



THE NEW MATRICULATION SYSTEM APPEARS LIKELY TO SUCCEED

Whether or not the new matriculation system will prove advantageous or otherwise depends largely upon the academic standards of the school concerned. Since Boys' High has a highly qualified common room, a record of successful achievements, and will have an adequate reference library in the near future, there is no doubt that the new system will be a success here.

The new system has many advantages to offer the individual scholar. It eliminates the elements of chance that unavoidably accompany a public examination, in which the candidate is subjected to abnormal strains. In the space of a few hours he is expected to regurgitate the essence of what he has absorbed over a period of years.

Unless the candidate is utterly devoid of nerves (a condition not normally associated with high intelligence) and in perfect physical health (a condition not normally associated with burning the midnight oil), his efforts may be no fair criterion of his actual knowledge and understanding.

On the other hand, the new system gives the candidate full credit for all the work he has done during the course. His progress is checked by frequent examinations, which reveal to both his teacher and himself any gaps in his knowledge while there is still time to fill these in.

The new system will also encourage the scholar to work independently along university lines. This experience should reduce the number of first-year failures at university and give the candidate greater confidence in his abilities. It will also dissuade him from last-minute cramming.

One of the possible disadvantages of the system — the chances of a candidate being affected by either favouritism or victimization — has been eliminated by the institution of a revising committee to check the marking of the school examiners, the allocation of examination numbers to ensure anonymity, and the final assessment by the headmaster and the common room.

There is no reason why the new system should not be a complete success in any school which has achieved the requisite academic standards. It is, however, a great pity that although the new system has eliminated the tensions of the examination room, it will not avoid the anxiety of awaiting the results.

David J. Armstrong, 5A.

THREE DAYS ALONE

The smoke has risen through still air
carefully
perfusing the glow
which was an early night.

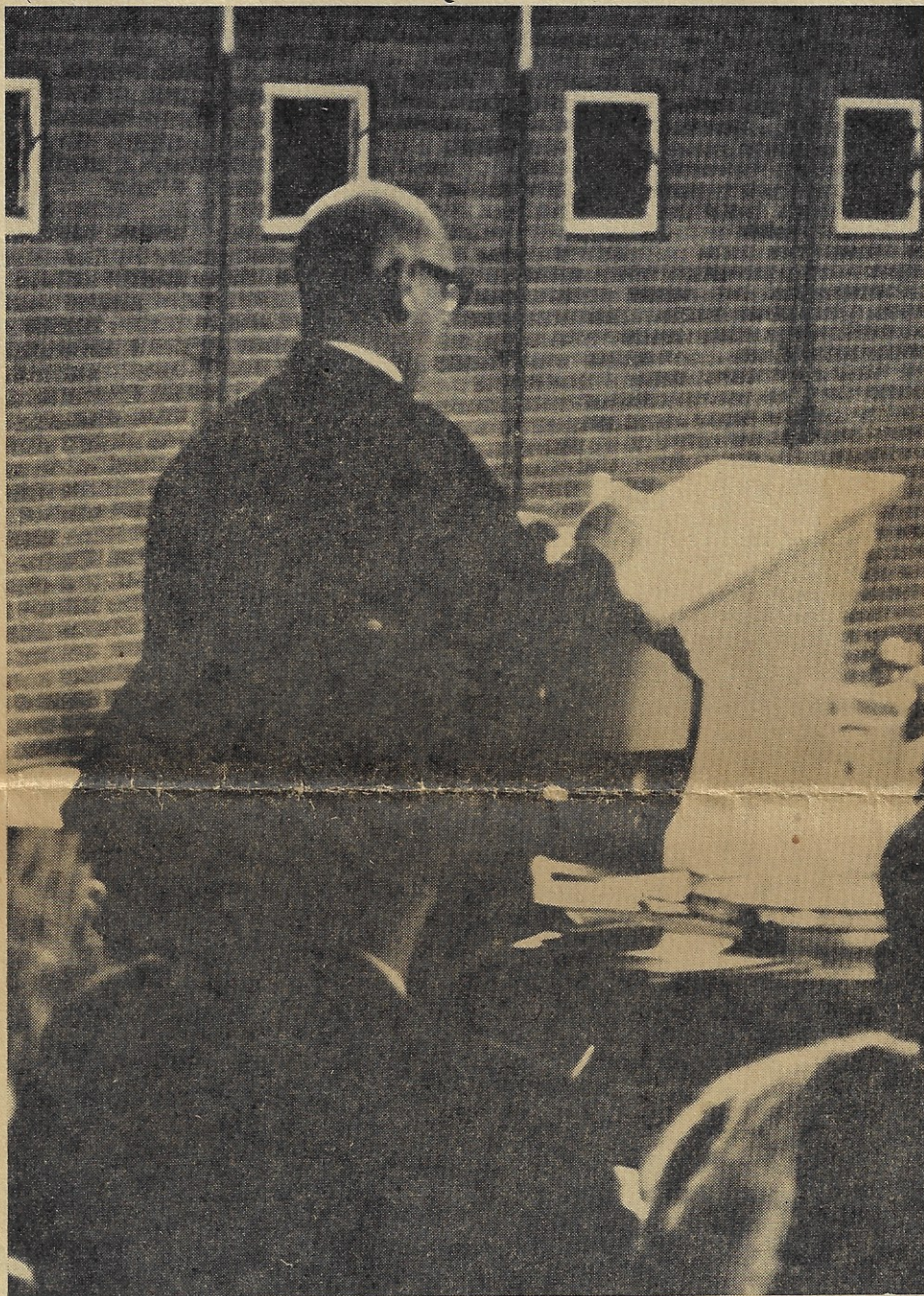
It seems
so long a time
since you stood
and smiled
then led me through my dream
into

your only warmth —
a warmth that's so much
fire
and yet so cool.
Beneath me and
within me
a sea swells and
breaks
upwards and upwards
as if I am a pagan pine
worshipping lost Diana.

Since then
that warmth, so cool
has
slowly
filled
my life,
like slow spring water on a darkening
rock.

C. S. A. Rose, 5A.

45 YEARS



Mr. Brooks, who has been at the school for 45 years, delivering his farewell address at the Valediction Ceremony.

Photo: R. Nänni.

CADETS TIME FOR A CHANGE

At the risk of being accused of a destructive criticism I would like to put forward the views of the majority of non-commissioned members of our very noble cadet detachment.

Ever since Form One, doing the hateful P.T. exercises with the all-to-frequent "come here boy" I can remember cadets as being a farce. One hour a week is utilised to the accompaniment of the loudly-shouted but unintelligible commands of booted, sweaty officers and much mutinous backchat from the ranks, where one can hear numerous "shut-up's" and various other unprintable epithets when an order is shouted.

One sees the identical patiently bored expressions on the faces of all the surrounding cadets, whose position relative to oneself has not changed since February, except when the dressing was good. They are bored, of course, because they have done the same thing on the same dusty field once a week for

a number of years. They are tired of dutifully carrying the lumps of ironmongery dutifully termed "rifles". The cadets will carry out a manoeuvre dutifully but unenthusiastically and untidily — what incentive is there for carrying it out correctly? Their only delight stems from the officer's visible frustration as he hoarsely shouts "As you were" once again.

What is wrong with cadets? Why do cadets not jump to commands like the crack troops of whom they are cardboard imitations? The average cadet realizes that he will probably get more than his fair share of army drill in his post-matric year and is not at all keen to have any before his training. Apart from this he probably finds cadets dull and unproductive. So he only attends a cadet parade if he has not been clever enough to become sick or otherwise excused; he is not interested in his dressing or uniform or officer's commands, and, if one faces this with reason-

ing, why, indeed, should the average cadet care for anything to do with cadets? He gains nothing by it. It certainly does not contribute towards his undone homework, nor does it even put him in a happy frame of mind.

