

GREY HIGH SCHOOL SPEECH NIGHT - MONDAY JUNE 4, 1979

MR CHAIRMAN, RECTOR, PARENTS, SENIOR PUPILS, LADIES AND GENTLEMEN, AS I PREPARED MYSELF TO ADDRESS YOU ON THIS AUGUST FOUNDERS' DAY OCCASION I WAS VERY GRATIFIED TO HAVE HAD ACCESS TO 'NEATH THE TOWER, THE STORY OF THE FIRST HUNDRED YEARS OF THE GREY. AS I PAGED THROUGH THIS CHRONICLE I REALISED MORE FULLY THAN I HAD BEFORE WHAT AN ILLUSTRIOUS HISTORY AND WHAT FINE TRADITIONS HAVE GONE INTO THE MAKING OF THIS DISTINGUISHED SCHOOL. AT THE SAME TIME I COULD NOT HELP DRAWING A PARALLEL WITH ANOTHER FAMOUS SCHOOL, ALSO IN A SEAPORT, THE DURBAN HIGH SCHOOL, WHOSE HISTORY I KNOW AND WHOSE VIRTUES WERE CONTINUALLY IMPRESSED UPON ME BECAUSE IT NURTURED MY FATHER AND MY UNCLES.

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IN 'NEATH THE TOWER I CAME ACROSS THE FAMILIAR INITIAL UNCERTAINTIES AND VICISSITUDES, THE CONTRIBUTIONS OF GREAT HEADMASTERS, OFTEN SINGLE-HANDEDLY KEEPING THE INSTITUTION TOGETHER, AND THE SAME TAUT RELATIONSHIPS BETWEEN THE PRIMARY AND SECONDARY SECTIONS, AT A TIME WHEN POST-PRIMARY EDUCATION WAS WIDELY REGARDED AS A SUPERFLUOUS LUXURY, AND TERTIARY FACILITIES WERE LARGELY AS YET UNDREAMED OF.

BOTH SCHOOLS FLOURISHED INTO RENOWNED INSTITUTIONS THAT HAVE GIVEN, AND WILL CONTINUE TO OFFER, AN UNBROKEN TRADITION OF DISTINGUISHED SERVICE TO THEIR RESPECTIVE COMMUNITIES AND TO

THE NATION, NOT ONLY IN THE CLASSROOM AND ON THE PLAYING FIELDS, BUT ALSO IN THE INDELIBLE BONDS OF PRIDE, AFFECTION AND LOYALTY IN THE HEARTS OF ALL WHO HAVE PASSED THROUGH THEM.

AS WE ALL KNOW, THE WORLD IN THOSE FAR-OFF DAYS WAS A MUCH SIMPLER PLACE. IT WAS NOT SURPRISING THAT THE PROTAGONISTS OF A HIGH SCHOOL EDUCATION HAD SUCH AN UPHILL STRUGGLE TO CONVINCE THEIR CLIENTELE OF THE MORAL AND CULTURAL ADVANTAGES OF THEIR OFFERINGS : THE ECONOMIC ONES WERE DOUBTLESS ALMOST IMPOSSIBLE TO JUSTIFY. IN TO-DAY'S MORE COMPLEX WORLD FEW WOULD BE FOUND WHO DO NOT ASPIRE TO COMPLETE THEIR HIGH SCHOOL CURRICULUM, BUT A CERTAIN LACK OF CLARITY CONCERNING THE

RELATIONSHIPS BETWEEN SECONDARY AND TERTIARY INSTITUTIONS, ESPECIALLY UNIVERSITIES, NOW TO SOME EXTENT REPLACES THE FORMER ANTIPATHY BETWEEN PRIMARY AND SECONDARY SECTIONS OF A SCHOOL. IT IS ON THIS RELATIONSHIP THAT I SHOULD LIKE TO OFFER YOU SOME THOUGHTS.

