



ISSUE 3

APRIL 1993

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CRAZY!!



By David Jones

Gardening Tip: Here is a handy tip for winning the local garden competition. If you are entering a squash, thread a length of string through the neck of the squash and lower the yarn into a jar buried up to the rim in soil. In the jar, pour a solution of sugar dissolved in water. As the squash grows, it will take up the sugar solution and grow to a size that will amaze everyone else at the garden show.
Happy gardening!



EDITORIAL

By Chris Watkin

Since the second edition of the Wath Chronicle, the school has taken part in and won some very prestigious events, in rugby and hockey to name but two.

Now as the rugby season draws to a close and the cricket season is heralded with bouts of lovely summer weather, Wathonions are polishing their boots for the last time and hanging them up in the wardrobe for another season.

The school has now been issued with its ultimate set of effort marks for the term, provoking both sighs of relief and screams of horror at the result.

As the small fry have their petty SATs to grapple with, the meat and maturity of the school (sixth form exempt) are winding up for the final assault on the dreaded GCSE.

This edition of the Wath Chronicle, with a greater staff input and a wider range of pupil articles than ever before, more graphics and a greater use of the resources on offer, the third edition of the Wath Chronicle is certainly the best to date.

A long time seems to have passed since the previous edition and people may now be losing touch with the workings of the school. If this is the case for you, this regular bulletin of school news, mixed with amusing, entertaining and informative articles by pupils and staff will bring you right back up to date in all respects of school life.

Thankyou for buying the Wath Chronicle and supporting your school, enjoy the read!

Getting A Part Time Job

By Jason Green

As times get harder for everybody and the availability of jobs shrinks more and more, it becomes an even greater art to find that few hours work which makes the financial difference between living and just existing. If your parents have their own business or if uncle Joe runs a newsagents, you're laughing, but for the rest of us, life isn't so straight forward.

A few hints: if you need to go for some sort of interview, find out a bit about the sort of work before you go; look fairly presentable, and try to sound as if you're at least slightly interested in the work offered. Don't be greedy about the money; remember that something is better than nothing. And finally, if you do get the job, try and turn up on time - at least until you've proved yourself indispensable to the operation.



Head-Lines

By Mr D Kirby

I welcome this opportunity to share a few of my thoughts with you, dear reader, on extra-curricular activities at Wath Comprehensive school.

Any good dictionary should tell you that the word "curriculum" means a course of study and that originally it meant, or was used to describe, the route (or course) over which chariots used to be raced. Of recent years, the laws which govern education have been added to, so that all pupils of a given age, not only have to study but also have to follow prescribed programmes in those subjects.

Good schools, and certainly those which are as big as ours, ought to make available

for their students, opportunities to pursue matters which are not compulsory. Some academic subjects which are taught here are not delivered necessarily to all pupils, nor in other schools.

I am immensely proud of the choice and range of activities which are on offer here. One commendable and very obvious example is this magazine which you are reading at present. I fervently hope that you are in a club or society which is concerned with additional physical activity, quizzes or competitions, musical, dramatic, charitable work and/or concerns for our environment. If you are not but have something additional in mind then talk, persuade, cajole or even bribe a teacher to help you start it.

Ginger Cat





Bullying in school- A Problem Or Not?

By Miss Leaning

Is bullying a problem?

Recently there have been stories in the news of a girl committing suicide because she was being bullied and a boy hanging himself with his brother's tie for the same reason. It may be that these are only isolated and extreme cases but they lead us to wonder how much bullying goes on in the nation's schools and just how extreme this bullying is.

It may help at this point to clarify the act of bullying. There can be several types of bullying, all hurtful in their own way. The first and most recognised type is the thuggery, where people are physically threatened, usually to produce some sort of article ie money. If they don't produce the article, they can be subjected to physical harm, leading to depression and a state of being scared of school.

The second type of bullying is that where the bullied is picked on psychologically and they are mentally worn down and

tormented. This can come in the form of ignoring someone, hiding or abusing their belongings, creating rumours and stories of actions that the bullied did not do, imitating some physical or mental defect of the bullied to such an extent that it is a parody, or just calling the bullied names. Although the first type of bullying can be more frightening to the bullied, it is also the easiest type of bullying for teachers and parents to detect and stop, as the damage to the bullied is visible. The second type of bullying, however, being more mentally directed, may be harder to pick up. There are recognised symptoms of this sort of bullying, such as sudden breakdown in class, standard of work falling or the bullied repeatedly feeling ill and going to matron. This article will attempt to address what is being done within school to combat the two types of bullying and question whether more should

be done to prevent it.

Bullying is more of a problem than many of us think. A recent survey found that one half of all the children in school are being bullied. This may at first seem startling, but if you think of how often you have seen some one calling someone else an offensive name, the reality of bullying starts to be brought home.

"Well yes all right" you might well be thinking now, "Everyone calls people by offensive names, but they don't really mean it, it is just as common as saying hello".

Point taken, most of the time, offensive name calling is just a way of life, but there are also times when people call other people names with the express intention of causing them harm. This may not seem too degrading by its self, but when repeated offensive name calling is coupled with property abusing and ignoring, the bullied can suffer long term mental scars. Then the symptoms of work standard falling and "feeling ill" come into play.

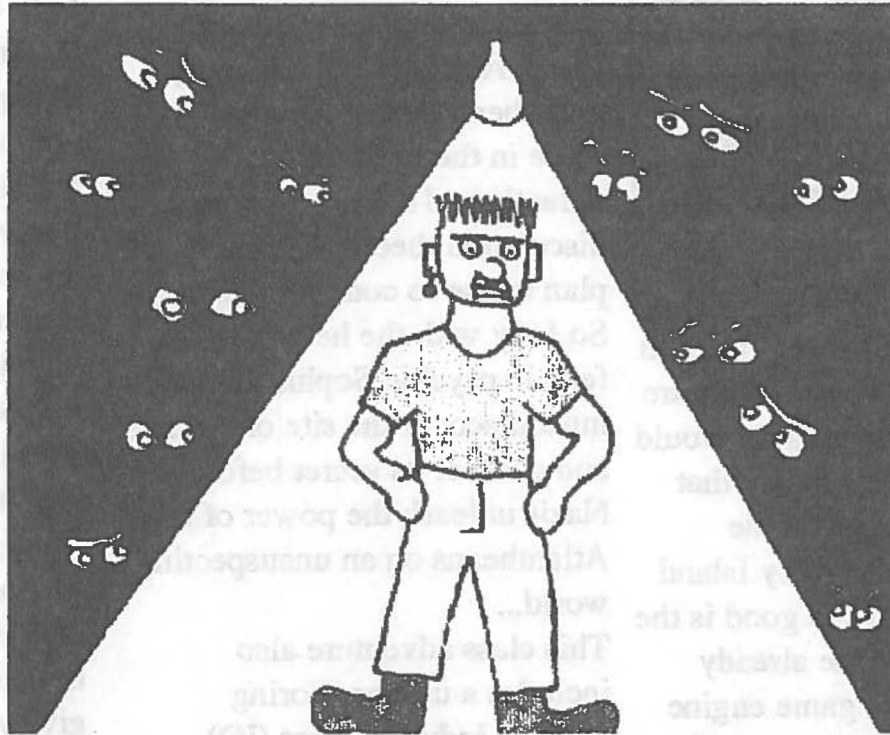


What is being done in school? The fight against bullying in school is in many respects in its fledgeling days. Although staff always try to do their best to stamp out the threat of bullying, it is only recently that a concerted and coordinated effort has been undertaken. One of the first steps in this new action

