

# ST. EDWARD'S COLLEGE MAGAZINE

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LIVERPOOL

1971-72

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This edition of the College Magazine  
is affectionately dedicated to the  
memory of Brother J. F. Moss (R.I.P.)

## Foreword

BY HIS GRACE THE ARCHBISHOP

IT is generally accepted that a school magazine reflects—sometimes quite unconsciously—the tone and spirit of a school. It can be a record of achievements, scholastic, social and sporting, but between the lines and possibly in individual contributions something deeper concerning the spirit of the school is revealed.

St. Edward's occupies an outstanding position in the organisation of Catholic education in the Liverpool area. Its academic achievements are taken for granted. In athletics and games it occupies an enviable position. Achievements in these fields are sometimes associated with individuals but more often with a team or group. This is rightly so. For a school is

above all a community in which every individual has a contribution to make to the happiness and well-being of all.

I think we are learning that this is particularly true of a Catholic school. Common belief and common religious practice and particularly a sense of care and concern for others are bonds of community which have their effects often quietly and unobtrusively.

St. Edward's College is remarkable because of the outstanding loyalty shown by so many old Edwardians. This is a valuable tradition, to be remembered and to be renewed generation by generation. The school is what its members make it.

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## Editorial, 1970-71

WE announce the departure of Miss Johnson, Miss Schofield and Miss Wilson, Mr. Archer and Br. McKenna. We wish them every success in their new appointments. At the same time, we extend a welcome to Mrs. Jeffries and Messrs. Kelly, Mercer, Parle, and Williams. We hope that their stay will be enjoyable and profitable. On a less happy note, we mourn the passing of Br. Moss, for many years associated with St. Edward's, latterly as Bursar, and of Br. Buttmer, who taught for some years at the College. May they rest in peace.

The past school year has reflected the vitality and sense of purpose felt within the College, despite the ever-present threat of the Comprehensive system to the Direct Grant school. Activity has been marked in all spheres of school life—the sporting exertions of the athletically minded being balanced by the enthusiasm and support given to the active societies dealing with more academic subjects. It has again been proved that organisational ability is the key to a successful activity, be it mental or physical.

We feel that the success of the College is to a large extent due to the sense of community within the school—the way in which staff and boys work together towards the common goal of mental and physical development.

There has been a considerable extension of the Art and Craft facilities at the College, with the conversion of a main school classroom into a Crafts Room, the opening of a Pottery Studio, and the acquisition of a kiln. The Sixth-Form Library has been carpeted throughout, greatly improving the atmosphere for work—silence now reigns supreme—or almost!

The aim of the Editorial Committee has been to reflect the life of the school in as many different ways as possible, while providing a link with the wider community in society by including some articles from Old Boys, now at University or pursuing their chosen careers.

It remains for the committee to thank all those who have in any way aided the publication of the magazine, and to extend particular thanks to the Head Boy, Denis Kay, and his Deputy, Paul O'Connor.

P. GERAGHTY  
V. GILLESPIE  
M. LANGAN  
T. REDMOND  
N. STREET

## BROTHER MOSS

### ST. EDWARD'S LOSES A STAUNCH SUPPORTER AND A LIFE LONG FRIEND — 1889-1970

MANY boys, past and present, will be familiar with the sight of Br. Moss standing on the touch-line on Saturdays whenever any of the College teams were in action. This was only ONE indication of the tremendous loyalty and devotion he had to St. Edward's. His life-story deserves at least a passing notice in a magazine that aims to preserve all that is best and dearest in memories and records.

He was born in Johnshill, Waterford, but the family moved to Derry, Northern Ireland, owing to the early decease of the head of the household. They came to live in a part of Derry that has been much in world news since 1969 and which has since then been withstanding sustained bomb attacks in most of its streets.

He joined the Christian Brothers in 1904. He had many teaching assignments in Ireland, among the more notable being the Artane Industrial School, near Dublin. Even in the earlier part of the century, Artane had become internationally famous for its Boys' Band; likewise, did Br. Moss become associated with the kind of school education that he seemed to find most congenial, *viz.*, the formation of orphan children, the most deprived in our community.

In England he was posted to Prior Park, (at a time when it was an orphanage), Crosby, Plymouth, Liverpool . . . all this before the outbreak of World War II. In 1938, he was appointed Superior and First Headmaster of our new foundation in Brentwood, Essex, a Home Office School. It was considered at the time that this school must be an outstanding success . . . and it was. Br. Moss guided its destinies for the first six years.

In 1944 we find him back on familiar and congenial ground, St. Edward's. Another appointment followed in 1949 when he became Superior of the Training College Hostel in Twickenham. In 1955 we find him as Head of the Prep. School at Hooton Cross, Wirral . . . a new foundation that we hoped would eventually blossom into a Grammar School. Finally, he returned to what must have been his first love: St. Edward's in 1961 where he spent the remaining years of his 80 year life.

What a life this was! What memories he must

have carried! And what memories all those who came in contact with him in any way must have carried and indeed still carry! Physically, he always looked an impressive figure, all six feet of him, whether in his twentieth or his seventy-fifth year. But what impressed everyone who met him was that extraordinary serene manner, so quiet, so unassuming, but so much in control of the situation. One would almost assume he was protected by some form of tranquilliser that forever kept him completely alert to everything and yet just as completely "unflappable" in any emergency no matter how much panic and chaos existed all round him. Never was this so well illustrated as during the most acute crises that occurred so frequently during the World War (1939-1945).

One could write a book on the many facets of Br. Moss's character . . . and, no doubt, this article will be criticised for its omissions. I will concentrate on just a few of those facets. Outstanding was his sense of justice and duty. To those who were his colleagues in community or staff he must have seemed stern and almost harsh at times; perhaps, to the boys whom he taught in school also, and there were thousands of them. But to Br. Moss his one enduring and most peremptory assignment was to give 100 per cent. dedication to the particular chore and he expected everybody else to do the same. He never believed in doing things by halves . . . to him it was all or nothing. All this in the cause of justice: not only must justice be done to each and every individual, but it must be seen to be done. And behind that apparently calm exterior, Br. Moss did secretly worry all the time over every possible infringement of justice he might have committed.

To anyone who knew him, even only for a short time, it was obvious that religion was his guiding star all the time. I would be prepared to swear that everything was done "in the light of eternity".

Combined with his sense of duty and justice was his meticulous attention to detail. He must have been one of our best accountants in the Province. He spared no pains to get every record and every item properly documented . . . and he was accurate to the last penny.

Those who knew Br. Moss in his last years must have come to experience what I might call the human side of his character. Few people realise what a wonderful sense of humour he had behind the "statuesque" figure. There are doubtless many who will recall golden moments when an apt comment from Br. Moss created a comic situation. And now he enjoyed a quiet laugh or chuckle himself! Br. Moss was much more human and warm-hearted than people give him credit for. How else can we account for the multitude of friends he had in all walks of life and of all ages! He had an amazing

memory too for recalling the names and details of ex-pupils: this in itself proves how interested he was in the affairs of everyone he knew.

We could go on reciting a litany of his virtues. I know one man who would definitely object to that kind of panegyric: Br. Moss. Enough to say what the narrator of the Gospel did in summing up St. Joseph (and indeed Br. Moss's life in a very apt parallel to Joseph's) "HE WAS A JUST MAN".

Br. E. I. BAYLOR.

## Brother J. J. Moss

How does one think of a friend now gone? At times, the pen is a poor medium of expressing one's feelings.

In latter years, he lightly trod the sands of time in forbearance and tranquility, giving one the impression of a person who had lived through a testing time at some early stage, and reached the pilgrim path of mellowed acceptance in resignation of what time remained for him. Of amazingly keen perception in advanced years, his strength of character was displayed in his forthright views and honesty of purpose, in general conversation, in his grasp of his daily duties in detail. A remarkable index mind in matters within his sphere. The lift of an eyebrow, the quirk of his resolute lips before he spoke, portrayed his calm track of thought in rigid principles culled from his elders in childhood. Those early standards of the true way of life remained, those tenets deep rooted, were his to foster and develop through more than three quarters of a century. Quietly observant in his choice of words, the firm serious attitude was tempered by his favourite jest "We have youth on our side". I like to believe he meant *youth* as our apprenticeship on this mortal oil and true seniority lay in the glory of life's rainbow's end, in the full realisation of eternal happiness. That red-lettered morning Brother Ryan said our simple words. Memorable words! "Brother Moss is dead" . . .

Wars and death I've lived with, in many strange and shocking forms, but that quiet whispered state-

ment took time to register. Mentally numb, I reached the Brothers' empty Chapel, and at Our Lady's feet I forgot the world about me. The silence helped, and for the third time in 76 years, I grieved, enduring a small personal Via Dolorosa for an unforgettable man of so many admirable qualities, of quiet dignity, of simple grace so serene in placid bearing, a true gentleman, faithful in vocation. I did not even pray, yet in fancy I believe She understood all I wanted to say, as reality of the circumstances returned. As he lay in the Chapel, Father Naughton spoke well and clearly of him, in words threading through our individual thoughts of a sense of loss and of remembrance. The Service ended and each of us, left to his or her own interests, carried away a little of the gloom we all felt within.

I'm sure we all knew in our hearts deep down, that clichés, stock phrases, candles and conventional floral tributes were all we could offer materially, yet I'm certain that, in moments of distraction, we pay lip service to God in our religious duties, at the close of Father Naughton's address, we all gave more than words for the passing of so fine a personality.

Even today, in corridors, in the grounds or on a traffic island, let us spare a moment to pray for the repose of his soul.

BROTHER JAMES FABIAN MOSS,

*Requiescat in Pace.*

G. O'NEILL.

## Brother M. Q. Buttimer

R. I. P.

Brother Maurice Quintin Buttimer was born in 1917 at Ahakeera, Dunmarry, Co. Cork. He received his early education at the local National School and at the North Monastery, Cork, and at the age of sixteen joined the Christian Brothers. His years of training were spent at St. Joseph's College, Baldoyle, St. Helen's, Booterstown and St. Kieran's College, Bray and he subsequently studied at University College Dublin and St. Mary's College, Strawberry Hill, Twickenham.

His first teaching appointment was at Lourdes School, Gibraltar where he remained for three years until all civilians were evacuated from the 'Rock' in 1940. He then came to England and taught at St. Charles' School, Brentwood, Prior Park Preparatory School, Crickdale and subsequently came to Liverpool where he taught for fifteen years at St. Edward's College and Cardinal Godfrey High School. In 1969 he returned to Gibraltar to take charge of Edmund Rice Home, but, owing to ill-health, held his post for only one year. Surgery in a Cork Hospital seemed to bring about an improvement in health and he returned to England to do some part-time teaching at St. Anselm's College, Birkenhead. A further deterioration in health began to manifest itself in the following Spring and he underwent another operation in Birkenhead General Hospital. This, however, failed to produce the desired improvement and he went home to Ireland after Easter.

After an illness, during which he exemplified great fortitude and patience he died peacefully in the Bon Secours Hospital, Cork, on May 15th, 1971, and was buried in the Christian Brothers' Cemetery, North Monastery, Cork. The very large attendance at his funeral testified to the high esteem in which he was held both by his Brothers in religion and a wide circle of friends.

Br. Buttimer will be remembered with affection by pupils, parents, teachers and Old Boys on Merseyside for many years to come. He epitomised in his life the motto of the order '*Facere et Docere*' to do and to teach. Very often, after a full day in the classroom, he was to be found with the boys at some out of school activity. Frequently on Saturdays he would referee a soccer game at Cardinal Godfrey School in the morning and a rucker game for St. Edward's in the afternoon. He was also very much involved in the social life of both schools.

Charity and humility and an all-pervading cheerfulness were his chief traits of character. He will be mourned by many friends on Merseyside particularly at Cardinal Godfrey School, St. Edward's College and the Irish Centre. To his sister, brothers and relatives we extend our deepest sympathy.

May his gentle soul rest in peace.

### ... AND AFTER

ALL was quiet; there was no more of the chattering and stuttering of machine-guns, no popping of rifles, no krumping of shells gouging mounds of earth from the ground. There was no screaming of men in their last agony; the objects they called tanks were just that, objects, burnt-out, turretless and trackless. Instead of earth being flung around there was just the sand blowing everywhere as if it wanted to cover up the tragic happenings of before. Here and there bodies were lying where they had fallen; no one was there to comfort any of them;

not that they needed it now. Rifles and other assortments of weapons were twisted out of recognition after being in someone's hand before they died. Faintly, somewhere miles away, there were the sounds of battle where before they had been here. Before it all, soldiers had been talking and laughing, eating and drinking, but now there was none of this: the whole area was quiet. Soon this battle, this place will be forgotten. Perhaps even now some commander will be telling his troops of his plan to gain more ground. What is the use when the ground is just like this, deserted, dead and forgotten?

A. CORKER (4K).

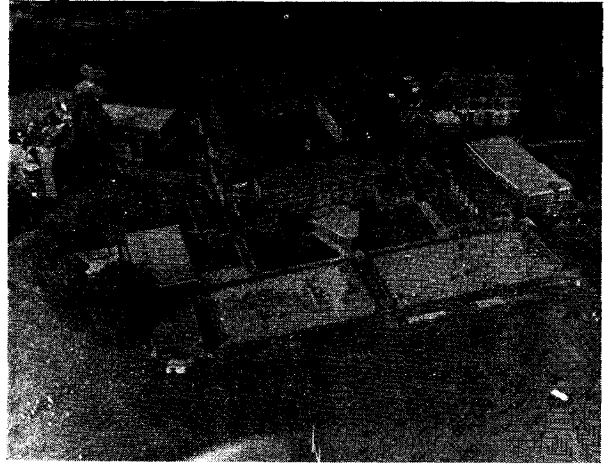
## Notes from the Chaplain

PARENTS of boys, visitors to the College, are invariably impressed by the College Chapel, which was provided by the hard and generous work of the Parents' Association. It may, therefore, be of some encouragement to parents to know how the Chapel is used.

