


Stowe mail

VOL 11 ISSUE 8: 8 MAY 2020
NEWS ROUND UP FROM STOWE

VE DAY: FRIDAY 8 MAY



To mark VE Day 75,
The Head has created a
short film, watch it [here](#).

HOME FRONT

The last time that Stowe went into lockdown followed Britain's declaration of war on Germany on 3 September 1939: more than a thousand windows were blacked out, air-raid shelters were built, cellars and changing rooms in Plug Street were reinforced, haystacks were put up on the South Front to deter enemy aircraft from landing and the Bourbon Fields were ploughed up to be sown with oats and potatoes. Rationing meant that pupils had to make do with bully-beef and powdered egg, supplemented by food that boys were able to forage from the woods and lakes around Stowe. The Royal Army Ordnance Corps was billeted at Stowe in 1942, erecting Nissen Huts in dale and grove and all the way down the Grand Avenue to Buckingham. Andrew Vinen, later a Master at Stowe, recalled the Headmaster, JF Roxburgh, addressing Assembly: 'Will the gentlemen who removed a box of hand grenades from Hut No.33 kindly hand them in to me. It seems the Army want them back'. A couple of boys, bored of waiting for fish to take their bait, decided to lob grenades into the Eleven Acre Lake and managed to bring stunned perch, tench and roach to the surface. It is not recorded whether the School had fish for supper that evening. The School roll fell from 520 to 460 as boys left early to join the Forces or to squeeze in a year at university before enlisting. Twenty Masters left Stowe to join the Services and their replacements were of mixed quality: from the brilliant and scholarly G. Wilson Knight, an English literary critic and academic, author of *The Wheel of Fire*, a collection of essays on Shakespeare's plays, to the disastrous Maths teacher from Austria who 'couldn't get on with anybody and was always having soul-storms'. Stoics patrolled the rooftops at night in case the Germans dropped incendiary bombs and pupils over 17 joined the Local Defence Volunteers to patrol the grounds, searching grottoes and temples for German parachutists. At 02:30 on Friday 9 May 1941, Stowe experienced its first contact with the enemy when a stick of bombs fell in an arc across the South Front, damaging a large number of windows, dislodging plaster on the South Front Portico (the Duty Master's tin helmet saved him from serious injury) and sending shrapnel as far as the statue of 'George' and through an open window in Chatham where it struck the wall above a sleeping boy's head.



STOICS AT WAR

Nearly 2,000 Old Stoics served on land, sea and air: 270, a proportion of one in seven, lost their lives. There were 242 medals for gallantry and service, including two VCs, 28 DSOs, 21 DSCs, 111 MCs, 46 DFCs and 34 other awards. Old Stoics fought with gallantry and distinction at Dunkirk, the Battle of Britain, the Mediterranean, North Africa, Italy, the Far East, D Day, Northern France, the Battle of the Bulge and there was even an Old Stoic present when Field Marshal Montgomery took the surrender of the 25th German Army on 4 May 1945. Among the most distinguished Old Stoics who served were Leonard Cheshire, at 25 the youngest Group Captain in the RAF, who became Squadron Leader of the legendary 617 Squadron, and Jock Anderson of the Argyll and Sutherland Highlanders who led four officers and forty men to destroy three German machine guns and a mortar unit, capturing two hundred prisoners-of-war, at the battle of Long Stop Hill in Tunisia. Cheshire and Anderson were exact contemporaries and study-mates in Chatham and worthy recipients of the Victoria Cross. It is remarkable how many Old Stoics showed their individualism and courage by volunteering to fight in Special Operations and the School was strongly represented in the Royal Air Force. The deeds of Battle of Britain fighter pilots like Flight Lieutenant John Dundas (his last action was to destroy the ME109 of German air ace Major Helmut Wiecek), Squadron Leader George Barclay who fought in the two decisive Battles of Britain and who was killed at El Alamein in 1942 and Squadron Leader David Pemberton (killed in late 1940 after his squadron destroyed or damaged fifty-one enemy aircraft), are every bit as heroic as the exploits of Drake and Raleigh in an earlier age and commemorated in Stowe's Temple of British Worthies.

Edward Harding, an RAF glider pilot during the Rhine crossings, wrote these lines when he was fifteen and recovering in the School Medical Centre at the time of Dunkirk:

Our praise for them shall never cease
Who gave their lives for England –
And for peace.

Dr Anthony Wallerstein



VE DAY BONFIRE,
THE SOUTH FRONT, 1945

the STOWE LOCK DOWN



project

we would like every Stoic to be involved!

In November, once we have hopefully all settled into our 'new normal' we would like to bring together the story of the 'Stowe Lockdown' through a week-long exhibition, culminating in an evening of images and words to tell the story of how the Stowe Community coped with this period in history, to celebrate the highs and remember the lows. We would really like to capture the diverse nature of the Stowe community by gathering accounts, images and sounds from the cities and rural settings where you live, both in the UK and abroad.

We are living in remarkable times. It is true, global crises have occurred before - military conflicts, natural disasters and economic slumps. However, not since the spread of the 'Spanish Flu' in 1918, has every continent of the world been impacted by a single disease.

Events of such scale will be analysed in decades to come. Governmental action will be scrutinised. The effectiveness of medical responses will be evaluated. But this will only give a top down perspective of this crisis. It is the stories of individuals which often bring to light the true realities of living in such times. This is why the diaries of Samuel Pepys, Anne Frank and Virginia Wolf are so valued - they provide a glimpse of what it was like to experience these events.

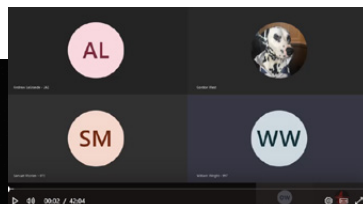
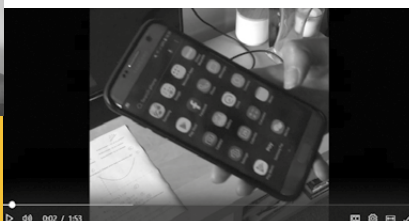
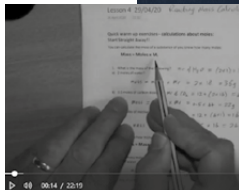
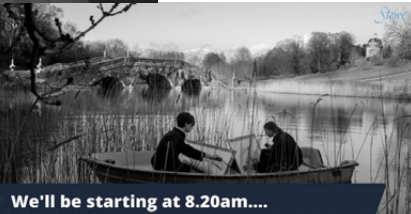
Everyone, irrespective of their background, has

a unique story to tell. The community at Stowe is incredibly diverse. We are home to Staff and pupils from over 40 different countries around the world. Members of our School live in very urbanised areas, and others live in incredibly remote places. Some will be directly involved in the fight against Covid-19. Others will be lucky enough to have limited involvement with it.

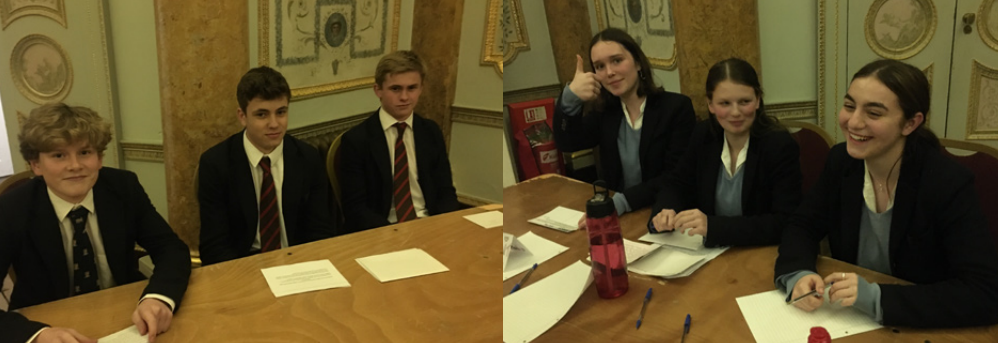
In order to make this unique project a reality, we need to gather the thoughts, images and sounds you have recorded since the School closed on the 20 March. In addition to contributions from individual Stoics, we will also be asking each House to put together their 'House story', as an insight into the everyday lives of 'Stoics in Lockdown', so please start compiling the photos of your culinary creations, fitness challenges, Tik Toks and all the other ways you have filled your time in Lockdown.