results of this questionnaire have not yet been fully computed, but some conclusions can be drawn. One of these early conclusions is that it seems as though some people who are bullied low down in the school turn out to be bullies themselves higher up in the school. One of the measures that is

Comprehensive School. From what I can gather, the bullying court will be a scaled down version of a normal court, with a jury of children, the bullied and the bully, and a teacher or two. The bully can plead either guilty or innocent and if found guilty, they will have to sign a contract saying that they will keep the peace.

against bullying was the setting up of a bullying council, committee, group, call it what you will, of staff interested in the bullying problem. This group meet every week to discuss the bullying problem in school and they discuss ways of curtailing it. One of the



...Norman Stanley Fletcher...

If the bully reoffends, they can be brought up in front of all the school in an assembly. As well as this new initiative, there are also draft plans for the treatment of both bullies and bullied, although these are

initiatives of this group was the questionnaire, that years seven and nine answered in tutor periods recently. The

being discussed by the staff bullying group is the possibility of setting up of a "bullying court" in Wath

only in the very first stages of being thought of so they may not be seen for a good time yet.



Console & Computer

The latest hot tips and news on the electronic scene.

Indiana Jones & The Fate Of Atlantis - The Graphic Adventure

By Lucas Arts £37.99

By M. Taylor

The man with the hat is back in this Brilliant graphic adventure from Lucas arts. In fact I would probably go as far to say that Indy 4 surpasses even the illustrations of Monkey Island II. What makes it so good is the fact that it takes the already tried and proven game engine (SC UMM) and improves it with better graphics, more locations to visit, a hot soundtrack featuring the famous movie theme tune and three drastically different paths to complete. These elements combine with the great atmosphere of 1939 and some hilarious cut-scenes and Indy

one-liners to make this Lucas Arts' most complex and programme and, dare I say it, the best graphic adventure on the market! Indy 4 is not strictly a film licence because this time Lucas Arts make up the story tune themselves. The plot takes place in the fictitious city of Atlantis and the precious metal discovered there which the Nazis plan to use to conquer the world! So Indy with the help of cynical female psychic Sophia Hapgood, must discover the site of Atlantis and unravel its secret before the Nazis unleash the power of the Atlanteans on an unsuspecting world...

This class adventure also includes a unique scoring system: Indy Quotient (IQ) points. You gain these each time you and Indy solve a puzzle, a new location is discovered or an important object found. The adventure becomes even more exciting with the inclusion of several arcade but hardened adventurers shouldn't be put off because in between there are

loads of well thought out, humorous puzzles that give you a real kick when you solve them. However, if you are beginning to think that Indy 4 is the perfect game, then don't! Even a game of this quality has its flaws. If you only have a floppy drive and no hard drive, you had better have disk swapping down on your hobbies list. Also the story is quite linear, with the puzzle having to be solved moving onto the next. This is probably evident because of Monkey Island II's highly non-linear approach. The good things though, heavily outweigh the bad things. Guaranteed to give you a phobia of those poisonous hissing reptiles, Indiana Jones and the Fate of Atlantis will be an experience you won't forget.



The Making of A Local Establishment

By Chris Watkin

There are many people who visit Mr and Mrs G F Hughes small yet well stocked shop every day on the way home from school. The shop provides a welcome place to stock up on confectionery for the long trek home ahead and many people take advantage of this service every day.

There is, however, a most intriguing and involved history to the shop which fewer people will be familiar with.

Originally, when the shop was built, it was a working men's club, built by one Eli Elliot. Although at that time, Wath was known as the "Queen of Villages", and

many rich people resided there, there was still a pit and Elliot, being a deputy at the pit, opened the working men's club to serve predominantly the mining population of Wath.

Since the days as a working men's club, the building has had extensions and modifications, but the old WMC is still discernible

from the old photos. Upstairs in the WMC, where Eli Elliot lived, there are only three bedrooms and one bathroom, so the area must have

been cramped for him and his family, including no less than five

he saw fit, which included erecting the building up to the pavement edge.

All the other houses on Sandygate are further back than the once WMC, and the council wanted the the WMC to be no exception. However, Eli,

having bought the land was determined to build the club, which he did, flush up to the pavement side.

With no renewable licence, the WMC was forced to close within around six months of it opening.

However, in its short time of opening, the WMC was not purposeless, far from it. As well as providing valuable services and a meeting place for the public, regular

excursions in "sharabangs" to local attractions were organised, some of which still remain in photographic and brief

descriptive form.

Upon the sad closing of the WMC, the building was immediately opened in its present capacity, a shop.

The building has been a shop for some 60 years, 28 of which it has been owned by the Hughes.

By Chris Watkin

Mr & Mrs G F Hughes

**General Grocers
Sandwiches
Dry Cleaning
Confectionery**

**91 Sandygate
☎873261**

children.

However, the life of the building as a working men's club was limited.

To operate, Eli Elliot had to obtain a licence from the council, enabling him to operate the club effectively.

Once Mr Elliot had bought the land, he was anxious to build it as



RE Department

By Miss Leaning

In this article, we discover the innermost workings of the RE department, and go behind the scenes to find about, among other things, how moral issues are taught in the classroom and we receive an exclusive sneak preview of excursions planned for next term.

How is the RE department raising money for charity?

The RE department does not have overall responsibility for fundraising at Wath but it tends to volunteer coordination of many of the activities that take place - maybe it's because that the kind of teacher who takes RE. As a result, we are

frequently aimed at by charities to raise money and have to decide which to raise money for. We cannot raise money for them

"You do not always have to do tests, you can do coursework."

