gets its share of new industry as envisaged by the new Development Plan. Depopulation of this area will only stop if the Town Council do this successfully."

CONCLUSIONS.

From our enquiry it is clear that there is one over-riding consideration which must be taken into account when thinking of the future of Keith. This is the question of providing new industry for the town to ensure its continued growth and prosperity.

Obviously all responsible people, including the six victims of our interviews, are aware of the importance of this; but the one outstanding fact arising from a fresh look at Keith is that in fact nothing positive has so far been achieved. Admittedly Keith's exclusion hitherto from the scheme of Development Areas has contributed to this. Whatever the reason may be, somewhere—either in Local Government or at a national level, Keith has for some years past been denied the new industry necessary for its development and population increase. Now that Keith is at last a development area, an opportunity has clearly opened for the town; and we, as the citizens of tomorrow, feel that it must be grasped.

One important point to emerge from our investigations is that the majority of present councillors are over the age of sixty. One cannot condemn these people for being old. They have given this town long and devoted service. It is, however, up to the young men and women in the town to take an interest by standing for election. There is an urgent need for new blood to be injected.

A main feature of recent municipal elections has been the general apathy of electors. Yet it is these very people who complain about nothing being done. We hope that our enquiry will encourage tomorrow's citizens to take a more active interest in local affairs. Perhaps it may even stimulate a renewed interest among the citizens of today.

These, then, have been the results of our enquiry. We leave the last word with Philip Hermiston of Primary 3s and Linda Sutherland of Primary 6s.

THE SHOPS IN KEITH.

The shops in Keith are crushed. There is no room for people to walk with prams, and there is no room for the cars to park.

The shops could be up in the square and the car park could be up too and the pavement could be broader. The shops could be round the square, the pavement could be round the square too, and the car park could be in the middle.

—Philip Hermiston, Primary 3s.

KEITH.

Keith is not a bad town,
But it could do with a few more things.
Like a larger shopping centre
And a Grown Up's bar called "Kings".
The farms out in the country
Supply it with milk, butter and cheese.
The only snag is, however,
We have to buy tinned peas.
We need a bowling alley,
And ice-skating rink,
Regular buses to the Cairngorms,
And a few more things I think.
Like a lot more toy-shops
And a special shop for honey.
You can only build these things, however,
If you have a lot of money.
But let's not go to extremes,
Let's just leave Keith as it is.
And as for the town-planner,
We'll say the worry's his!

—Linda Sutherland, Primary 6a.

COOJEE BEAR.

I am a teddy koals bear. I sleep in a pouch in my mother's tummy. It keeps me warm. When I want to go out, I have to hold on tightly to my mother's back. Now I am bigger I go out myself. It is getting dark now and I am lost. Mother is out looking for me, and she will take me home.

—Fiona Copland, Primary 3c.

OUR DOG.

We have a dog called Bobby.
A mongrel is he,
But he knows Gartly's whistle
As well as you or me.
He likes to go to the van himself
To get his cake of choc.
And while I take the paper off,
He watches like a hawk.

—Linda Ross, Primary 5a.

"THE SCHULE BUS".

The Keith Grammar Schule we gaung by the bus
At 8.30 each mornin' without ony fuss,
There's nae muckle room, but we manage awa,
For Bill Smith can drive, nae bather ata'.
Sometimes there's a soun' and sometimes there's nae,
Depends on the lessons we got the last day,
For that's far a' the notes are compared.
An' if they're the same there's naeboddy scared.
As I said afore, there's whiles a gie soun'
Jist whit ye'd expect fae a thirteen year loon,
We torment the quines an' they torment us.
Ay! there's whiles a gie soun' gaun doon in the bus.
But when nearin' the schule, aboddy's gie quaet,
There's nae a word spoken gaun through the gate,
I dinna like the schule, I say't withoot shame,
The best thing ava is the schule bus gaun hame!

—Raymond Smith, Class 1T.

MORRIS DANCING.

Last year while on holiday in England we came to a small village called Thornby Dale. There was a small crowd in one corner of the road; so we stopped to see what they were doing. We discovered that a group of men were doing Morris Dancing which was an old English custom with the poor folk. The men had all on white trousers, white shirts, neckerchiefs and fancy hats with flowers and ribbons in them. They had little bells tied round their ankles which jingled when they danced to the music of the accordion, mouth-organ and a sort of small drum. The leader of the group, who had on a white smock instead of a shirt, walked around with a stick on which was fastened an empty sheep's stomach which was blown up. He had a collecting box and told us that the money went to the spastics and that the group travelled around during the summer-time. It was altogether very interesting.

—Aileen Hendry, Class 1A.

THE LITTLE BLACK CALF.

There was once a little calf who was born on a little hillface among the trees. His mother was a Hereford cow and he was a cross calf. He and his mother went for a walk one day. They met another cow with her calf and they all lived together happily ever after.

—Alex. Morrison, Class IIX.

U.F.O. LANDS IN SCHOOL PLAYGROUND

By our on-the-spot reporter Boris Hatchelor.

Early this morning, as class IVA of Keith Grammar School, in Banffshire, were ploughing their way through a third reading of "The Deserted Village" they were aroused from their profound concentration by a sound, which one of them later described as like a kind of noise. This sound (or noise) gradually increased in volume until, despite the fact that they were approaching the most vividly exciting passage in the poem, they were obliged to plug their ears and look at the ceiling. A vivid flash, accompanied by a jarring impact, was followed by profound silence.

On rushing to the window, the shaken pupils were struck with the most intense horror to see that that noble and seemingly indestructible edifice, the Keith Grammar School Canteen, had crumbled into dust. It took, perhaps, 1.76254 seconds for the full realisation of this horrible calamity to penetrate the white faces and numbed brains: at the end of this time it was observed that there was a hole, roughly the size of a football pitch, in the football pitch behind the school.

By this time the janitor, resourceful as always (he claimed to have once been a Boy Scout) had set off the fire alarm, and already several classes were spilling out on to the turf beside the gaping pit. Twenty minutes later the roll was called, and found to be complete to the third decimal place.

Slowly, inch by inch, Mr X advanced towards the edge of the hole. Turning towards a group of boys about twenty yards away, he said with a melodramatic flourish, "Stand back, children, I'm going down there!" With that, a large chunk of earth gave way, and he did. A loud whining noise came floating up from the infernal depths. "Can you hear me down there?" called the Rector, who appeared slightly disturbed at the turn things had taken. "Can you hear me down there?" replied the echo with marked sarcasm. Slowly, a cloud of dense black smoke emerged from the darkness and drifted skywards.

Meanwhile a certain obscure character, rumoured to be a member of the first year, was attempting to dispel the boredom of this dull morning by watching an insect crawling along a wall. A passing sparrow (*Passer domesticus domesticus*) spotted the insect, and our young friend, with typical first year sadism, settled down to watch the fun.

The sparrow paused on the edge of the wall, and poised for a second, ready to strike. There was a blinding flash and the unfortunate bird exploded in a puff of smoke. "All right then," drawled the insect, gesticulating wildly with its one-and-a-half-millimetre ray-gun, "Take me to your leader, and don't move, anyone!"

Since that moment, the situation has developed rapidly: in the course of the afternoon and evening insects pouring forth from the Martian ship have overrun most of the school playground, and have threatened to take over the world by tomorrow afternoon at the latest, if they are not immediately granted Banffshire, and lower Ben MacDhui. Mr Wilson, who has been in Rhodesia for talks with Mr Ian Smith, and President Johnson, who had planned to visit Hanoi, are flying to Lossiemouth tonight to discuss terms of surrender.

—David Barbour, Class IV.

SPRING.

It is wonderful now to see the spring flowers in the garden, such as Snowdrops, Crocuses and Primroses. The green shoots of the Daffodils are through the ground and the flowers will soon be in bloom. It is lovely to see the different colours of the flowers just like a rainbow. In the country the cows are in the fields and also the sheep and their lambs. You are sure it is spring when you see the new born lambs.

—Barbara Roy, Primary 5a.

EXAMS.

I sweat and strain from morn till night,
Could it be I'm not too bright?
The reason why I work and toil
To keep my brain upon the boil
Must now be pretty clear to you.
It's those exams I must get through.
Round in my head the figures tumble
Now dates and places; what a jumble!
I only hope upon the day
I'll know exactly what to say.
And if I don't, alas I fear!
I'll have to learn them all next year.

