

The Closure

The Newspaper of SJCS



News, views and entertainment from our community

PEEVED

Yvonne Fox - parishioner

Anna was peeved (PEEVED: an expressive word (lift half the upper lip to show a snarl and half the lower lip to show assault.) Anna like nearly every one of her other friends and most of the world was lost for a satisfactory occupation to counter the wretchedness caused by the essential lock down to prevent further spread of the Covid19 virus.

Usually, when she felt peeved she took refuge in either some sort of occupation in which she was genuinely interested but this wretched boredom like some nasty mist was in a world of its own. She was lost for an escape, normally when life ran a good recognisable schedule she had little time to even look for an escape or an outside interest to counteract anything that might prove disagreeable. On of her usual means of diversity was to enjoy creating daydreams which she could change as the mood took her. She had to be careful of what she watched late at night for some of the programmes could leave a nasty after effect in the way of nightmares as some of the entertainment on portrayed frightening situations.

Today, however she could think of nothing in particular to do - she had played noughts and crosses, draughts and every other board game that existed. She had no other companion except a younger sister. It was time to find some self-constructed entertainment, she made herself comfortable in a corner, curled up with a cushion and a blanket and indulged in a light snooze, not quite asleep but allowing her sub conscious to indulge in day-dreaming.



She imagined herself as a drawing board, sketching several plants she had picked recently whilst on a walk. These included the common little daisy and while she was idly playing with the different florets she thought she saw a strange creature approach. The creature's shape could not be defined as it seemed to be enveloped in a garment that did not reveal whether there were any arms and legs beneath it. There was a voice speaking which seemed to come from a sort of mist. She carried on with her drawing but the apparition seemed to want her to make the drawing identical to the flower in front of her. Wishing to oblige Anna asked what she should

use; ink, paint, drawing pencil, crayon, she suggested a clay model. No said the apparition it wanted the daisy just as it was. Anna shook her head she was confused. The apparition took a penknife and cut the flower into four parts saying that this would make it easier to get started. Anna felt intimidated, she looked around for suitable materials, she some pieces of felt and thin strips of metal that could be moulded to provide a shape to start with before painting. The apparition did not seem to think that these materials

were a good idea, she listened as it suggested that she made it of the same plant material as the flower, having the same number of petals and the exact shape. Anna began to feel a bit scared, she didn't know what to do, she was confused and upset and in despair she finally said. "What you need is the creator of the daisy, it has taken years, centuries for this little plant to develop into its present day form." The apparition seemed to understand and disappeared.

Anna was left alone in peace, realising how fortunate she was to be able to enjoy such a very simple little creation such as a small daisy.

Who is Mr Brown talking to...?! #WIMBTT!

Time for this weeks random conversation! Who is this.....?

What was your first job?

Working behind the bar at The Bull pub & hotel in Downton.

If magic was real, what spell would you try to learn first?

Expecto patronum so I could see if Pottermore was right and my Patronus is a Hawk, that would be pretty cool.

What makes you roll your eyes every time you hear it?

"Sir, I can't remember my password."

What would a world populated by clones of you be like?

This one is tough... the days would definitely start early! Sadly, it would probably end badly due to my highly competitive nature.

What's the funniest joke you know by heart?

What do you do if you see a space man? Park in it man.

Or

What's the best thing about Switzerland? Well, the flag is a big plus.

What was cool when you were young but isn't cool now?

Poke'mon is still cool right? But to name but a few; Pogs, Tamagotchis, Beanie Babies, Gameboys, LAN gaming, clipart, SMTV Live... now I feel old.

Which fictional character from film or tv do you think you are most like and why?

Gandalf the Grey. Wise, bearded and works with little people.

What's all the controversy about statues of old men?

Mrs Nobis and Mrs Shuttleworth's Watchful Eye

From the mid sixteenth century to 1807, when the slave trade was abolished in Britain, it is estimated that around 3.1 million Africans were forcibly removed from their homes and placed on board cramped and unhygienic ships for a three week journey.

This journey, known as the 'Middle Passage', would end either by death on board the ship or in

the Caribbean, where they would be expected to work out their lives in slavery on sugar plantations.

It was due to the work of freed slaves such as Olaudah Equiano and campaigners such as Granville Sharp and William Wilberforce over two hundred years ago that the horrors that Africans endured became well known and unacceptable in the eyes of the public. From 1833, it finally became illegal to own another human being, or sell them to another person; concepts which seem very alien to us in the twenty-first century.