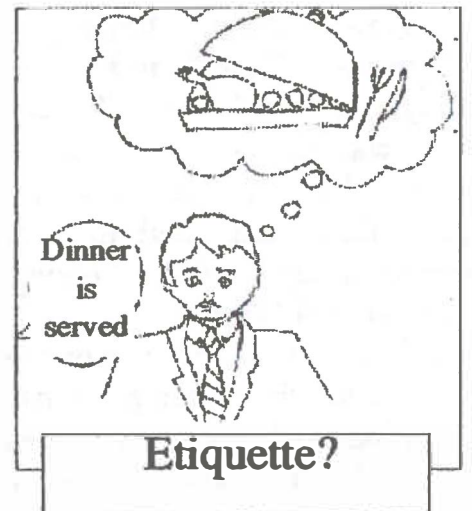
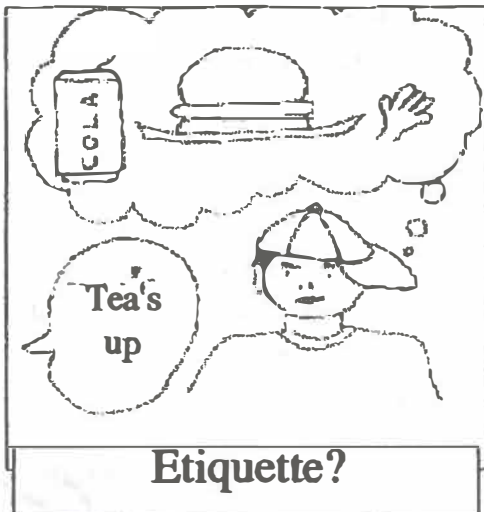
all, so generally we involve ourselves in the ones that Wath is traditionally supported, like selling calendars for the R.N.I.B., Comic Relief, Oxford's 24 hour famine and the Christian aid week (non-uniform day). As part of their syllabus, groups in Y7 are asked to launch a modern day crusade. This often involves raising money for and

promoting certain charities.

What trips does the RE department hope to put on in the next term?

"Its good because you don't just do writing like other subjects."

The RE department feels that children learn best by experiencing some of the features of organised religion, and without any sense of promoting the religion involved, take





students to various places of worship. This helps the student to feel a sense of empathy with the believer and have an understanding of the spiritual side of life.

Other trips that we participate in, like taking Y11 students to the Magistrates court in Rotherham, are designed to show how the issues that we cover like crime and punishment are real issues for real people. We are all part of

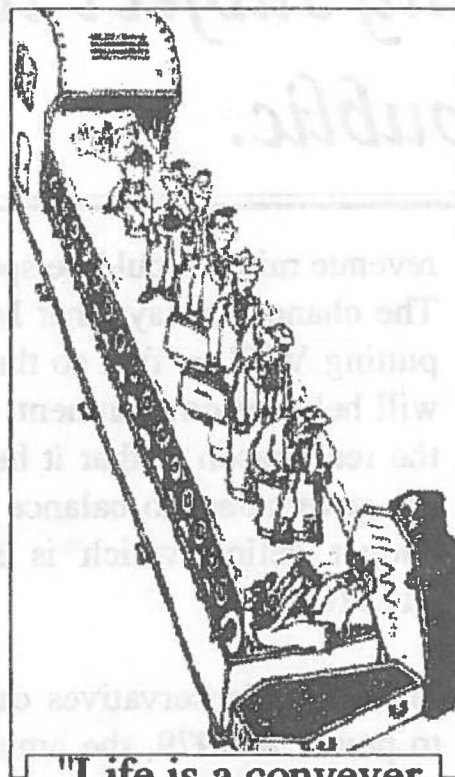


the subject we study.

I am not sure that any trips are being planned for Y7-11 next term. I would like to take some of Y9 to a mosque and Hindu temple but it is difficult when they are involved in SATS. Mr Gray will be taking some Y12 students to stay at Amaravati, a Buddhist monastery in

Buckinghamshire.

How do you think the RE department helps to set up and uphold moral and ethical standards



"Life is a conveyer belt"

in school?

The RE department is, like any other department, part of the school's responsibility for upholding ethical education. Recently, the "moral and spiritual" education of children has come under

scrutiny - and RE has been directly associated with this by the education minister John Patten.

As RE teachers are rather daunted by this enormous responsibility and feel that it cannot be our sole task, the school as a whole, through setting high standards of behaviour enforced through school rules, assemblies etc, should be a constant reminder of what is 'right' and 'wrong' behaviour.

However, I agree that the RE department has a special role in this area. The RE syllabus does not just transmit knowledge to children, but it also constantly teaches them moral values.

The nature of the approach at Wath encourages the student to take responsibility for his or her actions and to treat others with respect and understanding. This is strengthened not only by examining ethical subjects like the environment, crime and punishment, marriage and the family etc but also encouraging students to discuss issues together. This means learning the skill of listening which can help their understanding of each other.



SOAP BOX

Your chance to put your views on any subject to the public.

Norman Lamont's third budget in March was judged by pensioners as being very disappointing. The hardest hit pensioners are those who are just above the income support level. The cause of all this distress is VAT which has been extended to domestic fuel.

This fuel tax will not come in until 1994, when the rate will be 8%, but in 1995 it will be nearly doubled to 17.5%.

Mr Lamont claimed that this was to help with the environment, but he failed to say which source of fuel should be taxed, eg wind power or a raw material like coal, and where the extra

revenue raised would be spent. The chancellor says that he is putting VAT on fuel so that it will help the environment, but the real reason is that it helps the government to balance the budget deficit which is £50 BILLION.

Since the Conservatives came to power in 1979, the amount of VAT paid by an average family has increased by 178%. In 1979, a family would pay about £2.49 weekly on VAT, now the figure is more like £18.78 weekly. This shows that although the Conservatives claim to be the low taxation party, low taxation is NOT what they

have achieved. Labour and other opposition parties claim that the only way to solve the massive borrowing burden is to get people back into work.

The government's record on unemployment is NOT good. Many people think that they are not bothered about this great problem.

This may be true. Since 1989, the amount of money being spent on training per person has decreased by £150.

Unemployment has continued to rise and the Conservative face a high risk of defeat in the next general election.

I'll leave you with the words of the Liberal Democrat treasury spokesman,

"This is a budget to pay for failure, not to pay for success".

By a "not by any means inconsiderably biased" Labour supporter.



Wath Grammar School - 1965 to the present day

By Mr R. Godber

When former pupils visit us, they often say "It hasn't changed much", and this makes me ponder what has happened since my first day here in September 1965.

Outwardly, indeed, the buildings look much the same, because our only major structural addition has been the Sports Hall and the "New Gym"; but what goes on inside the school has altered considerably in thirty years, even though we are rightly keen to preserve our traditions.