How can one improve cadets for all concerned? Apart from abolishing cadets or instituting pay for all cadets on a smartness basis, a practical solution is very hard to find. The desired result is of course to produce infinite enthusiasm for cadets and an insatiable desire to carry out orders promptly and with great precision. Incentive is the great requirement. Most of the schemes of the boys themselves — which would obviously be the best if they could be introduced — are denounced as being of far too revolutionary a nature. But, to my mind, a very revolutionary step will have to be taken before the officer's Utopia will be reached.

N. Green, 5A.

YOU ARE A CHILD OF THE UNIVERSE

Go placidly amid the noise and the haste, and remember what peace there may be in silence. As far as possible, without surrender, be on good terms with all persons.

Speak your truth quietly and clearly; and listen to others, even the dull and the ignorant; they too have their story. Avoid loud and aggressive persons, they are vexatious to the spirit.

If you compare yourself with others you may become vain and bitter, for always there will be greater and lesser persons than yourself.

Enjoy your achievements as well as your plans. Keep interested in your own career, however humble; it is a real possession in the changing fortunes of time.

Exercise caution in your business affairs; for the world is full of trickery. But let this not blind you to what virtue there is; many persons strive for high ideals; and everywhere the world is full of heroism.

Be yourself. Especially do not feign affection. Neither be cynical about love; for in the face of all aridity and disenchantment it is as perennial as the grass.

Take kindly the council of the years, gracefully and surrendering the things of youth. Nurture strength of spirit to shield you in sudden misfortune. But do not distress yourself with imaginings. Many fears are born of fatigue and loneliness.

Beyond a wholesome discipline, be gentle with yourself. You are a child of the Universe no less than the trees and the stars; you have a right to be here, and whether or not it is clear to you, no doubt the Universe is unfolding as it should.

Therefore, 'be at peace with God, whatever you conceive Him to be, and whatever your labours and aspirations, in the noisy confusion of life, keep peace with your soul. With all its sham, drudgery and broken dreams, it is still a beautiful world. Be careful. Strive to be happy.

This anonymous document was found in the bedside table drawer of Mr. Adlai Stevenson after his death.

GIRLS' HIGH

REPLIES

ON

PAGE 5

IN THEIR OWN WRITE

RUGBY vs. HOCKEY

"ELEGIBILITY — Boys who have played Rugby regularly throughout the season, or who, through injury, have been prevented from regular participation."

The two Winter sports of the School, hockey and Rugby, had lived in honourable toleration of one another until the above statement was made.

It would appear that we have forgotten that games are played for enjoyment — not only for the satisfaction which comes of winning. If a boy finds that his ability and temperament are better suited to Rugby than hockey then he must play Rugby as that is the sport he will enjoy more. The same would apply to boys who are more inclined to hockey, were it not for the narrow-minded attitude of the school, which would rather see thirty teams of boys playing Rugby, many of them without enjoyment, than a compromise situation in which everyone could use his skill to the best advantage.

Recently one of the boarding-houses was so brave as to adopt this attitude. The Rugby department was not pleased by this.

When the time came for house-matches the organizers of the hockey tournament adopted the very fair attitude of allowing Rugby-players to participate, provided they did not deprive any regular hockey-player of his position in the team. The Rugby "Clique" was, however, determined to show the offending House (among other things) that if it did not force its members to play Rugby, it would have to suffer the consequences. Thus the above clause in the constitution of the Rugby House-matches. This intrigue was to a certain extent successful: Rissik was unable to field a junior side.

In being joint winners of the Rugby with Solomon and winning the hockey, Rissik have shown that by making the fullest use of the talents available, more than enjoyment can be won.

THE DYING SLAVE

MICHELANGELO

*Before me you stand
But your dimension is another to mine.*

*How expectantly you stand
As if waiting ... for God?*

*How many years,
Decades, generations, Centuries
Have passed*

*Since those grisly hands
Of your Creators,
God and Michelangelo*

*Fashioned your
Naked, exquisite form
With a hammer*

A chisel

Smoothering

Polishing

Till your perfection was reached.

*Your head is suspended back-
wards*

Your eyes half closed,

And in your perfect form

A vision of God is enclosed.

Contraposta,

With an elbow upwards

Towards the vacancy of space.

Your fingers

With their extreme tenderness

Crossed on your breast

What do they mean?

Are your calves,

early soon to be covered with earth

Or are they like your mind

Fixed forever

Like your eternity of marble?

Oh slave, slave, slave:

Slave of Man;

Creation of God.

You are dying,

In the eyes of Man,

Yet —

Transforming your figure

Into God.

Is God but a little way above

you?

Is it in his sight

From which your ecstasy

Of love — springs?

Are you sad to leave

Your earthly beauty,

For a beauty that we know not

of?

Oh marble

You are more human than Man-

kind.

J.B.M.,
4A.

ON JAZZ

What do you understand jazz to be? Are you like many people who think that anything not folk or pop or classical music is jazz? If you are not one of these, good for you. If not, please, don't be a bore and read happily on.

Speaking in modern terms there are great differences between the various types of jazz, although the essential component is evident in all jazz. This sounds like one huge contradiction but I shall explain myself. By "essential component" I mean improvisation. You may ask yourself what improvisation is, and here is the answer. Improvisation is the interpretation of the jazz musician of the melody in question and, most important, it is entirely spontaneous. Yes, the musician literally "makes it up" as he goes on and thus must be very proficient in his particular medium — voice, or piano, or the other musical instruments. The differences between the types of jazz are clearly defined under the following categories: the blues, progressive, big-band, avant garde and mainstream. Let me give an outline of each. But before I continue, I must make one statement which many may find hard to believe. It is this: Jazz and classical music are very closely related, the only main and obvious difference being that jazz has a constant and more prominent rhythm as well as a simpler form. As you might know, much jazz is taken from one of the greatest of the greats — Johann Sebastian Bach. More of this later.

"The Blues" is a very emotional form of jazz and was created by the American Negroes thirty or forty years ago. The labourers in the cotton-fields began these songs, all following the twelve-bar-blues pattern. Slow and easy and with a really cool and moving rhythm, "the blues" gets a hold on your soul. Lately, we have been hearing the slightly quicker blues, mainly on piano, with some increase in tempo and swing. The genius Ray Charles is the man to follow if you are a blues fan.

Progressive jazz and avant garde are the two up-to-date and modern types of jazz. It is, in substance, quite abstract and many people cannot enjoy it and call it ugly names. However, there is much to be derived from the music played by progressive jazz musicians if one is prepared to go as deep as the musicians do when performing it. One could genuinely say that listening to some music by the late John Coltrane (saxophone) or Dizzy Gillespie and Miles Davis (trumpet) is as good as, and even better, to a jazz appreciator, than any psychedelic trip. It is worth hearing this music.

Big-band jazz has, to some extent, had its day. However, in America they are still coming to the fore and people like Buddy Rich, Stan Kenton, Oliver Nelson and the two greats, Count Basie and Duke Ellington do produce a very good sound, even though it is noisy. Here, to a large extent, the musicians have the music arranged. Let me add that New Orleans or trad jazz is also a branch of "Big Band" but it is the earliest jazz featuring the basic instruments of a jazz band — trumpet, clarinet, trombone, banjo, bass and drums. Truly the pioneer of jazz.

Mainstream jazz covers a great deal of ground. Briefly, it is the cool, swinging, relatively quiet and very popular jazz of the 1950's onwards. Here, we hear of small "combos" or trios and quartets which are very pleasing to the ear of a jazzman. People like Benny Carter, Barney Kessel (clarinet and guitar respectively) really set your feet tapping with their irresistible swing.

