



COVID-19 LOCKDOWN
SPECIAL ISSUE

AMPLEFORTH DIARY
AUTUMN 2021



Ampleforth Diary





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Marketing & Communications Office,
Ampleforth College, York YO62 4ER

Tel: 01439 766777

Email: societymail@ampleforth.org.uk

Design: www.mercerdesign.co.uk

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WELCOME



Greetings from Ampleforth Abbey.

As this is the first Diary for some time, I would like to take this opportunity to assure you of the constant support and prayers of the monastic community. We have all lived through unexpected and challenging times, but God has remained faithful. This has truly been an invitation to grow in faith.

Since my own unexpected return to Ampleforth in February I have steadily been trying to navigate my way through what has been a huge learning curve. Thankfully there are many helpful supporters who give wise and careful guidance. One thing is certainly clear to me, this is now the time to embrace the future with hope. We have a future because we each decide to have one. We choose how we ourselves will be protagonists of this future and confident in God's presence we move forward.

Know that your interest and support is valued and that your concerns are important to the community as we pray for you each day.

Abbot Robert Igo OSB



This excellent edition of the *Ampleforth Diary* provides an entertaining snapshot of the ways in which the Ampleforth community came together to thrive and flourish even in the very challenging circumstances of recent times. The *Diary* shows clearly that we are all stronger and happier when we work together with our Benedictine values to the fore. I am very proud of the way students, staff, parents, former parents and Old Amplefordians have engaged with each to support and preserve the educational opportunities for our current students and those yet to arrive. We have a stimulating and exciting *Vision* for the future and we look forward to the College and community going from strength to strength. Thank you – all of you.

Robin Dyer
Head of Ampleforth College



Nepal Trek 2019

by Rupert Pomroy (T21)

Rupert wrote this article for the last issue of the Diary, that was due to be published in Spring 2020 but was cancelled due to the Coronavirus pandemic. We hope you enjoy reading his reflection.

During the 2019 Autumn half-term, 24 other students and I journeyed halfway around the world along with five teachers to the extremely mountainous country of Nepal. Lead by Major, (now Lt Col) Blackford, who has a huge amount of experience of Nepal after working with the Gurkhas for many years, the trip allowed us to take in two very different parts of Nepal: the mad bustle of the cities and the peaceful life in the hills. To start our time there we had a tour of Kathmandu, led by Major Ram, an old friend of Lt Col Blackford. He demonstrated to us how the two main religions of Nepal live very closely and in relative harmony, as we were shown both Buddhist and

Hindu sacred places. We were also able to do some shopping which involved haggling for items with a fair bit of success, followed by a much-needed rest at the Kathmandu Guest House, where we stayed for our first two nights. Here, we met our guides who travelled with us for the rest of the trip.

Our journey then continued with a 7-hour bus ride, featuring a stop to fix the drive shaft box back onto the bus, to the smaller city of Pokhara where we spent one night and visited the Gurkha Welfare Trust. We met Old Amplefordian John White (O75) who talked to us about what the Trust does and how it aids the ex-Gurkhas and their families. The work they have done since the 2015 earthquake in Nepal is astonishing and if you would like to read more or donate you can do so by visiting their website: www.gwt.org.uk

Following this, we ventured by bus into the hills to one of the two villages we raised money for called Gilung (the other was Pasgaun). The people greeted us with dozens of flower garlands, and we met the school's Headmaster. The next day, we saw our first glimpses of the stunning landscape on a tour of the village and were humbled to see the poverty the people lived in. What amazed me the most was how, despite their poverty, they gave us all they could and even opened their homes to us, allowing us to experience the Nepalese way of life in the hills. In the evening we experienced a very energetic dance show, with outstanding performances from Lt Col Blackford and Mr Torrens-Burton; we even had a few dance offs; however, I do not think the Nepalese people were that impressed! The next day we visited the school outside the village, where they put on a show for us, to thank

us for our fundraising. Here we said our goodbyes to them by giving out some small gifts to the children.

Then we proceeded to visit three other villages, each with different experiences, including eating in old tea houses, trying local delicacies and getting views of the landscape that come once in a lifetime. Between these villages we trekked for several hours, with all the hazards of leeches, long

drops, blisters and endless uphill steps. However, the walking gave us a great chance to speak to people we would not usually speak to around school. Our spirits were kept high by a rather persistent but friendly Labrador and lots of food. Eventually, once we had left the final village, we returned to Kathmandu for a final day of shopping.

I think from my experience with the people in the hills of

Nepal, it really exposed the consumerism of our homes, and how generally we are so ungrateful for what we have. The Nepalese people savour everything they have and yet still shared so much with us; I was truly humbled by their hospitality. I would like to give my thanks to Lt Col Blackford and all the teachers who made this trip possible and such a memorable experience, along with our guides, who not only led us, but were great friends to us.





THE RAFT RACE

by William Johnson-Ferguson (C21)

This year's annual Raft Race was, of course, won by St Cuthbert's. The following is my own recount of its happenings.

Cold. Tired. Hungry. Sore. A whole manner of words can be used to describe how you feel after the walk down to the lakes, but those are just a choice few. The scene upon arrival was one of chaos. Life-vests lay strewn across the muddy ground, and Mr Anglim could be heard shouting safety brief and Mr Connor tossing helmets at those stumbling around in his vicinity.

The raft was being assembled and those who had been 'selected' to mount the driftwood were preparing themselves. I was lucky enough to not be on the raft this year and once I had finished contemplating my own good fortune, the raft was finished, and was being propelled towards the lake's entry point. The small matter of whether it was ready, or unready, to bear its charge, would soon reveal itself.

There was a large splash as the raft fell hard into the water, and then began tilting upwards at an alarming angle, but this was quickly reconciled by the raft's team of composers (Mieszko proving his utility to the House in an act of consummate bravery). Following this, another even larger - and louder - splash was heard as the first raft crew entered the fray, scaled the barrels attached to the logs, and set about starting the gruelling paddle towards the centre of the lake.

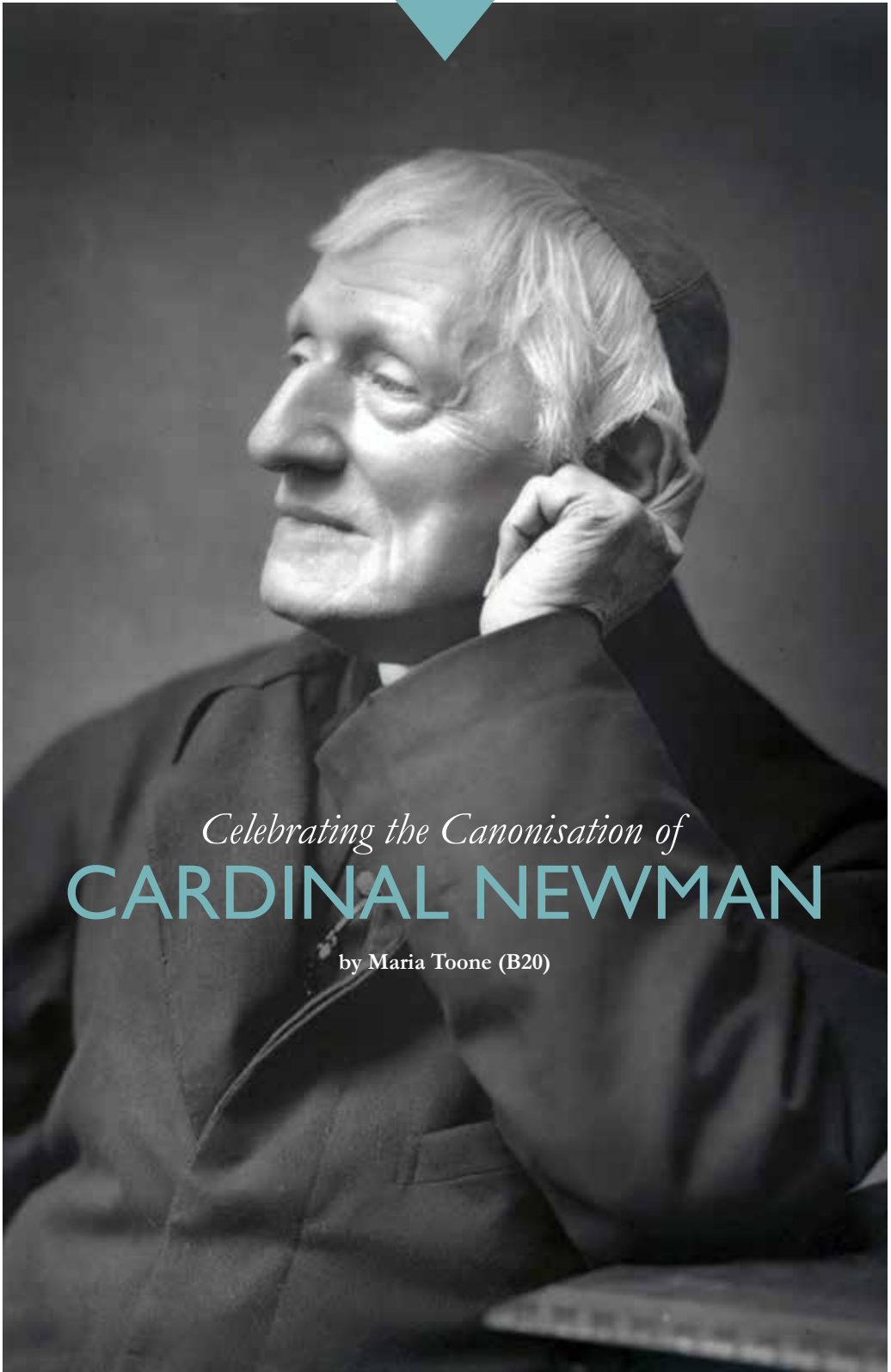
We watched as our compatriots surged through the frothing, murky water of the lakes, pushed on by what I would love to label their sheer drive to win, but what was in fact their manically screaming Housemaster, whose voice resembled a jet engine. He too, like the water surrounding them, was frothing around the mouth.

The cacophony of support on the banks of the lake had reached a dissonant crescendo,

with the amphibious plank-of-wood having rounded the buoy in the middle of the lake. Our boys embarked on their journey back, and those who were boarding the second raft began their own preparation. The noise grew louder, and a glimmer of hope that we might actually win, began to shine through.

The raft race is really good fun. It's definitely a high point of the year; in terms of House competitions, it's one of the best. It provides a real sense of belonging, especially to those who are new to the school, new to the House, or even just to those who haven't yet settled into the swing of the autumn term. The annual raft race is a great opportunity to feel closer to those around you following a long summer holiday - it will be one of the many things I'll miss about life at Ampleforth College.





Celebrating the Canonisation of
CARDINAL NEWMAN

by Maria Toone (B20)

Maria wrote this article for the last issue of the Diary, that was due to be published in Spring 2020 but was cancelled due to the Coronavirus pandemic. We hope you enjoy reading her reflection.

The Canonisation of Cardinal John Henry Newman was an extraordinary occasion for both our Nation and the Catholic Church. As the first English saint since the martyrs, Newman is a figure who symbolises the renewal of the Catholic faith in Britain. A few years ago, Fr Henry Wansbrough, inspired by Newman's example of scholarship in faith and theology, established what is known as the 'Newman Group': a collection of sixth form students who meet regularly to listen to Fr Henry and guest speakers who provide lecture style lessons on their topic of theological expertise.

In preparation for the Canonisation, the group, including myself, were able to listen to three talks on Newman. Having considered this 'to be saint' as nothing more than a name and a painting attached to the Pope's visit in 2010, I have never thought of Cardinal Newman with much enthusiasm. Somehow the idea of a Victorian priest who grew up in London seemed less exotic and intriguing than my preferred saints to research, such as the modern Mother Teresa. However, the first talk with Fr Alexander McCabe demonstrated to me that without Newman, the Catholic Church would not be the same today. He is often described as the Father of the Second Vatican council, as his writings, particularly on rediscovering the authentic teachings of the

Church Fathers, influenced the beginning of a new age for the Church. I also discovered he was the author of the poem, *The Dream of Gerontius*, which Edward Elgar set for voices and orchestra in two parts, not to mention *Praise to the Holiest in the Height*, which is often heard in Sunday Mass in the Abbey Church. Newman was beginning to become a figure more familiar to my life than I had initially thought.

Fr Henry also gave a talk, leading us through Newman's life. What struck me was the incredible courage and humility Newman showed as he converted from Anglicanism to Catholicism, leaving his reputation and influential friends behind. He writes as he made this decision, "I am giving up everything" He radically pursued the use of conscience, saying, "I shall drink to the Pope, if you please, still, to conscience first."