Wherever the Church assembles whether in large or small communities, the Eucharist is at the centre. In a Catholic school, the Mass must play an important part in the spiritual development of the pupil. So it is that the class Mass, in the Junior and Middle school, is a significant feature in the life of the school. Each term, a rota is arranged so that the class concerned knows in good time the day and time arranged for its particular Mass. In co-operation with the Religion teacher and the chaplain, the class chooses a theme, decides on readings, hymns or folk songs; they compose their own Bidding Prayers and allocate the various responsibilities.



*The College Chapel — Altar*



*An aerial view of the College*

At the beginning of the Mass they gather in the front benches. At the Canon they come in a circle around the altar and stay until the Communion is completed. It is hoped, by this method, to make more obvious the social and community aspect of the Eucharist.

At the Sixth Form level, a different approach is used. Each Friday, during the last period in the morning, a Sixth Form Mass is celebrated. During this time the Sixth Formers are free either to attend Mass or to study privately in the library. Despite the pressure of work for 'A' levels it is very gratifying to see how well the Sixth Formers attend this Mass. Arrangements are in the hands of a Sixth Form Liturgy Committee who ask for readers and servers and plan the hymns and bidding prayers. Sometimes traditional hymns are used; sometimes we have a folk Mass. On occasions we have no singing at all.

The Chapel is also, of course, available for private prayer during the day. Special times are arranged when the Chaplain is available in the Confessional. Recently it has been felt that some extra help and encouragement in prayer was needed for the younger boys. So, as an experiment, a special day was set aside last year for the First Form. A Mass, which the three classes attended, was celebrated in the morning. After Mass the Blessed Sacrament was exposed on the Altar. During the dinner hour, a voluntary rota of visits, arranged by the boys

themselves, was in operation. During class, boys came out for ten-minute periods to watch before the Blessed Sacrament. Ideas and intentions for prayer had previously been suggested to them. It was felt that the experiment was a success, not only because of the favourable reaction from the boys primarily concerned, but also because of the numbers from other sections of the school community who visited the chapel during free periods. It is hoped that this will become a regular feature of the school calendar.

This is but a brief sketch of the use to which the school Chapel is put: it is by no means an exhaustive survey of the influence of the Chapel on the life of the school. I hope, however, that it will serve as some small note of appreciation to all those parents who have helped to make a college Chapel a reality at Saint Edward's.

FR. T. G. NAUGHTON,

*Chaplain.*

## What Alternative Society?

An Open Letter to Sixth-Formers

LIKE most minorities, students come in for a fair share of jokes; the University Apathy Society meeting which nobody attended; the college Anarchy Club at which the Chairman shouted 'disorder, gentlemen, disorder!' Fair enough. But just as nobody really suggests that Scotsmen are mean, or that Irishmen are, allegedly, drunk, you may wonder just how much the student lives up to his splendid, violent image. Are students really extremists? Are the universities really forums of dissolution and dissent?

Historically, of course, there has always been a fair share of radical, and revolutionary thought in those august places. Students have played an influential role in almost every major issue since 1848, when the Liberal forces which swept through Europe were fanned by Radical University thought. In recent times students have disposed of Presidents Johnson and de Gaulle, although the intervention of the N.U.S. failed to sustain Harold Wilson. The picture emerges, therefore, of a powerful and intense community of students, practical academics deeply active in many fields, and committed to a complete reversal of the social order.

In fact, as any student will tell you, this popular image is almost totally false. The activists among the student community are an insignificantly small minority. In this country, the revolutionary student is a pathetic and lonely figure among his colleagues. In recent years there has been an inescapable change in the climate of University life. After all the revolutionary propaganda of the 1960's the amazing fact is that the "system" has returned. Active students readily accept the responsibility that is offered to them within the College Structures, in Union Societies and on Governing Bodies. It is most noticeable that students today are ready and willing to accept that rules of behaviour are essential in a modern community, and that obligatory pat-

terns of behaviour are essential both as a quality of law and as an inherent element in a tolerable society.

Admittedly, this is hardly new. Bentham long ago championed the doctrine of 'the greatest happiness of the greatest number', and the current trends in University thought represent a continuation of Utilitarian beliefs. But I have no doubt that they are coming as a great surprise to those who think of the contemporary student in terms of Richard Neville and Tariq Ali, who, whatever their merits, are hardly representative of the 'movement they have claimed to lead.

So, who are the beneficiaries of this new order? Is there a new elite? At a time when the Public Schools have not so much of the confidence they once sported so bravely before the Macmillan and Wilson eras, and in a period when the proud new Comprehensives have yet to establish and maintain their achievement. I think there is a beneficiary: the Direct Grant School. Throughout the crisis in Education in recent years they are the only establishments that have maintained their standards in sport, academics, and social achievement, and have retained their confidence. Today, the threat of their extinction temporarily removed, they enjoy a pedigree in education unequalled in modern times. Small wonder that someone once remarked to me that Edwardians were overawed by no situation. I hope this is true today: certainly there is no need to be awed by a tolerant, patient, and civilised University system which in the 1970's is suited as never before to your background, training, and *ideals*. As I write, a travel brochure catches my eye, with the simple and confident message: "If you can find a better proposition, take it!"

PHILIP J. HALL,

University of London.

October, 1971.



## Switzerland

Switzerland's greatest beauty must be her glorious mountains. The famous names which spring to mind are the Jungfrau, the Matterhorn and the terrifying Eiger, whose North Face has claimed so many lives. The Jungfrau is perhaps the most fascinating of all, with its railway inside the mountain and its weather station at the summit. St. Moritz is famous as a holiday resort and as a winter sports centre.

Although Switzerland has no coast-line, many of the country's resorts have beaches on the lakes. One such town is Thun (pronounced Toon), a very old town on the Thun See, another is Luzern, where old and new Switzerland are reconciled on the Vierwaldstratter.

Switzerland is also renowned for its industries, among them watch-making, confectionery and wine-

making. Bern is the capital but the largest and most important industrial centre is Zurich which also possesses many universities. Basle is the main port on the Rhine; it handles a large amount of cargo. Geneva, which before the war was the headquarters of the League of Nations, is a United Nations centre.

Perhaps the only disadvantage in Switzerland is its language barrier. German, French, Italian and Romansch are spoken in different parts of the country.

Switzerland is still, however, a beautiful and fascinating country to visit—nowhere else do old and new and industrial activity and natural beauty combine so well.

E. PRITCHARD (2 Hope).

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## The Decimal System

*We reprint this article from the magazine of ten years ago as it is particularly topical now.*

The reasons for and against the use of the decimal system in England.

One of the main topics being discussed in current affairs is the question whether England should change from the ordinary money system to the decimal system. Many people have given their opinions on the subject but the problem has not yet been solved.

The bringing of this system would mean the pending of quite a large amount of money, and this might prove a big disadvantage. Not only the money would prove a disadvantage but also the inconvenience of changing over. The difficulty would lie in the taking in of all the old money and then distributing the decimal money. Such things as slot machines would have to be scrapped and the taxpayer would have to pay more tax to help the government.

New books such as money-tables would have to be changed and others written. This would also cause the spending of more money.

However the system would be much simpler

and easier to learn and to put into practice and could be settled after as little as two weeks.

The system would also prove a great relief to foreigners who came to England as all would be able to understand the simpler figures.

It would be a great advantage to the shopkeepers and also to the customers and would probably lead to more profits for the shopkeepers.

Children would also benefit from this system immensely because its being simpler would lead to easier mathematics. The young children of five or six years of age would be able to understand the elementary facts so much more quickly than when the sterling system was used.

Although the initial outlay, which would be very large, is a big disadvantage, the cost of making the money would be less than that of the making of the present money.

All the facts taken into consideration, it is quite obvious that the decimal system would prove to be a very good and convenient system as it would help greatly in trade and commerce, but the difficulty would lie in getting the system to succeed the present one.

P. O'BRIEN (U.V.Sc. 1961).

## The Christian Commitment in University Life

Villiers Hall,  
Manor Road,  
Oadby,  
Leicester.

Dear Edwardians,

Now that the first term has drawn to a close, I thought I would write and give you my first impressions of Leicester University. When we first arrived in Leicester we were all taken to waiting coaches and driven to our respective halls. We were made very welcome.

There is a very friendly atmosphere at this university, mainly due to the fact, I think, that most of the students live in a hall of residence in which it is easy, if one makes an effort, to get to know a lot of people and make a few friends. One can make friends through just talking to people in the Union coffee bars (oh yes, football machines are very popular here, too).

At times one can get depressed (which I suppose is only natural)—certain types of people one meets can depress one also. At university it becomes very apparent that a lot of people are terribly lost and have given up searching for a meaning to life. But I've found that I've been able to make a few people think quite a bit about the reality of Christ. Through the experience of this term I've come to believe very firmly in the personal communication of Christ. When I came here, I joined the Christ-

ian Union. There are only three Catholics in it and the membership mainly comprises Anglicans, Evangelicals and Baptists. Since then, I have realised more and more that Christian organizations are of value, I would say, at the 'second level' of introducing people to Christ. The most important level, the 'first level' is by personal example and personal introduction to Christ.

But some people join these organizations and don't see beyond the organization. They don't make an effort to get to know people outside the organization.

Academically, the work begins to pile up, and one has essays to write in the vacation and some, as in my case, have exams as soon as they get back.

From my experience, I would strongly recommend anyone to come to Leicester: it does have top-class departments in Biology, Geology, Engineering and English. The enthusiasm for voluntary social work here is very strong—to work with children in adventure playgrounds, teaching handicapped children and teenagers, visiting old people and alcoholics and so on.

I would be more than pleased to entertain someone for the day if they are coming for interview to Leicester. They can write to me at the above address and I will make arrangements to meet them.

Yours sincerely and in Christ,  
CHRIS O'HARA.

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### THE CEMETERY

AS he entered the graveyard, he was struck by the cold wind. It was a fairly warm summer night; even so he felt as if he had entered another world, a world of everlasting shadow. He stood on the deceiving grass, grass so green on top of bodies so dead. He began to shiver but managed to walk very slowly. The leafless fingers of the dark trees reached out for him. The rats ran among the shadows; bright, evil eyes shone from every corner.

His pace quickened, the trees quickened, the shadows grew larger, darker; the eyes grew more

evil; the wind grew colder. He began to run, panting, shivering. So did the moon—she took refuge behind a great cloud. The great black edifice loomed over him, the inky black swallowed him up. He pounded on the door; at last, after about ten minutes the door creaked open. He was suddenly hit by the brightest light he had ever seen. The jolly face appeared around the door and the inviting reddish glow shone from within. He entered; the door slammed and the dark was locked out for ever.

P. MURPHY (4K).

## The Catholic Institute About Sixty Years Ago

*This article has been compiled from notes kindly supplied to us by Mr. Stuart D. Cosentine an 'Old Boy' of the Institute and we would like to offer him our sincere thanks.*

The Principal of the Institute was Bro. Leahy with Bro. Ford being in charge of the Sixth Form. His nickname varied from 'George' to 'Bogey'. There were five other Brothers in charge of the lower forms whilst the rest of the teaching staff consisted mainly of old boys of the C.I. Amongst these were the Curtin brothers, John and Tim, who taught French and History respectively. The latter, who was such a good soccer player that he had a trial as an amateur for Liverpool, died suddenly of heart trouble. Others were 'Didgie' Rowe (Algebra), Charlie Keegan—'Stinks' (Chemistry) and Austin Dean for Maths. and Geometry.

The scholars themselves were not without distinction and included amongst their numbers the world-renowned Goosens brothers, Leon and Eugene. Another pupil, Patrick Denny was a genius at Maths and came second in all England in the Oxford locals. He was told that he would have come first had it not been for his spider-like writing! His prowess in Maths. was not accompanied by any similar talent at games.

In those days Soccer was the sport and all the Secondary Schools, Grammar Schools and Colleges used to compete for a shield. We used to play a knock-out competition against S.F.X., Liverpool Institute, Liverpool Collegiate, Birkenhead Institute, Wallasey Grammar and Holt Secondary. The C.I. had quite a good side but never actually won the shield during my time. Liverpool Institute were usually the eventual winners. We had a Maori war-cry which we used to use to cheer our side on or intimidate the others!

We had two boys at the school, Charlie Geraghty and Graham O'Keoffe who both fancied themselves as boxers. They had a quarrel and de-

cidated to settle it with a fight. Bro. Malone got to hear about it through the grape-vine and wisely decided to take a hand. He had a ring made in the classroom and boxing gloves were found. The two boys were made to shake hands and box it out. Eventually Graham was declared the winner on points although Charlie put up a plucky show. Honour was satisfied.

In those days I lived in Wallasey and, along with several other boys used to catch the 8.05 a.m. boat from the old Egremont Ferry arriving at Liverpool Pier Head just in time for us to rush up the back streets of Liverpool. The Principal was often to be found standing in the yard awaiting late-comers and unless you had a very good excuse the strap was often used.

We were always given plenty of homework and were examined in it the following morning by the various masters. A register was kept and was marked VB, BF, or E according to how we had prepared or failed to prepare our work. At the end of the morning the Brother in charge of the form, after examining the register handed out the punishment with the strap. In those days punishment was not looked upon as a disgrace but rather as an incentive to produce good results in the Oxford Locals. Even I, who never aspired to be a clever scholar, managed to pass in seven subjects out of eight in these exams—much, I imagine, to the surprise of many of the masters.

