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## **DATA 71**

**The Magazine of Keith Grammar School**

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1970-1971

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### Class IB

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## EDITORIAL

It is hard to believe that a year has passed since the last edition of 'Data' was unleashed on an unsuspecting world. But here we are again with, it seems, more omissions than new items. This is inevitable in a publication of this type where a formula must be fairly closely followed. There is virtually no scope for sweeping changes in format or content. The traditional requirements of any school magazine are a catalogue of events, classes, photos and names and a collection of easily digestible and (comparatively) libel-less literary pieces. The few annual refinements made within this rigid framework hardly scratches the problem of one school magazine looking very much like another.

But despite the ravings of a frustrated editor, Data does help to fill the vacuum that exists between the school and the outside community. For excluding biennial Parents Nights, it is the only time outsiders are able to gain any inkling of what actually goes on at the top of Banff Road. Not only does it list in graphic detail the Machiavellian activities behind the smooth veneer presented to the outside world, but it also gives a horrifying insight into the minds of K.G.S.'s pupils/patients.

Data's most noticeable omission this year is the demise of Keith's answer to the Sunday Colour Supplements, our pastel-shaded Centre Section. The reason is not our dislike of its recent Tory-blue hue (in colour, not content), but in the interests of economy, pressure of space and no really worthwhile justification for its existence.

A considerable chunk of credit for the appearance of Data 71 must go to Mr John Arnaud; for without his business acumen and experience of the publishing world and all things pertaining to it, Data 71 should surely have foundered on the rocks of youthful idealism and failed deadlines. I am sure he has been called many things (even the editorial staff have been known to sink as low) but rarely a rudder. I personally have to recognise the contribution of womanhood's answer to Batman and Robin, my assistant editors, who by their constant encouragement forced me to work.

On the financial side of the magazine, we were well served by a vigorous, efficient business team, and the generous support of our advertisers, who have ensured a healthy bank balance, despite a £50 donation to the Swimming Pool Fund.

Most important of all we thank all those pupils and teachers who made voluntary (too often otherwise, unfortunately), worthwhile and genuine contributions to what is, after all, their magazine. It must stand or fall by the quality and quantity of their writings (for despite all rumours to the contrary, the Editor does not write the magazine himself, although the thought had occurred).

If you, the reader, having forked out your fifteen decimal pence,

(Continued on Page 8)



Keith, 14th June, 1971.

### THE RECTOR'S MESSAGE

"Music in St Giles" had meant to the Keith Grammar School senior choir little more, until last night, than a series of appearances listed in a calendar of Sunday evenings. The reality yesterday was thus all the more vivid in its initial and in its lasting impressions upon all of the singers and indeed on the teachers and small groups of Keith Grammar School friends who joined the evening congregation in the Cathedral Kirk of St Giles'.

Earlier in the afternoon the rather awe-inspiring task of starting the rehearsal within the lofty nave of St Giles' had been undertaken by Miss Cadenhead and her choir with willingness and an enthusiasm which soon overcame any qualms felt by individuals. To be singing within the massive arches and pillars of such a venerable building was novelty enough but the sense of filling the whole great space with their own sound was a refreshing experience. Choir and soloists alike responded to the challenge of this setting and to the organ accompaniment skilfully played by Mr Herrick Bunney, organist of St Giles'.

When our time came for facing the evening congregation of known and unknown faces, of several "exiles" attracted by the intimation of Keith Grammar School's participation, as well as of regular members of the St Giles' congregation, many visitors from all parts of the world had joined this cosmopolitan audience. Under Miss Cadenhead's conductorship, the programme of anthems and other songs was presented without fuss but with clarity and sweetness of tone that spoke of careful rehearsal and confident production.

The evening Service conducted immediately afterwards by the Minister of St Giles', Dr Whitley, was enlivened by one or two surprises, one of which affected me directly when I found myself in the Ministers' procession, making my way to the lectern allotted to the reader of the lesson. Another came when Michael Smith was asked to come out to the centre of the chancel steps and sing his solo part, along with the choir remaining in the choir stalls.

After the Service a friendly gathering of all concerned — choir and congregation alike — was welcomed at St Giles' House in George IV Bridge, to be entertained to coffee and biscuits. Several F.P.s of different "age groups" made themselves known in this pleasantly informal gathering.

It was thus 8 p.m. before the coach was on its way north again, via the Forth Road Bridge, Perth and Forfar, to arrive in Keith in the "sma' 'oors" and in surrounding areas even later. All told, it was an exciting but rewarding 40 hours for all concerned.

I hope I shall be forgiven for having dwelt so fully on this one occurrence from the full calendar of the K.G.S. year. But I believe I have justification in the fact that what I have been relating was not just a "school trip" but was indeed an educational experience that

was successful also in giving enjoyment to several hundred people, known and unknown.

I hold the belief that to visit a great city like Edinburgh, to see even a little of its history in stone, to meet and appreciate other people, and to make a well-prepared and artistically first-class presentation in a setting of mellow history, is precisely what we strive so long and so assiduously to achieve: the education, in the widest and most worthy sense, of these 50 fortunate young people.

That they really did enjoy both their "ordeal" and their novel overnight accommodation — the S.Y.H.A. Hostel in Eglinton Crescent, where they met hostellers of every age and many countries, is borne out by all that has been heard from the choir members since that eventful weekend.

Others envious of this opportunity may console themselves, if they are younger, by the thought that future members of the senior choir have been invited again to present "Music in St Giles'." Others again may relish the possibility of a spell at the Outdoor Centre at Tomintoul (where pupils of IIT, IIK, IIIH and IIIE/X enjoyed residing for a week of mainly outdoor activities through two separate weeks this term), or they may have thoughts of the cruise to the Baltic, next Spring, or of that exciting prospect of possible future exchange of senior pupils with a school or schools in Banff, Alberta, coupled with a reciprocal return of Canadian senior pupils to our school and homes here.

Possibilities these are, distant perhaps, but none the less opening wide horizons. It does none of us any harm to look up for a time from the book of study or the exercise being written, from the form to be completed or the examination paper to be marked, and to see a vision, glimpsing what may seem veritably unattainable but may be lying in fact just within our grasp.

Good reading to you in the pages of "Data 1971"!

R. M. WINCHESTER, Rector.

### FIRST FOR SCOTLAND

It is rather like putting the calendar back a year to start writing about the success of Keith Grammar School in the Saltire Society's Junior Competition for Secondary School Projects in 1970. However, 'Data' had already gone to press in June last year when we were visited by Mr Brunton, the retired senior Chief Inspector of Schools and Convener of a committee that published a report under his name. His task was to judge the finalists in the Saltire Society's competition, in which this school had already previously been a finalist.

The tangible parts of the combined project of IIT, IIIH, and IIIE/X were brought together in exhibition form in the Hall in a lay-out supervised by Mr J. Barnetson.

There, each of the projects set out the evidence of the progress made by the three classes in their own aspects of "Fashion and



Fabrics" (IIIH), "Building" (IIIT) and "Development of the Mar Court Scheme" (IIIE/X). The teachers co-ordinating the work leading up to this exhibition were Mrs Meldrum, Mrs Munro, Mr McKay and Mr Thomson.

It is hoped that the Certificate signifying the achievement of 1st place for Scotland will be presented by a representative of the Saltire Society at the 1971 Prize-Giving. Although not only pupils but also some of the teachers concerned have been dispersed quite widely since last summer, the school will not forget their part in the joint effort which had such a satisfactory result.



In pious memory! — the design used on covers of this the "mag", prior to our move to the present building. None of the present pupils ever knew the joys of working in the old "Grammar".

obtain some scrap of information, grasp one spark of humour or experience a few moments of pleasure in perusing this publication, then their, and our, effort has not been wasted.

Happy reading.

GEORGE K. BOARDMAN, Editor.

## SCHOOL NOTES

### STAFF CHANGES.

Every year sees a constant ebb and flow of teaching staff and Session 1970-71 has proved no exception, with no less than five new Heads of Department in the school.

The curtain rose in August without the familiar faces of Mr D. Mackay (Technical), Mrs Meldrum (Homecraft), Mr L. Johnston and Mrs Gow, both assistant P.E. teachers.

However, a new band of intrepid educators passed through the portals of K.G.S. to do battle with its pupils.

In particular, we welcome Mr W. Scott from the now sadly defunct Mortlach S.S. to his post as Deputy Rector and Principal Teacher of Classics. Another new Departmental Head was Miss M. Coggs, to Modern Languages, which also gained Mlle, Jeanne Bouget, and Mrs M. Sadler who in addition assisted in the English Department. A second survivor from Duftown, strengthening both the Maths and Science Departments, was Mr T. McLeod. Mr J. Cowie arrived to teach Technical Subjects, although we still have to share him with Inverness Thistle in a different capacity. As assistants to the P.E. Department came Mrs Fraser and Mr A. King.

During the academic year we lost staff even more heavily. In November, the English Department saw Miss I. E. Thomson depart to a position at the Aberdeen College of Commerce. At Christmas, Mr P. Thomson left the country (we stress not because of the Keith pupils) and we wish him the best of luck at his new school in Nairobi. His successor at the Technical Department was Mr C. E. Lamb. In February, our Principal History Teacher, Mr H. A. Richardson accepted the post of Deputy Director of Education for Perth and Kinross. While bemoaning his departure, we congratulate him heartily on his success. We also congratulate his erstwhile assistant Mr W. J. Cook who has now taken over the History Department. In the spring, with the well-earned retiral of Mr P. Falconer, the Maths Department also gained a new principal teacher, and K.G.S.'s latest recruit, Mr A. I. Moir, from Inverurie Academy. To that same school, a few weeks earlier, went Mr A. Phillip, who having tamed the Wild Commercial Wing as Head of that Department, moved on to assume the same role in greener Aberdeenshire pastures. Mr A. MacIachlan from Webster's High School, Kirriemuir, filled the vacancy of Principal Commercial Teacher.



During the year we were fortunate in acquiring the part-time services of Mrs Arnaud in the English Department, and Mrs Black and Mrs Winchester, both Homecraft.

Finally, we must mention the unsung heroes of the school, whose achievements are but fleetingly chronicled in these pages; the janitors, Mr Milton and Mr Davidson; the cleaners; and the canteen staff, led by Mrs "cordon bleu" Davidson.

### VISITORS TO THE SCHOOL.

School must never allow itself to forget its attachments to the local community, and the number of visitors to K.G.S. this year certainly prevented us from becoming introverted.

Our first guests were the Keith Philharmonic Society with an informal evening concert. In November a representative of the R.S.P.B., Brigadier Jebb, showed Wild Life Films to the wild life in the Geography Department. First ambassadors of the armed services were RAF and WRAF officers with films and information for senior pupils. On a different note the school was the venue for the Northern Counties Band Association's annual competition, won by the Keith District Band. The following month Army Liaison Officer Major Stuart came to attract the Christmas leavers to a military career. In keeping with the season, the Keith Philharmonic Society gave a Carol Concert in the Hall.