This project is currently being led by Dr Webber and Miss Holloway through the Journalism at Stowe project and we will of course be gathering material through other groups once the School re-opens. If Stoics or parents would like to be involved individually, either as a member of the 'editorial team' or by submitting material, please either get in touch directly with [Dr Webber](#) or [Miss Holloway](#) or join the Journalism at Stowe Microsoft Team.

Gwilym Jones, Head of Co-curricular



Musical STARS



DEBATING

As the School was emptying on the penultimate day of term before the coronavirus lockdown, the Junior Inter-House Debating Competition reached its crescendo with Grafton competing against Nugent in the Final. Two very evenly matched teams, battled through the four qualifying rounds, locked horns on the motion 'This House believes that the Trident nuclear deterrent should be abolished' with Grafton proposing the motion and Nugent opposing. The quality of debating on show from all the participants once again demonstrated the strength of debating within the School. On this occasion Grafton, who were runners-up the

previous year, managed to go one step further this year and win the crown. Congratulations to all the debaters on maintaining their intellectual drive and commitment at the rather surreal end of term, with particular mention going to Ben Hartigan (Fifth Form, Grafton) and Izzy Moffat (Fifth Form, Nugent) as the standout performers on their respective teams. Grafton are proud to now hold both the Junior and Senior Competitions in the same academic year; a rare feat. Many thanks to Miss Rhea Stafford-Smith for organising the entire competition and to all of the judges who gave up their time during term to allow the Competition to run so well.

Shakespeare's Birthday

Stowe's Drama pupils were set a challenge by Mr Bayley over the Easter holiday to record a creative and dynamic speech from any of Shakespeare's plays to celebrate the Bard's Birthday on Thursday 23 April.

The Stoics were asked to 'Speak a Speech' of their choosing, find some images to go with a voice recording or create a film outdoors (just as Mr Shakespeare would have liked it!) perhaps by going into their garden to entertain their neighbourhood with their dulcet and eloquent tones!

Two of our talented actors recorded their response to the challenge with both Oliver Jendon (Third Form, Winton) and Annie Flint (Third Form, Queen's) putting together two wonderful pieces. You can see Oliver's film [here](#) and Annie's film [here](#).

Mr Bayley is never one to set a challenge that he wouldn't take himself and he has put together his own piece in honour of the Bard - you can watch his contribution [here](#).

Happy Birthday Shakespeare!



We are delighted to announce that Jess Foxwell (Fifth Form, Lyttelton) and Seb Foxwell (Fifth Form, Walpole) have both been offered a place at the Royal College of Music Junior Department and the Royal Academy of Music from September.

The talented siblings both auditioned for places at the esteemed music schools and have both been offered a place at both schools!

They are yet to decide which places to take up, but are hugely excited by the offers. This is an incredible achievement for both Jess and Seb.

In addition to this, both have now been offered a place in the English Schools Orchestra performing in Cadogan Hall in November, as well as a place in the National Schools Symphony Orchestra hopefully performing in July of this year.

Jess and Seb have also been offered places with the National Youth Musical Theatre with Seb being offered principle trumpet for Kiss Me Kate and Jess being offered flute, piccolo and alto flute in a new musical called Henrietta. Both musicals are showing at The Other Palace Theatre in London in August.

The siblings have clearly been very busy, but have even found time to put a video together to thank the NHS. Jess and Seb, play a beautiful rendition of Over the Rainbow to accompany the film, for those of you who haven't seen it, it can be viewed [here](#).

We are extremely fortunate to have such talented musicians at Stowe and congratulate Jess and Seb on their achievements.



Fundraising for Young Minds

Ayrton Patel (Cobham 18) and Elliot Patel (Upper Sixth, Cobham), have set themselves a tough challenge in order to raise funds for Young Minds. On Saturday 16 May, Ayrton and Elliot will embark on a grueling 12-hour land row, splitting sessions between them in one-hour stints. If they raise over their target of £1,500, they will do a second row of 24 hours!

Elliot writes, "We can see the effect that Covid-19 will have on mental health amongst young individuals. The amazing work that Young Minds do will become even more important. We hope with your help and support we can

raise awareness for mental health amongst young people and smash our goals."

To support their challenge please click [here](#).

Young Minds Trust

Young Minds are leading the fight for a future where all young minds are supported and empowered, whatever the challenges. They aim to make sure children and young people get the best possible mental health support and have the resilience to overcome life's difficulties.



Savile Row Sews for the NHS

Savile Row Tailors, Cad & The Dandy, owned by James Sleater (Chatham 99), has joined forces with neighbouring tailor Huntsman, to support the frontline by sewing scrubs for the NHS.

Working within the strict guidelines of the current lockdown, all participating staff are volunteering, giving their time and expertise for free. Collectively making scrubs to order, their teams are helping to make up the current national shortfall.

They need help to buy cloth and trimmings, donations can be made via their [Just Giving Page](#).

Cad & The Dandy have also just launched a Premium Cloth Face Mask, with 50% of profits going to their Sewing Scrubs for the NHS initiative.

Anna Semler, OS Society Director

Stowe PPE Production

Amid all the gloom, it has been really uplifting to hear all the positive initiatives and tremendous efforts Stoics have been making to support the NHS and the wider community during the coronavirus crisis.

In the Stowe community there have also been selflessness acts of service: Stoics doing chores for housebound or self-isolating neighbours, volunteering to do their shopping, collecting medicine and checking that everyone's fine. Others have been raising funds for charity to combat the devastating impact of Covid-19 (including Cinta vs Covid, a charity which provides care packages to marginalised children and their families in Kuala Lumpur) and posting music online to support the NHS. Some Upper Sixth Stoics have found part-time jobs in supermarkets and are supporting other essential services.

Here at Stowe we've been doing our bit to help the community during the Coronavirus pandemic: many of the nurses in the Medical Centre enrolled in the NHS and are working on the frontline in our hospitals; Martin Quinn in DT is using Stowe's 3D printers to manufacture vital face visors for NHS hospitals in Northampton and Bedford; lots of teachers answered the call to support the NHS with ancillary tasks; we've donated liquid repellent lab coats to the Bucks Health Trust; and we supported a collection for PPE for the doctors, nurses and medical staff at Katharine House Hospice.



Old Stoics have also been playing their part: we've been working with a charity called Global MapAid, founded by Old Stoic, Rupert Douglas-Bate (Temple 82), which makes maps to show where help is needed most and where solutions can be found. Milla Marinova (Lyttelton 03), a doctor and clinical research fellow at Imperial College London, has been treating patients on the hospital frontline and advising the Scottish government on treatment algorithms and supply chains. Milla led a national fundraising campaign called Help Equip Our NHS to supply equipment urgently needed by the NHS and care staff across the country. Another Old Stoic, Marc Koska (Bruce 79), inventor of the non-reusable K1 auto-disable syringe, is working with the US Department of Health and Human Services to produce hundreds of millions of prefilled syringes to win the battle against coronavirus when the vaccine for Covid-19 becomes available.



New Arrival

Drama teacher, Lucy Miller and her husband Sean welcomed Arabella Imogen Miller into the world at 9.25pm on Friday 27 March.

Mum and baby doing well!

I am sure we would all like to wish Lucy, Sean and little Arabella the most sincere and heartfelt best as they begin the next stage of their lives together.

Cheryl Davies, Common Room President

CHICHESTER FESTIVAL THEATRE

The Midnight Gang

Jasmine Sakyama (Third Form, Cheshire) performed in the Midnight Gang in October which is now live streaming for the next 30 days through the Chichester Festival Theatre.



TOBY REACHES THE FINALS

Old Stoic Artist, Toby Michael (Temple 15) reached the final of the Sky Arts Portrait Artist of the Year 2020. Toby was competing for the chance to paint a portrait of Nile Rodgers to be hung in the Royal Albert Hall. The whole series is available to download and enjoy from [Sky Go](#).