We were also taken kindly by Miss Thompson and Mrs Pepper to hear Bishop Robert Byrne speak in Durham about Newman. The Bishop focused mainly on what makes Newman a Saint. At the heart of this was his love for God, which overflowed in his overwhelming kindness, particularly to those in need in his community in Littlemore. He also pointed out that Newman was saintly before his conversion to Catholicism, making him a unifying figure between Catholicism and Anglicanism, showing that,

above all, it is the pursuit of the Gospel which makes us holy. As the Catechist of St Bede's House, I was privileged to be commissioned on the same day of the Canonisation, 13 October 2019. We were given a book with a Collection of prayers, poems and meditations from Newman. It was through reading some of these that drew me to begin to form a personal affinity with Newman as the book opened onto these words of wisdom:

"God has created me to do Him some definite service. He has committed some work to me which He has not committed to another. I have my mission. I may never know it in this life, but I shall be told it in the next. I am a link in a chain, a bond of connection between persons.

"He has not created me for naught. I shall do good; I shall do His work. I shall be an angel of peace, a preacher of truth in my own place, while not intending it if I do but keep His commandments."

These words are words I hope to echo and believe have been instilled in me throughout my Ampleforth education. The celebration of his Canonisation was marked by fireworks in the Valley, of which the whole school enjoyed on the Saturday evening with members of the Ampleforth Society. I'm sure that Newman will be interceding for Ampleforth and how grateful we are to be able to look to his witness for our own lives.

SISTINE CHAPEL DAY

by Cecelia Wishart (M)



During the Christmas term the Middle Sixth A Level Art group took part in a Sistine Chapel Day. We were put into small groups of 4-6 people and were given a task to use chalks, charcoals and graphites to create a huge scale art piece of a painting in the Sistine chapel of our choice. In the morning we spent time scaling up the small print out copies to the size that our art was going to be. Although it didn't seem necessary at the time, as the day went on, we realised just how much help it was going to be to us. We had all day to complete the piece, which seemed like a particularly long time but boy, how did time fly!!

Each group had a different colour as their base, which made each group's art different and unique to the others. Usually in both GCSE art and A Level art we spend time working individually to create our own work, but this day gave us a chance to be able to collaborate as a group. I don't think that many of us had known beforehand how nice it was to work in a group of people for such a long time, where we could use each artist's strengths and different styles of working to our advantage. As time went on the drawings started to come together and it was amazing to see the differences between them all. Some were more contemporary and others more cartoon, although this was what made it so fun to be a part of. Each group focussed on different formal elements i.e. tone and line and you could really see this in the end result. After a day of drawing with chalk and charcoal I didn't think that it would ever come out of my hands, but it was worth it because when the finished pieces were hung up in Main Hall over the balcony, we could finally see what all our hard work was for.



Mental Health

by Greg Chang (H21)

We all suffer from mental health problems and I strongly believe it is vital to offer various, suitable ways to deal with it. I chose to ask the Upper Sixth about mental health because they have the experience of dealing with the stresses of GCSEs, A Levels, and ordinary school life. Moreover, the younger years are more likely to listen to a Year 13, which makes it especially easy to connect and ultimately not lead to words falling on empty ears.

In my video, the Upper Sixth who I interviewed did sometimes offer contrasting advice. I saw this as an opportunity to show that as a person grows up, they develop their own healthy method to dealing with mental health problems. It is a personal task, yet advice from others should always be in consideration.

To conclude, I made this video as a way to give back to a community which I treasure and will always be in debt too. This is just a small part in raising awareness about mental health problems. There is undoubtedly a long way to go, however, you do not have to be great to start, but, you have to start to be great.





HOUSE ATHLETICS

by Daniel English-Brown (J)

A mpleforth's elite athletes took position behind the 100 metre starting line; their heads faced down, the air was silent, their breaths heavy and all eyes were on them. "On your mark, set..." Lt Col Blackford was in his element! "Bang!" went his starting pistol. They exploded from the blocks and the intensity with which they raced was matched only by the volume of support from the stands. Each House was sure that the louder they screamed, the faster their representatives would run: who needs training in such a world?





There were two primary things that I am ever so happy to have witnessed: the first, ironically, came during the 32 by 200 metre event where Augustin Lai (J) took up the baton for St John's and tore up the track with blistering fury and speed! Initially this was in the wrong direction, but once he found his way there was no hope for his opponents; a maxim for life: if you value your pride, don't race Augustin Lai. The second spectacle worthy of note was Fr Ambrose with the microphone. Despite a couple of slip-ups, the passion with which he spoke into the microphone surely indicates that, in another life, Fr Ambrose would be a successful MC. His stage name? - perhaps 'Lil Ambreezy,' however, I am open to suggestions on that.

A proper characterisation of my first Ampleforth House Athletics must surely be: "an event with uniqueness and pleasurable success that is unique to Ampleforth."



LOCKDOWN LEARNING

Although this last year probably stands out most for its mind-numbing, soul-sucking boringness, it is of great historical interest. Of course, to say that about the present is quite a statement to make, but I feel it is justified. This year will be one we look back on as a turning point, and therefore I think creating as many primary sources as we can will be important (not least to torture history students in 70 years' time). Alternatively, it just seems big because it happened to me and in a few years people will have got over it (*see any event in history, ever*).

Since the start of the pandemic was akin to the best science fiction apocalypse books I think that it ought to be recorded. I remember hearing seemingly meaningless snippets on the radio talking about a virus in China, and those references becoming more and more ominous in the early months of 2020. I recall a now very strange interview I heard in the lent half-term holiday: the man interviewed was a Chinese Scientist who kept warning the interviewer about a 'damn' that was about the break and flood the world (i.e. the Virus), and the interview responding: "well I doubt it will come to all that" as BBC interviewers like to do. Either way, this ominously unconcerned start followed by panicked leaving of schools and endless death statistics and 'lock-downs' seems to have petered out into the most un-science fiction result possible (probably a good thing really).

So now here I am a year and a bit later. No apocalypse. No triffids. But the good news – no exams. I see now that by missing my GCSEs my year had the best luck of all, seeing the year above and below suffering with the education departments quasi-exam torture.


But what really happened whilst I was getting bored in lock-down? The world it seems has changed. The Internet has found its reason to be everywhere – there is no going back now. But why should we? If we are intelligent about it (as if) then it will be used for good and will not replace those good things we have. If we are not, as is to be expected, the impact upon the Human will be catastrophic.

And what a telling measure of human nature the last year has been. The most important things in our lives suddenly becoming clear: our communities and human interactions. And yet in balance to this the spectre of human indifference is raising its apathetic head once again, and we have seen mankind become selfish on a global level, driven by a fear fuelled by the media. I myself by writing this article have demonstrated this fear and selfishness, by concentrating on the surreal nature of the past year, by complaining about my own privileged position as 'monotonous' and by omitting the most important aspect of this pandemic: Mankind is mortal.

No matter what we have created, discovered, destroyed or conquered we still die, defeated by a microscopic enemy (*see H.G. Wells*). We do not rule the world and we never will.

So those reading this (if you exist) many years in the future, think of this brief episode of History as the moment Man was once again humbled by Creation, and I pray it will also be the moment Mankind learned, if only in a small way, what it truly needs is not what it thinks it wants.

by Henry Wakeham-Dawson (DO)



Looking back at lockdown is surreal, it feels like a lifetime ago, and yet was only a few months. At the time, many students struggled to cope with online lessons and complex topics were difficult to teach without personal interaction, but it is worth taking a moment to appreciate the work the teachers put in. They also had to adapt to teaching from home, they had the near impossible task of instigating work through a screen. Every lesson they had to appear cheerful, even if they were not feeling particularly enthusiastic. One can see, looking back, the work they put in, the time

it takes to prepare a lesson, and then to deliver it to tired teenagers. My physics teacher for example made quizzes which involved current events and inside jokes to get us interested, while at the same time ensuring we were working by intertwining these with the course content. It is this kind of selfless commitment from staff, even in difficult times, which helps to define an Ampleforth education, and develop each student in more than just an academic sense.

by Alasdair McKell (J)



Ampleforth Debating Society

by Henry Wakeham-Dawson (DO)

It was certainly good news when the Government had argued with itself on the internet sufficiently to allow us to argue with each other face to face. The Ampleforth Debating Society, which had been running steadily online has now returned to the Library, where attendance has rocketed. In a world of the equally concerning extremes of censorship and radicalism, what could be more important than debate? Where better to learn how to see through the meaningless spin, fancy rhetoric and down right lies to the heart of the matter than at 9:00 on Thursdays in the Library?

Those (now honourable fellows) who have taken a stand and debated themselves have truly done themselves

a favour – not only an opportunity to state their case but moreover the acquisition of those vital skills: public speaking, cohesive arguing and contemporary understanding.

It is an encouraging testimony of our generation's war against indifference that anyone would show up to watch at all, let alone bombard the speakers with (usually) powerful questions. It seems the often shocking attention span of the modern social-media-spooned world is being stretched. It is a curious thing, speaking to a camera in the knowledge that there could be a hundred people or no-one at all watching at the other end, trying to convince an audience that you can not see nor hear. It is uncanny arguing to only

one face – your own – but this (for better or for worse) is the future. To talk to a room with 20 people in it knowing that the hundred thousand watching through the small camera at the back are the ones who will matter in the vote. Knowing you can't say one thing to one person and another to someone else, you can't tailor your arguments to the listeners because the listeners are everyone in the world. You can't read the camera lens as you might read the room. Our first live-stream debate put this change into perspective for us, those speaking having to learn to debate in a way the world has known for barely half a century. Cicero and Demosthenes were never faced with a live-stream.



“The Debate Society is a fun activity where I get to develop my public speaking skills while exploring current topics.”
Hamish

“I enjoy the Debating Society because it gives me a chance to refine my opinions which helps me collect my thoughts and present them in a coherent way – and I like having a formal debate with my friends.”
Zara

“The Debating Society is somewhere where you can be passionate about whatever you want. It is somewhere where you learn valuable life lessons such as being adaptable. It also teaches you to see the unforeseeable, to adapt your words to your judge, motion and opponents. It forces you to improvise and to do so naturally.”
Simon





A note on race, privilege and protest

by Keza Pitteloud (M)

I have been asked all my life about how I feel being the way I am, being the colour that I am and what it represents in today's world. Growing up in a privileged childhood meant that this question rarely arose apart from when I had to ask myself why my skin was darker, hair curly and features more defined. Being bi-racial also erased the question in my mind that two races couldn't love each other as equals. I had always been brought up to love the other and I had never noticed or cared where people came from. My parents' approach to education led me to be shielded from the fact that race was a bigger subject than I had ever imagined. I never realised that the world would see this minor difference in melanin levels as a reason to take away someone's life.

The reality hit me when I moved to America this year, and when, during the lockdown, the news that George Floyd had been brutally murdered captivated every screen. My little bubble of privilege had been burst, when I realised that the person crushed under Derek Chauvin's knee could easily have been my mother, cousins or even me, if I had been born in a different reality. Seeing the unfazed look of the policeman as he squeezed the last breath

out of this man filled me with disgust and caused a newfound outrage to bubble in me. I decided to research further.

As my journey of unearthing was going on, the world was on fire around me and I happened to be in the centre of it all. In my house in Washington DC, in late May, the sound of sirens rang through the streets. Helicopters encircled the city, and chaos was felt in every neighbourhood. This was when I realised that I needed to be part of the change and I hoped attending these protests would change history. At family dinner that night, my parents and I debated on what was to be done next. Due to my father's tricky position in diplomacy, we were worried that my wanting to go out and protest the system and the President that he worked with, would put his work in jeopardy. He was also worried about my schoolwork, as this was exam season. My mother on the other hand wanted me to protest but was worried about what might happen. No matter what my parents said, I knew that I would go. My mother firmly said that as soon as it got violent, I would leave. Late that night, I frantically drew up some caricatures on banners and excitedly prepared myself for the next week as police sirens wailed into the night. After having finished my

morning lessons, my friends and I biked for 15 minutes all the way to the White House. In the summer heat, hundreds of people stood with banners. The fact that I could see people of every colour, age and socio-economic background warmed my heart. Barricades of policemen and soldiers were arranged in lines in front of the White House. The protests went on for two weeks, and I attended for seven days.

After a very short time at Ampleforth, I knew I had made a new home here. In all of the countries and places that I have lived in, I knew that this was one of the things and places which really grounded my life. I was one of the only black students, but this had a minor impact on my life here and the only difference was the colour of my skin. However, the events of this year have made me realise how lucky I am to live in such an accepting and loving home. I still believe that everybody has room to consider others more, and for further education about what is happening in the world outside our own lives. Ampleforth is a bubble which, for me, burst after the events of this year. If we all take time to learn what is happening in the world outside, and to care about this, we can all change things for the better and pave the way for the next generations.