Uniforms were again in evidence in the next few months, with a Gordon's Recruiting Team demonstrating some of their latest equipment to the younger pupils. Later a team of recruiters from the Metropolitan Police, led by Woman Inspector Lunn, arrived to compete for the future services of Keith pupils. Mr Rossiter of the National Bible Society for Scotland provoked some thought in the senior classes with a talk and film. Another member of the cloth, missionary and ex-pupil Miss Isobel Smith, visited us later in the year. The County Players made their annual offering with two successful performances of "The Last of Mrs Cheyney".

In the third term, we were honoured with the presence of Professor William Barclay's Choir, who as well as taking over Morning Assembly, gave an evening concert. Although nominally only a choir their versatility — jazz band, folk group, comedy act — was amazing.

The S.C.E. exams again meant the arrival of Bailie Todd as Senior Invigilator. Unfortunately, illness enforced his absence after one week. We take this opportunity of thanking him for his many years service in this capacity. He was replaced by another old friend of the school, Mr G. I. Laing.

### VISITS AND EXCURSIONS.

After last year's very definite internationalism, no Keith pupils strayed far from home this session.

For Shakespeare addicts, there was a trilogy of the bard's work; 'King Lear' at Haddo House, 'Macbeth' at His Majesty's Theatre and 'The Merry Wives of Windsor' at the Aberdeen College of Education. An outstanding total of seven busloads attended these performances. Final fling for the school's culture vultures was the Glasgow Citizens Theatre's production of George Bernard Shaw's 'Arms and the Man' at the Town Hall, Elgin. Some of the school's music students attended a varied programme of choral work at the College of Education in March.

Geography pupils in some of the junior classes, and all senior geographers were fortunate in visiting the new Landmark Centre at Carrbridge.

K.G.S. sent delegates to two conferences this year; thirty-three members of Classes V and VI attended the annual pre-university conference held this year at Banff Academy; and a similar number were present at Elgin Academy during a conference on 'Modern Africa'. Last, but not least, a party of girls travelled to the Hockey International at Grangemouth to cheer on Scotland against the 'Auld Enemy'.

As far as we can ascertain, no pupils were permanently mislaid on any of this year's excursions. Is this a record?

### OTHER SCHOOL ACTIVITIES.

With the Swimming Pool being started at last (did not everyone believe at some stage that the talk of a pool was a giant hoax) the present system of sending first year pupils to the Elgin Baths will soon end. More commotion in the school grounds was caused by the cutting and levelling of two new playing fields which, it is hoped, will be ready by Spring 1972.

Two special assemblies were held this year; an all-feminine assembly led by Mrs W. Rutherford to mark the Women's World Day of Prayer, and a Christmas service conducted by the Rev. Mackie. The Christmas season was further marked by a Carol Singing Party which collected £11 13/- for 'Aid for the Crippled Child'. Other Yuletide events were the first and second year class parties and the Senior Dance. As ever, we have to thank Mr Barnetson and the Art Department for the impressive and ingenious decorations in the Hall.

The summer term of this session has seen work going forward on a new venture — co-operation between our school and our neighbours in Banff and Buckie in a joint production of One Act Plays. In Keith



a cast of second and third year pupils have been rehearsing "The Poetasters of Ispahan" by Clifford Bax as K.G.S's contribution to the triple bill.

Finally we come to the various challenge matches held during the year (friendlies is hardly the right word). The Staff versus Pupils badminton match resulted in a 10-8 win for the teachers. The same sides met again on the Hockey pitch, where the pupils notched their first ever victory. The Sixth Year girls (and friends) took on their male classmates in a 'needle' football match and had the temerity to play out a well-deserved 2-2 draw.

At the time of writing, the pupils and teachers have yet to meet in the annual bloodbaths of the golf and cricket matches.

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PREFECTS - SESSION 1970-1971. Back row (l. to r.): Sandy Gault, Ian Strachan, Michael Collins, John Pennet, William Maxwell, Thomas Gerrie, Ian Stalker, John Whitley, Stephen McHardy. Second row (l. to r.): Marjory Wish, Jennifer Buchan, Morag Robertson, Susan Smith, Fiona Goodison, Valerie Gault, Jane Macpherson, Jacqueline Gray. 3rd row (l. to r.): John Arnold, George Boardman, Nancy Edwards, Linda McElnay, Margaret Pittles, Gill Stephen, Anne Morrison, Anne Taylor, Sandra McNab, Linda Sutherland, Adam Stirling. 4th row (l. to r.): Michael Smith (school captain), Mrs M. Munro (woman adviser), Mr R. Winchester (Rector), Mr W. Scott (Deputy Rector), Lorna Watt (school captain). Front row (l. to r.): David Purser, James McDonald, Gordon Caldwell, William Whyte, William Hendry, Trevor Whitley. (Photograph by Telfa Studios, Keith).



## SCHOOL COUNCIL REPORT

SCHOOL is very much a place of 'us' and 'them' and in the School Council we have an opportunity to break down the barrier between the two groups. However, this privilege is greatly abused and most of the period allocated to the School Council meeting is spent with 'us' looking at 'them' and vice versa. Although there were a few contributions from the 5th and 6th years, especially from the so-called weaker sex, these were all in the same vein and originality was sadly lacking. The sooner councillors and prefects, particularly the younger ones, forget their apprehension and stand up and voice their opinions as they do so loudly outside school the better.

I feel thanks are due to the School Dance Committee for the excellent job they did in running the dance, and also all those who helped in the various other activities of the Council which included Carol Singing, a House-to-House Collection for the blind, and distributing the Old People's Welfare Parcels at Christmas.

LORNA M. WATT, Girls' School Captain.

## LIBRARY REPORT

ALTHOUGH aware that we should rejoice in the good fortunes of others, the librarians of K.G.S. have at times this year bemoaned the removal of the County Library Offices from their accessible site in Mid Street to more spacious and comfortable quarters in Portsoy. However, our needs are still being regularly and promptly met by a weekly call of the Library Van. We are grateful to Mr Elsom and his staff for their willing assistance and also for a gift of three volumes of the National Geographic Magazine.

Once again one of our problems has been to obtain the requisite books for S.Y.S. In this connection we have been fortunate to be put in touch with the English Speaking Union who are prepared to lend books in considerable numbers for an unlimited period of time.

The grant which we are to receive this year will be required to replenish our shelves as the number of County books in the adult sections is to be reduced.

I should like to thank all the pupil librarians who give up their intervals to see to the requirements of others and devote time to keeping the library running.

M.G.



SCHOOL COUNCIL — SESSION 1956-1957. Back row (l. to r.) Jill Murray, Anne Geddes, David Milne, Robert Munro, Gordon Clark, 2nd row (l. to r.) Morag Simpson, Anne Sloan, Lindsay Dawson, Kathleen Tennant, Molya Smith, Patricia Chalmers, Ann Barbour, Sheila Fowler, 3rd row (l. to r.) James Mitchell, Peter Watt, Colin Harper, Ian McIntosh, Bruce Morrison, Gordon McGregor, Brian Ross, David Rodger, 4th row (l. to r.) Marjory Wink (secretary), Lorna Watt (school captain), Mrs M. Munro (woman adviser), Mr R. Wink, 5th row (l. to r.) Mr W. Scott (Deputy Rector), Michael Smith (school captain), Elizabeth Gorrle, Front row (l. to r.) James Walker, Errol Gray, Philip Gray, Eric Green, Philip Hermonston, Frank Johnston, Nell McWilliam. (Photograph by Julia Studios, Keith).



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## KEITH GRAMMAR SCHOOL PRIZE LIST SESSION 1970-71

### Subject in

### Class Common Course

- 1 English—1st eq. Michael Barnettson, IG and Jennifer Duthie IV.
- 1 History—1 Neil McWilliam, IV, 2 Hazel Jamieson, IR.
- 1 Geography—1 Patricia Reid, IG, 2 Patricia Mair, IR.
- 1 French—1 Patricia Mair, IR, 2 Joan McNicol, IG.
- 1 Mathematics—1 Patricia Mair, IR, 2 Patricia Reid, IG.
- 1 Science—1 Graham Dey, IR, 2 Ian Jackson, IV.
- 1 Art—1 Neil McWilliam, IV, 2 Philip Mackie, IG.
- 1 Homecraft—1 Patricia Mair, IR, 2 Patricia Reid, IG.
- 1 Technical Subjects—1 Alexander Stuart, IB, 2 Graham Dey, IR.
- III/A—1 Yvonne Suttie, 2 Kenneth Mair, 3 Alan Barr.
- III/B—1 Elizabeth Morrison, 2 Heather Clark, 3 Rosemary Buchan.
- III/C—1 William A. Stewart, 2 eq. Peter Bruce and Graham Morrison.
- III/D—1 William Barclay, 2 Ian Stalker, 3 Deirdre Dawson.
- III/E—1 Colin McDonald, 2 eq. Sylvia Dickson and Alison Maxwell, 4 Lennard Anderson.
- III/F—1 Margaret Arnaud, 2 Eric E. Barton, 3 Estrid E. Barton.
- III/G—1 Alison Cruickshank, 2 Ian Paterson.
- III/H—1 Annabella McWilliam, 2 Isobel French, 3 Dorothy Columbus.
- III/I—1 Stanley Gordon, 2 Alexander Duncan, 3 Brian Scott.
- III/J—1 John (O) Stewart, 2 Ronald Paterson, 3 eq. Christina Morrison and Margaret Morrison.
- III/K—1 Brian Fraser, 2 Leslie Simpson, 3 Ronald Sheed.
- III/L—1 Ian Anderson, 2 Hazel Robertson, 3 George Sandison, 4 Susan Mair, 5 Bryan Murray.
- III/M—1 Linda Ross, 2 Michael Stirling, 3 Jennifer Wilks, 4 Brian Mair.
- IV—1 Fiona Goodison, 2 Linda Sutherland, 3 John Whittle, 4 Alexander Innes, 5 eq. Valerie Gauld and Peter Kellock.
- V—1 Adam P. Stirling, 2 Susan Smith, 3 Jacqueline Gray, 4 Sandra J. McNab, 5 Erica Barton.

## UNIVERSITY BURSARIES, 1971

Two pupils of Class VI were placed among the 81 named in Aberdeen University's Order of Merit for their Bursary Competition:

Douglas M. Smith was placed 55th (equal) and has been awarded the Redhys Bursary of £30 for each year of his Arts Course. Morag A. Robertson was placed 22nd (equal) and has been awarded the Mitchell Bursary of £60 for each year of her Arts Course.



