



Dear Parents, Old Boys and Friends of Michaelhouse

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Rector's Message

During this week your sons have returned to school for the 4th quarter and we will have our Speech Day streamed to parents on Friday afternoon as we have indicated would be the case last term. The link for the virtual Speech Day is <https://www.youtube.com/watch?v=5ug11jkiN5U&feature=youtu.be>. In connection with the latter, I recall the story of a visiting Oxford academic who had been invited to a Speech Day at a British school to award the prizes. Just before his address, he turned to the Head and said, "Tell me, Mr X, what happens in the course of their lives to those students who do not win any prizes?" Quick as a flash, the Head retorted, "Well, Professor Y, they employ those who do."

This response may seem a little cynical in relation to the prize winners whom we congratulate warmly, but it does reflect the fact that we will all know many people who have not been amongst the prize winners at school, but have gone on to excel at university or in the workplace or in a combination of the two. There are many factors which drive that success and, dipping into the work of Daniel Goleman on emotional intelligence over the break, consolidated some thinking on this matter.

What is hardly ever reviewed in much of the literature on emotional intelligence, most of which admittedly emanates from American sources, is that boarding plays an enormous role in the teenage years in developing the emotional intelligence that is necessary to be able to succeed in leading people then and in later life. Is this perhaps why so many companies/organisations in this country or worldwide are led by people who went to schools such as Michaelhouse?

For some, leadership may be innate and natural but, for others, the experience of needing to establish or confirm or amend relationships with peers or seniors or juniors on a daily basis, to respect space, to understand the highs and lows of others, to follow and to be followed depending on the situation is what teaches one about human endeavour and human capacity. My observations are that relationships are much stronger between pupils in boarding schools because of the importance of the "investment" that each has to make in interaction with others. Whereas day pupils have a haven at home where they can metaphorically kick off their shoes and forget about the day, boarders have to contend with and sort out issues that may have arisen with friends or those with whom they find it difficult to establish a bond and, through this, an understanding of others grows. Admittedly, the ambience in the boarding school has to be essentially positive, nurturing and supportive with appropriate role models



and with an atmosphere conducive to emotional growth as well as to growth in other areas. But, given that environment, a boarding school is the place where teenagers will, I believe, best grapple with the human challenges that face leaders in the workplace. A leader of a major South African organization told me some time ago that he had learned more about leadership at boarding school than he did until he went into a fairly senior management role.

I make a distinction between a boarding school and a school which has boarders because the focus of the former impacts so much more fully on the nature or ethos of the school than the latter which may seem to have different priorities and where boarders may be a part of but not intrinsic to the essence of the school.

I am particularly aware that many parents are vilified by peers who may seek to undermine their aspiration for their children by saying, "I didn't have children to send them away to boarding school." I wonder how many of you have been faced with the challenge at a dinner party of answering that sort of jibe. However, those are the very people who so often have an inkling, rather than a deep understanding, of the many benefits of boarding and who witness with amazement in boarders a strong and mutual respect between parents and their children. They envy the ease of interaction and are mystified as to how that is achieved. Parents may be missing their children in this week when they have returned to school, but you are enhancing the possibility, whether or not they are prize winners, of their being leaders in life through your sacrifice.

"It is with the heart that one sees rightly; what is essential is invisible to the eye." Antoine de Saint-Exupéry, *The Little Prince*.

Congratulations and Individual Achievements

Academic Awards

The following boys were congratulated in our Assembly on Monday on their significant achievements in this realm:

Honours: Joshua Ballie, James Murray and Warwick Yorke-Smith

Colours: Nathan Bau, Nicholas Crampton, James Fleming, Thomas Hill, Hussain Mohamed and Ryan Baker

Half Colours: Guy Cocksedge, Nicholas Kuhn, Christopher Langebrink, Gary Pitt, Simon le Vieux, Matthew de Villiers, Xihluke Marhule, Letlotlo Sekatle and Frederick Waller