GIRLS' CRICKET

Is girls' cricket the most exciting sport on the scene these days? Our girls certainly think so, and they are not alone!

In 2019 the England and Wales Cricket Board laid out their ambitious action plan to transform Women's and Girls' cricket – "Inspiring Generations" – with a real focus on growing the game in schools around the country. With a cricketing tradition like ours it is hardly surprising that Ampleforth College has plans to become a hub for the development of Girls' Cricket in the North, and our girls are already rising to the challenge.

The ECB conducted research in 2018 to understand the profile of the sport, and we are excited about what they have found. With over 2,500 girls playing County Age Group cricket, we know we are well-placed to spearhead the growth of this in the North of

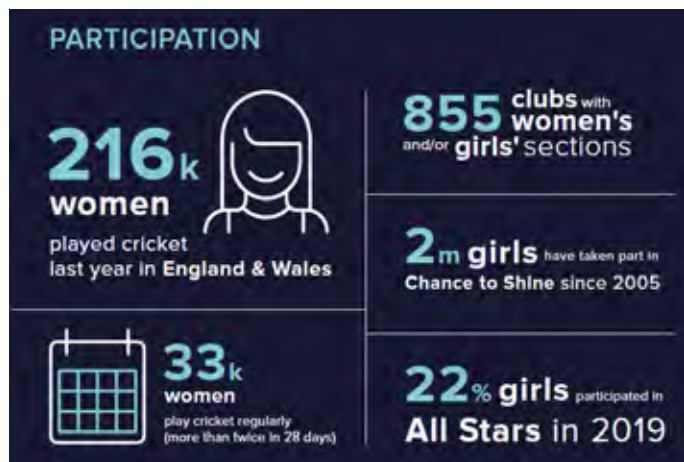


England. We are now the North Yorkshire Girls' Cricket Hub, with weekly sessions held at the College by Yorkshire Cricket Board coaches, which are open to all across the county who want to excel in the sport. A partnership

we hope that will continue to grow in the future. Having the Northern Diamonds and their Academy side train and play at the College has also been inspirational to many of our girls. As a result, there has been an enthusiastic uptake in the junior years for the game, and we know from our

friends at Prep Schools around the UK that the appetite for the sport is continuing to grow. This summer we hosted the Worsley Cup, our first U13 tournament for girls' and boys' teams, which was a real success and thoroughly enjoyed by all.

Our ambition is for all cricketers to be given the best opportunities to play and develop in the sport and make Ampleforth College the centre in the North for promising cricketers, girls and boys alike. Seb Phillips (C00), Head of Cricket, and Emma Craig, Head of Development, are leading our plans to achieve this and will be seeking your support to upgrade some of our older facilities so that Ampleforth College becomes the epicentre of this fantastic game for generations to come.





Ampleforth Sport @AmpleforthSport · May 27

...

The Valley is buzzing with cricket. Last session of this half-term for our students, followed by a huge turnout for the first gathering of the North [@Yorkshirecb](#) Girls Hub and the Village CC are getting a run-out on Match Ground too! #AmpleCricket



Rob Johnson @RobJohnsonYCB · May 27

...

👏 Fantastic night launching the North Yorkshire Girls programme at [@AmpleforthSport](#)

😊 Fantastic to see so many girls enjoying the game and a great start to the weekly sessions.

👏 Well done to all the girls in attendance and thanks to Ampleforth for hosting.



OPERATION MORNING THUNDER

D-Day, H-Hour by Giles Murphy (T21)



In the afternoon of Saturday 23 May of this year over 60 Cadets, NCOs and staff of the Ampleforth College CCF set off into Gilling woods on Operation Morning Thunder. This was the culmination of several weeks of careful planning and preparation, and an opportunity for the Cadets of Year 9 and Year 10 to demonstrate what they have learned over the last year of training.

Friendly forces were made up of a Platoon, led by JUO Harmer as Platoon Commander and JUO Vigne as Platoon Sargent - leadership roles normally trusted to Officers in training at RMC Sandhurst. The platoon was made up of two sections of Year 10 Cadets under the command of Year 12 NCOs, and a third Special Forces section made up entirely of Year 12 and Year 13 Cadets commanded by CSgt Kilpatrick. Enemy forces were made up

of the Year 9 cadets under the command of Capt Anglim, and those NCOs attached to the Year 9 throughout the year led by CSgt Anglim.

Enemy forces proceeded to occupy three defensive positions across Gilling woods, which would be reconnoitred by the friendly forces once they had occupied their own harbour area, in the course of these Recce patrols the Friendly forces successfully carried out a snap ambush on patrolling enemy forces, dispatching them in short order. After these patrols both forces retired for the night, with the Enemy forces in keeping with their persona of a militia non tactically, and the friendly forces tactically with strict light discipline and the posting of sentries throughout the night.

The following morning (D-Day) Friendly forces were joined by Dr Pomroy who very

kindly came out to view the exercise as the first member of the Senior Leadership Team. JUO Harmer gave his orders for the attack, and after some time spent in final preparation for battle on both sides, H-Hour arrived, and the attack began. This consisted of a simultaneous full platoon assault with 1 Section (Year 10) and 3 Section (SF) beginning their assaults on their respective positions. 3 Section was dispatched to take control of the enemy airstrip and main source of supplies. Whilst 1 Section attacked their main base of operations with covering fire from 2 Section. The defenders fought well but were overrun in both cases, dying gallant and perhaps overdramatic deaths in the field of battle. After the success of the fist phase of the assault 2 Section advanced on the secondary Enemy positions taking it and completing the destruction of enemy forces



under the covering fire of 1 Section. At the end of the assault and the expenditure of over 6,000 rounds of ammunition, not a single face was left unsmiling, as cadets began to pack up kit for the march back to college.

Operation Morning Thunder was the only overnight exercise to be carried out in the 4 Brigade area, and we are very lucky to have the space and committed staff to be able to carry out such a large expedition despite the restrictions placed on it by Covid. The exercise, like the CCF in general is the embodiment of the school's ethos of Independent Thinking, Learning and Coping, where students are taught excellent leadership and life skills exemplified by the almost entirely cadet led nature of the exercise. The whole exercise was an enormous success and enjoyed by all that took part.



The Big Walk



Every year, our students raise money to host the Friendship Holiday with Oakfield School in Nottingham, which hasn't happened for the past two years due to Covid. Undeterred by the restrictions, they still went ahead and complete the Big Walk last year to raise money for Oakfield to have a special day trip at the end of term. They walked for 24 hours with no sleep to cover the 72km from Whitby back to Ampleforth, raising more than £4,500 for the school – well done to everyone involved!





Choral Scholarship Success

Three Year 13 students have been awarded Choral Scholarships at prestigious institutions next year. Emilia Jaques, Anna Barrett and Xavier Leitch have been awarded Choral Scholarships at The Queen's College, Oxford, Christ's College, Cambridge, and Portsmouth Cathedral respectively. This is a superb achievement by our student singers and a testament to their dedication to the superb tradition of choral music at Ampleforth. We asked them a few questions about how they prepared for the auditions and what they will be expected to do...

How has your experience at Ampleforth prepared you for the next step in your musical journey?

Ampleforth gave me a platform to continue developing my voice as a music scholar in the Ampleforth Abbey Schola along with other groups such as the chamber choir. Schola especially broadened my knowledge base of choral works and, because of the tight schedule on learning pieces for upcoming services, allowed me to practice my sight reading skills.

What did you have to do for the audition?

Sight reading was a big part of the audition at Portsmouth Cathedral as I also had to sing a song of my choice, mine being *O Del Mio Dolce Ardor* by Gluck. I prepared for this piece with my Ampleforth singing

teacher, Matthew Lennox, who I had a singing lesson with each week while at College.

What are your duties as a Choral Scholar?

As a Choral Scholar at Portsmouth I will form part of the choir along with the choristers and other Choral Scholars and Lay Clerks. Along with working in the Cathedral I will also have a job at The Portsmouth Grammar School in administration and supervision of younger students. This will be an interesting experience for me as I will be given an insight into the other side of schooling. I also feel that this year at Portsmouth will also help me prepare for student life as I will be living in a flat with other Scholars and will be responsible for my food and utilities helping me learn to budget.

What I am most excited about, however, is the prospect of continuing to develop my voice in much the same way that I did at Ampleforth.

Emilia Jaques writes...

How have your experiences at Ampleforth prepared you for this next step in your musical education and experience?

Firstly, as part of the College choir, Schola, I have been lucky enough to regularly sing challenging repertoire in the amazing venue which is Ampleforth Abbey. This has been both as a part of the Abbey's religious life and in fantastic school concerts, for example the annual performance of Handel's *Messiah*. I have also had many varied vocal opportunities, for example



being part of the ‘Ampleforth Singers’ and the Schola Christmas trip to London.

Alongside this, I’ve received excellent individual and ensemble tuition from dedicated staff of Ampleforth Music Department: my performance skills, wider musical knowledge and analytical thinking have really developed during my time at Ampleforth.

What are the responsibilities of a choral scholar. What are the perks?

As part of a specific college at my university, I believe I’ll have a responsibility to contribute to the best of my ability to the choir and the musical life of the college, whilst upholding the standard of its long standing musical tradition. Through this, I will also have

to support the religious side of college life, singing in services in the chapel 4 times a week. There are of course perks as well - I will be able to sing at a really high standard under the direction of top choral professionals, for example the choir director, Professor Owen Rees, surrounded by young singers who enjoy singing as much as I do! I will hopefully get amazing concert, recording and touring opportunities too. Not to mention the free dinners in the college dining room when we’re singing Evensong!

What did you have to do at the audition?

Firstly, I had to record a 5 minute piece and send it in before the audition, which was *Rejoice greatly* from Handel’s *Messiah*. In the actual audition (which was on Microsoft

Teams), I had to sing a short accompanied folk song to my college’s Director of Music and do a short piece of sight reading. It was all very relaxed and after the sight reading we had a quick chat about what singing events I had been doing in recent months.

What do you hope to gain from this experience?

I hope to further develop my singing, musicianship and ensemble skills, broadening my musical education alongside my degree. I’m also really looking forward to making friends with musical students throughout the college who are passionate and spending lots of time singing with them!



THE LEARNING HUB

We are extremely grateful for the support, vision and enthusiasm of donors who have worked in partnership with us to make the new Learning Hub a reality. Over the course of 2020 the Support for Learning Team, Development Office and donors set out a vision for a new space in the heart of the College that would create a unified and welcoming Hub. It was vital that we created a space where students wanted to spend time and where support for all learning journeys would be at hand when needed most. This has been a true partnership, driven forward by parents who want to break down the barriers to learning and who brought their energy and knowledge to this project. Without their financial support this new home would not have been possible, so on behalf of all our students we say a big thank you.



“The Learning Hub has a lovely, welcoming and friendly atmosphere. It is a place where help is always available, as well as tea and biscuits. The staff are all lovely, and always happy to assist you with any work or problem.”

“The Hub has a great working atmosphere which makes it easy to concentrate.”

“There’s space to sit and work with friends, as well as quiet rooms where you can sit undisturbed.”

“I love how there’s always a mix of year groups and Houses in the Learning Hub.”

“The Learning Hub is always welcoming and inviting. We always have a place to be and feel comfortable even if we are having a bad day. I always feel I have someone to talk to here and I know they will do their best to help.”

“The Learning Hub teachers understand that school work can be challenging and are always willing to help at a moment’s notice. This attitude is enabled by the large, comfortable and modern facilities that the Learning Hub now has.”

What is the purpose of 'A Catholic Education'?

by **Blandine Delplanque**

On 23rd June 2021 I was unexpectedly moved by the sad news of the closure of the only free newspaper in Hong Kong, published by a Catholic. That makes it more important than ever that Catholics have an obligation to put oil in their lamps and keep them shining.

There is no doubt that in today's Orwellian world, characterised by the semblance of peace, the semblance of truth and the semblance of wisdom, Catholic education is a path to freedom.

As always, it is the Cross which can act as guide in an education claiming to be Catholic, with a tension both vertical and horizontal. These are two tensions which symbolize the human aspiration for the divine, fulfilled in human history, with Mary, who is never far away, pictured by artists of every age

at the foot of the Cross of her Son, who at his last breath turns his face towards her.

This Cross, majestic and simple, hangs over your valley of Ampleforth.

How should Catholic education given to our children be characterised, what does it bring over and above the fine education offered also by other schools ?

It gives an orientation, and that is its value in a world which has increasingly gone mad, and in which education depends more and more on the school.