So what were we like then? Although we had just officially become a comprehensive school for Wath itself, we selected from a much wider area of the Dearne Valley on the basis of ability, and whilst the "grammar school" pupils were on our main site, the "secondary modern" people were housed mainly at the Park Road Annexe - now our Y7 Wing. Every year, after the summer exams, some pupils were moved "up" or "down" across the great divide. I taught many pupils who had struggled to win "promotion" and others who could not keep pace with the "grammar school"

forms. The latter usually left as soon as they could, which was then 15.

The curriculum was very different: Technology, Drama, PSE, now compulsory in Y7-Y9, did not exist, nor did we have an Outdoor Education specialist teacher as we do now. By far the majority did Latin in Y7, and some added Greek later. Nowadays, the government says what you must learn, but then each school could chose what curriculum it wanted. It was possible for able linguists to avoid Science completely after age 14. Some pupils dropped both History and Geography at that age. Very able people did 'O' level a year early, and went into the Sixth, missing out Y11 completely. 'O' level was meant for the top 20-25% and only in 1963 did we have an exam for the others: the CSE. Many pupils left with no exam qualifications at all. These two exams were combined in the mid 1980s. Learning was not supported as it is now: no Resources Department, no computers, of course, not even a television in the place: the whole library was housed in what is now L2.

School organisation was very different: no Heads of Year, and only a small senior staff team;

'Senior Master' and 'Senior Mistress'. 'The Office' was housed in what is now Mr Bareham's room; there was no careers room, no Sixth Form Common Room. ('Prefects' crowded into the office now occupied by Mr Chisholm and Mr Davies), and sports and fitness equipment was almost non-existent. In main block, male and female staff were segregated into tiny staff rooms, heated by coal fires: Mrs Pinto's room was for the ladies!

Discipline was maintained through stricter methods than now: detention on Saturday mornings, and the cane. Uniform has not altered much, I suppose, though girls could wear a checked cotton dress in summer and the junior tie made Y7 look like Just William.

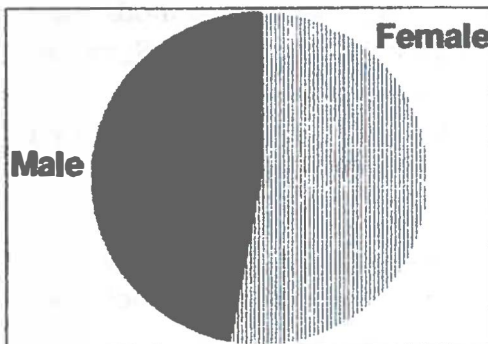
One thing has not changed significantly, unless for the better, and that is the nature of the vast majority of Wath's pupils: they were, and still are, a remarkably agreeable lot, who usually prompt the most favourable comments from those who visit us or work with us. For the most part, change is inevitable, but this is one thing I hope will never alter.



Reader Survey Results

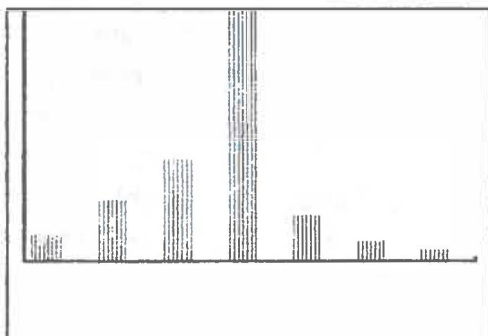
After a healthy response to the survey of readership in issue two of the Wath Chronicle, we are happy to report that we have collated all the results and we now present them to you.

The first question asked was as to whether the reader was male or female.



The results of this show slightly more female than male readers (53% female 47% male).

The next question asked readers

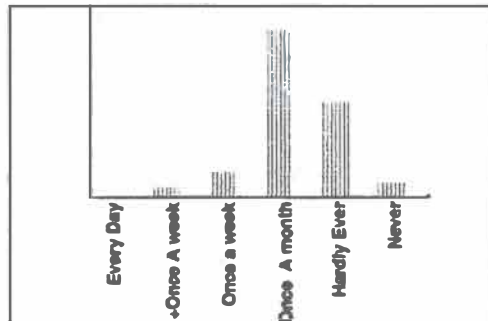


So overall, the average Wath Chronicle reader is a female cinema goer who occasionally visits a fast food outlet, receives £3 pocket money per week, watches television, disagrees with school uniform and premier league football on SKY and owns a console.

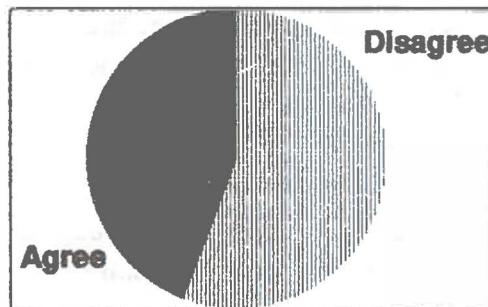
how much pocket money they received.

The results of this show an overwhelming majority in the £2-£4 bracket.

When readers were asked how often they visited a fast food outlet, their responses were as follows:

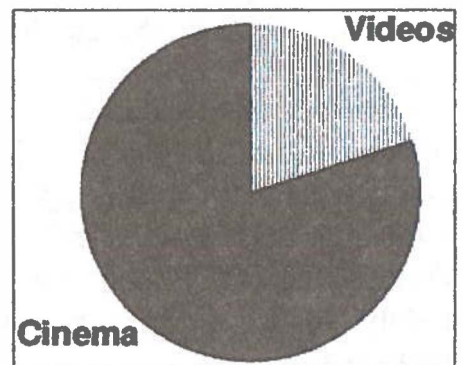


One of the most controversial questions on the questionnaire asked people whether they agreed with the current school uniform.



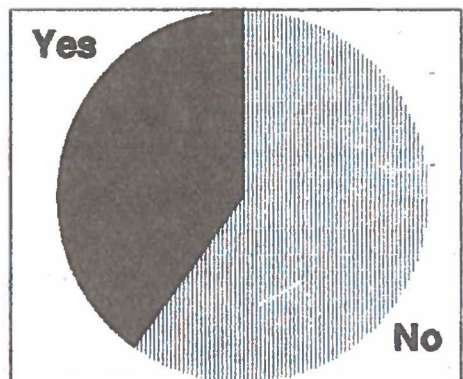
Of the respondents, there was a slight majority in disagreement.

Following a recent advertising campaign by both the cinema and videos, the next question of which Wath Chronicle readers preferred of the two was a question to which the answer was eagerly awaited.



In the end, the result was a resounding win for the cinema.