—"Anonymous", Class IV.

THE CASTLE.

As I walked slowly past the falls,
I saw a castle grand and tall,
With granite walls and lofty towers
So strong and full of latent powers.
If those great walls could only speak
What tales of valour they would tell,
Of archers bold and swordsmen gay,
Of battles fought by night and day.
But now it stands deserted,
As silent as a tomb,
A monument to all those men
Who fought and died therein.
I wandered through its vastness
Until the sun had nearly gone,
So I turned and left that castle
And slowly made for home.

—William G. Maxwell, Class IA.

SPORT.

We like sport because its good,
It keeps us fit as it should.
There are great sportmen like Wee Willie
To be like him would not be silly.
There is a racer called Jim Clark,
He speeds as fast as the Cutty Sark;
The women's greatest is Mary Rand
As she jumps into a stretch of sand.

—Donnie Mackay and Ian Lamberton, Primary 6a.

SELF-PORTRAIT.

My name is Hilda,
My age is nine,
I'm not very clever,
But I'm a right fine quine.

—Hilda Riddoch, Primary 4b.

ME.

Somewhere across the deep blue sea,
Someone looks exactly like me.
Red hair shining in the sun
Green eyes, freckles, a hundred and one.
I can't do Maths, English or French,
In Science I just stare at the bench.
Commercial I hear the typewriters click,
But at Shorthand I just have to stick.
Geography, oh what a bore!
Whenever the bell rings, I rush for the door.
Home for lunch, but back I go,
Biology next, Oh no!
At four o'clock I'm home on the dot,
Homework, piano, not so hot.
Oh dear! Shorthand vowels "if" and "fee"
I think I'd rather not be me.

—Hazel Scott, Class IB.

AEROPLANES OF THE PAST.

People first got the idea of flying by watching the birds. They glued feathers on a wooden frame and started to run, but as they did not have enough power more often than not they failed to get off the ground! Then came the planes with engines, like the Sopwith Camel. They had one pair of wings, one under the fuselage, and one above it, joined by struts. Later came the Spitfires and Hurricanes, the famous planes of World War Two. As the war went on, the jet engine was invented by Frank Whittle. This meant increased speed. The jets of today can go twice as fast as the speed of sound.

—Brian Ross, Primary 5a.

WHO'S WHO.

I ken a rat that looks like a cat,
Wi' a tail like a six inch nail,
He looks like a fool,
Wi' legs like a stool,
And a nose like a rubber hose.
He's got an itch,
So we call him Tich.
What happened to Tich
That made him itch?
He fell in a ditch; that made him itch.
Here we leave the rat,
That looked like a cat,
Or was he a cat
That looked like a rat?
Who knows?

—Neil Duncan and John Barclay, Class IIT

SKI-ING.

Ski-ing is a lovely sport,
We hop, jump and turn.
To race along the icy slopes,
One has to be in form.

—Michael Cowie, Primary 5a.

HOLIDAYS.

We're away to the sea;
We're away to the sea;
Donnie and Michael and Ian and me.
We packed our trunks in case it's hot,
And packed our macks in case it's not.
School-work is over. Hip hip hooray!
We're off to the Sea. We're on our way.

—Murdo Melver, Primary 6a

FAMOUS LAST WORDS.

I'm no good at poetry,
But my teacher says I must!
So here it goes. I'll have a try,
Even though I burst!

Bang!!!

—Geddes A. Chalmers, Class IA.

MY WEEK.

Five days each week I go to school,
To read, to write, to spell.
Teacher says I must do this,
If I want to do well.
But Saturday comes and I'm full of joy,
'Cause I'm a football-crazy boy.
No lessons then, but out to play,
Enjoying myself the whole long day.

—Michael Clark, Primary 6a.

THE LAW AND THE PAINTER.

One day a painter was standing on his ladder, painting a window.
Along the street came a little boy on a tricycle who knocked into the ladder.

The painter let fall his pail of paint which spilled over the street.
Past came a lady with a pram which got spoiled with the paint.

She went to see her lawyer about it. And the painter went to Keith Police court and had to pay the lady twenty pounds for the damages.

—Hilda Hird, Class IX

MY PONY.

I used to have a pony that was very bright and gay
And every time I called to him, he'd lift his head and neigh,
Eventually I would catch him, some task you would agree!
To get him groomed and saddled was an easy job for me.

—Hillary Packman, Primary 6b.



—Roderick Petrie, Class IV.

View from the New Building—Pupils' Entrance.

A GIDDY GOAT.

There was this farmer who had an ill goat. Thinking it was going to die, he sent for the vet. When the vet examined the goat he walked up to the farmer and said, "There is nothing wrong with your goat. It was only kidding".

—Gordon J. Reid, Class IB.

"BEWITCHED".

How many people on a Saturday night,
Have their eyes glued to the tele in delight?
Oh! here comes Samantha, Endora as well,
Just waiting to cast some marvellous spell.
Oh! how on earth did she do that,
Turn her house into a flat?
Oh! look at Endora. What a thrill!
She's turned the sea into a hill.
Oh dear! the tele's gone all funny,
It's like ice-cream gone all runny.
I'll have to be good as mummy said,
And turn it off and go to bed.

—Sandra Wilson, Primary 7a.

IN NONSENSE LAND.

The sun it shone, the moon was new;
The rain it fell between
The heavenly stars and morning dew,
While the frost was biting keen.
One rabbit ate an elephant,
And still had room for more;
So, to fill him up he chased an ant,
Until his feet were sore.
The grass was blue, all trees were red,
The cabbages were pink,
All shoes were made of molten lead,
And hats were made of zinc.

—Jeananne Birnie, Class IA.

LIMERICK.

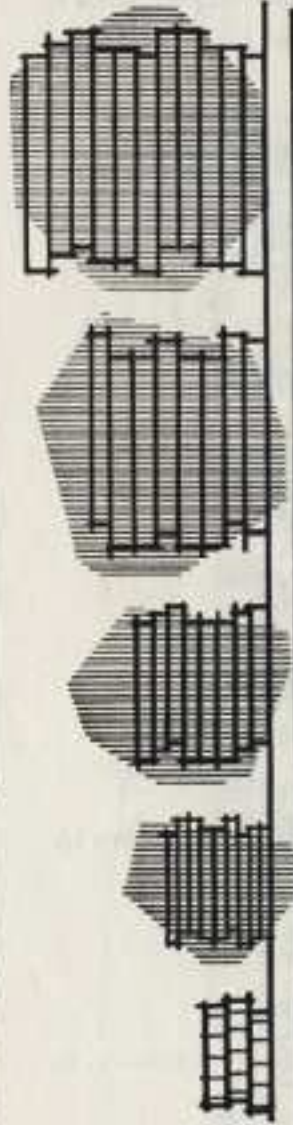
There was an old man of Hong Kong,
Who heard the bells go ding-dong.
When the bells did not ring,
He said, ting a ling,
That ringing old man of Hong Kong.

—Stuart McLaren, Primary 3s.

MY BUNNY.

I have a little bunny, who is sometimes very funny.
He will not play if the sky is grey.
He needs a little sun, and a little fun.

—Frank Ross, Primary 3e.



MONEY A MICKLE MAKS A MUCKLE

or we could say — "Great oaks from little acorns grow" — and from the smallest beginnings great things have grown. Saving small sums regularly when you are young not only helps you acquire the Saving habit but helps to lay the foundation for a good bank account and a secure future. Save regularly through your school Bank, or through an account with your local Savings Bank.



ABERDEEN SAVINGS BANK
99 MID STREET, KEITH.

Manager: R. W. Skene.

THE SAGA OF THE LOST TRAIN.

Some time ago, while on holiday on the continent, I had an unforgettable experience. The train on which I was travelling from Northern Spain to Paris was re-routed on account of a derailment at Bordeaux. This meant that we would have to spend one extra day travelling around the south of France in a line of trucks which in France pass for a train. Our travelling companions consisted of two young men from Luton, an amusing Irishman called Charlie Orr and Miss Hardy, an elderly lady from Philadelphia.