One day I was walking through town smoking a cigarette when I received a tap on the shoulder. It was the French Master, John Curtin, who said, "Put out that cigarette or take your school cap off." Naturally I had the good sense to put the cigarette out but if I remember rightly I kept it — Woodbines being then five for a penny. Incidentally I gave up smoking thirty years ago and feel much better in health for it.

These then are just some glimpses into life at the C.I. sixty years ago.

STUART D. COSSENTINE.

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### THERE'LL ALWAYS BE . . .

Indo-China (now Vietnam).  
 Borders Thailand (once Siam).  
 India's part Pakistan,  
 Goodbye Persia, come Iran!

Under Mr. de Valera  
 Ireland changed itself to Eire.  
 Britain stoutly keeps its name,  
 It's still called England just the same!

M. HADLEY (2D).

## The Collegiate System

WE were asked in this article to compare two systems, rather than to draw fine distinctions between individual universities. We feel some elementary points can usefully be made but since we belong to one of a small category of colleges and have only second hand experience of life at a non-collegiate university, any conclusions which we draw must necessarily be influenced by our particular situation.

A college-based university is an association of separate foundations, having separate administrations and a variety of sources of finance. Characteristically, these are relatively small compared to the size of the university. For this reason, we do not categorise London as a collegiate system. Its colleges invariably contain thousands of students. Those of York, Durham and Oxbridge, on average number a couple of hundred.

This is the basic distinction generating any differences. On a practical level this influences the type and scale of facilities offered, the structure of the college and the university and the relationships between the various members of college. We will now examine these points in greater detail.

Firstly, college facilities are in a sense broader than those of a non-collegiate university; as a general rule a higher proportion of students lives in. This is not only good in itself but also limits the worry of finding future accommodation. The problem of accommodation is, perhaps, a student's greatest worry. As well as this, colleges generally have their library and work complex and their recreational areas, e.g., bar, television room, etc., within immediate reach of the students' rooms. The living-in aspect combined with this compactness makes the establishment of a routine far easier. A routine, that is a balance between social and academic life, is vital to a successful stay at university.

The size of the college dictates that one must become involved in its life; it is impossible to ignore people with whom one spends most of one's day. Friends are quickly made and the coffee pot is al-

ways on the boil! This involvement is reflected in the vitality of college societies; these are necessarily on a more personal level. Nevertheless, there are disadvantages. The type of person one meets is regulated in that the college intake is sometimes from a narrow base. For example some of the older Oxbridge colleges still take a large proportion of public schoolboys.

Some centrally based university facilities are absent or weakened in a collegiate system. Those undertakings which require a large central capital are less available. Money is divided out among colleges and it requires unanimity of college authorities and representative bodies to accumulate funds to the level of any centralised university. An example from Cambridge is the inability to form a students' union. Repeated attempts have failed owing to the non-co-operation of college student bodies (JCR's\*) which have refused to vote funds. Thus, in Cambridge, a venture on the size of, say, a 'pop' concert organised by the Manchester Students' union is quite out of the question.

*\*Junior Common Rooms.*

We have stated above that these differences spring mainly from questions of size and therefore, perhaps, the main distinction should not be between collegiate and centralised universities but rather between metropolitan organisations in large towns such as London, Manchester, Liverpool, etc., and those which have smaller size and greater compactness. Examples of the latter type are Warwick, Sussex, Keele: these are either situated in smaller towns or are outside on a campus. We would also suggest that those non-collegiate universities which have a high proportion of students living in halls of residence will have many of the characteristics of the colleges.

T. P. HYNES,

B. R. WALTERS,

Churchill College,

Cambridge.

7.11.71

## The Science of Astronomy

MEN have always looked up to the heavens and pondered over the flickering stars, but the first really scientific astronomers were the Greeks. These highly civilised people knew forty-four constellations or star patterns and their greatest astronomer Ptolemy wrote a book called the 'Almagest' which was accepted as the bible of astronomy right up to the fifteenth century. Ptolemy however, made one great mistake. He thought that the earth was at the centre of the Solar System, a belief which was only proved wrong by Nicolaus Copernicus in his famous book "De Revolutionibus Orbium Coelestium" published in 1543.

Perhaps the greatest aid to astronomy was the invention of the telescope by Gailileo early in the seventeenth century. Although these instruments were tiny, their descendants now have mirrors up to two hundred inches across. With these wonderful telescopes, to-day's astronomers can see galaxies billions of miles away.

Although astronomers can see things at great distances, they still have a lot to learn about our own small part of the universe, the Solar System. This consists of nine planets, the asteroids, meteors and numerous comets. These all orbit around our own star the sun. After the sun the most important of all the objects in the Solar System are the planets. These are, in order from the Sun, Mercury, Venus, Earth, Mars (the minor planets), Jupi-

ter, Saturn, Uranus, Neptune and Pluto (the major planets). In between the orbits of Mars and Jupiter, there are a number of small rocks called asteroids. The largest of these, Ceres, is 480 miles in diameter and it and the rest of the asteroids are thought to be either rubble from an exploded planet or material which never formed a planet.

Everyone is familiar with the idea of comets. These wonders of the Solar System travel in highly elongated, elliptical orbits, often extending far beyond Pluto. Closely related to comets are meteors. They are usually very small, the size of a grain of sand, and often travel in the orbits of comets. When the Earth collides with some meteors it experiences a shower of meteors which, in certain cases can be very spectacular.

The stars are the most common of all things in the universe and are mainly composed of the element Hydrogen. Stars burn by changing Hydrogen into Helium in a nuclear reaction. This is the very same process which goes on inside an atomic bomb. The stars are arranged into groups of many millions called galaxies. There are three types of galaxy so just think of the amount of stars in only the visible part of our universe. The result is incomprehensible.

Astronomy, unlike most other sciences, can be enjoyed by professional and amateur alike. The only equipment you need is a pair of eyes.

G. BROWN (1 Hope).

### WAR

Men are dying, men are killing,  
Bodies scattered everywhere.  
People seeing, are not willing,  
To think about it and to care.

Children homeless, children dying,  
Seeing what the war has done,  
They are helpless, they are crying,  
They miss their dad, they miss their mum.

When will this great war be over?  
When will all these troubles go?  
When will life return to normal?  
Maybe you know, I don't know.

P. MURPHY (2M).

### SUMMER

Winter brings us snowfalls,  
Snowflakes, wind and rain,  
But my heart lies in Summer,  
Summer, from where I came.

Summer brings us pleasures,  
Pleasures to do our will,  
We can take these pleasures,  
Which we can fulfill.

Summer is now over,  
Winter plays its game,  
But my heart lies in Summer,  
Summer from where I came.

K. KENNEDY, (2 Hope).

## A 'Block' of History

STONEHENGE has long been one of England's well-known wonders. It was begun around 2,000 B.C. and has been called Europe's first architecture.

The story of Stonehenge really starts a thousand years earlier when the first primitive farmers began to assemble once a year in various tribal gatherings. When the festivities ended the sites were abandoned leaving an abundance of pottery and other such things which leave a clear trail for archaeologists. It was these ancient 'get-togethers' which led to the building of Stonehenge.

By 1800 B.C. Stonehenge was only a medium-sized 'henge' about 360ft. in diameter. Between 1700 and 1600 B.C. however, it was remodelled. The plan was for a double circle of bluestones. Eighty-two of these, each weighing about four tons, were transported from Prescelly Mountain in Pembrokeshire, a distance of 135 miles.

The blocks were probably moved on sledges to Milford Haven, (the wheel had not yet reached Britain), and taken by raft to the River Avon at Bristol. From there they were transferred to canoes and taken along the Avon and Frome to

Frome. They were then hauled six miles to the River Wylie at Warminster, where a further canoe-passage brought the stones to Stonehenge.

A few years later the third Stonehenge arose. The bluestone circles were dismantled, to be used later, and a horseshoe of five trilithons was erected. (Tri=three, lithos=stone). Around these were erected the outer-circle of thirty uprights with their thirty lintels.

The trilithons must have been hauled from the Marlborough Downs to Stonehenge, a distance of 24 miles. It must have taken weeks to move one of the heavier stones this distance as they weighed about fifty tons. Since eighty-one stones were moved it must have taken ten years to assemble them at Stonehenge. The dressing of the stones would take about five years. Stonehenge was completed by 1400 B.C.

One wonders if modern flyovers and skyscrapers, which are considered architectural wonders will last over 3,500 years, as Stonehenge has.

D. FAULKNER, (3 Kappa).

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### THE SCARECROW

Jagged with straw, he stands all alone,  
In the heart of a field which he counts as his own;  
His black coat is tattered, his red hat is torn,  
His trousers are baggy and his shoes are well worn.

In Winter he's lonely  
And in search of a friend,  
And he holds out his arms  
Which are sticks that now bend.

In Spring he's at work,  
Chasing crows from the seed,  
But the wise ones ignore him:  
It's the food that they need.

In Summer and Autumn he surveys the scene;  
His rest is disturbed by a reaping machine,  
And as a result for his work and his daring,  
This time next year a new coat he'll be wearing.

G. POLSON (2 Mersey).

### SMOKING AND ITS HAZARDS

TOBACCO has for centuries been smoked, all over the world, as a means of increasing one's enjoyment of life or for coping with some of its problems. During the last twenty years, detailed laboratory investigations have shown that tobacco, especially flue-cured tobacco, impairs health to a very serious degree.

Cigarette smoking has been shown to play a major part in the development of many diseases. The major ones are heart diseases, lung cancer, chronic bronchitis and emphysema. In addition, smoking increases the mortality-risk in several other diseases.

Because Governments get so much tax from the tobacco industry they have failed to take firm action against smoking. It is, however, time that people woke up to the very real dangers of cigarettes. Remember, 'Each cigarette you smoke represents another nail in your coffin!'

E. CLARKE (2 Hope).

## Over The Top

SIX o'clock; the sun was just rising; the mist was just clearing. Some of the younger lads were saying a last prayer, while the older men were just staring at their bayonets, wondering whether they would bring them back the same colour.

From further along the trench a young lieutenant walked towards us; he drew his pistol and pulled the whistle from his pocket.

"Right chaps, the artillery boys will open up in one minute so get ready to go over." There was a short pause and then the shrill blast of the whistle broke through to our ear-drums, along with the thunderous roar of exploding shells.

Without thinking we were all over the top onto no-man's land, followed by the lieutenant. Some way in front of us we could hear gun-fire and although no one said anything everyone was thinking the same thing.

The shooting died away when we were still in the smoke-screen and when we emerged we were

still fifty yards from their trench, and from there, there was no sign of life. Yard by yard we neared our target.

Twenty yards short, we were ordered to stop. A strong silence filled the air, then suddenly it was broken by a strong German voice:

"Feuer!"

From inside their trench hundreds of Germans sprang to their feet and opened up at us with machine guns and grenades. We fired, but, taken by surprise, only about thirty of the two hundred men I could see managed to fire back while all around men bled and died.

The last thing I saw was a German aiming straight at me. Then I heard the shot and I remember thinking, "We were right the shells had fallen short."

Six-thirty: the sun was well up by now and the mist had cleared.

S. BIMSON, (4 Kappa).

### KING JOHN AND THE MAGNA CARTA

King John he was a bad man,  
The Barons told him so,  
He never did a right thing,  
So they said he had to go.

He'd had trouble with the Pope before,  
And with the Barons now,  
He'd had some more with Philip of France,  
With all he'd had a row.

The Barons they decided,  
To present him with a list,  
Of all their terrible grievances,  
And all the rights they'd missed.

They drew up Magna Carta,  
Saying what the people need;  
Then sent a message out to John,  
"We'll meet you at Runnymede."

T'was on Runnymede in 1215  
That John he sealed the Charter;  
But it never helped the people much,  
This marvellous Magna Carta.

T. HAINES (2 HOPE).

### HIAWATHA'S FISHING

(Written in the style of Longfellow's  
"Hiawatha poems")

By the rushing, glinting river,  
Hiawatha stood with birch branch,  
Glinting brightly in the fierce sun,  
There to catch the rushing, glinting  
Fish that rush inside the water  
Of the swift Taquamenaw.  
Suddenly he felt a straining  
On the supple wood of birch tree.  
Looking down he saw a fish with  
Jaws clamped on his hook and bait;  
Saw it bite away the line which  
Held the hook onto the rod and  
Saw it rush away at great speed,  
Taking with it all the bait of which had  
Hiawatha no more with him.  
Home went Hiawatha sadly,  
Home into his tepee sadly,  
Went the chief of the Mohawk tribe.

COLM REDMOND (1 HOPE).

## Parents' Association

DURING the year, there has been steady progress towards the Association's current objective of contributing £10,000 towards the cost of the Sixth Form Block. At the time of writing we only have to contribute £400 to complete our objective.

By means of various media, the committee endeavours to establish communications and maintain contact between all members of the Association and so it has to rely to a very large extent upon the good offices of the teaching and clerical staff of the College, to whom our sincere thanks are due!

"Finishing Touch" members and agents have given their usual excellent support throughout the year to make it one of the most successful so far. They thoroughly deserve the appreciation and thanks of the entire Association.

The new parents of 1970 kept up the tradition of past years and were of great assistance in every respect. Parents of sons who have left the college continue to take an active interest both in the Committee and Association. This, of course, gives an ever-increasing number of active members of the Association.

A full attendance at all social functions has been maintained and we have been forced to limit the number of tickets to each applicant to ensure a more fair distribution.

The Old Tyme and Modern Sequence dancing classes have become very popular but there is still room for more members.

The Beer and Wine Circle has had a very good season and held some very enjoyable events.

The Parents' Cricket Team once again had a good season playing "Tests" against the school first eleven, the St. Edward's Staff Team and other games against several other Parents' Associations.

