



400 YEARS OF EXCELLENCE

# **Richard Hale School**

## **Parent/Carer Handbook 2023-24**

# **Richard Hale School Parents' Handbook**

**September 2023 – July 2024**

**Richard Hale School**  
Hale Road  
Hertford SG13 8EN

Dear Parents,

I would like to welcome you and your son to Richard Hale School for what I hope will be an enjoyable and fulfilling seven year experience.

We know that moving from primary to secondary school can be stressful for both students and parents, so we have a programme to make the transition as smooth as possible. This includes the Saturday morning "Treasure Hunt" which many of you have already attended in May, the New Parents' Evening, the whole day visit by boys in July, a personal visit to each boy at his primary school, the Parents' Association Wine and Cheese evening in September, and the "Meet the Tutor" evening in October.

This booklet is part of the process, so I hope the information contained in it will enable you and your son to become quickly familiar with daily life at Richard Hale School. The latest version can always be found on the school website.

At Richard Hale we are genuinely keen to encourage co-operation with parents in the education of the boys, and we look forward to a constructive partnership with you in the development of your son's potential during his school life.

**Ian Hawkins**  
Headteacher

E-mail	admin@richardhale.co.uk
Telephone	01992 583441
Website	www.richardhale.herts.sch.uk

Please note that this booklet is reprinted each year and some items such as *Routines* and *School Rules* may be revised. The latest version is always on the school website.

## Contents

page

### School Routines and Traditions:

3-9

Timing of the School Day  
 Absence and Lateness  
 Holidays in Term Time  
 Messages for Students / Items left in Reception  
 Cars and Bicycles in School  
 School Uniform  
 Mobile Phones  
 Cashless Canteen  
 Making Other Payments to School  
 Medical Matters  
 Parents Evenings and Reports  
 Virtual Learning Platform and Google Classroom  
 Student Timetables  
 Lockers for Students  
 Rewards  
 Sanctions  
 House System  
 Headteacher's Letter and Website  
 Hale News  
 School Council  
 Learning a Musical Instrument  
 Parents' Association  
 Remembrance Day Service  
 Founder's Day  
 Charities  
 Staff and Governors  
 The Richard Hale Association

Starting Secondary School: Advice to Students including e-safety	10
Starting Secondary School: Advice to Parents	12
School Uniform Requirements	13
Kit for PE and Games	14
Equipment Requirements	14
Homework	15
Reading List	17
School Policies [including Child Protection]	18
School Rules	18
Extra-curricular Activities	20
A Brief History of Richard Hale School	20
House Names: A Story of Dedicated Men	23
Map of the School	32

## School Routines and Traditions

### Timing of the school day

8.35 – 8.45	Staff Duties
<b>8.40</b>	<b>Latest time for students to arrive in school</b>
8.45 – 9.07	Morning Registration
9.10 – 10.10	Period 1
10.10 – 11.10	Period 2
11.10 – 11.30	Morning Break
11.30 – 12.30	Period 3
12.30 – 1.25	Lunch for Y7, 9, 11. Period 4 for Y8, 10 and Sixth Form
1.25 – 2.20	Lunch for Y8, 10 and Sixth Form. Period 4 for Y7, 9, 11
2.20 – 3.20	Period 5, including afternoon registration

### Absence and Lateness

Parents should telephone or email our Attendance Administrator on the first day of absence and again on the third ([attendance@richardhale.co.uk](mailto:attendance@richardhale.co.uk)), giving reasons for the absence. A message can also be left on the school answerphone. If no explanation is received the absence will be recorded as unauthorised and we will be obliged to investigate why. By law only the School can approve absence, not parents; it is for the School to judge whether the explanation given is satisfactory justification for the absence. Authorised absence is where School has either given approval in advance for a student to be out of school, or has accepted an explanation offered afterwards. All other absences are recorded as unauthorised. Please refer to the Attendance Policy (on the website) for full details.

If your son is late to School, he should go straight to registration, where his Form Tutor will record his lateness. If he arrives after registration (after 9.07 am), he must sign in late in Reception and then go straight to lessons. If boys are regularly late without good reason, they will be kept in by their form tutor or Head of Year.

### Holidays in Term Time

No parent has the right to a leave of absence for the purposes of a family holiday; at Richard Hale such leave of absence will be granted only in exceptional circumstances. Furthermore, it is the School Governors' policy that parents who take their sons out of school for holidays cannot expect staff to give those students extra teaching or homework in order to catch up with the work they miss. This also applies to any examinations missed. A parent wishing to apply to take a boy out of school for a holiday must obtain a Leave of Absence request form from the School, and submit it to the Headmaster at least three weeks before any proposed leave of absence. The School may serve Penalty Notices for unauthorised absence and low attendance.

### Messages for Students

Please ensure that students are given all the information they need in the morning with regard to pick up venue/time, dentists, haircuts etc. As you will appreciate, with nearly 1200 students, it is not possible to pass on individual messages, unless it is an emergency, as this prevents staff from dealing with more urgent matters.

### Items left in Reception

If your son forgets something important, bring the item into school and leave it in Reception for him. Students should collect these items (which should be clearly labelled) promptly: Reception is a busy, open area and the School cannot take responsibility for any items left there. To ensure that Reception is not left unattended at busy times, the office staff will open lockers at lunchtime only for boys who have forgotten their keys. Boys are informed of this regularly via the Daily Bulletin.

### **Cars and Bicycles at School**

For safety reasons parents' cars are not allowed in the grounds between 8.15–9.00 am and 3.15–3.45 pm. Please avoid stopping on the main drive, or driving on the grass at any time.

If your son wishes to cycle to school, he should wear a cycle helmet at all times and carry lights in the winter months. Cycles must be pushed in the school grounds and must be locked in the bike sheds.

### **School Uniform**

One of the strong and noticeable features of Richard Hale is the uniform and the way in which the boys wear it. We expect boys to present a smart appearance in school and out, so we hope parents support us by ensuring that correct uniform is worn at all times, especially on the way to and from school. Earrings, trainers, hoodies or denim jackets should not be worn with school uniform at any time. **Please supply your son with a note of explanation if he has a legitimate reason for not being in full uniform.** (see *Uniform Details* and *School Rules* later in this booklet)

Our specialist uniform suppliers are Stevensons Ltd, 131-135 Victoria Street, St Albans, AL1 3XS. See their website [www.stevensons.co.uk](http://www.stevensons.co.uk) for more details. On occasions Stevensons will supply direct from school; parents will be notified in advance of these dates. In early July we notify Stevensons of the Houses to which new boys have been allocated so that ties of the correct colour can be bought.

### **Mobile Phones**

We recognise that, with so many boys travelling on public transport and/or engaged in extra-curricular activities, mobiles can be very useful if there are changes or difficulties. However, when a boy does bring a phone into school he and his parents must accept that:

- The School will not be held responsible for loss or damage of your mobile phone.
- Mobile phones and earphones (including Airpods) may only be used outside the school buildings before and after school, at break and lunch times. They may not be used inside the buildings and only in classrooms with the express permission of your teacher for an identified task. They may not be used between lessons.
- Mobile phones must be stored within bags/rucksacks during lessons. You must not store them within blazers, shirts or trousers.
- Your mobile will be confiscated if the above rules are broken, or if it is misused. This includes being:
  - heard or seen for any reason in a lesson or corridor, or taken into an examination
  - used to take images (still or moving) of anyone
  - used in a way which disrupts teaching and learning
  - used in any way which damages the school's reputation
  - used for any malicious communication or bullying
- A mobile will usually be confiscated for one day (until the end of the next school day) for a first offence and five days for a second offence. The phone may be handed back to the student at the end of each day and handed back in the following morning, if the student needs it to get home safely.
- Serious or persistent misuse of a phone will mean you are no longer allowed access to mobile technology in school.

### **Cashless Canteen – making payments**

The school operates a 'cashless' system and all payments in the Dining Hall will need to be made via a biometric reader. Accounts can be credited through our online WisePay system. Online payments are available to use almost immediately. No cash or cheques will be accepted at the tills and this allows us

to operate a safer, more efficient system. Students who receive free school meals or student premium will have their accounts credited automatically. Parental permission is required for all boys to use the biometric system. Further information, frequently asked questions and a permission slip are available in a separate letter. The till operators will inform students when their credit is low, but students should keep a close eye on their own spending.

### **Making Other Payments to School**

Our preferred method of payment is via our online WisePay system (see separate letter), as it is the safest and most convenient way to make payments to school. If, however, you are unable to pay through this method, please contact the Finance Office for alternative arrangements.

### **Medical Matters**

If there are any medical issues concerning your son which we should know about, please contact Mrs Marshall on Reception. If your son requires medication during the school day you should provide written consent, including details of medicine and dosage, and sufficient medication for the dosage. All medicines **MUST** be left with the school office; boys **MUST NOT** carry them around school, and never bring medicine to school without written parental consent.

If your son has a prescribed Epipen he should carry one at all times and leave a second in the school office. For chronic conditions (eg asthma, diabetes, epilepsy) parents are required to sign a consent form allowing a responsible person on the staff to administer medication if this becomes necessary. Parents should keep us informed of any changes in the medication (so we can update our files).

Immunisations are offered to boys throughout their school years by the local health service. Parents are informed in advance of the times of these programmes.

### **Parents Evenings and Reports**

Each year group has an annual Parents' Evening. These are currently carried out through pre-booked 5 minute video calls between teachers and parents. Parents of Year 7 and Y12 students are also invited to meet form tutors in October to discuss how their sons are settling into the school. During the course of the year Progress Reports are issued, with an Exam Report issued following internal examinations. The precise timing of these is announced in the school calendar each year. If you have a concern about your son's behaviour or progress, contact his form tutor in the first instance. The tutor will advise you of the next appropriate step.

If another person has the legal right to statutory information on your son, you should inform the Head teacher's PA in writing as soon as possible. We will send reports to each person.

### **SIMS Parent App**

On joining the School, parents are invited to download and use the SIMS Parent App. The progress reports referred to above are issued electronically in this area. Parents can also check their son's attendance, timetable and achievement points using the app. Parents manage their own login information, which must be kept secure. Copies of reports are sent by post to families who do not have access to this system.

### **Google Products and Online Learning**

The school has a Google Apps for Education account, which allows us to create and share online documents, spread sheets, as well as posting homework to **Google Classroom**. Your son will be given a Google username for specific school use, which he will use to log on to most Google webpages.