IN THE FIRST PLACE NOT ALL BOYS ARE NECESSARILY WELL ADVISED TO GO ON TO UNIVERSITY. IF THEY ARE TO DO JUSTICE TO THEIR INITIAL GROUNDING HERE, ALL WILL NEED SOME FURTHER EDUCATION OR TRAINING, BUT MANY AVENUES OTHER THAN THE UNIVERSITY ARE OPEN. DEPENDING UPON THEIR INTELLECTUAL APTITUDE, INCLINATION,

MOTIVATION OR ULTIMATE CHOICE OF CAREER, MANY OF THE BOYS PRESENTLY OCCUPIED WITH THEIR MATRICULATION YEAR MAY IN FACT BE BETTER ADVISED TO CONSIDER THE EXCELLENT OFFERINGS AT THE TECHNIKONS, THE TEACHER TRAINING COLLEGES OR ONE OF THE HOST OF OTHER INSTITUTIONS OR IN-SERVICE FACILITIES AVAILABLE.

FOR THOSE THAT DO GO ON TO UNIVERSITY MANY SENSIBLE CHOICES ARE OVERLOOKED EITHER BECAUSE THE SUBJECT NAMES (AND CONTENT) ARE UNFAMILIAR, OR ELSE THERE IS A MISCONCEPTION THAT THE SUBJECT IS CLOSED TO ONE BECAUSE IT HAS NOT BEEN STUDIED AT SCHOOL. APART FROM SPECIAL INTERESTS SUCH AS ART AND MUSIC, THERE ARE IN FACT REMARKABLY FEW UNIVERSITY SUBJECTS FOR WHICH PREVIOUS EXPOSURE IS ESSENTIAL. A SINE QUA NON FOR

ANY COURSE OF STUDY IS OBVIOUSLY A MINIMUM ACCEPTABLE LEVEL OF COMPETENCE IN THE LANGUAGE OF INSTRUCTION AT THE UNIVERSITY CONCERNED, AND ABOUT THIS I SHALL HAVE MORE TO SAY ANON. MATHEMATICS IS THE PARADIGM EXAMPLE OF THE SCHOOL SUBJECT THAT IS UNDOUBTEDLY ESSENTIAL FOR ITS FUTURE STUDY AT A HIGHER LEVEL, AND ALSO FOR MOST PURSUITS INVOLVING PURE OR APPLIED SCIENCE. IN SUBJECTS SUCH AS THE PHYSICAL AND BIOLOGICAL SCIENCES, HISTORY, GEOGRAPHY AND LATIN A GOOD GROUNDING IS OBVIOUSLY DESIRABLE BUT NOT ABSOLUTELY REQUIRED. GIVEN A STRONG DESIRE TO MASTER THEM, COUPLED WITH A COMMITMENT TO HARD WORK, VERSIONS OF FIRST YEAR COURSES IN THESE SUBJECTS ARE AVAILABLE FOR BEGINNERS, AND ARE QUITE MANAGEABLE.

THE VAST MAJORITY OF COURSES, HOWEVER, HAVE NO COUNTERPART IN THE SCHOOL CURRICULUM, AND SO LACK OF PREPARATION FOR THEM IS HARDLY A DETERRENT. SUBJECTS SUCH AS ANTHROPOLOGY, DRAMA, GEOLOGY, PHILOSOPHY OR PSYCHOLOGY, TO NAME SOME EXAMPLES, ARE NORMALLY PRESENTED ON THE ASSUMPTION THAT THE BEGINNING STUDENT KNOWS NOTHING WHATEVER, EXCEPT IN GENERAL TERMS, ABOUT THEM. THIS VERY LACK OF PREREQUISITES IS SOMETHING OF A DILEMMA, SINCE IT MAY BE DIFFICULT TO ASCERTAIN WHETHER SUCH SUBJECTS ARE WHAT ONE IS LOOKING FOR. THE LITERATURE AVAILABLE IS OFTEN INADEQUATE OR MISLEADING, AND SO ONE VERY OFTEN HAS TO RELY ON THE EXPERIENCES OF SOMEONE WHOM YOU HAPPEN TO KNOW.