The Summer Fete and the Christmas Fair each with their associated grand draws were again very successful, these activities realizing approximately £1,500.

Mr. Jim Macardle retired this year after serving as Chairman of the Association since it was first formed. His efforts were considerable and very much appreciated by everyone. Mr. F. Cox, and Mrs. M. Roxborough also retired from the Commit-

tee this year; many thanks to them both for their work and good counsel.

The present Committee Members are as listed and parents are asked to contact any of them if they have Association matters to discuss or if they can help in any way to further the aim of the Association.

### COMMITTEE

- Chairman:* Mr. F. A. FENNEY, 11 Broadway,  
Grange Park, St. Helens. 74-25755.  
*Vice-Chairman:* Mr. J. HAINES, 47 Barnfield Drive,  
Liverpool, 12. 051-226 1693.  
*Secretary:* Mr. R. RUDD, 254 Birchfield Road,  
Widnes. 051-424 2547.  
*Treasurer:* Mrs. J. SULLIVAN, 26 Shelley Road,  
Widnes. 051-424 3752.

### MEMBERS:

- Mrs. J. CARNEY, 135 Glovers Lane, Liverpool, 10.  
051-525 2015.  
Mr. J. CARNEY, 135 Glovers Lane, Liverpool, 10.  
051-525 2015.  
Mr. J. COLLIER, 138 Orwell Road, Liverpool, 4.  
051-922 6932.  
Mr. F. COLQUITT, 54 Birchfield Road, Widnes.  
051-424 2162.  
Mrs. F. COLQUITT, 54 Birchfield Road, Widnes.  
051-424 2162.  
Mrs. D. COX, 48 Bailey's Close, Widnes.  
051-424 6928.  
Mr. C. DUNNE, 59 Almonds Gardens, Liverpool, 12.  
051-226 5983.  
Mr. K. GLYNNE, 34 Lilac Avenue, Widnes.  
051-424 5113.  
Mr. H. HAMPSON, 65 Swanside Road, Liverpool, 14.  
051-228 3338.  
Mr. B. HICKEY, 45 Crosgrave Road, Liverpool, 4.  
051-226 2005.  
Mrs. B. HICKEY, 45 Crosgrave Road, Liverpool, 4.  
051-226 2005.  
Mr. T. HOLIAN, 28 Clarence Avenue, Widnes.  
051-424 5119.  
Mr. E. LEY, 168 Queens Drive, Liverpool, 15.  
051-722 7634.  
Mrs. P. MACMAHON, 1 Wyndham Avenue,  
Liverpool, 14. 051-489 6183.  
Mr. D. MAHER, "Green Gables", 16 Roby Road,  
Huyton. 051-489 3086.



Mr. J. McCUSKER, 14 Hawthorne Road, Roby.  
051-489 2088.  
Mrs. J. McCUSKER, 14 Hawthorne Road, Roby.  
051-489 2088.  
Mr. J. MARTIN, 65 Milton Avenue, Liverpool, 4.  
051-489 8608.  
Mr. W. MASON, 119 Queens Drive, Liverpool, 13.  
051-226 3152.  
Mrs. A. MORGAN, 62 Archway Road, Huyton.  
051-489 4677.  
Mr. J. MULCAHY, 6 Durham Way, Huyton.  
051-489 0760.  
Mr. F. NOLAN, 46 Munthouse Close, Formby.  
36-71126.

Mr. R. PRITCHARD, 16 Teasville Road,  
Liverpool, 18. 051-428 3345.  
Mr. J. SULLIVAN, 26 Shelley Road, Widnes.  
051-424 3752.  
Mr. W. THOMPSON, 27 Agar Road, Liverpool, 11.  
051-226 1815.  
Mr. J. TRACEY, 10 Hill View, Widnes.  
051-424 8873.

#### *College Representative*

Rev. Bro. O'GRADY, St. Edward's College,  
Sandfield Park, Liverpool, 12. 051-228 3376.

## SCHOOL PHILATELIC SOCIETY

THIS Society was formed late in the Autumn term of 1969 with no capital and about twenty members. An appeal for stamps was made and we are pleased to record that since then we have received a slow but steady supply from the box placed in the school entrance hall. It was felt that someone else apart from the members should benefit from these donations, and in fact the society now pays current market prices for these stamps, the proceeds going to whatever charity is being supported by the school. Last year it was Shelter. About ten pounds has been raised already in this way, but much more could be done if the box was regularly filled. Any clean used stamps, still on paper, can be put to good use, even the ubiquitous threepenny blue.

At present the society finds it necessary to supplement this supply from other sources. By buying in bulk we have built up a flourishing approval service with sufficient stocks at realistic prices to cater for the interests of most members. In fact we now have clients amongst the parents as well! To improve this service we are interested in buying collections and accumulations.

Membership is free and the society meets every Thursday at 1 p.m. in the Mathematics room. This provides an opportunity for boys from all parts of the school to swap stamps, discuss their latest acquisitions, and generally enjoy their hobby better. For the convenience of those who cannot attend these meetings approval envelopes can be had at any time simply by dropping a request into the stamp-box.

Auctions have been held, and we would like to arrange an exhibition so that members could display some of the more interesting items in their

collections, but some administrative problems remain to be solved.

It is interesting to see how many different types of philatelists we have in the school. They range from the specialist, for whom an inverted watermark is a joy to behold, through various stages to the beginners for whom the picture on the front of the stamp is the main consideration. The stamps of Great Britain are very popular and many of our members collect only 'home-grown'.

Our thanks are due to all those parents and friends who have sent us stamps in the past. We hope you approve of the way the society works, and as we intend to continue this effort indefinitely we ask for your continued support.

G. R.

## THE PHOTOGRAPHIC SOCIETY

THE Photographic Society has recently been reorganised and, with the help of Mr. Brown and the committee, members of the society have free access to a darkroom where, under supervision, they can develop and print their films. Boys who do not know how to do this are gladly taught the process, with the best of results.

Mr. Brown presides over the meetings and he shows members how best to use their cameras.

Photographic competitions for anyone wishing to enter are to be arranged, and Mr. Brown will advise on the preparation of photographs for the competition.

Meetings are held on Wednesday afternoons at 1-15 p.m., in the Physics Lecture Room. Photography is an interesting hobby and we do hope that many more boys will join us in the society.

BARRY ROSSITER (2 Mersey).

## Music Notes, 1970-71

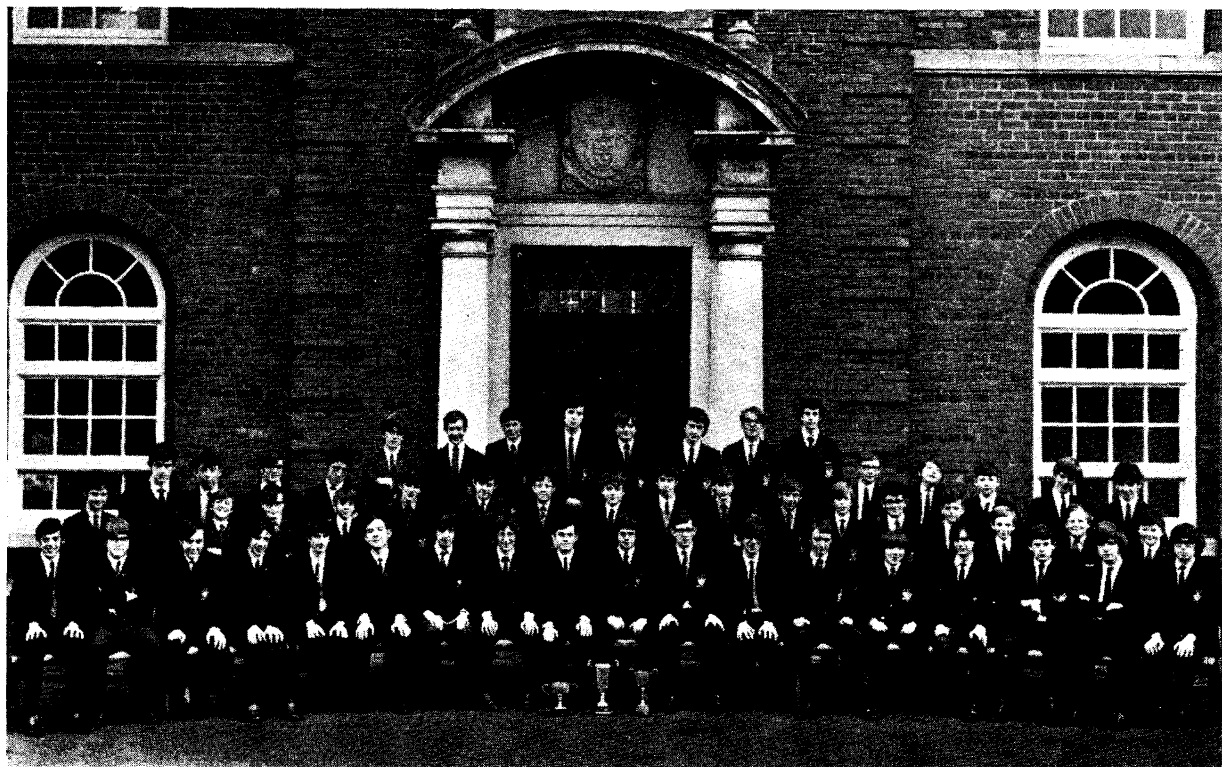
THE Orchestra and String Quartet had an encouraging start to the year by gaining second place in their respective classes at the Southport Music Festival in September, 1970. In the following March, the Orchestra came first, winning the Helen Hogg Cup, and the String Quartet second, at the Harrogate Festival.

May was a particularly busy, but nevertheless, successful month, the Orchestra gaining second place at the Ilkley Festival, and also coming first at the Alderley Edge Festival, gaining the Chesters Cup, when we combined with the Orchestra of Seafield Convent, Crosby, forcing a semi-professional orchestra into second place. Shortly afterwards, the Combined Orchestras again gave two concerts, under the direction of Miss Hogg, raising a record amount of money in aid of the University Catholic Chaplaincy.

The year also saw a departure from tradition with the performance of a "pop" Cantata for Choir and Orchestra—"Joseph and the Amazing Technicolor Dreamcoat"—by Andrew Lloyd-Webber, at both the Christmas and Speech Day concerts, and these performances, which also included other orchestral works, were most enthusiastically received, and their success was undoubtedly due to the untiring energies of Mr. Lyons, Miss Hogg and Mr. Genin.

Two members of the Music Staff left this year, Mr. Archer and Miss Johnston. Miss Johnston, who has retired after many years of dedicated service to the cello and bass sections of the Orchestra, also gave invaluable advice to successive string quartets.

G. Pellegrini, V. Gillespie and J. Kerrigan are members of the Merseyside Youth Orchestra, and M. Langan and A. Derbyshire are members of the



**SCHOOL ORCHESTRA**

Liverpool Senior and Junior Schools Orchestra, respectively.

As a final note, I may add that the Music Room was redecorated during the year, and this tended to give a little "tone" to its former somewhat "Conservatoire" appearance!

G. J. PELLEGRINI,  
*Leader of the Orchestra,*  
 6 Science Schol.

#### ORCHESTRA

##### *Harrogate Music Festival*

St. Edward's gained first place, winning the "Helen Hogg Trophy".

##### *Southport Music Festival*

The orchestra was given second place, behind Seafield Grammar School.

##### *Alderley Edge Music Festival*

The joint orchestra of St. Edward's and Seafield came first, despite opposition from a semi-professional orchestra.

The orchestra also has members in the following city orchestras:—

##### *Merseyside Youth Orchestra*

M. Faulkner, G. Pellegrini, V. Gillespie, J. Kerrigan.

##### *Liverpool Schools' Senior Orchestra*

C. Twist, M. Langan, N. Burrows.

##### *Liverpool Schools' Junior Orchestra*

A. Derbyshire, P. Rowan, S. Rielly, M. Bowe, W. Kelly.

##### *Holders of Liverpool Senior Studentships in Music*

J. Kerrigan, P. Bamber.

## THE DRAMATIC SOCIETY

FOR the second year running, the Society staged a combined production with the girls of Bellerive Convent. Despite a somewhat shaky start to the rehearsals, the five performances of G. B. Shaw's "Pygmalion" were received with an acclaim which did credit to all those involved, performers and back-stage workers alike.

M. Doherty, J. Turner, N. Street, P. McLaughlin, P. Walsh, and F. Roderick all gave their time and talent in order to make the play a success, as did the girls of Bellerive, and it would be grossly unfair to single out any person for special praise.

Sincere thanks are due to Mrs. P. Lynch of Bellerive for coping so admirably with the task of producing the play and for promoting such a friendly atmosphere throughout; to Mr. Duffy, of our own staff, for giving up so many hours of his own time to manage the physical aspects of the production; and to Geoff Morley and Jim Keogh for their magnificent backstage work.

Finally, grateful thanks are extended to Br. Ryan and the Headmistress of Bellerive, without whose co-operation and organization the production could not have taken place.

N. C. STREET (6 Schol. Mods.)

## FRENCH DEBATING SOCIETY

ALTHOUGH lacking the fiery wit of last year's debaters this year saw several vigorously contested debates with all members of the 6A group participating in at least one debate—although similar support was lacking from the small number of 6B French students. It is to be hoped that this will be corrected in the coming year.

The motions for debate covered a plethora of subjects—including suggestions for improving the educational system—"A bas les examens!"—and discussions on the ecumenical movement—"Qu'une religion vaut une autre"—and dealing with social questions such as pornography and censorship and even man's continued existence on the earth.