Father and mother are the first educators in a child's life. The work begun in the mystery of conception is completed by the parents in daily life and always continues in the divine presence. "There is only one way of attaining the true

altruism that makes a person free, by the patience acquired by small acts of generosity day after day,' explains the Emeritus Pope Benedict XVI, 'by the daily attitude of self-denial, which suffices to show to what extent a person is slave to his or her ego. Only by this attitude are human eyes slowly opened.' What a sublimation of the daily task, whatever it may be !

The education which we parents do our best to give to our children is prolonged in the school. In any logic a Catholic education is best developed in a Catholic school. In France teaching Congregations were obliged to disappear or go into exile under the yoke of atheism incarnated in the French Revolution and fully developed in the following centuries more or less forcibly, as the Benedictines of Ampleforth well know. A fiercely combative laicisation became the norm

“It gives an orientation, and that is its value in a world which has increasingly gone mad, and in which education depends more and more on the school.”

and a dogma in France. On the pretext of protecting liberties all neutrality was forgotten, and this dogma was exercised primarily against any public expression of religion, tacitly to oppose Islam. Catholic education was often its first victim, if not its first target, although historically the Catholic religion is the cement of French society, and Judeo-Christianity is the root of European society. But its practice has become so weak that Catholics in France as in Great Britain (but for different reasons) have become a minority.

More necessary than ever!

Because it imparts a truth which is not the truth espoused by society, especially with regard to the natural law. In the current climate the ideology of gender, the dogma of equality – especially in France – and

passionate faith in science pose serious risks to our children.

It is not a question of cutting them off from the world, but of preserving their capacity for reflection, for making good decisions and of giving them confidence, for they have many instruments at their disposal. More than ever they certainly have a liberty and an abundance of information which they can use well or badly. The direction given by a Catholic education enables them to advance in a good direction. It is not always the direction of the world ; this offers amusement and rootlessness – two attractive threats – with the world at their feet.

In this age of re-discovery of nature the comparison of a young person to a plant remains valid. We say that a young person shows promise of development. Certain plants,

naturally fragile, develop better with guidance. Any gardener would take greater care of these. A gardener would take exactly the same care of all, without touching them, without interfering – the basis of all education – fertilising them only in order to encourage growth from the earth, duly sheltered, under glass, with air, water and light.

To set off in the right direction and to search for the truth which is not that of the world, such basically is the aim of a Catholic education, despite the qualifications and imperfections which humility teaches us, and with the demands of a charity which makes us always mindful of others.

Blandine Delpanque is a former parent and respected French journalist. This article was translated by Fr Henry Wansbrough OSB

The Rule of St Benedict

by Cicely Craston (M)

The Rule of St Benedict was first adopted in England in the 7th century its principles are still relevant to our modern world. The Rule has guided students at Ampleforth since the College's foundation in 1802, and since 1993 this has included girls. The school sets out to provide students with a compass for life by giving us a strong sense of community and recognition that we are made better people by each other; something that I want to be able to emulate in my personal and professional future. Although Ampleforth was founded as a boys' school, the Benedictine core encompasses qualities that both girls and boys alike can flourish under.

Ampleforth's core values are inspired by the Benedictine Rule: Respect, Hospitality, Attentiveness, Integrity, Stewardship and Equilibrium. By encouraging us to live these values, I feel the school is teaching me how to become an independent adult in society as well as providing me with a broad academic education. St Benedict wrote his Rule for a

monastic community, but his guidance helps any group of individuals living harmoniously together. Lives have changed a lot since 1802, we live in a much more diverse, fast paced and, as shown by COVID, less permanent world. As our personal experiences become increasingly entwined and complex, the combination of boarding and a Benedictine environment where respect, welcoming all, and listening to others are so valued teaches us how to live with a multitude of different personalities and people with different views. Coming from a London day school where I could choose who I spent my time with, I have found that, even though at first I would not have immediately gravitated to some people I live with, they are now some of my closest friends. It has taught me that all interactions are important and we grow from them.

Our co-educational classrooms allow a mixture of perspectives and provide a forum where everyone is encouraged to contribute, to express themselves but also to listen. Our lives will continue to be

co-educational in the world beyond school so growing up in this setting prepares us with confidence for our future. I feel that my school creates an atmosphere which encourages fruitful friendships, regardless of gender, and ones that support each other wholeheartedly. Living in a boarding house of 65 girls, I have seen an array of personalities and talents and we respect and support each other in all that we do. This is not exclusive to your own house but ripples out into the whole community.

As I go into my final year, soon I will be moving on with my life elsewhere. But as part of a family of Old Amplefordians, I have witnessed that it is hard to leave the school completely behind. I know I will stay in close contact with my friends for life and will return to the hospitable valley as I have seen so many before me do. The values are naturally ingrained in girls and boys of the school so, by the time we leave, we really have received a 'Compass for Life' that will guide us just like the Benedictine Rule has done for generations before.





Message from the Dean

Dear Leavers,

It won't surprise you to know, that what I want for you most is to be holy.

Pope Francis says to young people setting out in life:

Do not be afraid of holiness. It will take away none of your energy, vitality, or joy. On the contrary, you will become what the Father had in mind when he created you, and you will be faithful to your deepest self. To depend on God sets us free from every form of enslavement and leads us to recognize our great dignity.

I want you to be holy, because what I've learnt from my own experience is that happiness, and a sense of purpose, value and peace come from the commitments I make, not the options I keep open. Holiness is there for me when I put others first in charity, I'm honest about myself in humility, and I'm committed in faith. I usually find when I'm unhappy, whatever else may be going on in life, deep down something is causing me to hold back. I learnt this from St Benedict, though the lesson still needs learning as I grow older and discover more about myself, through experience and from those who know me best.

Above all, I want you to be holy, because it's the best way of life really reaching the heart and bearing fruit.

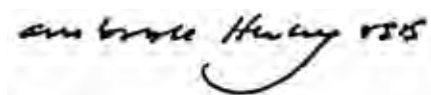
If you accept to live life at depth, in gratitude and generously, you will find your heart opening up to welcome the full range of human experience, even the most unexpected and even difficult times, as a gift of God 'in whom we live, and move, and have our being', as St Paul puts it.

Pope Francis goes on to say to you:

He calls you and he waits for you to return to him and start over again. When you feel you are growing old out of sorrow, resentment or fear, doubt or failure, he will always be there to restore your strength and your hope.

I write these words at length because of our commitment to you as a Benedictine family, wanting always what's best for you.

I wish you every blessing for this next great step in life. And as a parting gift, these words of St Catherine of Siena, who I'm sure prays for you: *Be who God meant you to be and you will set the world on fire.*

A handwritten signature in black ink that reads "Fr Ambrose Henley OSB". The signature is written in a cursive style with a large, sweeping flourish at the end.

Fr Ambrose Henley OSB
Dean of Ampleforth College

Online Events Overview

Our packed Ampleforth Society programme usually means being out on the road, hosting a wide variety of events and seeing OAs and friends of Ampleforth in person. So, to suddenly find everything was behind a screen was a new reality in 2020. It is reassuring to look back on the last year and see how far we have come. We were plunged into a new and somewhat daunting situation moving everything online; it was initially a concept none of us knew how to tackle and we weren't sure who would be interested. However, the Ampleforth Society was delighted to put on an exciting online offer and I have been thrilled to see so many of you, old and new, participating wholeheartedly in the online events.

Some highlights for us included the Masterclasses with Ed Stourton (H75), Major General Prince Chris Ghika OBE (E88), Julia McFarlane (M07), Clemmie Cooper (B17) Lizzie Mary Cullen (A04) and Hicham Felter (A01), where the students and audience were able to interact and interview directly with live questions in a real-time conversation. All of these are available to watch on catch up on our Ampleforth Global platform. Equally, we were delighted to host monthly Career Insight Events. These took the form of five panellists at different points in their career and a Chair, discussing how to get into the industry, what they enjoy about it, the challenges the current climate poses and how mentoring can help. The audience was made up of OAs of all ages and stages of a career, parents, and Sixth Form students. Other students were able to make the most of the sessions following some detailed and focused career work at the end of term, re-watching the sessions and discussing them in workshops. The topics covered so far include Sport, Travel, Entrepreneurship, Women in Business, Finance, Marketing and

Communications, Recruitment and Talent, and living and working in Asia. All the sessions are also available to watch again under the resource section on Ampleforth Global. The site provides a unique opportunity for OAs to seek career advice and guidance or offer insight and opportunity in a variety of careers and mentoring or to connect with each other.

The bespoke Question of Sport event that drew together all the OA Sports Clubs was enormous fun. Delivered via YouTube with a quizmaster, teams of four raced against the clock as we went through three rounds and then opened the virtual Windmill to announce the results in Microsoft Teams. The online Ethics forums drew in varied audiences and covered topics from Modern Slavery where we met Abbot Robert for the first time to Education, Travel and Business. The online Compass for Life events drew a global audience and many of you who hadn't seen each other for years, recounted many a happy tale about memories of daily life in the Valley. We were happy to be able to catch up with our OA community in Asia, so many of you all over Europe, East and West Coast USA and Australia and many of you spoke about a desire to meet up in person, which we look forward to doing sometime soon. Do let us know if you manage to have a catch up in person. We always love to hear about these.

With all this interaction, we have taken the opportunity to be in touch with many OAs all around the world to ask them to reflect on the past year and the global Covid-19 pandemic or so for our 'Letters in Lockdown' feature. Read on to hear stories of life, love, work, travel and study from our OAs around the world.

Dionne Saville
Alumni Relations



Ampleforth Society **Thoughts**

Insight into Insurance

Rory Smith (HQ), Camilla Curry (my Bellhaves) (HQ), Louise Robertson (SQ), David Casado (AP), Oliver McIlroy (CO) and Deanne Sanderson (PI)

Insight into Entrepreneurship



OAs LIVING AND WORKING IN LOCKDOWN



Tom Bilborough (EW13), London

It's made me rethink the fact that no plan is safe. Having a plan is so important...

[Read more >>](#)



Alexander Cooper (J16), London

Seeing friends (in a Covid safe environment of course) at every opportunity has really helped. Keeping active as much as possible as well.

[Read more >>](#)



Natasha Power (A06), Ipswich

...be prepared to try anything as there is generally lots going on; always be honest and own up to your mistakes as maintaining trust in a family business is key....

[Read more >>](#)



Bernard Hornung (E75), Shaftesbury

My faith, my shared values, my family and my colleagues at work, have enabled me to want to do more each day.

[Read more >>](#)



Oliver Blackett (O13), Dumfries

I was inspired by the guest speakers that used to come in and speak at the Headmaster's talks.

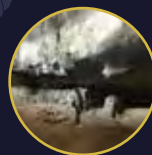
[Read more >>](#)



Jose Suarez (B05), Madrid

It's the three "Fs" which matter the most to me: Faith, Family and Friends.

[Read more >>](#)



Francesca Tonna (B08), Malta

I took advantage of the extra free time to discover new places in Malta.

[Read more >>](#)

**Rupert Vitoria (W92),
London**

The importance of maintaining a good network has often been highlighted in my career.

[Read more >>](#)

**Carlota Brenninkmeijer (B11),
Amsterdam**

...it gave me a chance to focus on what I always wanted to do and opened new doors for me to walk through...

[Read more >>](#)

**Tom Ainscough (W04),
London**

Sport, however, I think was seen as a positive when it began to return in June 2020, something for the public to engage with again.

[Read more >>](#)

**Lallie Fraser (A08),
London**

Work hard, don't be shy, be creative, bounce ideas off anyone that can be helpful.

[Read more >>](#)



**Izzy Mayer (M20),
South Africa**

It's been hard to conceptualise that we cannot control what happens in the greater world; it's something I've learned throughout this year.

[Read more >>](#)



**Terry Mahoney (E61),
Kuala Lumpur**

It has also brought me closer to God and the Church, as one has more time to meditate.

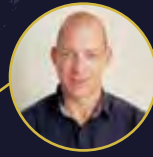
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**Xander Fircks (H79),
Japan**

I spoke to a Hindu monk here who said that people might now learn the beauty there is in solitude and silence.

[Read more >>](#)



**Toby Codrington (T91),
Singapore**

Like all organisations you adapt. We have offices across 10 countries that have gone in and out of lockdown over the last 18 months.

[Read more >>](#)



**Jasper Reid (O90),
New Delhi**

India has had difficult times and this has given insight into the hard side of life and I really think people forget how difficult it is for the poor.

[Read more >>](#)



**Hamish Adams-Cairns (H09),
Sydney**

Covid has made me realise how lucky I am to be living in Australia.

[Read more >>](#)



**Will Simpson (H08),
Aldershot**

The pandemic has certainly given me time to assess what is truly important in life, rather than just sticking with the status quo.