# SPECIAL PRIZES, Session 1970-71

Prize	Winner's Name	Class
<b>Gray Prize</b> (best non-language pupil in 1st Year)	James (O) Stewart	10
<b>Australia Prize</b> (best pupil in 1st year)	Patricia Mair	1R
<b>Jane Laing Prizes</b> (best pupils in Homecraft—IIIH & IIHK)	Annabel McWilliam	IIIH
	Maureen Smith	IIHK
<b>Jane Laing Prizes</b> (best pupils in 3rd Year Homecraft classes)	Hazel Robertson	IIIB
	Mary Whyte	IIIN
<b>Miss Currie's Prizes</b> (best pupils in 3rd Year Technical classes)	Ian Anderson	IIIB
	George Sandison	IIIB
	Ronald Sheed	IIIN
<b>Jane Gordon Prize</b> (best pupils in 3rd Year Science)		
<b>Biology:</b>	Alan Wiseman	IIIA
<b>Chemistry:</b>	Michael Stooling	IIIA
<b>Physics:</b>	John Forsyth and Michael Stooling eq.	IIIA
<b>Special Prize</b> (best pupil in Art in 3rd Year classes)	Mary Milton	IIIA
<b>Allan Gray Prizes for Scots Vernacular</b>	Kathleen Porteous	IB
	Peter Russell	IIIB
	Janet Watt	IIIN
	John McInnes	IV
	Barbara Shearer	V
	Barbara Meldrum	VI
<b>S.S.P.C.A. Essay Prizes</b>	Patricia Mair	1R
	Elizabeth Robertson	IIA
	Linda Ross	IIIA
<b>National Bible Society Prizes</b>	Moir Anthony	IIIH
	Violet Anthony	IIIH
	James Burgess	IIIT
	Deirdre Dawson	IIIN
	Lennard Anderson	IIIB
	Elizabeth M. Robertson	IIA
	Estrid Barton	IIA
	John Geddes	IIIA
	Jacqueline Mair	IIIA
	Linda J. Ross	IIIA
<b>Mrs E. Maconachie's Prize in Music</b> (3rd Year)		
<b>Rector's Prize for Dux of 3rd Year</b>		
<b>Special Prize for Intensive Commercial Course</b> (Class IV)	Dorothy Shand	IV
<b>Chas. A. McHardy (Keith) Ltd. Prize for Homecraft</b> (Senior classes)	Alison Murdoch	V
<b>Special Prize for Technical Subjects</b> (Senior classes)	James Thomson	V
	Alex. R. Gauld	VI
<b>Special Prize for Art</b> (Senior classes)	Margaret Milton	V

Prize	Winner's Name	Class
<b>German Embassy Prize for German—Class V</b>	Erica Barton	V
<b>Special Prizes for Commercial Subjects—Senior classes</b>	Ann Morrison	VI
	Morag Gibson	VI
<b>Special Prize for Modern Studies</b> Senior classes	William G. Maxwell	VI
<b>Mr Arnaud's Memento to Editor of 'Data'</b>	George K. Boardman	VI
<b>Special Prizes for Post Certificate work:</b>		
<b>in English</b>	Margaret E. Ettles and Morag Robertson eq.	VI
<b>in History</b>	Margaret E. Ettles	VI
<b>in Geography</b>	William G. Maxwell	VI
<b>in Mathematics</b>	Douglas M. Smith	VI
<b>in Modern Languages</b>	Morag Robertson	VI
<b>German Embassy Prize for German—Class VI</b>	Ann Morrison	VI
<b>Gordon-Grant Prize for Science—Class VI</b>	Douglas M. Smith	VI
<b>The Rhoda Laing Memorial Prizes</b> for meritorious service to the school	Lorna M. Watt	VI
	Marjory Wink	VI
	Douglas M. Smith	VI
<b>The Ella Lobban Prizes in Music:</b>		
<b>Singing</b>	Douglas M. Smith	VI
<b>Piano</b>	Jane Macpherson	IV
<b>Violin</b>	Adrian Gray	IV
<b>Wood-wind</b>	Maureen Smith	IIHK
<b>Brass</b>	Alexander Innes	IV
<b>Ogilvie &amp; Ferguson Prize for Dux in Science</b>	Adam P. Stooling	V
<b>Collingwood-Kynoch Prize for Dux in Mathematics</b>	Susan Smith	V
<b>Mrs Annand's Prize for Dux in History</b>	Charles Sloan	V
<b>John Mitchell &amp; Son Prize for Dux in Geography</b>	Erica Barton	V
<b>The Wilson of Montgrew Prize for Dux in Latin</b>	Sandra J. McNab	V
<b>Brown Prize for Dux in French</b>	Anne Taylor and Susan Smith eq.	V
<b>Wm. Greig &amp; Co. Prize for Dux in German</b>	Sandra J. McNab	V
<b>Town Council Medal for Dux in English</b>	Charles Sloan	V
<b>Rector's Memento to Captains of the School</b>	Lorna M. Watt	VI
	Douglas M. Smith	VI
<b>Dr Grant Memorial Medal for Dux of the School</b>	Adam P. Stooling	V



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## BANFFSHIRE MUSIC FESTIVAL, 1971

Teams and soloists from the school took part in both the Verse and Drama and the Music sections of the Festival and our congratulations go to them for winning the following successes for themselves and their school.

### Verse and Drama:

#### Girls under 19 (English):

Joan Russell (First Place), 1st Class Certificate.  
Jane McPherson (Third Place), 1st Class Certificate.  
Ann Taylor, 1st Class Certificate.  
Linda Sutherland, 2nd Class Certificate.  
Anne Sloan, 2nd Class Certificate.

#### Open Dramatic (Women):

Joan Russell, 2nd Class Certificate.  
Ann Taylor, 2nd Class Certificate.

#### Open Duologue (Women):

Ann Taylor and Joan Russell, 1st Class Certificate.

#### Open Duologue (Mixed):

Ann Taylor and Adam Stooling, 1st Class Certificate.

### Music:

#### Brass Solo—under 15:

2 Sally Gray; John Forsyth.

#### Brass Solo—under 17:

1 Peter Kellock, 2 John Forsyth.

#### Brass Solo—Open:

1 Peter Kellock.

#### Brass Bands:

2 Keith and District Band.

#### Woodwind—under 17:

2 Erica Barton.

#### Instrumental—Quick Study Class:

2 Trevor Whittle, 3 Jane Macpherson.

#### Brass Solo—Open:

1 Michael Smith.

#### Vocal Challenge Class:

1 Michael Smith.

### Recorder Classes:

#### Solo Descant—Under 16:

1 Erica Barton, 2 Estrid Barton.

#### Open Recorder:

2 Trevor Whittle, 3 Jane Macpherson.

#### Recorder Trio:

2 Trevor Whittle, Jane Macpherson, Michael Smith.

#### Ensembles (Open):

1 Keith Grammar School.

### Piano Competition Class:

1 Peter Kellock.

## **JOBS FOR THE BOYS — AND THE GIRLS**

The local press recently reported a novel activity. Boys and girls in the third year "leavers" classes have formed a committee to help Mr Hermiston, the Careers Officer, to plan careers education programmes for the school. They have already offered original ideas which have been accepted.

At time of writing they are preparing for a "Careers Reunion" to which the leavers of last December are being invited. There will be entertainment for them but they will also be telling the present third year about their experiences in seeking and entering jobs. It may even give the go-ahead committee a chance to find out about the pitfalls and consult with Mr Hermiston about the solutions.

They hope at the same time to get news of those who have had to leave the district to get work, for they feel that it would be very helpful to find out if there are any special difficulties to be faced by any of the present third year who may be thinking of going away from home.

This work being done by the committee is perfectly in line with modern ideas. It is thought that people enjoy being asked to help in planning their activities and will therefore work with greater interest. It is not only the committee who will be contributing, for part of the committee's responsibility is to consult classmates for their ideas.

W. J. C.

## **HOW ARE YOU GETTING ON?**

How do you know if you are learning anything at school? Do examinations tell you?

Examinations may help to give you a sense of direction by showing your position in the class. But the class as a whole may not be making progress, and may even be falling back. So you as an individual cannot use examinations to show if you are making any progress since, say, this time last year.

Your teachers are pretty good at telling the class if it is making the right amount of progress towards the O Grade, and this is helpful if you are able to keep your place in the class. You may be told to pull your socks up, and this is a sure sign that your teacher knows that you are slipping behind.

It is easy to keep track of your height and weight, and to know what changes have taken place in these in a year. But it is not so easy to judge if you have learned 20% more French since last year or become 30% more knowledgeable about English.

How do you judge your progress? Have you found a way of telling how you are getting on? Does it really matter whether you can or cannot? Do you find it discouraging if you cannot see any progress from year to year? I would like your opinions about this, and I will give 25p each for the two best letters sent to me in room 31.

W. J. Cook.

## **Going to University?**

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# Clubs, Societies and Activities

## GIRLS:—DUKE OF EDINBURGH AWARD SCHEME, 1971

The scheme continues to run within the school, but mainly at the Bronze Award level. Many restrictions prevent opening up the scheme further and offering opportunities to more young people.

The scheme was initiated in order to provide opportunities for young people to make the best use of their leisure time, by participating in enjoyable and worthwhile activities. Within the four sections of the scheme, a wide range of subjects are available from which to choose, but because the scheme encourages individual efforts and skills, it can only succeed if adults possessing these skills are willing to pass them on, by advising, guiding, instructing or assessing young people interested in a particular activity.

Undoubtedly many readers have talents which can be passed on to young people. Offers of help covering all sections of the award scheme would be much appreciated.

M. A. Munro.

## SENIOR CHOIR

SINCE the very successful production of "The Pirates of Penzance" last year, the singing of the senior choir has gone from strength to strength. So much so, in fact, that the choir was invited to sing in St Giles Cathedral on June 13th of this year to perform a recital of anthems. As usual at the Christmas season, the choir sang carols round Keith in aid of charity; and for the first time in living memory, the weather treated us kindly. (Possibly a reflection on the improvement of the choir?).

Our thanks are due to Miss Cadenhead for exhorting us on to greater efforts at every practice, and to Miss McPherson for doing noble work at the piano.

M.S., VI.

## DEBATING SOCIETY

President — MICHAEL SMITH, VI.

Vice-President — LORNA WATT, VI

Secretary — MORAG ROBERTSON, VI

A MORE than normally active committee was perhaps one of the reasons for a successful debating year. In addition to producing a varied syllabus, much time was spent in producing a constitution which we hope will hold firm in the years to come.

National Scruff Day this year took on a different form. Instead of the usual mock election, a series of running debates were held. To assist with this, a panel of four former debating stars, and four notables from the school were asked to give opinions on various points of view expressed from the floor. When each opinion was opened to the floor, some lively exchanges took place. Topics discussed ranged from school files to one character standing up, saying "Mr Chairman, I think that the end of the world is nigh", and since nobody agreed or disagreed, he sat down, quite confused. He was believed to have drowned himself later in the privacy of the Prefects' Room. An entertaining afternoon came to a close with a sing-song led by those illustrious guitarists "Dosey and Mosey".