Asked whether they agreed with Premier League football



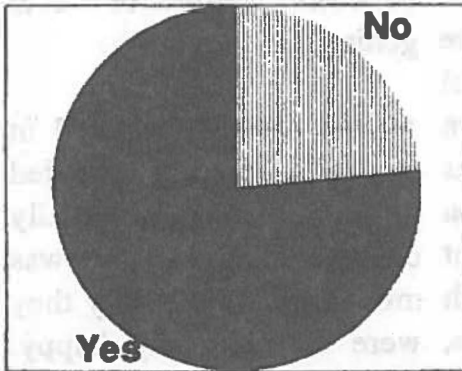
on Sky television, readers replied with a definite no (we at the Wath Chronicle agree). The next question showed



that most readers of the second

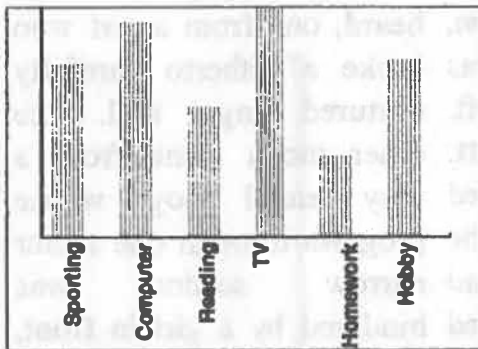
MAASTRICHT IN SCHOOLS?

By Titus



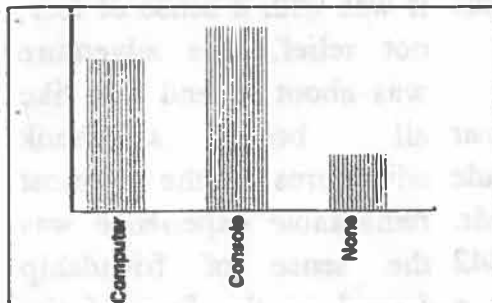
issue also read the first issue (we are building up a cult following already!)

When asked what Wath



Chronicle readers do in their spare time, the answer was as follows:

The ownership of a console/computer/neither question



produced a large number of households with either a console or a computer.

With all the current discussion and argument about how closely we should assign ourselves with Europe in terms of currency, trade and general life-styles, it is rather interesting that no-one has looked into the possibility of recognising our school life to fit in with the European model. As with most things, there are advantages and disadvantages and before coming to any sort of informed decision, it is necessary to have a cursory look at the two systems. In fact, there are far more than two systems, as the continental set up varies from country to country, but it contains in essence several factors which divorce it from what we all know at home and experience every day. We have always 'worked' five days a week with holidays unevenly spread and of varying length based on such factors as when Easter or Whitsuntide fall, the incidence of local holiday weeks, and the necessity of cheap and available labour for such essential tasks as potato picking.

There are voices abroad who wish to homogenize the whole system, having the equal terms of ten weeks, no half terms and four equal holidays of four weeks. This systems screams out all its disadvantages, ten weeks without a break, less holiday during the months with nice weather and correspondingly more in the miserable months of Autumn and Winter, and the almost insuperable problem of the year when such a change-over would be made.

So could a change be made to a 'European' system of school life. Again, not without some difficulties, but certainly more easily than the above mentioned system. What are the disadvantages? The obvious ones are that they start earlier than we do - 8.30am or even 8.00am, and lessons go on until 4.00pm or even 5.00pm, not forgetting that they often work on Saturday mornings until midday. Before you throw up your hands in horror, just read on.

In return for this apparent living hell, you get Wednesday afternoons free, in some schools all day Wednesday. Although the timetable runs for such a long time each day, you are only required to be there when you actually have a lesson, so if your last lesson finishes at 2.00pm, you can go home.

But, look at the holidays! Most of them resemble ours in length; Christmas, Easter, the half terms - but think of the summers. The French call it 'les grandes vacances' for nothing! Ten weeks of freedom, late June to mid September, a gigantic break well earned after a year of concentrated study and hard work! If the idea appeals to you, write to your M.P. or even better Mr. Patten. A bit of change might do us all good!



Down We Go!

By Mr Fleming

With 8 children, 3 adults, 1 dog and sundry caving gear crammed into the mini-bus our trip to Derbyshire was cosy, to say the least. Mercifully the journey was punctuated by the usual garage stop for Mr. Ashmore to buy sandwiches, then a little later the children and dog were disgorged to run along a track for some distance. They were told that it was to stop them feeling travel sick, but Mr. Ashmore confided that it was a ploy forced on him by a miserly school bursar to cut fuel consumption.

As we kitted-up to go down I wrestled with a plastic suit Mr. Ashmore had kindly obtained for me. It was most restful and rather fetching pale green colour, but designed for a body rather shorter than mine! If I straightened up the effect was to give me the soprano voice totally lacking from my childhood days, so I adopted a quasimodo-like posture which restored my basso profundo

tone. Perhaps the suits are designed in this way to compel one to keep one's head down while caving? Mobility was further restricted by strapping on sawn-off sections of redundant Michelin ZX steel radials which pass for knee pads. Wellies, rubber gloves and helmet completed my ensemble, providing total sun-block of factor 100.

Duncan Astle (Old-Wathonion, explorer and student manque) was the first to be lowered to 50ft. down the narrow entrance shaft. Our string of pupils followed rapidly, then it was my tum! The combination of plastic suit and thigh-gripping harness contrived to bend my torso and stop me sliding past the narrowest section. Mercifully (?) Mr. Ashmore's expertise at rope handling and a quick straightening of my body allowed me to descend to the bottom of the shaft.

So at ease did the children appear in the confined space that I made a mental note to write to Mr. Major suggesting that the 1842 Mines Act had been a monumental blunder. Our economic problems could be solved by allowing all children to be educated underground,

between shifts of coal getting.

As the children paddled in muddy waters and wriggled through passages totally claustrophobic, I was moved to wonder why they were so obviously happy. Was it a sense of adventure; ignorance of the hazards or a frightening trust in us?

Whatever the explanation, only two complaints were heard, one from a girl who broke a hitherto carefully nurtured finger nail. The other moan came from a very small boy whose progress through one rather narrow section was hindered by a girl in front, causing him to remark "---- -, you've got a big butt!"

When we finally did see the light at the end of the tunnel it was with a sense of loss, not relief. Our adventure was about to end and like all best storybook adventures the most remarkable experience was the sense of friendship forged in the face of the dangers shared. When can I go again, Mr. Ashmore?