In the final, Toby was challenged to paint esteemed poet and performer Lemn Sissay in just four hours, in the incredible setting of the National Portrait Gallery. He took on artists Christabel Blackburn and Inge du Plessis. The three finalists each had their own distinct style, which shone through in their finished portraits and made the judging extremely challenging. The judges commented that Toby's style echoes that of the Old Masters, high praise indeed when painting in the surroundings of the National Portrait Gallery!

In advance of the competition, Toby was also commissioned to paint Michelin Star chef, Nieves Barragan Mohacho, with the painting being presented to be judged alongside his portrait of Lemn Sissay. He chose to paint a multi-figural piece showing Nieves in various positions within her kitchen. The judges exclaimed it to be the most complex

compositional structure they had seen in the competition so far. They also commended Toby's ability to capture Nieves smile and portray her character to the viewer. He also achieved this brilliantly in the final, by capturing the facial expression of Lemn Sissay extremely well.

Toby faced tough competition from artists working completely contrasting styles: the judges struggled to reach their decision but, in the end, Christabel Blackburn was awarded the prize for her distinct modern style and ability to strip back the detail and therefore project the character of her sitter to the viewer.

Toby writes, "It was a truly amazing day and while it is disappointing not to have gone all the way, I'm hoping this can be the platform that can push my career to the next level. What people probably didn't see is how well all us finalists actually got on and how supportive we all were of one another."

A huge well done from all at Stowe to Toby for reaching the final of such a tough competition. The programme provides a wonderful insight into both his talent and artist style and we wish him every success with the next steps of his career.

Anna Semler, OS Society Director



Vaccine Syringes

Marc Koska's (Bruce 79) company Apiject, is a founding member of The RAPID Consortium, which is helping to give America and the world "surge capacity" for supplying vaccine and medicine in individual doses for injection - a capacity that strengthens population-scale defence against pandemics and other bio-emergencies.

The US Government intend to build up to eight "surge" fill-finish facilities in the US that could produce hundreds of millions of syringes for emergencies like the Covid-19 outbreak. Marc invented the BFS prefilled syringe - an ultra-low-cost, single-use prefilled syringe made at ultra-high speeds and volumes, using the aseptic Blow-Fill-Seal (BFS) plastic manufacturing process. When a vaccine has been developed, this syringe will be used to administer a vaccine world-wide.

In the mid-1980s, Marc invented the K-1 Auto-Disposable-Syringe, a device that stops the spread of blood borne diseases and infection by making it impossible to reuse medical needles and syringes. In 2005, he founded the nonprofit SafePoint Trust to educate children about the dangers of used needles.

See more about Marc's company [here](#).

Chemistry Olympiad

The Lent Term of 2020, saw our second year of participation in the UK Chemistry Olympiad. Following on from Cameron Chambers' success in last year's Olympiad, three of our brightest chemists took part in this year's competition. Organised by the Royal Society of Chemistry, the UK Chemistry Olympiad is the leading Chemistry competition for pupils in secondary education across Britain, encouraging young chemists to develop their skills and test their knowledge in new situations, based on real-world chemistry problems. Poom Hall (Upper Sixth, Cobham) matched Cameron's achievement and was awarded a Silver certificate, whilst Boris Baros (Upper Sixth, Bruce) and Harry Mehta (Upper Sixth, Walpole) were presented with Gold certificates, their joint scores placing them within the top 5% of more than 9,000 entries received across almost 800 schools. Congratulations to Poom, Boris and Harry on their achievements.

Alix Waine, Head of Chemistry





Pia Glynn Smith



Leia West

‘My Lockdown Desk’

Ms Eisenhut’s set a photography challenge earlier this term. Stoics were ask to compose a photograph to illustrate ‘My Lockdown Desk’ using a still life style as their inspiration. There were some wonderful entries from across the School. The Head was incredibly impressed by the Stoics’ images and has given commendations to his favourite three photos by Amelia Storer, Leia West and Pia Glynn-Smith. Each photo had a very strong composition and responded imaginatively to the competition’s remit. Congratulations to Amelia, who has been awarded the top prize for the Competition and will receive a £50 Amazon voucher.

Amelia Storer



Archie Irvine



Ava Hill



Imogen Tayentry

TRADE UNIONS IN FRANCE AND THEIR POWER

OLLIE DE WINTON



Salaires, retraites, emploi: Dans l'unité pour gagner

Covid-19 aside, the Society XVI met as usual on Friday 27 March, albeit via Microsoft Teams. Society members were joined by members of the teaching faculty to hear Ollie De Winton (Lower Sixth, West) present on 'Trade unions in France and their power'.

Ollie started her presentation with a set of questions for Society members to think about during her presentation.

- Do trade unions have too much power?
- Should it be obligatory to join a trade union?
- What is the most effective method of negotiation?

After Ollie's presentation, there was ample opportunity for Society members and guests to debate. After a lively debate around the roles and rights of trade unions and collective bargaining, it was felt that there was more research to be carried out as the French press seemed to focus on the more militant trade unions and therefore might not report so much on the non-militant trade unions.

At the end of the meeting Sam Morten (Lower Sixth, Winton) asked to present a paper to help the society kick start the new Summer Term.

The Society XVI welcomes presentations from guest speakers from any sector. In the current climate of social distancing, this could be through video conferencing or a pre-recorded presentation to society members. Please contact [Dr West](#) if you would like to present to the Society XVI.

A recording of the Society meeting was made available for Society members and the wider School community. This can be found on the School's stream site and the Society XVI VLE page.

Which Firms Should Pay Dividends During the Covid-19 Crisis?

Due to the current situation, on Friday 24 April, we had our Business Society meeting via Teams. We debated the question, 'Which firms should pay dividends during the current crisis?'

The debate took many different directions and it was very thought-provoking and intriguing to hear everyone's perspectives on the matter. Society members' research gave us insight into how the firms are arranged into 'buckets' and the situations of the businesses in each bucket. Will Wright (Lower Sixth, Winton) excellently led the debate and asked us, 'How would we feel as employees, CEOs or shareholders?'

Sam Morten (Lower Sixth, Winton) raised the point that the employees may feel even more uncertainty if firms are given the option to pay the dividends which may add to the current chaos. We discussed how important it is to pay pensioners, and the vulnerability of the elderly. This was a difficult conversation as everyone had different positions, but it was interesting to hear various views. Dr West suggested to the fact that business in bucket 3 (businesses who are thriving at the moment, e.g. Netflix) may use this opportunity to pay any debt. Alternatively, they may choose to invest like Amazon, who have paid money to book shops to compensate. Obviously, the banks are in a difficult position as they have been prevented from paying dividends by the Prudential Regulation Authority. Lorenzo Perrotta (Lower Sixth, Cobham) suggested that removing bonuses would not incentivise people to work hard, and in these current times - the harder people work the better.

In conclusion, we were all unanimous that firms with powerful shareholders would probably keep paying dividends, even if they lose money in the short term. At the end of the day, a good dividend rate makes buying shares more appealing and may encourage shareholders to keep their shares, protecting a firms' share price. However, firms that are not doing so well, should reinvest profits and use the capital for survival, maybe even borrowing money to pay some dividends to shareholders.

A challenging and emotional topic. We shall see what happens over the coming months!

Ollie De Winton (Lower Sixth, West)

How the lockdown will change the future of business

For our third remote Society meeting on Friday 1 May, led by Will Wright (Lower Sixth, Winton), we were very fortunate to be joined by Graham Jones, an internet psychologist and university lecturer who gave us a fascinating talk about the future of business after the coronavirus. This was a very topical talk which allowed us to grasp the effects of the current situation on business - both good and bad.

With three year groups in attendance, over 400 pupils had access to the talk. This is a new record.

There has been a remarkable amount of media coverage about the negative effects of coronavirus. It goes without saying that this virus is devastating but very little is known about the positive impact of coronavirus - of which, surprisingly there are a few. With all the news about GDP decline and the impact on the NHS, and, of course, the economy, businesses tend to get fed up and consequently either 'listen with half an ear' or don't listen at all. This is where a problem lies as according to Graham and many others, the most valuable skill in business is listening - and if businesses don't listen, there will be no planning for the upward curve, and planning is crucial especially given all the current uncertainty. This upward curve is inevitable, this can be seen in every recession that the UK has experienced and is due to the Elliot Wave. This simply means that when the economy grows following a recession, the peak is larger than the previous time. This is a very positive thing as no matter how bleak the economic news is at the moment - things will improve. Furthermore, Graham talked about the huge successes of some businesses - for example Zoom, who have grown by +131.1%, Amazon and Netflix who have also experienced a huge growth.