However, some of Britain's wealthiest companies and individuals had grown rich through their involvement in slavery. In a period when giving money to causes they felt were worthy was seen as more of a social duty, a few individuals chose to donate a quantity of their slavery based income to causes in Great Britain. A number of these men (for it was always men) were then commemorated in statues, very often put up many years after their death in recognition of their apparent generosity. Edward Colston, the Bristolian slave trader whose statue was pulled down and thrown into Bristol docks on 7th June gave to causes which supported his religious beliefs, and these did include almshouses for certain types of the poor only. Colston died in 1721, but his statue was only put up in 1895. David Olusoga, a respected historian has recently commented with regard to Colston's statue 'the real shock ...was that 21st-century Bristol still had a statue of a slave trader on public display'. Similar comments have been made about the statue of Henry Dundas in Edinburgh. It is up to future generations to decide if statues of men who made their money from the misery of slavery should stay on show, or if they should be removed and placed in a museum which could then give an explanation of their proper context. What do you think?

The Language of Oppression

Miss McFarlane

On the 25th of May 2020, George Floyd was killed by US Police officer Derek Chauvin. This sparked a movement that has ignited the world as people from across the globe march, protest and remember all those lost to racial hate crime with a message: Black Lives Matter.

This debate is not a new one, the issue of racial inequality has been with us since Europe colonised Africa and began to kidnap its inhabitants for use in the slave trade. It's easy for us to forget how little time has passed from then to now, but we are reminded when we see individuals like Ruby Bridges, the first African American to desegregate the all-white William Frantz Elementary School in Louisiana, turning 66 years old. She's younger than my grandparents. Slavery was abolished in 1807 in the UK and 1865 in the USA but racial inequality has only just recently begun to be addressed and the fight is not yet over.

From a linguistic perspective, the Black Lives Matter protests have bought to light a change in the way we as a society discuss race. When Martin Luther King marched on Washington in 1963, *The New York Times* reported that the peaceful protests were free from the feared "racial hooligans"- a phrase now more commonly associated with drunken football fans than civil rights activists- and that the continuation of racial equality seemingly rests only on the shoulders of those that are oppressed. They spoke of a need for African Americans to "work hard for equality back home" and expressed concern that the "rally has raised too many hopes". This habit of putting the onus of change onto the oppressed is stereotypical of the time and speaks of a deep-rooted, national aversion to any sort of disruption to the "normal" way of running things by defending prejudice using the age old excuse of "that's just the way things are".



Modern day discourse no longer seeks to defend prejudice, but instead tries to deny it all together. Racism is now, as it should always have been, a social taboo and the expression of racist sentiments and ideas is strictly frowned upon- but that doesn't mean it's gone away, it's just evolved. Now, the persecution of minority groups on the basis of race is justified by violent stereotypes and creates this idea of an "us" vs "them". By presenting different races as "other", the oppressor is protected from accusations of prejudice because they have placed themselves in a group with the listener. This can be seen in British media even now as many ask the question of why, when our black communities don't necessarily live in fear of police brutality, are our citizens protesting? Individuals from across the country are defending the presence of memorials to colonial racism by making claims to their educational value, with one UK news publication making a pros and cons list of keeping a statue that immortalises an infamous slave trader. Many are keen to keep the issue of racial inequality specific to the US, and while it is true that the issue of race is far more prevalent in America, the UK is not perfect either.

It is clear that the language of oppression is constantly evolving, a positive sign that we as a society are making changes to help eradicate social inequality. By contrast, the language of equality has remained much the same. Regardless of whether we are protesting racial inequality or gender inequality or any other kind of social injustice, the message has always begun with peace. On the whole, protests plead for respect, equality and safety through education and reformation. The Black Lives Matters movement has gained immense momentum online as it reaches out for "allies"- non-people of colour who recognise the inequality between races and seek to eradicate it by using their platforms, their "privilege", for the greater good. Social media has no doubt played an important role in the current success of BLM protests, but it is this use of the term "allies" which is most interesting from a linguistic perspective. An ally is a term usually reserved for military alliances between countries against a common enemy. By using this term, the BLM movement extends the responsibility of social justice beyond just the black community, as it was in Martin Luther King's time, and onto society as a whole by creating a caveat to include non-black communities as "allies".

The COVID-19 pandemic is proof that we are no longer constrained to the borders we were

born behind. The virus spread so efficiently across the world because we are no longer stagnant. We travel, interact, love, fight, work, cry and live with people from all four corners of the earth. So why shouldn't we stand with them when they need us the most? Police brutality in the US is a single piece of a much wider issue.

Lockdown DIY



Check out Bobby Greene's new PC desk which he crafted himself from old pallets because the shops are closed! Excellent work Bobby, looks like the technology department have a star student in the making!

