

THE ANSLOW YEARS

from 1992

HEAD OF A HAULAGE COMPANY

‘Is it a haulage company?’ asked my best friend when I told her I had applied for a job at KGV. ‘A haulage company?’ I said with some indignation, ‘certainly not! It’s a Sixth form College in Southport.’ I didn’t know the half of it then. I didn’t know the long tradition and history of the school. I had never heard of the ‘Old Georgians’. (I wonder if I dare admit that!)

I well remember going for the interview and being grilled by some of those very same Old Georgians who are still members of the board today. I still remember the twinkle in the eyes that accompanied the complex questions and rapier wit. Plus ça change..... I remember, too, that I was full of cold. My husband John took one look at me on the morning of the second day and said, 'Do you really want this job?' 'Yes', I replied. 'Well, put some more make-up on, take another Lemsip and get going' he said. The rest is history. How glad I am that I persevered; how fortunate and privileged I was to be appointed.

I recall very distinctly my first staff meeting, and addressing teachers who had been appointed by Geoffrey Dixon when I was still in primary school. Looking back now, I realise that I was relatively 'wet behind the ears', but I think that was a good thing. Nothing was insurmountable; everything was possible. Taking the College out of LEA control and setting it up as an Independent Corporation, with all of the assets and liabilities, all of the financial, legal and staffing responsibilities was exciting - a challenge to be relished. We did it and we did it well. Add to that the fact that names such as John Rostron, Ronnie Fearn, Ray Jeffs, Rob Fletcher, Paul Bagshaw, Eric Usher had been members of the Board and you will understand that the experience that is King George V College is well and truly rooted in the strengths and vision of the boys' grammar school from which it emerged.

Always towards the top of the national league tables for results, our opinion is sought specifically by those in charge of national policy, and I am very proud of that. I am proud, too, that we have built a College with full disabled access and that we value and support those with learning difficulties and disabilities, who can benefit from our curriculum just as much as the very brightest who will go on to be national leaders in their chosen field.

I am proud that we have developed truly outstanding curriculum facilities and classrooms with a state-of-the-art Learning Resource Centre, full of appropriate modern computer technology to reflect our passage into the 21st century. The Millennium Centre has already become a familiar landmark and a greatly admired centre of learning...just like the distinctive old school building that I never knew, except through photographs and Nancy Dixon's wonderful painting. I remember my pleasure when she presented it to me to hang in the College. It is in the waiting area outside my office, with a painting by George Wakefield and one by Hubert Long.

I truly regard the College as the School come of age. Open to all, with opportunities for more than double the number and, of course, girls. We have 1150 16 to 19-year-olds on roll this term and 630 adults in the evening. We have developed a college well-known regionally and nationally for excellence. As a mark of that, I will certainly never forget being invited to Downing Street in May 1998 to meet the Prime Minister, and to Buckingham Palace in February 2000 to receive the OBE from Her Majesty the Queen.

We have entered the 21st century with confidence and commitment, leading the field in the government's new Curriculum 2000 initiative. What on earth will be next? That is the wonderful thing. There will always be new challenges. I remain an incurable optimist; nothing is insurmountable, everything is possible. The government is introducing a new agency to manage all post-16 education and training. If you, like me, have been fortunate enough to pass muster with Hubert Long and Geoffrey Dixon, you will know that a government agency doesn't scare me at all.

Hilary Anslow OBE, Principal of KGV College from 1992

COLLEGE MAGAZINE 1994-6

The Anthony Pedlar Public Speaking Competition was held on 14th November 1994. Students taking part included Ray Livingstone, Steven, Graham Newman, Angela Graves, Richard Brown and Roba Khundkar. All the participants performed well and were highly praised. The winner and runner-up were both from KGV.

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The College Young Enterprise Group - Ginkco - set up and ran a business manufacturing jewellery, waistcoats and floor cushions, winning the 'Best Sales Award' at the Trade Fair held at the Liverpool Moat House Hotel in March 1995. They later went on to win the 'Best Products Display' Award in the Sefton Area Finals.

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KGV students hosted the European Conference '95 at the Padgate Centre, University of Manchester. We had the privilege of meeting friends from several different countries, including Norway, Denmark, Northern Ireland and Belgium. Everyone (well, almost everyone) was fairly co-operative during the various visits, football matches, EU workshops and group assignments. It proved to be a bit of a challenge to communicate with the Norwegians, for they refused to take part in any discussion related to the EU as Norway is not a member state.