Mr Fleming



Gearchange - The Supercar Scene

By John Hayter

SUPRACAR: Toyota Supra Turbo

No doubt the title's already been used in a motoring magazine in Plymouth, but there's no escaping it, the new Toyota Supra has at last become a supercar. Whereas at one time the Supra was the executive's everyday transport, it's now the managing director's toy! The Supra looks very Japanese, but it has more presence about it than its predecessor (which, let's face it, in terms of looks was about as interesting as an Open University course in Chemistry.) The turbo version which will be launched in June, but won't arrive on these shores until later this year, is equipped with a 3 litre twin turbocharged, 24 valve engine, delivering about 320bhp and capable of powering it to a maximum speed of 155mph, (0-60mph is reached in 5.1 secs) so the Supra is a pretty rippy car. This time around it seems to have been designed as a race car, rather than a subtle motorway cruiser. It is a very sleek car with curved lines and a huge wing protruding from the rear. It doesn't even cost £100 000, like many of its counterparts - expect to pay around £37 000 when it arrives here.

While all the other car magazines this side of Bournemouth are warbling on about how good the Ford Mondeo is, we take a refreshingly different look at the supercar scene.

Last Tango in Paris: Porsche 911 Turbo:

Not long now for the 911. We'll all miss the pictures proudly exhibited on the front of expensive car magazines, the posters on our bedroom walls and the calendars in the hall (oh, don't you keep yours there?). For in 1994, all these will have to be tucked away in the attic as the Porsche 911 blows out to its successor, the 993. It is not surprising then, that the Germans are letting the Porsche of Porsches go out with a bang (more of an explosion really!) than a whimper, as they reveal the fastest 911 ever, - the 3.6 turbo. With a field of horses (360) on tap, it can accelerate from 0-62mph in 4.8 secs (that's faster than a Ferrari 348) and can then decelerate back down again in a further 2.63 secs. It is marginally faster than its predecessor, the 3.3 turbo, running out of puff at 175 mph, but then it does cost £72 000. Mind you, it looks the same as any other Porsche - huge extended wheel arches and monstrous whaletail. The only new visual effect is a pair of new three piece alloy wheels. Still, it'll keep the chaps down at Athena in business for another year or two.



Careers:

The dilemma of a teenager

By Mr Haynes

Oh the frustrations of you the teenager!

You are surrounded by wise oldies who constantly plan your life and give you advice; do this, don't do that, be careful, don't talk to strangers, the list is endless.

It is all well meaning, but , asks the teenager, when is there a release? When will I be allowed to grow up? At what age will I be given my self determination? When, for heaven's sake, will I be free?

The trouble with adults, teachers, parents, family and friends is that we have all been teenagers and we know what being a teenager is all about.

It would seem also that we are perfect teenagers with no problems and we make few mistakes, and our pop music had tunes and there was no violence on TV and everybody listened to Children's Favourites on Saturday morning.

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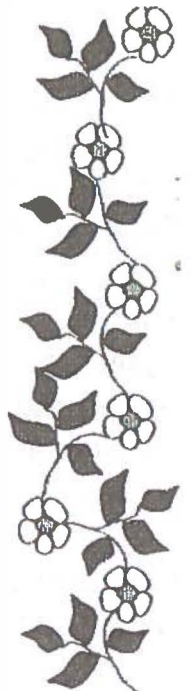
Floral Dreams



We offer a wide range of dried flower arrangements at reasonable and competative prices. We do dried flower parties and we also take orders.

Prices range from £3 - £25

If you would like to book a party or order a basket, please don't hesitate to telephone 760222 and ask for Miss Wing Floral Dreams.





(Continued from last page)

The one thing that we adults have no experience of is being a teenager in 1993.

Most of us have no idea of what it feels like to go to school and work hard, yet see so little opportunity for our talents when we leave.

School is a place in which advice flows like a river in flood; so much so that there is a risk that teenagers ultimately turn off and are unable to separate good advice from bad.

And, when students in school are in their later years, when the whole world has bestowed all its wisdom upon them, who comes along but the ultimate "Merlin", yes - the Careers Teacher.

Now, he knows a thing or two, he knows about this distant and mysterious place "the outside world", he's done every job in the "Occupations" book, he's done voluntary service overseas, split the atom, scored the winning goal at Wembley and he's only 25. Do you recognise him?

Well it's me.

The truth is that at some stage we all grow up and become independent, but this release does seem to be an agonisingly slow process.

Employers continually tell me that they want youngsters who are self motivated and show initiative and so it is in your interest to sample independence as soon as possible.

Largely it is down to you. If you act responsibly then parents etc will give you more responsibility.

If you show initiative and use freedom sensibly then parents will feel more confident about giving you freedom.

As a baby, as soon as you demonstrated that you could walk without assistance then your parents allowed you to walk without assistance. Freedom is not given, it is earned.

In year 10 in school children are given the chance to have a

work experience and this is an ideal opportunity to demonstrate your independence and maturity. There are always those who want to have a work experience around the corner a few minutes from home or who don't want to get up too early because it is too much trouble - "I can't possibly catch two buses" comes the cry. Ugh!

How can people like that possibly be ready for the independence they crave.

My approach to careers guidance is much like the national health; it is there at the point of need. I'm not here to ram it down your throats but to help you when you show that you have sufficient interest in your own future to seek advice.

In your school we have perhaps the best careers facilities in the area and we are always willing to help, but the bottom line is "It's your life, your future, your dreams and ultimately your sweat".

By Mr (Merlin) Haynes



CRISIS COLUMN

SHE'S GOT ANOREXIA

I've a friend who goes to another school who is anorexic. She has now realised that she has got a big problem and is asking me to help. How can I do this?

From a worried friend.

Your friend has a very serious eating disorder and it could be fatal. Anorexia is actually a psychological condition that causes a person's body image to become distorted. This is why your friend cannot see her body as it is. She is convinced she is fat and no one could change her mind. One thing that you might consider doing first is find an adult or teacher that you trust and ask them for their help. You really should see a doctor to help your friend get over this. To get extra advice you could write off to the address below from where you can obtain extra information to help you with your situation.

The Eating Disorders

Association,

Sackville Place,
44 Magdalen Street,
Norwich,
Norfolk,
NR3 1JE.

MY EXAMS ARE MAKING ME ILL

Dear C.C,

I am really worried about all my GCSE exams. I am very depressed and I can't eat or sleep and it's making me really ill. My parents are putting pressure on me saying if I do not pass they will be really angry. I have difficulty revising and trying to learn things. Please help me as I don't know what else to do.

First of all, it's wrong for your parents to put you under so much pressure as they are not in your position and do not know how you feel. Exams are tough enough without pressure being put on you. Try to talk to a teacher that you trust and tell them how worried you are. Everyone has to face exams and some people handle them calmer than others. Do not revise too much as you will not be able to retain all the information. Try to take a rest every 20-40 minutes. If you work hard, the results will show. Please don't worry because this makes the learning a lot harder. Try to relax a bit more.