Following this, the increase in online shopping was discussed. In two months, Amazon have had to employ 175,000 extra staff, which is a staggering number and this creates so many job opportunities for people who may have lost their jobs amidst this crisis. This will contribute substantially to the economy and also to the well-being of society, something which is paramount in these current times. In conclusion, Graham summarised his talk into three main points:

- We will shop more online
- We will buy more locally
- And we will do more things digitally

Ollie De Winton (Lower Sixth, West)



JACK LUCAS
Senior Tutor, FSC

Biology Field Trip

As we were unable to put our Wellies on and take our Lower Sixth Form biologists on our annual field trip this year, we decided to bring the field trip to us by joining the Field Studies Council live and in situ, sampling on a rocky shore on the West Coast of Scotland.

Our biologists had previously learnt about zonation on a rocky shore and methods of sampling that could be used to see the variation and abundance of species inhabiting exposed and sheltered shores.

Some of the species that were collected, may make you never want to go rock pooling ever again as we were treated to what had been found by the Senior Lecturer, Jack Lucas earlier that morning. He showed us the butterflyfish - an eel

looking fish that has adapted as it does not need to be in water. It only needs its gills to be wet to survive - perfect for living in the rock pools. We also saw a spider crab, so covered in seaweed that it would be brilliantly camouflaged. Finally, a bootlace worm had been caught, a long slimy flexible worm that is able to use the slime for escape and clogging up fish gills.

This was a valuable lesson and certainly developed the pupils' fieldwork and ecology skills, by teaching identification skills and the key adaptation features that species must have to enable survival.

You can watch the field trip [here](#).

Natasha Blake, Biology Department

The Stoic Charter

After months of planning, the Prefect body are delighted to finally release a project that we have spent much of the year working on, a project that we have called the Stoic Charter. Following consultation with 368 of our pupils, the Charter represents their wishes to be considered as members of a community in which their rights as pupils are respected.

In return, they pledge to aspire to excellence, respect the rights of teachers and support staff to fulfil their roles and responsibilities as well as to contribute constructively to School life.

The aspects that we have considered include Support, Teaching, Opportunity, Well-being, Endeavour, Effort and Respect.

It is important to remember that the values of Stowe must be valued and respected, from Stoics and teachers alike. That is why we split the Charter into our rights and responsibilities for students and teachers. A classroom surrounded by teachers and pupils who are not punctual, wearing the appropriate uniform, having no equipment, with a lack of enthusiasm from both sides is a classroom where you see no academic progress. This Charter is a reminder of what small

things we can do to enjoy learning.

School is flooded with opportunity; it is just your chance to decide which ones to take and which ones to leave. At Stowe, there are no barriers to participation in any aspect of School life. Our abilities should not affect our opportunity. We have the opportunity to use our voice and speak up, against any form of discrimination. Respect is expected, but in order to achieve this, you must respect yourself in order to gain respect from others. And we must have respect not only for people, but for Stowe's unique historic heritage and the unique ecosystem we inhabit.

Our well-being is as important as our academic, sports and artistic progress. Every member of the Stowe community, Stoic and teachers alike should be able to have access to medical and counselling services as well as spiritual and emotional support from the Stowe community. We should also be able to enjoy a well-balanced life at Stowe, with the ability to fulfil your potential in and outside the classroom. No matter what your behavioural record may be, all pupils have the opportunity to be recognised for their effort. On the other hand, teachers must have a fair system of sanction and punishments must equal their act.

This article is a concise summary of the sort of school we wish to create and hopefully will stand the test of time.

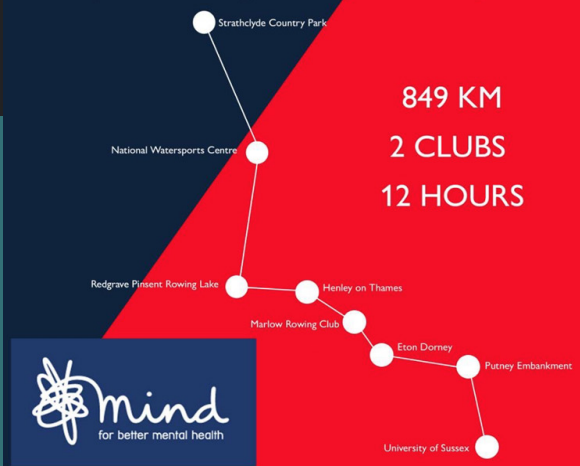
Micky Shillington, Head Boy (Upper Sixth, Bruce) & Sonya Sander, Head Girl (Upper Sixth, Lytton)

SUNDAY 10TH MAY 8AM - 8PM



SPONSORED ERG

Sussex Rowing and Marlow RC will visit several of the UK's major rowing venues during a sponsored ergathon, totalling 849km. We aim to raise money for MIND, who particularly during these unprecedented times, provide advice and support to those with mental health problems.



849km, 2 Clubs, 12 Hours

Oscar Hill (Temple 19) and his Sussex University Rowing Club is teaming up with members of the Marlow Rowing Club for a virtual Rowing tour of the UK.

On Sunday 10 May, Oscar and his rowing friends will use Ergs to cover the 849km from University of Sussex, Sports Centre, to Strathclyde Park Rowing Club, 'calling in' at Putney Embankment (Home of 'The Boat Race'), Eton Dorney (Olympic Rowing Venue), Marlow Rowing Club, Henley-on-Thames (home of Henley Royal Regatta), Redgrave Pinsent Rowing Lake and the National Water Sports Centre (where the BUCS Regatta should have taken place this year) before 'arriving' at Strathclyde.

The rowing crews are completing this challenge in aid of MIND UK and would greatly appreciate support from the Stowe community.

You can support the crews by donating [here](#).

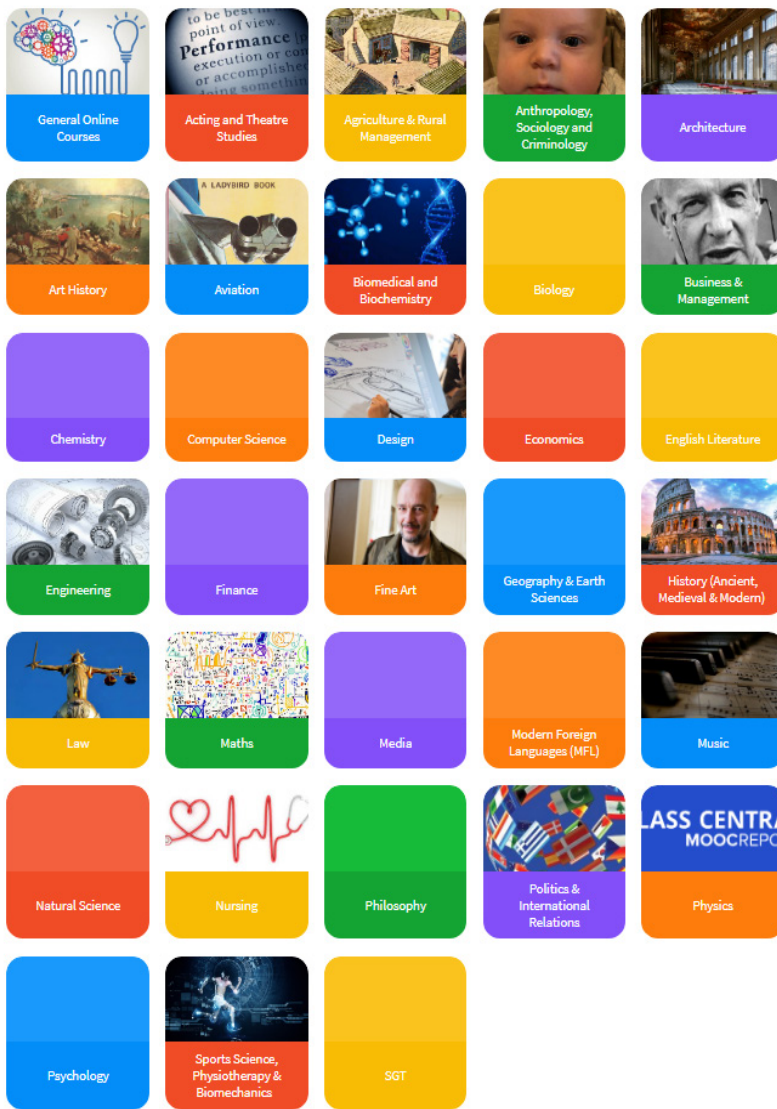
Amazing Apprenticeships

Lower Sixth Careers Talk

On Friday 1 May, Tina Patel, from the National Apprenticeship Service, presented to the Lower Sixth during their assembly. Tina gave an overview of the available apprenticeship schemes from level 3 (A Level standard) to degree and masters degree levels. Tina was able to answer a range of questions from Stoics on the credibility of apprenticeships versus degrees in the UK to international labour markets. At the end of the session, Dr West gave some examples of some degree apprentices he had met who are studying Law, Engineering and Investment Banking. The assembly was recorded and made available for Stoics in different time zones. Any pupils who are interested in finding out more about apprenticeships or degree apprenticeships should contact [Dr West](#).