The first part of his username will be the same as his Richard Hale logon – something like **16joneth** (a combination of his starting year followed by part of his surname and forename).

A random password will be initially assigned, but on first logon, he must change it to a memorable one. The domain for logon is [\\_\\_\\_\\_@rhsstudents.co.uk](mailto:____@rhsstudents.co.uk)

Please note that even if your son already has a Google account (i.e. [\\_\\_\\_\\_@gmail.com](mailto:____@gmail.com)) he will not be able to use this instead of his Richard Hale account. They are separate accounts and will always remain so.

We expect teachers to post homework to the Google Classroom and by logging in to this area, students will be able to see all assignments from all their subjects (once they have 'joined' the classroom). From here students will be able to post their own questions or comments and let the teacher know when they have completed it. Depending on how the teacher has designed the task, they may even be able to hand the homework straight in online.

In order for parents to monitor and support homework, they must have both the username and password for their son's account. There should not be anything personal on the system, so they should be asked to share these details with you.

For any questions related to the general philosophy and use of Google Apps, please contact one of the people below. For any technical problems (passwords/usernames) please contact the ICT Network Manager.

Huseyin Veli  
Director of Computing and IT

Nick Russom  
IT Network Manager

### **Student Timetables**

After many years of using student planners for noting down homework, timetables, achievement points, detentions and messages from parents, we have decided to aim to be more environmentally friendly and go almost paper free. Students will be provided with a paper timetable in September and we recommend that they take a photo of this to keep on their phone. Homework is now set exclusively on Google Classroom and messages from parents can be emailed in to reception, teachers and tutors. Parents are now informed of detentions by email.

### **Lockers for Students**

From September of Year 7 a student can rent a personal locker located in or near his form room. Provision of these lockers requires a substantial investment from both the school and the Parents' Association so we make a charge for the facility. The money collected is used for replacement and renovation. The charge for a five-year period is £40 (ie £10 key deposit - refundable on return of the key - plus £2 rent per term for 15 terms. A charge of £5 is made for replacement keys. This amount is payable through WisePay and you will be sent an invitation to make the payment in late August. **Please can you do this before the first day of term so that locker keys can be given out then.**

### **Rewards**

We operate an achievement point system which rewards students each lesson for meeting the school's basic expectations, as laid out in the Classroom Code. If a student arrives on time, properly equipped, with homework completed where relevant, and contributes to the lesson, he will receive an achievement point. Most students will, therefore, accumulate five achievement points for each day, one per lesson. Extra achievement points are also awarded for particular effort or quality of work in class or homework. Once a certain threshold has been reached, a student can apply for a Richard Hale Shield, for which the student must also show dedication to other areas of school life eg taking part in extracurricular activities. These Shield Awards range from Bronze in Year 7 to Platinum in Year 10/11. These achievements are celebrated by presentations in year assemblies. In addition, prizes of vouchers or Certificates of Excellence are awarded annually on Founder's Day (junior school) or at Presentation Evening (senior school) for outstanding academic achievement or progress. Students' efforts in other

areas, such as music, drama and sport, public speaking and engineering are also recognised, eg by the awarding of School Colours for outstanding commitment or skill in representing the school

### **Sanctions**

Each boy is made aware of the school rules and reminded of their importance throughout the school year. The lowest level of sanction in a lesson is through the removal of an achievement point, if the basic expectations for the lesson have not been met. More serious punishments for misbehaviour usually take the form of break, lunchtime or after school detentions. When detentions are given after school, parents are notified by email and given at least 24 hours' notice. A School detention takes place on Thursday 3.20 - 4.20pm, supervised by a senior member of staff and a Head's detention takes place on Friday 3.20 – 5.00pm for more serious offences, including removal from lessons. Detentions are not negotiable; the School has the legal authority to impose a detention even if a parent refuses. We sincerely hope, however, that we will not be placed in this position. We always hope to have parents' support if we have to apply sanctions to their sons. Boys may, however, be required to see a teacher for up to ten minutes after the end of normal school without formal notice to parents. For serious breaches of discipline, students may have a day or more of isolation or may be suspended from school for a fixed period or, in extreme cases, permanently excluded. For full details please see the *Behaviour Policy* on our website.

### **The House System**

The house system provides opportunities for all boys to be involved in a variety of competitions ranging from rugby and tennis to music, chess, drama and even a house bake-off. Each boy is placed in one of six houses, identified by the colour of the stripe in his tie: Cowper (dark blue), Croft (light blue), Hale (green), Kinman (purple), Page (red) or Wallace (yellow). The houses compete annually for the Cock House Cup, and students meet together regularly in House Assemblies. Each house is led by a Head of House from the staff, and a House Captain and Vice House Captain from Year 13. The histories of the men after whom the Houses are named can be found at the end of this booklet, and their portraits can be seen in the Dining Hall.

### **The Headteacher's Letter & School Website**

The Headteacher emails a letter to all parents each Friday, containing current news and wider issues relevant to the school and education in general. All are matters affecting your sons. The letter is also posted on the website, along with a regularly updated diary of forthcoming events, from sports fixtures to parents' evenings, copies of Hale News, and the revision booklets which we prepare for the different years, etc. Our aim is to improve communication by encouraging parents to visit the website regularly: [www.richardhale.herts.sch.uk](http://www.richardhale.herts.sch.uk)

### **Hale News**

*Hale News* is the school magazine which is published electronically twice a year, before Christmas and before the end of the Summer Term. It can also be found on the website. An issue will typically contain articles written by staff and students on a variety of school issues, examples of boys' creative writing, and contributions by other people connected with Richard Hale School.

### **The School Council**

The School Council enables students to begin to understand the democratic process and to become involved in decision-making within the school. Each form group elects two representatives annually onto a Year Council, and representatives from each of these six councils make up the School Council. The Council, which is chaired by the Head Boy or Head Girl, meets with the Headmaster and an Assistant Head. Their discussions and decisions are communicated to the other students by the year reps in assemblies, and more informally in form periods.



### **Learning a Musical Instrument**

We have an established reputation for excellence in music, one that is created by the students' performances in school, in the local community and on tours abroad. A large proportion (1 in 3) of our students enjoy learning a musical instrument in addition to their curriculum music lessons; we are very proud of the high standards they achieve. Starting an instrument at RHS is an excellent opportunity to develop new skills, and no previous experience is necessary. We offer tuition on a wide variety of instruments and voice, with different lesson length options. We also provide music theory lessons free of charge to students who wish to develop their skills in this area. All lessons take place in the Music Department, and the times change each week so that boys do not miss the same curriculum lesson two weeks running. We work hard to support these lessons, providing a wide range of regular ensembles and performance opportunities to complement and extend the work done in lessons. We also run dedicated practice sessions for students to attend throughout the week if they wish.

Our team of experienced tutors are also keen to further the work of students who have started to learn an instrument at primary school. For those who have already made substantial progress on one instrument there is also the opportunity to start a second. All students (including those who have lessons out of school) are encouraged to take part in ensembles and at the large number of concerts throughout the year. Details of the ensembles and rehearsal times are advertised to students at the start of the academic year and communication occurs through Google classrooms and the daily school bulletin. Students who are entitled to free school meals receive heavily subsidised lessons (known as remission of fees). Applications can be made by going to <http://forms.gle/4qJppjxURRjedDXF7> however please also read the leaflet enclosed with this booklet which gives full details of instrumental lessons on offer.

This is a fantastic time to be involved in music at RHS and to be part of the huge range of opportunities we create. Our Music Department makes a very significant contribution to the life of the School, with many of our students getting involved in bands, choir or an ensemble. We are recognised nationally through the 'Music Mark' scheme, awarded for the high-quality music education we provide, and aim to ensure all students' interests and skills are catered for. Please contact us at [sch@richardhale.co.uk](mailto:sch@richardhale.co.uk) if you require any further information. We look forward to hearing your son perform!

### **Parents' Association**

The Parents' Association aims to assist in the provision of equipment and facilities for the School through fund-raising events, as well as providing a further, more social link between parents and school. The fund-raising activities are very successful, financially and socially, and include quiz nights, disco, and Burns night as well as a wine and cheese evening each September to welcome the parents of Year 7 boys informally. This event in particular is always well-attended and successful, allowing parents, teachers and governors to meet, chat and enjoy a glass or two of wine! For further information about the PA, or if you wish to join, please email [parentassoc@richardhale.co.uk](mailto:parentassoc@richardhale.co.uk)

The Parents' Association is able to supply a wide range of good-quality **used uniform and games kit** at very reasonable prices. To purchase used uniform, there are sales at various times throughout the year or, if urgent please email [parentassoc@richardhale.co.uk](mailto:parentassoc@richardhale.co.uk) to arrange a convenient time to view the uniform.

### **Remembrance Day Service**

Each November we remember those who have died in the service of their country, especially those from Richard Hale School. Following separate junior and senior assemblies the entire school assembles around the War Memorial at 11am for a service, with representatives of the Richard Hale Association, the Police and the Royal British Legion in attendance. Former students and parents are very welcome at the service.

### **Founder's Day and White Gloves**

The school holds annual prize-giving events in December. For senior students there is a formal Presentation Evening attended by former and current students and parents. The junior ceremony takes place the next day, on Founder's Day, and includes the traditional presentation of the White Gloves to the Mayor of Hertford. Founder's Day is usually also the last day of term and begins with the annual Carol Service at All Saints' Church, with which the School has been associated for over 400 years.

### **Charities**

There is a long tradition at the School of encouraging students to reflect on and respond practically to the needs of others in the community. This awareness is demonstrated by the students through their active involvement in various charitable events throughout the school year. Each student is encouraged to support a national or local charity by becoming involved in a range of fund-raising activities. Representatives from these charities are invited to school assemblies to receive presentations and to inform students about the importance of their contributions to those in need. Money from non-uniform days is also given to local, national and international charities chosen by the School and the students. For a number of years, we have had a very successful link with Onda Solidária, a charity that supports disadvantaged children in Rio de Janeiro and that is also building an eco-school in the countryside outside Rio. Students at Richard Hale have been able to see the results of their fund raising directly benefitting these communities in Brazil over a period of time.

### **School Staff and Governors**

Lists of current personnel can be found on the school website.

- for teaching and non-teaching staff go to [www.richardhale.herts.sch.uk](http://www.richardhale.herts.sch.uk) > About Us > Staff.
- for governors go to [www.richardhale.herts.sch.uk](http://www.richardhale.herts.sch.uk) > About Us > Governors.