On Inter-School Debate held with Buckie proved to be a success, with Keith pipping Buckie to the post in the voting. This was, however, I suspect, because there were more Keithites present in the audience than Buckieites. Believe it or not, the motion before the house was: "That Patriotism is an over-rated virtue". This was the first debate held with Buckie, and we hope that it will become an annual event.

A subtle move by the committee prevented the annual thrashing of the pupils by the staff. It was decided this year, to split the staff up. The motion discussed was "That the Good Old Days weren't." Speaking for the proposition were Miss Coggs and Margaret Ettles, class VI, and speaking for the opposition were Mr Cook and Richard Wilson, class VI. All four speakers distinguished themselves, and in some lively afterspeaking, Mr Cook spent a considerable amount of time in persuading one unconverted opponent that he would really have enjoyed eating roots and shoots in prehistoric times. The final outcome of the debate was that the Good Old Days weren't really all that good after all. We would like to thank Mr Winchester for taking the chair, but we would really appreciate it if he would bring it back, as Miss Eadie finds it very tiring standing all day long. (Sorry about that, but if I hadn't brought it up, somebody else would have, and it's better to get that kind of humour?? over quickly.)

In addition to these "special" debates, three debates were held within the Society, and despite lack of support from Speyside, the



standard of debating was very high. This is all the more creditable, as most of the speakers were making their maiden speeches. In a debate on the thickness of the cream of the country, the arguments drifted from social poverty to nuclear disarmament. The other debates held were on the Middle East Crisis and the position of women in society today.

This year, the Society entered teams for the Scottish Schools' Debating Tournament, a special United Nations debate, and the Keith Rotary Club Public Speaking Competition. In the first two competitions, in the face of powerful opposition, Keith was eliminated in the first round, but in the third, Keith won the Rotary Trophy for a record fourth time. A team consisting of Michael Smith (chairman), Adam Stirling (proposer) and Lorna Watt (opposer), discussed the motion: "If you dig it, do it! Is this a valid philosophy?"

This triumph came at the end of a very successful year for the Society, and I would like to thank the committee for all the hard work and enthusiasm with which they carried out their duties. On behalf of the Society, I would also like to thank Mr Arnaud for keeping the Society going both business-wise and debate-wise, and hope that next year will see the Society emerge as not only the top team in Banffshire, but also a contender for one of the national trophies.

M.S., VI

### SCOTTISH SCHOOLBOYS' CLUB REPORT, 1971

The end of another hectic S.S.C. year once again brings a necessary, if unwanted, reprieve to its exhausted members.

A number of activities concerning the K.G.S. members took place during the year.

K.G.S. was fairly well represented at the summer camp at Bruar, in 1970, where the "usual" activities of sport, swimming, waging war against the officers and non-activities such as lazing in the sun, were pursued. Just to show that the hectic S.S.C. members are not wholly inhuman, the campers slept in comparative ease and took the all-too-luxurious meals provided for them.

Later on in the year, a Club Night was held in the Gymnasium where the club members played the many seemingly masochistic games.

This was on the whole quite a successful S.S.C. year for K.G.S. members, whose enthusiasm (and finances) never seemed to crumble.

B. M., IV

### BADMINTON CLUB

THE noteworthy aspect of this year's badminton team was the outstanding success of the senior mixed doubles team which, at inter-school level proved to be the strongest in the county, being only once defeated by Banff away from home. This blemish was, however, eradicated in the return match, when Banff were defeated by 6 games to 3. Other successes of the team included 9-0 and 8-1 wins over Buckie, and 8-1 and 6-3 wins over Fochabers.

The senior boys team, however, met with little success this year, principally because of the inexperience of the team. The lack of senior boys in the club meant that the boys' team had to be picked almost entirely from third and fourth year members. To their credit, they were never disgraced, and next year with the additional experience gained this year, the club should rise to greater heights than ever.

The annual staff/pupils encounter proved to be one of the most exciting matches of the season, with the result hinging on the last match played. The staff, however, ran out winners by 10 games to 8, thus ending an evening which although perhaps not producing the best badminton seen in the school, certainly ended a most enjoyable match.

Several seniors went, in January, to the North-East Schools' Badminton Competition in Aberdeen, and although they came back with no honours, they gained much valuable information from the high standard of play there.

The annual Banffshire Schools Tournament, again the highlight of the year, once more surrendered several trophies to Keith. Marjory Wink and Ann Barbour again won the senior girls' doubles, while Billy Malcolm won the junior boys' singles title, he and Richard Skene being defeated in the semi-finals of the doubles. For the first time ever, Keith did the double in the minor girls section, Alison Maxwell winning the minor girls singles, and partnered by Sally Gray, the doubles as well.

Our thanks are due to Miss Simpson for coaching us throughout the season and without whose help our successes would have been but a shadow of those which actually came to fruition.

M.S., VI





#### SENIOR HOCKEY.

Back row (l. to r.) Lorna Watt, Moira Mann, Patricia Chalmers, Gail Stephen, Morag Gibson, Anne Taylor, Susan Smith, Front row (l. to r.) Linda Ricketts, Sheila Fowler, Marjory Wink (captain), Jennifer Buchan, Joan Russell.

(Photograph by Isla Studios, Keith).

#### HOCKEY CLUB

THIS season has been our most successful yet, with both enthusiastic players and an encouraging coach in the person of Miss C. F. Cameron.

Both teams made an excellent start to the season by beating Huntly, both at home and away, where we played in driving sleet. The senior team then rose to greater heights by inflicting defeats on Turriff, Buckie, Banff and Forres. However, to prevent our already inflated egos from bursting, we lost to Fochabers, Elgin and Inverness High, returning from the last with more than just our pride damaged.

The under-15 XI again lived up to their well-earned reputation in winning all their matches (Turriff, Huntly, Banff, Buckie and Elgin), and drawing with Fochabers and with Elgin in the away match.

The Under-15 XI were represented by R. Neish, C. Morrison, J. Whyte, Mgt. Morrison, A. Cruickshank, M. Morrison, M. McWilliam, J. Wilks, M. Logan, N. Esslemont, V. Gauld, S. McVean, C. Stewart, B. Hendry, I. Kerr, M. Grant, V. Jamieson, J. Milne.

Undoubtedly the climax of our hockey career was the crushing defeat (5-3) of the Staff by the First XII (!!) for the first time in the history of the school.

L. W. and J. B. (Secy.) VI



#### SENIOR FOOTBALL.

Back row (l. to r.) Ian Strachan, John Pennet, Michael Collins, Alistair Strachan, Tom Gerrie, Middle row (l. to r.) James McDonald, Sandy Duncan, Stanley McKenzie, Innes McBain, Bill Whyte, Front row (l. to r.) Michael Simpson, Peter Watt, Sandy Gauld (captain), Billy Malcolm, Gordon Caldwell.

(Photograph by Isla Studios, Keith).

#### FOOTBALL CLUB

IF football matches were won on first half displays then K.G.S. would have walked away with the North of Scotland League. However, most matches contain second halves and these ultimately proved to be our downfall. After a devastating first half, during which Buckie High School found themselves extremely fortunate to be level 1-1, we eased off and somehow lost 7-1. Sad to say following matches tended to show a distinct similarity in outcome. We made a spectacular if premature (?) exit from the North of Scotland Cup at the feet of Buckie High School — once again. A 7-1 defeat was, however, a fair representation of our standard of play that day. A striking feature of our play was the almost inevitable collapse in the last 20 minutes. Malicious rumours circulating to the effect that this was due to our total lack of fitness can be discounted as completely true. This was never more obvious than in the game against Elgin Academy, when with fifteen minutes to go, and the score at 2-2, we suffered an ignominious defeat losing 3 late goals.



Undeniably our best performance was at home against Forres Academy when we turned on a 5-star performance to beat the then league leaders by 6 goals to 4. Further success was achieved at Banff where we were unlucky to draw 2-2.

Unfortunately owing to a stunning combination of own goals and unlucky breaks these results were the only material signs of success.

We offer our thanks to Mr Fowlie who had a full-time job telling us where we were going wrong but who was never lacking in hope and encouragement.

JAMES McDONALD, SANDY GAULD (Capt.)

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THE CANOE CLUB.

Back row (l. to r.) John Whittley, Charles Sloan, Trevor Whittley, Michael Smith, Middle row (l. to r.) Mr N. Wilson, Steven Purves, Kevin Sloan, John Arnaud, Mr J. Gilchrist, Front row (l. to r.) Sheila Morris, Jennifer Kynoch, Catherine Steel, Margaret Arnaud, Margaret Bonnyman, Jennifer Watson.

(Photograph by Isla Studios, Keith).

### CANOE CLUB

IN the second year of its existence, the Canoe Club has not only completed the building of more than a dozen canoes and raised over a hundred pounds for the Swimming Pool Fund, but has already been highly successful in the one competition that was entered.

In a race on the River Teith, Jennifer Watson, Sheila Morris and Margaret Bonnyman came 1st, 2nd and 5th respectively in a field of 12 comprising girls from all over Scotland.

Once more, this year, the Club received a grant from the Education Authority to build 4 canoes and a canoe trailer, to bring the number of canoes built by the Club to well over a dozen. Two bath boats (seen in the above photograph) have also been built in addition to this. These are special practice boats meant for use mainly in the swimming baths, but for an experienced canoeist, they can be highly entertaining on a river.

In October last year, a sponsored canoe paddle from Cullen to Portsoy and back was organised. All those taking part reached Portsoy, but on the return journey attempted by over half the paddlers,



a strong head wind forced us to turn back. Despite this, over one hundred pounds was raised for the swimming pool fund.

The senior members of the club have now graduated to river work, and have already canoed on the Isla and the Spey.

The juniors got their first taste of sea canoeing when the national canoe coach, Oliver Cook, came to Cullen to instruct us. The seniors were taken for a trip round the coast before attempting some surfing under expert surveillance. At night, a film was shown on various aspects of canoeing, ranging from sailing to international slalom competitions. This was followed by a first-class lecture on "types of water", which although really meant for the experienced canoeist, proved very exciting.

The club was very fortunate in getting the opportunity to practise canoeing in Kinloss swimming baths, and in six weeks, the standard of canoeing has improved dramatically.

We are indebted to Mr Wilson and Mr Gilchrist for devoting so much of their time to the club and imparting to us the benefit of their experience. We hope, too, that Mr Gilchrist will achieve his lifelong ambition of taking off in his canoe so that he could use as his motto — "Per ardua ad astra".

M.S., VI.

### CRICKET CLUB REPORT

AS usual our team (the mind boggles) was suffering from an acute lack of practice at the start of the season, mainly due to the total absence of a bump-free pitch more than five yards long within the precinct of K.G.S. Our first match was 'away' to Fochabers, and on the team bus there was an atmosphere of absolute non-confidence, hoping only to live up to the standards set by the football XI. (One win in a dozen games, I believe).