Dr Gordon West, Deputy Head of Sixth Form

Enabling Futures Programme



Four weeks ago, the Enabling Futures Programme was a few ideas sketched out on the back of an envelope. Now it is a vast, interconnected web of more than 30 teachers, 50 webpages, 170 pupils and an ever growing number (already well into three figures) of Old Stoics, external friends and third parties. From a standing start the Upper Sixth now has at their beck and call an extraordinary range of subject expertise, career guidance and stimulating and fun activities that will help them turn this adversity into an asset. The programme is succeeding not only in keeping our pupils active, busy and engaged but will also make sure that, when all is said and done, they will have made huge strides forward, pushing them further down the road to where they want to be.

To date, more than 500 hours of Subject Guidance lessons have already been delivered and the response from the pupil body suggests that this time has been put to constructive use. Tutors have also been advising the Upper Sixth on a whole range of activities, from building their CVs, picking other on-line courses and resources, guiding on academic techniques for university and even cooking. By the time we are done, we can be confident that when these Stoics do embark on their undergraduate careers at university, they are the best equipped and best prepared pupils Stowe has ever produced.

None of this could have been achieved without an amazing response from the Staff. Teachers have dusted off skills sets left untested since their undergraduate days, and in some cases acquired new ones (from Arabic to Agriculture) and all in double quick time. A debt of thanks is also due to parents and to pupils and your understanding, patience, encouragement and engagement has been invaluable in helping us to put the programme together and to improve it as we have gone.

This is not only a new experience for all but is also demanding that we reassess how we go about our teaching and what might be expected from it. We are looking at education in new ways, establishing new criteria for success and encouraging engagement in new ways. So while this is a time of stress and uncertainty for all, it is also a time when old certainties are being challenged and alternative ideas being explored. It seems overwhelmingly likely that the ramifications will be felt for a long time after we emerge from the lockdown. Perhaps it is a bit early to say that education will never be quite the same again, but it is undoubtedly true that just like the rest of society, people are going to expect different things from their education and will be prepared to try different ideas in the future.

Exciting times ahead for all!

Paul Floyd, Head of Sixth Form



Business Society & Careers Talk

Careers in Property and Real Estate - Edward Hall

On Wednesday 6 May, Will Wright ((Lower Sixth, Winton) and Society XVI member) introduced Edward Hall who presented on his career in Property and Real Estate sector.

Edward discussed various aspects and trends of the sector, focusing on the recent impact of Covid-19 on the London property market. After this, Edward discussed various routes into the sector, potential degrees and the differences between working for a large corporation vs. more niche estate agents.

After Edward's presentation, Will asked questions that were given to him before the event by Stoics and those submitted during Edward's talk via an online forum. Questions ranged from those related to Edward's early career in the Tank Regiment and the value of careers in the Armed Forces, to predictions for the property market and how foreign direct investment might change due to the Covid-19 outbreak.

With over 40 Stoics in attendance at the live event and some requests from some Old Stoics to participate in the careers talk via YouTube, the event was a huge success and helped those in attendance gain insight into this part of the property market. Later this term, Careers at Stowe has a range of guest speakers, with some more guest speakers from different parts of the property sector including: Architecture, Finance and Law.

Dr Gordon West, Deputy Head of Sixth Form

Cheshire Award for Stanhope

Louise Carter, Stanhope Houseparent sent a House Poll to see if the girls in her House would donate £1 of pocket money to buy food for the Brackley Food Bank. Louise had a unanimous response from the girls. In addition Georgia and Harriet Page have offered up all their pocket money which totals to £138. Stanhope has raised £206 for the Food Bank so far and the House has been given a Cheshire Award by the Head for its service.



Careers Talk with Dr Mike Rossiter - Careers in Medicine & Sports Medicine

On 5 May, Dr Mike Rossiter presented to 72 potential medics and parents who are considering a medical career. The careers talk was hosted by Mr Tearle from his shed in rural Buckinghamshire using Streamyard and Microsoft Teams.

Mike guided students through the reasons he wanted to be a medical doctor, his time at medical school, as a junior doctor, working with Team GB, as a GP and working on specialist research to help revive sports such as rugby after the COVID19 crisis. Social distancing probably won't work well in international rugby. Stoics presented a range of questions that demonstrated the quality of students at Stowe who are considering medicine as a career.

From technical questions such as: "When at university or during your first few years as a junior doctor, what support is provided to help you make a decision on which area of Medicine to specialise?" and "Would a physiotherapy degree entitle you to work in sport medicine/rehabilitation and how competitive is the field?"

Opinion based questions such as: "What are your thoughts on the privatisation of the NHS?" and "I am considering a gap year and would like to plan a gap year to help my medical application stand out. Any suggestions?"

Career based questions such as: "How best to prepare for an important match?" and "What pressures fall on a team doctor at the top level of sport?". For the answers to these, and many more questions, please see the careers section of the school VLE where you can watch the interview with Dr Rossiter.

Dr Gordon West, Deputy Head Sixth Form

MUSIC

Performance

Throughout lockdown, people have become dependent on technology to maintain a sense of community and engagement with others. This has become especially important for musicians who are using mobile phones and other software to establish new virtual ensembles. There are lots of details on how to get involved in a range of musical opportunities on the [Music Pages](#) on the VLE, including sheet music to participate in Stowe's Virtual Choir and Instrumental Ensemble.

For those who wish to engage in national projects, Stoics and parents are also encouraged to explore projects run by the BBC Lockdown Orchestra or Eric Whitacre's latest Virtual Choir project.

Composition

This term the Music Department is able to offer all aspiring composers support in submitting entries for several composition competitions. The BBC Young Composer of the Year

competition has proven to be an incredible platform for new talent, offering winners the opportunity to work with leading conductors and to hear their work performed at the BBC Proms.

For Stoics who are interested in workshops with leading composers and the opportunity to be considered for a Commonwealth International Composition Award, Go Compose! North America is currently considering applications.

The Scottish National Heritage Composition Competition is inviting people to submit compositions inspired by one of its ten national nature reserves across Scotland. Compositions across the whole range of styles and influences are welcomed and encouraged.

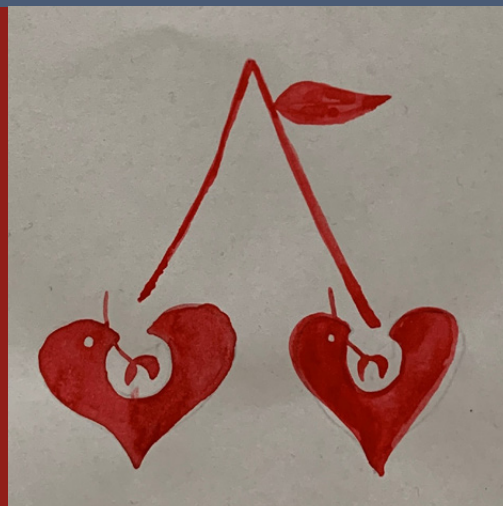
All pupils who wish to enter a competition should visit the [Music Pages](#) on the VLE and contact Mrs Bryden (Head of Academic Music) for further details and support. Entries to any of the competitions or items performed by the Stowe Virtual Choir and Instrumental Ensemble may be included as part of the Stowe Lockdown Project.