Anyhow, we soon realised how poorly-equipped we were with communications skills as the Europeans presented themselves in at least three languages to our one. However, being dominant in nature, we decided to make our language the official language of the week and established our friendships through this. At the end of the week a very emotional parting took place, as some of us had formed some very close bonds during the visit. We thank Mr Mitchell for his famous Quiz Night, and our hearts go out to Mrs Collier and Mr Maclee for having to organise and conduct the whole event. The students taking part were Ruth Parry, James Doering, Maxine, Kate Aspinall, David Walton, Roba Khundkar, Sally Price, Louisa, Cathy, Tim and somebody else.

The KGV Team of Rachel Slack and Craig Brown distinguished themselves in the first round of the Observer-English Speaking Union Schools' Debating Competition 1996 and reached the second round, which was hosted by the College. The team put up a strong and well-argued debate for the motion 'Men and Women will never be Equal'. The debate was chaired by Roba Khundkar.

TWENTY-FIRST CENTURY BOY

I am a member of the first graduating class of the 21st Century. I bet that makes some of the readers feel old! I am different to many of the other Old Georgians - new century, new buildings, new staff - and something else...strange creatures who do things with hair...Girls.

The KGV I have just left is, in some ways, different to the one that you left, but in many ways similar - where the old school used to be is a car park! I've had the privilege of studying in the Millennium Centre that is a great asset to the College. I bet that, when the College was a Grammar School, you never cut lessons to slip off to the pub for a swift half; not that I ever did anything like that, you understand.

KGV is, I am sure, in many respects pretty similar to how it was when it was the old 'sinking' school, and the letter from Buckingham Palace saying that King George V would be pleased to have a school bearing his name still hangs proudly on the wall. The place has a buzz and an atmosphere I imagine always to have been there. It's the atmosphere of blood, sweat and toil, but also of fun and enjoyment.

Mrs Anslow is an outstanding Principal. She has always got five minutes for a chat which, in my experience, felt more like half an hour. It was this 'open door' policy that was so nice. If there was a problem, the staff would do whatever they could to help you through it. I have just got to stick in Mr Amer's name - yes, he is still there! He helped me through a particularly hard time, and he is an asset to the College. There are loads of other people I should mention, but I haven't got space, and the list would just go on and on.

And so I've left - moved on, you might say. Off somewhere new for something different. I don't know what the future holds but, when I look back to my time at KGV, I won't just remember it as a place where I sat my A Levels. I'll remember it as a place where I made many friends and where I had some of the best times of my life.

David Thornton (SO 1998-2000)

NUMBERS ON COLLEGE ROLL 1982-2000

1982: 552	1983: 550	1984: 578	1985: 600
1986: 605	1987: 586	1988: 609	1989: 608
1990: 609	1991: 650	1992: 673	1993: 773
1994: 869	1995: 967	1996: 1030	1997: 1023
1998: 1052	1999: 1085	2000: 1146	

The gender breakdown of students on roll over a sixteen year period is:
 1982: Male - 55% Female - 45% 1998: Male - 46% Female - 54%
 The distribution in 2000 is: First Yr. 631, Second Yr. 488, Third Yr. 26.

NEW STUDENTS 2000

The student intake into the Lower Sixth Form of the College was from:

Ainsdale High School	43
Birkdale High School	68
Greenbank High School	82
Meols Cop High School	15
Stanley High School	62
Priory High School, Burscough	11
St Bede's High School, Ormskirk	31
Tarleton High School	13
Cross Hall High School, Ormskirk	3
Kingswood College, Scarisbrick	18
Ormskirk Grammar School	9
All Hallows High School, Penwortham	3
Christ The King High School	45
Formby High School	22
Formby Range High School	49
Holy Family High School, Thornton	4
Manor High School, Crosby	7
Maricourt High School, Maghull	5
Sacred Heart High School, Crosby	6
Southport College	6
Sefton Others	30
Merchant Taylors Boys	11
Merchant Taylors Girls	12
St Mary's College, Crosby	10
Streatham House, Crosby	5
Other (outside district)	22
KGV (Ex-Foundation/ Restarts)	38
Total	630

CURRICULUM 2000

Of the 630 new students admitted to the First Year of KGV in September 2000, 480 are studying for AS Levels, 88 are following Vocational A Level courses and 35 are on Foundation Programmes. The first two of these are part of the new system called Curriculum 2000, which replaces the traditional A Level and GNVQ courses of study.