### **The Richard Hale Association**

The RHA (our thriving *Former Students'* organisation) is able from its membership database to offer advice and help on further education, careers and other matters to students and former students. The Association commissioned the House Portraits (displayed in the dining hall), which are on permanent loan to the school, and it manages the school's extensive Heritage Room. The RHA also owns the Hale Club at Hoe Lane, Ware – home of Hertford RFC – where it can offer full catering and conference facilities to members and non-members. Any enquiries about RHA activities should be made to Martin Harvey (Honorary Secretary), tel. 01438 716608.



## Starting Secondary School: Advice to Students

It is exciting and sometimes a bit frightening to go to a new school, especially when you are moving on to secondary school. There are new subjects to learn, the buildings are bigger, and there are more students, teachers and homework. But you will also make new friends and have a lot of fun! Here is some advice (based on what lots of youngsters have said) to help you make the move successfully.

### Tips for making friends

- Smile, be polite and say hello to people. We are all more attracted to nice people.
- Make the first move. Join in school and lunchtime activities.
- Be a good listener. Look at people while they are talking and concentrate on what they are saying.
- Do not spend time on your mobile phone. Take the time to talk to people and get involved with other activities such as lunchtime clubs or playing on the courts.
- Ask questions. A good way to let other people know you are interested in them is to ask about what they like and what they think.
- Be positive; don't moan. If you only talk about problems friends will get tired of listening to you.
- Beware of false friends. Sometimes we stay with friends because there is no one else around. Watch out for "friends" who try to get you to do things that you know are wrong.
- Don't be bossy or a show-off. It gets really boring if someone wants to be in charge or constantly brags about how great he is.
- Try to think of things to do which might be interesting. It is more fun to be around people who are creative and have good ideas.
- Don't pester people ... if they don't want to be friends, move on to someone else. Not all friendships work out.
- It is good to have friends who have their own opinions and ideas. Don't expect everyone to agree with you all the time. Disagreements between friends are OK.
- Above all, treat other people the way you want them to treat you.

### Bullying

- Bullying is always wrong. Bullies are cowards. No one deserves to be bullied.
- Bullying is being deliberately cruel, whether it is name-calling, or hitting, or excluding someone from games and activities. Bullying usually happens over a period of time; it is not a one-off event, but try not to confuse it with the occasional arguments and fall-outs which we all have with friends at times.
- If you are being bullied tell your form tutor, or any teacher, immediately. We will always take any reporting of bullying seriously and support you to make it stop.
- If you know someone else is being bullied, get help. Don't just be a bystander.
- Walk tall. Pretend you are confident even if you aren't. Smile!
- Stay with a crowd. Bullies usually pick on those who are alone.

### eSafety

There is a lot of e-safety advice on our website at [www.richardhale.co.uk](http://www.richardhale.co.uk) > Parental Information  
Follow this simple **CODE** to stay safe online.



- Keep your personal stuff private
- Think about what you say or do online

- Block and report people who send nasty messages
- **DO NOT OPEN** links / attachments you receive through social media **UNLESS YOU'RE 100% SURE THEY'RE SAFE**



- Flag Up to parents or teachers ANYTHING that upsets you while online

or if someone you meet online asks you to meet up in the real world

**Remember** – a great place to find advice or flag up a concern is by clicking on the CEOP (Child Exploitation and Online Protection) link at the bottom of the homepage of the school website: [www.richardhale.herts.sch.uk](http://www.richardhale.herts.sch.uk)

### **Lunch and break times**

- Find out what you can do at break and lunch times. You are not allowed to leave the school site, but there is the library, homework and other clubs and practices for sport and other events during the year ... and there are new friends to be made especially amongst the boys in your form.
- If you forget to top up your account and don't have enough money for food, don't worry. Speak to your form tutor or someone in the kitchen: they will help you.

### **Practical tips**

- Many boys worry about getting lost. The House Captains and Senior Prefects will help you at first but help yourself by using your map if you are not sure. It is also a good idea to practise your journey to school to avoid getting lost or being late.
- Look after your copy of your timetable and get to know it well.
- Keep your phone, keys and other valuables in a safe place. In a big school where you are moving around a lot of things can easily get lost, or sometimes stolen. You should not need to have cash on site.
- Make sure your name is on everything: clothes, kit, bags, calculators, books ... so if you do lose something it will find its way back to you ... and you can identify it.
- Get a school bag big enough to get everything in but comfortable to carry. A separate bag for PE kit is a good idea ... you are not allowed to carry trainers or boots around loose.
- Always pack your school bag the night before. Check your timetable to make sure you have the correct books and equipment and kit. Check Google Classroom to see what homework there is to hand in.
- Buy the plastic exercise book covers from school. These will protect your work and the different colours will help avoid confusion.
- Do not bring more in to school than you need, especially money. The more you have, the more you have to worry about, and the more you have to lose.

### **Homework (look also at the separate section on homework)**

- Share your login for Google Classroom with your parents, so they can log in and help you organise your homework.
- Try to do homework on the night it is given.
- If you get stuck, try to do something. This is always better than handing in nothing. Ask your parents to explain that you had problems and let your teacher know via a message on Google Classroom.
- If you are going to have problems meeting a homework deadline because of something happening out of school discuss this with your teacher before the due date rather than after.
- Year 7 will not have any homework for the first two weeks in September.

It is normal to have a few worries when you move to a new school, but don't be scared... you will have lots of opportunities at Richard Hale to work hard, do new things, meet new friends and have fun. So enjoy it!

\*\*\*

## **Starting Secondary School: Advice to Parents**

Moving on to secondary school can sometimes be as daunting for parents as for students. At Richard Hale we do genuinely value our relationships with parents and you will have lots of opportunities over the years to learn how to help us to help your son make the most of his opportunities. But here to begin with are some tips on how to make the move successfully.

### **Preparing him for school**

- Your son may be feeling very insecure about the move, so give him lots of reassurance.
- Establish a routine before school starts, and check he is sleeping and eating well.
- Before term starts review with him what he does well and where he might have difficulties, so that he begins focused and realistic.
- Find out about fun activities outside of school such as sports, scouts, drama: these help children to develop new skills and relationships, and to put school life into perspective.
- Be sure that you are clear about the practical issues (uniform, kit, equipment needed, lockers, times, etc) ... all of which are explained in this booklet.
- Help him choose and buy a suitable bag. Various forms of shoulder bag are popular, and they are easier to carry: he could be carrying a considerable weight around. Make sure the bag is strong enough – bags are not fashion accessories!
- Check about transport to and from school. Practice runs beforehand are often useful.
- Help him to organise himself: make a checklist together of what he needs on which day.
- Make sure that everything is marked ... especially uniform and all kit, including bags.

### **Forming friendships**

- Reassure him that Richard Hale takes boys from so many schools and such a wide area that lots of boys know nobody when they start.
- Explain to him that worthwhile friendships take time and effort, and that sometimes they just do not work out. This is normal.
- Tell him that he is welcome to invite friends over. This will make school seem less distant.
- Try not to pass your anxieties onto your son; he will have enough of his own. Be relaxed and supportive ... although this may not be easy if you are both feeling anxious!

### **When he starts**

- Ask him to share his logon for Google Classroom with you, so you can see what homework he is being set and support him with his organisation. There will not be any homework set for the first two weeks.
- Help him to pack his bag, check he has the correct books and homework every evening, rather than in the morning.
- If he has difficulty finishing homework, inform the teacher via an email or a message on Google Classroom.
- Expect him to be very tired: there is a lot to take in during the first few weeks.
- If you feel there is a problem that goes beyond initial nerves, contact the school: this early contact should be with the form tutor initially, then Head of Year.
- Encourage him to join in with the extra-curricular activities.
- Join the Parents' Association: get to know other parents and learn more about the school.
- Attend extra-curricular events: sports fixtures, plays, music concerts, PA functions.
- Enjoy your time with us!

\*\*\*

## School Uniform

Boys are expected to wear school uniform correctly to and from school, as well as in school. Any student not in correct uniform must bring a note from his parent to explain why.

The Richard Hale uniform consists of:

- A navy blue blazer with a school badge (NB a different badge is worn in Y11)
- White shirt and school tie, with correct house colour stripes
- Black trousers and grey or dark blue v-necked pullover (optional – if pullover is worn, the tie must be clearly visible)
- Black shoes, formal in style and capable of being polished, ie no logos and not black leather trainers. The school's decision on suitability is final.

Please note the rules about footwear, hair, jewellery and certain items of clothing in the extract from the School Rules printed below.

Most of the uniform can be bought at various outlets. The school tie and badges and some of the PE kit, however, are available only through Stevensons, Victoria Street, St Albans (01727 853262). Good quality used uniform and games kit can be obtained through the Parents' Association [see page 7].

**Please ensure that all uniform and personal property (including bags) is clearly marked for easy identification. There are lots of boys in this school, and they are not all always careful with their possessions!**

### **Uniform and General Appearance [extract from the School Rules – see p 18 for full School Rules]**

- You must wear school uniform properly to and from school, ie tie crest visible and shirt tucked in.
- Nothing else is to be worn under the blazer except the School's own uniform sweater or a plain grey or dark blue, v-neck sweater (no logos).
- Shoes should be black and of a formal style, capable of being polished, ie no logos and not black leather trainers.
- You may wear trainers at lunch for playing football etc, but not on the way to or from school.
- You should be clean-shaven with your hair a single natural colour, with no shaved patterns or tramlines. Extremes of hairstyle are not permitted. Hairstyles should be neat and presentable.
- You must not wear jewellery (including piercings of any kind), hoodies, baseball caps, denim or leather jackets, jeans or boots. Trousers must be of a formal, school style.
- Please mark your name clearly on all your uniform and personal property (including bags).
- If you are not in correct uniform, you must bring a note from your parent/guardian to explain why.
- **The school's decision on suitability of haircuts and uniform is final**

## Kit for Physical Education and Games

### PE

- blue polo shirt with RHS crest (supplied by Stevensons)
- white shorts / white socks / non-marking trainers

### Games:

- black/gold reversible RHS games shirt (supplied by Stevensons)
- RHS games socks, ie black with amber tops (supplied by Stevensons)
- black games shorts
- rugby/football boots, with safety studs (kite-marked)
- shin pads are strongly recommended for football and hockey lessons and compulsory for school and house matches.
- RHS training tops (optional / supplied by Stevensons)

Boys are allowed to wear Richard Hale training tops when the weather is cold. Only clean, non-marking trainers may be worn in the gymnasium, so any shoes worn for cross-country cannot be worn again for work in the gymnasium.