#drawacherry

Jemima Hammond (Third Form, Nugent) entered into Bonpoint's (French children's clothing brand) #drawacherry competition to design a Covid-19 t-shirt and was one of 10 winners. She came up with the concept and drew it all by herself - combining colours and designs of French health services with the Bonpoint cherry logo (which was part of the brief).

Jemima is one of our Art Scholars and clearly shows her talent in her entry for the competition.

Tracy Jones, Nugent Houseparent



Bruce Fundraising Challenge

Since 'returning' for the Summer Term the Bruce boys have picked up the gauntlet laid down by Mr Arnold to join in the nationwide '2.6 Challenge'. The boys have been completing various challenges in honour of the Bruce House Charity, Buckinghamshire MIND. These challenges have included 2.6 km runs, 26 km isolation bike rides, juggling with various objects 26 times, keepy-uppies, golf chipping over 26 yards and a variety of bodyweight challenges. The most impressive of these physical challenges was completed by Aston Rigoll in the Third Form who did a circuit of 260 press-ups, 260 triceps dips and 260 weighted squats in one go. The challenges will continue to come in and they will be moving on to a Masterchef style remote cooking competition after Exeat.

Phil Arnold, Bruce Houseparent

Co-curricular during Covid

There are a wealth of Co-curricular activities available to Stoics, and they have been taking advantage of all there is on offer.

The cookery pages have been exceptionally popular and Miss Trelawny-Vernon's videos have been rivalling Monday morning Assemblies for views. The Robotics team are embracing the online platform to design and develop their robots for forthcoming competitions and the Art department are offering a range of skills development guidance, from creating photo collages to tips on how to 'up your selfie game'! Even the Sailing Team are managing to get out on the virtual water with matches against Radley and Milton Abbey in the BSDRA eSailing series.

To encourage Stoics to engage with the world away from the screen there are plenty of tips in the Gardening section and Mrs Carter would love to see the results of your labours, whether that is planting herbs on the balcony or raised beds in the garden. If anyone needs any tips on how to create the perfect compost, Revd Mullins has apparently become quite the expert!

As Spring is blossoming outside the front door and the difference Lockdown is making to our environment is making global headlines, Miss Rowley's Conservation pages offer a wealth of ideas for Stoics to engage with the Natural World and to support many of the nationwide

surveys and projects available. These will lead nicely into a more developed Conservation programme at Stowe, once the School re-opens.

Alongside a range of seminars and lectures being run by the various Academic Societies, the LSAS groups, under Miss Holloway's direction, are looking at Journalism and will be making their contributions to the Stowe Lockdown project. Dr Dennis is also heading up the Public Speaking group (formerly MUN and Debating) which is looking at helping Stoics develop their speaking and presentation skills and will be welcoming professional guidance from a guest speaker very soon.

There have been competitions for Stoics, including the photo and film competitions featured in this issue of Stowemail.

There are still two competitions running and Mr Quinn and I are looking forward to receiving entries for both the 'Dragon's Den' and the 'Rube Goldberg Machine' competitions.

As term progresses, we look forward to hearing about all the various ways in which Stoics have made use of this period of Lockdown to pursue their own projects and develop their expertise in their areas of interest.

Gwilym Jones, Head of Co-curricular

During the lockdown phase the Sports Department have encouraged the Stowe pupils and staff to include a healthy balance of exercise in their daily routines to maintain physical and mental well-being. There is a wealth of ideas and information on the Stowe VLE for activity sessions or skill development practices that can be done at home. Tiered exercise programmes were created for pupils to guide and motivate and some sports have created bespoke strength and conditioning programmes for their players to follow, in addition squads have been having tactical and analysis sessions on Teams.

One of the key aims for the Sports Department has always been to develop the self-organisation, self-motivation and self-discipline of Stoics so that they can plan and manage a personal exercise routine when they are by themselves. This phase does set this challenge for Stoics and I hope that through experimentation and indirect guidance they will be able to find their own way to enjoy the benefits of exercise in whichever form they prefer. The Stowe online club on 'Strava' has proven to be a nice way to keep up to date with the sessions that Stoics and Staff are doing in their environments. Keep it up!

As in normal term time, there are opportunities for Stoics to maintain their fitness and train with their teams, as well as expand their horizons through a range of other skills-based activities designed to encourage thinking in a different way. The Sport and Activities VLE pages are full of ideas to help focus the mind during Lockdown and parents as well as Stoics are welcome to take advantage of all that is on offer.

For the full range of Activities on offer please see the [Activities Pages](#) on the VLE.

Craig Sutton, Director of Sport

After Lockdown

At the start of term the Head launched the first of our 'Lockdown Competitions' - a challenge to the Third Form to produce a film entitled 'After Lockdown' with a prize of £200. It was an open brief and the entries submitted interpreted the challenge in a variety of ways. The standard of entries were high and Dr Wallersteiner and Mrs Roddy, who judged the competition, did not find it easy to decide upon the winner.

Congratulations to Jacob Embury for producing the winning film, which tells the story of the highs and lows of the past seven weeks. His film starts by highlighting the anxiety and anguish of the initial days of Lockdown, before celebrating the heroism of the frontline workers and those who have managed to bring joy and hope to our lives, before ending with a glimpse of the emotions I am sure we will all feel when the restrictions are finally lifted. A masterfully edited and uplifting piece, accompanied by a great soundtrack.

Highly commended were entries by Alice Bryant, whose film told the emotional story of how difficult it is to have been separated from home and family by the onset of the pandemic and the ensuing travel restrictions. Also Pia Glynn-Smith whose beautifully animated film 'Hugs and Handshakes' pays tribute to the work of the NHS and looks forward to a time when we can all be a bit closer to those we love. Finally Finlay Simpson, whose film looks at the environmental impact of the global pandemic and ensuing Lockdown and, quite rightly, asks whether we will be strong enough to create a better, greener world when we emerge from the other side.

Please do take some time to watch the films, which are available on the Stowe's YouTube channel.

Alice Bryant • Jacob Embury
• Pia Glynn-Smith • Finlay Simpson



The Stowe Community is making a huge effort to keep themselves active during the lockdown and well done to those who have managed to stick to their chosen programme over the last few weeks.

In order for our us to share and appreciate the efforts everyone is making I have created a Stowe School Club on 'Strava' which is an online platform where members can upload their cardio exercise sessions. It would be great to see as many people sign up as possible and become part of our [online club](#).

In order to become a member please do the following:-

- Download the Strava app to your phone or from the internet on to your laptop.
- Request to become a member of the Stowe School Club.
- Record your activity using either with your phone with the Strava app or any other GPS enabled device e.g. garmin etc.
- Sync it to Strava.

Enjoy your sessions!

Craig Sutton, Director of Sport

Since the beginning of this term, Film Studies pupils at Stowe have been responding to movie recommendations being made in class by their teachers and, indeed, making recommendations themselves.

Movies for the lockdown

On the FLiX (Film and Literature Society) section of the VLE you can see some details of the films they have been watching and writing about so far - which include Celine Sciamma's wonderful "grown up" stop-motion animation film about life in a French children's home - *My Life as a Courgette*; Will Ferrell's playful and surprisingly touching *Stranger Than Fiction*, which has a unique approach to narrative; Sam Mendes' brilliant debut *American Beauty* and the Robert De Niro Vietnam movie *The Deer Hunter* (all three hours of it - ideal for these lockdown days).

Stoics have also been making film recommendations in lessons (*Call Me By Your Name*, *True Romance*, *Marie Antoinette*, *Up*, *A Few Good Men*, *Fight Club* and *The Outsiders*).

Third Formers have been getting in on the act in English lessons with battles being fought over whether it is the *Harry Potter* or the *Star Wars* franchise which "rules" and individuals have been letting their tutors know about films they have come across in these strange non-cinema going times, which they might have never have watched before (Ms Shah receiving a major

recommendation about the black and white classic Carol Reed movie *The Third Man*, for example). Even parents and teachers have got in on the act of sharing "top 10s" and it is great to see so much passion for movies out there.