A Brief Explanation of Dyslexia.

Ms Jones (our specialist dyslexia teacher)

Dyslexia affects approximately 10% of the population. Dyslexia is a learning difference, which primarily affects fluency in reading, writing skills and also the processing of information. There is no cure for dyslexia, but difficulties can be successfully overcome with the use of specific strategies.

It is 130 years since the term dyslexia (difficulty with words) was first used by Rudolph Berlin, a German ophthalmologist. Fortunately, much has happened since then. Following many, many years of research and campaigning, this learning difference has now been recognised by the U.K. government. This recognition has ensured the

protection of people with dyslexia, under the 2010 Equality Act.

It is truly horrifying to imagine that children with dyslexia, were once considered to be lazy and unintelligent. This misconception was built purely on the premise, that our education system was once measured on skills in English and maths.

Fortunately, education has come a long way and we now realise that "If a child can't learn the way we teach, then maybe we should teach the way they learn." Ignacio Estrada.

Dyslexia **does not** reflect intelligence or ability. It is not life limiting. In fact many employers actively seek employees with dyslexia, as they have known strengths, especially in careers such as architecture which involve reasoning, creativity and the ability to see the bigger picture. We have all heard of successful entrepreneurs-Lord Sugar, Jamie Oliver and Richard Branson (to name but a few) who have overcome their barriers to learning, to create hugely successful businesses.

The poet Benjamin Zephaniah is quoted as saying "There is nothing 'wrong' with a dyslexic brain-it simply learns in a different way."

As a specialist teacher of dyslexia, there is nothing more wonderful, than to see a smile spread across a child's face and to watch as their self-confidence grows and they begin to believe in themselves and realise that they can achieve and succeed- priceless!

Please find below, some strategies to support difficulties with spelling.

Teach one word at a time using a mnemonic e.g.

People- people

exercise

or

people

lose

energy

Ask your child to write the mnemonic on to a piece of card or paper. They may also draw a picture to help to remember their mnemonic. Use colour and illustrations to make the word as visual as possible.

It is good practice, to trace a word using his/her finger onto different surfaces (tiles, carpet, in the bath or sink filled with water, sand etc) good sensory exercise.

He /she might like to write the word in chalk onto paving stones, they may then throw a ball at each letter, shouting out the name of the letter as they walk along the word.

Another strategy, is to use water from an empty washing up bottle to write out the word.

Repetition is key!

Mrs.Cullis Gets the Lowdown in Lockdown: Mr. Desmond Morgan

Much has been written about the more positive sides to human nature that have come to light during lockdown. The old adage 'Cometh the hour, cometh the man' is certainly true of St. Joe's. You will be aware of the phenomenal production of visors initiated by our own Mr. McGuinness. This could not have come about without financial support. The materials alone, to produce 40,000 visors to NHS standards for PPE, would not have been possible without the extremely generous support of the Wiltshire Freemasons. Initially, the involvement of the organisation was purely practical; they agreed to deliver 5,000 visors to the north of the county, from Marlborough and beyond. As demands grew and, remarkably, production met these requests, the deliveries went well beyond the county boundary as far as Leeds and Leicester.

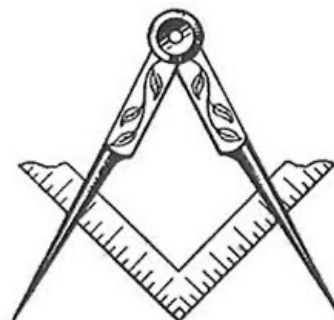
Realising the extent of the task and impressed by the determination to meet demands, the freemasons gave St. Joseph's School a donation of £10,000 to buy the requisite materials needed to continue production. Approximately 40,000 visors were made with these materials, which is no mean feat.

I spoke to Des Morgan (no relation to our own dear Mrs Morgan) to thank him for such a substantial donation and ask him if he could tell us a little about the people who kindly contributed and how these funds were raised. Mr. Morgan is the Wiltshire Provincial Communications Officer for the Grand Master and also has the amusing title of 'Orator' – you will not be surprised to hear he is velvet-tongued, in no way is this meant as a slur for he is exceptionally charming. Chatting to Des I learned an awful lot about the Freemasons and he dispelled the secret, slightly furtive

image they hold for many of us. Initially the Freemasons are linked to the building of the second temple of King Solomon although they have closer links to the Medieval period. Certainly, there are references to the Freemasons linked to the building of our cathedral in 13th Century. The ancient graffiti on much of the stonework is generally the mark of a mason or group he was associated with.