**Mouthguards** are compulsory for rugby fixtures (ie school matches and house matches) and strongly recommended for rugby and hockey in games lessons. They can be purchased from most sports shops but the school arranges fittings early in the Autumn Term. A leaflet accompanies this booklet and is also available from the PE Department.

**3G Pitch** – Boys **must** wear clean round studded/moulded boots. **Trainers/astroturf boots/bladed boots cannot** be worn.

\*\*\*

## Equipment for Lessons

The following items **MUST** be brought to school each day:

- o a black or blue pen, an HB pencil (plus spares), sharpener, rubber, ruler
- o a protractor and a pair of compasses for all Maths lessons
- o a green pen for correcting work and responding to teachers' comments
- o a scientific calculator (for Maths/Science lessons)
- o a reading book

The following items would be useful for use at home and at school:

- o a collection of coloured pens and watercolour pencils
  - o glue stick, highlighter pens, colouring pencils
- 
- Please note that a **clear** plastic pencil case is now required for school and public exams and black pen only is allowed for public exams.
  - Boys should **NOT** bring correcting fluid (eg Tippex) or thick felt tip pens to school.
  - At the appropriate time, individual departments may request that boys obtain certain other equipment relevant to their curriculum.

\*\*\*

## Homework

All boys are expected to do homework. In Years 7 and 8, homework in English, Maths and MFL will be set each week; in the other subjects it will be set once per timetable cycle (ie two weeks). In Drama, ICT and Music assignments may be set occasionally but will require more time to complete. Sometimes homework takes the form of a project which may be set for completion over several weeks. Homework is recorded by teachers on Google Classroom and parents are encouraged to look at Google Classroom with their sons in year 7 to support them with their homework in the early days. Only one log-on is provided for students, so boys are expected to share this with their parents.

At Richard Hale we value the support of parents in all that we do, and most especially in helping us to ensure that boys gain maximum benefit from the opportunities that homework provides for concentrated individual work, extension of learning begun at school, as well as preparation for future learning, and the development of self-discipline and study skills. The fine detail of how you might support your son will depend on a number of things, including family circumstances and your son's character. We offer you here some general advice which we hope you will find useful in helping your son establish good habits in his first year at Richard Hale.

### Working Environment

Wherever possible a boy should be encouraged to work in a comfortable environment in an atmosphere suitable for concentration and study. The use of a desk or table if possible in a quiet, undisturbed area is ideal. He should not try to do homework in front of a phone or a computer screen, unless these are required. Phones will only cause distraction from the task in hand.

### Time Management

We help boys considerably if we help them to learn to manage and organise their time from the first year of secondary school. Homework is vitally important but it is not the only out of school activity which youngsters should be involved in: sports, scouts, youth clubs, etc. are important for their development as whole people. Try to reinforce with your son the fact that, whereas homework must be done, it should not be all that is done.

An example of homework planning may look like this for a Year 7 student:

4.30		5.15		5.30	6.15	7.00 and after ...		
school	arrive home	ENGLISH HOMEWORK	break	HISTORY HOMEWORK	teatime relax	activities e.g. training	TV / read / games	bed

In Year 7 he will be expected to do approximately 30-45 minutes per subject, with an average of two subjects per evening. This will increase as he moves up the school. (Please refer to the Homework Policy). Sometimes he will need to spend longer, and sometimes he will want to spend longer. Normally he will have more than one night in which to complete the task set. Please ensure that he keeps it in proportion: at this level spending too much time can be as damaging as spending too little time. Circumstances permitting, he should complete his homework as soon as he gets home from school. Learning to establish priorities, doing what is most important first, is a valuable lesson for life!



### **Practical Support**

As well as checking Google Classroom regularly, you could, on occasion, ask your son to explain the tasks he has been set. To do this successfully (ie so that you understand clearly) is a useful learning process for him, as well as an excellent way for you to become familiar with the type of work we do.

If he asks for your help, don't be afraid to give it (if you can) but within reason. Remember that homework is designed to develop personal study skills and help which is too detailed or too frequent will be counter-productive. In fact, if your son is continually seeking assistance you should contact his form tutor because this might indicate difficulties which we should know about.

### **Reading**

The educational benefits gained from regular reading, especially of fiction, are enormous. We expect that our students always have a current reading book. This is supported and monitored by the English Department through reading sessions and student records. Reading is therefore seen as an activity in addition to specific homework tasks. When necessary, supporting your son in his reading development can be one of the most accessible and rewarding ways in which you can provide practical support:

- check that he always has a current reading book
- talk to him about the book and what he thinks of it
- if you listen to him read, don't pick up all the mistakes, give him time to self-correct
- point out important mistakes afterwards and discuss the meanings of the words
- briefly discuss what the passage he has read to you is about, eg:
  - what is the character like?
  - why is that page funny?
  - does he think so-and-so is right/wrong to do that?
- encourage regular reading, eg. the last thirty minutes before lights out

### **The use of the MyMaths website at Richard Hale School**

The internet provides a rich source of information that will serve to both help and to challenge students in their study of Mathematics. The Maths Department at Richard Hale makes extensive use of MyMaths website - <http://www.mymaths.co.uk/>

If you are new to the MyMaths website you may want to watch a short video to introduce the platform to you. The video will show you how MyMaths works, and how it can be used to support your son's learning. The video can be found at the following link (Scroll down to the secondary video)

<https://support.mymaths.co.uk/parent-support/parents-getting-started/walk-through-for-parents/>

### **Finally...**

Whichever approach you take, discussing homework before, during or after completion, the key thing is to show an interest, to show that you value the effort he is putting into his studies, to show that the values and expectations of home and school are consistent. Always be as supportive as possible: a little praise goes a long way! And please remember that homework is for your son's benefit; it is not a punishment either for him or for you! Good luck: you could learn a lot during the next seven years!

## Reading List

The English Department expects all students to have a current reading book at all times. Students are expected to read and record at least two books each half term. We currently use the Accelerated Reader scheme to encourage reading, check progress and assess reading ages. Here is a list of suggestions (of books and authors) for younger boys.

Alexander, Kwame	Booked
Anderson, Rachael	War Orphan
Almond, David	Heaven Eyes, Kit's Wilderness, Clay
Blackman, Malorie	The Noughts and Crosses series
Breslin, Theresa	Remembrance
Collins, Suzanne	The Hunger Games series
Cotterill Boyce, Frank	Millions, The Amazing Broccoli Boy
Coulfer, Eoin	Artemis Fowl
Dahl, Roald	Matilda, The Twits, The Witches
Dann, Colin	Animals of Farthing Wood
Dowd, Siobhan	The London Eye Mystery
Doyle, Sir Arthur Conan	Sherlock Holmes, The Lost World
Gaiman, Neil	The Graveyard Book
Gavin, Jamila	Coram Boy
Gibbons, Alan	Caught in the Crossfire
Haddon, Mark	The Curious Incident of the Dog in the Night-time
Harris, M.G.	The Joshua Files
Higson, Charlie	Silver Fin, Blood Fever, Hurricane Gold, By Royal Command.
Horowitz, Anthony	Alex Rider Series
Jacques, Brian	Redwall series
Johnson, Mitch	Kick
Landy, Derek	Skulduggery Pleasant
Lewis, C.S	The Lion, the Witch and the Wardrobe
Magorian, Michelle	Goodnight, Mr Tom
McCaughrean, Geraldine	Where The World Ends
Morpurgo, Michael	War Horse, Kensuke's Kingdom, etc
Muchamore, Robert	Cherub Series
Oppel, Kenneth	Airborn; Silverwing; Sunwing
Pratchett, Terry	The Discworld series
Pullman, Philip	Northern Lights; The Subtle Knife; The Amber Spyglass
Rowling, J.K	The Harry Potter series
Scott, Michael	The Secrets of the Immortal Nicholas Flamel series
Stevenson, Robert Louis	Treasure Island, Kidnapped, Dr. Jekyll and Mr. Hyde
Snicket, Lemony	A Series of Unfortunate Incidents
Stone, Jeff	The Five Ancestors Series
Tolkein, J.R.R	The Hobbit; The Lord of the Rings
Walden, Mark	H.I.V.E. series
Westall, Robert	The Eye of the Storm

## **School Policies**

Statutory school policies are drafted and agreed by senior staff, working with other staff, governors and any other appropriate parties. They are reviewed regularly. The most recent versions of all statutory Richard Hale School policies can be found on the school website. Hard copies are available in the school reception.

## **Child Protection Policy**

*Keeping Children Safe in Education (DfE 2021)* states that: “All parents need to understand that schools have a duty to safeguard and promote the welfare of children who are their students, that this responsibility necessitates a child protection policy and procedures, and that a school may need to share information and work in partnership with other agencies when there are concerns about a child’s welfare.”

In carrying out this duty, Richard Hale School will consult with HCC Children’s Services if we believe there is a possibility that a child may be suffering from abuse or neglect. A referral to Children’s Services is not intended to be an accusation of any particular action or against any particular person: it is the reporting of concerns that have come to the school’s attention. For the School, referral is a duty not an option. The School is not obliged to inform parents about any referral, but in most circumstances will do so. This is all in accordance with Hertfordshire Area Child Protection Procedures.

## **School Rules Years 7-11**

### **Introduction**

We expect all members of the Richard Hale School community to behave with respect for each other, for each other’s property, and for the School’s good reputation. All students and staff should feel safe from any disrespectful behaviour, either in words or actions, irrespective of their ability, age, background, beliefs, disability, gender, race or sexual orientation. Any action designed to hurt another person, physically or emotionally, or to damage property, is against the school rules.

### **Uniform and General Appearance**

- You must wear school uniform properly to and from school, ie tie crest visible and shirt tucked in.
- Nothing else is to be worn under the blazer except the School’s own uniform sweater or a plain grey or dark blue, v-neck sweater (no logos).
- Shoes should be black and of a formal style, capable of being polished, ie no logos and not black leather trainers.
- You may wear trainers at lunch for playing football etc, but not on the way to or from school.
- You should be clean-shaven with your hair a single natural colour, with no shaved patterns or tramlines. Extremes of hairstyle are not permitted. Hairstyles should be neat and presentable.
- You must not wear jewellery (including piercings of any kind), hoodies, baseball caps, denim or leather jackets, jeans or boots. Trousers must be of a formal, school style.
- Please mark your name clearly on all your uniform and personal property (including bags).