AS/A2 LEVELS

Curriculum 2000 is the first major change in Advanced Level for 50 years. Those who wish to study for A Levels take an average of four main subjects in the first year at AS Level, which are supplemented by General Studies, Key Skills - Communications, Application of Number and Information Technology. Some subjects will be assessed on a modular system; others on a linear basis. All of this represents the first half of an A Level. A2, in the second year, is the second half of a full A Level, and is pitched at a more demanding standard than AS. Many students will reduce their four main subjects to three in this second year but, over the two years, they will have undergone a broader experience than the tradition A Levels offered. The choice of AS and A2 subjects in September 2000 was:

Archaeology	Art & Design	Biology
Business Studies	Classical Civilisation	Chemistry
Computing	Economics	English Language
English Lang & Lit	English Literature	Ethics
French	Geography	Geology
German	Government & Politics	History (Modern)
History (Early Mod)	Information Technology	Law
Maths (Further)	Maths (Pure & Applied)	Maths (SMP)
Maths with Statistics	Maths with Mechanics	Media Studies
Music	Philosophy	Physical Education
Physics	Psychology	Religious Studies
Social Policy	Sociology	Spanish
	Theatre Studies	

VOCATIONAL A LEVELS

Vocational A Levels, which have replaced GNVQs, consist of a number of separate units, some of which are compulsory; others optional. Like A Levels, Vocational A Levels will be graded A, B, C, D or E, and the value of a Vocational A Level, compared to academic A Level qualifications, will depend upon the number of units successfully completed:

Full 12-unit Vocational A Level = 2 A Levels

Single 6-unit Vocational A Level = 1 A Level

Part 3-unit Vocational A Level = 1 AS Level

In September 2000 the Vocational A Level courses offered were:

Business Health & Social Care

Information & Communications Technology

FOUNDATION PROGRAMME

Foundation courses are one-year programmes for students who wish to improve their GCSE qualifications while, at the same time, preparing for more advanced study. If necessary, they can retake GCSEs in the two subjects that are essential for progression into most occupations and higher education - Maths and English Language. They can also choose additional subjects from Business Studies, Media Studies, French, Physical Education, Psychology and Science. Many students who complete the foundation Programme successfully progress to AS/A2 courses or vocational A Levels in the subsequent two years.

AS/A2 - A STUDENT'S VIEW

AS

AS/A2s are the radical reform to the A Level as we know it. Student 2000 is not expected to take 3 A Levels and an enrichment course, but much more. Student 2000 will have to pick up 4 AS subjects, General Studies, an enrichment course and Key Skills. That's a hell of a lot to take, isn't it? Modular based, AS - Advanced Subsidiary - will be academically closer to GCSE than A Level, losing the heart-stopping shock that first years get at College. One module per term, and an externally-marked exam at the end of the year will, theoretically, give them 5 AS Levels. But, wait a minute! Isn't it called AS/A2?

A2

What's A2, then? In the second year they will again have to make a big decision because, from the 4 AS they picked, they will have to choose three of them to carry on to A2 Level. But listen carefully (here comes the science bit). To qualify for an A2, you need to pass an AS, so how do you know which ones to pick without having your results? This is a problem yet to be solved.

WHY?

The Government believes that students specialise too early, and so this reform is to 'ensure that standards are raised and encourage A Level students to pursue broader and more demanding studies, whilst increasing choice and flexibility for Sixth Formers'. (DfEE) Broader and more demanding studies I can agree with, but raising standards I'm not so sure about. KGV has excellent standards with highly-trained and specialised teachers who eat, breathe and sleep their subjects, taking good care to teach you all you need to know. These reforms may hamper this excellence.

OPINION

Generally, all the people I have asked have doubts about the up-and-coming reforms, but many believe 'It's a tremendous opportunity for students and is long overdue'. (Mrs Anslow) Mr Hamby, Meols Cop High School Headmaster, said 'I am in favour of courses that are able to broaden a student's view; I can only make a judgement at the end.'

So wish great luck to all students 2000 as they embark on an unconfirmed path in life, and give great sympathy to all teachers and advisers struggling with the reform.