IT IS SOMETIMES FASHIONABLE IN UNIVERSITY CIRCLES TO BLAME THE SCHOOLS FOR SHORTCOMINGS AND LACK OF PREPARATION IN CERTAIN AREAS, BUT AS CAN BE SEEN FROM WHAT I HAVE SAID, SUCH CRITICISMS CAN ONLY REALLY BE PERTINENT TO ENGLISH, MATHEMATICS AND POSSIBLY PHYSICAL SCIENCE. BEFORE UNIVERSITIES CAN JUSTIFIABLY INDULGE IN SUCH CRITICISMS IT IS INCUMBENT UPON THEM TO STATE IN CLEAR TERMS WHAT THEY HOPE TO ACHIEVE IN THE UNDERGRADUATE CURRICULUM AND WHAT THEIR REASONABLE REQUIREMENTS OF THE SCHOOLS ARE.

AS I VIEW THE POSITION THERE ARE THREE BROAD AREAS OF POST-SECONDARY EDUCATION, NAMELY THE VOCATIONAL, THE PROFESSIONAL AND THE ACADEMIC. VOCATIONAL EDUCATION IS DESIGNED TO PROVIDE AN INDIVIDUAL WITH THE INFORMATION AND SKILLS NECESSARY TO PERFORM A VERY SPECIFIC TASK, AND TO ENABLE HIM TO PERFORM THAT TASK COMPETENTLY IMMEDIATELY UPON COMPLETION OF HIS PERIOD OF TRAINING. TYPICAL EXAMPLES WOULD BE BOOK-KEEPING, ONE OF THE BUILDING TRADES, PILOTING AN AIRPLANE, OPTOMETRY OR DRAUGHTSMANSHIP. ONE CAN STATE QUITE CATEGORICALLY THAT VOCATIONAL TRAINING IS NOT PART OF A UNIVERSITY'S FUNCTION, AND THAT FOR SUCH TRAINING ONE MUST LOOK ELSEWHERE.

PROFESSIONAL EDUCATION IS A DIFFERENT MATTER ENTIRELY, AND HAS BEEN ONE OF THE TWO MAIN GOALS SINCE THE EARLIEST DAYS OF UNIVERSITY HISTORY. SUCH EDUCATION IMPLIES NOT ONLY SOME ACQUAINTANCE WITH IMMEDIATE KNOWLEDGE AND SKILLS, BUT ALSO ENQUIRY INTO THE PRINCIPLES UNDERLYING THEM. PROFESSIONAL PEOPLE ARE CALLED UPON EXERCISE JUDGEMENT IN SITUATIONS THEY MAY NOT HAVE ENCOUNTERED BEFORE, AND TO DO SO ACCORDING TO A CAREFULLY FORMULATED CODE OF ETHICS, SINCE THEIR CLIENT'S PROPERTY, THEIR LIVELIHOOD AND WELLBEING, EVEN THEIR LIVES ARE AT STAKE. THE PUBLIC EXPECTS, AND IS ENTITLED TO EXPECT, THAT A MEMBER OF ONE OF THE PROFESSIONS WILL BE AN EDUCATED MAN OF SOME CULTURE AND UNDERSTANDING OF OUR SOCIETY, AND HOW HIS