We settled down in the early hours of the morning in preparation for the ordeal which was about to follow. Within an hour the slow moving train began to meander through small towns and villages which, try as we might, we could not find on the map. The sun beat down relentlessly and the carriage became hotter and hotter. No food or drink was available and we felt quite lost as the train trundled on through the French countryside.

The rest of the morning was spent over a "Daily Express" crossword puzzle which had been unearthed from the depths of someone's travelling bag. This strenuous task taxed our minds to the full and soon the grubby newspaper was thrown away in disgust. We were then "treated" to a session of off-colour jokes by our friends from Luton which only served to provoke a spirited outburst by Miss Hardy on the moral standards of the younger generation.

After the trying morning the train slowed down considerably, if that were possible, and slid to a stop at a small quiet station. Irish Charlie then marched off confidently, having assured us of his great command of the French language, to procure some refreshment. Through the carriage window we heard him being answered in a few unrecognisable sentences in some unknown French dialect by a station official. Despite the failure of his mission, he cheered us up greatly on the next wearisome part of the journey and long after any hope of survival had vanished from our minds his Irish jokes raised an occasional chuckle.

Our state of dejection was not relieved until late that evening when we drew into another station and were unceremoniously herded into another crowded train. We soon found, however, that it would deliver us to our destination and next morning we found ourselves in Paris, much to our relief after the unforgettable journey on the "lost train".

—James Naughtie, Class IIIA.

THE RIVER.

I wander by the river,
Which flows so slowly past;
And I sit down beside its bank,
Where I'll get peace at last.
The river flows along its course,
I wonder where it goes.
But I know it will not tell me,
Though it whispers as it flows.
Soon the rains begin to fall,
And the river rises fast.
It turns to a raging torrent,
And the peace has gone at last.

—Walter Mair, Class IN.

Everything
for the Garden at

The Florists Shop
142 Mid Street

We have a large selection of

TOOLS, SUNDRIES, SEEDS, BULBS, Etc.

Christie's

THE FLORISTS

Mid Street, Keith

You are invited to look round

THE NURSERIES, FOCHABERS,

at any time.

KOALA BEARS.

Koala Bears are funny things. Their claws are meant for climbing, and if they tried to walk with them they wouldn't be able to walk properly. I wish I had a Koala Bear for a pet. They have very soft fur. They eat leaves. But they do not drink water. They get water from the leaves.

—Kathleen Porteous, Primary 3s.

JUVENILE DELINQUENCY.

Juvenile Delinquency is probably one of the greatest menaces in modern society. It is one of those questions which are not easily solved.

A delinquent is a young person aged from fourteen to nineteen. He is the person one finds hanging around coffee bars and street corners with his "bird". They do not lack finance but resort to violence and vandalism because of sheer boredom and to make themselves appear something of a hero to their "mates" and society. Despite the fact that they earn large wage packets, it is not sufficient to purchase the many luxuries which they see and fancy in the attractively displayed windows. Therefore there is an urge to steal to obtain the desired articles.

It is easier to prevent juvenile delinquency than to cure it. The number one question is "Where does the fault rest—schools, homes or society?" The schools could give guidance for future life by means of discussions. The parents could help greatly by showing an interest in their children's well-being and helping them to develop an active hobby. Although parents should take an interest, it should not be too strong because when the child does enter the world outside, he may find himself unprepared and out of his depth. Society could aid these youths by treating them as decent humans instead of potential criminals; and then and only then will delinquency decrease.

—William A. Cant and Frank A. Collins, Class IIB.

VISITING HOUR.

As I went past my grandma's house I smelt a bit of beef. I went in to take a bit but she saw me and called me a thief. She took up the poker to give me a whack, but the house gave a shake and the lum gave a crack; and down came an old man in an old torn sack.

—"Anonymous", Primary 3e.

THE OLDER GENERATION OF TO-DAY.

People of to-day laugh at us teenagers, because of the way we dance. They criticise the clothes we wear and laugh at our "Long Haired Idols". Laughing at the way we scream and moan over our best group, they never cast their minds back to their own younger days. T.V. programmes such as "Time to Remember" reveal to us the styles and fashions of our Grandparents, and their brothers and sisters. Yet they have the nerve to criticise us. They never think that they may have carried on the same way over crooners like Rudi Valer, and actors like Rudolf Valentino with the very same screaming and fainting we find today. In the case of some demented females even suicide occurred because of the death of their idols. Yet these are the people who laugh at us.

Some of the clothes that were worn then are now coming back into fashion. The people then thought it great when the hemline jumped to the knee. So today I really don't think our older generation have room for criticism; because we have actually found them out.

—"Anon.", Class IV.

MR THIRD'S ESSAY COMPETITION.

Mr William Third, of Keith, who was one of the prominent citizens interviewed for our special project "A Fresh Look at Keith", was good enough to offer a sum of money to be used for a prize essay competition which could produce material for the magazine. It was his suggestion that members of non-certificate classes should be invited to write on the practical value of the work they are doing in secondary school in preparing them for adult life. This competition was won by Irene Thomson of Class IIIH. Her contribution is printed below.

SCHOOL AND ADULT LIFE.

What I consider to be the most useful thing I've learnt in Secondary school is Homecraft. I have nine periods of homecraft in a week in which I am taught how to cook, sew, knit and launder clothes. All these things are useful to know when leaving school and probably after a few years I will get married and benefit from learning homecraft.

How to make speeches is another useful thing because it helps me to speak and express my thoughts. Games have taught me how to win and lose sportingly besides teaching me how to play the games. Manners will probably help me when I am looking for a job. This is where I will benefit from having been taught how to make a speech because it is most likely the employer will ask for an interview in which I might have to express my thoughts about something, and being able to tell him my views without mumbling or stuttering I will probably have a good chance of getting the job which I have applied for.

Here again I use my knowledge of letter writing which I have learnt at school. How to set down the heading and how to apply for the job.

Geography will help me if I am going to travel around the world in jobs like an air hostess or a boat stewardess.

Many people who have been councillors at school would probably be good at showing a good example to their fellow workers.

Science is a subject which I didn't get at primary school and it has taught me a lot, like how to make soap and how electricity is made. All of these things might come in useful to me someday.

Art at primary school for me was just drawing pictures and painting them, but since I came to the Grammar school art has been pottery, sewing designs on cloth, and how to dye clothes. Art is a subject I enjoy in school.

Through my three years of Secondary schooling I think I have benefited a great deal from the subjects I have been taught. These subjects will all help me when I leave school in two months.

THE AULD BRIG.

The Brig' in Fife-Keith is awfy auld,
An' doon be the water it's awfy cauld,
We gie'd doon to the Isla to catch some trout,
An' a' I caught wis an' auld boot.
I went hame sad and dreary,
An' went tae bed tired and weary
Next mornin' I took a look in the boot,
An' fit did I find bit a big fat trout?

—Harry Duncan, Primary 4a.

THE BALLAD OF TYNECASTLE PARK.

One afternoon in Edinburgh,
Hearts and Celtic met.
Whatever team would win this game,
I wouldn't have liked to bet.
Celt's winger made the first goal.
He flicked the ball inside,
And who was there to head it home,
But burly Joe McBride?
But Hearts were far from down and out,
And soon they equalised.
Celt's goalie stood there like a ghost,
As he were paralysed.
Then with only minutes left for play,
Came a Heart's goal out of the blue,
A Higgin's cross, a Wallace nod,
And there was number two.
Well that's just how it ended,
The Heart's fans cheered in glory,
And that is all I have to say,
About that thrilling story.

—Neil Ross, Class IIIN.

"EXAMINATIONS"

I wake up feeling something is wrong today. Then it comes in a flash—exams. Oh! the loathsome things. I feel that I could wring the man's neck who started examinations, but I am too tired, at this point, to do anything that requires any energy. I snuggle back into a comfortable position and try to go back to sleep, and just as I am starting a dream something cold and wet hits my face. I jump up and my little sister is standing there with an innocent smile on her face and a wet sponge in her hand. "Daddy said to do it", she says. I must admit it is just the sort of thing he would do.