The Brother Forde Cup was won by Michael Langan, debating the motion "Que l'Eglise Catholique est en train de perdre son troupeau". We extend our congratulations to him. The other finalists were Messrs. D. Kelleher, C. Fraine and V. Gillespie.

Finally we must extend our thanks to Mr. Fraser and Madame Rimmer for their support and encouragement which helps to make French Debating one of the most active Sixth Form activities.

V. A. GILLESPIE, Hon. Sec.  
 (6 Schol. Mods.)

## THE ENGLISH SOCIETY

THE Society has concentrated during the last year on regular meetings, held almost each week, of a small discussion group. The less formal and more intimate atmosphere permitted a broader range of subject matter and greater frequency of meeting than would have been possible with the more conventional form of meetings addressed by a lecturer.

With E. F. P. Green as Chairman and D. K. Forrest as Secretary, the Society has organised a considerable range of activities. There have been prose and poetry readings and critical sessions when a work, or part of a work, has been read and examined by the group—these deepened the knowledge and sharpened the critical faculties of the members.

As a further subject for discussion, individuals were asked to prepare a brief 'precis' of a book, recommending its value. Discussions were also organised on Literary Genres. One such discussion, on Science Fiction, attracted some gentlemen from the Sciences, whose contribution to the conversation was valuable.

A recording of 'The Merchant of Venice' was played to a small but appreciative audience. Denis Kay provided the society with the subject for its last meeting of the year, when he presented a selection of his favourite works of poetry, prose, and drama. He took as his theme "Gusto"—reading Hazlitt's famous essay on the subject.

The Society would not have been able to continue throughout the year without the unflinching support of a small group and the invaluable help and assistance of Mr. R. Thomas. It is however to the ingenuity of the Society's Secretary, David Forrest, that its success must principally be ascribed.

E. F. P. GREEN, *Chairman*.

## THE HISTORICAL SOCIETY

THE college Historical Society has enjoyed a prosperous year under the Chairmanship of E. F. P. Green, assisted by S. A. Fennell and S. M. Roxborough. A varied selection of lectures has been delivered: S. A. Fennell of 6B Moderns on "Trade Unionism and its Historical Background"; P. R. Geraghty of 6A Moderns on "The Queen and Mr. Gladstone, a Stormy Friendship"; Edward Green of 6S. on "The Wars Between Greece and Persia"; "Charlemagne"; "King Henry VIII" and "Metter-

nich's Europe". Unfortunately adequate support was not forthcoming from the sixth Form. The society had therefore to turn to the Fifth and Fourth Forms for support. The boys of the Fourth Form largely through the endeavours of Stephen Roxborough, attended in force.

At least one event organised by the Society did attract a large audience of sixth-formers—a debate on the motion "That British action in the Suez crisis (1956) was fully justifiable." Simon Fennell and P. G. McLoughlin spoke eloquently for the motion. The speeches of the opposition, M. F. Orford and F. S. Roderick, were equally eloquent if not as clearly cogent. Roderick's oratorical force decided the issue overwhelmingly against the motion.

The Historical Society, despite sixth-form apathy, has prospered and, it is hoped, will continue to do so under the leadership of Simon Fennell.

E. F. P. GREEN,  
*Chairman*.

## THE SCIENTIFIC SOCIETY

OVER the school year 1970-71 the activities of the society suffered certain setbacks. Due to the poor industrial climate, companies were less ready to receive parties from schools to be shown around their factories and thus many promising visits were curtailed or limited to small numbers.

There was one notable trip—that to Hawker Siddely Aviation's works in Manchester and to their testing works and airfield in Cheshire. Unfortunately numbers were limited by the company so it was not possible to take everyone. The party was given an extremely comprehensive and interesting tour, seeing the HS 748 and Nimrod aircraft being built and tested.

The films shown by the Society were poorly supported, although many good ones were shown. Our thanks go to the appreciative few who came to the films. The coming year will see longer films, shown at the rate of one a week, together with lectures given by members of the Society. More trips are hoped for than last year but we must have more support. If more people come and take part in the Society we shall have a great deal to offer.

A. C. POLSON (*Chairman*).

J. TURNER (*Secretary*).

## English Debating Society

THE year under consideration saw participation by the college in two major Public Speaking Competitions. A team, consisting of Kevin McKee (Main speaker), Vincent Gillespie (Chairman) and Neil Street (Proposer of Vote of Thanks), was entered in the competition run by the English Speaking Union of the Commonwealth reached the Semi-final, being eliminated by St. Mary's, the eventual winners of the Merseyside Heats.

The other contest was the Knockout Debating Competition organised by the Guild of Undergraduates at Liverpool. After some very close debates, St. Edward's reached the final. Unfortunately, postal

difficulties necessitated a five-way final, and the result was far from satisfactory. During this series of debates, the support of Sixth-Formers was most encouraging.

Another notable feature was the development of Debating lower down the school, with the institution of a Form 1 Debating Competition, 1 Hope being the eventual winners. With such a good foundation of young talent, the College can look forward to some very accomplished debaters in the near future.

V. A. GILLESPIE,

(Hon. Sec.)

(6 Schol. Mods.)

### THINGS I'VE WISHED

That life were always funny,  
That I had lots of money,  
That everyone could fly,  
That no-one had to die.  
That I were next in a line of king's,  
I've often wished these things.

That the whole world were mine,  
That the weather were always fine,  
That everyone had time,  
That there was no such thing as crime.  
Though these aren't things life brings,  
I've often wished these things.

M. REDMOND (2 Hope).

*With the Compliments of*

**J. GRANBY LTD.**

**NEWLYN POULTRY FARM**

**SPENCER'S LANE,**

**MELLING**

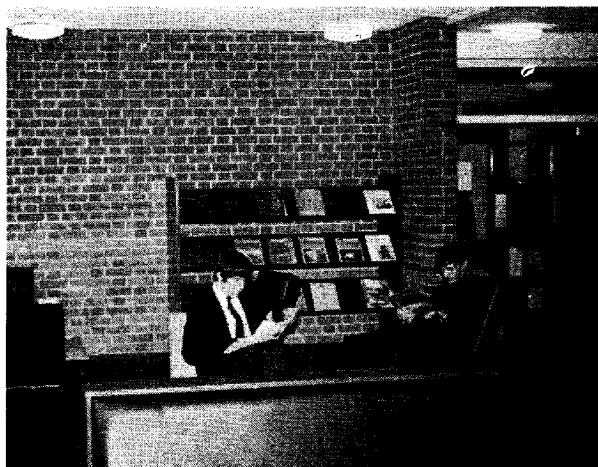
**Telephone: 547 2158**

## The Sixth Form Block

WHEN the Sixth Form Block was opened in 1968, it provided a wide range of facilities for the sixth-formers. Since then improvements have been made and the block has become the centre of sixth-form life. In the block there are six classrooms, two tutorial rooms, a careers room, the library and the common room.

The library is a great help to the students, with over 10,000 books covering a wide range of topics, especially those studied at 'A'-level examinations. Since the block has been open a carpet has been added to the library, cutting out much of the noise created by the movement of chairs, consequently making work much easier. The removal of many of the carrels has helped to make movement about the library much easier. We must, of course, thank Miss O'Neill for keeping the library in good order so that it can be used most fully.

The common room is valuable for recreation and relaxation. The removal of the old prefects' room in one part of the common room has made way for the addition of a snooker table to the billiard table, the two table tennis tables and the foot-



ball game. There is also a coffee bar where the sixth-formers can buy drinks, biscuits, crisps, etc.

The Sixth Form Committee is responsible for the running of the coffee bar and the maintenance of the games and the Block in general. Although the Sixth Form Committee takes care of official aspects of the block, it is only as a result of an all-round effort that the Committee can do its work.

The fact that the block is separated from the rest of the school has given sixth-formers something of their own—it is up to them to look after it. It is evident that there is a feeling of responsibility amongst the students along with the willingness to co-operate. The idea of a block separated from the main school is a good one since it makes sixth-form studies more enjoyable. The need for hard work has mingled with a feeling of responsibility and freedom.

Thus, the Sixth Form Block, having moved the sixth-form away from the Main School is now proving to be a valuable addition to the school, and has added something to the normal course of sixth-form studies.

P. ARMSTRONG,  
Sixth Form Committee.

## Classics or: An (as yet) Unexploded Myth

(For prospective sixth-formers)

EVER since the study of Classics fell from its place of pre-eminence as the basis of the perfect education, there has been a tendency to go to the other extreme and discount its worth altogether. Even at St. Edward's there seems to be a momentary lull in enthusiasm for Classics.

It seems that the general opinion is that Greek and Latin are all right, but is it worth all the bother of labouring over translations for hours on end? Aren't they dead languages anyway, so why not R.I.P.? Aren't modern history and modern languages every bit as, if not, more, rewarding?

As for all the sweat spent over translation, for the admirer of beauty, the thinker, and not least, the human being, it is very much worth while.

As I think the last category needs most explanation, I shall take that first. The human being needs many things; not least of these friendship and kinship. When, therefore, our student breaks through the barrier of language and words, he sees human beings beset with perennial problems, the problems we still have today, the same hopes, fears and ambitions as we have. He can feel an affinity for Greeks and Romans, despite two or two and a half thousand years, because Horace has love troubles, Cicero has money troubles, Tacitus hates a ruling class beset with vices and Ovid is a lonely exile in a strange land.

The admirer of beauty in literature and in art in general can see the sheer perfection of lyric poetry in Horace, who decorates perennial problems in metrical elegance, of epic poetry in Virgil, who can convey the rustling of trees, moods of sadness and joy with amazing vividness. The list goes on and on: Livy's mammoth task of the history of Rome, the plays of Plautus and Terence; but I must stop, for fear of boring my reader, which is far from being my intention.

For the thinker, Socrates, Plato and Cicero pose problems which have troubled philosophers of every century and put forward their own answers to them. One cannot expect to agree with all of what they say, but nevertheless, Plato's Republic has been the blueprint for modern democratic states and, may I say, has never been fully achieved anywhere. Indeed, to the Romans and especially the Greeks, we owe the gift, the evolutionary miracle of civilisation.

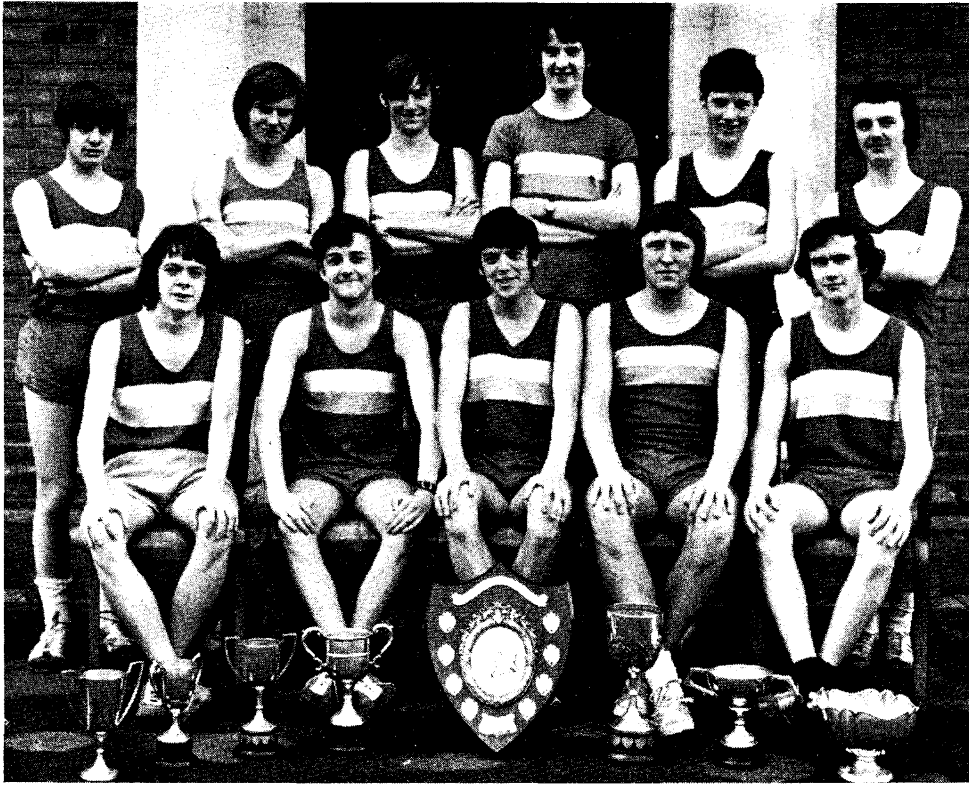
We take very much for granted this gift of civilisation which is so deeply ingrained in our way of life that we scarcely notice it. But when, as today, civilised life shows signs of descending to the level of the animal—either the anarchy of overpopulation and world pollution, or the oligarchy of "communism"—it is then that we need to find out what are the basic ideas of democracy, true democracy. Where are these to be found? In Greek philosophy and in Cicero's lawsuits, of course. This is where they were originally formulated, the laws of civilisation. In an ancient world where man was the vassal of an omnipotent Pharaoh or Emperor, the Greeks alone said that the individual counted—he had both rights for himself and responsibilities to the community. This is the very essence of civilisation.

Much of this is obscure to the general reader, but I hope that some of those boys embarking upon sixth-form work this coming year will choose Latin, and I hope that eventually the study of Greek will return.

Do not misunderstand me—I wish merely to enlighten the ignorance that taunts "Latin is dead as dead could be." I certainly hope this article does not put another nail in its coffin!

D. P. SHEEHAN,

(6 Schol. Mods.)



### CROSS - COUNTRY TEAM

*Standing:* A. Fenney, C. Fraine, J. McMahon, K. Dunne, D. Sheehan, F. O'Mara.