[Read more >>](#)



**Dan McFarland (W90),
Belfast**

During lockdown I missed the social aspect of my job most of all.

[Read more >>](#)

**Jack Blakiston Houston (C08),
Belfast**

...the things that relate most from Ampleforth are being able to work in a team and have trust in one another...

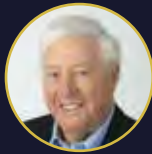
[Read more >>](#)



**Raoul Sreenivasan (H96),
Seattle**

My family got me through the pandemic. Our love and close bond got us through this time of disarray.

[Read more >>](#)



**Antony Fitzgerald (T59),
Hungerford**

I am sad that I have not been able to get back to Ampleforth (only twice in 60+ years since leaving).

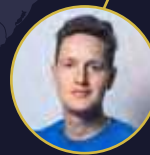
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**Philippa Jalland (M13),
London**

I still have a close group of Ampleforth friends who I keep in touch with daily.

[Read more >>](#)



**Sam Heward (O10),
London**

Lockdown has brought has given lots of opportunities to be creative and test new things as a business.

[Read more >>](#)



Dominic McGonigal (W80), London

I have actively kept in contact with people, just to see how they are.

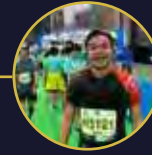
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Digby Walker (T11), London

The true joy of life at Ampleforth was that within a matter of days it became my home.

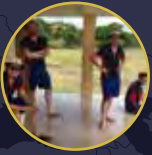
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Edwin Leung (T97), Hong Kong

most importantly I do miss the Ampleforth culture as I have been distanced for quite a while.

[Read more >>](#)



Tom Madden (EW05), London

I have loved staying involved with the wider Amplefordian community and am keen to continue leveraging and giving back to the network.

[Read more >>](#)

Erris de Stacpoole (M07), London

I'd advise anyone looking to get started to get busy and make themselves visible.

[Read more >>](#)



Andy Kong (C04), Hong Kong

I find it easier to remind myself that we will eventually win this battle, and life will become normal again.

[Read more >>](#)

Jamie Evans Freke (E94), Lewes

Find something that you enjoy doing and find a pathway that will enable you to develop skills.

[Read more >>](#)



Charles Monthienvichienchai (O99), Thailand

What I miss the most is the ability to travel – either on my own means or as part of work.

[Read more >>](#)

Michael Brennan (H95), Singapore

At mealtimes, the most important strategy was to ensure one was in line for the toast basket.

[Read more >>](#)



Chris Gilbey (T99), London

I have learnt that balance is key and it has allowed me to reconsider my approach to work.

[Read more >>](#)



INTERVIEW:
OA JAMES HART DYKE (C85)

Interviewed by
Fitzroy Schofield (J21)

Q. You have talked about waiting for hours in the Himalayan mountains just for ten minutes of the clouds parting to jot down a sketch of the great peak, or flying in a helicopter and attempting to sketch as you are shot at from below on the streets of Baghdad. What has each of these frustrating and terrifying experiences taught you about your own personal commitment to art and the value of patience an artist needs to commit to a project?

On a day-to-day basis, I often feel deeply uncertain and worried about what I'm doing, about the value of my paintings in relation to society today and about the practical business of making a living. I'm so engrossed with the future; I rarely think about what I have done. However, looking back, I realise I must be committed to painting, otherwise I wouldn't have

continued. I don't know where this commitment has come from but since I was about eight painting has been a big part of me. Somehow, I have survived as an artist, having undertaken many uncertain projects and taken many financial risks. After everything I have done, I have a strange sense that I'm just beginning.

Patience is certainly important, although I'm a very impatient person. The journey as an artist is measured in terms of a lifetime. My work moves forward steadily but very slowly. Patience is certainly needed with each project, especially narrative landscape painting where one is completely at the mercy of the weather. While watching the art world change and develop, with fashions that come and go, I must stay true to myself and march forward quietly making the paintings that are within me. It often feels like climbing a mountain in a storm, one must just put one's head down and step by step push up the slope.

Q. When I look at your work, I feel a whole back story, a whole world that we as a viewer don't know but you are letting us see a

rare showing of. You have seen so many amazing and versatile back stories and worlds across your career, from landing in total darkness in Helmund and jumping out with body helmet on the wrong way or climbing up the Himalayas with Led Zeppelin playing on your personal radio as you painstakingly navigate the many mists and altitudes to paint - in my personal opinion, your best work. How does an artist so successfully charge all the information and events they have seen and experienced into one single image whilst keeping the visual power and rawness of the single image?

I should say that that all the projects I have undertaken have directly or indirectly come from my interest in landscape painting, from the painting of remote mountain landscapes which require physically demanding expeditions to the more pedestrian paintings of country houses. This is absolutely central to what I am about as an artist.

Each project presents an overwhelming amount of visual information, however,

there are clear moments when an image or feeling resonates with me. This is mostly brought about by a subconscious process although sometimes it is informed by a brief that has been given to me from a client. There is then the process of transferring this 'clear moment' into a physical object, in my case a painting, which often involves the making of many studies and many paintings, many of which simply don't work. There is a lot of fumbling about and stumbling across possible solutions. Quite often the final work is a combination of all the above and then something else quite random that I have come across from a completely different source.

Q. You have talked on the paradox of old and ancient mediums like painting to illustrate the advanced battlefields of the 21st Century. However, you also noted just how far the painting of warfare has gone and what a varied history it has; some to display the many medalled Generals and Colonels, some to display brave soldiers in the battlefield and some to display civilians caught in the crossfire of war. Could you rank these three pieces of art of war and why?

Lady Elizabeth Butler's *Scotland Forever!*, John Singer Sargent's *Gassed* and Francisco Goya's *Esto es Peor* (in English: *This is worse*)?

It is difficult to rank these three works as they have all been generated through very different circumstances.

It might be worth briefly saying something about the relationship between war and artists. Artists have been depicting war in some form as far back as human history goes. Sadly, it seems to be part of our way of life and artists generally represented it to celebrate or mark significant battles,

often as a way of politicising campaigns. The Bayeux Tapestry is a good early example. I have read that during the Anglo Dutch war in the 17th century, the Dutch built ships for their artists to paint from during sea battles. Obviously, before photography the only images of war were paintings or illustrations. The bosses of Newspapers would often send artists to battles. The images these artists made during the battles were transported, sometimes at great expense, back to be printed. These images could greatly influence the sales of newspapers. Today, photographers and other media have taken over this role. I find it interesting that despite photography artists are still sent to war zones to make work; some simply make narrative renderings of scenes while others try to dig deeper into some other aspect of war. The British military has a strong tradition of commissioning paintings. The Imperial War Museum in London has a fantastic collection of artworks.

The artists you mention each have a significance. Lady Elizabeth Butler was important at her time simply as she was a successful 'woman' artist. She never went to war but she is famous for having the cavalry charge her in Hyde Park so she could get a sense of a cavalry charge which she conveys extraordinarily well in her painting 'Scotland Forever'. John Singer Sargent's massive painting 'Gassed' depicted the horror of modern warfare, quite different from the majority of his work which tended to glorify people or scenes. I have read that Sargent turned up at the front in his white suit and asked if they stop on Sundays. I've no idea if this is true but I think it reflects well how the public at the time had little idea what was really going on at the front. Goya's painting 'Esto es Peor' which depicts the depravity of war, a revolutionary idea at his time, goes on to be highly influential to the development of

'modern' painting. I have read that Picasso and the surrealists were inspired by this work.

Q. The Bond Street Gallery* is normally associated with pre-1900 European paintings and the work of Old Masters than with any contemporary artist. However, your work has been described in quotes as the "annual expedition to the rule." Does it feel safe and comforting as a working artist to have a good perception and image already established or is it more uneasy as it may feel that it tries to draw a box around you and what you can accomplish and progress to later in your work?

I exhibit with the John Mitchell Gallery, an Old Master Gallery, because we have the same interest, that of the early romantic mountain painters. Many of the first climbers were artists. They initially invited me to exhibit with them after seeing one of my mountain paintings over 15 years ago. William Mitchell, who is also an experienced climber, is establishing himself as the authority in mountain artists, especially the early romantic artists. This interest in mountain painting bonds us and makes us unique. I'm the only living artist they exhibit, and I feel this gives me a privileged position of being their contemporary mountain painter.

Exhibiting with an Old Master Gallery does distance myself from the contemporary art scene which I find difficult. In my mind, the work is perfectly valid in a modern environment. Most of my paintings are framed in simple box frames giving a sense of an object in a box rather than just a painting of a scene. Also, I'm working on making large paintings, with robust paintwork, which changes the nature of my work.

Q. From your first commission of a water colour study of the home of the interior designer Tessa Kennedy to your most recent commission, a 2019 oil painting of Dents de Midi, you have had many commissions from portraits to landscapes across your career. How much do you think the commissioner should have a say in what the commission looks like and how much do you think the artist should have artistic expression?

It is a difficult balance, but I do my best to make something that the client is really happy with. Sometimes this means making a kind of painting that I wouldn't normally think of, however, generally people come to me because they have seen what I do and want something similar.

Q. The often monochromatic and sometimes cool palette of your project 'A Year with MI6' conveys a unique atmosphere: one that is mundane but also filled tension and uneasiness, like otherwise ordinary grey clouds hovering together, building for a storm. Likewise, the information and artistic freedom was limited with the project as it was commissioned by the Secret Service and certain parts of what you saw was censored and you were vowed to secrecy. What were the effects, artistically, of working on such a project that limited a lot of an artist's choice in its own project?

I have to say that MI6 gave me as much access as was possible without compromising security. I wasn't shown anything that was secret or sensitive. They didn't censor many of my paintings, although everything was heavily vetted before being made public. There were a few 'bits' I had to change.

The paintings were, on the whole, quite generic, just giving a sense of what working at MI6 was like.

The constraints of working in such an environment are, to me, generators of work. Not being allowed to use photography resulted in much of the work being done in situ, often in very difficult situations, giving the work a raw and gritty feel, which gave a much more realistic sense to life in MI6. There are a few paintings that I'm unable to explain in full which gives them a sense of surrealism, which in a way conveys an aspect of working in such an organisation. Also, for over a year I worked in absolute secrecy. This gave me a very real sense of everyday life for someone who works for MI6 which I tried to convey in some of the work. The monochromatic aspect of much of the work just seemed appropriate to give a sense of mystery.

Q. Your most recent and upcoming exhibition, EDGE, which will focus on paintings of North Norfolk, has been inspired by the works of English Landscape painter, John Constable. You first saw Constable's work when you eight and I'm sure it held a lot of influence on your artistic growth. Do you think it is important for artists to trace back and rediscover the works of art which first inspired them, which helped to mould how they see the world? Is artistic growth as much about learning from the past as it is about progressing forward into the future?

Learning from the past is essential. You will find that most successful artists or designers, however crazy their work, look to history for some form of inspiration. Although artwork or designs today may look very different to those objects from the past often

many of the essential ideas are much the same. It is just that the development of materials and design processes have advanced giving designers and artists new vocabularies to choose from. This is a huge generalisation but certainly learning from the past is crucial to move forward.

In relation to my own work, I am still very inspired by the work of John Constable and much of my landscape work reflects this. However, I am also looking at the work of artists like Jenny Saville and Gerhard Richter. In particular, I look at their paintwork, much of which can be found in the work of John Constable, although Constable's work is on a much smaller scale. Often in my mind I take one of Constable's small studies and imagine it as a huge painting. Suddenly it becomes something different and 'contemporary.' I am working on this notion to move my work forward although finding opportunities to do this are difficult.

Q. And my final question, if you could give one piece of advice to all young and inspiring artists across the world, what would it be?

I think it would be 'do' what you love doing. I remember on my first day at the Royal College of Art we had a talk from the Rector. His advice was that whatever one is doing, however crazy or mundane, keep doing it.





INTERVIEW:
OA JOHN KEAY (B60)

In November 2020, we were delighted to interview acclaimed OA historian John Keay (B60) and discuss his time at Ampleforth, his journey beyond the Valley and even his love of trout fishing. The conversation was particularly poignant for the interviewer, Bron Bury (former Ampleforth Society and Marketing Coordinator), who was inspired to study History at university after reading John's 1991 publication, *The Honourable Company: A History of the English East India Company*.

Q. Please tell us about your memories of SHAC. Were there any particular moments which sparked your interest in modern history?