Those who know all this jazz will also know that I have thus far omitted something. Quite right. The modern, easy music of people like the pianist Oscar Peterson, organist Jimmy Smith, pianist Ramsey Lewis, the Dave Brubeck Quartet and so many others. These artists perform most types of jazz very ably and their music is by far the most popular with the general people. Ramsey Lewis, in particular, is quite popular on account of his very commercial music with a modern setting and up-to-date beat.

Please understand me, this is just scratching the surface of the manifold expanse, if I can call it that, of jazz. There are so many more sounds which are jazz and so many artists who are unheard of producing unlimited amounts and types of music that I could never cover them all.

To enlarge on my statement of the relationship between jazz and classical music may I ask those interested to listen to any music by the Swingle Singers. This remarkable group of wonderful voices sing works by the great composers, especially Bach and Handel without changing a note but adding bass and drums accompaniment. They caused the biggest sensation of their time.

To end off, I will just give an outline of what one would find in a normal jazz group today. First of all, the bass and drums — most essential. Then the solo instrument/s like piano and saxophones, trumpets and clarinets. The fairly new introduction (by new I mean after 1950) is an electric guitar played by such masters as Grant Green, Herb Ellis and Barney Kessel.

I hope I have spread the circle of jazz fans with this introduction. If not, I hope that the non-jazz fans at least now know what jazz is.

Robert Martin Payne.

SURFING — THE ART FORM

When man reaches a plateau in his search for perfection he must look within before he can climb higher. Such is the concept upon

which art is formulated. Commercialism and the various exploitations surrounding it become saddening and are readily discarded. Purism becomes the premise and truth the idol.

Art forms are rare, but where they exist there are always seeds of excellence at their bases. When the brush is applied to canvas, the intelligence in respect to concept determines the values. Such is the case when man is involved with man as in the ballot, or when man is involved with himself as with the artist. But what of man involved with the animal, as in bullfighting, or in surfing, when man is involved with nature — the violent sea? How and in what way does this art form become pure? How does it express truth?

The most likely comparison to master surfing is the bullfight. There the art form is not questioned. It has the violence of the beast versus man, while surfing shows the incomparable strength of nature against man. The bull ring has the hovering possibilities of death which is essential to that art form. Of what value would the matador be in those majestic poses and twirling capes, if the bull was made of fluff? It would be ridiculous. It is at this point that master surfing can enter the hall of truth, for when nature becomes awesome and violent, it makes the wildest of bulls seem like a suckling calf. There is no end to the might of the sea. No tiring of its surge. In what better place could the truth of man's challenge to nature be tested? Where else can death be such an uncontrollable opponent?

A master surfer will have a passion, a thirsting for involvement, for creativity. Toying with a killer wave and yet displaying the skill and style that typify his personality.

Surely this involvement with death is an art form of the highest standard.

T. Summerton,
4A.

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IN THEIR OWN WRITE

POOR ATTENDANCES AT RUGBY PRACTICES

The attendance at the practices of the lower teams has seldom, if ever, been so poor as it is at the moment. The masters in charge must have often wondered why this is. I have always been a member of the lower teams (D-G and 7th, 10th) and I would like to state what I think are the reasons for the poor attendance.

The boys want to play for their school against other schools. This is their main objective. But the lower teams never play matches because the other schools do not have as many boys and teams as Boys' High. Knowing that the team they are in will never play a match, the boys lose interest and stop attending practices.

They may gain promotion, but this seldom happens. At the beginning of each season the higher teams will be on the lookout for new talent in the lower teams. For the first few practices we are watched carefully and a few boys are given a trial in a higher team. But as the season progresses less notice is taken of boys in the lower teams, their hopes for promotion fade and they lose interest.

Then, the Rugby practices are boring. This, I think, is because the standard of refereeing is terribly low. Some masters do not allow the advantage to operate and the endless scrums which result slow down play and make the practices boring. Other masters, on the other hand, allow the game to continue without noticing any infringements. The standard of play degenerates and the game becomes boring.

The way to improve attendance at Rugby practices is:

- (a) To arrange matches for the lower teams. This may be difficult, but I think they should be allowed to play against the teams of weaker schools, such as Clapham.
- (b) The masters should constantly be on the lookout for talent for promotion. This will give the players a goal to aim at and the attendance and standard of play will improve.

(c) The referee should handle the game so that it is well-disciplined, but open and interesting.

It is about time that something was done to improve the attendance at Rugby practices, and I hope my suggestions help to provide a solution to the problem.

C. Christie,
Form 4A.

There is nothing good or bad but thinking makes it so.
— Shakespeare.

ARTISTS

The fact that artists have been prepared to starve to death in garrets, makes one think that there must be something in Art. It is this belief that has prompted the founding of our Arts Society. Although Art and Music are taught as subjects at school, and we come into contact with literature in our language studies, there is a need for some sort of society where one can go along and talk about music, painting, theatre, poetry and films.

We want to make it clear that that society is not for the select few. It does not matter if the only music you appreciate is Jim Reeves or Virginia Lee, there is still a place for you.

We do not want to be like so many societies which devote themselves to "classical" music and art up to the 19th century only. We live in the 20th century and Jazz and Pop Music and Andy Warhol and Alan Ginsberg and Samuel Beckett and Salvador Dali and David Warner are alive. We want to explore the arts of India, China, Japan, Egypt, indeed any place which has produced exciting art.

So many societies flop because the chairman uses them for showing off. We don't want this. This must be a society we must all enjoy.

We have had three meetings and they have been very successful. With time we hope to see this society grow into something very powerful at Boys' High. It will if you make it so.

M.N.,
4A.

SCHOOL

"My education was interrupted by long periods of going to school." Shaw said it, and whether you like it or not, the idea has been echoed by a number of significant people. Many have speculated and decided that our education at present is far too rigid, and far from being the best system possible.

Let us analyse society's schools. With a few minor alterations, schools have remained essentially the same for a period of at least forty years. Perhaps their worst fault is a small paradox: "learning without knowledge". A case in point: I don't know what is being mined at Blyvooruitzicht, but three months ago I knew, and furthermore I'll know again in another three months.

There is in schools a strong tendency either for pupils to learn against their will (quite common, I should think), not at all, or for the wrong reasons.

And what about teachers? Shaw had something to say about these too, namely, "He who can do; he who cannot, teaches". We now know that Shaw was very harsh on schools and education, and perhaps this latter quotation is particularly severe. It does, however, have a nasty ring of truth to it when applied to art, music, and to a lesser extent, Science and English. In Soviet Russia, for example, the State pays Comrade Teachers very highly. Surely this is the intelligent way to ensure the best education. It is unfair to find fault with the teachers, however, as on the whole, they are somewhat long-suffering.

I think that basically, there is a perennial unfairness which accompanies the choosing of students for educational privileges such as university accommodation. For instance, a boy with more money than intelligence may study at Pretoria's Capital College, and more or less clinch a matriculation pass.

The present system of education is fairly adequate, but we cannot afford to get into a rut. Perhaps more experimentation should be tried. New teaching methods can be introduced in the form of films, tape-recorders and ultimately, even computers. We must not teach pupils, we must ??? them to learn, constantly engendering in them a love of education and knowledge. It may be that such experiments can be attempted only with a select few. If that is so, why not select?

Gradually we should evolve an altogether more advanced and interesting educational system — or we'll still say: "school's a drag"?

TO THE ARTS LOVER

- Architecture is frozen music.*
— Goethe.
- Truth exists for the wise, beauty for the feeling heart.*
— Schiller.
- Then marble, soften'd into life, grew warm.*
— Pope.
- A picture is a poem without words.*
— Confucius.
- Such sweet compulsion doth in music lie.*
— Milton.
- Literature always anticipates life. It does not copy it, but molds it to its purpose.*
— Oscar Wilde.
- and so . . .
- No work of art is worth the bones of a Pomeranian Grenadier.*
— Bismarck.
- and in conclusion . . .
- Art has an enemy called ignorance.*
— Ben Jonson.