"Oh well!" I say to myself, "there is one consolation. The weather should be good". This hope, small though it may be, is crushed. I open the curtains and there it is—a thick mist hangs over the houses. There has been rain through the night and there is a sort of dull, dank atmosphere in the air. I dress more slowly than usual as if trying to put off time. I collect a few books and go downstairs for breakfast.

Breakfast takes longer than usual—a big difference from the five-minute rush of a normal week-day. My friends call for me five minutes later than usual. They stand silently waiting for me. There is a general foreboding in the air. The only people who look happy are the teachers, walking down the road, grinning at us, and probably talking about the gloriously hard exams which they have set for us.

We walk into the playground and see small crowds of pupils talking to each other. We know that they are not talking just for the sake of talking but to try to forget the terrible tortures which they are going to endure when they get inside the terrible room. At nine o'clock (although we think it is before nine) the bell rings. Most of the first year boys crowd to be at the door first—they want to hurry in, to get their exam papers. Poor fools! The older boys linger until the janitor tells us to hurry up. When we have got into our lines he plays a dirty trick on us; he makes us go in first!

We go silently into our allotted class rooms with heads hanging low. Our task-mistress then comes in with a bright smile on her face and the dreaded exam papers under her arm. As if twisting the knife in the wound, she hands out the papers slowly, one by one. She puts them down on each desk below our noses as if tempting us to turn the papers over. We try to read through the paper, but this is impossible. Then the moment of truth comes. The teacher gives the signal, and we are off! It is the science exam. The first question is, "Does oxygen support combustion?" What is combustion? A football team? I do not know. Then I go on to the second question, and the third, and the fourth. Then I begin to realise, "Gosh! I don't know anything about science".

When the teacher tells us time is up for the last exam, a sigh of relief is heard throughout the room. And at half past three, when the final bell rings, there is great rejoicing. Everybody is laughing and talking noisily. I say to myself, "Well, it wasn't too bad". Then I think again and say, "Or was it?"

—Douglas Winchester, Class IIA.

PAUL GAUGUIN.

Van Gogh acknowledged him as the "Master". Picasso recognised society's debt to him, for he gave painters a new interest in both colour and pattern. These are just two of the instances of the high praise which has been dealt out to Gauguin, the artist whose paintings were dumped into the sea. That incident has been acclaimed as the million pound mistake, for it is not beyond exaggeration that Gauguin's finest canvasses are now beyond price.

As a young man Gauguin became a successful stock-broker and crowned his career by marrying a pretty Danish girl who bore his five children. It was some time later that Gauguin discovered painting. His wife thought it an ideal thing for him and felt that it would serve as a good hobby. Unknown to her, her husband was an all or nothing man and at the age of thirty-five he left home and job to devote his life to painting. But the public did not want his work and mocked him as a man who had abandoned his wife and children.

With little money Gauguin went to Arles in France, to live with his friend Van Gogh. The visit was financed by Van Gogh's brother Theo who hoped Gauguin could help his half mad brother. At first they got on well, but before long the temperaments and opinions of the two men were violently opposed. These fits of rage were enough to send Van Gogh over the edge and into insanity. One evening while Gauguin was out walking he heard footsteps behind him. There, about to pounce, was Van Gogh, holding in his hand an open razor! but Van Gogh did not strike. Instead he returned home and cut off one of his own ears.

Gauguin left Arles after Van Gogh had been admitted to hospital, and at the age of forty-two he decided to go to the South Seas. After twenty-eight months in Tahiti he returned to France laden with many extraordinary canvasses which he hoped to sell. Only a few were sold, and they were bought by some of his friends, for a total of thirty-five pounds.

Gauguin returned to his island, once again as a mocked man. Most of us imagine him there lolling under palm trees while Polynesian beauties sang and danced for him. If he lolled it was because his legs were riddled with disease. If the girls sang to him, it was because he was going blind.

He died in nineteen o' three in a filthy reed hut beside his last canvasses. It was only years later that the scramble for his work began.

—R. A. Petrie, Class IV.

MATHEMATICS.

O-LEVEL EXAMINATION, 1887.

Before attempting to answer a question, be sure that it is completely incomprehensible.

Plastic Bags are provided for those with weak stomachs.

Marks may be deducted for questioning the parentage of the examiner.

Text books may be used in all questions.

The marks in the margin are half-time scores.

SECTION I (Have a go at them all)

- 1 ABCD is a cyclic quadrilateral. Show that X is the third last letter in the alphabet. (Wolves 3, Liverpool 1).
- 2 Solve the equations
Bird in hand equals how many dead bluebottles?
E equals Ebenezer Times (so what?) (Spurs 2, Elgin 2).
- 3 Calculate
a No. of Maths teachers murdered in bed by irate pupils as a result of this ridiculous exam?
b Prison sentence of such pupils? (Match abandoned).
- 4 a Draw a kite having a side of eleven players.
b Now try to fly it (anyone who fails is subject to forty days of trying to understand Liberal Party Politics).

SECTION II (Deep breath)

- 5 How much wood would a woodchuck chuck if a woodchuck could chuck wood? Do you care? (Teds Neds 1, Harolds Horrors 0).
- 6 Estimate the number of thrilling episodes of 'THE FUGITIVE' which are still in store for us. Do you think the man with the one arm is lurking? Did he dunnit anyway?
- 7 If a man is 17 when his son is 23 do you think that he is clever? (clue: Consider the co-efficient of the x term in relation to the amount of wood that our friend the woodchuck chucked). This does not help in the slightest, but it passes the time quite adequately.

Answers may be obtained on remittance of a £5 note to the following address:—

J. W. Foulfellow Esq.,

c/o Ministry of Thinking Up the Most Revolting Exams Yet,
456 Sheepside Street,
London.

Do-it-yourself suicide kits—12/6.

Results appear in the personal column of the "Sunday Shriek".

—"Anonymous", Class IV.

AERO-MODELLING CLUB, 1965-66

Club activities, interrupted for a time because of the transfer to the new Secondary School building, have flourished in the hands of a small but very enthusiastic group of members. Model planes which were planned and constructed during the winter are now used for controlled flights out in the open. Performances by these relatively highly-powered models have been amazingly good. Bigger and better planes are on the drawing-board for next session.

In addition to models belonging to individual members, there is a club-plane for use in training boys the techniques of flying. It's not as easy as one might think, but one or two members are experts and soon all will be able to enjoy this fascinating sport.

J. S.

SCHOOL COUNCIL.

As the 1965/66 session draws to a close, it is time to look back on the work of the council. Throughout the past year, members of the School Council have brought to light many matters which, although small in themselves, are very important in the "settling-in" process at the new building.

The school dance, which was well attended and well enjoyed, had its full share of criticism at our meetings from which we hope future dance committees will benefit when making their arrangements.

Parents' Night this year was a great success and much of this success is due to the behind-the-scenes work of council members both in preparations for and work during the evening.

This year the school council has been a hard working group and I should like to join Boys' captain Brian Adam in thanking all its members for helping us so willingly during our year as captains.

I should also like to thank Mr Winchester, without whose help our meetings could not have been so successful.

—Margaret Christie, School Captain.

CAMERA CLUB.

A newcomer among school societies this year is the Camera Club, which is sponsored by the Science Department. It has functioned actively during the session with about twelve members of varying ages, most of whom have by now become proficient in taking pictures, processing the film and making both contact prints and enlargements. The club is fortunate in having the use of the school darkroom provided by the architect as part of the amenities for the teaching of science; and there are now three enlargers in use.

The club has now closed down for the summer term, but equipment is available on loan to members, some of whom are working at home.

In conclusion, we should like to express our gratitude to the lady cleaners for allowing the use of their broom cupboards for the unorthodox purpose of changing films.

D. S.

HOCKEY.

This year the results were not in our favour. Because the team is young, mainly from III and IV years, the same team will represent the school next year and perhaps will gain more points.

We were represented at the North of Scotland Hockey Trials by L. McCrorie and E. McWilliam.

Players were:—J. Winchester, D. Mark, M. McLean, G. Fraser, E. McWilliam (captain), L. Webster, L. Thain, A. Esslemont, A. Mutch, L. Mackie, M. Watt, L. McCrorie.

The under 15 Seven-a-side Team, however, were very successful in winning the cup at the seven-a-side hockey tournament held at Keith. The team played extremely well and won all their games.