*Seated:* M. Millington, P. Macardle, N. Fennell, R. Walters, A. Lythe.

### TEAM RESULTS

**SENIORS**—1st in the Christian Brothers' Championships with a record low score.

1st in the Merseyside League.

Winners of Camella Cup.

Winners of Sangster Cup.

2nd place in the Waterloo Cup.

11th in the Northern Schools Championships.

Inter School Fixtures; Ran 8, Won 7.

**UNDER 12's**—3rd in Merseyside League.

2nd in Tryfan Cup.

2nd in Sefton Shield Road Relay.

12th in Northern Schools Championships.

1st in City Championships.

**UNDER 13's**—3rd in Northern Schools Championships.

1st in Merseyside League.

Won the Liverpool Harriers Trophy.

1st in City Championships.

2nd in Jack Sharp Trophy Race.

2nd in Waterloo Road Race (with under 14's).

Won Caldy Hill Race Relay (with under 14's).

Inter School Fixtures. Ran 14; Won 14.

**UNDER 14's**—4th in Merseyside League.

5th in Booth Cup.

3rd in Christian Brothers' Championships.

1st Caldy Grange Road Relay.

Northern Schools Championships—17th.



CROSS COUNTRY — *continued*

UNDER 16's—3rd Merseyside League.

Won Sefton Harriers Memorial Cup.

Won Sandfield Park Road Relay.

2nd Waterloo Road Race.

Inter School Fixtures. Ran 6; Won 4.

## REPRESENTATIVE HONOURS

N. Fennell, J. McMahon, A. Lyth, S. Fennell, Bromley, Roberts and S. Maher in Liverpool Team in Lancashire Championships.

M. Maher, R. Disley, C. Fennell, M. Morris, P. Redmond and M. McAlister in Liverpool "B" Team in Lancashire Championships.

C. Fennell ran for Lancashire Under 14's in English Schools Championship.

Ashton, Maher and Hanrahan ran in the Merseyside League Team. (Maher received a Championship badge for 1st place in race at St. Edward's).

**CRICKET — FIRST ELEVEN**

*Standing:* K. Pryce, M. Devlin, P. Melia, M. Killen, D. Sheehan, J. Connolly.

*Seated:* M. O'Neill, P. Taylor, M. Feerick, D. Kay (Capt.), P. Owen, R. Greene.

	P.	W.	D.	L.
1st XI. ....	12 ..	10 ..	0 ..	2
2nd XI. ....	4 ..	2 ..	0 ..	2
U.15 XI. ....	7 ..	3 ..	1 ..	3
U.13 XI. ....	5 ..	2 ..	0 ..	3
U.12 XI. ....	1 ..	0 ..	0 ..	1
U.14 XI. ....	4 ..	4 ..	0 ..	0

The following were awarded caps: P. Taylor, P. Owen, R. Greene, M. O'Neill.



### ATHLETICS TEAM

*Standing:* G. Roberts, J. McMahon, C. Fraine, N. Fennell, J. Caulfield, A. Lythe, R. Walters, J. Mitchell.

*Seated:* M. Millington, R. Greene, F. Roderick, P. Grey, D. Kelleher, M. Rudd.

#### MERSEYSIDE SENIOR SCHOOLS ATHLETICS CHAMPIONSHIPS

Seniors—Winners of Shield.  
 Intermediates—Winners of Shield.  
 Juniors—Winners of Shield.  
 Team—Winners of Radio Merseyside Trophy for overall competition.

#### CHRISTIAN BROTHERS' SCHOOLS ATHLETICS CHAMPIONSHIPS

Seniors—Winners of Br. Gibbons Shield.  
 Intermediates—Winners of Br. Casey Cup.  
 Juniors—Winners of Br. Robinson Cup.

#### CENTRAL DISTRICT ATHLETICS CHAMPIONSHIPS

1st—4th years teams—Winners of Shield.

#### SCHOOLS ATHLETICS MATCHES

To date—Played 14; Won 14.

#### COUNTY CHAMPIONSHIPS

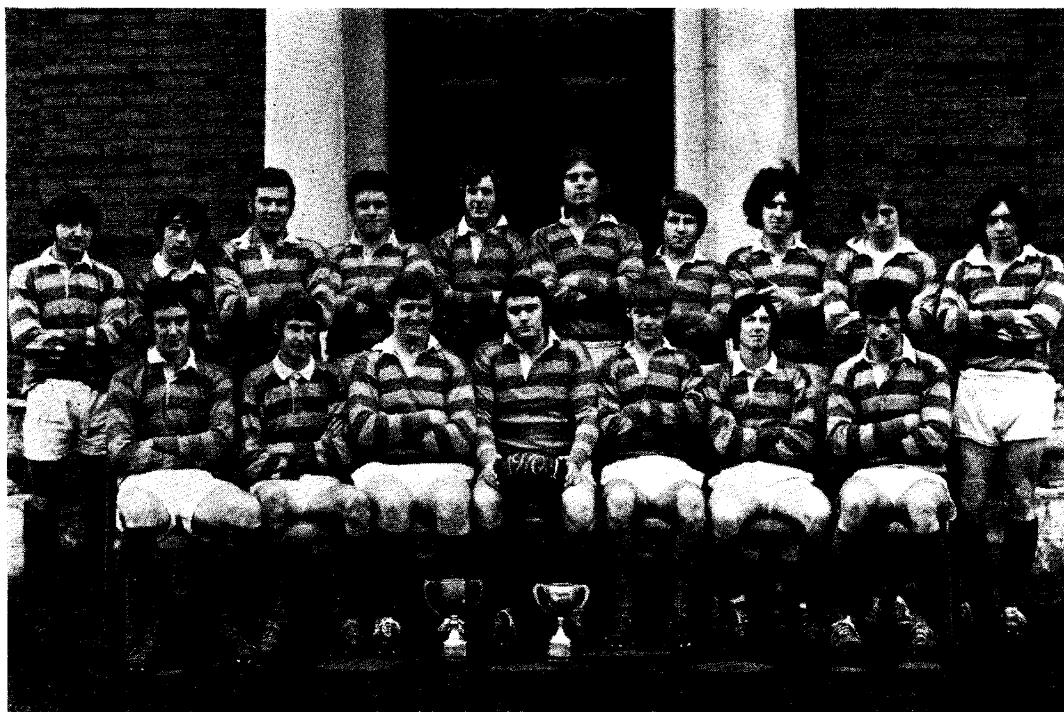
As a result of the City Trials, 21 out of 39 in the Liverpool Team, and 13 out of 38 in the Lyver Team were selected from the College's athletes.

The following five boys were County Champions:

N. Fennell — 1500m.  
 G. Roberts — Pole Vault.  
 S. Maher — 3000m.  
 D. Roberts — 80m. Hurdles.  
 I. Humphries — Hammer.

As a result, the following were selected to represent Lancashire in the All England Championships at Crystal Palace: N. Fennell, S. Maher and D. Roberts.

P. Kelly and R. Greene were selected as reserves.



### RUGBY — FIRST FIFTEEN

*Standing:* F. Matys, M. Pye, M. Withe, D. Kelleher, M. Feerick, A. Sayle, A. Murphy, K. McKee, P. Ventre, J. Mitchell.

*Seated:* P. Melia, M. Killen, D. Kay, J. Bligh (Capt.), P. Owen, M. Connolly, M. Rudd.

	P.	W.	D.	L.	For	Agst.
1st XV. ....	23	13	1	9	314	199
2nd XV. ....	20	15	0	5	447	170
3rd XV. ....	11	6	0	5	136	92
4th XV. ....	4	1	0	3	30	47
U.15 .....	19	9	1	9	192	187
U.14 .....	19	18	0	1	537	88
U.13 .....	20	19	0	1	509	91
U.12 .....	17	11	1	5	193	107

### REPRESENTATIVE HONOURS

The following were selected to play for the Lancashire Schools XV.:—

P. Melia, M. Killen, P. O'Connor, D. Kay, M. Feerick. D. Kay was a travelling reserve for England.

### THE HIGHLAND CLEARANCES

Ten times fallen footprints trod in years past  
 On every shattered rock in this domain;  
 Before men sowed for profit, reaped in vain,  
 The figments of eternity amassed.  
 The land is silent now. Their sin has cast  
 The gloom of emptiness about; and bane  
 Enough is wrought to let the truth arraign,  
 By reconstructing shadows from the past.

But have they truly gone? This matrix must  
 Have kept some vestige of their former reign;  
 An ivied wall, a weapon wreathed in rust,  
 Perhaps a broken shard, a mere stain:  
 Yet nothing lives but what is dead and dust,  
 And only souls that haunt the graves remain.

P. J. HARTLEY, (6A Mods).

## Swimming Club, 1970-71

The club has had another successful season, winning honours at school, city, county and national level.

### Details of results.

Year	Played	Won	Lost	Drawn
1st .....	16	12	3	1
2nd .....	16	16	0	0
3rd .....	16	9	5	2
4th .....	15	7	5	3
Open .....	15	11	4	0
TOTAL ....	78	55	17	6

### CITY CHAMPIONSHIPS

- P. CLARKE—1st in Medley and Butterfly.  
2nd in Breaststroke. 4th in Backstroke.  
J. CHAMBERS—2nd in Backstroke.  
5th in Front Crawl.  
P. MOSCARDINI—5th in Backstroke.  
P. Clarke was selected to represent Liverpool in the Lancashire Championships and came third.

### LIFE SAVING AWARDS

#### DISTINCTION AWARD OF THE ROYAL LIFE SAVING

##### SOCIETY:

M. Rudd, D. Pryce, M. Connolly.

##### AWARD OF MERIT

M. Connolly.

##### BRONZE MEDALLION

J. Chambers, A. Buchanan.

##### INTERMEDIATE CERTIFICATE

N. Flewitt, M. Mayers, G. Tyrer, G. Pryce,  
P. Cunningham, M. Grossart, M. Carter, G. Soulsby.

##### SURVIVAL TESTS

F. Wooley, D. Highan, P. Lambert, A. O'Leary,  
K. Kennedy, T. Bradley, P. Fitzgerald, J. Gallagher,  
R. Gillies, C. Hughes, J. Connor, S. Murphy,  
J. Clague, A. Highan, M. Salib, N. Manley,  
G. Kearns, B. Reilly, F. Carroll.

## Chess Report, 1970-71

### SENIOR TEAM

J. Cunningham (captain), M. Geoghegan, A. Battisti, C. Rooney, B. Handley, C. Finch, C. Dahill.  
Reserve: P. Jordan.

The team finished third in their section in the Wright Shield Competition.

Results: Played 8; won 3, drew 1, lost 4.

### UNDER 15 'A' TEAM

P. Jordan (captain), J. Smart, A. Beesley, P. Sanders, C. Wilson. Reserves: S. Culley, C. Ley.

The team was very successful in winning their section in the Liverpool Schools Chess League and eventually came second in the final stages of the event between the other section winners.

P. Jordan, J. Smart and A. Beesley represented Liverpool in an inter-cities tournament. J. Smart was runner-up in the final of the U-15 Individual Knock-out Competition. A. Beesley came third in his section in the Liverpool Chess Congress at Paddington Comprehensive.

Results—Played 14; won 12, drew 0, lost 2.

### UNDER 15 'B' TEAM

J. Mullin (captain), F. Burrows, J. Dawson, A. Furlong, M. Kerr. Reserve: J. Avein.

Results—Played 8; won 4, drew 0, lost 4.

### UNDER 13 'A' TEAM

H. Riding (captain), G. Brown, N. Flewitt, J. Lawler, C. Redmond. Reserves: M. Emond, D. Maher, A. Thomas.

Results—Played 8; won 4, drew 0, lost 4.

N. Flewitt came third in his section in the Liverpool Chess Congress.

### UNDER 13 'B' TEAM

D. Watkins (captain), S. Walsh, T. Fitzsimons, A. D'Arcy, A. Leonard. Reserve: M. Pye.

Results: Played 14; won 10, drew 1, lost 3.

The team were winners in their section in the first part of the Liverpool Schools Chess League and were joint second in the competition between the winners of each section.

D. Watkins reached the semi-final of the U-13 Individual Knock-out competition and came second in his section at the Liverpool Chess Congress.

### UNDER 11 TEAM

P. Lally (captain), A. Marron, D. Price, M. Campbell, M. Johnson. Reserves: Y. Kelly, M. Grossart.

Results: Played 14; won 12; drew 0; lost 2.

With coaching from some of this year's senior team and the driving force of Br. Walsh behind

hem, this young team achieved some outstanding results. They won their section in the League, were runners-up in the under 11 schools' knock-out and reached the third round of a National Knock-out.

D. Pryce reached the quarter finals of the under 2 section of the Liverpool Chess Congress. Also at the Congress, A. Marron won his section and P. Lally came fourth in his section. Y. Kelly, P. Lally and A. Marron all played for Liverpool against

Wallasey and A. Marron played for Liverpool in an inter-cities match against Birmingham.

Although the Senior Team were not very successful this year, I hope we shall do better next year with a little help from some of last year's successful Under 15 'A' team. I also hope that with coaching given to the Junior teams by the Senior team they will uphold last year's high standards.

C. ROONEY (Captain) 6ASC. 2.

## Society of St. Vincent De Paul

THE S.V.P. is a Catholic society, founded in 1833 'to visit the poor and, to the extent of its resources, to practise the works of mercy' (in the words of the 845 manual). It has branches called Conferences, in most parishes and many schools. St. Edward's Conference was established many years ago and it is hoped that it will continue to flourish.