J.B.M.,
4A.

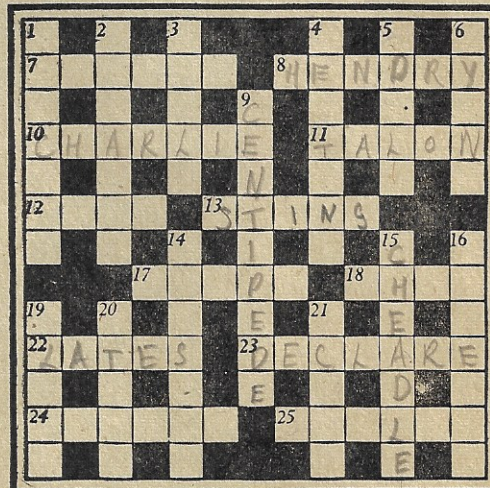
Why don't you compile the next P.B.H.S. Crossword Puzzle and submit it to the Editor?

It's great fun! You'll enjoy doing it — why not try?

The P.B.H.S. Crossword Puzzle No. 8

WIN A PRIZE —

Two prizes, book tokens, each to the value of R1, will be awarded to the senders of the first two correct entries drawn. Entries close on 19th January, 1968.



DOWN

- 1. Fabricate (7).
- 2. Pale rap makes a fine wrap (7).
- 3. The post-script contains everything but becomes tiresome (5).
- 4. Testing may alter the surrounding (7).
- 5. Worshipped in days of old (5).
- 6. The toddy ingredient contains the ultimate ending (5).
- 9. A many footed crawling insect (9).
- 14. Continue to exist (7).
- 15. Healed plus a hundred teaches English (7).
- 16. Setting loose (7).
- 19. Another English teacher around fifty shows a special aptitude (5).
- 20. The first oven contains its own housing (5).
- 21. A fragment (5).

ACROSS

- 7. Annie in the comics (6).
- 8. Add five hundred to one history master to find another (6).
- 10. Brown in the comic strip (7).
- 11. Claw (5).
- 12. Take fifty from these clues and use them for billiards (4).
- 13. A bee's defence (5).
- 17. Time especially in music (5).
- 18. Take the falsehood out of 10 to make it cleaner (4).
- 22. If you are not punctual you end up here (5).
- 23. State that the innings is closed (7).
- 24. Employ money for interest (6).
- 25. Nil ram for a fish (6).

ARMISTICE DAY

On Wednesday, 8th of November, the school held its Armistice Day Service. After the Rev. Don Martin's inspiring speech, the

headmaster read the Roll of Honour. This was followed by one minute's silence: A moving tribute to the men of this school who layed down their lives so that we may have ours.

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THE PROJECT — A FAILURE?

There are many things lacking in our education system at the moment. The solution to this is not one which involves less work: on the contrary, we need more work. However, we need no more of this drudgery, this awful textbook-syllabus plodding, but more practical work.

Our primary task is to introduce into education some kind of system whereby each pupil has access to apparatus, be it scientific or linguistic, which would more vividly explain what has been told to him. As Prof. Julius Miller said, "... to enable a student to understand the facts which he has been taught". What we have now is a room called a "General Purpose Room" which is equipped with projectors and a large white rectangular shape on the wall to facilitate the showing of films. However, of what use is the projector when an alarming small number of films are at our disposal? The Education Department should have a film library at the disposal of all schools. Furthermore, the use of tape recorders is of infinite value to a school. For the student remembers his facts and understands them much better after he has seen the film and heard a voice as well as that of the master explaining the subject efficiently.

A school should be equipped with a radiogram because, for instance, Shakespeare is better understood when heard played by an actor who knows Shakespeare and who knows how to read him, than when heard as a jumble of words read by some thoroughly frustrated pupil. Some masters bring their own 'players' and records, when these are occasionally available. This uncertainty would not prevail, had our "T.E.D." possessed a record library, from which the school could borrow. By rectifying this I am sure that more pupils would obtain better results not only on their reports but also in the development of their minds. For nobody who comes to school is really an idiot — it is that his powers of intellect have not been properly developed; thus his knowledge and understanding becomes limited.

The above is merely one aspect which could be improved upon. Another is adhering to the syllabus in a religious and conservative

manner. Why not branch out sometimes, or reach above the existing syllabus? "But," protests someone, "some people cannot even cope with what is in the syllabus. And what about a weak intellect?" Firstly, develop the intellect and then it would not be so weak. How? As I said, by aiming at one step above the syllabus. Then, to explain what is meant (if this is too advanced for some) use the practical apparatus — films, records and tape recorders. Thus there is more food for thought; from more thought comes more understanding, better powers of judgement and arguing — a sound basis for sound principles. I again quote Prof. Miller: "By branching out of the syllabus, there is more upon which to ponder. What we are to do is to develop the intellectual processes."

By coupling more practical work with work which is not prescribed, the intellectual process is indeed inspired, and an imagination is acquired. Imagination is terribly important. We need much more of it in the English, Afrikaans and German class. Why? For better interpretation and understanding of such facets of language as poetry.

Our masters should not be so concerned with dictating reams of notes to us. For when we are being dictated to our main aim is to finish writing. Thus we are unable to pay sound attention to what is being said, resulting in our notes having little or no meaning.

Granted we have swung over to a new system. But have we not done so far too quickly? For we need to adapt to the new methods, and adaption is a lengthy process. Our present Form One's will shine as matric students, better than our present matriculants. Why? They are being taught by the new system from their first day at high school. Thus they are more readily adapted. However, to be thrown into the new system is another proposition entirely.

What about our library? The school has a fairly well-equipped library, which is to receive many additions soon. However, after much searching and pondering I fail to perceive of what use the library is, as it is closed more often than it is open. I am grate-

ful to those teachers who give up an afternoon to attend to those who wish to make use of the library, but there arises a problem for those who have extra-mural activities and extra lessons, lasting most of the afternoon; they never have the opportunity of using the reference library. Why cannot the library be open during school?

I propose these ideas, not because I feel that the school is decaying, but merely to ensure that it will remain a first-class educational establishment in every respect.

H. Miller,
4A.

LONELY HEARTS

Dear Art Throb,

I am in love with a girl. Furthermore, she is beautiful and in love with me too. But she has one fault, and that is that she refuses to kiss me or get "involved". Can you give me some expert vice?

Torn in Two.

Dear Torn in Two,

Your association with the "fair sex" should not be based on a kiss, but if you are really desperate, give her some peppermint-lavoured lip-stick. Thus, when your kiss does come, it will be doubly sweet.

Dear Art Throb,

I have a girl-friend who is really class. She has a figure like Raquel Welch, Brigitte Bardot and Sophia Loren combined, but the trouble is, she wears "dresses 12 inches above the knee" or way-out clothes. I get terribly embarrassed when people look at me escorting her. What should I tell her?

Far Up.

Dear Far Up,

Please tell her that my telephone number is 36-2436.

Dear Art Throb,

I know a teacher who is madly in love with a girl of 16. He comes to school all goggle-eyed and girlish. I really think we should try and help him.

Worried.

Dear Worried,

Do not trouble yourself over this master. He has obviously found his true mental level and will be quite happy.

Dear Art Throb,

What do I do when I like a girl very much but I think she only likes my shoes? Every time I ask her out she insists that I wear my school toe-caps. This is very embarrassing and I feel very down trodden when I go out with her. What should I do?

Flat Foot.