Over the next few weeks, some of these will be going "live" on the FLiX pages of the VLE in various formats so keep an eye out for the latest developments.

We all know the algorithms used by companies like Amazon and Netflix to "recommend" us to make another purchase are extremely sophisticated and often very accurate - but there is nothing that can really beat the joys of having a real person tell you why they like a certain movie, actor, director or soundtrack - it is all part of a very human desire to share our interests and passions.

So, do have a look at the FLiX pages and very soon there will be a chance for those interested to have a "close encounter of the third kind" and make contact...

Dr Webber, English Department.

"HELLO? HELLO? THIS IS LONDON CALLING...." (Well, Stowe, anyway)

English and Film teacher Dr Webber reflects on the first couple of weeks of the "new normal:" online lessons:

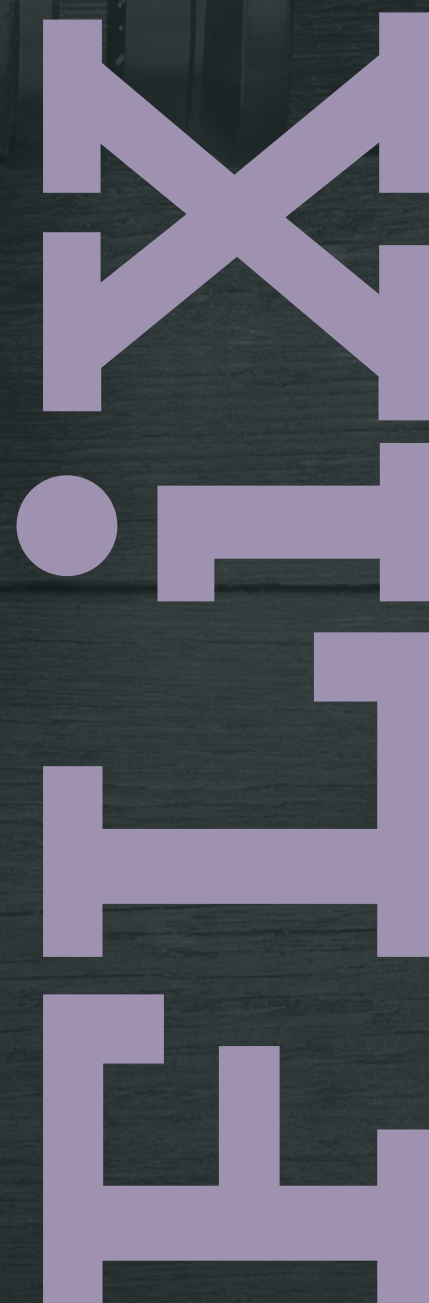
So, we are now three weeks or so into the brave new world of virtual learning and some of us will be very glad when it's over, to borrow from Eliot.

However, there have been a few good things to come out of this and in this brief article let me share a few of them:

- Firstly, even though my pupils couldn't always see me, let me assure you (and them) - I always wore a tie.
- Secondly, if this is kind of "headspace" most modern teenagers are spending hours "in" every day, then I now fully understand why this form of communication is both so draining and capable of such psychological damage. It also makes you very grateful for books! The last thing I want to do, at the end of a long day online, is take another look at a screen.
- Thirdly, the "chat" function on the Teams pages, which many of us have been using in lessons, is a good means of getting to know students in ways that are very different from the traditional classroom and I've certainly laughed (a lot) in digital lessons at the quick witted comments that are often posted with lightning speed (and multiple typos) by the pupils.

- The virtual classroom is quite an intimate place and we are learning a lot about the environments where some of our pupils are working (I'm regularly "chatting" to pupils in New Zealand, Russia and America, for example) - and they are learning a lot about us, if intrusions by pets, partners and the like are anything to go by. But it's also very odd to be "talking to" learners who you do not really "know." Fifth Formers are now doing their A Level options and so many of us are now working with new learners whom we've not encountered before. That's a very odd concept.
- This virtual world has also forced all of us to think again about the joys learning at Stowe, which we might have hitherto taken for granted: the pleasures of actually being in a classroom, interacting with others; the wonder of the beautiful views from our windows; the significance of the rituals of school life - eating in the dining room; assemblies; the walk to lessons; hanging out with friends; the team spirit and the fantastic architecture that we rush through on our way to break.

I for one cannot wait to be back inside my real classroom, cardboard cut-out of Marilyn looking over my shoulder, piles of paper and books on my desk - with actual pupils in front of me with whom I can, again, share the passion for learning - really!



MAPAID

The Great Big UK Hope Map



Rupert Douglas-Bate's (Temple 82) charity, Global MapAid, is working at full speed to provide maps that show where around the country schools and local community groups are working hard and also partnering to support the response to Covid-19. Rupert's unpaid Team of volunteers are pulling together data from schools on how they are helping, for instance with the production of PPE by DT Departments; supporting key workers; providing vehicles and other resources to local groups or providing accommodation for Key Workers needing to self-isolate.

Click [here](#) for the Schools Map.

Rupert hopes that providing visual maps of where the activity is taking place will help to encourage everyone to know that their efforts are part of something bigger and are making a real difference to the fight against the virus.

Rupert is focusing on two areas:

Schools' Own Data for Covid-19 Response: collecting summary information on how exactly schools are helping, all schools are very welcome to take part. The map helps visitors to donate to their schools, as the donation links are there on the map.

But the map urgently needs Data!

Community Efforts Data on Covid-19 Response: documenting local activity such as meals for the NHS; Mask Force; bin men

and women; doctors and scientists running Covid-19 drugs trials; Military personnel helping set up hospitals or drive ambulances; St John's Ambulance; supermarket workers; food warehouse personnel; food truck drivers. In addition, they also hope to map online services such as mental health counselling services; yoga for children; children's school tutorials; local volunteering efforts and help for the vulnerable.

Again, the map helps visitors to donate to their local causes.

And Data is needed here too!

If you are involved in the front line or know somebody who is, please fill in the survey or forward it to your contact at this [link](#).

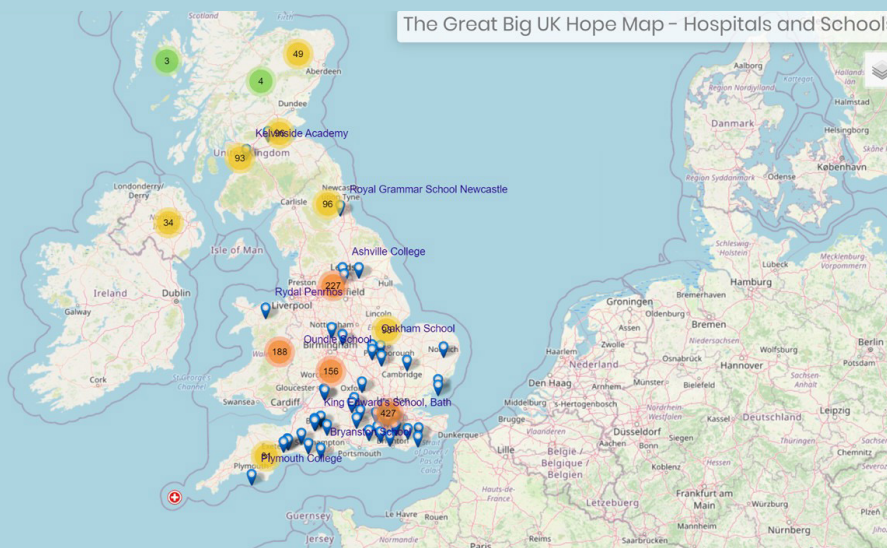
In the survey, you may put in an optional Validation code which helps Global MapAid, ours is: COVID-DAE-650

If you are into Social Media, please visit the Global MapAid pages on FaceBook, Twitter and LinkedIn and using the hashtag #actlocalthinkglobal and please comment, like and share.

If you want the Hope Map to be put on your website or an similar article to this, please contact [Rupert](#).

Many thanks from Rupert and his amazeballs Team at Global MapAid!