- If you are not in correct uniform, you must bring a note from your parent/guardian to explain why.
- **The school's decision on suitability of haircuts and uniform is final.**

## Personal Property

- You must come to school each day properly equipped for that day's lessons.
- For safety, store your valuables in your locker during PE lessons.
- You must not bring any of the following to school at any time:
  - Fizzy drinks, stimulant drinks and any drinks in cans or glass bottles
  - Chewing gum, tobacco, alcohol, solvents, correcting fluid and any illegal substances
  - Any form of artificial cigarettes
  - Dangerous items including knives, matches, lighters, fireworks, laser pens, marker pens
  - There is no need to bring any cash or unnecessary valuable items into school
- **The School does not accept responsibility for any of your personal property which is lost or damaged on the premises.**

## Mobile Phones

- The School will not be held responsible for loss or damage of your mobile phone.
- Mobile phones and earphones (including Airpods) may only be used outside the school buildings before and after school, at break and lunch times. They may not be used inside the buildings and only in classrooms with the express permission of your teacher for an identified task. They may not be used between lessons.
- Mobile phones must be stored within bags/rucksacks during lessons. You must not store them within blazers, shirts or trousers.
- Your mobile will be confiscated if the above rules are broken, or if it is misused. This includes being:
  - heard or seen for any reason in a lesson or corridor, or taken into an examination
  - used to take images (still or moving) of anyone
  - used in a way which disrupts teaching and learning
  - used in any way which damages the school's reputation
  - used for any malicious communication or bullying
- A mobile will usually be confiscated for one day (until the end of the next school day) for a first offence and five days for a second offence. The phone may be handed back to the student at the end of each day and handed back in the following morning, if the student needs it to get home safely.
- Serious or persistent misuse of a phone will mean you are no longer allowed access to mobile technology in school.

## Personal Conduct inside the Buildings

- Be at school for 8.40 am, ready to go into registration at 8.45 am.
- If you are late for school (before 9.05 am), go straight to registration. If you arrive after registration you must sign the late book in the office. If you are regularly late, you will be required to make up the time in detention.
- Knock on the door and apologise to the teacher if you are late to a lesson.
- Line up or move around the school quietly, always walking on the left.
- Keep your coat and trainers in your locker or bag; do not wear or carry them inside the buildings.

- Follow the New Block one-way system on the stairs between 8.45 am and 3.30 pm.
- Follow the ICT Code of Conduct; any breach will result in loss of ICT privileges.
- Do not use the dining hall or main hall as a shortcut.
- Do use the School's front steps to enter the main building unless directed to by a member of staff. These are for the use of staff, 6th form and visitors only.
- If you buy take-away food in the Dining Hall, do not eat it in the corridors or classrooms. If you eat it on the courts, please dispose of wrappers responsibly.

## Personal Conduct in the School Grounds

- Place all litter in the bins provided.
- Do not smoke or vape in school or on the way to and from school.
- If you are found in possession of any kind of vaping device or e-liquid, you will be investigated for drug misuse.
- Remain on the school premises at all times during the school day.
- Remain within your allocated area at break and lunch.
- Play ball games only inside the courts or on the top field.
- Ask a member of staff on duty if you need to retrieve a ball from a neighbour's garden or the road.
- Never sell or exchange articles of any kind at school.
- Do not use the following out-of-bounds areas:
  - the grass areas behind the New Block and between Art/Music and Pegs Lane
  - all grass areas in wet weather and during the winter months
- If you wish to cycle to school, you should always wear a helmet and lock your bike in the bike racks. You should also carry lights in the winter months. You must always push your bike within the school grounds.

## Extra-Curricular Activities

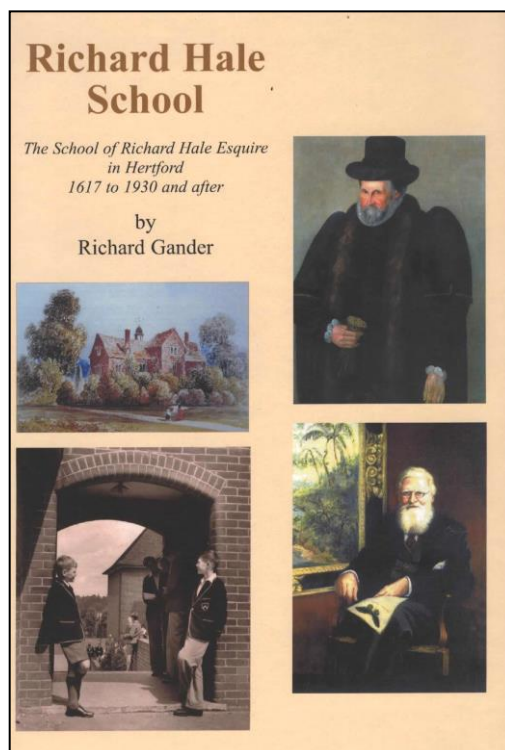
We run a wide range of extra-curricular activities throughout the year. Please see our website: [Richardhale.herts.sch.uk](http://Richardhale.herts.sch.uk) > Parental Information > Extra-curricular Activities for more information.

**Please note** – This list is updated annually. Times may have to be altered temporarily or permanently during the year in order to avoid clashes with other activities; sports cup ties, invitations to musical events, staff absence etc, are unpredictable. Students will always be given as much notice as possible via the Daily Bulletin or by whatever means the department usually employs. It is up to the participants to be aware of this and to keep themselves informed.

## A Brief History of Richard Hale School

*For a detailed, thorough history of the School see: **Richard Hale School (The School of Richard Hale Esquire in Hertford 1617 to 1930 and after)** by Richard Gander (Tewin Orchard Press, 2008)*

Richard Hale's School was opened on April 24, 1617. In those days most people had little or no formal education. Wealthy people sometimes used their money to set up schools for the children of the reasonably well off who



could afford moderate costs for their schooling. Richard Hale was one of those people and he started our school by paying for it to be built and leaving money to pay for running it for many years. He had earned his money as a successful merchant in London but needed permission from the King to found a brand new school. King James I granted a Foundation Deed to Richard Hale in 1616 (the year Shakespeare died) which allowed him to build and open a school in the County Town of Hertford the next year.

The school remembers Richard Hale each year with a Founders Day ceremony, part of which is used to recognize the achievement of students during the past year across a wide range of activities the school offers. In the Foundation deed (traditionally read aloud by the current Headmaster during the annual carol service at All Saints Church) Hale requested: *the favour and licence to found and erect a grammar school for the instruction of children in the Latin tongue and other literature in the town of Hertford*. He left instructions for the Head Master that the aim of his school was: *careful instruction and bringing up of such children and youth as are committed to you in the fear, love and knowledge of God, and in good literature and manners, that they may prove fit and profitable members of this Church and Commonwealth, to the glory of God and the comfort of their parents and friends*. The badge worn by the boys on their blazers in their first four years at the school is a simplified version of the Hale family coat of arms, a constant reminder of the man who started the school off on its long journey down the centuries.

When the school opened there were about 40 students who attended school from 7-11 am and 2-4 pm for two days a week, one of those days being Saturday. The other four days saw the boys hard at work until 5 pm. That was not the end of school, as they also had to work an hour in the evening and attend All Saints Church twice on Sundays. As they are now, games were part of the school week and Thursday afternoons were given over to the playing of rounders or cricket. The rest of the time was used for the study of just three subjects: Greek, Latin and Religious Instruction.

The country changed and industry and commerce grew, and by the end of the 1700's other school subjects were added to the original three. These included English, writing and arithmetic but parents had to pay extra for these. The other fees parents had to pay at this time included payments for staff, school cleaning and the lighting and heating of the school. Even so students were still expected to provide candles for their own desks in the dark mornings and afternoons of the winter months.

From the beginning not all students lived within walking distance, and many students over the years have lived with the Headmasters in the Fore Street House while attending the school. Boys would go home for the three ten day holidays at Christmas, Easter and Whitsun. Parents of course paid extra fees for their sons to live with the Head Master and his wife. This boarding of students with the Headmasters in Fore Street went on from 1617 till 1900. After that time the Head Master was moved into an even bigger house called Bailey Hall where it was possible for even more boys to lodge with their Headmaster.

The old school stayed in use for 313 years. The original school building of 1617 can still be seen near to All Saints Church. When the new school buildings were opened on the present site on May 2 1930 there were about 250 students at the school. By then a wide range of subjects were taught and the new buildings included science laboratories, a gym and even a swimming pool. In the next 70 or so years many extra buildings were added and the subjects offered have continued to increase. The swimming pool, open-air and unheated, disappeared under the new music block built in 1998. The 1,000 boys (and sixth form girls) of the present Richard Hale School also enjoy a wide range of sports activities with competitions within the school linked to the house system, which dates from 1928. The names of the houses refer to well known men associated with the school, including Richard Hale himself. Kinman House was added in 2007 in response to another surge in the school's population.

The school has played an important part in the life of Hertford, for many centuries being the town's only secondary school. Over the years many prominent men were educated in the School, including William Domville, a baronet and Lord Mayor of London, and Sir John Shore, who was Governor-General of India. Two Old Boys have held senior ranks in the RAF, Air Vice-Marshal Alan Merriman and Air Commodore Terry Carlton. John Tydeman was the BBC's Head of Radio Drama for many years, and our Drama Studio was named after him. Brian Wilde is famous for his role of Foggy in *Last of the Summer Wine* and Geoff Hamilton presented *Gardener's World*. John Gladwin, David Smith, John Flack and Richard Chartres have served the Church as the Bishops of Guildford, Bradford, Huntingdon and London respectively. Two notable writers are Captain W.E. Johns, author of the *Biggles* stories, and Michael Dobbs the very successful author of *The House of Cards* and *To Play the King*, both of which were dramatised on television to great acclaim. Most recently, Rupert Grint has achieved worldwide fame as Ron Weasley in the *Harry Potter* films.

Prominent academics include John Fincham, Emeritus Professor at Cambridge, who achieved a reputation for his work in genetics, and Richard Eden, Emeritus Professor of Energy Studies at Cambridge. Probably our most famous Old Boy is Alfred Russel Wallace, a distinguished scientist of the nineteenth century, who developed the theory of evolution independently of Charles Darwin, and collaborated with him in disseminating it. Wallace gave his name to one of the five Houses (see *Origins of the Houses*).