PARTICULAR BODY OF KNOWLEDGE RELATES TO THAT SOCIETY. FOR THIS REASON STUDENTS ASPIRING TO THE PROFESSIONS ARE CALLED UPON TO STUDY MANY SUBJECTS WHOSE IMMEDIATE RELEVANCE IS NOT READILY APPARENT TO THEM. UNIVERSITIES HAVE ALWAYS RESISTED STOUTLY, AND RIGHTLY SO, A MISDIRECTED AND OVEREMPHATIC INSISTENCE ON IMMEDIATE RELEVANCE, AND IN DOING SO THEY ARE OFTEN SUBJECTED TO UNFAIR AND UNINFORMED ATTACK. A LAWYER, FOR EXAMPLE, MUST NOT ONLY KNOW HIS LAW, HE MUST APPRECIATE THE HISTORY AND PHILOSOPHY UNDERLYING THAT LAW, IF HE IS TO BE ABLE TO INTERPRET THE LAW CORRECTLY IN THE PARTICULAR CIRCUMSTANCES IN WHICH HIS CLIENT FINDS HIMSELF. SIMILAR COMMENTS APPLY TO THE DOCTOR OR THE ENGINEER, OR INDEED TO ANY OTHER OF THE PROFESSIONS.

THE OTHER GREAT STRAND IN UNIVERSITY EDUCATION IS THE PURELY ACADEMIC, IN WHICH KNOWLEDGE IS PURSUED MAINLY FOR ITS OWN SAKE. THIS TYPE OF EDUCATION DOES NOT PREPARE ONE FOR A SPECIFICALLY DEFINED END, BUT IS FOR THE STUDENT WHO IS EITHER PASSIONATELY ATTACHED TO A GIVEN SUBJECT AND WISHES, IF HE PROVES HIMSELF, TO CONTRIBUTE TO IT; OR WHO, LIKE PLATO, BELIEVES THAT THE UNEXAMINED LIFE IS NOT WORTH LIVING. HE MAY WELL DEVOTE HIS WHOLE CAREER TO HIS SUBJECT AS AN ACADEMIC OR A RESEARCHER IN A LABORATORY, OR HE MAY BECOME A TEACHER, AN ADMINISTRATOR, A BUSINESSMAN OR A FARMER. IN THIS LATTER CASE, WHERE HE MAY NOT REMAIN DEVOTED TO HIS SUBJECT, HE WILL BRING TO HIS ULTIMATE TASK A GREATER BREADTH OF UNDERSTANDING, A

WILLINGNESS TO INNOVATE AND EXPERIMENT AND A RELUCTANCE TO FALL TOO EASILY INTO A CONVENTIONAL GROOVE. WHO CAN DENY THAT THE WORLD WOULD BE A BETTER PLACE IF A LEAVENING OF PEOPLE IN ALL WALKS OF LIFE HAVE HAD A CHANCE TO STUDY AND REFLECT ON THE GENERAL HUMAN CONDITION BEFORE PLUNGING INTO THEIR CHOSEN AVOCATION?

SUCH THEN ARE THE MAIN GOALS OF UNIVERSITY EDUCATION, TO OFFER THEIR STUDENTS EITHER A PROFESSIONAL OR ELSE AN ACADEMIC COMPETENCE. IN WHAT WAY CAN HIGH SCHOOLS LAY THE FOUNDATION? THIS IS PERHAPS TOO NARROW A WAY IN WHICH TO FORMULATE THE QUESTION. CERTAINLY THE SCHOOLS HAVE A MAJOR ROLE FOR WHICH THERE IS NO ADEQUATE SUBSTITUTE, BUT A CHILD'S EDUCATION IS SO

INTIMATELY BOUND UP WITH SCHOOL AND HOME INFLUENCES THAT ONE MUST CONSIDER THESE TWO AS A WHOLE. FOR THAT REASON I AM DELIGHTED TO HAVE THE OPPORTUNITY TO BE ADDRESSING BOTH PARENTS AND SCHOOL AUTHORITIES THIS EVENING. THERE WAS A TIME NOT SO LONG AGO WHEN IT WAS FASHIONABLE FOR PARENTS TO HAVE A TENDENCY TO ABDICATE ALL THEIR RESPONSIBILITIES FOR EDUCATING THEIR CHILDREN TO THE SCHOOL. OBVIOUSLY, MOST PARENTS ARE NOT COMPETENT, NOR DO THEY HAVE THE TIME OR FACILITIES, TO GROUND THEIR CHILDREN IN DEPTH IN THE MORE TECHNICAL ASPECTS OF TEACHING MATHEMATICS, THE SCIENCES OR LANGUAGES. THAT IS THE PARTICULAR FORTE OF THE SCHOOLS, AND IF I MAY BE SO FOOLHARDY AS TO HAZARD AN OBSERVATION IN THIS AREA, I BELIEVE WE ARE