The match, however, proved to be a very fine one, and our batsmen (ahem!) scored the record breaking (for K.G.S.) total of 56 runs\*, even though a major proportion of the side was 'skittled out for a duck'. Unfortunately this total was beaten by the home side with one over to spare. This being the only match played as yet it only remains to be said that we hope to do even better in the future, and who knows, we may even score a century against the staff team, which has lost a lot of weight this season due to the transfer of Mr Philip and Mr Richardson to more fashionable clubs.

The team this year has been: I. Strachan, I. Stalker, J. Pennet, M. Smith, W. Maxwell, S. McHardy, C. Sloan, T. Gerrie, G. McGregor, A. Green, J. McInnes and M. Collins, and we would like to thank Mr Fowle for all his help, hoping that he is not too disheartened.

\*We still maintain that the scorer (from Fochabers) turned his back every time one of us hit a six.

S. McHARDY, Class VI.



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# Literary Section



## THE FIRST DAY

Tuesday, August 25th brought the usual feeling of gloom—school reopening. However this time it was mixed with a certain apprehension. What would Keith Grammar be like?

We had listened to the usual terrifying accounts of the 'old hands' of our area who had already been initiated. Although we secretly felt that much of the talk was 'leg pull' it was nevertheless with mixed feelings that we boarded the bus that morning.

The sight of the brand new buildings and spaciousness of our new school allayed our anxiety to some extent. We 'Newcomers' huddled together in small groups. We found ourselves stared at and glaring back in return, looking a lot more ferocious than we felt.

At last, we were 'called to prayer' and were rather amazed to see the members of staff arrayed in sinister black 'capes'. Perhaps it was the custom to offer up a sacrifice on the first day. We felt pretty much like lambs being led to the slaughter anyway.

After assembly we learned with some dismay that we were not to be allowed to remain in our little huddles but that we were to be torn from our friends and scattered among 'the enemy'. This being done we were herded off along endless corridors to our respective classrooms. These corridors remained rather like a maze for the next few weeks. They seemed to have been designed on the principal of labyrinth and one was forever meeting some poor souls who seemed forever destined to wonder.

Then there came the prefects — god like etc., etc., whose very frown left one weak and trembling. They gave out lines to everyone.

A whole year's experience has taught me the following facts:—

- (a) Our fellow Keith pupils are human.
- (b) The sinister black 'capes' are really glorified overalls.
- (c) The corridors make good hiding places.
- (d) The prefects are not without defects.

Good luck to the next batch of immigrants.

Yokel, IIIA

## NEWMILL MILLY

This is the story of Newmill Milly,  
A girl who was quite remarkably silly.  
She thought that water ran uphill,  
To the Milton Lodge from Pirie's mill.  
That lemonade was made in a still.  
That a haggis was a bird with a bill.  
At school when asked to define infinity  
She replied the distance from the Manse to Kinminity.

Patricia Allan, IR.

## THE HAMPDEN ROAR

As I was passing Hampden  
I heard a giant roar.  
The Celts have beat the Rangers  
A hundred goals to four.  
The ba' was in the centre  
The ba' was in the net  
And wee Willie Henderson  
Lying in the wet.

Ian Ross, IB

## SLEEPING BY THE FIRESIDE

The monotonous ticking of the old grandfather clock,  
As it stood on the landing of the stairs,  
Could be heard through the door of the sitting room  
As the shadows on the wall flickered here and there.

Every now and again the crackling of the fire  
Disturbed the sleepy silence,  
The bright flames burned, producing light and warmth,  
Breaking the cold and nightly darkness.

The grandfather clock ticked the hours away,  
As it had for so many years before;  
It has perhaps many years of ticking to go,  
Until there is time no more.

Everything is deadly silent as the night wears on,  
All that lives is sleeping, it seems,  
—Even the flowers and the trees outside  
As I sit by the fire, dreaming my dreams.

Deirdre Dawson IIN



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## The Royal Bank of Scotland

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## A DAY IN THE LIFE OF THE GIRLS' PREFECT ROOM

Contrary to popular belief the Girls' Prefect Room is not the centre of the school 'Sewing Bee' where we all sit in a little circle modestly sewing roses on linen pillowcases and crocheting mats with amazing dexterity.

In fact it is the exact opposite, it is the Nerve Centre of 'Everything Evil' which happens in this school. This is where 'it all hangs out' and 'where we get it all together'.

Yes, folks, I think it was time the authorities were warned. You walk into the room at eleven o'clock to be enveloped in a choking cloud of smoke which a tall, voluptuous auburn-haired young woman is busy producing through her long ivory-handled cigarette holder.

If you can make your way through the writhing mass of bodies to the table you will see another young lady with a mass of blonde curls who is trying to improve her mind by reading a weighty volume about "Ergonomics". She finally realises she is fighting a losing battle, picks up the book and hits her neighbour over the head with it uttering "Hey, Sweetie! You're bugging me!"

In various corners of the room people are busy doing their own particular thing and believe me, anything goes.

On one wall there is pinned a screaming damsel in distress who is being tortured because once more she has failed to pay her weekly subscription to the Syndicate. This insures that her 'cubby hole' is safe for a year and that there is no likelihood of her Biology/Geography/Art books 'inadvertently' becoming mislaid and being found floating in the cistern. This is quite a paying concern and the money realised is used for such purposes as 'Environmental Improvement' which covers a wide range of things, such as, restocking the 'Booze Cabinet' which is really the soap dispenser in disguise, buying new packs of cards and dice and replacing the broken LP's.

One tall young lady with long brown hair has just won at cards and is going about with a gleeful grin saying "Some ees!" — To digress for a moment. This saying has been adopted as the new School Motto which will go into use when we can find a suitable Latin translation.

In the corner sits yet another young lady with long brown hair. She has been sent to Coventry and is peering at us with a hurt expression on her face. Her Crime? Once again she has forgotten to wash up her glass. We cannot throw her out as she has got 'Contacts' in higher places.

There are two separate groups in this room, invariably referred to as "Them" and "Us". As of yet no physical blows have been struck.



we are more subtle than that in our Prefects Room. We prefer guerilla tactics such as choking them out with joss-sticks, booby trapping their briefcases and pinching their biscuits. Anything to undermine morale and so weaken the ranks.

Suddenly 'Lil' stands on the table. She is the leader of "Us". She is a small girl with brown hair, of slight build but she has been known to incite riots when she starts to speak—so skilled is she in the art of public speaking. Everyone is silent. She looks around the room with her cold blue eyes. Then she says, "Jenny the grass in Fourth Year tipped me off that there's going to be a raid on this joint today. Somebody has been talking."

The silence is unbeatable. We follow her eyes which have alighted on a small, fair haired girl with bunches who breaks down under her icy stare. "All right, all right," she sobs uncontrollably, "it was me. I did it. I can't stand this place. I tell you, I can't stand it." She falls on her knees and tears her hair. A performance of which Dame Sybil Thorndyke herself could be proud. They start to close in on the crumpled heap on the floor. If you see a small bald-headed girl staggering about the school in a daze, you will know what has happened.

Yes, as the advert goes, "It's a Man's Life in the Girls' Prefect Room."

Anonymous, VI.

## THE TROOT

I gee'd along the Isla's banks  
Ae bonnie simmers day  
The water ripoled gently by  
The birds sang clear and gae.  
Upon the brig' I chanced tae stop  
And scanned the water bricht  
An' there alow a troot a spied  
It wis a bonnie sicht.  
I watched it idly sweeming there  
Its slender tail scarce moving  
An' syne ma shadda cros't its path  
Twis gone, nae traces leavin'.

Janet Watt, IIIA.

## LIFE AND DEATH OF AN INDIAN

In an Indian reservation  
A baby boy is born  
In a dirty buck-skin wigwam  
Bathed in the cold light of dawn.

How can he know of the sadness  
That his proud people feel?  
In a world that does not want them  
Their feelings are unreal.

As he grows older he learns  
That the colour of his skin  
Makes so much difference in the world  
Where being coloured is a sin.

He learns the customs of his tribe  
Works hard on land as dry as dust,  
Learns to hunt, to hate, and kill,  
Knowing no-one he can trust.

He sees his once proud people  
Struggling to survive  
On a useless piece of land  
Where they must live and die.

He leaves the reservation  
Where his parents both had died.  
He tries to build a better life,  
But this to him is denied.

No work, no food, no money,  
No home, no friends, no joy.  
What is left for the Indian brave?  
—His gun is not a toy.

The taunts of white men anger him,  
He fights, and kills a man . . .  
Now hunted like an animal  
He hides as best he can.

Cornered now, his time runs out—  
He shoots wildly at his pursuers.  
A second later he lies in the street . . .  
For him, the hunt is o'er.

But in an Indian reservation  
Another babe is born  
In a dirty buck-skin wigwam  
Bathed in the cold light of dawn.

Linda Ross, IIIA.





## PARLIAMO KEITH GRAMMAR

By IIB

**Hudootyerhananulwallupye.** Could you oblige me by holding out your hand.

**Farsthelinesigiedye.** You can now hand in the lines I gave you.

**Naehinglnabootinthe corridor.** Do not remain in the busy corridor.

**Gityerfitootomalug.** Cry from a pupil in the morning rush.

**Haninyerexercises.** Hand in your exercises please.

**Gitootothebogsabidy.** Kindly vacate the toilets.

**Yoorgittinabeetinpootside.** Pupils having a friendly conversation in class.

**Gitdoonrastairsinaeline.** Descend the stairs in single file please.

**Gitintaeyerlinesanquityappin.** No speaking in the lines.

**Ouchamahan.** Yell from pupil after receiving punishment.

## THE DEMONSTRATION SYNDROME

One of the most noble characteristics of the British people is that they would rather die for the sake of an ideal than have that ideal taken away from them. It may seem a foolish trait but time and time again many people have had cause to thank the British for this because the ideal they cherish most is freedom. Countless numbers of Britons have died in the defence of this cause but the actions of a few irresponsible vandals in this country could change all this. They could render the carefully built up traditions and rights of our present society null and void by their actions.

Who are these few? A gang of "Red" Spies? I am afraid not. They are as British as you and I, but they could destroy Britain. How? because they commit a crime worse than any murder. For theirs is the "privilege" of destroying free speech, the most inalienable right of any citizen of our tiny island.

This may sound melodramatic but these few are those who cause the trouble at peaceful demonstrations. They are there for "kicks", to cause trouble for trouble's sake and bring disrepute on any demonstration of any size.

Protest is needed in our democratic society if it is to remain democratic. If the right to protest is taken away from our society to protect society from these "animals", our society will be its own executioner. It will have killed free speech.

Far-fetched this may be but too many people are turning their noses up at protests of any type. Whether they are for the abolition of apartheid or for making marijuana smoking legal the reaction is the same.