With a membership of about fifteen Sixth-formers, the society has continued and extended its work of regularly visiting a number of old people and assisting them with gifts of money or food. The only collections allowed in the school were unremunerative ones in the upper school. The society therefore had to find means of raising funds other than the traditional collection. Green Shield Stamps were collected and exchanged for money. Through the generosity of some of the members, a Harvest Festival was arranged in the Prep. School at which copious amounts of food were donated by the boys to the

S.V.P. Our principal source of revenue became the Old Swan Particular Council of the S.V.P. which was always ready to grant us whatever sum of money we needed. To them we express our gratitude.

St. Edward's was honoured to be the host for an Archdiocesan conference of the society presided over by the President of Liverpool Central Council, Br. H. G. Brothers. It was preceded by Benediction in the Chapel. The Spiritual Reading was read by the secretary and Ronan Egan, President of our Conference, gave a speech of welcome.

Though many of the members will be leaving this year they will leave behind them a vigorous and enthusiastic group. It is hoped that those who leave will continue to work for the society whether in university or parish Conferences.

The Officers for 1970-71 were: P. F. R. Egan, President; E. F. P. Green, Secretary; B. P. Flynn, Treasurer. E. F. P. GREEN (6 Schol. Mods.)

## Foyer Francais De Liverpool: 1970-71

THE Society offers a unique opportunity of perfecting one's pronunciation and understanding of the French language and also of learning a great deal about the history, culture and life of France; thus it was a great pity that more Edwardians did not attend the lectures—but those who did were well-rewarded by the variety of topics presented.

The event that attracted most Foyer members was the film of Moliere's "Tartuffe", which proved to be both informative and entertaining. One of our other set-books was discussed in a lecture entitled "Eugenie Grandet" and in another called "La Vie de Balzac" given by the ever-resourceful Mme. Rutterford.

M. Meyer of Liverpool University gave several lectures including one on "Le Misanthrope" which was memorable in many ways. Of more general in-

terest were such lectures as that given by Mme. Malley (a member of the Alliance Francaise) on "Paris—Hier et Aujourd'hui" which was accompanied by slides, and M. Derveux's lecture on "La Vie Intellectuelle en France".

The oral competition was most enjoyable, despite the over-abundance of speeches on "Mon premier sejour en France", since the standard was so high; the occasion was not, however, graced by the active participation of an Edwardian; let us hope that this will not be repeated next year.

It remains for me to thank, on behalf of the members, the Foyer Committee for producing such a pleasant year's programme and Mr. Fraser for his constant help and encouragement.

M. LANGAN (6 Schol. Mods.)

*Foyer Representative.*

## How Dare You Laugh!

THE time, the place—irrelevant. The event a dance, modern that is, none of this stale, stagnant stuff. Oh no, that's not for us; we are switched on, giration, contortion, etc., etc. . . . What we like, demand even (and pay for) is incessant noise. The musical qualities are very important, we are intelligent—of course.

Enjoy ourselves? What's that got to do with it; this is a dance you know.

Stop, talk? Why should the noise stop? What have we got to talk about?

Brainwashed? Who's brainwashed? We know what we want. I wonder. Admittedly the younger generation have contributed to every aspect of our culture, and in many respects I am in total agreement. In one respect however I must be considered a square. I prefer to enjoy myself at dances and not to be subject to the atavistic drives of commercialism. I am sorry but that's the way it is.

I sometimes think that there must be a mistake in this, for so many people spend a large proportion of their spare time writhing to noise (some of it may be good music but that's not the point) with an expression on their face as if they were about to commit ceremonial suicide.

As you have probably suspected I am now about to give a report on the Country and Ballroom dancing society. I apologise for the introduction but I feel that not many would have read the article, had it not been so. However I will say this, that if you are one of those who regard enjoyment and laughter as things of the past then do not read on.

The beginning of the "season" saw a repetition of the usual first night farce, when, as always seems to happen, no girls arrived. (The evening was spent

playing football in the gymnasium). The second night, strangely enough, no boys arrived (except myself, P. Metcalf and a few other hard-core enthusiasts) but vast numbers of girls did. Fortunately from then on the numbers began to "even" out due to great support from Notre Dame, Woolton and Bellevue, together with a little support from St. Edward's.

No matter what happened we were always able to make the evenings enjoyable. On one memorable occasion fifty girls and only ten boys arrived. Two possible courses of action were open to us: one was that each boy would have to dance with five girls; the other was to invite the visiting rugby teams from St. Brendan's, Bristol to join in. I was outvoted, and St. Brendan's took part.

When the barn dancing "season" came to an end at Easter the school "team" notably N. Fennell, R. Haines, P. Daybell and K. Dunne were pleased with their performances, and glad that the injury list did not extend further than a few bruises and N. Fennell's broken arm. Mystery still surrounds this incident; was it a violent rivalry between K. Dunne and N. Fennell (no one is suggesting over a disputed partner) or was it, as K. Dunne would have us believe, a technical mistake in his execution of the half turn in the "Gay Gordons"? We will never know.

However, returning to the initial theme of the article, it must be said that while many from the sixth form enjoy these dances we could do with much more support.

The organisers wish to thank Miss Burrows and Br. O'Grady for all their help during the year. We look forward to an equally or even more ludicrous "season" next year. D. PRYCE.

### NIGHTFALL, GLENELG

Each night a quiet enacted tragedy  
 Assails the mountain rim when sunsets flare;  
 When crags are parting slats of laden air,  
 And distance flashes near infinity.  
 Behold that rise where rolling shadows flee,  
 That shocked with autumn brake and rowan bare,  
 Has caught the ember glow and lost the glare  
 Of fire that was, that burns eternally.

Now see the failing after-hue descend  
 Beyond a sentry peak and fallen fade  
 To rest. The chaffinch sleeps until the day  
 Shall dawn again; and only owls contend  
 With silence from the cobweb-hooded shade,  
 And stir to mourn the peaceful night away.

### AN EAGLE

In his towering castle high,  
 Lives the mighty king of the sky.  
 Looking down from his throne,  
 He sees a mouse beside a stone.  
 Spearing swiftly, makes the kill  
 And swoops aloft where the air is still.  
 With flashing beak and razor claws,  
 He tears his prey without a pause.  
 Gorging hungrily, eating all,  
 This king of birds large and small,  
 Looks over his kingdom with eagle eye  
 And once more soars into the sky.

M. LYONS (1H).

# Examination Results - 1971

## GENERAL CERTIFICATE OF EDUCATION, 1971

### ADVANCED LEVEL

Passes in Advanced Level subjects shown under the following symbols :—

Subjects in brackets indicate passes at Ordinary Level

\* Indicates Distinction at A Level

(1) Denotes Distinction in Special Paper

(2) Denotes Merit in Special Paper

A. Art  
B. Biology  
C. Chemistry  
E. English Language  
EL. English Literature  
F. French  
GS. General Studies  
G. Geography

H. History  
L. Latin  
M. Mathematics  
N. Economics  
O. Music  
P. Physics  
Q. Br. Government  
R. Russian

S. Spanish  
T. Pure Mathematics  
with Statistics  
U. Geology  
W. Further Mathematics  
Y. Pure Mathematics  
Z. Zoology

#### 6A SCIENCE 1

LARKE, M. G.—GS. (P). (C).  
UNNINGHAM, J. T. (M). P. C.  
EVANEY, P. T.—GS\*. M. P. C\*.  
OWD, R. J.—M. P. C.  
LOWNES, B. J.—GS\*. M. P. C.  
EENAN, D. B.—GS. M. P\*. C.  
AINES, R. V. H.—M. P. C.  
IARDING, J. S.—GS. M. P.  
ARNE, P. G.—GS. M. P. C.  
YONS, S. M.—GS. (M). P. C.  
McCARTHY, P. D.—GS. M. P\* C.  
MANLEY, J. P.—GS\*. M. P. C.  
MARTIN, J. C.—M. P. (C).  
MARKIN, L. D.—GS. M. P. C.  
IOBERTS, G. S.—GS\*. P. C.  
IOCHE, P. J. E.—GS. M. P. C.  
VALTERS, R. J. J.—GS. M. P.

MANN, M. C.—M. (W). P.  
MILNE, S. C.—GS. M. (W). (P).  
PELLEGRINI, G. J.—GS. M. W. P\*.  
POLSON, A. C.—GS\* M\*. (W). P\*.  
SAYLE, A. N.—GS. M. W. P.  
SMART, P. V.—M.  
SPENCER, E. J.—M. W.  
TARPEY, M.—GS. M. W. P.

SHORTHOUSE, P. D.—EL. H.  
SHUTTLEWORTH, D.—GS. EL. N.  
SMITH, M. J.—GS. (H). (G). N.  
STREET, N. C.—GS. EL\*. H. (G).  
STUDHOLME, J. T.—GS. G. N. (T).  
TAYLOR, P. B.—GS. EL. F\*. S.  
TRACEY, J. M.—GS. EL. G. N.  
VENTRE, P. C.—GS. EL. (H). (G).  
WALSH, A. J.—GS. (H). G. (T).

#### 6A SCIENCE 4

BARBER, P. D.—GS. P.  
BARR, R. N.—GS.  
CHARLES, G. A.—M. P. (C).  
CONDON, K. J.—GS. (P). (C).  
CONNOLLY, M. F.—(M). P.  
JAINTY, S.—GS. (C).  
JUNBAVIN, P. R.—(GS). (M). P. C.  
KOLDEN, P. G.—(GS). (M). P. (C).  
RELAND, M. J.—GS. (M). P. C.  
OHNSON, I.—(GS).  
McDONNELL, S. M.—GS\*. P. C.  
MARTIN, P.—GS. (P). (C).  
MATYS, F. J.—M. (P). (C).  
MUDD, M. E.—M. P. C.  
MAXON, M. D.—GS. M. P. C.

BARROW, J. A.—GS. P. C. B.  
BLACK, M.—P. C. B.  
BLIGH, J. G.—P. C. B.  
BUTLER, T. M.—P. C. B.  
CONNOLLY, J. W.—GS. P. C. B.  
DAVIES, C. E.—GS. P. C. B.  
DUNNE, K. P.—GS\*. P. C. B.  
EMERY, W. A.—P.  
FEERICK, M.—GS.  
GEOGHEAN, M. A.—P. C. B.  
HAVERCAN, S. J.—P. C. B.  
KIELY, K.—P. B.  
LYONS, I. R.—GS\*. P. B.  
McARDLE, P. J.—P. C. B.  
MORRIS, S. A.—GS. P. C. B.  
PARKER, R. F.—GS.  
PRYCE, D. W.—GS. P. C\*. B.  
REDMOND, T. K.—GS\*. P\*. C. B\*.  
SNEE, B.—GS. (P). (B).  
TISDALE, J.—P\*. B.

#### 6A MODERNS 2

ARMSTRONG, P. J.—H. F\*. S.  
BYRNE, B. J.—G. N. F.  
CAVANAGH, J. B.—GS\* EL\* N\*(1). T.  
CONNOLLY, M. J.—GS. EL. N.  
CONNOR, C. G.—EL. N. (S).  
CONWAY, J. G.—EL. H. N.  
CORRIGAN, R. F.—GS. EL. N.  
DACEY, F. P.—GS. EL. H. (G).  
DANIEL, G. J. J.—GS. G. N.(1). F.  
DEVLIN, M. D.—(EL). N.  
FLYNN, B. P. J.—GS. EL. H. A.(2).  
FRANE, C.—GS. H. F\*. S\*.  
FRASER, P. J. J.—GS. G. A. F.  
GERAGHTY, P. R.—GS. EL. H. F.  
GILLESPIE, V. A.—GS\*. EL\*(2). H. F\*.  
GRAY, P.—GS. EL. G. N.  
HARTLEY, P. J. J.—GS. EL\*. (H). A.  
JOHNSON, J. P.—GS. EL. H. F.  
JONES, J.—(GS). (EL).  
KELLY, A. G.—GS. (EL). A.

#### 6A MODERNS 1

BYRNE, T. J.—GS. M. W. P.  
CALLAGHAN, P.—M. W. (P).  
EDWARDS, T. D.—GS. M. W. (P).  
FROST, S. A.—M. N. P.  
AFFNEY, B.—GS. M. (W). (P).  
HAMEL, P. N.—GS. (M).  
LYNCH, M.—GS. M. (W). (P).  
McKENNA, P. G.—GS. M\*. W. P.

KEOGH, J.—GS. (EL).  
LANGAN, M. L.—GS\*. H\*. G\*(2). F.  
LYTH, A. W.—GS. EL. L. F.  
McDONAGH, M.—N.  
McENANEY, K. F.—GS. EL.  
McKEE, K. F.—GS. EL. H. F.  
MILLINGTON, M.—GS. H. (G). N.  
MITCHELL, J. B.—EL. (S).  
MORLEY, G. P.—GS. (EL). (G). A.  
MURPHY, A. T. E.—GS. EL. H. G.  
OWEN, P. G.—GS\*. EL\*. M\*. H. G\*(1).  
SHANNON, K. C.—GS. EL.  
SHEEHAN, D.—GS. L. F. T.

#### 6A MODERNS 3

DEVLIN, M. J.—EL. N. F.  
EGAN, P. F. R.—H. A.  
GEDMAN, D. J.—GS. EL. N.  
JONES, P.—EL. F. S.  
KELLEHER, J. D.—EL\*. N. F.  
KENT, A. P.—EL. N. (F).  
MELIA, P. C.—H. G. N.  
O'CONNOR, P.—GS. H\* N.(1).  
O'HARA, C. J.—H. G.  
SHAW, J. D.—EL. (G). N.  
TAYLOR, C. E.—N. T\*.  
WALSH, M. A.—GS. H. N.

### THE FOLLOWING STUDENTS TOOK AND PASSED EXTRA SUBJECTS :—

#### 6 SCHOL. SCIENCE

COMISKEY, S.—M. W.  
CONNOLLY, J. T. J.—M. W.  
DAYBELL, P. J.—M. W. P.  
FAULKNER, M. D.—M. W.  
FENNELL, M. J.—M. W. P.