SEEING A WELCOME SWING OF THE PENDULUM BACK FROM TOO GREAT A SPECTRUM OF CHOICES, AND THUS A RETURN TO A REALLY SOLID GROUNDING IN LANGUAGE AND MATHEMATICS, WHICH IS ITSELF REALLY A RATHER SPECIALISED ALTHOUGH ABSTRACT FORM OF LANGUAGE. PARENTS TOO ARE ACCEPTING ONCE AGAIN THAT THE CRUCIAL DEVELOPMENT OF THEIR CHILDREN'S COMMUNICATION SKILLS, THEIR CURIOSITY, THEIR MOTIVATION, AND THE CULTIVATION OF HEALTHY MORAL, CULTURAL AND INTELLECTUAL ATTITUDES ARE THE JOINT RESPONSIBILITY OF THEMSELVES AND THE SCHOOL WORKING IN HARMONY. THEY ARE NEGLECTING THEIR RESPONSIBILITIES IF THEY IMAGINE THAT THESE MATTERS CAN CONVENIENTLY BE LEFT SOLELY TO THE TEACHERS.

THE TWO MOST IMPORTANT FACTORS IN SUCCESSFULLY PREPARING A BOY

FOR UNIVERSITY, AND INDEED FOR LIFE, LIE SQUARELY IN THIS AREA OF JOINT PARENT-SCHOOL CONCERN. I STATE THEM BALDLY AND WITHOUT APOLOGY. THE FIRST I SHALL CALL MORAL FOUNDATIONS. HOW CAN A YOUNG MAN BE EXPECTED TO MAKE A SUCCESS OF HIS STUDIES IF HE HAS NOT SET FOR HIMSELF CLEAR, HONOURABLE AND REALISTIC GOALS IN WHICH HE HIMSELF BELIEVES, AND TO WHICH HE IS PREPARED TO COMMIT HIMSELF? HOW CAN HE EXPECT TO CHOOSE SUCH GOALS WITHOUT THE SUPPORT, CONCERN AND EXAMPLE OF BOTH HIS PARENTS AND HIS TEACHERS, AND PREFERABLY OTHER MEMBERS OF THE COMMUNITY SUCH AS RELIGIOUS LEADERS WHOM HIS PARENTS RESPECT? MORAL FOUNDATIONS ARE NOT ONLY AN INDIVIDUAL CONCERN:

THEY MUST ALSO HAVE COMMUNITY SUPPORT. IF WE EACH SEARCH OUR OWN CONSCIENCES WE SHALL HAVE TO ADMIT THAT STANDARDS HAVE FALLEN ALARMINGLY IN RECENT YEARS.

TAKE THE QUESTION OF MANNERS AS AN EXAMPLE. YOUNG PEOPLE ARE LESS PUNCTILIOUS TODAY THAN IN THE PAST. THIS MAY WELL BE CONSIDERED REGRETTABLE, SINCE GOOD MANNERS, PROPERLY UNDERSTOOD, ARE THE FORMALISATION OF OUR CONCERN FOR THE COMFORT AND WELL-BEING OF OTHER PEOPLE. INDEED ONE FAMOUS ENGLISH PUBLIC SCHOOL, WINCHESTER, CONSIDERS THEM OF SUCH IMPORTANCE THAT ITS MOTTO IS "MANNERS MAKYTH MAN". IN ONE ASPECT OF OUR PARTICULAR SOUTH