It is 400 years since the school was opened and yet some things do not change. Latin, Religious Instruction and Games are still part of the school curriculum. Sadly, Richard Hale himself only lived for a year or two after the school was first opened. He would no doubt be pleased that his school, started so long ago, is still going strong, has grown so large and is offering opportunities to students which would have been unimaginable in 1617. What would he have thought of computers, minibuses, psychology, mobile phones ... and rugby!

#### **A contemporary description of the school:**

Alfred Russel Wallace, probably our most famous former student (*see account of Wallace's life and achievements below*) probably started school in late 1830, when he was nearly eight – this being the usual age of young entrants to the school. He later described the school as follows.

"The school itself, built in the year 1617, consisted of one large room, with a square window at each end and two on each side. [*The original building extended still exists, located between All Saints Church and Abel Smith JMI.*] The schoolroom was fairly lofty. Along the sides were what were termed porches - desks and seats against the wall with very solid, roughly carved ends of black oak, much cut with the initials of names of many generations of schoolboys. Every boy had a desk, the sloping lid of which opened, to keep his school-books and anything else he liked, and between each pair of desks at the top was a leaden ink-pot, sunk in a hole in the middle rail of the desks. As we went to school even in winter at seven in the morning, and three days a week remained till five in the afternoon, some artificial light was necessary, and this was effected by the primitive method of every boy bringing his own candles or candle-ends with any kind of candlestick he liked. An empty ink-bottle was often used, or the candle was even stuck on to the desk with a little of its own grease.

"The regime at the school was very strict and Wallace described the headmaster, Mr Clement Henry Crutwell, as "an irascible little man with a limp owing to one leg being shorter than the other". Flogging with a cane was not uncommon for more serious offences, while for slighter ones Crutwell would box the ears pretty severely. If a boy did not obey his orders instantly, or repeated his offence soon afterwards, however trifling it might be, such as speaking to another boy or pinching him surreptitiously, he often, without another word, came down from his desk and gave the offender a resounding box on the ear. On one occasion I well remember his coming down to a rather small boy, giving him a slap on

one side of his head which knocked him down flat on the seat, and when he slowly rose up, giving him another, which knocked him down on the other side. Mr Crutwell always caned the boys himself, but the other masters administered minor punishments, such as slight ear-boxes, slapping the palm with a flat ruler, or rapping the knuckles with a round one."

\*\*\*

## House Names: A Story of Dedicated Men

Headmaster W. T. Marsh, speaking at an Old Boys Dinner in 1928, announced that the School was to be divided into four sports houses and that the suggested names were Wallace, Page, Cowper and Croft. He had thought the matter over very carefully and did not consider that he could better those four names and therefore, with approval of the Old Boys, he proposed to adopt them. Hale House was added in 1930, and Kinman House in 2007. The Houses are named after men associated with the School whose lives and characters are examples of the best that education in the widest sense can achieve.

**Portraits** of these six men now hang in the Dining Hall. Those of the original four houses were commissioned by the Richard Hale Association in the 1990s; the portrait of Kinman was sponsored by Judith Sladden in 2007, in memory of Ken Parker, the Old Boy whose researches paved the way for Kinman being adopted as the figurehead for the sixth house. All five were painted by renowned contemporary artists: Cowper and Croft were painted by Graham Jones RP, Kinman and Page by David Ord Kerr, and Wallace by David Gentleman RID. The latter two artists are Old Boys themselves. The portrait of Richard Hale (restored by Ruth Bubbs) was copied by Headmaster J.B. Wohlmann BA (1869-1900) from an original presently owned by a member of the Hale family residing in St Louis, Missouri, USA. The School is very grateful to have all six portraits on permanent loan from the Association.

### Cowper House (Oxford blue)

**Francis Thomas de Grey, seventh Earl Cowper KG** (1834-1905) was an heir-at-law of Richard Hale, the founder of the School. A Register of Charities and Gifts in the Town of Hertford states that in 1616: "Richard Hale Esq ... gave an endowment of £40 per annum (£20 to the Master, £10 to the Usher and £10 for repairs) and reserved the choice of a Master to his Heirs ..." Even with tuition fees, boarding fees and public subscriptions the income, by 1900, was insufficient for the maintenance of the School. Earl Cowper produced a lump sum of £1,600 in place of the old rent-charge of £40 per annum and he sold the Master's House in Fore Street for £1,200. With these moneys, added to by public subscription, he bought the Queen Anne mansion, Bayley Hall, as a residence for the Head Master and boarders. In 1904 after negotiations with the Governors, Charity Commissioners, County Council and Board of Education, Cowper gave up his right to appoint the Headmaster and all Governors save one. In return the School received financial assistance from the County Council and the Board, and Cowper contributed to the ensuing success by endowing the School with £4,800 in government securities, yielding an income equal to half the annual maintenance grant from the County Council. Earl Cowper's skilful negotiations and benefaction helped to reconstitute the School, of which he was the first Chairman of the new Governing Board.

For two centuries the Cowper family played an important role in the local area, initially living at Cole Green and then, in 1801, building Panshanger House. The seventh Earl was active in the service of Hertford Infirmary (later the County Hospital), opened his park for the camps and field days of the South Hertfordshire Rifle Corps, of which he became Lieutenant-Colonel, and was responsible for building the tower and spire of St Andrew's Church, Hertford and rebuilding Hertingfordbury Church. He was



variously Lord Lieutenant of Bedfordshire, High Steward of Hertford and Colchester, Deputy Lieutenant of Kent and of Nottinghamshire.

From 1880 to 1882 he served as Lord Lieutenant of Ireland during a very troublesome time. He left Dublin two days before Burke and Cavendish were murdered in Phoenix Park and he was one of those responsible for negotiating Parnell's release from prison. He was Chairman of East Herts Quarter Sessions for many years and Chairman of the County Council 1889 to 1901. He was honoured Knight of the Garter and, a few months before his death, Francis Thomas de Grey, seventh Earl Cowper KG, was given the honorary Freedom of Hertford.

### **Croft House (Cambridge blue)**

**Richard Benyon Croft** (1843 -1912) was another great benefactor of the School, whose life was devoted to public service. He was, for example, the moving spirit in starting the Ware Grammar School for Boys, being its Chairman of Governors until it was amalgamated with Hertford Grammar School in 1905. He had negotiated with Earl Cowper during the period of reconstruction and he became a governor of the school as well as being Chairman of the Ware Grammar School for Girls.

He himself attended the School (possibly as a boarder) until the age of 15 when he entered the Royal Navy attaining the rank of Lieutenant. In 1860 he was stationed in China during the Opium Wars; he took part in the capture of the Taku Forts, for which he was decorated and then fought against the Taiping Rebels at Shanghai. Having married Anne Page, daughter of the Ware maltster, he retired from the Navy and entered the Page family business, eventually becoming head of Henry Page and Co Ltd. He joined the Herts Yeomanry, from which he retired in the rank of Lieutenant Colonel in 1889, and he also took great interest in the Herts Territorial Association. In later life he lived at Fanhams Hall, the Page estate outside Ware, and was a member of the Royal Yacht Squadron.

When the Hertfordshire County Council was founded in 1889 Croft became one of the first councillors, then an alderman, in 1892 the High Sheriff of Hertfordshire, and in 1893 Deputy Lieutenant. He also was Chairman of the Lee Conservancy Board, Chairman of Ware Bench of Magistrates, a churchwarden of St Mary's, Ware, and high-ranking freemason. His son, Henry Page Croft, was Second-in-Command of the 1<sup>st</sup> Hertfordshire Regiment when it was summoned to France in November 1914. His successor in 1915 was Frank Page (see Page House), who went on in 1916 to take over as Commanding Officer. Henry was in Churchill's wartime Cabinet, and later became 1<sup>st</sup> Baron Croft.

Croft's obituary in the Hertfordshire Mercury in 1912 read: *his genial personality, kind-heartedness and generosity gained for him lasting friends wherever he was known. He was a man of sincere religious connections, ever ready to do a kind act to his neighbours and to befriend the poor and needy. His beneficent influence was felt in many spheres of life. Though gentle and unostentatious in manner he was firm in his opinions and stood up unflinchingly for what he believed to be just and true. On the Magisterial Bench, in local and county administrative affairs, in Church matters, in politics, in business and private life he gained the highest respect.*

### **Hale House (green)**

**Richard Hale**, born in the 1500's and died in 1620, eldest son of Thomas Hale of Codicote, was the Founder of the School. His family coat of arms, slightly modified, is that of the School. The request for King James I's approval for the founding of the School was granted in the Letters Patent of 29th April 1616, and on 19th February 1617 Richard Hale gave £800 to be invested for the provision of the School's income. Richard Hale was a merchant and eminent citizen of London, and like many successful merchants he translated his fortune into real estate. In 1595 he was able to buy the manor of King's Walden Bury, which improved his status in his native county and improved the marital prospects of his

female heirs. The family sold the house in 1884, and in 1888 the family papers were acquired by the British Museum.

In few periods of English history has there been such enthusiasm for the benefits of education than the later years of Queen Elizabeth I and the reign of James I. To the founders of new schools and colleges it appeared that education would provide both an answer to society's ills and a guarantee of social well-being. It would train good men, virtuous rulers and useful citizens in accordance with the ideals of the humanists; it would advance the Protestant Reformation by banishing ignorance and implanting knowledge of the truth; it would provide opportunities for the advancement of talented children from humble origins in an orderly process of social mobility; finally, it would promote the prosperity of the commonwealth and strengthen the bonds of the social order.

William Hale, Richard's great-grandson, was a boarder at the School in 1647. By his will in 1663 William left lands to provide: *that out of the same rents and profits seven scholars should be maintained forever in the College of St Peter's (ie Peterhouse) Cambridge ... and that every year for ever one of the said scholars should be elected and chosen out of and from the free school of Hertford of his grandfather's foundation there.* In 1948 the Master and Fellows of Peterhouse gave to the School the portrait of Bernard Hale, a grandson of Richard, who was also a benefactor of the School and Master of Peterhouse. (This portrait hangs in the Dining Hall.)