Souzan Watkins, AH 1999-

(Extract from a much longer article in 'Voice', the College Magazine)

REMINISCENCES OF A GEOGRAPHER

It began back in 1967 when a raw recruit to the geographical teaching world arrived from university to be shepherded under the wing of Gus Parsons. What a dynamic man! His exacting standards in the classroom were an excellent model for a young teacher. He always seemed to be carrying the world in his briefcase - perhaps he just did a lot of marking. But his briefcase was a wonderful battering ram - I saw innumerable boys pushed to one side as Gus ploughed his way along the congested corridors of the old school buildings. Moses crossing the Red Sea had nothing on Gus!

The increase in the number of boys studying Geography at O and A level required more teaching space and the first mobile classroom for KGV was located by the outside toilets (soon to be demolished) for Geography use. I remember the intoxicating and odorous fumes from the oil heater located to the right of the blackboard - perhaps that's why student performance was not all it could have been! Still, it did provide an alternative heat source to the piles of coke that always seemed to be outside the boiler house at the back of the school, except when the wind came from a certain direction and blew the boiler out.

I remember with great affection the House system in the old school. We created enthusiasm for, and great rivalry between, the Houses. Sports competitions were always keenly fought out on the games field. Housemasters stood on the sidelines shouting and encouraging their teams to maximum effort. My knowledge and understanding of Rugby was very little, but that didn't seem to matter. All you did was shout as loudly as you could and that seemed to do the trick - the boys played their hearts out and ended up soaked to the skin and covered in mud and sand. In those days, the pitches always seemed to be flooded, but that didn't seem to matter either!

Some staff will recall with affection the caretaking and cleaning staff in those days. It was the caretaker's wife's duty to clean the staffroom. Perhaps it was because we were nearly all bachelors in those days that several of the younger staff often congregated at the end of the day in the staffroom. 'Have you no homes to go to?' she would ask, wielding her large broom. 'Lift your feet!' she would say as she swept around us. Like obedient pupils, we raised our feet high in the air to prevent our ankles being bruised and lacerated by her brush!

The School's field centre, Long Rigg near Sedbergh, was a favourite retreat from the school routine for a few days each year. It was Geoffrey Dixon's vision that was realised in Long Rigg. How the boys enjoyed it; they learned how to live alongside each other (some missing their homes more than others), to share the daily kitchen chores, and yet being introduced to the delights of the Cumbrian countryside. Enthusiastic staff volunteered to take groups away for field work, fell walking, nature rambling or caving. I am sure we would not be allowed these days to go caving as we did then, but common sense prevailed and I am sure many former boys of the school remember their experiences underground with great enthusiasm. They learnt more about themselves in those trips than many days in the classroom would ever teach them.

1979 was a year to live in the memories of many staff. Until then, there had only ever been boys on the site, but the opening of King George V College saw the arrival of girls. Some staff wondered how they would cope but, looking back, perhaps the greatest change was the ceasing of calling students by their surnames. We had to get used to calling them 'Tom' or 'Richard', rather than 'Smith' or 'Jones', for it would hardly have been appropriate to use girls' first names, but boys' surnames. David Arnold steered us through the stormy seas of change from the school to the college. How he ever got his work done remains a mystery, for he always found time to talk to anyone, and at great length. We had the girls in skirts and blouses wearing a college badge and the boys in jackets and ties, a far cry from the dress fashions that prevail today.

How different things are now. College buildings designed for 450 in 1979 have been extended and remodelled to accommodate 1160 students in 2000. How the curriculum has changed with new courses - Media Studies, Archaeology, Philosophy, Classical Civilisation; how the demands on students have changed with requirements for ever-higher grades for university entrance; how the College has met the demands of information technology by building the new Millennium Centre with its library and learning resource centre, featuring computers for all and access to the Internet; how the number of adult students has grown in recent years, responding to the need for computer-based courses as well as leisure and recreation classes.

Today's College Mission statement proclaims: 'Our mission is to be a premier centre in the northwest for high quality academic and general vocational education'. With examination results placing the College consistently in the top ten nationwide, the staff and students of KGV today maintain the success story that was all too familiar in the KGV of the past.