I studied at Ampleforth between 1955 and 1960, during which I experienced Ampleforth from two

locations: from the main school building and from a unit hill when St Bede's House was relocated. I was not particularly interested in world affairs whilst at Ampleforth. However, I do remember being drawn into history because of the great teaching I experienced. I was taught classes by Fr Hugh Aveling, Tony Davidson, and Thomas Charles-Edwards, all of whom I found most inspiring. I also found the Library to be a fantastic resource. In my last two years at Ampleforth, I would certainly say I experienced an intellectual awakening which was very much stimulated by my education in the Valley.

I do have some memories of playing rugby and cricket at Ampleforth, though I was not particularly distinguished in either. Another vivid memory I have from this time is when it was announced that National Service was to be abolished. The announcement came during assembly one morning and I clearly remember the applause and

cheers which immediately echoed around the big passage and along the school's corridors.

I was also fortunate to be joined at Magdalen College by my core nucleus of friends from Ampleforth, many of whom I remain close with to this day.

Q. I understand that it was during a fishing trip to Kashmir in 1965 when you initially became interested in Far Eastern affairs. What else drew you towards writing about India and the Far East?

During my time at Ampleforth and Oxford, I had little knowledge of India or the Far East, nor any family connections with the region. However, after university, I had the opportunity to go on a fishing trip to Kashmir; I first got into fishing when at Ampleforth. I returned to Kashmir the following year after 'dropping out' of my job in advertising and stayed in the region

for six months, where I spent my time writing and fishing. It was during this time when I became a freelance journalist, primarily focused on the political and civil unrest in Kashmir. My writing eventually caught the attention of the *Economist*, and shortly afterwards I became one of their chief political correspondents for the region.

It was at this time I was stereotyped as being someone knowledgeable on all Indian affairs. In fact, at this time I did not know much of the region as a whole; to this point my knowledge was primarily on Kashmir. As a result, more assignments came along, eventually leading to me being asked to help produce the revised copy of John Murray's *Handbook to India, Pakistan, Nepal, Bangladesh and Sri Lanka* (1975), and later my first book, *Into India*. My career in broadcasting also followed shortly afterwards, including programmes for both BBC Radios 3 and 4.

Q. You are commonly praised for the flair of your writing. When reading 'The Honourable Company' I felt

completely immersed in the story of the EIC, and you have been commonly praised for the fast pace of your books.

In both your writing and broadcasting, did you ever consciously set-out to make history accessible and engaging to readers?

I feel quite strongly about this subject. I believe history should not be an academic subject; I have never considered myself to be an academic. I believe that writing is equally as important as research. Indeed, as my income comes from the sale of my books, I am always conscious that my writing is enjoyable and engaging.

As well as delving into the archives, I have also personally found that experiencing things first-hand is valuable and is a legitimate form of research.

Q. When reading the expanded edition of 'India: A History', I noticed that the book features a front-page quote from another OA, William Dalrymple (E83), as does 'The

Great Arc.' Do you ever find yourself working with other OAs, either by coincidence or intentionally?

William is an interesting example. We are almost a generation apart in age and it was a long time until I realised he too had studied at Ampleforth. Our connection was more of a coincidence, and unlike William my interest in India was not pre-ordained. Another Old Amplefordian writer I remain in touch with is Philip Bowring (A60); we regularly meet together in the UK.

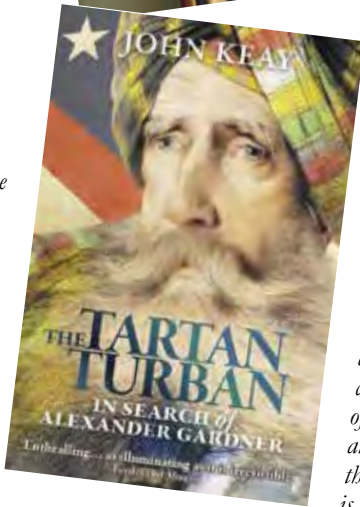
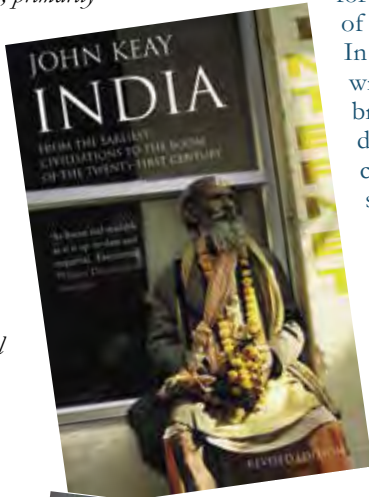
Q. What advice would you give to any aspiring historians or journalists currently studying at Ampleforth?

I would encourage the students to take time to enjoy the pleasure of writing. During my time at the school, I entered several writing competitions which offered me the opportunity to develop my writing style. I found this to be a particularly satisfying exercise.

Similarly, if you know you have a passion or an interest: go for it. I would also advise the students to always be ready to cut their losses. Sometimes change arrives as a force of circumstances, but I would recommend that you try to focus your efforts as much as possible.

Q. If you could go back in time to 1960 and speak to a young John Keay at Ampleforth, what advice would you give to him?

Be brave and get out there. Don't be afraid of doing something different and not doing what everyone else is doing.



THOUGHTS ON THE PROCESS OF USING AMPLEFORTH GLOBAL



On Ampleforth Global, the OA private platform has 1439 users and 70 percent of those users are willing to help. From meeting for a coffee, opening doors at a workplace, offering work experience or insight into an industry, speaking or become an ambassador, Mentoring is so important because of the impact of what it can do for you and for each other.² With a jobs feed that updates every day as well as contact information for each other and forthcoming events you will also find groups from Mentoring to Sports so reach out and connect with each other.

Here OA Henry Bridel H18 tells us about his first experience using the platform and finding a mentor

I first logged on to Ampleforth Global near the end of my first year at university, however only after looking at possible future career options in my second year, did I properly look at the website and was presented with a huge number of possible contacts and people I could

talk to; whether just for general information about a certain job path, or for more concrete advice on CVs, experience etc. I was surprised by the huge reach of the network that Ampleforth can provide into dozens of careers, with many people in important managerial positions. I took the fact that they were on the website at all as a sign that they would consider helping even if they didn't advertise this fact plainly. As I was looking for advice on how to get into a career in law, I narrowed my search to only those people who were part of the legal profession. Among those who were part of the website was an OA whose son was in the same year at Ampleforth as me. I emailed him directly with the email he had supplied on the website and arranged a call later in the week. The conversation was productive in that it helped place myself within the wider context of the legal industry and how I still had time before people usually considered entering the profession. He was extremely helpful both in how he provided plenty

of possible schemes and internships for me to look at while still at university, while also helping me realise what would make me stand out, applications-wise in a crowd.

An important aspect and advantage was that it was an individual conversation and one that gave more ideas and advice than any number of careers fairs or webinars can provide, though they of course remain useful in many ways.

A difficulty I found once having left the valley is that people's timelines differ enormously, for example, I'll have left university by the time some of my OA friends will be just beginning. It can be hard to situate oneself in a particular process, be that applying for internships or when generally planning for the future. The ability to speak to OAs who have familiar mind-sets and can help in this way is extremely beneficial and made me extremely grateful for the network and the tools that are provided when one has left Ampleforth.

Photo Credit: Courtesy
of Big Hit Entertainment



CONNECT, BTS

On 5 February 2020 on New York's Brooklyn Bridge Park Pier 3, Antony Gormley (W68) introduced his new international art project *Clearing* in collaboration with the pioneering global superstars from Korea known as BTS.

CONNECT, BTS is an international art project taking place in five cities on four continents, in Berlin, Buenos Aires, London, New York and Seoul, developed by a group of curators under the artistic direction of independent Korean curator, Daehyung Lee on behalf of BTS. Antony is one of the 22 contemporary artists taking part to provide a fruitful and democratic cross-pollination between the worlds of rarefied visual art and pop music.

Antony's *Clearing* had its beginnings in 2009 and has existed in iterations since then at major museums all around the world. For the first time it is exhibited outdoors and speaking about it, Antony said: "This is the first time that I have attempted to make *Clearing* without architectural support. I am enormously excited about the opportunity of making this energy field in conversation with Manhattan across the waters of the East River. It can be seen as an evocation of human connectivity, a materialisation of the energy of the people that view it and the people that made it."

Clearing is conceived as a single line made up of more than 11 miles of square aluminium

tubing that loops and coils without beginning or end, rising to a height of nearly 50 feet, turning itself into an environment for the viewer that counters the grid of modernism and the city with swooping lines of energy.

Antony said it was visionary and extraordinary that BTS wanted to do this collective cultural project. The power of art to transcend boundaries and bring high concept contemporary art to the masses. CONNECT, BTS draws motifs from parts of BTS' philosophy that centres around diversity, love and care for the periphery, as well as communicating and fostering connections that transcend barriers. Audiences visiting the exhibitions were able to access special artwork introduction videos recorded by BTS.

For those of you who don't know who BTS are, they debuted in 2013, after three years training together. The members of BTS are RM, Jin, SUGA, j-hope, Jimin, V and Jung Kook. All aged under 30, they have been gaining recognition for authentic, self-produced music and top-notch performances putting Korea firmly on the map. They regularly make charitable donations and inspire the fans to work with them on these endeavours.

#CONNECT_BTS

#CONNECT_BTS_NEWYORK

www.usbtsarmy.com/connect-bts



Photo Credit: Courtesy of Big Hit Entertainment

About Antony Gormley

Born in London in 1950, Antony Gormley has had a number of solo shows at venues including The Royal Academy of Arts, London (2019); Delos, Greece (2019); Uffizi Gallery, Florence (2019); Philadelphia Museum of Art, Philadelphia (2019); Long Museum, Shanghai (2017); Forte di Belvedere, Florence (2015); Zentrum Paul Klee, Bern (2014); Centro Cultural Banco do Brasil (2012); Deichtorhallen Hamburg; State Hermitage Museum, St Petersburg (2011); Kunsthaus Bregenz (2010); Hayward Gallery, London (2007); Kunsthalle zu Kiel; Malmö Konsthall (1993); and Louisiana Museum of Modern Art, Copenhagen (1989). Permanent public works include the *Angel of the North* (Gateshead, England), *Another Place* (Crosby Beach, England), *Exposure* (Lelystad, The Netherlands) *Chord* (MIT – Massachusetts)

About Brooklyn Bridge Park

Brooklyn Bridge Park, one of the largest and most significant public projects to be built in New York City in a generation, has transformed a once dilapidated industrial waterfront into a vibrant and thriving 85-acre civic landscape. The self-sustaining park, spanning 1.3 miles along Brooklyn's East River shoreline, was designed by Brooklyn-based landscape architecture firm Michael Van Valkenburgh Associates, Inc. and features expansive lawns, rolling hills, waterfront promenades, innovative playgrounds, a greenway, sports facilities and the popular Jane's Carousel. Brooklyn Bridge Park sees five million visitors every year between Memorial Day and Labor Day. The Brooklyn Bridge Park Corporation (BBP) develops, maintains, and fully operates the Park as a 501 (c) not-for-profit, controlled by the City of New York, and oversees all Park operations, including horticulture, maintenance, capital planning and construction, event permitting, and concession oversight.

Monastery Lockdown Life

by Fr Richard Field (A59)

What has been the impact of lockdown in the monastery?

We have been much more fortunate than most people because of being already an enclosed community, although two monks out for a walk on a Sunday afternoon were stopped by a Police Car on the road to the lakes and had some difficulty in convincing the officer that they lived in the monastery. The biggest effect has been on our pastoral activity. This has been both negative and also enormously positive. It has meant that we have been unable to visit people who are sick and that people have not been able to come into the church to share in the Mass or the Office. Even when there was some relaxation in the restrictions, we were still only able to celebrate a Public Mass twice a week, separate from the Community Mass and with only limited numbers of people who had to book beforehand and squads of monks sanitising all the benches afterwards. We learnt of one religious community in which a priest insisted on taking Communion to the sick, which resulted in three of his community, not himself, dying of Covid.

But most of us have agreed that we have benefited from the lockdown as a community. With few of us having to be away for various reasons, we have felt that we have grown closer together as a community. It has been extremely heartening to find how many people value our prayer in choir, which is the main reason for our existence as a monastic community. Before the lockdown we were already livestreaming our office and we know that many people listened to it regularly. The lockdown led us to introduce video streaming for our daily conventual mass and many people have expressed their appreciation of being able to take part and to listen to the homilies. Thousands joined us online for the Easter Triduum.

This in turn led to the initiative of the daily Home Prayers. These are streamed each morning at 10:00am. Lasting less than five minutes, people at home can join in using the texts downloaded from our website and the monk whose turn it is to present home prayers gives a very brief reflection as well. Encouraged by the number of people who tuned into home prayers, Fr Kevin introduced a

series of weekly Home Retreats on Saturday mornings. These are video streamed and consist of a 15 or 20 minute talk by one of the monks. These too have reached hundreds of viewers because they are available afterwards on YouTube. So, paradoxically, the lockdown has vastly increased the number of people to whom we have been able to minister.