HE'S THREATENING TO KILL HIMSELF

I've been going out with this boy for a month, and last week I finished him because I didn't think it was going to work. The problem is he keeps telling me he loves me and keeps ringing me up and saying that he will kill himself unless I go back out with him. I feel so awful and I would feel guilty if he did kill himself.

This boy is being really unfair and putting you in a cruel position of emotional blackmail. He should not put this threat over you to get what he wants. For a person who loves you he has a funny way of showing it. If he really is contemplating suicide then you must tell his parents what is going on and your own person also. You should not try to get through this situation on your own so confide in someone who will give you genuine help.



The Library in the '90s

By Mrs Mitchell

The library has undergone many changes in the last two years. Initially this involved changes in appearance, with new owner, a carpet and a changed layout. It could be said that this gives a sense of warmth and welcome, a pleasing environment in which to work and learn.

At the same time a change of staffing has caused change in itself.

From a mere six hours library time which was offered to Mrs Bailey, I now have twelve hours in which to organise library affairs, assisted for short spells by Mrs Roden who takes care of some of the clerical work.

The increased lesson allocation has given valued time for innovation and progress.

The main change has centred around the introduction of

different information retrieval systems, ie the computers and the CD-ROM.

They have proved popular with all age groups and I am very pleased with the positive attitude which most pupils have taken towards this very expensive equipment.

What can the library offer?

As well as the usual collection of fiction and non fiction books on MOST of the question areas there may be information on the library press service.

Library Press Service:

This was set up in February 1992 by myself and Paul Campy. It is under-used at present but it is growing in popularity as pupils realise the value of information fresh from the World's press.

What is the Library Press Service?

Observer

World Press

Service:

W.P.S. are sent to the School Library every month and contain a round up of that month's news from sources around the globe.

They are then filed in binders for easy reference within the Library and are available to pupils of all ages. Pages can be duplicated on request.

Essential

Articles:

These files are published by Carel Press who collate articles from around the world on almost any issue. Photocopies can again be obtained by speaking to the librarian at the information desk.

Media Information

Guide:

The Media Information



Guide is designed to augment the non-fiction book section of the library.

When searching for a book on a particular subject you may find more information from the press.

Simply take the number on the spine of the book or look in the subject index and use it to locate the relevant articles in the Media Information Guide.

Photocopying:

If you require a photocopy of any page of any of the above files, take the appropriate binder to the Library information desk and give any details to the librarian on duty. The charge per A4 side is 5p.

If you have any queries regarding the Library Press Service just speak to a Librarian at the information desk.

A great deal of time has been spent over many years, in building up resources to facilitate

pupils in their learning process.

The majority of pupils enjoy and make the most of the library environment but it has to be said that a minority betray the trust offered them in an independent study situation.

There have been repeated occasions when chairs have been vandalised, endless litter, chewing gum on the carpet, and books carelessly left out on tables.

In order for the library to function as a centre for learning, where varied resources are set up specifically to assist pupils, then we each must take a responsible attitude for caring for that environment.

We must share responsibility for a valued part of school which offers calm and shelter for worthwhile and necessary activity.

Sleeping tip:

How to get to sleep.

There are various ways to fall to sleep.

The traditional way is to count sheep, visualising each one before it is counted.

Another good way is to breathe regularly and imagine that it is a cold day and that you can see your breath forming in front of you.

Breathe in and hold your breath for a short time, and then exhale, counting the number of times that you do this.

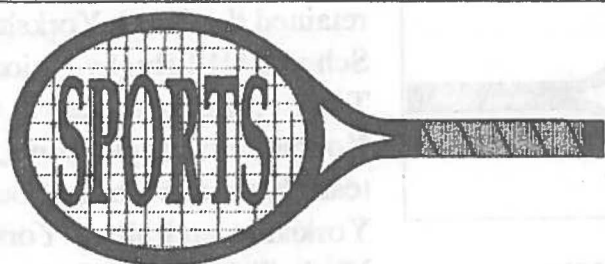
Read a terribly boring book while in a comfortable position until you fall asleep.

Listen to the radio at a very low volume. Use a time switch to turn the radio off after you have gone to sleep.

Breakfast tip:

Traditional muesli ingredients:

For a traditional muesli, mix together the following:
Dried oatmeal, bran, flaked wheat or corn, wheatgerm, brown sugar, raisins, dates, dried bananas, dried apple, chopped nuts, dried apricot.



A roundup of selected school sporting activities over the past term. If you play in a sports team and you would like to write an article on your team's experiences, drop it into the Article Box in the library!

Year 9 Crowden

Articles by Mr Selkirk & Louise Smith

This year's year 9 Crowden outdoor activity course was attended by 30 year 9 pupils in the first week back after the Christmas Holidays.

Having set off from school with a good two inches of snow on the ground expectation that there would be at least a foot at Crowden was high. Sadly, this was not to be the case, but a brisk walk up a frozen stream soon made us realise how cold it was though.

For a number of pupils this was their second visit to Crowden having visited whilst in year 7, so the organisation of the day was familiar. The activities included walking, orienteering, climbing, abseiling, canoeing and caving, with countless other tasks thrown in to challenge the three groups. The party was a well balanced

group who threw themselves fully into the activities and showed a lot of commitment and hard work. Their reward was a thoroughly enjoyable week at Crowden and an excellent experience for cooperation and group work. Well done to all those who took part.

Mr Selkirk

It took more than an hour to get there and when we did get there our first job was to make our beds and do our bedrooms, which had two bunk beds and two wardrobes.

Then we had a meeting which was telling us to appreciate the building and to have fun. After the meeting we looked around. There was a snooker table, a

tuck shop, a coffee bar etc. We then started out in our groups, red green or blue. I was in blue and the teacher was Sean.

Every day we undertook a wide variety of activities, such as:

Monday - 9 mile walk

Wednesday - orienteering and abseiling.

Thursday - caving and zip wire.

In the mornings, for 10 to 15 minutes we did a job such as cleaning the bar or washing the cups.

We then went on our activity and had a laugh and then when we came back we cleaned up all our
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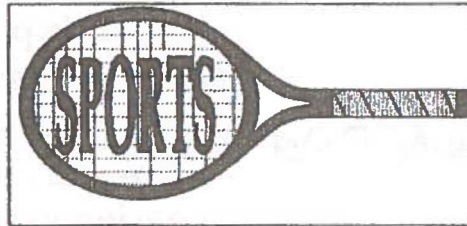
(Continued from last page) equipment and then got a shower and got changed into clean clothes. We could do what we liked at night but at about 8.00 we did an hours puzzle or games with the Crowden staff such as posters or getting ten people on a piece of paper one meter square. Every day after our breakfast and evening meal we took it in turns to do the washing up. After 6.00 at night we could phone up our parents. Then at about 10.00 to 10.30pm we went to bed but most of us went to sleep gone midnight. But the best part of the whole visit was being muddy and wet.