Peter Comfort, KGV College Assistant Principal

KGV TEACHING STAFF 2000

PRINCIPAL

Mrs H Anslow

VICE-PRINCIPALS

Mr A P Lynas

Mr J C Richards

ASSISTANT PRINCIPALS

Mr P J Comfort

Mrs P Collier

ARTS AND HUMANITIES FACULTY (AH)

Mr C J Collier	History, Head of Faculty
Mrs V R Chadwick	English, Faculty Tutor
Ms C Kaye	Art, Media Studies
Mrs M A Parry	RE, English, Ethics
Miss N Gash	English
Mr J D Ranson	Modern Languages, Business Studies
Mrs S Oakes	Modern Languages
Mr K H Matthews	Music
Mrs P Wilde	Modern Languages
Mr D F Pearson	English
Mr N J King	English
Mrs M Hilton	Modern Languages
Mr P F Atherton	Media Studies, English
Mr J Cotterall	Drama
Mrs J I Clayton	Classical Civilisation
Mrs D C Mackley	History, European Studies
Ms A K Berry	Law
Ms A A Raferty	English
Mrs L Griffin	English
Ms D Almond	Media Studies
Mr R Spiteri	Art
Mrs H White	Art
Mrs E Gouldbourne	German
Mrs M Moore	French
Mrs S Oakes	Spanish

MATHS AND NATURAL SCIENCE FACULTY (MS)

Mrs A F M Small	Biology, Health/Soc.Care, Head of Faculty
Mrs M Sanderson	Mathematics, Faculty Tutor
Mrs A Addicott	Biology
Dr C Duncombe-Moore	Biology
Mr J A Fairburn	Chemistry

Dr S E Lister	Chemistry
Mrs C M Clarke	Chemistry
Mrs P Dalton	Health & Social Care
Mrs A M Egan	Mathematics
Mrs J P Pountney	Mathematics
Mrs J A Ronald	Mathematics
Mr F E Large	Physics
Miss C L Pharaoh	Physics
Mr R A Liddle	Psychology
Mr C Sharp	Biology
Mr G J Swapp	Psychology
Mrs J C Wells	Biology
Mr A S Campbell	Psychology
Mrs A Evans	Mathematics
Mr R Clark	Mathematics
Mr L J Fillingham	Physics
Mr D Miley	Chemistry
Mr J R Wohlers	Mathematics

SOCIAL SCIENCE FACULTY (SO)

Mr M E Amer	Economics, Head of Faculty
Mr A Clowes	Geography, Geology, Faculty Tutor
Mrs J Cairns	Business Studies
Mr C A Wortley	Business Studies
Mrs D J Burns	Physical Education, Information Technology
Mrs E M Aughton	Geography
Mr D N Evans	Geology, Geography
Mrs C M Ralph	Information Technology
Mrs M P Morgan	Sociology
Mr J E Owens	Physical Education
Mrs E S Hulme	Sociology
Mr R L Jones	Business Studies
Miss S J Quinlan	Business Studies
Ms C A Bradley	Physical Education
Ms C E Edey	Information Technology
Miss S C Taylor	Business Studies
Mr B Williams	Politics, History
Mrs P H F Knapton	Business Studies, Economics
Mrs P Ball	Information Technology
Mrs S Rowell	Computing
Mr J S Stout	Computing, Information Technology
Miss L E Woodman	Physical Education
Mr S J Soper	Business Studies, Economics
Ms D Almond	Media Studies
Mr P D Walker	Politics, Marketing & Publicity, Adult Educ.
Mrs P Lewinska	Learning Support
Mr A R Munday	Learning Support

ALL CHANGE

One result of staying in a teaching position for any length of time is that one experiences any number of changes, not only to oneself, but also to the institution and to the educational system. Perhaps this review can highlight some of the changes during my KGV career.

Staff who taught at the old King George V Grammar School were always accused of being 'dinosaurs', 'stick-in-the-muds' and of lacking ambition. These accusations always come from young, progressive, career-minded staff who put around the myth that nothing ever changed at the old grammar school. Nothing could be further from the truth. One of the reasons that I remained at KGV was that my own career was a series of changes, and my approach was always to take on a responsibility, seeing it through its period of change. For example, in only my second year at the school, I became involved in boys' hockey, and in my third year, when Peter Longhurst left to take up a position at Stowe, I became master in charge of the sport at school level. In the following year, interest in hockey at KGV exploded, and with the able assistance of Cliff Flemming and Peter Comfort, the school became a force to be reckoned with in the North West, winning the Merseyside Tournament and providing players for Lancashire and Regional teams, as well as for the local hockey club. Later, old boys earned national honours, playing for England or for Wales, somewhat to the amazement of Rugby staff!