As we got used to sharing online and gradually acquired some new equipment, such as cameras and computers, we found that monks who are away from Ampleforth, on parishes, in Zimbabwe or wherever, are now able to take part in community discussions online and to hear Fr Abbot's talks to the community instead of only being able to read them afterwards.

The numbers of people able to take part in the virtual St Laurence Ethics Forums have been greater than when they were in London or Oxford, though one misses the opportunity to meet people and chat afterwards.

As a House Chaplain, there have also been good and bad

effects. I am only able to go into St Cuthbert's once a day for evening prayers and cannot join in any social interaction. On the other hand, it has been rewarding to celebrate Mass with the whole House on Sundays, though the downside of that is that there are now many students who have never seen the inside of the Abbey Church. However, regular House Confessions in the enclosed Crypt chapels have been able to continue with two metre distancing.

It was a privilege to be asked last year to take up again the post of Chaplain to the Ampleforth Society that I had relinquished in 2003 when I went to join our Monastery of Christ the Word in Zimbabwe. The Ampleforth Society is so much more than just an alumni organisation. One illustration of this is the latest initiative of setting up, alongside the Directory of Professional Mentors, a list of OAs involved in all sorts of voluntary activities, from running Scout Groups or being a School Governor, to being active in the Society of St Vincent de Paul or Master of Ceremonies in one's local parish, from prison or hospital

“There is a unique bond between those who have been at Ampleforth, whether for short or long periods and it is the Mass that celebrates the cross between this horizontal bond and the vertical bond with the Lord that is common to all of us.”

visiting to supporting asylum seekers or juvenile delinquents. These people will be willing to give advice or support to anyone considering these activities. Abbot Robert has recognised the special role of the Society by recently adding them to our prayers at the end of Matins each morning. We have been praying for those suffering from the Covid pandemic, for survivors of child abuse and now we pray each day for the Ampleforth Society as well as the Lourdes Hospitalité. We have always added the names of those who are sick or who have died and the Chaplain celebrates Mass for individuals who have died. There is a unique bond between those who have been at Ampleforth, whether for short or long periods and it is the Mass that celebrates the cross between this horizontal bond and the vertical bond with the Lord that is common to all of us.



DATES FOR THE DIARY

In light of the ever-changing situation with the pandemic it has been very difficult to plan. We do hope in the forthcoming months to return to some physical events, whilst also keeping the very best of our online offer. Please do keep checking the website for up-to-date information, as well as social media channels, LinkedIn group and Ampleforth Global for updates. All being well, in 2022 we will have many events in person and we look forward to seeing you all soon.

2021 Events

November

- 6 Ampleforth College Open Morning
 - 10 Brompton Oratory London, Mass and Pizza evening
-

December

- 2 Under 30s OA Dinner; London at Granaio
 - 3 Christmas Carols, Farm Street, London
 - 8 Sussex & Kent OA Dinner
 - 9 Yorkshire Drinks at Ampleforth
-

2022 Events

January

- 13 Ampleforth College e-Open Evening
 - 27 Poland e-Compass for Life Reception
 - 29 Ampleforth College Open Morning
-

February

- 9 Belgium & Holland e-Compass for Life Reception
-

March

- 3 Ampleforth College Asia e-Open Evening
 - 15 Vienna Compass for Life Reception (in person)
 - 24 Ampleforth Society in Ireland (in person – details tbc)
 - 26 Old Amplefordian Armed Forces Dinner; In & Out Club, London
-

April

2/3 2020 Leavers' Weekend OA Reunion weekend, Ampleforth
28 Edinburgh Compass for Life Reception (in person)

May

7 Ampleforth College Open Morning

June

9 Ampleforth College e-Open Evening
15 Hong Kong e-Compass for Life Reception
22 Malta e-Compass for Life Reception
25 Ampleforth College Open Morning

We are also finalising dates for the following:

OARFC Black Tie Dinner

Rescheduled event from 2019 date

Spring 2022

OA Networking Dinner TBA

Summer 2022

Ampleforth in the Country - Rural affairs networking outside of London

Summer 2022

Ampleforth Society Summer Garden Party, London

Summer 2022

St Benet's/Oxford Summer Drinks

Autumn 2022

OA Networking Dinner

Autumn 2022

Ampleforth in the City Networking Event at Gallaghers, London

2022

OA Music and Media Drinks, London

2022

OA Property Drinks and Lunch, London

2022

Industry specific lunches

2022

Virtual and in person Ethics forums

For more information and to keep up to date on new events as they are announced, please go to the Ampleforth Society website or Ampleforth Global. If you have any questions about upcoming Ampleforth Society events, please contact Dionne Saville via: societymail@ampleforth.org.uk



A Community that Creates Impact

The alumni and supporters of Ampleforth College have always gone above and beyond to create real value in the world, in small and large ways. As we look to rejuvenate our community in the wake of Covid-19, it is time to celebrate your generosity and the gift of the wider Ampleforth family.

What has struck me in the year since I took over responsibility for Development is how incredibly strong and vibrant this community is. This is something all of us with connections to Ampleforth have always known, but to see it in action over this difficult year has been a source of joy in times that would feel much harder without this community.

Virtual events, talks, quizzes, Mass, Lectio Divina, WhatsApp - the list goes on and I know I am only seeing a fraction of the connectivity of this Ampleforth family. No other Alumni, Parents and Friends network in the world remains this close to each other, across ages, interests, continents and, even, pandemics. You will have read in this special edition of the Diary about the wider Ampleforth community and its activities during the last year and a bit, it is for me to reflect more on what this community achieves as we begin to look ahead to the future.

There is no doubt that Old Amplefordians have a strong culture of giving back to their community. When speaking to an old boy from another prestigious institution he said, "In my life and work I have always been able to spot people from Ampleforth, they are just kinder, warmer, better people." I certainly would not dispute this statement! We see this spirit of generosity in the incredible Movember efforts of the OARFC, in memory of their dear friend Ben, raising over £22,000. Last summer the Ampleforth Lourdes Pilgrimage fundraiser "A Pilgrimage for Pilgrimage" saw people from their own homes cover not just the distance to Lourdes but to Fatima, and back. I have spoken with Old Amplefordians who sit on Charity Boards, volunteer in their parish, help others in their community and do incredible things to benefit those in need. Our own students completed the Big Walk, they continue to do great things through FACE-FAW and the list of acts of service and generosity go on and on.

What has truly blown me away is the willingness of Old Amplefordians, Parents, Former Parents, Grandparents and Friends of the College to help current and future generations of Amplefordians. Even in these difficult times,

so many of you have reached out offering to help, either volunteering to get involved in the Society or College, speaking up about your experience of receiving a bursary, funding key projects in the College, pledging a legacy in your will to support future generations or making regular monthly contributions to the bursary fund.

The cumulative impact of your generosity on the lives of our students, now and in the future, is incredible and set to grow. In the coming months we will be releasing the first Impact Report from the Development Office, showcasing the support that we receive and how it helps us to transform educational experiences at Ampleforth College.

I look forward to working with you all in the coming years to see us all rally together to enable Ampleforth College to flourish, here in the Valley, and as a global community made stronger, not weaker, by the last year and a half. Please do feel free to get in touch at any time and I hope to see many of you as soon as possible.

Emma Craig
Development Office

How to go on Pilgrimage in a Lockdown



Since the 1950s the monks of Ampleforth Abbey have led and accompanied a Pilgrimage to Lourdes every year, until now. Over the course of 2020 and 2021 the Ampleforth Lourdes Hospitalité sought ways to bring together this Pilgrimage family of Monks, Old Amplefordians, College Staff, Oblates, Assisted Pilgrims and friends of Ampleforth in new and digital ways. Whilst there has been great sadness due to not being in Lourdes together, this community has grown stronger

and more inclusive by reaching out to each other, culminating in two Virtual Pilgrimages over the last 18 months.

Every week up to 40 households have met on a Monday night via Zoom to pray the Rosary; there has been weekly Lectio Divina and the very popular “Thirsty Thursdays” every month, bringing together up to 90 people all around the globe for a short reflection from a Chaplain and plenty of time to catch up online.

There was a special Mass on the Feast of Our Lady of Lourdes, celebrated by Fr Edward from the Upper Chaplaincy, with 100 households tuning in. Fr Abbot celebrated Mass for us in March, live from the Abbey Church, with 300 people viewing in addition to the normal virtual congregation.

Younger members of the Pilgrimage volunteered to help those less technically savvy to become Zoom and YouTube experts over the last 18 months. There was a team of helpers who spent 2020 reaching out to those Pilgrimage members and Assisted Pilgrims who have been at the most risk of isolation at the height of lockdown; checking in, praying together, and ensuring they know how important they are to our Ampleforth Pilgrimage family.

In 2020 we ran a lockdown fundraiser “A Pilgrimage for Pilgrimage”, where Hospitalité members collectively wheeled, walked, cycled, swam and ran the distance to Lourdes from their own homes. In the end we “made it” to Fatima... and back! This raised over £15,000 for future Pilgrimages and enabled us to make donations



to the Accueil Marie-St Frai in Lourdes, as well as to the monastic community at Ampleforth to help with Live Streaming equipment. Congratulations to our top fundraiser David Craig (H66), who singlehandedly raised a third of our total!

From 16 - 23 July 2021 the Pilgrimage ran online for the second time, with a wide range of activities bringing together over 250 individuals and families for Mass, praying the Rosary, Lectio Divina, children's activities, talks and the ever-popular Ward Party and Café Society. The week was devised and delivered by the Virtual Pilgrimage Working Party: Diana Williams, Fr

Ambrose, Tim McKeever (C13), Nik Birkett, Emma Craig, Philip Westmacott (O71), Ros Wood and Hamilton Grantham (H93).

The week opened with a beautiful Mass from the Abbey Church, celebrated by Fr Ambrose, and a powerful opening talk from Fr Abbot. Many members of the monastic community and other Pilgrimage Chaplains worked alongside Pilgrimage members to enable a virtual Torchlight Procession, daily Mass, Stations of the Cross, Exposition of the Blessed Sacrament and a whole host of activities. There was beautiful music throughout the week provided by talented

members of the Pilgrimage including Tim McKeever (C13), Mary-Clare Ridge (A11) and Mark Pickthall (B73).

We were blessed this year with a Live Streamed Mass for the Ampleforth Pilgrimage from the Grotto celebrated by Mgr Xavier d'Arodes, Vice-Rector of Lourdes, with Paul Williams (T69) representing the Pilgrimage as our candle was lit and Mass offered for all our intentions.

It was very evident from the start of our Virtual Pilgrimage this year that the longing to be back in Lourdes is now stronger than ever. Please pray hard that we will be able to return in 2022.



OLD AMPLEFORDIAN CRICKET IN THE VALLEY

During these strange times there is nothing quite like the sound of leather on willow in the Valley. We were very lucky that over the last year we have still managed to host the Old Amplefordian and Emeriti Cricket Clubs here on the spectacular Match Ground. Whilst our traditional style of hospitality in the Pavilion may have been affected by Covid, the atmosphere around the boundary was fantastic. Over the May Bank Holiday in 2021 there were picnics galore, with Fitzherberts, Codringtons, Philips, Ainscoughs, Craigs, Walkers, O'Kellys and many more cricket dynasties all reliving Exhibition matches from decades past, some in spectacular style. The OACC Chaplain was never far from the ground and Fr Edward's binoculars were out in force, accompanied by excellent match commentary.