'Charity – it's in the Freemasons' DNA'

Today there are 44 lodges in Wiltshire, 9 of which are in Salisbury. Originally based on Christian doctrine (no meeting can take place without an open Bible on display) anyone following a faith can join a group dependant on their efforts to live a good life. The symbols of the set-square and compass is reflective of the freemasons effort to live a life that is straight and honourable, and follow a moral compass to the good of others. Most lodges today are comprised of a group of diverse and wide believing people. Des himself initially joined a London-based Jewish lodge where he was the only Gentile. The lodges of Salisbury have representatives from 8 different faiths, including Quakers. Lodges are entirely male but female lodges exist where, interestingly, they too, refer to fellow masons as 'brother'. Each freemason pays annual 'subs and it is a portion of this money that contributed to the £10,000 given to school. 'Every penny of the money came from the pockets of our 200,000 members' said Des. Freemasons do fundraise, but never by collections or requests; the money comes solely from their own members: 'Charity and contributing to the betterment of others is what we are all about', confirmed Des. That we have been able to supply such an amazing number of visors, is indeed testament to that.



Better food, better mood

Good things come to those who wait.

It's been a funny time being off for so long but I have taken it upon myself to be as adventurous as I can with the food I cook. Some dishes just don't lend themselves to being done with the rush of day to day life and are perfect when, at last, we have the time on our hands to wait for food. I would love to make a sourdough starter and wait the 2-3 days for it to become ready, adding the ingredients bit by bit, looking at this live organism grow in front of me.

Another of the things in life worth putting in a little waiting time for is making fresh pasta. Yes you can buy it, and yes you can use dried pasta, but there is nothing quite like the taste, texture and satisfaction of making your own. Whilst we have a little extra time to invest in ourselves I thought I would put my pasta making skills to the test this week. For many of you this is just an extension of your pasta project in year 7. As usual, if you do manage to cook this, or any dish, then please email the newspaper on newspaper@sjcs.org.uk

Making fresh carbonara pasta

Ingredients:

(for the pasta)

200g of plain flour

2 eggs, 1 whole and 1 yolk

(For the sauce)

100g pancetta Lardons

1 onion, finely chopped

2 egg yolks

25g parmesan cheese

1. You will need to make the pasta in advance, leaving it in the fridge to rest for at least 30 minutes before you use it.
2. Make the pasta by sieving the flour into a bowl, adding the eggs to the centre and combining it until you make a dough. You must then knead the dough for at least 5mins or until the dough has a smooth texture. Wrap it in cling form and rest in the fridge for 30 mins.
3. Chop the pancetta into lardons if not done so already
4. Separate the egg yolks and whites, keeping the 2 egg yolks in a bowl. Season the yolks with salt and pepper.
5. Chop the onions finely. Grate your parmesan cheese
6. Roll out the pasta Dough from golf ball sized balls onto sheets approx. A4 in size.
7. Roll and cut into tagliatelle strips approx. 1cm wide.

8. Put one saucepan of water on and salt until it tastes like the sea. Add a glug of oil to ensure the pasta does not stick together once cooked

9. Fry the lardons in a hot pan for a couple of minutes until coloured

10. Add the finely chopped onions and cook until clear.

11. Put the pasta into the water and time for 1 min. This might not seem long enough but fresh pasta will be overcooked very quickly.

12. Take the pancetta and onions off the heat leave in the pan and let the pan cool

13. Add the egg into the pan, be careful that the pan is not too hot as it will scramble the eggs and a splash of the pasta cooking water to loosen

14. Drain the pasta and combine in the frying pan

15. Mix and serve with parmesan and black pepper. Enjoy!



Food Themed Learning Week



This week, all of your learning has been planned around the theme of food, an inspired choice by Mr Rooney although it has made me miss the canteen's hash browns! Mr Sibley has received some excellent entries for the Tunnock's Teacake Challenge - some of which, are below.

**The closing date is now 26th June with Tunnock's kindly donating prizes to the school. Don't forget to submit the entry form, which you will find on the PPT on SMHW when you submit your photos.*



Annabel Perree



Ryan Griffiths



Vincent Gurd



Noah Tonkin



Clement Franco



Raffy Baluyot



Anthony Gallagher



Joseph Bunce



Layla Buckley



Aidan Watkins

A huge congratulations to all of you who participated and we wish you all the best of luck when it comes to the judging. Mr Sibley commented that 'he is very impressed with the standard of the work' and agreed that all of the entries were worthy of representing St Joseph's Catholic School in the final. Our finalists will be announced soon, whilst you are waiting, I highly recommend the carbonara recipe above.

Bonne Chance to all!