These few must be stamped out for they are attacking society at its grass roots. If, because of their actions the right to protest is abolished as it nearly was 150 years ago, millions of Britains will have given their lives for nothing.

However society is not as stupid as others would think. It recognises the need for free speech and by this recognition it shows that it will stamp out anything which may try to stamp it out. Yet we are society and have we done anything ourselves to try to halt this attack on society? Do we say that it is a lot of fuss about nothing as many people now view demonstrations. If so, we are on the first stage of the destruction of democracy. This apathy of ours will turn to passive hate and then to violent hate which will result in the removal of free speech. We as society must turn our apathy into active intervention. We will not be fighting a war against other nations but against the thoughts of a misinformed few who would try to force their minority ideals on the majority. (Many examples can be found of this today. The Common Market, for example. Do you want to join? The Government seems to.)

If we ignore this "attack" on the grounds that those who are attacking us are doing so within the grounds of the right of free



speech we are pulling wool over our eyes. We may say that the majority in this country would never allow it but this is based on a false assumption. Hitler did not have a clear majority support in Germany when the Nazis seized power but that did not turn him from his line of action.

This must not happen in Britain. Anything which may cause this must be "nipped in the bud" before any harm can be done. If we do this by cracking down hard on this minority which I have been writing about we may have rendered freedom a great service. If we do not only time will tell whether the "Big Brother" of George Orwell may appear in Britain or not.

Charles Sloan, V.

## NEW RULES FOR K.G.S.

### TEACHERS

1. Teachers must not park cars in bicycle sheds.
2. Teachers must not drive at more than 100 m.p.h. in playground.
3. Teachers must refrain from swimming in the biology pool.
4. Teachers must not slide down banisters.
5. It is against school rules to let teachers run along corridors.
6. The use of weapons e.g. pupils, janitors, prefects is forbidden.
7. School property must in no way be defaced or destroyed. This includes teachers and prefects.
8. Teachers are permitted to amuse themselves in the playground as long as they are away from the windows.

### PUPILS

1. School uniform must be worn and this does not include pyjamas or dungarees.
2. Boys must not wear ear-rings or stiletto-heeled shoes.
3. No valuables or teachers should be left in school bags.
4. No sub-machine guns are to be brought to school.
5. Cases of illness or minor accident e.g. sneezing or scratch will be taken to the medical room.
6. All teachers should be hung up in cloakroom by pupils when not in (noose) use.
7. Pupils must not bury teachers in flower gardens.
8. Pupils must not try to commit suicide.

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William Malcolm, IV.

### TO A RAT

Yer face looks though its kicket in,  
And wi' yer feet ye canna rin,  
Yer teeth stick oot half a mile,  
Dinna run awa, bide a while,  
Yer hoose is a wee hole in the wa',  
If ye bite ma finger I'll tell ma ma,  
'Cause yer bite can gie disease  
So dinna bite me if ye please.

Peter Russell, Class IIB.

## A WALE OF TOE

The young man baught a cus. He was pickled tink to find a bolly dird sitting beside him.

"I'm Jester Prohn" He said softly.

"Meased to pleet you, I'm Hary Melen" she replied.

"How far are you going?" he queried.

"Only to the restaurant" she replied.

"Why that's a coincidence, I'm going there too" he told her.

"Would you like to have a lick quunch with me?" he asked.

"With pleat greasure" she answered.

They left the bus and entered a café. Hary Melen dressed in her skinj mirt idled her sway behind Jester Prohn to a table at the far corner. Jester Prohn offered her the menu.

"No thank you, I'm on a dimming sliet" she said. "I'll just have an oiled begg and a tice of sloast with a tup of cea" she continued.

Jester ordered a slate of palad and a large helping of crunes and pustard. When he had devoured this he took out a packet of cigarettes. Hary Melen took a mox of batches from her handbag but Jester had a ligarette cighter. Jester then glanced at the clock. "Help! I'll be late for work" he cried.

He rushed out of the café leaving poor Hary Melen to bay the pill.

Grilly Been, IIIA.

## AT NIGHT

The tall clock strikes ten,  
Down the dark lane alone I walk.  
Everything is still and calm,  
Suddenly the silence is broken  
By the noise of a timid rabbit,  
Scurrying into its burrow.  
I love to go and throw stones in the burn  
I like to listen to the plop.  
As the stone reaches the water,  
I love the feeling of the wind  
Running through my hair,  
But time is getting on,  
Its growing darker now  
And I must go home and take my place  
Where I am wanted.

Kathleen McIrvine, I (Blue).



SOUNDS OF THE 70'S

ESTRID BARTON 2A

## FASHION FUTURE

What's in store for '72?  
Maxis, midis, hotpants too,  
No matter what you do or say,  
I think the mini's had its day.  
Midis help to hide fat knees,  
Hotpants in Keith — you're sure to freeze.  
Maxis sweep the dirty pavement,  
No use for scaffies — unemployment.  
As hems in fashion go up and down,  
Mothers stare and mothers frown.  
But never heed a moaning mum,  
Granny's wardrobe here I come!

Lindsay Scott, IIIAC1.



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## "OOR JUMBLE"

Twa or three Sundays syne in the Kirk we were a' gaithered,  
The meenister praised us a', an o' wir gwced Kirk works he blethered.  
So wi' his neist breath we a' kent, mair money he'd be seekin',  
An' sure enough, his new complaint, wis that the reef wis leakin'.  
Tae pit the damage richt, he said he kent we'd rally roon,  
An' hud a sillar-raisin' stunt that wid a' ither efforts croon.  
The ootcome o' it a' wis that we pit wir heids thegither,  
An' organised a Jumble Sale surpassin' ony ither.  
Meg Forsythe wis pit in charge o' dealin' oot the chores,  
An' sent the choir loons roon aboot, collectin' at the doors.  
It seemed the time we'd chosen weel, fowk were cleanin' for the Spring,

An' us quines at the sortin' were seen waurkin' in full swing.  
We'd a pile o' things frae Jeannie, wha wis on a diet craze,  
An' noo thit she wis thin, hid bought a lot o' braw new claes,  
Aunt Jessie wis a lass o' fashion — or so she liked tae think,  
She gied's hats wi' floors an' cherries in shades that gar't ye blink.  
Wee Jockie frae the Dairy Farm — a fitba' fan is he,  
He handit in a braw Dons scarf, he's-for Rangers noo ye see,  
Maggie McPherson frae the fit o' the brae gied's a glarin' purple frock,

The Dominie pairtit wi' some aul books an' a bonny chimin' clock,  
We'd curtains an' cushions an' coats frae the Manse,  
An' silver-buckled sheen that graced the last big parish dance,  
We'd troosers, waiskits, jaickets, we'd tae through the pooches ripe,  
An' losh! T'wis jist as weel we did, fur we faun the Gamie's pipe.  
We'd cups an' saucers, bowls an' plates, dishes by the score,  
An' bats an' ba's an' pails an' spades, a' kind o' toys galore.  
The Laird pit roon a box o' stuff, he even gied's a kilt,  
An' cam the nicht afore the sale we'd a' the tables fillt.  
The word spread aroon the parish o' the great event tae be,  
An' a' gie like queue hid gaithered ere it began at three.  
The 'oor it struck an' in they rushed, I niver saw the like,  
They swarm't aboot dementit like bees chased frae thir bike.  
They pullt an' fecht aboot the claes, near ca'd each ither ower,  
An' fur a' the lang oor's waurk we'd hid, things wis clear't gin it struck fower.

I wye it wis a great success there wis a lot o' money spent,  
An' I kin tell ye this richt noo, that the Kirk reef will be ment.

B. Shearer, Class V.



Some of the best kept secrets of a cross section of the  
VI Year:—(or should that be crossed section??)

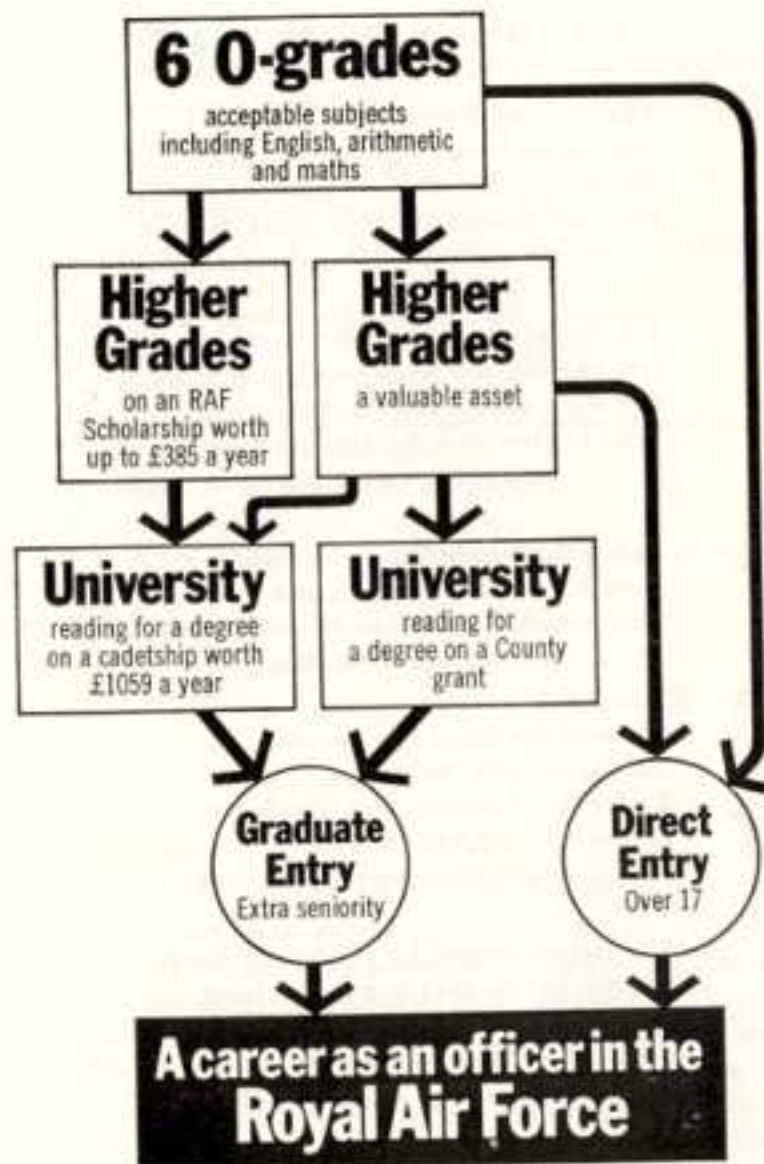
1. There was a young lady called Linda,  
Who once was burnt by a cinder,  
The troublesome soot, burnt off her foot,  
So walking is rather a hinder.
2. There was a young lady called Kate,  
Who met with a terrible fate,  
She was walking one day down by the Spey,  
And got hooked by a fisherman's bait.
3. A young lad by the name of Stephen,  
Was recently heard to be grieving,  
His latest bus 'tour' had left him so poor,  
He's had to resort to some coal-heaving.
4. There was a young man called Sandy,  
Who was known as a bit of a dandy,  
He played with a band, and fell off the stand,  
So they had to revive him with brandy.
5. There was a young lady called Gwen,  
Who had rather a passion for men,  
She liked them so much, and had such a clutch,  
She ended up marrying ten!
6. There was a young lady called Jenny,  
Of vices she had rather many,  
She spent her life thinking of eating and drinking,  
And relied quite a lot on a 'Rennle'.
7. There was a young man from Keith,  
Who used to dig graves with his teeth,  
One day he did groan, and swallowed a bone,  
And now he lies six feet beneath.