Players were:—L. Sharp, G. Fraser (captain), J. Gill, B. McWilliam, A. Esslemont, M. Cruickshank, H. Cowie.

We should like to thank Mrs Graham for her encouragement, training and refereeing of games.

E. McWilliam, Class IV.

MORAYSHIRE MUSIC FESTIVAL. DRAMA AND VERSE SPEAKING SECTION.

A very small entry, of four pupils only, took part in the Morayshire Festival this year, three from IIA and one from Class V. These pupils did very creditably, gaining three first class certificates and one Honours certificate. At Elgin no second class certificates are given, and a performer must gain at least 85 marks in order to be given a certificate. Standards were high, and all the pupils taking part are to be congratulated. (The winner in the Drama Section, not from K.G.S., already accepted for a School of Drama, was awarded only 86 marks!).

M. L.

SCOTTISH SCHOOLBOYS CLUB — 1966

Since the camp at Bruar, we have had two club meetings, one held in the North Church Hall and the other in the school Gym. These meetings were attended by 20 boys on each of the nights supervised by Mr Winchester, Mr G. Hutton and Mr D. Sinclair, the organiser. Mr Sinclair has organised a weekend camp for the beginning of June at Cromdale and it is hoped there will be a good attendance of boys from the school. The number of members in the school has risen from two about five years ago to its present number of approximately fifteen. We hope the interest in the club will be maintained in future years.

—Brian Adam, Class VI.

KEITH GRAMMAR SCHOOL DEBATING SOCIETY.

Although the usual club activities have been curtailed this session by bad weather, a full school calendar and poor attendance, the Society has represented the school in two competitions, and has held a Hat-Night for its own members in addition to at least one formal debate.

On Tuesday night, the 7th of December, a team, consisting of John Glennie (Chairman), Brian Adam (Proposition) and Janet Winchester (Opposition), represented the school on a Public Speaking Forum organised by Keith Rotary Club. The subject the team chose was, "Is too much stress placed on diploma, degree and certificate qualifications?", and although Banff Academy were overall winners, a special prize was awarded to Janet Winchester.

On Friday night, the 10th of December, a large party of staff and pupils travelled to Inverness Royal Academy to hear Janet Winchester and Brian Adam support the motion, "That this country is going to the dogs because of the quality of its people." This was the first round of the Scottish Daily Express Schools Debating Tournament, and although the Keith team failed to qualify for the next round, these concerned enjoyed their first experience of a Parliamentary-type debate.

In a less serious mood members of the Society took part, along with most of classes IV, V and VI in the now traditional Mock Election, held this year on the last Monday of the Christmas term. A full report of the transactions at this meeting is featured elsewhere in the magazine. One gratifying aspect of this annual institution is the readiness of a growing band of former pupils—mostly university students on holiday—to return to their old school and join in the fun and in the cut and thrust of debate.

The Society's officials elected in October 1965 were:—President—Charles Stuart; Vice-president—John Glennie; Secretary—Janet Winchester; Committee members—Brian Adam and Stuart McAllister.

Janet Winchester, V (Secretary).



FOOTBALL — "SENIOR ELEVEN"

Back row (L. to R.) — Iain Francis, Frank Collins, Hamish Smith (captain), Eric Wilson, Raymond Douglas, Martin Edler. Front row (L. to R.) — David Bisset, Allistair Matheson, John Anderson, Charles McArdle, Roderick Petrie.

FOOTBALL REPORT.

This past season has been a full and profitable one for the Keith Grammar School football teams.

The Senior XI began their fixtures on an encouraging note and did not sustain their first defeat in seven games until mid-December. During this period the team topped the Central League and reached the quarter-finals of the McVitie Cup by receiving a bye in the first round and by defeating the strong Inverurie Academy side in the second round. In the next round, because of the lack of match practice caused by the postponement of several games, the team did not play up to expectations and was defeated 3-0 by Buckie H. S.

We were unfortunate to lose the services of five of our first team regulars as the season progressed and consequently the results of the latter half of the season were not so encouraging.

Special praise must be accorded to the Aberlour and Tomintoul boys who, at their own expense, travelled regularly to represent the school.

Results—League:—

Forres Academy 3	Keith 4	Inverness H. S. 1	Keith 0
Keith 3	Inverness R. A. 1	Elgin Academy 2	Keith 0
Buckie H. S. 1	Keith 1	Keith 0	Elgin Academy 8
Keith 0	Buckie H. S. 7	Keith 0	Banff 3
Nairn Academy 5	Keith 5	Keith 4	Forres Academy 2
Inverness R. A. 5	Keith 1	Banff Academy 2	Keith 0
Inverness H. S. 2	Keith 0	Keith 2	Nairn Academy 0

McVitie Cup:—Keith 3, Inverurie Academy 2; Keith 0, Buckie H. S. 3; Gordon Schools Huntly 1, Keith 3; Macduff H. S. 1, Keith 4.

Those who represented the school were:—H. Smith, R. Turnbull, I. Francis, R. Petrie, R. Douglas, D. Bisset, E. Wilson, P. Sheed, M. Edler, B. Rutherford, A. Matheson, J. Anderson, M. Mann, N. Grieve, C. McArdle, B. Reid, F. Collins, A. Dawson, S. Mitchell.

The under 14 team achieved the remarkable feat of completing their fixtures without tasting defeat. As a result they brought the league championship to Keith for the first time. Their success is further exemplified by the fact that nine of their players have been nominated for the Banffshire trials.

The performance of this team and the fact that several of its members will be staying on at school may be a pointer to an exciting future for the Senior Team in years to come.

Results:—

Forres Academy 3	Keith 6	Keith 7	Banff Academy 2
Keith 4	Inverness R. A. 4	Keith 8	Inverness H. S. 3
Buckie H. S. 0	Keith 7	Elgin Academy 3	Keith 3
Keith 4	Buckie H. S. 1	Keith 1	Elgin Academy 1
Nairn Academy 1	Keith 9	Keith 7	Forres Academy 1
Inverness R. A. 1	Keith 7	Inverness H. S. 1	Keith 1
Banff Academy 1	Keith 3	Keith 6	Nairn Academy 2
Keith 6	Inverurie Academy 1		

Under-14 players:—Robert Laing, I. Parker, J. Taylor, M. Winton, D. Glennie, P. Mann, D. Dunbar, T. Ogg, S. McGregor, D. Winchester, C. McCrorie, D. Petrie, P. Allan, W. Riddoch, J. Watt, R. Dickie, J. Boardman.

Both teams are indebted to Mr Fowle who always found the time for coaching and training and to the local referees who officiated at matches.

Hamish Smith, Class VI.



FOOTBALL — "UNDER 14 ELEVEN".

Back row (L. to R.) — Duncan, Gimmie, Forbes, Allan, Digory Petrie, John Watt, William Riddoch, Douglas Winchester, Robert L. Front row (L. to R.) — Ian Parker, Ronald Dickie, John Taylor (captain), Michael Winton, Colin McCrorie, Derek Dunbar.

CRICKET, 1966.

This year the school will be fielding three teams, A Senior XI under the captaincy of David Bisset; a Second Year XI captained by M. Winton and a First Year XI under John Boardman.

The Senior XI has not yet played a match at time of writing but will have the usual fixtures against Banff, Milne's High School, Aberdeen Academy, etc.

On Saturday, 14th May, First and Second Year XIs played Blairmore School at Blairmore, the Second Year XI dismissing Blairmore for 14 and winning by seven wickets; the First Year XI, facing a score of 113 for seven wickets were all out for 52—a creditable effort, considering this was their first match. Further fixtures for these junior teams have been arranged with Banff Academy, Aberdeen Academy and a return fixture at Keith against Blairmore.

H. A. R.

F.P. NOTES.

This year's appeal for news and information, once again given prominent display in the 'Banffshire Herald', produced several very interesting notes. These included an article on K.G.S. Fifty Years Ago, from Mrs Margaret MacLaren (née McCallum) who left in 1916. This has been reproduced as received.