Richard Hale died in 1620 and was buried in Saint Dunstan's Church in East London. Unfortunately his memorial was destroyed when the church was burnt down during the Great Fire of 1666 and again by air-raids in World War II. On 2nd October 1946 a group of sixth formers visited St Dunstan's and unveiled a small commemorative plaque recording the connection of Richard Hale with the School and the Church. They were accompanied by the Headmaster, the Head Boy, and a Governor. After this the Headmaster, T. H. Bunt, together with a party of senior boys, attended an annual service at St Dunstan's in memory of our Founder and, afterwards, received tea at the Grocer's Hall ... an event fondly remembered by some current Old Boys!

### **Kinman House (purple)**

**Major George W. Kinman MA** (1862-1927) was educated at Sheffield Collegiate School and at St John's College, Cambridge, where he took his MA degree. He was a Goldsmith's Exhibitioner who won the Second Class Classical Tripos in 1887. Before coming to Hertford he was an instructor at the Army College, Farnham, and from 1894 to 1903 was Head Master of Dolgellau Grammar School. In 1903 he was appointed Head Master of Ware Grammar School (by Chairman of Governors Richard Croft), and when that school was amalgamated with Hertford Grammar School in 1905, Major Kinman became Head Master of the now Richard Hale School, a position he maintained until his death in 1927. A keen sportsman, he was a Freemason and a member of the Hertford Lodge. Major Kinman was married with one child, Phyllis, who sadly died in 1926, the year before her father.

Major Kinman took a great interest in Army matters. He was very proud of the contingent of the Officer Training Corps which he had under his command at the Grammar School. During the Great War he saw service with various units at home and abroad. From 1914 to 1915 he was with the 10th Battalion of the Bedfordshire Regiment, in 1916 with the 3rd battalion of the same regiment, and later in that year with the IBD Depot in France, in 1917 with the 22nd Training Reserve Battalion, and in 1918 with the 25th Officers' Cadet Battalion. He further served his country in the capacity of Military and Appeal representative for Herts from 1916-18. He was awarded the Territorial Officers' Decoration and was mentioned for his services with the Department to the Chief of the Imperial General Staff in 1919.

When it became necessary to establish a new House in 2007, it was decided that Kinman would be commemorated in its name because in keeping with the men commemorated in the other five Houses

he contributed significantly to public life, as well as being associated with the School. In his case, of course, the association with the School was profound, with an outlook surprisingly familiar to modern observers. He also oversaw a significant rise in the School's population: at his first Speech Day, in July 1906, there were 112 boys; by 1927 there were 180 – a small number by 21<sup>st</sup> Century standards, but nevertheless a massive percentage rise. If he had had targets he would certainly have achieved them! His educational philosophy was explained by Rev W.D. Penning, writing in the Hertfordshire Mercury after the Major's death: "The Major was devoted to the School and to the boys that came to it. He had his own views as to the work the School was meant to do for the boys, and he held those views strongly, and perhaps with too little tolerance for other views. So, he was often in collision with one set or another of those interested in education (notably inspectors, officials, and theorists). Major Kinman held that the true object is to bring up boys to be good men and useful citizens. He trusted more to the outdoor work of his beloved O.T.C., and to drawing and music and handicraft, than to the orthodox book lessons in the classrooms. Discipline and effort in learning, courage in facing difficulties, and the use of knowledge and brain power, however small, that each boy possesses, that was his real curriculum. He believed in men more than the system, and really rather enjoyed the cold looks of inspectors who expected conventional patterns and did not find them."

It is impossible to appreciate fully the impact which the Great War would have had on the School and its Head Master both during the conflict and in the decade following. We do know that in red ink he meticulously annotated the Registers of his Old Boys killed, wounded, distinguished in the First World War. W.E. Johns, the author of the Biggles stories, and himself an airman during the War, visited the School afterwards and wrote: *I sat with the Head (that stern man) in his study, that same awful room into which ten years earlier, as a trembling schoolboy, I had more than once gone to take my 'medicine'. The big bundle of canes no longer stood in the corner. With tears in his eyes he told me of the names of the boys of my time who had gone to the war and would not be coming back. I never saw him again: but I know now how much I owe him.*" In fact, the Latin words on the School War Memorial are taken from a hymn composed by Major Kinman in honour of the boys who lost their lives in that war: *Laude prosequimur mortuos pro patria (Let us honour those who died for their country).*

It is perhaps White Gloves which best illustrates Major Kinman's respect for and use of tradition: a very modern pragmatism! Ralph Minors (Head Master 1627-1657) established White Gloves by bequeathing £10 in his will to purchase white gloves for three local dignitaries, the Mayor, Justice and Minister (ie Vicar of All Saints), if they attended the December "breaking up" festivities. This was a political move to ensure their active interest in the school in their roles as governors, but by about 1747 the money and the ceremony had disappeared. However, in July 1912 the Mayor of Hertford proceeded in state to the Grammar School in Churchfields, not merely to officiate as guest of honour at the annual prize-giving, but also to receive in remembrance of Ralph Minors a pair of white gloves from the Head Boy, who entertained him first with a short Latin oration. Comic and quasi-historical, maybe, but the Kinman version was entertaining and it served the purpose of strengthening the relationship between the School and the local council. Nowadays we call this marketing!

The Old Hertfordian Magazine Editorial of 31 December 1927 contained the following words. "The School had lost a Head Master of outstanding character and ability, and we, scholars and old boys, a self-sacrificing manly friend. Major Kinman had ruled and directed the School for the past 21 years, and had eagerly and hopefully looked forward to being still active Head Master when the School moved to its new buildings [the present Old Building]; the members of this Association, most of whom are probably "K's" boys, were ready to share his joy at that event. That cannot now be realised. We are left, nevertheless, with the duty of ensuring that the future life of the School be enriched with all the splendid ideals implanted and fostered by the Major during his 21 years of hard conscientious work."

## Page House (red)

**Lieutenant-Colonel Frank Page, DSO and bar**, (1878-1917) was the second son of Alfred Page, managing director of Gilbertson and Page, Game Food Manufacturers, the family company in Hertford. He was born and lived in Highfield House, adjacent to the Top Field, a house which belonged to the School for many years, serving as the Music Department until its recent sale. An Old Boy of the School, Frank joined his father's business and ultimately became its managing director himself. An outstanding townsman, in 1912 he became the borough's youngest Mayor. On election to its Council in 1908 he declared: *I was born and bred here, received my education in the town and, with the exception of eighteen months spent abroad, I have lived practically the whole of my life here ... It is my desire that Hertford should be a place in which the inhabitants can live happy and healthy lives. We are all justly proud of Hertford and its ancient traditions, and we want it to keep abreast of the times, we want to be progressive, but at the same time we want our progress to be well considered and not to act by hasty steps.*

The *eighteen months abroad* were when he served as a young man with the Hertfordshire Volunteers in the Boer War. He became Captain in command of HQ Company of the Territorials, the 1<sup>st</sup> Battalion of the 1<sup>st</sup> Hertfordshire Regiment with whom he went to France in November 1914. This battalion came under the command of the 4<sup>th</sup> Guards Brigade, nicknamed *The Herts Guards*. It was said of them "They are fine fighters and have been trusted to hold positions which only the Guards Brigade have been allowed to hold." On 23<sup>rd</sup> June 1915 Frank Page was mentioned in despatches and two days later he was awarded the DSO. In 1916 he took command of 1<sup>st</sup> Herts as Major, then Lieutenant-Colonel, and was awarded a bar to his DSO in November. The citation read: *For conspicuous gallantry in action. He handled his Battalion in the attack with great courage and determination. Later he showed marked ability and judgment in consolidating his first objective, thereby repelling enemy attempts to counter-attack.* On 31 July 1917, at the battle of St Julien, the official report stated that "He was killed instantly by a piece of shell." The Battalion was cut to ribbons on this day: of 600 officers and men, 240 were killed and 230 wounded (all the officers being casualties).

Not only was Frank Page a brave and heroic soldier, he also had in him that vital spark of humanity which makes a good commanding officer, respected and admired by his men. Lieutenant E.S. Cranley described him as: *a most, painstaking and efficient officer, who spared no effort to make his men fit for whatever might be required of them; ever alive to the wants of his men, he would never think of food for himself until he was sure that the men in his company had been provided for.* Lt-Col Frank Page's name appears on the Menin Gate Memorial, on the Hertford War Memorial, on the Hertfordshire Regiment's memorial in All Saints, and on the School's own War Memorial.

## Wallace House (old gold)

**Alfred Russel Wallace** (1823-1913) was born at Usk, Monmouthshire. He was the eighth of nine children of Thomas and Mary Wallace, a middle-class English couple of modest means. Thomas was of Scottish descent (reputedly of a line leading back to the famous William Wallace). His ancestors also included a former Mayor of Hertford, and it was probably this connection that brought the family to the area. The young Alfred joined the School in 1828. His autobiography *My Life* records his childhood at the School and in the town as being happy, but at times difficult for lack of money. Four of his five older sisters died before the age of twenty-two, and Wallace himself was not always in the best of health.

While at school, fortunately, he had access to plenty of good reading materials, his father being a town librarian for some years. In about 1835 the elder Wallace was swindled out of his remaining property and the family fell on hard times; young Wallace was forced to withdraw from school around Christmas 1836 and was sent to live in London with his older brother John. In 1837 he became a land surveyor in Bedford, in the firm of his oldest brother William. In 1845 William died unexpectedly and Wallace soon

found that, even with the help of John, he was not interested in running the business. Since leaving school Wallace had become more and more accomplished as an amateur naturalist, so he decided to turn professional and launch a self-sustaining natural history collecting expedition to South America. His friend Henry Bates, who was by now a skilled entomologist, was enlisted and the two young men left for the Amazon, in April 1848.

In four years Wallace collected the astonishing total of 125,660 specimens, including more than a thousand species new to science. Tragically the collection was destroyed by fire on the return voyage, and for ten days Wallace and his comrades struggled to survive in a pair of badly leaking lifeboats. Undaunted he resumed his explorations in 1852, and for eight years travelled in the Malay Archipelago. The book he later wrote describing his work and experiences there, *The Malay Archipelago*, is the most celebrated of all writings on Indonesia, and ranks with a small handful of other works as one of the nineteenth century's best scientific travel books. It was this book which inspired David Attenborough to go in search of Wallace's Birds of Paradise, a quest he filmed for television.