AFRICAN CIRCUMSTANCES GOOD MANNERS ARE OF SUPREME IMPORTANCE. EVERY WHITE UNIVERSITY HAS NOW ACCEPTED, OR AGREED TO ACCEPT, MEMBERS OF OTHER RACE GROUPS. MOST PRIVATE SCHOOLS HAVE DONE THE SAME, AND I VENTURE TO PREDICT, NO MATTER WHAT THE POLITICIANS SAY, THAT THE DAY IS NOT FAR OFF WHEN BLACK AND BROWN CHILDREN WILL ENTER OUR STATE SCHOOLS. POLITICIANS, AS WE ALL KNOW, HAVE A RHETORIC ALL OF THEIR OWN. IT FREQUENTLY PROCEEDS IN A SEQUENCE LIKE THIS: "NEVER"; "NOT IN A THOUSAND YEARS"; "NOT IN MY LIFETIME"; "ONLY IN THE MOST EXCEPTIONAL CIRCUMSTANCES"; "ONLY WITH A PERMIT"; AND FINALLY "NO COMMENT". IN THE MIXED RACE GROUP CIRCUMSTANCES OF WHICH I AM SPEAKING

ANY MISPLACED WORD OR CARELESS AND THOUGHTLESSLY OFFENSIVE ACTION CAN DO INCALCULABLE HARM.

AT ANOTHER LEVEL, OVERINDULGENCE IN ALCOHOL, IRRESPONSIBLE ENTANGLEMENTS WITH THE OPPOSITE SEX, OR DANGEROUS EXPERIMENTATION WITH DRUGS CAN CLEARLY INTERFERE WITH SERIOUS STUDY. IN THESE MATTERS WISE AND FIRM PARENTAL EXAMPLE AND GUIDANCE ARE THE SUREST ANTIDOTE. THE MAIN OBLIGATION IS THEIRS AND EVEN THE BEST OF SCHOOLS CAN ONLY OFFER A SUPPORTIVE ROLE. THE PARENTAL PART IN SHAPING THE CENTRAL MORAL CORE OF THEIR OFFSPRING PREDATES THE SCHOOL BOTH CHRONOLOGICALLY AND HISTORICALLY, AND IS, AND WILL ALWAYS REMAIN, THE STRONGEST SINGLE INFLUENCE. IT IS AN AWESOME RESPONSIBILITY BUT ONE OF THE MOST SATISFYING

ONES. FORTUNATELY THE GREAT MAJORITY OF OUR YOUNG PEOPLE STILL ARE A CREDIT TO THEIR FAMILIES AND THEIR SCHOOLS, BUT EVEN A RELATIVELY SMALL MINORITY CAN CAUSE DISRUPTION OUT OF ALL PROPORTION TO THEIR NUMBERS AND ADVERSELY AFFECT ALL THEIR FELLOWS. WILLIAM WORDSWORTH, I BELIEVE IT WAS, WHO SAID "THE CHILD IS FATHER OF THE MAN", MEANING THAT HOW THE CHILD BEHAVES IS A VERY GOOD INDICATOR WHAT SORT OF MAN HE WILL BECOME. IT IS EQUALLY TRUE THAT THE MAN IS FATHER OF THE CHILD, IN THAT THE CHILD VERY LARGELY REFLECTS THE MORAL AND INTELLECTUAL CLIMATE WHICH HIS PARENTS HAVE PROVIDED FOR HIM.

THIS QUESTION OF INTELLECTUAL CLIMATE BRINGS ME TO THE SECOND MAJOR AREA IN WHICH PARENTS AND SCHOOL HAVE CONJOINT RESPONSIBILITY, THAT OF THE EFFECTIVE COMMAND OF LANGUAGE, BOTH IN ITS SPOKEN AND WRITTEN FORMS. LANGUAGE IS THE ONLY TOOL WE HAVE FOR RECEIVING, FORMULATING AND EXCHANGING IDEAS, AND THE SEVEREST HANDICAP A PUPIL OR STUDENT CAN SUFFER IS LACK OF PROFICIENCY IN UNDERSTANDING AND UTILIZING LANGUAGE. ONE OF THE GREATEST SERVICES BOTH HIS PARENTS AND HIS SCHOOL CAN RENDER A BOY IS TO ENSURE A MINIMUM PROFICIENCY IN LANGUAGE, IN OUR CASE ENGLISH. VIRTUALLY MY WHOLE ADULT LIFE HAS BEEN SPENT IN THE UNIVERSITY ENVIRONMENT, AND IT STILL NEVER CEASES TO AMAZE ME HOW MANY OTHERWISE ABLE YOUNG STUDENTS CANNOT LISTEN OR READ INTELLIGENTLY, ABSTRACTING THE ESSENTIAL