Miss Currie, the Clune, Deskford, has provided us with a fascinating account of the career of one of Mrs MacLaren's class-mates, Sir George Currie, K.B., D.Sc., LL.D., D.Litt., former Principal and Vice-Chancellor of the Universities of West Australia, and of New Zealand. Sir George, knighted in 1960 is mentioned by Mrs MacLaren as one who continued to study Science when all others turned to either Greek or German. He graduated B.Sc. (Aberdeen) and later D.Sc. and after a spell at the Dept. of Agriculture in Queensland, became Principal Research Officer to the Council for Scientific and Industrial Research in Canberra. From there he was appointed in 1939 Professor of Agriculture in the University of Western Australia, and Vice-Chancellor in 1940, moving to a similar appointment in New Zealand in 1952.

Among his other major interests, Sir George has been Chairman of the Fairbridge Farm School Council of Australia, Chairman of the Commission on Primary, Secondary and Technical Education and of the Universities Grants Committee in New Zealand. He has been honoured with the degree of LL.D. by the Universities of Aberdeen, Melbourne, Dalhousie (Canada) and New Zealand, and Lit.D. by Western Australia. Now retired, and living at 20 Chirnside Street, Deakin, Canberra, he has retained his interest in Education by serving from 1963-64 as Chairman of the Commission on Higher Education in Papua, New Guinea, and remains Chairman of the Canberra Theatre Trust.

A career like this, with such a wide variety of achievement, can only be an inspiration to those who are at present pupils of this School.

Marjory Hay (1946), is serving as Woman Police Sergeant at the N.E. Counties Police H.Q. at Bucksburn. Also in the Police Service is George Meldrum (1949), who is Sergeant at Airdrie. Agnes Mair, nee Meldrum (1952), has recently returned to teaching in the Senior Primary Dept. at Keith Grammar School.

Brian Milne (1960), son of Dr and Mrs J. P. Milne, as well as proving an excellent student (he is in Final Year Medicine at Aberdeen) has a

record in Athletics which has no parallel in recent School history. A sprinter, he has taken part in 100 Yards and 220 Yards races at meetings in Inverness, Nairn, Forres, Dingwall, Dunblane, Dundee, Newtonmore, Strathallan, Nethybridge, and Glenurquhart, with so many successes that a special cabinet is required to house his trophies, shields, cups and plaques. He has twice been North of Scotland Amateur champion at 100 yards, and once at 220 yards. A digest of his record shows that out of 51 Finals at both distances he has won 18 times and been runner-up 19 times. This is a magnificent record, of which his family and his School alike are justly proud.

The Pratt brothers, David, Neil, Ian and Richard, have all followed widely differing careers. David is a Veterinary Surgeon in N. Saskatchewan, Canada. Neil serves in the Royal Observatory in Edinburgh. Ian followed his father's profession as a Pharmacist, and is at present in Aberdeen, while Richard is an apprentice designer at Seafeld Mills.

Isobel and Margaret Mann, whose home is in Fraser Place, are both following courses leading to Arts Degrees, Margaret in Aberdeen, and Isobel in Glasgow, where she is specialising in Russian and German.

Students from the Aberdeen colleges, stimulated no doubt by the Provost's remarks about previous lack of effort, organised a considerable Charities campaign this year. While the sum raised (in excess of £400) goes to swell the grand total and part of it is given to the main charitable object for the year, research in heart diseases, the larger portion of the money returns to the town to be distributed locally.

Highlights of the campaign were the kidnapping of Mr Lech Pawlowski, of Laidlaw's—where the response to ransom demands exceeded the wildest dreams of the kidnappers—and a knitting marathon carried on day and night for a week at Charities H.Q., a shop in Mid Street kindly lent by Mr Ian Mitchell. This had the effect of providing Keith with the unusual sight of young men as well as young women knitting happily, if somewhat deliberately, and a well-supported guessing competition was held on the eventual length of the strip. When Mrs McNaught and Mrs Baker finally 'cast off', well over 70 feet of knitting had been accomplished. The results were immediately made up into a refugee blanket and handed over to the W.V.S.

Conveners of the campaign were George Mutch, and Fergus Hall, aided by every available student, and by some scarcely old enough to matriculate, but nevertheless collecting with great enthusiasm. The organisation was smooth and the students' gift of improvisation shown, among other things, by the pavement painting which netted the artist 11/10 and a severe chill.

All these young people, most of them F.P.s, deserve the congratulations of the community for a spirited effort, showing initiative, enterprise, and very hard work.

The move to the new building, and the final parting from the old, left one problem unsolved—the removal, and replacing in the new building of the War Memorial and the various plaques and brasses commemorating distinguished Former Pupils and Rectors of the School. Staff Members, particularly those who are F.P.'s, have been much concerned that a year has gone by with no apparent action on this matter. Recently, the Rector called a meeting of those Staff members who are F.P.'s and gave them a resumé of the efforts he had made, and was continuing to make, to have these reminders of the School tradition adequately housed in the new building. The meeting drafted a letter to the Authority requesting that, meantime, until a final decision was reached, the tablets should be removed from the Old Hall and stored in a place of safety. No further progress can be reported but F.P.'s can rest assured that the Rector is most conscious of the tradition that these tablets embody, and will spare no effort to preserve them.

To try to ascertain the general opinion of F.P.'s on this matter, a questionnaire was provided on Parents' Night, March 30th and was completed by twenty-six F.P.'s. All were agreed that the War Memorial must be brought to the new building, and should be brought up to date to include those who fell in the 1939-45 War. The overwhelming majority felt that all the tablets should be found a place in the new building.

In last year's magazine, a tentative suggestion was made that the School might benefit from a revival of the F.P. Association, in abeyance since the War. The Funds of the old Association remain, with considerable addition of interest, and would be at the disposal of a new body. Once again, Parents' Night provided an opportunity for a display of former F.P. activity, magazine articles and the like, and for a further questionnaire. Twenty-five of the twenty-six who completed this were in favour of a revived Association. Further expression of opinion, especially from those further afield, will be welcomed. The move to new surroundings should not mean a break of any kind—certainly not the forming of a "New School"—and a Former Pupils Association might help to provide a healthy link between the notable past of K.G.S., and its growing future.

W. A. E.

I have taken this heading from the "Banffshire Herald", for that is the part of the Keith paper I like best, and I am always very disappointed when the editor has not found space to include an excerpt from an old number.

"Fifty Years Ago" has a further relevance for me. This time, fifty years ago, I was spending my last term at K.G.S. prior to going up to "Varsity" in October, 1916. What do I remember of that last term? Most of all I think I remember the wonderful teachers and my class-mates.

For English and History we had Mr A. C. Hay, a very kindly and inspiring personality, who afterwards became Rector at Aberlour. We had Maths from Mr Gemmell, who had just succeeded an excellent Maths master, Mr W. Crampton Smith, who went to be Rector at Inverness. We were taught Latin and Greek by that figure of dignity—Mr J. D. McPetrie, our well-loved Rector and a brilliant classical scholar. French and German were driven into us by the most indefatigable person I've ever met—affectionately known as "Granny" Hendry. No words of mine can ever pay adequate tribute to the memory of those hard-working and painstaking teachers.

In those days, the curriculum was a very cut and dry affair. After the third year, if one passed the Intermediate Exam, one dropped Science, Art, Geography and Arithmetic and started either Greek or German. One member of the class bravely continued with Science—Dod Currie, from Grange—now Sir George Currie in New Zealand. Another class-mate took German but stayed a 7th year in school to pursue Art, namely Carrie Herd, with whom I have lost touch. The regular Greek and German classes on Wednesdays and Fridays were taken from 4.15 p.m. till 5 p.m. to allow us girls to have P.T. from Miss Aird on Wednesdays and singing from Mr Grieve on Fridays. The boys got to read library books while we bent and stretched our arms and legs and marched or ran round the hall in the presence of those brass memorials, so recently in the "news". I do hope they have found an honourable resting place in the new K.G.S., where, no doubt, there is a wonderful and fully equipped gymnasium. My marching partner was Dora Wilson but our paths have never crossed since we left school.