With the departure of Ken Topping, Head of Economics, to Preston Sixth Form College, I was then promoted to be the head of a department which was firmly established at A level, with a staff of two specialist teachers. I had also been appointed House Tutor for Rogers' under the able leadership of John Clough and, when Geoffrey Dixon decided to enlarge the house system by creating four new houses, I was privileged to be asked to become Housemaster of Amer's.

The Grammar School became a Sixth Form College under the wave of comprehensive education which was sweeping across the country. Geoffrey Dixon has retired and had been succeeded by David Arnold, whose brief was to oversee the change in the institution. Girl students arrived and academic gowns disappeared! One regrettable aspect of the change-over was that the old Grammar school buildings continued in use alongside the new College building, in order to accommodate pupils working towards their O levels. These lessons continued in a run-down building suffering from severe subsidence, and were hardly conducive to the maintaining of academic standards. The staff deserve praise for maintaining quality at this difficult time.

During the change-over, all teaching positions were re-advertised and interviews were held. Those who were not appointed to the new college from the staffs of KGV or the Girls' High School faced re-deployment. Eventually, all College staff, once appointed, were interviewed regarding their career intentions by an education officer from Sefton Authority, and the 'dinosaur'

myth was perpetuated by the opening question: 'Why did you stay so long at the old KGV Grammar School? Did you lack ambition?' - a question designed to lower teacher morale!

During the 1980s, the Secretary of State for Education, Kenneth Baker - who, incidentally, was an old boy of KGV, having spent two terms at the school - introduced training days and decreed that teachers' hours should be regulated. These were the infamous 'Baker Days' that heralded the present INSET days. The concentration of teaching-time led to the demise of college sporting activities as teachers were taken off 'games afternoons'. Slowly but surely, cricket, rugby, boys' hockey and cross-country disappeared. This development has been accentuated by a change in students' commitment to the College, as working in part-time jobs became a major student priority.

Under the leadership of David Arnold, the vision of the new College was one of academic study amidst a surround of croquet lawns. Well, the croquet lawns never materialised, but the academic attainment did, and has continued up to the present day. The old House system was replaced by subject Divisions, which evolved into the current Faculty system. David moved on to Sussex and was succeeded as Principal by Geraldine Evans. The funding of the College was changed by the Government, and KGV moved away out of Sefton's control, becoming a budget-holder under the Further Education Funding Council. Geraldine Evans retired and a new Principal, Hilary Anslow, was appointed. The FEFC ushered in the 'Quality System', aimed at improving and monitoring the standard of education throughout the country's sixth form colleges. This introduced Inspections on a 4-year cycle, Lesson Observation Schemes, Subject Quality Reviews and Annual Staff Appraisals. A new building, the Millennium Centre, was added to KGV College. It housed the new library and learning resource centre, and reflected the rapid growth of information technology. GNVQ courses were introduced and proved most successful, and students numbers passed over the 1000 mark. At the time of writing, a new block to house Business Studies is being constructed next to the Sports Hall. The latest curriculum change is from A level to AS/A2 courses. Only time will tell the success of these new initiatives, but staff are feeling that, in recent years, they have had to cope with a mountain of changes.

This has been the transition from the Grammar School to the College from a personal perspective. The institution has served well the community of Southport and district - KGV and its staff have never remained still, in mind or in body. Changes have come and gone, but academic standards and a fine nationwide reputation has been maintained. A major contributory factor has been an identity, felt by staff, between themselves and with the local community. Changes can always provoke a nostalgic look backwards, but KGV has never wallowed in nostalgia. Changes are challenges, and the challenge for us all is to look forward rather than backward. The greatest challenge is the future.

Maurice Amer, Head of Social Science Faculty, KGV College

LONG SERVICE RECORDS

A number of staff have outstanding records of long service to KGV. Of the present members, Maurice Amer, Head of Social Sciences Faculty, appointed in 1965, Peter Comfort, Assistant Principal, and John Wohlers, Head of Mathematics, both joining in 1967, are those with the most extensive service.