POINTS PUT TO THEM, CANNOT EXPRESS THEMSELVES COHERENTLY EITHER IN PRIVATE CONVERSATION OR ON A PUBLIC PLATFORM, AND CANNOT COMMIT TO PAPER CLEARLY, SIMPLY AND UNAMBIGUOUSLY EVEN VERY STRAIGHTFORWARD CONCEPTS. SUCH SHORTCOMINGS ARE ABSOLUTELY CRIPPLING, NOT ONLY IN THEIR STUDIES, BUT ALSO OF THEIR PROSPECTS OF A CHALLENGING POSITION OF LEADERSHIP IN THEIR CAREERS. AGAIN, PARENTS HAVE NO EXCUSE TO LEAVE THE FIELD ENTIRELY TO THE CLASSROOM ARENA, AS THEY MIGHT HAVE IN MATHEMATICS OR SCIENCE. LIVELY HOME DISCUSSIONS ON PUBLIC AFFAIRS, ON QUESTIONS OF ETHICS, POLITICS, MUSIC, PLAYS AND FILMS, SPORTS OR HOBBIES, IN WHICH YOUNG PEOPLE ARE ENCOURAGED

TO EXPRESS THEIR VIEWS, IMPROVE ENORMOUSLY BOTH THEIR GENERAL KNOWLEDGE AND POWERS OF COMPREHENSION AND ORAL EXPRESSION. NO CHILD CAN BE SAID TO BE RECEIVING A DECENT EDUCATION, NO MATTER HOW WELL HE IS DOING AT SCHOOL, UNLESS HE HAS AT LEAST ONE BOOK THAT HE IS CURRENTLY READING FOR PLEASURE OR IMPROVEMENT, IN ADDITION TO NEWSPAPERS AND MAGAZINES. MY OWN SCHOOL PLACED SUCH EMPHASIS ON THIS THAT A PERIOD AFTER LUNCH WAS DEVOTED TO SILENT READING, THE BOARDERS ON THEIR BEDS AND THE DAYBOYS IN COMMONROOMS. THE SILENT READING PERIOD WAS INVIOULATE, EXCEPT IN THE MOST UNUSUAL CIRCUMSTANCES.

PARENTS CAN DO A GREAT DEAL TOO TO ENCOURAGE WRITING. URGE YOUR SONS TO KEEP A DIARY, TO WRITE LETTERS, TO ENTER ESSAY

CONTENTS, DO CROSSWORD PUZZLES AND LETTER GAMES, TO PLAY SCRABBLE. ANY KIND OF ACTIVITY THAT ENCOURAGES FAMILIARISATION WITH WORDS AND THEIR EFFECTIVE USE IS OF THE UTMOST IMPORTANCE. SUCH ACTIVITIES AUTOMATICALLY HAVE THE VALUABLE BY-PRODUCT OF INCREASING THEIR AWARENESS AND UNDERSTANDING OF THE WORLD AROUND THEM. A GRAPHIC INDICATION OF HOW FAR FROM THE IDEAL WE FALL IN THIS LATTER RESPECT WAS PROVIDED BY A WIDELY REPORTED QUESTIONNAIRE TO BEGINNING JOURNALISM STUDENTS AT RHODES THIS YEAR. OF ALL PEOPLE ONE WOULD EXPECT ASPIRANT JOURNALISTS TO BE AWARE OF THE WORLD AROUND THEM, AND ONE CANNOT BLAME THE UNIVERSITY THEY HAD JUST ENTERED FOR THEIR SHORTCOMINGS. A DISTURBINGLY LARGE NUMBER OF THEM COULD NOT