Louise Smith

Play Up The Wath Comp!

By Chris Watkin

There is a great deal of emphasis placed nowadays on extra-curricular activities, both in and out of school. Sport, being one of these extra-curricular activities has a very healthy tradition among wathonions and Wath has gained a high reputation for its



sporting achievement. The under fourteen rugby team are no exception to this rule and their recent showing in the South Yorkshire and Yorkshire Rugby Union knockout tournaments are a testament to their prowess. Both of these championships take the form of a succession of twenty minute (ten minutes each way) matches. The two teams who come top of the group(s) or the two teams that have scored most tries if two teams are otherwise equal, go into the final, a straight knockout match. In the South Yorkshire Championship, Wath came first, beating Old Hall school comfortably in the final. In the whole of the Yorkshire championship, Wath came second, being narrowly beaten by Bingley in the final. By the admission of one Bingley player: "You would have thrashed us if it was a full length match." (This we indeed did do later in the season).

For their troubles, Wath

retained the South Yorkshire Schools U14 Rugby Union Trophy, and, unrelated to the Yorkshire championships, the team has also won the South Yorkshire and all of Yorkshire Merit Table Award to add to the rapidly swelling trophy chest. However, the rugby season is far from over at the time of writing and there are still trophies to be played for, and hopefully won. Watch out for the next edition of Wath final for the end of season round up.

After the triumphant matches, vehement choruses of "Play Up The Wath Comp." (a song written by the players themselves) were to be heard resonating around the bus on the way back to Wath.

Wath Hockey

By Vikki Ellis

Once again Y9 have won the U14 Rotherham schools Hockey Tournament. A trying match against our dearest rivals, Swinton, clinched the cup.

The goal came half way through the second half perfectly crossed and painfully sliced (continued on next page)



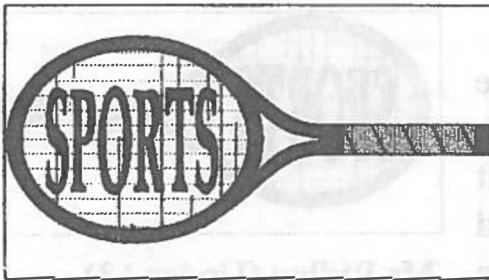
(continued from last page) into the top right hand corner of the goal. Wath rejoiced, smiles, hockey sticks waved in the air, while Swinton sadly hung their heads. A prime example of Y9 the hockey players living up to their title of indoor and outdoor champions.

The team is:

Vikki Ellis - Captain, Joanne Catling, Rebecca Nicol, Natalie Hare, Cheryl Brice, Melissa Clark, Natalie Young, Andrea Oxley, Adel Marriot, Fiona Lampitt, Emma Briggs.

Many of the Y9 players also play matches with Y10, clubs and other local teams.

Whatever the weather, Wath try their best to play a skilful and winning match. They defeated schools such as - Swinton, Mexborough, Dimmington, Rawmarsh, Kimbelworth, and many more. Wath Hockey - support us in our glory.



Wath Netball

By Vikki Ellis

Quick, skilful and dangerously good. Wath netball team come equipped with accurate passing, fancy footwork, skilful goal scoring and excellent defending.

Y9 have only been defeated once when they played Dinnington last season. Other than that, no school has come close to winning.

Y9 have won the Rotherham Schools Netball Tournament, with articles recently published in local newspapers!

The team is:

Rebecca Nicol - captain, Vikki Ellis, Joanne Catling, Natalie Hare, Cheryl Brice, Natalie Young, Donna Calvert, Shelly Thompson.

Every year the team has improved and picked up new

players. Lets hope that they travel on to lots more success!

Wath Rugby

By Granville Marriott

Wath once again prove how strong the Rugby tradition remains within the school. The season 1992/1993 draws to a close with us once again sitting proudly on top of the South Yorkshire Merit Table as champions.

The Merit Table Began in the 1991/1992 season for the 3d (Y9) and 4th (Y10) year teams along with the first team. As can be seen from the league tables, all three teams finished in the top three of their own league.

For the first team this has been a year of transition with several fifth (Y11) years playing alongside a core of lower sixth. We did not win as many games as we perhaps could have but with us being such a young side, expectations are high for



next year.

Several players have represented South Yorkshire this season at school or club level, and hopefully this will continue next season.

On a personal note I have enjoyed being captain of the 1st team, it can be hard work getting players to attend training etc, I know that next season we will be the team to beat in South Yorkshire. The majority of this year's side will be available and we should be one of the oldest and most experienced teams around.

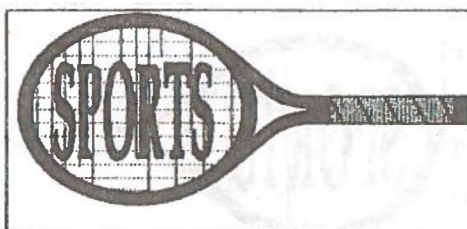
Exam results permitting next year will be my last at school and I still have not been on a winning side against Swinton, **SO WATCH OUT SWINTON - WE'RE COMING!**

On behalf of all the players in the school, I would like to thank:

Mr Price (master in charge of Rugby)

Mr Cox (first and second team coach)

Mr Selkirk (Under 14)



Mr Ridley (Under 13) and Mr Senior who stepped in when required to fill in any gaps. Your efforts are

VAMPIRES- FACT OR FICTION? By COURT ALVARD

Vampires have fascinated the human race for centuries. Some think that they are just fiction... but others are not so sure.

appreciated.

For many years myths of vampires have kept little

children awake in their beds and have had people jumping at the slightest noise. Myths of vampires go back many years. Long before the time of Bram Stoker, in fact as far back as the 14th century, vampires appear in Malaysian, Indian, Chinese and Mexican mythology as well as in European. A biochemist, named David Dalph, put forward a theory on the existence of vampires. Dalph claimed that these people suffered from a rare genetic disorder named Porphyria. This disorder stems from the deficiency of a hormone, a red blood pigment produced in the liver, which carries oxygen in haemoglobin. This causes extreme sensitivity to sunlight, deformed limbs, and the gums to recede badly, giving the appearance of fangs. The theory suggests that the sufferers would venture out at night only and would crave the blood that they lacked.