Dear Flat Foot

Buy her a pair of toe-caps so that she too can know what terrible agony it is to wear them.

SOME THOUGHTS

The trouble with being a good sport, is that you have to lose to prove it.

Success is just a matter of luck, ask any failure.

L. Nowosenetz,
2A.

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Dear Art Throb,

What do you do if the girl you love has false teeth?

All Chipped Up.

Dear All Chipped Up,

Have a quiet chat with her. If no solution is reached, try Plyobond. A sporting gesture would be to have all your teeth out and then buy yourself a set identical to hers.

Dear Art Throb,

I know three beautiful women who are 36-24-36. Which one should I marry?

Puzzled.

Dear Puzzled,

Marry the second one. The other two are too old.

Dear Art Throb,

I am in love with an old woman of 64 and wish to marry her. Do you advise this?

21.

Dear 21,

Wait and see if it is not just a physical attraction.

Dear Art Throb,

Reading your column, I have fallen in love with you.

Fairly Sexed.

Dear Fairly Sexed,

If you are a girl send me a photograph. If you are a boy — bad luck.

Dear Art Throb,

I am going to my first dance and would like to get some practise. Unfortunately I have nobody with whom to practise. How can I simulate the exact feeling I am likely to get from my first dance?

Waltzy.

Dear Waltzy,

Try dancing with a sack of potatoes.

Dear Readers,

I regret to inform you that, as from next year, I will charge R1 for my free advice.

Art Throb.

I LIKE

spending money;
the final bell;
biltong;
scribbling;
long words.

I DISLIKE

books with small print;
melted chocolates;
the dentist's chair;
flat bicycle tyres;
boaring teachers.

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WHAT IS THE PURPOSE OF LIFE?

This is a question that has bothered every thinking man since the beginning of time and one that will continue to do so as long as man is capable of thinking for himself. At some stage during every man's life, he must stop and think and ask himself what he is doing here. What is he living for? Who put him here, and for what purpose? These are questions which every man has to answer for himself, because no man is capable of answering eternal questions like these for someone else. It is up to the individual to come to his own conclusions.

Most of us will agree that life is a challenge to us. We are faced with problems, some of which dwarf us by their complexity, and temptations, both of which we try to overcome. We are faced with doubts, fears and feelings of insecurity and it is up to us to face these realities and overcome them. By doing this we accept the challenge of life as it stands and eventually we all hope to reach the "other side" happy and content with the lives we have led and in the knowledge that we have passed the test.

Everyone has some definite goals, ambitions or ideals in life and should make it his immediate purpose to achieve them. No one has yet made an impression on the sands of time by standing still. If you want to make an impression you have to move and to move you must have direction. It is up to you as an individual to choose the direction you wish to take. You must choose the path you wish to follow and this is very, very difficult.

For a man to choose his path in life he must know what purpose he is destined for. I believe that it is virtually impossible for a man to discover his purpose in life un-

less he recognizes the presence of a superior being to himself. If he recognizes and believes in the fact that there is a God, then he must seriously consider the tremendous possibility of Eternal life — that is, life after death.

Surely religion has an answer to the purpose of life question? If we believe in eternal life then surely we can believe that our purpose in living is to prepare ourselves for the day when we meet our Creator? We are put on earth and given our existence to see whether we can pass the test of life and accept and overcome its challenges.

Life is admittedly uncertain but death is very sure, and this is undeniable. We are all going to die someday and what happens to us, or our souls for that matter, is going to depend on how well we have passed the test of life. We are all given the chance by God of doing good, loving one another and enjoying life, and, if we happen to stray off the path and take the wrong direction, religion can offer us the eventual hope of forgiveness if we realise our mistakes in time.

Let us face it, life is a little tough here and there, but there is always so much for us to look forward to, both in the immediate future here on earth and in the eventual goal of "heaven" that the problems of life begin to seem rather small and insignificant. After all, when we eventually overcome a little problem in life, do we not suddenly feel that all the effort was worth while? It is only after we have overcome one more little challenge in life that we realise how wonderful it is to be living, not so?

Peter Cruse,
Form 4A.



"Well, I got my rugby colours, but dad was not pleased about my last cycle."

Photo: E. Braak.

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you think in, when

you think of BOOKS,

think of VAN SCHAIK'S.

A LEADERSHIP COURSE

Last holidays I was fortunate enough to be among twenty-three other boys and girls chosen to spend a week on a Red Cross Leadership course at Glencairn, a little cove in False Bay some twenty miles from Cape Town. I decided to apply rather impulsively and I will never regret that decision as long as I live.

The arrangements were rather simple and all it entailed was going to Johannesburg station on the first Saturday of the holidays. We caught a train from there with the rest of the Transvaal Delegation to Cape Town. There were thirteen of us from Pretoria and Johannesburg — six boys and seven girls — in addition to an organizer. It certainly didn't take us long to build up a really warm and friendly atmosphere. As we were all in a holiday mood, we had a tremendous amount of fun together during the two days on the train and by the time we arrived at the Rotary Campsite at Glencairn, we were as happy a bunch of teenagers as could ever be found.

To describe all the many events of the camp would certainly take too long but I must say that we were rather surprised upon our arrival to discover that we were to sleep in dormitories and not in tents. We soon made friends with the eight other girls and two boys from Kimberley, Port Elizabeth and Cape Town and in no time at all we were all living and learning together in a wonderful friendly spirit.

Our daily programme consisted mainly of a two hour lecture in the morning and another in the afternoon and, with meals and group discussions included, there wasn't really much free time. However, we did manage a few swims in the icy cold water but the real value of the camp lay in what we learnt. We were there to learn and we certainly learnt a lot.

The lectures were naturally mainly on leadership and were given by such qualified people as a Youth Worker, a business efficiency expert and a university professor. Besides this we also had fascinating discussions on music appreciation, religion, a little philosophy and psychology and even sex. One of the most wonderful experiences of my life was the frank and intimate sex discussion we had one afternoon. For a group of boys and girls of only 15 or 16 years old to conduct a sensible and mature discussion on such a delicate subject was truly an achievement in itself.

We all learnt a lot about leadership and other things in life and it certainly made a big impact on all of us. We gained a tremendous amount of invaluable knowledge and it was quite honestly the most profitable holiday I have spent.

It was not only wonderful because of what we learnt, but also because of all the fun we had. There are many things I will never forget, such as the dorm. raids, the crazy excursion to Cape Town and the strange articles of female attire that appeared on the flagpole one morning. Above all I will never forget the wonderful friends I made. I would never have believed that one could get to know and love so many people in such a short time.

When we parted for the last time, many of us, especially the girls, had tears in their eyes — not because of sentimentality, but because of genuine sorrow at having to say goodbye to each other. I was also sad then, but now, some weeks later, I still think back with tremendous joy of the most wonderful week of my life.

Peter Cruse,
Form 4A.

Hippyism is a synonym to escapism.

Absolute friendship exists for the insecure.

'DANTE'

There is one great problem in life — the thought of what happens after life? Do we still exist or not? Hamlet expressed this so well in the lines: ". . . the fear of something after life; the undiscovered country from whose bourn no traveller returns." The man who solves this problem finds that all other problems like ambition, wealth and happiness become meaningless.

When I turned twenty-one I had practically solved the problem. I did not know what happened after death, but I was certain existence continued. Consequently I lost all interest in my material existence as the burning desire to discover 'what comes next' increased. Eventually my curiosity triumphed and I decided to do away with myself. I wrote a short note to my parents and committed suicide.

I woke up with the sound of voices. I was a spirit. There were people — my parents and friends. They were all talking — some were unhappy, others intrigued and a few looked relieved. My father was reading the note I had left. I heard him say "I remember the little fool writing an essay rather like this near the end of his school life. I said then that he was a crank." Slowly this image faded and I seemed to fall asleep again.