The girl next to me in the Singing class was Agnes Moir, a lovely girl and a fine singer. I saw a lot of Agnes in Perth where she had her home. She died in Edinburgh a few years ago. I still marvel at the infinite patience "Freddy" Grieve had with us, and for all our naughtiness, he was so pleased to see another classmate, Mabel Douglas (Mrs Murphy, ex-Provost of Fort-William, where she now lives) and myself, when we went to Oldmill Hospital to visit him among the "men in blue"—the war-wounded. Today great emphasis is placed on Sport, but for us sport was simply non-existent. These were the war years and "Granny" Hendry circulated a collecting box in each class every Monday morning for our

spare pennies, as if we had any, to help the Belgian Refugees. The rattling of this box, as it passed from pupil to pupil, became a kind of joke, and I'm afraid to say that the pennies went in latterly, only if Miss Hendry were looking! One Monday the box rattled from the girls to Lewis Morrison, then to Johnnie S. Taylor, then to Bill Greenlaw and each one eased the top up a little, so that when it reached Tom Taylor, he gave it the "coup de grace" and sent the pennies hurtling all over the floor—a little bit of school nonsense in the grim process of cramming for Highers and more so, for the Bursary Competition. Tom Taylor was to become Sir Thomas Taylor, Principal of Aberdeen University, the finest Principal any University ever had and Keith's most loyal and most distinguished son.

One poignant memory of that last term was the day news came that our classmate Percy Watt had been killed in action. He can only have been 18 and we were all very sorry about his untimely death.

The German pupils I remember very well. Senior to me was Bob, now Sir Robert Urquhart, and along with me were Katie McDonald, who died a few years ago, and Carrie Herd, already mentioned. Junior to me were Lizzie Donald, Eddie Taylor, and Mary Riddoch, who died last month.

There are many more I remember and often do remember, especially if I have reason to refer to my birthday book, one of the few tangible relics that have withstood the ravages of time and the demands of salvage in a second world war. I only need to dip into this birthday book, and the flood gates of memory are opened, and I am back in dear old K.G.S. Does the modern pupil bother with a birthday book or only with telephone numbers?

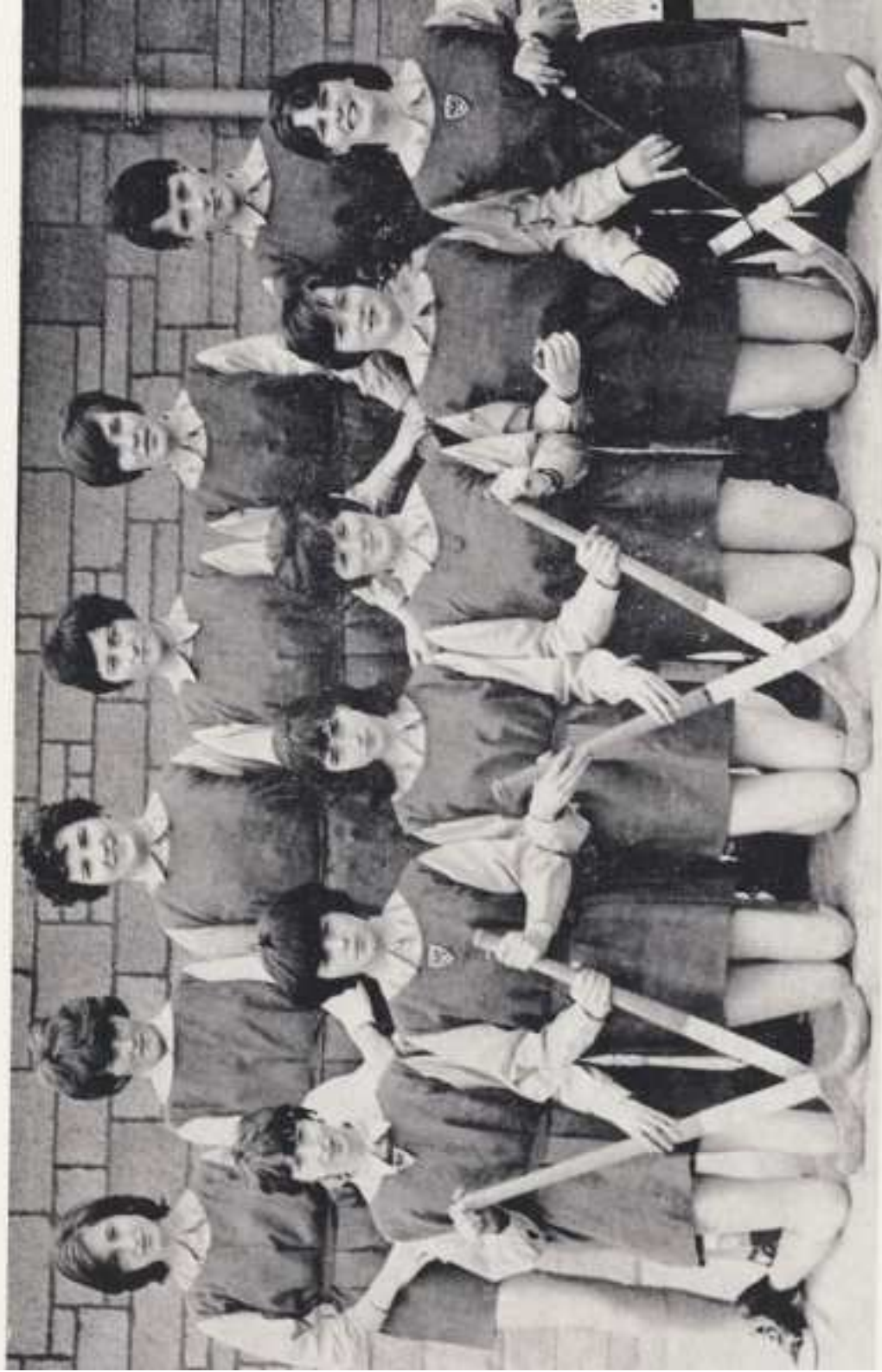
—Margaret MacLaren (née McCallum).

10 South-house Road, Edinburgh 9.

KEITH GRAMMAR SCHOOL SECONDARY DEPARTMENT

SPECIAL PRIZES — SESSION 1965-66.

Prize	Winner's Name	Class
Gray Prize (Best non-language pupil in 1st Year)	—William G. Lowthwaite	IN.
Australian Prize (Best pupil in 1st Year)	—Jennifer Buchan	IA.
Jane Laing Prize (Best pupil in Homecraft—2nd Year)	—Frances Birnie	IIN.
Jane Laing Prize (Best pupil in 3rd Year Homecraft classes)	—Marjorie Reid —Sheila V. Mitchell	IIIB. IIIH.
Prize (Best pupil in 3rd Year Technical Classes)	—Robert J. Turnbull —Maurice Geddes	IIIN. IIIT.
Gordon Prize (Best pupil in 3rd Year Science)	—1 A. James Naughtie —2 James Ross	IIIA. IIIA.
Prize (Best pupil in Art in Class III)	—Kathleen Robb	IIN.
Allan Gray Prize for Scots Vernacular	—C. Janet Winchester —Lorraine A. Allan —A. James Naughtie —Helen Forsyth —Morag A. Robertson	V. IV. IIIA. IIA. IA.
S.S.P.C.A.	—A. James Naughtie —Kathleen Gallacher —William G. Maxwell	IIIA. IIA. IA.
Hansard Essay Competition (Consolation Prizes)	—John F. McKay —A. James Naughtie	IV. IIIA.
National Bible Society Prizes	—Alison Fraser —Helen Forsyth —George Currie —Ann Milne —Helen M. Cowie —Sandra M. Aberdeen	IIA. IIA. IIA. IIH. IIB. IIB.
Brooke Bond Prize for Art	—Nicola M. Smith	V.
Duke of Edinburgh's Scheme (Bronze Award)	—Eunice A. McWilliam	IV.
Prize for Intensive Commercial (Class IV)	—Elizabeth A. Mair	IV.
Dux of Primary Department	—Anne Taylor	P. VIIa.
Rector's Prize for Dux of 3rd Year	—James Ross	IIIA.
Prize for Homecraft—Senior Classes	—Frances J. Gordon —Marie A. Reid	V. V.
Gordon-Grant Prize (for Science Class VI)	—1 Alistair Stewart —2 Brian J. Adam	VI. VI.
Prize for Modern Studies	—Hamish G. Smith	VI.



HOCKEY — "SENIOR ELEVEN"

Back row A. to R. — Linda Webster, Lorraine Mackie, Janet Winchester, Margaret McLean, Grace Fraser, Daphne Mark, Scott Gray, J. P.