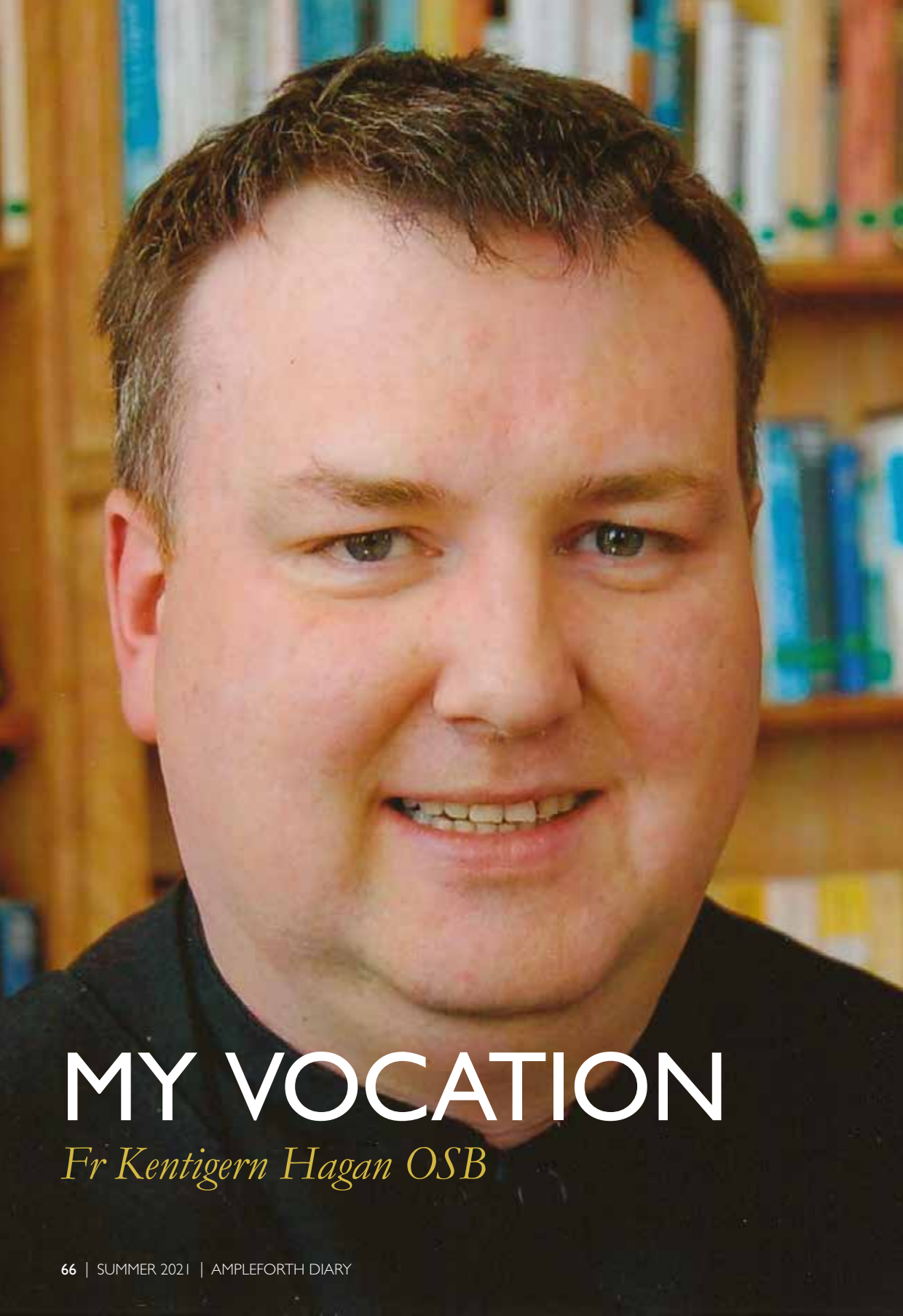
Future Ampleforth cricketers were known to invade the pitch during tea, and we look forward to both men's and women's sides representing the Old Amplefordians in the future. Cricket is synonymous with the Valley, with our Pavilion and grounds being unrivalled in the North. The introduction of a new tournament pitching the Old Amplefordians, Old Gregorians and Old Aysgarthians against each other was a brilliant addition to the calendar. We look forward to cricket continuing to go from strength to strength, with the accompanying warmth and support of so many past and present Ampleforth cricketing families.

If you are interested in supporting the future of cricket at Ampleforth please contact Emma Craig in the Development Office – emma.craig@ampleforth.org.uk









MY VOCATION

Fr Kentigern Hagan OSB

“Don’t be a monk. Monks are not cool”

These words provide one of my few quibbles with my time travelling friend. However, if only they were the limit of the sentiments expressed by my secondary school contemporaries.

I don’t have any dramatic story of conversion which led to the development of my vocation. So too, I don’t claim to be anything special either, but my vocation was just something always there. From as young as I can remember there was a tug, undefined at first, but gradually becoming clearer.

I wasn’t overly pious growing up – I went to Mass each Sunday and Holy Day, but that was it. I suppose I was fortunate to have known and been influenced by monks from my grandparents’ parish (St Mary of the Angels, Canton, Cardiff) from the beginning. It was one of these, Fr Bernard Boyan, who had become a close family friend, who had a key role in nurturing my vocation.

I would stay with him when he moved to work in Liverpool and from there one summer he brought me to visit Ampleforth. I was thirteen years old. From the first moment of my arrival I just

felt at home and that was that. Until I was accepted into the Novitiate in 1987 I would spend holidays at the Abbey, getting to know and becoming known.

Thus I return to my beginning. My last few years at school became a nightmare as contemporaries found all sorts of ways to hurl abuse at me and my family for being so utterly weird. Strangely, once I had entered the Novitiate those same characters became supportive and curious as to my life.

From this point in August 1987 my monastic life has just progressed, with a few bumps along the way. I was Simply professed in September 1988 and Solemnly Professed in August 1991.

It was perhaps here that I faced my biggest “bump”, the question over my maturity. The Feast of the Birthday of John the Baptist, and the words of the prophet Jeremiah *“Before I formed you in the womb, I knew you...”* helped me find my way through.

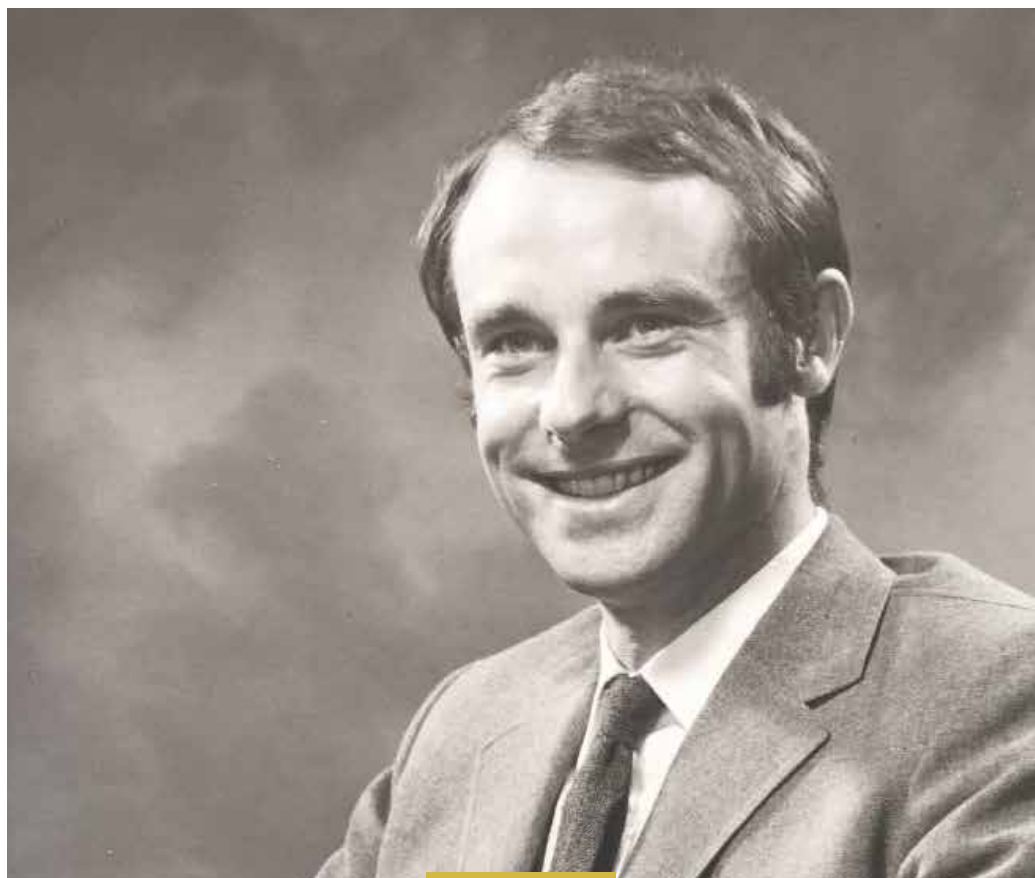
I was ordained priest in June 1998, one of six ordained by Cardinal Basil. Amongst all our families and friends gathered in the Abbey Church was the Welsh Contingent in national

costume and waving flags and daffodils – much to my embarrassment.

The rest of the story is essentially a CV: four years at St Benet’s Hall studying History very badly, fifteen years teaching at Gilling, eighteen years serving the parish of Our Lady & St Chad, Kirkbymoorside with St Mary’s Helmsley and currently Warden of the Visitor Centre, Sacristan and Chaplain to St Margaret’s House.

There have been a few adventures: Fire Squad, Sports Liaison (through which I had the privilege of getting to know a number of sports personalities), redevelopment of the monastery model railway, founder of the SMA Centurions Flag American Football Squad, and my immersion in the adventures of a certain Time Lord with a Blue Box.

To end, another quotation which perhaps sums me up. *“There’s no point in being grown up, if you can’t be childish sometimes.”* Even though there has been some development of maturity over thirty two years of monastic life, there is still something of “Peter Pan” in me – never quite growing up.



Professor Michael Clanchy (D54) (1936-2021)

By Alastair Dunn, Ampleforth College's Designated Safeguarding Lead



Photo Credit: Courtesy of www.ucl.ac.uk

Michael T Clanchy was one of the world's most distinguished medieval historians of the last half century, and his work on medieval England helped to reframe the understanding of the Norman and Angevin epochs. Born in Reading in 1936 into a family of Irish Catholic heritage, Michael was the son of Captain Henry Clanchy, RN. Writing on Twitter shortly after his death, Michael Clanchy's daughter Kate notes that at the age of six weeks he accompanied his father as Naval Attaché to Stalin's USSR, until the Nazi-Soviet Pact and looming war forced their departure in 1939. After attending prep school Michael arrived at Ampleforth in the late 1940s, boarding in St Dunstan's, and his teachers included Basil (later Cardinal) Hume. Leaving Ampleforth in 1954, he matriculated as a Scholar at Merton College, Oxford in 1956, which was then one of the great nurseries for medievalists. During his undergraduate years he met his future wife, Joan Milne, a scholar and JCR president at St Hugh's, and later an eminent Headteacher.

Gaining a second class degree, Clanchy did not have funding to pursue postgraduate research at Oxford, and returned to his home city of Reading, where he combined school-teaching with a studying for a PhD at the university. Reading was a great powerhouse of Medieval studies, due to the presences of

Sir Frank and Doris Stenton, and later that of Sir James Holt. Clanchy's early research followed in the traditions of English administrative history, pioneered in the previous century by Bishop William Stubbs and T. F. Tout. His publications established him as a skilled researcher on the reign of Henry III, which helped to bring him to his first university position, at Glasgow, the home city of Joan, where he rose through the ranks to be Reader. It was during his tenure at Glasgow University that Michael Clanchy wrote the work that will forever define his reputation. *From Memory to Written Record* (Edward Arnold, 1979) bears a dedication to his former Merton tutor R. H. C. Davis, but in many respects this work broke dramatically with the past, and was an outrider for the integration of post-modern concepts of text and authorship into the English administrative historical. Clanchy was as much interested in the materiality of the vellum account rolls, the ink and the instruments as with what they reveal of the growth of royal bureaucracy and administrative practice. With chapter headings including 'Memory and Myth', 'The Literate Mentality' and 'Hearing and Seeing', Clanchy's debt to anthropology, and to continental historiographical threads, was clear, and acknowledged. More than forty years since its publication, *From Memory to Written Record* remains a fresh and arresting read. The quality of his prose is clear

from the line 'In Domesday Book lords and serfs, animals and ploughs, mills and streams, all stand in arrested motion like clockwork automata when the mechanism fails.'

Several books followed including *England and its Rulers, 1066-1266* (1983) the success of which is attested by its reissue in three successive editions, with an extension to cover the reign of Edward I. In 1985 the appointment of his wife Joan from the headship of St George's, Edinburgh, to that of North London Collegiate School, necessitated a relocation to London at a time of cuts of Humanities budgets across the higher education sector. In spite of the academic acclaim attaching to his work, Michael Clanchy's teaching at University College, London was not a fully tenured basis, and his research was undertaken without the enabling structure of award-body funding. Notwithstanding these challenges, among his continuing output he produced another ground-breaking work *Abelard, a Medieval Life* (Blackwell, 1997), about which he later spoke on Radio Four's *In Our Time*. In 1999 he was elected a Fellow of the British Academy. On 29 November 2016 he returned to Oxford to speak to a graduate seminar on Peter Abelard's *Ethics*.

After a highly successful career in educational leadership, Joan Clanchy died on 15 January 2021, Michael outliving her by only fourteen days.

News from Ampleforth College, the Ampleforth Society
and Ampleforth Abbey



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