When I reawoke, I found that I was once again human only it was in the image of one of Michelangelo's figures from the Sistine chapel. There were other people too and they were also like figures from the Sistine. No one knew where we were — it was like a great dream — the mystery of Salvador Dali's scenes pervaded, but gradually the surroundings grew nebulous.

Once again I awoke to a new scene. Bright colours, drunken faces, distorted happiness greeted my eyes. I awoke only to drift off in a dream that never ended. All that had once been inaccessible was there. Something sustained my state of mind — a drug. All these things in my previous life which had seemed subtly beautiful were now gaudy and pure. Colours were bright but not sparkling; the faces were drunken but not happy; the happiness was hell. Everything which to me was once spiritual seemed real and the materialism of my former life was

intangible. Love was a loud, gaudy thing without real emotion, only a pretence. We all thought we were happy but we knew that we were not. One day, after I do not know how long my eternal dream ended and once again sleep took hold of me.

I woke up for the last time. Everything was normal again, only I was a child. I remembered nothing. I heard the word 'death'. "What is death?" I thought. I asked my mother. She explained. "What happens after death?" I asked.

"Paradise or Hell," she said.

J.B.M.,
4A.

THE AWAKENING OF A CITY

The sun, in all its blazing glory slowly rises above the motionless treetops and roofs. The sky becomes a light blue as it rises from its slumber. The stars slowly fade away and the dark west is the last to die before the rising sun.

A bird sings merrily while bathing in the warm rays, beckoning the people to this glorious morning. A cat steals stealthily along a roof top and cooing doves fly alarmingly into the air.

The first sign of human life appears. Light grey smoke drifts lazily out of a chimney straightening as it gets higher and finally mixing with the air. The crystals of dew still hang on to the blades of grass but it will not be long before the sun sucks them greedily into the sky. A slight wind suddenly rises, rustling the large green leaves and causing the smoke to curl across the sky.

Slowly the whole city awakens to the heralding of a new and wonderful day. The silence still remains but soon even this will go as human beings do not appreciate this wonderful thing. Suddenly the sharp beat of a motorbike growling noisily under the management of a leather-jacketed youth roars down the street, christening another day of a great metropolis.

G. E. Anderson,
4A.

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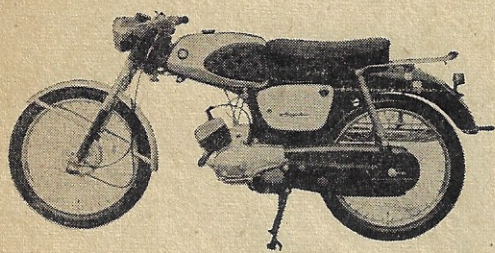
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TIME

People who want by the yard, but try out by the inch, should be kicked by the foot.

*Time goes on and on,
Time always has and will
Beginning when the first light
shone
And the fish received its gill.*

We have too many people who live without working, and work, without living.

*Time always shall go forth, you'll
find.
It goes on straight without a bend.
Time saw the start of all mankind
And will quietly see the end.*

L. Nowosenetz,
2A.

*Many men are scared of time
For it's time that makes man die
Time sees that no matter what his
crime
In a grave a man must lie.*

DUST

A smothering, suffocating drying blanket, wiped into life by an angry wind. Settling on everything, anything, laying down a brown, yellow, red film of irritating particles.

*Time goes on and on—
Time always has and will,
Beginning when the first light
shone
And the fish received its gill.*

B.G.,
2A.

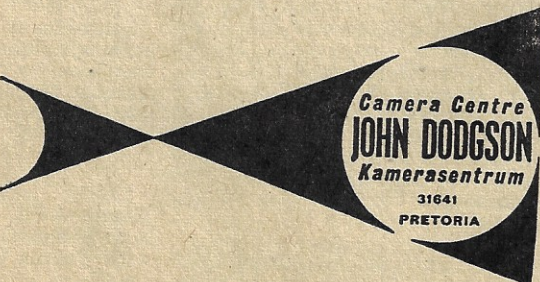
R. Burn,
2A.

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BOYS' HIGH 1 (1)

ST. JOHN 2 (0)

Boys' High can count themselves unlucky to have lost this game at St. Johns. Some unusual refereeing coupled with some incredible bad luck robbed them of at least a draw. In both halves it was the side that was under pressure that scored the goals.

In the first half Boys' High was continually under pressure but keeper Le Suer was in brilliant form. Then suddenly from a break-away centre-forward Lean passed to Wegerle who scored (1-0).

In the second half it was a different story. This time Boys' High applied the pressure but with no luck at all. Dresner's flick was saved on the line; with the goal-keeper beaten Lean's push-shot was stopped on the line by a St. Johns foot. What should have been a penalty-flick went unseen. Then with Boys' High still leading 1-0, Lance's shot from a short-corner struck the post and rebounded.

Ten minutes from time the St. Johns right-inner burst through and scored with a beautiful drive to level the scores at 1-1. Then almost immediately afterwards, Olsson having left the field because of a faulty boot, a shot was deflected by a Boys' High defender and rolled past Le Suer who was moving the other way and was consequently off-balance.

Boys' High tried hard but to no avail and a frustrating match ended in a 2-1 win for St. Johns.

ST. JOHN (0) 0

BOYS' HIGH (8)

The First XV continued their recent run of successes with an impressive 14-0 victory over St. John's College. The match was bright and open with Boys' High always eager to let their backs run.

Boys' High opened the score early in the match when a kick-ahead by Fourie was well collected by Matthews on the wing who dived over to score. The conversion went wide and Boys' High led 3-0. Midway through the first half Boys' High scored again when Wegerle picked up a loose ball to score. Van der Merwe converted well (8-0).

Soon after half-time Boys' High scored the most impressive try of the match when Brummer, Van der Merwe and Jacobs combined to send Matthews down the touch-line to score in the corner. The try was unconverted and, combined with Haak's unconverted try late in the game, gave Boys' High an easy victory.

Boys' High's superior forward play, together with their willingness to run with the ball, contributed largely to their win. It was undoubtedly one of the best displays of an unhappy season.

SUMMER AFTERNOON

A flash, a splash and a few ripples mark the end and the grave of a dragonfly. Lost forever the flitting insect, but not the image of the graceful jump, the silver arc, and the gentle plop as fish meets water.

B.G.,
2A.

*No bird soars too high that soars
with his own wings.* — N. Blake.

The age of hypocrisy — A woman crying over her cat which was put to sleep, while men are dying in Hanoi.

If man could solve all the problems of the universe God would not exist.

MORE ABOUT HOCKEY

**RISSIK SURPRISE WINNERS
IN INTER-HOUSE HOCKEY
TOURNAMENT**

While all eyes were on the favourites, Sunnyside and Arcadia, to take the trophy in the inter-house Hockey Tourney, Rissik House proved to be the dark horse and finally won by means of some workmanlike performances.

The winners did not lose a match and finished with 7 out of a possible 10 points, drawing three matches with Town, Sunnyside and Solomon.

The tournament started off on a quiet note with the stronger sides winning their matches. It livened up, however, with the eagerly awaited clash between Sunnyside and Arcadia. Unfortunately brawn was more evident than brain and a goalless draw resulted. The hockey was of a high standard but some of the exchanges were far from friendly. However, umpire Herbert used the cooler to good effect and an Arcadia player was dismissed just before the end, thus handicapping his side.

Rissik House then brought off the first shock of the tournament by defeating Arcadia House 1-0. This time two Arcadia players were sent off the field, letting their house down considerably.

Not to be outdone by Rissik, Solomon House then surprisingly beat Sunnyside to leave Rissik House slightly ahead in the points table.