Joe Edwards, a much-loved master, retired as Deputy Head in 1955 after thirty-five years at the School. One of his most remembered legacies was the founding of Leyland Road Junior Football Club, for which many KGV boys played over the years. Charles Woodham was on the staff for only one year less. He was founding Housemaster of Woodham's and Careers Master before retiring in 1955. Alan Lessiter, Senior Maths Master and Housemaster of Mason's, served forty years on the staff from 1925 to 1965. Miss Elizabeth Craig exceeded that time by one year. She was Secretary to King George V School's first two Headmasters, from 1921 to 1962. Ike Higham was on the staff of KGV for 38 years from 1926 to 1964, during which he was Housemaster of Rogers' and Deputy Head. He probably did more than anyone to establish high-quality Rugby at the School.

Hubert Evans retired in 1967 after 38 years at KGV, making a major contribution to the activity of Lifesaving, and also as Grear's Housemaster. Also giving 38 years of her working life to the School was Kitty Threlfall, a valued member of the Kitchen Staff. Leslie Hargreaves joined the staff in 1928 and, during his time at KGV, was leader of the Air Training Corps, Evans' Housemaster, Careers Master and Deputy Head. When he retired in 1970, he ended a career of no less than 42 years. George Wakefield was a pupil at KGV from 1931 to 1939, and a much-admired member of the teaching staff from 1945 to 1980, when he retired as Deputy Head. Bob Abram, a KGV schoolboy for eight years, worked on the staff as Careers Master and Deputy Head for 37 years from 1946 to 1983. Summer 2000 marked the retirement from KGV of David Miley, who taught at the School and the College for 40 years and was a pupil there for a further seven. He is still there as a part-time teacher.

ADULT EDUCATION AT KGV

Part-time Adult Education has been a feature of KGV for many years, albeit until recently, a somewhat peripheral aspect of the College activities. In the 1980s KGV served as an Open University centre and, at Incorporation in 1993, the first serious attempt was made to enter the Adult Education Market, dominated by Southport College.

KGV joined the Open College of the North West network and offered a number of courses under its banner, and slowly began to deliver Computing and Information Technology courses. By the mid-1990s, both IT and Foreign Language courses were running on a small scale. Summer 1997 saw the first tentative steps towards establishing the thriving Adult Education business that exists today. The opening of the Millennium Centre in that year greatly enhanced the College's capacity to deliver a broader range of courses, and decisions were



KING GEORGE V COLLEGE 1984



KING GEORGE V COLLEGE 2000

The Millennium Centre



MUSIC AT KGV



MORE BUILDING IN 2000



COLLEGE FROM THE AIR 1997

made to rebrand the enterprise as 'Millennium Learning', downplaying the KGV association, and to withdraw, if temporarily, from all markets other than Information Technology.

In 1998, Peter Walker was persuaded by the Principal to take on Adult Education in addition to his role as Marketing and Business Development Manager. With strong support from Pam Ball (IT Consultant), Paula Eley (Design) and Geoff Milne (Print Manager), and staff in the Finance and General Offices, the transformation began of KGV's Adult Education provision from a small-scale, sleepy backwater into an operation that now employs over 30 staff and enrolls well over 1,000 adult learners per year.

In September 1998 provision was extended from 3 to 4 evenings per week, short courses were run for 10 rather than 15 sessions, and were to be delivered three times a year rather than twice. Desk-top Publishing and The Internet were two of several additions to the range available, along with daytime CLAIT courses (Computer Literacy and Information Technology) during the summer examination period and the summer holidays. Leisure and Lifestyle featured courses in Assertiveness, Counselling Skills, Genealogy, Calligraphy, Painting, Drawing, Photography, Aromatherapy, Homeopathy and Tai Chi.

September 2000 saw a record enrolment of 635 learners for the Autumn term alone, as well as new courses - European Computer Driving Licence, Interior Design, Watercolours, Yoga, Tae kwon do, Salsa Dance and Canine Behaviour. It is a sign of the venture's success that there are now complaints about the difficulty of finding parking space at KGV in the evenings. Adult Education is now a major growth area at the College, and there remains enormous potential for future expansion. Further information about the provision can be obtained by phoning Linda Walker, Administrator, on 01704 500065.