Anonymous, VI.

### TO A MOOSIE

Wee, coorin, sleekit moosie,  
I met ye in a broken doon hoosie;  
Yer ja's elapped the gither,  
Ye didna' look juicey;  
Ye widna' get a nod fae a stervin' pussy.

Michael Barron, IIN.



If you are interested—in flying, engineering, logistics or administration—now is the time to do something about it. Your careers master has full information and, if you like, he can arrange for you to meet your RAF Schools Liaison Officer; this is quite informal, and an excellent way to find out more about the RAF.

Two more ideas: Write to Group Captain E. Batchelar, RAF, Adastral House (252D1) London WC1X 8RU, giving your date of

birth and details of your present and expected educational qualifications; or pick up some leaflets at the nearest RAF Careers Information Office—address in phone book.

### Royal Air Force





## THE CHARGE OF THE RABBITS

They charged along without any care,  
The lettuce leaves were everywhere,  
The spiders they crawled round and round,  
Over and through the little moles' mounds,  
Onwards they charged regardless,

Into the plants for food they went,  
Not knowing how much time had been spent,  
The many beetles that crawled around,  
Some of them even fell onto the ground,  
Onward they went regardless.

At last they reached their destination,  
Some better off if in hibernation,  
They munched the leaves in desperation  
On they went regardless.

Suddenly the sound of evacuation  
Hit the air with devastation,  
Faster they travelled than ever before,  
The farmer watched from his front door,  
Faster they charged regardless

The rabbits charged for the nearest fence,  
As they had no good means of defence,  
The kestrels swooped and dived with care,  
A wild shrieking sound travelled through the air,  
Onward they charged regardless.

The farmer he came armed indeed,  
With a shotgun, in case he it did need,  
He aimed at the kestrels, then shot two or three,  
The next time he shot,  
He nearly killed me,  
Onward he went regardless.

Class IIA.

## INTERPRETATION OF TEACHERS' EXCLAMATIONS!

Those boy prefects are "Vandals"—One flake of paint came off the wall.

I caught them taking DRUGS—29 people sniffing one joss stick,  
I saw "vice" and "depravity"—mixed tables in the study.  
Males running riot in the girls' prefect room—George Best and Peter Bonetti.

I actually saw them smoking—29 girls — one "woodbine",  
And there "they" were lying on the table—saccharine.  
A bunch of Alcoholics—Sherry at Hogmanay.  
They were all yawning as if they had had no sleep—staying up late to see the "Magie Roundabout".

Disgusting Language—3 "Drats" and a "Damn",  
"Living Together"—mixed tables at canteen.  
The Sixth Year are a lazy bunch—32 Sixth Year Studies, 48 Highers and 17 "O" Levels.

An insolent bunch—They dared to have an opinion.  
Indecent Exposure—Boys without ties.

L.W. & M.E., VI.

## PICTURE OF A PROSPECTOR

The setting sun sank behind the crimson-tipped snow-peaks, streak-washed heavens forming a perfect background for the shadowed organ cacti. A begrizzled old prospector sat by his small fire; his lean, gaunt, unkempt frame illuminated by the flickering flames; wood-smoke stinging the eyes which burned from spending countless days under a blazing sun. He had the haunted look of a man smitten by the lure of gold. Long ago, he had reverted into a shell of loneliness, dreaming of gold — the myth that drove and tortured his greedy soul. Years in the desert and mountains had toughened him, yet there was a lack of stability about the oldtimer. The desert affected men—drove them crazy. His mind conjured up all forms of danger. The slightest sound, the barest rustle, and he was apt to imagine an Apache behind every bush, atop each rock. Wearied, his gnarled hands stroked his old Henry as he sank back against a large boulder and gazed into the desert shadows.

Linda Ross, IIIA.





MOON EXPLORATION

KEVIN SLOAN 2A

## PROTEST

Every year we are forced to write 'some thing' for the school 'mag' or better known the school 'rag'. Every year we have to stare at a clear jotter page thinking of some gem of literature to write when more than probably 'it' won't get chosen for printing. (and are you surprised?) Every year when the 'rag' is published we (or our parents — which is usually the case) are made to fork out money to buy it.

Every year we are asked the same question, "Why isn't your article in?", and every year you mumble something about there wasn't enough room, or some equally feeble excuse. Wouldn't it be much easier, less trouble, less worry (for the people who don't have a two page advert in), if school 'mag' was abolished?

Jenny Kynoch, IIB.

## THE WIDWORM

Wee Willie Widworm runs about ma house,  
Chawin' oot his holes in every crack or nook,  
Ye should come an' see ma ceilin',  
It's full o' holes an' bugs,  
I've got nae decent things ava'  
He's even chawed ma rugs.

I've tried tae kill him aff masel',  
For hoo lang noo I canna tell,  
I've tried ma best an' noo gie up,  
I think I'm well an' truly stuck.

Kathleen Porteous, Class 1 (Blue).

## WHAT IS A STUDENT?

On arrival at University one becomes a member of a class whose position in life no-one seems to know. One is now a student, but the question is what is a student? Students are apparently a race apart from the rest of the world. This I saw in a poster advertising a concert. It read — Entry 25p; children half price; Students 20p. At least we learn from this that students are neither children nor normal human beings.

To landladies, students are a topic of conversation for about thirty weeks of the year. The buzz of conversation in shops and at garden gates is often "So I just said, 'Out you go, beer cans and all,'" and "Well you can't expect any better from students can you?"

One learns after a short time at University that many people stick to their opinion that students are riotous people whose every day at University is filled with demonstrations. Any group of young people in the streets is balefully glared at by passers-by whose thoughts are revealed by their expressions, even to the four exclamation marks following "Students ! ! ! !"

Of course in direct contrast to this, the popular superstition still survives amongst some that a student spends his time sitting at a desk in a dimly-lit room, peering through horn-rimmed spectacles at a thick book covered with queer hieroglyphics. Don't be disheartened and think you too might end up like this. This student might be one of the few dedicated ones, but it is more likely that he is in a cold dark room because his landlady has cut off his electricity since he fiddled the meter and that the writing he is trying to read is his own lecture notes.

I must shatter some illusions by saying that most students are normal people but one might be lucky to find one of those rare eccentrics among one's friends.

IIN.



## SCHOOL IS . . . . .

School is getting up at half past seven to catch the bus.  
School is having English every day.  
School is overrun by prefects.  
School is getting chucked out in the snow or wind at intervals.  
School is being hawled at by teachers and being told you are the worst class in school (We probably are).  
School is canteen meals (Yeuch!).  
School is having an annual mag when you have to rack your brain thinking of an entry to put in it.  
If you think I don't like school — read on.

Apart from getting a natter to your friends, OCCASIONALLY learning something and it being something to do, you are in actual fact right — I do not like school.

Sylvia Dickson, Class IIB.

## 5th YEAR SOLILOQUY

To swot, or not to swot: that is the question:  
Whether 't is wiser in the school to suffer  
The jibes and anger of outrageous teachers,  
Or to take heed of Latin, French and German,  
And by dint of swotting learn them? To swot; to jink;  
No more; and by to jink we mean to end  
The study of the thousand awful verbs  
That we are heir to; 't is an inclination  
Keenly to be fought. To swot, to jink;  
To jink: perchance watch telly; ay, there's the snag;  
For in that flight from work what thoughts may come  
When we have left this place of learning,  
And have no Highers; there's the lack  
That makes calamity of so much schooling.

With apologies to William Shakespeare.

Erica Barton, V.



UNSEATED.

HARRY DUNCAN, IIA.

## 'OH! FOR PEACE'

Long crystal pear shaped tears  
Ran down his BLACK face  
His belly swollen with hunger  
His expression blank with the lack of grace.  
To see his parents shot before him  
Now his will to live is slight  
The enemy a cruel nation  
Why, oh! Why, must the world fight.  
Hark! a shot is heard  
Now that innocent child is dead  
Let us gather round and bury him  
Next to him perhaps will be our death beds,  
But still the war goes on, bitterly on  
Oh! for peace.

Shonagh Mitchell, Class IIB.



## TO A (MODERN) HAGGIS

Wee protein packed synthetic beastie,  
Oh what an artificial pigmentation's in thy breastie,  
Thou needna try an' fool sae hasty,

Wi' added goodness,

I wad be laith to try an taste thee,

Thou height o' crudeness.

I'm truly sorry that thy flavour,  
Jist maks me want to rant and raver,  
And wouldna even deem a slaver,

Frae starvin' Scot,

Gone are the days when rich aroma,

Rose frae the pot.

Oh Haggis o' the modern day,  
For you no sheep a man did slay,  
Or housewife stan' the whole long day,

Her pot a stirrin',

Instead from factory ye hail,

With wheels a whirrin'.

Nae mair in sheep's gut are ye clad,  
But now in polythene, sae sad,  
That Scotland's national dish, gine bad,

We now are eatin',

We buy you frozen in a bag

An' cook by heatin',

So Haggis ance sae great an' proud,  
Cast off this false and tasteless shroud,  
Again we'll be on sheep's heart goud,

An' suet feastin',

And then ance mare o' a' the foods,

Ye'll be the chieftain.

John McInnes, IV.

## WOMEN'S LIB

If there is one thing that annoys me today in this, our "permissive society", it is seeing young girls trying to bring up their families when they themselves are scarcely more than children.

It is only right, I should think, that a girl should feel ready to take on the responsibility of having a family before doing so. By that, I mean that she should be a woman, but now the question arises, "What is a woman?" The logical answer, one would suppose is, "the female of a man". This is true to a certain extent but it depends on what we take "woman" to mean. I would suggest that a true woman is one who is mature in what she thinks and does.

At this point, you may be thinking, "This female is off her head—what a topic for a School Magazine!", but if you consider it, this is not so irrelevant as one might think. Surely it is the ultimate aim of education to let loose on "the big bad world" not poor, defenceless, female adolescents, but mature, responsible young women.

Approximately forty per cent of K.G.S. pupils are young women at this moment but how many of them will grow into REAL women? I do not think that anyone can tell when that time comes—not even them themselves.