Town House, meanwhile, handicapped by a weak forward line, were forced to defend in most of their matches. They did this admirably and only let through one goal in six matches. However, it is goals that win matches and they failed to score once.

A masters' team also participated in the tournament and proved popular opposition. Most of them discovered muscles which they never thought existed, but nevertheless enjoyed themselves immensely.

The tournament reached an exciting climax and was decided on the very last match between Rissik and Sunnyside. The latter had to win the match to win the trophy, but had to be content with a draw against an inspired Rissik side. Thus Rissik ran out surprising but worthy winners in this all-day event which was thoroughly enjoyed by all players.

**BOYS' HIGH 3 (2)
ST. ALBAN'S 1 (0)**

Boys' High gained a convincing victory over St. Alban's on a bumpy and dusty pitch at St. Alban's. School play was extremely hampered by the pitch, and a win by a much larger margin would undoubtedly have been recorded on a better field.

St. Alban's off-side tactics boomeranged back on them as Boys' High used the long ball as a very successful counter. Boys' High opened the scoring early in the first half when centre-forward Lean beat the goal-keeper to a through-ball, and banged the ball home. Soon afterwards Wegerle scored from a short-corner.

The second half was scrappy because of St. Alban's offside tactics. However, soon after half-time, a movement down the right flank saw Wegerle score his second goal with a cracking drive from the edge of the circle.

St. Alban's pulled a goal back from a goal-mouth scramble, but Boys' High were never in danger of defeat and eventually ran out easy 3-1 winners.

BOYS' HIGH (4) 2

RONDEBOSCH (0) 0

The touring Rondebosch Hockey team did not give our First XI very stiff opposition, and the latter ran out comfortable 4-0 winners.

Boys' High opened at a cracking pace but the goals seemed to elude them, and another frustrating goalless draw loomed threateningly. The team, however, suddenly clicked and Wegerle scored a beautiful goal; he dashed through the middle before placing the ball wide of the advancing 'keeper to give Boys' High a 1-0 lead. A few minutes later Wegerle scored again to make the score 2-0.

After half-time Rondebosch attacked spasmodically but goal-keeper Le Suer had very little work to do. Boys' High remained on top and centre-forward Lean put them 3-0 up. Rondebosch were now resorting to desperation tactics, but Boys' High remained unruffled. A few minutes from the end left-half Spotswood, forming the attack, netted a shot from the edge of the circle. Final score 4-0.

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SPORT

RUGBY

The 1967 season started off on a bad note. The First XV and many of the other teams were generally disorganized due to various injuries suffered early on in the season. This resulted in the First team losing most of its matches in the beginning of the season.

After mid-year, drastic changes were made in the First XV. After defeating Menlo Park we seemed to gain a great amount of spirit and determination which lasted for the rest of the season. We ended the season with a great victory over Seuns Hoër — the first in three years.

In conclusion we would like to thank all the masters concerned with the coaching of the Rugby teams this season.

HOUSE MATCH FINAL

RISSIK HOUSE (9)
SOLOMON HOUSE (9)

Two unseeded teams, Rissik and Solomon, met each other in the Senior House Match Final.

As is usually the case in the Senior House Final, it was a hard game throughout and although the Rugby never rose to great heights, it was a tense and interesting struggle between two very well balanced teams.

Play centred around the forwards and neither three-quarter-line moved much because fly-halves usually preferred to kick rather than pass out to their lines. Rissik's points came from two penalties, both converted by Cornelius, and an unconverted try, also by Cornelius. Solomon's score included a magnificent forty-five yard drop-kick by Jacobs, a Jacobs-converted penalty and an unconverted try in the corner by left-wing Tate.

A draw in any game can never be an entirely satisfactory result, but the 9-9 Rugby Final draw was a fair ending to a game that was undecided till it ended and during which no team really outshone the other.

INJURY MARS GAME

BOYS' HIGH 9 (0)
GREY COLLEGE 19 (9)

An unfortunate injury to Boys' High vice-captain and centre Anton Joubert marred this match in which Boys' High were beaten by a superior Grey team.

The difference between the two teams lay in a place-kicker. The Grey full-back was devastatingly accurate from any position inside Boys' High territory, while Boys' High full-back Colin van der Merwe was completely off-form with his kicking. As a result, numerous scoring opportunities went to waste and this probably cost Boys' High the match.

After ten minutes the Grey full-back converted a penalty from near the touch-line to put his team 3-0 ahead. After a penalty miss by Van der Merwe the Grey full-back repeated his previous performance to make the score 6-0.

Grey looked the better team but the Boys' High back-line were still dangerous. However, tragedy struck after 15 minutes of play when Joubert sustained an ankle injury which was to prevent his playing rugby for the rest of the season. Flanker Cornelius left the pack to go to centre, thus weakening the Boys' High forwards.

Boys' High remained on the attack, but Van der Merwe's kicking did not improve. Grey were always prepared to run with the ball and were rewarded with a penalty goal to make the half-time score 9-0.

Grey began the second half in a devastating fashion with a brilliant try from a movement near their own posts. It was well converted by the full-back (9-0).

However, Boys' High did not despair. Ramaley showed excellent form in the line-outs and gave Boys' High a chance of fighting back.

Fly-half Jacobs snapped over a drop-goal to make the score 14-3, but a few minutes later missed an easy penalty in front of the posts. He redeemed himself by putting over two penalties to give Boys' High a fighting chance (14-9).

Yet despite some good play by Boys' High, Grey kept slightly above them and proved their superiority with a good try in the last minute, leaving the final score at 19-9.

This score was a fair reflection in a disappointing match for Boys' High who acutely felt the loss of Joubert, their main attacking force, and were unlucky in that Van der Merwe could not produce his usual good form.

BOYS' HIGH 22 (6)

ST. STITHIANS 17 (14)

This match was highlighted by a great comeback by Boys' High in the second half, after facing certain defeat in the first half.

Straight from the kick-off St. Stithians went into the attack and with the Boys' High forwards and backs tackling feebly they built up a 9-0 lead after twenty minutes through two penalties and a drop-goal. Five minutes later the Boys' High defence watched the St. Stithians fly-half waltz over the line for a converted try (14-0).

Boys' High suddenly started to play with more grit and determination. Two good penalties by De Villiers brought the score to 14-6 at half-time.

In the second half it seemed that Boys' High had not only changed sides but also players. It was a complete transformation and it looked like the usual Boys' High team even though three of the normal players were incapacitated: Joubert, Jacobs and Minnaar.

Soon after the restart Wegerle scored an unconverted try (14-9). Then soon afterwards, Fourie, making an auspicious debut as fly-half, scored a try which was converted by Van der Merwe (14-14). Boys' High then took over the play and Wegerle scored again four minutes later (17-14).

Against the run of play St. Stithians converted a penalty to level the scores at 17-17. Now it looked as if Boys' High had thrown the game away. However, with seconds remaining, good play by Brummer saw Matthews sneak over in the corner for the winning points. Van der Merwe converted to make Boys' High the winners by 22 points to 17.

ATHLETICS 1967

Our athletic seasons in which we have run against C.B.C., Jeppe and K.E.S. have always been very short. Before the start of the season many people were very pessimistic concerning our chances against rival schools. It is true that we have lost a great deal in athletes like Kaal, but we should forget our losses and develop the available potential for the future. The failure to do this has been the downfall of past athletic seasons.

Our athletes are unbelievably good, but there is not enough enthusiasm and team spirit amongst the good athletes, who consider it unnecessary for them to turn out for training. We cannot expect to beat schools like K.E.S. and Jeppe if we do not turn out for training regularly. Our season, being so short, should actually encourage boys to turn out as often as possible so that peak fitness may be attained in the shortest possible time.