HAYES, G. A.—GS\*. M\*(2). W\*. P\*.  
HUGHES, R.—(M). (W).  
HYNES, A. J.—M. W. P.  
KELLY, N. B.—M. (W).  
METCALF, P.—M.(2). W. P.  
MORGAN, K. P.—M. W. P.

O'HARE, K. M.—M.(2). W.  
TROTTER, K.—M. W. P.  
TWIST, C. E.—M\*. W\*(2). P. GS.

#### 6 SCHOL. MODERN

FORREST, D. K.—Q.  
GREEN, E. F. P.—Q.

## GENERAL CERTIFICATE OF EDUCATION, 1971

## ORDINARY LEVEL

Subjects passed at Ordinary Level shown under the following symbols:—

\* Indicates Grade 1

A. Art  
B. Human Biology  
C. Chemistry  
E. English Language  
EL. English Literature  
F. French

G. Geography  
H. History  
L. Latin  
M. Mathematics  
CM. Commercial Mathematics  
N. Commerce

O. Music  
P. Physics  
P with C. Physics with Chemistry  
S. Spanish  
SK. Scripture Knowledge

## 5 ALPHA

AU, R.—EL. F. M. P.  
BIMPSON, P. T.—EL. F. M. P.  
BRETHERTON, N. J.—G. P.  
CLARKE, J.—L. F. M. P.  
CONWAY, P. E.—EL. G. A. F. P.  
DAVENPORT, S.—EL. F. M. P.  
FORTUNE, C.—EL. H. G. F. M. P.  
FURLONG, P.—EL. G. M. P.  
GOWER, M.—EL. N. F. M. P.  
HARRIS, R. D.—EL. G. N. A. F. M.  
HEWITT, P.—EL. H. G. F. M. P.  
HIGGINS, P. J.—L. F. M. P.  
KNIGHT, P. G.—A. F. M. P. B.  
LAING, I.—EL. A. M. P. B.  
LYNESS, M.—EL. G. F. M. P.  
LYNN, B. A.—EL. N. F.  
McKEOWN, M. P.—G. N. F. M. P.  
MARKEY, B. M.—EL. H. L. M. P.  
MOYNIHAN, F.—L. M\*. P.  
ORGAN, P. A.—G. F. M\*. P\*.  
OWEN, E. C.—EL. H. F. M. P.  
OWENS, P. M.—EL. G. F.  
POLSON, S. J.—EL. N\*. F. M. P. B.  
RIMMER, J. J.—EL. N. G. F. M. P.  
RIOZZI, J.—EL. G. N. F. M. P.  
TIBKE, P. W.—G. F. M. P.

## 5A

BARROW, A. J.—EL. G. F. P.  
BOND, P. M.—EL. H. G\*. A. F. M. P.  
BRAITHWAITE, K. D.—F. S.  
BURKE, N. P.—EL. H. G. F. P.  
CHIMES, F. W.—E. F. M. P\*.  
CONNOR, P. P.—F.  
DAHILL, C. G.—EL. H. G. F. P. M.  
DAVIES, R. T.—EL. H. G. F. S. P.  
DEVLIN, F. R.—EL. H. F\*. M. P.  
GERRARD, R. M.—E. A. L. F. M\*. P.  
HAZLEWOOD, J.—EL. G. F. P.  
KAVANAGH, J. D.—H. G. A. F. P.  
KELLY, V. J.—EL. F. M. P.  
McMAHON, P. J.—E\*. EL. L. F. S. M. P.  
MULLIGAN, J.—G. F.  
RILEY, T. W.—E. F. S. M.  
SMITH, P. D.—EL. A. L. S. P.  
STEWART, D. A.—EL. SM. F. M. P.  
SULLIVAN, P. M.—G. F. M.  
TAYLOR, P.—N. L. F. S. M.

WEBSTER, R. E.—EL. H. G\*. A. F. M. P.  
WOZNIAK, G. T.—G. F. M. P.

## 5B

BIRRELL, S. T.—G. A.  
BYRNE, F. J.—E. EL. H. G. F. P with C.  
CARBUTT, P. F.—E. EL. G. F. S. P with C.  
CAREN, I. M.—H. G. P with C.  
CARR, P. J.—G. A. P with C.  
CASHEN, P. A.—E.  
CHAMBERS, J. G.—E. G. F. S. P with C.  
DOWNEY, M. J.—E\* H. G. F. M. P with C.  
HASSETT, K.—EL. H. G. F. M. P with C.  
HENNESSEY, C.—A.  
HINES, S.—E. F. S.  
HOUGHTON, P. A.—G. P with C.  
KENNEDY, D. A.—E. G. F. P with C.  
LENEGHAN, P.—E. G. A. F. P with C.  
MATESHAYTIS, K.—E. G. A. P with C.  
MORGAN, D.—G. P with C. A.  
POWELL, J.—E. G. M. P with C.  
RILEY, S. K.—F. M. P with C.  
RICHARDSON, A. J.—  
E. G. A\*. F. S. P with C.  
SCULLY, G.—G. P with C.  
SMART, M. J.—E. O. M. P with C.  
SOUTHERAN, D.—E. A. F. S. P with C.  
TOBIN, T.—E. G. F.  
WITHE, M. A.—E. G. F. P with C.

## 4 ALPHA

BREEN, M. G.—EL. H. G. L. F. M. P. C.  
BRENNAN, M. G.—  
E\*. EL\*. H. G\*. SK. L. F\*. M. P. C.  
CONNOLLY, J. J.—  
EL. H\*. G\*. L. F. M. P. C.  
CRAYTON, J. V.—  
E. EL. G. A. L. F. M. P\*. C.  
DOWNES, J. J.—E.  
DYER, A.—EL. G. L. F. M. P. C.  
ENGLAND, M.—EL. H. G. L. F\*. M. P. C.  
ETTY, S. C.—  
E. EL. H. G. A. L. F. M. P. C.  
FAULKNER, P. P.—  
EL. G. A. L. F. M. P. C.  
FITZPATRICK, T. K.—  
E\*. EL. H. G. SK. L. F\*. M. P. C.  
FRAINE, M. F.—  
E. EL. H. G. A. L. F. M. P. C.

GALLAGHER, J.—  
E. EL. H. G. L. F. M. P. C.  
GLOYNE, P. A.—  
EL. H. G. SK. L. F\*. M. P. C.  
JORDAN, P. D.—  
E. EL. H. G\*. SK. L. F. M. P. C.  
KANE, J. R.—EL. G. A. L. F. M. P. C.  
KERRIGAN, J. F.—  
E\*. EL. G\*. O. L. F. M. P. C.  
McCARTEN, P.—  
EL. H. G\*. SK. L. F. M\*. P. C\*.  
MITCHELL, M. J.—  
E\* G. SK. L. F. M. P. C.  
MULHEARNE, N. P.—  
EL. G. SK. L. F. M. P\*. C.  
MURRAY, M. A.—  
EL\*. H. G. SK. L. F\*. P. C.  
NORTON, J. M.—EL. H. G. L. F\*. P. C.  
O'HARE, G. M.—EL. G. SK. F. M. P. C.  
O'LEARY, W.—  
EL\*. H. G. SK. L. F\*. M\*. P. C\*.  
RILEY, A.—  
EL\*. H\*. G\*. SK. L\*. F\*. M\*. P\*. C\*.  
ROONEY, P. V.—EL. G. L. F\*. M. P\*. C.  
ROWAN, P. M.—E\*. EL. G. M. O. F. P\*. C.  
ROXBOROUGH, S.—  
EL. H. G. SK. A. L. F. P.  
SANDERS, P. M.—EL. H. L. G. M\*. P. C.  
SHARROCK, C. F.—EL. H. G. A. F. P. C.  
SMART, J. D.—EL. H. G. SK. F. M. P. C.  
STYLES, D. J.—EL. H. G. L. F. M. P.  
TAYLOR, P. S.—  
EL. H. G\*. SK. L\*. F\*. M\*. P. C\*.  
WARRINER, D.—E. EL. G. L. F. M. P. C.  
WILSON, C. M.—  
E. EL. H. G. SK. F. M. P. C.

## 4 BETA

BENNETT, J. J.—E.  
DOYLE, S. T.—E.  
DUNN, S. J.—SK.  
GRANBY, T. J.—E.  
HARTBOURNE, J.—E.  
HICKEY, C. V.—E.  
LOYDEN, J. P.—E\*.  
LYONS, R. J.—E. SK.  
McGRAIL, P. D.—E.  
MORLEY, S. G.—E.  
MULLIGAN, G. F.—E.  
SMEDLEY, M. J. C.—E.  
WOOD, M. I.—E.



## Runnymede Notes

RUNNYMEDE, St. Edward's preparatory department, has had an eventful year.

We were all very sorry to say goodbye to Br. Walsh at the end of the Summer Term. He has now taken up a post in a Liberian Mission after ten years service at St. Edward's. Whilst he was here he made many friends, both amongst the pupils and parents and was an enthusiastic and devoted Headmaster of Runnymede. We wish him all the best in his new work.

His position in the school has been taken over by Rev. Br. G. K. O'Grady, in whose capable hands the splendid tradition, so well established by Br. Walsh, will continue to flourish.

Another member of the staff we were very sorry to lose was Miss Wilson who left us at Christmas, after twenty-five years at Runnymede. She was always very kind, helpful, and devoted to her class, and we will remember her for these things.

She was replaced in January by Miss C. Schofield, who has since left to continue her studies in music at Bangor University, to her we extend our thanks.

We would like to welcome to our staff Mr. K. Stanton who joined us a few weeks before the end of the year and will continue as Junior Two's Formmaster next year. We hope he will be happy with us. We extend a welcome also to Br. D. McCarthy, who is taking over as Form Master of Junior Three.

We are glad to welcome back Mrs. Brennan who, unfortunately, was ill last term for a number of weeks. We hope she will soon be fully recovered.

At the end of the Summer term, the boys of Runnymede took part in the Annual School Concert. Various items of music were performed by the violin groups from each class, whilst the brass section played some rousing music including a trumpet solo competently played by Daniel Higham. The final event of the concert was a Mexican saga

of words and music called "The Midnight Thief" in which fifty boys took part. Mrs. A. Sarath produced this part of the concert and we would like to thank her for the many hours of hard work she put in. These thanks are also extended to the parents who helped with the scenery and costumes.

The Runnymede boys remain as enthusiastic about football as ever. The under 10's (Jun. 3) had a successful year winning all their matches except one. The following boys proved outstanding: Kingsbury, Mannion, Moran, Kelly, Scott, Johnson, McNerney and Moore.

The team's aptitude and ability was shown in the manner in which they won the Christian Brother's League. The following results are some of their notable victories:

Hooton (Home) . . . . . Won 6—1.

Hooton (Away) . . . . . Won 8—0.

St. Anselm's (Home) . . . . . Won 8—0.

St. Anselm's (Away) . . . . . Won 7—0.

Many thanks must be given to those parents who helped by transporting the teams and by their enthusiastic support.

Junior 4 also had a successful year, winning many of their matches. They helped the Junior 3 team by playing matches against them and thereby raising the standard of the younger team.

Juniors 1 and 2 also played against each other and the enthusiasm with which these young boys participate in the sport promises to maintain the overall high standard in St. Edward's as they move up through the school.

During the Summer term athletics has been the main preoccupation in the sporting field.

The school sports day, held in July, was a successful event and was well attended by the parents of the boys. Luckily, we had a beautiful day, which contributed to everyone's enjoyment. We would

like to thank everyone who helped on this occasion and we congratulate the boys who won prizes.

Swimming continues to be a popular activity. Each class has two lessons a week and there is keen competition among the boys in gaining their bronze, silver and gold awards. The school held its annual swimming gala in May and the following boys won prizes: P. Lambert, J. Chisholm, P. Burke.

Miss Burrows has continued to take dancing classes during the year, which have proved popular with the boys.

This year Runnymede's annual outing was to Alton Towers in Staffordshire. All four classes went in two coaches and were accompanied by Brs. Walsh

and O'Grady, Mr. Kearney, Miss Schofield, Mrs. Sarath, Mr. Stanton and Br. Harrington.

Although the day started badly because of rain, it soon cleared up and the rest of the day was bright and sunny.

A very enjoyable time was spent roaming around the extensive gardens, watching the animals, riding in the cable cars, boats and miniature railway. We were all sorry to leave as there was so much to do in such a short time.

In conclusion, we would like to thank all the members of the senior school staff who have helped in the smooth running of Runnymede over the past year and also Br. Ryan for his continued support and interest in the school's activities.

### THE CREATION

God gave us cats  
And some bats.  
He gave us dogs  
And a few frogs.

God gave us light  
And the dark night.  
God gave us bees  
And all the trees.

God gave us straw  
And all the poor.  
He gave us rice  
And lots of mice.

God gave us man  
Some pale, some tan,  
God gave us the sky  
And there he lives high.

P. BURKE (J1).

### SEASONS

Winter, winter, creeping softly,  
Laying snow wherever you go.  
Freezing ponds over with ice.  
Bringing early flowers and other things  
The Spring will come and start the crops,  
With sun and rain.

Soon the glorious Summer is here,  
With warmth for all.

N. CARMICHAEL (J1.)

### THE HURRICANE

Rustling when the wind blows,  
Falling when a hurricane goes,  
Down it falls like thunder crashing—  
Another tree falls—the forest is shaking!

When it stops, leaves are dropping.  
There is silence . . .  
Then it breaks out again,  
Run for it!  
The hurricane's coming!

P. OWEN (J1.)