I do not consider myself a woman yet and I doubt if any girl in the school would stand up and say, "I am a woman". Possibly there might be but she would be the exception that proves the rule.

I believe that young people are maturing faster than those of former generations. It may be argued that, on average, our fathers and mothers started work at an earlier age than we do, but we have the benefit of more education and thus more time to develop our minds to become more mature.

It must be a sign of maturity in young people that they are examining "old" ideas to see if they fit in with their views on life, because, if this was not being done, it would mean that they had become uninterested in living, which cannot be good by anyone's standards.

To those girls who think that life has to be endured until they "escape" from school and work to find a husband to give birth to some babies, I would say — think hard about yourself — nobody else will.

Jacqueline Gray, Class V.



## NUTTY NOVELS

'Russian Boxing' by Nokyer Blockaff  
'Parliament' by Polly Titton  
'Lost in the Arctic' by Dinah Cold  
'Gardening' by A King-Back  
'Electricity' by Jenny Rator  
'Try Again' by Percy Vere  
'Stormy Sea' by C. Sick  
'Death of a fool' by Eliza Twitt  
'Metals' by Ally Minium  
'Metric Measurement' by Milly Metre  
'Flowers' by Chris Anthemum  
'Haunted House' by Hugo First

Errol Gray, IIA.

## QUESTIONS . . .

The sea surrounds me,  
Enfolds me in whispering ripples,  
Engulfs me in billowing waves,  
Washes my tired face in kind waters,  
But gives me no answers.

The city surrounds me,  
Enfolds me in choking fumes,  
Engulfs me in empty faces,  
Deafens my tired head with roaring traffic,  
And has no answers.

The war surrounds me,  
Enfolds me in battle's noise,  
Engulfs me in burning hatred,  
Blasts my tired mind with napalm fire,  
Can there be any answers?

Questions born of questions  
Enfold me in lingering thought,  
Engulf me in circling bewilderment  
Fills my tired brain with yet more questions.  
Will I ever find an answer?

J. Wilks, IIA.

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glad  
he  
asked  
for  
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# Athletic Results

## K.G.S. ANNUAL SPORTS

Abbreviations: G—Grant House; S—Smith House; M—Mair House;  
O—Ogilvie House.

### GIRLS

#### 1st Year

Event	Name
100 metres—1 J. McNicoll (G); 2 A. Auchinachie (O)	
200 metres—1 J. McNicoll (G); 2 B. Stewart (G)	
High Jump—1 eq. L. Neish (O), J. Green (G)	
Long Jump—1 eq. A. Bruce (O), J. Hendry (G)	
Cricket ball—1 B. Stewart (G); 2 B. Bain	
Relay—1 (G); 2 (O); 3 (M)	

#### 2nd Year

100 metres—1 B. Geddes (M); 2 S. Dey (O)
200 metres—1 B. Geddes (M); 2 S. Dey (O)
High jump—1 J. Maxwell (G); 2 B. Geddes (M)
Long jump—1 A. Maxwell (G); 2 A. Ross (M)
Cricket Ball—1 B. Geddes (M); 2 A. Maxwell (G)
Relay—1 (M); 2 (O); 3 (S)

#### 3rd Year

100 metres—1 E. Mearns (M); 2 R. Neish (G)
200 metres—1 R. Neish (G); 2 H. Aitken (M)
High jump—1 M. Goodbrand (S); 2 K. Reid (O)
Long jump—1 M. Smith (S); 2 M. Hepburn (G)
Discus—1 M. Mitchell (M); 2 M. Morrison (G)
800 metres—1 R. Neish (G); 2 I. French (G)
Relay—1 (M); 2 (G); 3 (S)

#### Seniors

100 metres—1 E. Gerrie (G); 2 A. Sloan (S)
200 metres—1 E. Gerrie (G); 2 A. Taylor (M)
High jump—1 M. Mann (M); 2 J. Russell (G)
Long jump—1 A. Taylor (M); 2 M. Mann (M)
Discus—1 M. Mann (M); 2 V. Gault (M)
800 metres—1 A. Stephen (G); 2 H. Penno (M)
Relay—1 (G); 2 (M); 3 (O)

### BOYS

#### 1st Year

Event	Name
100 metres—1 N. McWilliam (O); 2 J. Bonnyman (M)	
200 metres—1 N. McWilliam (O); 2 G. Roger (M)	
800 metres—1 P. Hermiston (M); 2 W. Sutherland (M)	
High Jump—1 eq. N. McWilliam (O), B. Smith (M)	
Shot—1 Robert Wilson (S); 2 John McWilliam (S)	
Relay—1 (G); 2 (S); 3 (O)	

#### 2nd Year

100 metres—1 N. Ledingham (G); 2 W. Innes (G)
200 metres—1 W. Innes (G); 2 L. Anderson (O)
800 metres—1 B. Fowler (G); 2 W. Cruickshank (O)
High Jump—1 N. Ledingham (G); 2 R. Ross (S)
Long jump—1 N. Ledingham (G); 2 E. Penno (M)
Shot—1 N. Ledingham (G); 2 B. Innes (G)
Relay—1 (G); 2 (O); 3 (S)

#### 3rd Year

100 metres—1 A. Strachan (G); 2 S. Duncan (M)
200 metres—1 A. Strachan (G); 2 S. Duncan (M)
800 metres—1 S. Murphy (O); 2 S. Duncan (M)
High jump—1 L. George (M); 2 L. Simpson (O)
Long jump—1 S. Murphy (O); 2 L. George (M) & A. Strachan (G)
Shot—1 A. Strachan (G); 2 S. Duncan (M)
Relay—1 (M); 2 (G)

#### Seniors

100 metres—1 R. Fleming (G); 2 J. Arnaud (M)
200 metres—1 J. Arnaud (M); 2 S. Rozek (O)
800 metres—1 M. Smith (M); 2 D. Purser (S)
High jump—1 G. Foster (M); 2 D. Ellis (S)
Long jump—1 I. Strachan (S); 2 G. Foster (M)
Javelin—1 S. Rozek (O); 2 D. Ellis (S)
Relay—1 (G); 2 (M); 3 (S)

**Note.**—Some events have still to take place as we go to press — and the results of these may affect the final issue of the House Championship Competition.



# Keith Primary School

## Magazine Section

### ALLEY CAT

Needle pointed teeth  
Grey wrinkled skin  
Little black eyes  
He searches for left-overs  
In the bin.

Richard Elsom, Pr. V (Age 9).

### RAIN

Depressing, perpetual,  
Pattering against windows,  
And trickling down pipes,  
Wet.

Judith Milne, Pr. VII(2).

### MY MONDAY MORNING

On a Monday I am made to get up at the dreadful time of a quarter past eight. I totter through to the bathroom to wash my face with ice-cold water to wake me up. I trot back to my bedroom on my imaginary Nijinski and nine times out of ten he falls at the last fence (the carpet). When I have picked myself up from the fall I take my clothes off the bed and slowly put them on. When I am dressed I pull back my bedclothes and go through for breakfast. When I have finished my breakfast I read the sports page of the "Press and Journal". After that I pack my bag and make ready for school. If I am lucky I will be off to school at twenty to nine.

Stuart Andrew, Pr. VII(1).



JILL GARTLY,  
Pr. VI(2).

### BIRTHDAY PLANS

it is my birthday to mure I am getn a cac and presins and I an goin to elgn.

Linda Harrold, Pr. I e/s.

### GOLDIE

My Sister has a pony Goldie is it's name. It is a Pretty Goldin Colour with a white tail and a mane. It has a cosy stabel were she feeds it every day. Then they Galop of to geter so happy and so gay.

Sally Will, Pr. IIe.

### MY READING

Was my redn god Today Mis telr yes sed Mis telr we do wer sums and wer store and it is ceet.

Lesley Ross, Pr. I E/S.

### "CLEWNS"

I like to watch a clewn in a circus.

James Davidson, Pr. I(S).

### FAVOURITE FOOD

I like mins for my dinner.

Graeme Cruickshank, Pr. I(S).



"EARLSMOUNT, KEITH."

JUDITH MILNE, Pr. VII.

### THE QUEEN'S HOME

Buckingham Palace is big and grand,  
In it lives the Queen of our land,  
It is in London our capital city,  
I've never been there and that's a pity.

Carol Petrie, Pr. IVS.

### A FUNNY LITTLE MAN

I know a funny little Man  
His name was Mr Heath  
He went to the door  
And fell on the floor  
Now he has no more teeth.

Alison Reid, Pr. IVS.

### THE FIRE ENGINE

Red, red,  
The fire engine bright and red.  
Shiny, shiny,  
The big brass bell.  
Bang, bang,  
The ancient old engine goes.  
Sssssss, Sssssss,  
Out go the flames as the water touches them.

Struan Harley, Pr. V.

### MY BUDGIE

At home we have a budgie  
We keep him in a cage  
And if we do not let him out  
He gets into a rage  
He jumps about and flutters  
Until he is released  
Then he flies around the room  
And I'm sure he's very pleased.

Douglas Meldrum, Pr. IV (1)

### SPRING

Spring was when the leaves grew green,  
Sparkling droplets ran down the silver streams,  
The rabbits played the whole day through,  
While the willow tree grew, and grew.

The birds they sang with hearts aglow  
But what they sang I do not know  
Then Summer took the place of Spring  
I wonder what joys it will bring.

Shelley Jamieson, Pr. VI(2).

### THE GHOST

Like a sheet,  
Flittering silently to and fro,  
His shapeless body swings  
As he glides over the still, dark trees  
With evil spirits about him.

Maureen Rutherford, Pr. V (Age 10).

### THE HAGGIS

The haggis is a wondrous beast  
That lives in a castle and only eats yeast.  
It has glossy green hair upon its feet  
Parted in the middle and very neat.

The hair upon its head is yellow  
And when it's angry it begins to bellow.  
When in this state anyone in the way  
Will have to move fast, or it's their last day.

King of the haggises is noble and strong,  
And bears the royal birth-mark, "Made in Hong Kong."  
His Highness has an extremely long nose  
Praised by past writers in verse and in prose.

So ends our tale of this famous creature  
Strong of arm and noble of feature.

Lovat Fraser and Leslie Harley, Pr. VII(2).



### OUR TOON

Oor wee toon's a braw wee toon,  
It's kent baith far and wide,  
Its got the best o' schools,  
In a' the countryside.

Whits its name? Ye dinna ken!  
I'm gan tae get Ted Heath  
Ye dinna ken oor bonny toon  
The name o' it is Keith!

Fiona Watt, Pr. VII(1).

### A ROBOT

Clanking along the street,  
On his big metal feet,  
Whirling along,  
Saying bong! bong!  
I think I shall give him a treat.

Graham Bowen, Pr. V(2).



SHEILA THOMPSON, Pr. VI(2).

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