Anna Semler, OS Society Director



The Communist Manifesto, Karl Marx & Friedrich Engels

THE COMMUNIST
MANIFESTO
KARL MARX AND
FRIEDRICH ENGELS



Synopsis

The Communist Manifesto, published in 1848, serves as the platform from which modern communism grew. The manifesto serves as a historical account of how the proletariat (workers who own nothing), in his opinion, have been exploited from the age of feudalism all the way to 19th Century capitalism by the bourgeoisie (owners of capital and employers of workers). In order to solve this cycling problem, Marx and Engels outline a new economic and political ideology called communism, which proposes to function by the absolute state ownership of everything.

Marx and Engels outline 10 distinctive points in how communism can be implemented in "most advanced countries":

1. Abolition of property in land and application of all rents and land to public purposes.
2. A heavy progressive or graduated income tax.
3. Abolition of all right of inheritance.
4. Confiscation of the property of all emigrants and rebels.
5. Centralisation of credit in the hands of the State, by means of a national bank with State capital and an exclusive monopoly.
6. Centralisation of the means of communication and transport in the hands of the State.
7. Extension of factories and instruments of production owned by the State; the bringing into cultivation of wastelands, and the improvement of the soil generally in accordance with a common plan.
8. Equal liability of all to labour. Establishment of industrial armies, especially for agriculture.
9. Combination of agriculture with manufacturing industries; gradual abolition of the distinction between town and country, by a more equitable distribution of the population over the country.
10. Free education for all children in public schools. Abolition of children's factory labour in its present form. Combination of education with industrial production.

Review

If you are going to read this book, I feel you should be aware of the following factors:

- This manifesto, in my opinion, is absolutely not a page turner. I felt I had to really motivate myself to read this once I had passed halfway as Marx gets quite repetitive in his consistent hatred of capitalism and, in the final section, his pure disgust for Napoleon - I'm not entirely sure why Napoleon was included to be honest.
- The manifesto doesn't serve well as a 'light read before bed'. It was written in the first half of the 19th Century and therefore requires full mental focus when reading, otherwise lots of the information simply doesn't get absorbed - whether that's a good or bad thing.
- The book is only 120 pages long and if you're looking for something meaty to add to your bookcase that looks impressive, I'm afraid this sadly won't do.

However, I feel this manifesto does have its rewards once you've completed it. As I study economics, I feel I have learnt some of the drawbacks of capitalism which is important for longer essays. Also, this manifesto can be argued to be one of the most important pieces of literature as the Soviet Union built upon the manifesto's foundations of communism (the Soviet Union just sprinkled a few labour camps in here and there). Furthermore, if you do decide to read this one of the assuming parts of reading it is seeing people's faces once you tell them what you're reading. The mix of confusion, worry, slight admiration, worry again, but mostly confusion is rather funny to witness.

The most important merit, I feel, of reading this book is that you can get a better and more balanced understanding of the basic economic theories as you are going straight to the source.

Will Wright (Lower Sixth, Winton)

Stowe Three Peaks



George Coote (Chatham 07), who now works at Stowe, shares news of an exciting challenge has taken on this week:

“Heard of the 3 Peaks Challenge? Well, this has got a twist! Because of the quarantine I can’t travel to the mountains so I’m bringing the mountains to me. Climbing up and down the stairs of three beautiful and historic buildings in the grounds of Stowe.

I’m raising money for an amazing charity,

one that I am proud to be a small part of and one that has been working tirelessly over the past six weeks to keep adults with learning difficulties in residential care safe, entertained and healthy: Camphill Milton Keynes.

See how I get on on Instagram @cootesy9 with my climb of 3,408m in under 24hrs.”

If you would like to help with George’s fundraising effort, please click [here](#) to give.

Snowdown:
(1085m) Queen’s Temple
- 334 flights

Ben Nevis:
(1345m) South Front Steps
- 314 flights

Scarfell Pike:
(978m) Temple of Concord & Victory
- 489 flights



Shoe Dog, Phil Knight

SHOE DOG
YOUNG READERS EDITION



A MEMOIR
BY THE CREATOR OF NIKE

PHIL KNIGHT

Synopsis

Shoe Dogs are the fabulously crazy people who entirely devote themselves to the making, selling, buying and designing of shoes - shoes give them life. Nike has a celebrity status, yet many are in question over who the mysterious man behind this empire

like firm is - they only know the swoosh. Shoe Dog will give you everything to answer that question. Phil Knight is a soldier, Stanford graduate, traveller, encyclopaedia salesman, the leading owner of Blue Ribbon and much more. This 386-page journey will place you alongside Phil and drag you through the brutal process that is the building of a \$34.8b company empire, and it will arm you with his knowledge so hopefully it can be repeated again.

Review

Right from the first few pages, it is clear Phil has a story telling technique that makes it feel like a personal tale and that you’re the only one who has ever read this book, immediately making reading this a pleasant experience from the outset.

My main take away from Shoe Dog is that you don’t need a detailed life plan, you just need to have that “Crazy Idea” that inspires you and makes you want something. Phil’s “Crazy Idea” eventually evolved into Nike. That idea equipped Phil, alongside his team of “Buttfaces”, to overcome nervous banks, draining of all of their accounts, the FBI, betrayal of their largest ally, death of their best athlete, death of a family member and fighting to keep control over his life’s work. The passion and desire to make that “Crazy Idea” work, ultimately lead to Nike’s success and allowed Phil to have the satisfaction of building something the world loves. I found this encouraging as it honestly reflected on how pleasurable running a business can be, which I found inspiring.

One of the most valuable lessons from Shoe Dog is learning how constant disruption can turn a humble start-up into a market leader. From changing cardboard brown boxes into bright neon orange, to injecting air into the soles of shoes, Nike did it all to benefit athletes in ways the competition simply couldn’t match which turned their entire firm into a leader. Learning from this example is something all future entrepreneurs should take note of.

One of the subtle undertones of Shoe Dog is showing what effects running a business full time can have on a young family. Phil wasn’t able to be the father who took his children to school, but this didn’t stop him raising his family. Whenever a hint of family pain is mentioned, which is rare, Penelope (his wife) is always there to support him and gently steers him towards the right path. This is a great example of how important relationships are to everyone’s success - whether business or elsewhere.

Unexpectedly, I found reading this to be historically beneficial as well. Phil accurately comments on historical events, like the unpegging of the Yen by Nixon, which I found surprising as I expected this book to solely focus on business - a nice added touch.

Overall, would I read this book again? Probably not, but I definitely have learnt a lot from reading it once. Whether that was the creation of “futures” in business, learning how important a company culture can be or reliving the iconic creation of the swoosh, this book was greatly enjoyable to read. On a less serious note, the font is quite large, so it is easily digestible and quick to read. Therefore, I can only encourage you to read this as you will learn a lot and appreciate your Nike shoes a lot more.

Will Wright (Lower Sixth, Winton)

Masterchefs



Food is essential for life and is something we all have in common. Cooking at home and learning new culinary skills are all ways to help Stoics, parents and staff to be more interested in sharing recipes, stories and engaging with each other.

To help spread a passion for food, Stowe School pupils and staff decided to start a lockdown cookery club. Cooking can help increase confidence, raise self-esteem and develop social and team working skills. All those who take part can learn new skills, cooking techniques, develop independent living skills and, for students, prepare for healthy eating and budgeting ready for university and beyond.

‘The Essential Cookery Tips for Stoics’ VLE page currently has 27 different recipes with video tutorials. Many are accompanied by advice for university such as budgeting, student discounts, food safety and a range of interesting stories about university, especially from Miss T-V.

We need your help

With such a diverse and international school, the cookery club welcomes recipes and video tutorials from Stoics, parents and Old Stoics. We would love to see you cook your favourite dish, share stories about university, your career and any advice you may have for students.

If you would like to contribute to any of the categories below, please contact Dr West.

- Quick and easy meals of one or many
- The basis of many a good meal
- Vegetarian and vegan recipes
- Breads and pastries
- Desserts and sweet treats
- Morning break and late-night snacks

Sascha Clark-Jones (Upper Sixth, Bruce) has his own Cookery VLE pages called ‘Sascha’s Snackety Snacks’ and has made a range of delectable dishes, ideal for the busy university student. Sascha was recently awarded a Cheshire Award by the Head for his contribution to the wider School community.



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