Prize for Post Certificate Work:

in English

—J. Murray Walker

VI

in Modern Languages

—Doreen M. Farquhar

VI

Ogilvie & Ferguson Prize for Dux in Science

—Raymond J. Douglas

V

Collingwood-Kynoch Prize for Dux in Mathematics

—Raymond J. Douglas

V

Prize for Dux in History

—J. Murray Walker

VI

Prize for Dux in Geography

—C. Janet Winchester

V

Prize for Dux in Latin

—C. Janet Winchester

V

Prize for Dux in German

—C. Janet Winchester

V

Brown Prize for Dux in French

—C. Janet Winchester

V

Town Council Medal for Dux in English

—C. Janet Winchester

V

Rector's Memento to Captains of the School

—Margaret A. Christie

V

—Brian J. Adam

VI

Dr Grant Memorial Medal for Dux of School

—C. Janet Winchester

V

ABERDEEN UNIVERSITY BURSARY COMPETITION—1966.

DOREEN FARQUHAR (Class VI) gained the place of 54th (equal) in this year's Bursary Competition for Aberdeen University and has been awarded the Redyth Bursary of £30.

SECONDARY DEPARTMENT — PRIZE LIST

IX.—1 Cameron Ewing.

IIA.—1 Kathleen Gallacher, 2 Catherine Bisset, 3 James Banks.

IE.—1 Hilda J. Barron, 2 Irene I. Anderson.

IIIX and IIIE.—1 Margaret Dean, 2 Alastair Craig, 3 Doug Dunne.

III.—1 June Thompson, 2 Susan Elmore, 3 Linda Lobban.

IIHH.—1 Anne McLean, 2 Sandra Milne, 3 Sheila V. Mitchell.

IT.—1 Neil Ross, 2 Michael Bonnyman, 3 Roderick Stewart.

IIIT.—1 William Robb, 2 Cyril Milne, 3 eq. Gordon S. Duncan, Ronald I. Malcolm.

IN.—1 William G. Lewthwaite, 2 Jennifer McWilliam, 3 eq. Thomas A. Gerrie, Douglas P. Markenzie.

IIIN.—1 Robert J. Turnbull, 2 eq. Kathleen H. Clark, Sheena Munro.

III.—1 Patricia M. S. Cowie, 2 Gordon O. Nicoll, 3 Lorraine T. Stephen.

IIIB.—1 Maureen Stephen, 2 eq. Kathleen Ingram, Agnes Mutch.

IA.—1 Jennifer Buchan, 2 Merag A. Robertson, 3 William G. Maxwell.

IIIA.—1 James Ross, 2 A. James Naughtie, 3 Linda A. Webster.



HOCKEY — "UNDER 15 SEVEN-A-SIDE.
Back row (L. to R.) — Janis Gill, Linda Sharp, Front row (L. to R.) — Barbara McWilliam, Helen Cowie, Grace Fraser (captain), Ann Eastmont, Maureen Cruickshank

- IIX.—1 Peter A. Smith.
 IIE.—1 Alistair G. Stevenson, 2 David P. Gardiner.
 IIH.—1 Ann Milne, 2 Ella Stephen, 3 Anne V. Reid.
 IIT.—1 Murray King, 2 Douglas Allan, 3 Digory Petrie.
 IIN.—1 Derek M. Dunbar, 2 Frances Birnie, 3 Rosemary E. G. Lobban.
 IIB.—1 Helen M. Cowie, 2 Sheena M. Leith, 3 eq. Sandra M. Aberdeen, Anne E. Taylor.

- IV.—1 David A. Barbour, 2 John F. Mackay, 3 Brian E. Stewart, 4 Lorraine A. Allan, 5 Robert C. Forsyth.
 V.—1 C. Janet Winchester, 2 Raymond J. Douglas, 3 Nicola M. Smith, 4 eq. Kenneth G. Gordon, Rhoderick R. Macpherson.

JUNIOR PRIMARY DEPARTMENT PRIZE LIST

Session 1965-66

Primary IIIa:—

- 1 Patricia M. Reid
 2 George S. McLaren
 3 eq. Patricia A. Mair, David J. MacKessack
 5 Bruce W. Stuart

Primary IIIb:—

- 1 Neil McWilliam
 2 Susan Mackie
 3 eq. Graham Dey, Edwina Laing

Primary IVb:—

- 1 Alan Binnie
 2 Michael Forbes
 3 Brian Fowler
 4 Elizabeth Taylor

Primary IVa:—

- 1 David J. Innes
 2 Margaret D. Arnaud
 3 eq. Henry W. Duncan, Isobel L. S. Stephen
 5 Andrew K. Herbertson
 6 Rachel Hewson

SENIOR PRIMARY DEPARTMENT PRIZE LIST

Session 1965-66

Primary Vb:—

- 1 Michael G. S. Cowie
 2 Margaret R. Bonnyman
 3 Joan Green

Primary Va:—

- 1 Linda J. Ross
 2 John Forsyth
 3 Brian J. Ross
 4 John F. Geddes

Primary VIb:—

- 1 Marjory A. Bruce
 2 Maureen B. Harper
 3 Ean M. Milton
 4 Ian B. Grant

Primary VIa:—

- 1 Linda M. Sutherland
 2 John S. F. McInnes
 3 James A. Hewson
 4 Gordon J. Harper

Primary VIIb:—

- 1 Lorna Dey
 2 David Duncan
 3 Patricia Innes

Primary VIIa:—

- 1 Anne Taylor
 2 Susan H. C. Smith
 3 Jacqueline M. Gray
 4 Robert H. R. Mackie
 5 Andrew D. Stephen

**KEITH GRAMMAR SCHOOL INTER-HOUSE ATHLETICS
CHAMPIONSHIPS 1966.**

Results.

FIRST YEAR GIRLS

100 yards—1 L. Grant, 2 I. Barron.
160 yards—1 S. Smith, 2 J. Thompson,
3 L. Duncan.
Cricket Ball—1 A. Third, 2 L. Lob-
ban, 3 J. Thompson.
Relay—1 Grant, 2 Ogilvie, 3 Mair.

2nd YEAR GIRLS

100 yards—1 E. Donald, 2 A. Milne,
3 K. Sharp.
220 yards—1 H. Cowie, 2 M. Cruick-
shank, 3 E. Donald.
Cricket Ball—1 I. Willox, 2 L.
Sharp, 3 M. Cruickshank.
Relay—1 Ogilvie, 2 Smith, 3 Mair.

SENIOR GIRLS

100 yards—1 A. Mutch, 2 E. McWil-
liam, 3 L. Donald.
220 yards—1 E. Currie, 2 E. Sim-
mers, 3 L. Donald.
Cricket Ball—1 E. McWilliam, 2 K.
Adam, 3 M. Watt.
Relay—1 Mair, 2 Ogilvie, 3 eq.
Smith, Grant.

FIRST YEAR BOYS

100 yards—1 R. Dickie, 2 W. McWil-
liam, 3 R. Smith.
220 yds—1 R. Dickie, 2 W. Maxwell,
3 M. Buchan.
440 yards—1 D. McKenzie, 2 eq.
T. Ogg, M. Buchan.
Relay—1 Grant, 2 Mair, 3 Smith.

2nd YEAR BOYS

100 yards—1 J. Taylor, 2 J. Ander-
son, 3 A. Auchinachie.
220 yards—1 A. Mearns, 2 R. Pet-
rie, 3 N. Dallas.
440 yards—1 J. Steel, 2 D. Glennie,
3 F. Allan.
Shot—1 W. Riddoch, 2 F. Allan, 3
R. Petrie.
Relay—1 Smith, 2 Mair, 3 Grant.

SENIOR BOYS

100 yards—1 N. Grieve, 2 F. Col-
lins, 3 E. Wilson.
220 yards—1 H. Smith, 2 D. Bisset,
3 J. Naughtie.
880 yards—1 H. Smith, 2 R. Petrie,
3 E. Wilson.
Shot—1 R. Petrie, 2 R. Ettles, 3 D.
Bisset.
Javelin—1 J. Cree, 2 N. Grieve.
Relay—1 Mair, 2 Grant, 3 Ogilvie



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