NAME CORRECTLY ONE HOMELAND LEADER OR A SINGLE HEAD OF AN OAU STATE. THE WORD "GLENMORE" HAS AN OMINOUS RING IN THE EASTERN CAPE, FOR IT IS THITHER ON THE ARID BANKS OF THE FISH RIVER THAT SO MANY SQUATTERS AND OTHER UNWANTED BLACKS ARE BEING UPROOTED. ONE FLEDGLING YOUNG JOURNALIST THOUGHT GLENMORE WAS A TYPE OF SCOTTISH SHORTBREAD!

IN SUMMARY, THEN, WHAT WE AT THE UNIVERSITY ARE HOPING FOR FROM PARENTS AND SCHOOLS ARE ALERT, INDEPENDENT, CONSIDERATE, CURIOUS, LITERATE AND NUMERATE YOUNG MEN OF CHARACTER. IF THEY HAVE SOME SPECIFIC KNOWLEDGE OF CERTAIN SUBJECTS OTHER THAN HOME LANGUAGE AND MATHEMATICS, OR IF THEY ARE ATHLETICALLY PROFICIENT, THEN SO MUCH THE BETTER.

NEITHER THE SCHOOLS NOR THE UNIVERSITIES ARE TEACHING A BRAIN IN ISOLATION. TO BE SUCCESSFUL WE MUST BE DEALING WITH MORALLY COMPLETE HUMAN BEINGS. FULLY TO ACHIEVE THAT STATUS IS TRULY A LIFETIME'S OCCUPATION AND IS BEYOND THE COMPASS OF PARENT, SCHOOL OR UNIVERSITY. IN THAT SENSE OUR EDUCATION IS NEVER COMPLETE. EDUCATION WITHOUT THIS MORAL CONTENT MERELY PRODUCES A MORE DANGEROUS FORM OF BARBARISM, DESERVING OF THE CYNICISM OF BERNARD SHAW, WHO REMARKED THAT THE CHIEF MANIFESTATION OF UNIVERSAL COMPULSORY EDUCATION WAS THAT GRAFFITI MERELY STARTED LOWER DOWN THE WALLS.

WHAT I AM EMPHASISING TRANSCENDS ALL THE CHANGES AND VICISSITUDES OF HUMAN LIFE. IN THE SOUTH AFRICA OF TO-MORROW, WHEN ALL OUR ENCRUSTED PREJUDICES AND SHIBBOLETHS MUST DISAPPEAR, THE NEED FOR EDUCATED, MORALLY COMMITTED YOUNG PEOPLE OF UNQUESTIONED INTEGRITY WILL BE GREATER THAN EVER. MANY SUCH ARE WITHOUT QUESTION SITTING IN THIS ROOM BEFORE US. YOUR FOUNDERS WOULD HAVE EVERY REASON TO BE PROUD OF THEM, AND WE WISH THEM EVERY SUCCESS AND ENCOURAGEMENT AS THEY STAND ON THE THRESHOLD OF ADULT LIFE.

WHAT YOU BOYS OWE TO YOUR PARENTS AND YOUR SCHOOL, IS LIKE THE INITIAL SUBSCRIBED CAPITAL OF A COMPANY. HOW YOU USE AND DEVELOP IT, FOR YOUR OWN FULFILMENT AND EVEN MORE IMPORTANTLY,

IN THE SERVICE OF YOUR FELLOWS, IS YOUR HIGH RESPONSIBILITY. MAY THE RESULTS BRING THEIR DUE REWARD FOR THOSE WHO INVESTED SO HEAVILY IN YOU.

D S HENDERSON
RHODES UNIVERSITY.