Peter Walker, Head of Adult Education

KGV NOW

KGV has a reputation that precedes it, and thus it was that I heard about the College before I had even laid eyes on it. When I saw the building for the first time I was extremely impressed by the aesthetic quality of what was to be my 'home' for the next two years. I have been a KGV student since September 1999; my elder sister had been there a year already before I started. I have no doubt that beginning a college career is one of the biggest transformations in a young person's life. As it is a big step from the protective world of the secondary school, there are many changes to deal with. Fortunately, I found it relatively easy to adapt to the routine of college life, but the first week I resembled a child in a sweet shop. The lack of bells, daily assemblies and uniform came as a refreshing change to me. What impressed me was the mutual respect between students and staff.

Participating in College life is an excellent opportunity for developing skills, gaining confidence and getting to know other students with similar interests, whilst putting something of oneself back into KGV. The College has several strong sports squads and, as a member of the hockey team, I have not only been given then chance to represent KGV at national level, but have also found great enjoyment in doing so. Certain levels of camaraderie and team spirit have helped me feel a sense of belonging, especially during my first months. With such a variety of extra-curricular activities - from the debating society to the orchestra - there is virtually something for everyone.

As an aspiring journalist, I jumped at the chance to be part of the college magazine. Aptly named 'Voice', the publication is run by students and gives us the chance to air our opinions on society, whilst also telling of our own personal experiences. Once again, it is a way of discovering more about one's fellow students at the same time as improving performance in a chosen field, such as designing, editing, advertising or simply writing. Indeed, without the encouragement of students by teaching staff to organise work experience through the college, I may not now have been the regular youth columnist for Southport's local newspaper. It was through the careers adviser that I was able to spend a week's placement at the 'Visitor', where I built up a good relationship with staff and was able to organise a further placement in the summer, this time independently of the college. I now contribute to the newspaper on a regular basis, something that may well not have happened without college support.

The friendly atmosphere, excellent facilities and eclectic range of people are all factors which contribute toward making KGV the impressive college that it is today - an institution dedicated to providing the best education for its students and moulding them into mature young adults, well-equipped to cope with the pressures of the outside world. That is why I am proud to be a 21st Century Georgian.

Tomilola Ajayi (1999)

I WISH I'D SAID THAT TO HIM

A recent DfEE recruitment campaign proclaimed that 'no-one forgets a good teacher'. Without any doubt, the finest teacher I encountered in my time as a schoolboy at KGV was George Wakefield. He possessed the skill of being able to make people work from enthusiasm and stimulation, rather than from duress. He gave me - and probably all of us - a reverence for, and a ready appreciation of, the written word. This process was assisted by his sense of humour. Once, George arrived a few minutes late for our English lesson in Lower VX. While we were waiting, Leslie Ashworth took the opportunity to launch a paper aeroplane across the room. As the aircraft left his hand, George swept into the room with his gown flowing and with that idiosyncratic limping stride. Most other teachers would almost certainly have screamed 'Ashworth! What on earth do you think you're doing? Get out!' George, without even glancing at the culprit, announced 'For your imposition, Ashworth, you will

write me an essay on aeronautics. Now, will you all open your books at page twenty-seven?' Ashworth had been reprimanded, but not demeaned; we had been amused, yet deterred. No blood had been shed.

Although my late father, himself a teacher, had wanted me to take up a career in Law, and despite my intention at fourteen to pursue Architecture, I made a decision, whilst still quite young, that I wanted to teach, and I now know that this choice was the right one. If anyone at KGV influenced my aspiration, it was George, and there were several occasions in my teaching career when I thought of him and his capacity to inspire; his natural talent for combining warmth with firmness; his infectious enthusiasm; his appetite for getting things right; his style. His finest quality was retaining the memory of what it was like to be a teenager, a prerequisite for those wishing to work effectively in secondary schools.

I may not have been amongst George's most distinguished pupils, but I was certainly one of his greatest admirers. I met him on several occasions after I left, but sadly not often enough to get to know him as well as I should have wished. When we spoke, his interest in the progress of my own career always seemed genuine. The last occasion I saw him was in 1988, not long after a BBC '40 Minutes' television programme that featured an exchange between sixth formers at my school in Kirkby and those at the prestigious Rugby School had been transmitted. I recall George complimenting me generously on my contribution to the programme, and my appreciation of his praise was in proportion to the esteem in which I held him. I did not meet him again before he died. I later told June, his widow, that George had been, by far, the most influential and charismatic of all those who taught me. I only wish I'd said that to him.

Paul Bagshaw, Spencer's 1949-55