Considering the amount of training the team did as a whole, we did remarkably well against opposing schools. The meeting against C.B.C. was an exciting one with everything depending on the last relay race. C.B.C. had to win the team relay to draw the meeting and we had to win the relay to win the meeting. The C.B.C. runners were, however, too strong for us and the meeting was drawn 110 all. Again I stress that had we all been fit we could have won this meeting. Our next match was against Jeppe in Johannesburg. During the course of the match we were equal until the final events when the 440's and relays were run. Here lack of practice and fitness showed up and we lost the meeting by 101 to 91 points.

The last meeting of the year was against K.E.S. on our track. K.E.S. have always produced fine athletes and once again they proved the masters of the track by beating us 120½ to 71½ points. It is interesting to note that in the underage divisions we held our own well: K.E.S. 49½, P.B.H.S. 45½ but in the open division we were out-classed: K.E.S. 70, P.B.H.S. 26.

We are very grateful to Mr. Mulvenna who marked the track and organised all the heats, and also to Mr. Hill, Mr. Lewin, Mr. Dentan and Mr. van Aswegen who gave up so much of their time to be at the track in the afternoons to coach and train the athletes who were keen enough to turn out for training.

SWIMMING 1967

The 'A' swimming team has had a very successful year and has won all but one of its galas, the one against our old rivals King Edwards. The success was largely due to the outstanding performances of C. van Niekerk, "Oubaas" Braak, O. Kuyper and J. Davey.

Our congratulations go to C. van Niekerk, "Oubaas" Braak and O. Kuyper for obtaining places in the Junior Springbok Swimming Team. Congratulations to "Oubaas" Braak for breaking the South African under fourteen records for Breast-stroke and the Individual Medley. Congratulations also to C. van Niekerk, J. Davey, "Oubaas" Braak, O. Kuyper, P. Hamman and J. van Niekerk for obtaining places in the Northern Transvaal Schools' Team.

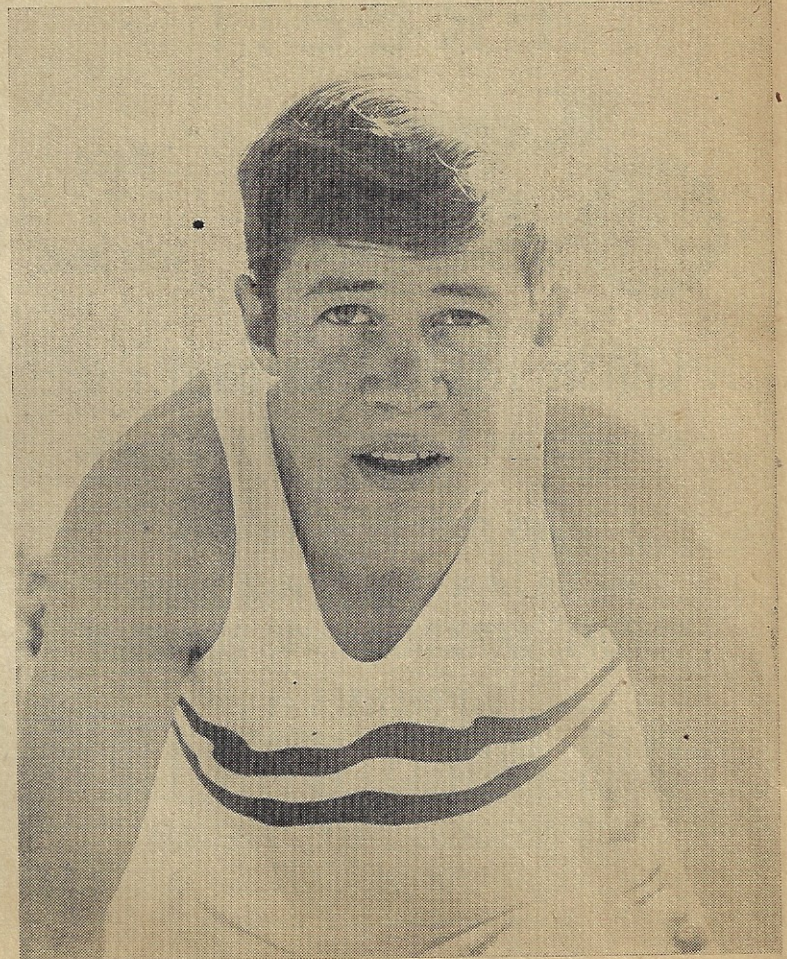
On behalf of the swimmers and divers I would like to thank all the masters concerned for the time they have put into organizing the swimming and diving and without whose help we would never have done so well.

And last but not least our sincere thanks to the ladies who organised the teas which we all enjoyed after the galas.

On behalf of the swimmers leaving the school this year, I would like to wish the team the best of luck in the future.

G. Strike,
5E.

ATHLETICS CAPTAIN 1967



ANDREW CORNELIUS.

Photo: E. Braak.

HOCKEY

After a rather disappointing start, the 1967 hockey season flourished promisingly and the first eleven proved to be a strong and efficient side. There were several new finds during the season, among them Wegerle and Whitley who will both be available next year.

We would like to thank Mr. Gibbs for the industrious manner in which he coached the first two teams and organised the season in general. His enthusiasm was a lesson to the players and they all tried their hardest on his behalf. Thanks must also go to Mr. McCrinde and Mr. Lewin who did their best to reform the "porridge-stirrers".

The first team would also like to thank Mr. R. Herbert for umpiring so many of our matches and taking such an enthusiastic interest in Boys' High hockey.

Finally hearty congratulations to Derek Spotswood and Clifford le Sueur on being selected to represent Transvaal Schools at the S.A. Schools hockey tournament at Pietermaritzburg.

BOYS' HIGH 0 (0)

C.B.C. 0 (0)

In a game which more resembled a soccer Cup-Final than a school hockey match, Boys' High and C.B.C. fought out a 0-0 draw. Fought was the operative word as some of the exchanges were anything but gentle. Good hockey was at a premium and a draw was the only possible result.

Boys' High had the edge on C.B.C. in the first half but failed to capitalize on their limited chances. In the second half C.B.C. were on top. Boys' High right-half Hagerman received a ball in the face and was forced to leave the field for a while. He returned bravely to the right-wing, but was a passenger for the rest of the game.

Since C.B.C. defeated Boys' High on the rugby field there was much at stake in this game; unfortunately the match ended indecisively.

TENNIS

Tennis at school this year started off with the Pretoria High Schools League. In the second term the Boys Doubles were played off. Although our first Senior team was not one of the strongest teams in the League, we nevertheless were not overwhelmed. This I feel was due mainly to team spirit amongst the players. The first team won four out of eight matches played.

At the end of the second term the school also took part in the Northern Transvaal Inter-High Schools Competition when the first team came second to H. F. Verwoerd High School in their section.

During the third term the mixed league took place and Boys' High teamed up with Girls' High. The first team won four out of eight matches played and the second team won four out of eight matches played.

The three all-weather courts which were completed during the third term are greatly appreciated by all the boys. On behalf of the boys I would like to thank the school for these courts and hope that this will encourage more tennis at the school in future.

To mark the opening of the new courts, Mr. Harrop-Allin arranged for twelve masters and twelve boys to play in a Round-Robin. The boys' comments were proof of the success of the afternoon. They enjoyed playing with the masters. It was particularly pleasing having the Headmaster joining in. The refreshments were excellent and I would like to take this opportunity of thanking the ladies responsible.

Inter-House Matches have just been completed. The Senior section was won by Town House beating Arcadia House. In the Junior section Sunnyside House beat Rissik House in the finals.

Lastly I would like to thank Mr. Harrop-Allin, Mr. van Heerden, Mrs. Erasmus and all who assisted with Tennis this year.

B. Blair,
Form 4F.