He was suffering from an attack of fever on the island of Halmahera in the Moluccas in February 1858 when suddenly the idea of natural selection as the mechanism of evolutionary change occurred to him. As soon as he was able, he wrote down his thoughts and sent them off to Charles Darwin, who he knew was interested in what was then known as "species transmutation". Unknown to Wallace, Darwin had in fact discovered natural selection about 20 years before but had been procrastinating about publishing the idea. Darwin was therefore horrified when he received Wallace's letter and appealed to his friends the geologist Charles Lyell and the botanist Joseph Hooker for advice on what to do. As the well-known story goes, Lyell and Hooker decided to present Wallace's essay (without asking his permission!), along with some unpublished fragments from Darwin's writings on the subject, to a meeting of the Linnean Society on 1 July 1858. These documents were later published in the Society's Journal as a co-authored communication – with Darwin as the first author! Even though Darwin's book the *Origin of Species* was published more than a year after this article, most people still believe that the theory was first proposed by Darwin in this book. In fact Wallace, as Darwin acknowledged, independently discovered the theory of natural selection and was the first to write a paper for publication on the subject. These two great naturalists brought about a revolutionary change in humanity's views on the origins of species and evolution of life. An extremely good documentary, produced by the BBC in 2013, and narrated by Wallace fan Bill Bailey, explains all of this in a very informative and entertaining way.

Wallace had other serious interests, some of them controversial: land nationalization, a vehement opposition to vaccinations and a belief in spiritualism. His belief may have been influenced by the untimely death of his eldest child; like many others, Wallace hoped to communicate with his lost loved one through a medium. His belief in spiritualism caused Wallace to differ with Darwin on the origin of the human mind. Darwin saw humans as highly evolved organisms; Wallace believed that the human mind was inspired by something outside evolution, and that the human spirit could continue to progress after death. His writings on land nationalization feature many ideas in advance of their time, including suggestions for the legislated protection of rural lands and historical monuments, the construction of greenbelts and parks, and arguments for suburban and rural re-population and organization. In 1883 he argued that the State should, over the long-term, buy out large land holdings and then institute an elaborate rental system.

Wallace also took up the cause of the labour movement. He was an early advocate of overtime pay rates, and in 1885 even argued for a minimum wage, but was against strikes: instead, he argued that employees should donate a portion of their pay to funds that could later be used to effect company buy-outs. Eventually he endorsed socialism which he viewed as a means whereby the average person might obtain a certain basic and acceptable standard of living; freedom from worrying over basics would then allow a person's attention to turn to moral self-improvement. His motto became equality of opportunity, a plea for social justice. He was an early supporter of women's suffrage and was much admired by the members of the women's movement for his unqualified stand on the matter. He also

spoke out on many occasions against contemporary attitudes to eugenics, poverty, militarism, imperialism, and institutional punishment. Although personally shy and self-effacing Wallace thrived on public debate and was much in demand as a public speaker. He also had a solid reputation as a writer and reviewer, and for all his radicalism he was generally regarded by his peers as one of the period's greatest scientific reasoners.

By the turn of the twentieth century, he was very probably Britain's best-known naturalist, and by the end of his life (based on contemporary evidence) Alfred Wallace was one of the most recognized names in the world. His accomplishments were remarkable. He assembled vast plant and animal collections, many of his discoveries completely new to science. He wrote more than 20 books, and roughly 700 articles and published letters, his final two books being published in the year of his death. He remained active into his ninety-first year, happily working in garden and greenhouse in retirement. He died in his sleep at Broadstone, Dorset on 7 November 1913. He was buried nearby and in 1915 a medallion bearing his name was placed in Westminster Abbey.

The most eminent of the School's Old Boys (with currently more than 4,500 related internet sites), Wallace was a highly distinguished writer, traveller, naturalist and man of science. He shunned but was nevertheless awarded many honours for his scientific work, the crowning ones being membership of the Royal Society in 1893 and the Order of Merit in 1898. He keenly understood the role of competition in nature, but maintained throughout his life that cooperation and universal education were the surest paths to human achievement.

\*\*\*

### **The Wallace Plaque [located by the 1667 Door]**

The splendid plaque which now hangs by **The 1667 Door** into the Dining Hall was copied from a medallion by Albert Bruce-Joy which is owned by **The Linnean Society** of London. It was intended that the plaque be unveiled on Founder's Day, 18 December 2009, by Dr George Beccaloni, Curator of Orthoptera (Grasshoppers and Crickets) in the Natural History Museum. Dr Beccaloni also designed the Wallace Rondel in Hertford Town Centre, manages the Alfred Wallace Memorial Fund and Web Site, and is co-author of *Natural Selection and Beyond; the Intellectual Legacy of Alfred Russel Wallace*. Unfortunately, such was the disruption caused by the snow which fell the evening before that Dr Beccaloni was unable to get to school. We were therefore grateful to Keith Maybury (Vice-President of the Linnean Society) who gave a very entertaining address. The article which follows is an edited version of that address. The School is also grateful to Rev Tom Gladwin for organising the presentation and unveiling of the plaque.



**ALFRED RUSSEL WALLACE OM,  
LLD, DCL, FRS, FLS (1823-1913)**

**Co-discoverer with Charles Darwin  
of Evolution by Natural Selection  
and father of Zoo-geography.**

**Educated at this school.**

**Copied from a medallion by  
Albert Bruce-Joy, owned by  
the Linnean Society of London.**

The Linnean Society, founded in 1788, is the world's oldest active organisation devoted exclusively to natural history. It is named after the Swedish naturalist and physician Carl Linnaeus who instigated the binomial, ie the two word Latin system of naming all living creatures, eg *Homo sapiens*. Linnaeus's students went all over the world in the mid 18<sup>th</sup> Century and sent him specimens of plants and animals of all sorts. After his death Linnaeus's unique collection of specimens were bought by James Edward Smith, who founded the Society. The collection is now available to view on the Society's website. The Society holds a series of lectures every year and publishes three journals with international reputations.

Alfred Russel Wallace made his first connection with the Linnean Society in February 1858. He had corresponded with Charles Darwin for some time and now sent an essay to him entitled: *On the Tendency of Varieties to Depart Indefinitely from the Original Type*. Immediately Darwin sent the essay to Sir Charles Lyell and Dr Joseph Hooker who presented papers from both Darwin and Wallace to the Linnean Society on July 1, 1858. Neither of the authors was present but the papers were accompanied by a letter from Lyell and Hooker to the Secretary of the Linnean Society, containing the following statement:

"The accompanying papers relate to the same subject, viz. the Laws which affect the Production of Varieties, Races, and Species, contain the results of the investigations of two indefatigable naturalists [Darwin and Wallace]. These gentlemen having, independently and unknown to one another, conceived the very same very ingenious theory to account for the appearance and perpetuation of varieties and of specific forms on our planet, may both fairly claim the merit of being original thinkers in this important line of inquiry".

At the time the papers caused no comment at all, but over the next few years, the idea that "the tendency of varieties to depart indefinitely from the original type" became widely known and very controversial, but eventually generally accepted by natural scientists. These papers have led to our understanding the evolutionary relationships between all living species.

The next important connection of the Society with Alfred Russel Wallace was his election to the Fellowship of the Linnean Society on 18th January 1871. He remained a Fellow until his death on 7th November 1913. By that time he was well established figure in natural history. The Society is lucky to hold a number of his manuscripts, as well as much of his biological library, often with interesting marginal annotations.

In 1908, fifty years after the presentation of the Wallace and Darwin papers, Wallace was the only recipient of the Society's Darwin/Wallace Gold Medal. This was a fitting tribute to his genius for proposing the theory of evolution by descent with variation, for his meticulous work in defining what became known as the Wallace Line and, as Andrew Berry noted in his Anthology of Alfred Russel Wallace: "His priorities – social justice and the search for truth - made him the prototypical socially engaged scientist".

In 2000 the Linnean Society took over the lease on the recently restored grave of Alfred Russel Wallace in Broadstone Cemetery, Dorset. The grave is marked by an unusual and striking monument – a seven-foot tall, fossilised conifer trunk from the Portland beds, mounted on a square base of Purbeck stone. The Linnean Society is proud of its association with Alfred Russel Wallace and pleased that his memory is being honoured by such a magnificent Plaque.

*For a more detailed account of Wallace's life please see History of the School on the school website. The Richard Hale Association, of former students, also commemorates Wallace by funding an annual Alfred Russel Wallace Travel and Education Scholarship to enable young members to travel and study throughout the world.*



## **Bernard Hale's Portrait [located in Main Hall]**

When the new portrait of Major Kinman (commissioned by The Richard Hale Association and painted by internationally known artist David Ord Kerr, ex Page House) joined the other five House portraits in the Dining Hall in January 2008, space was made for it by the removal of the portrait of Bernard Hale. This portrait, cleaned and restored thanks to The Richard Hale Association, is now displayed in the Main Hall. Presented to the school in 1948 by the Master and Fellows of Peterhouse College, Cambridge, the portrait is a copy of the original which hangs in the Master's Lodge at Peterhouse.

Bernard Hale, who was a grandson of Richard Hale, attended this school 1622-1623, and is one of the most eminent and successful Old Hertfordian academics. His elder brother inherited the Hale family estates, while he was admitted as a pensioner at Peterhouse, the oldest of the Cambridge colleges. There he obtained a Master's degree and was elected a Fellow of the college. It was common for college fellows to resign on securing well-remunerated benefices in the church, and this is what he did. Initially, he was rector of Glaston in Rutland but was then able to purchase the larger manor of Knapton in Norfolk. He retained a close association with his college, however, and in 1660 he was elected Master of Peterhouse. He also became a Doctor of Divinity and Archdeacon of Ely Cathedral.

T.A. Walker, the Peterhouse historian wrote: "A man of remarkable modesty, of sincere piety, of the strictest justice and of singular benevolence, he was greatly beloved by all with whom he came into contact". A generous benefactor of the college during his life, Bernard bequeathed lands valued at £7,000 in his will in 1663 – a very considerable sum in the mid 17th century.

Also in his will, he remembered his old school, providing for seven scholarships of £13 per annum for boys at Hertford. Although these scholarships were opened to all from 1860, a connection between the school and Peterhouse had been established, which has continued to this day. During the 20th century, many old boys studied there and until the 1980's there was even a Peterhouse governor on the Governing Board of this school. That governor was Professor W.K.C. Guthrie when the portrait was presented to the school.







# Richard Hale School

DOCTRINA CVM VIRTUTE





400 YEARS OF EXCELLENCE