Academic Honours Awardees

TOP TEN Q3 – MICHAELMAS QUARTER 2020

Name	Position	House	Block
Tapiwa Chikwanda	1	Mackenzie	A
Tristan Naidoo	2	West	A
Nikhil Iyer	3	East	A
Matthew Winn	4	West	A
Aidan Browne	5	Baines	A
Lehlohonolo Mapetla	5	East	A
Timothy Whitaker	7	Founders	A
Michael Gurney	8	Baines	A
Michael Ross	9	Farfield	A
Nathan Bau	10	Pascoe	A
Gustave de Villiers	1	Pascoe	B
Jaden van der Merwe	2	Farfield	B
Kwande Dhlomo	3	West	B
Alexander Brits	4	McCormick	B
David Ferguson	5	Pascoe	B
Jadin Jordaan	6	Pascoe	B
Kameran Jinnah	7	Pascoe	B
Dominic le Sueur	8	Founders	B
Ntumbuluko Mdluli	8	Mackenzie	B
Mitchell Flanagan	10	Tatham	B
Callum Porrill	10	Tatham	B



Name	Position	House	Block
Reuben Baldry	1	West	C
Benjamin Frost	2	Baines	C
Lusanda Mrasi	3	McCormick	C
Peter Woodland	4	Farfield	C
Tristan Hoyle	5	Ralfe	C
Adrian Hill	6	Ralfe	C
James Kennedy	7	Farfield	C
James Asherson	8	Founders	C
Joshua Hadley-Grave	9	Ralfe	C
Benjamin Turner	10	Mackenzie	C
Aiden Jinnah	1	Pascoe	D
Theo Apteker	2	McCormick	D
Kofi Asumaning	3	McCormick	D
David du Toit	4	Baines	D
Andrew Woodland	5	Farfield	D
Marc du Plessis	6	Ralfe	D
Thomas Lahaye	7	Mackenzie	D
Maxim Sutherland	8	Mackenzie	D
Nicholas Pitt	9	McCormick	D
Jordan Baxter	10	Baines	D
Lucien Baldry	1	West	E
Luke Kaufmann	2	East	E
Max Rautenbach	3	Baines	E
Matthew Kennedy	4	Farfield	E
Anesu Nduru	5	Founders	E
Patrick Lambert	6	West	E
Dylan Hewlett	7	Farfield	E
Kian Moses	7	McCormick	E
Carlyle Hawkins	9	Mackenzie	E
Dylan Noach	9	McCormick	E
Ross Moller	10	Baines	E

Sports and Cultural Awards

Warm congratulations to the following on their significant achievements:

Colours – Debating: Simon le Vieux

Half Colours - Art: Michael Gurney, Leo Baber and Thomas Barnes

Half Colours – Tennis: Harry Rowles and Rex le Sueur

Half Colours – Rugby: Ian Parsons, Julian Daffy and David Stubbs



Canoeing

A number of boys participated in various canoeing events this past weekend and the following results were recorded:

Nobby Nel Memorial - U18 K1- 1st **Matthew Millward**

Eric's Canoe Race – U16 K2 1st **Jack Shooter** and partner and 2nd overall

KZN Marathon Champs held at Camps Drift - U18 K2 1st **Sam Butcher** and **Matthew Millward** and 1st overall and 5th **Max von Klemperer** and **Murray Behn**, U18 K1 2nd **Matthew Millward**

King of the Bay Surf Ski Championships (this event doubled as the KZN and SA Championships) - U18 S2 1st **Matthew Millward** and **Murray Behn**, 2nd **Jack Shooter** and partner, U16 S2 1st **Jack Shooter** and partner.

Community Partnership Trust: Eduhelper Programme - Ms Amy Webster

The majority of South African government no-fee schools face numerous challenges emanating from complex social issues. In order to make a difference a number of interventions need to be implemented. Unfortunately, one cannot address all the challenges the schools may face alone and we, therefore, have sought the help of a variety of corporations to assist us in our task. In the KZN Midlands there are many Non Profit Organisations which work with schools to support education and we are linked to them in our efforts to improve the current situation. The Michaelhouse Community Partnership Trust (CPT) is one of these NPOs, working in no-fee schools.

We have designed interventions to create changes that are effective, sustainable and beneficial to our partnership schools whilst attempting to address unemployment, overcrowded classrooms, teacher capacity and educational standards. In this regard, the Eduhelper programme which effectively employs teaching assistants, was launched in 2018 with one passionate Eduhelper in one school. This year the CPT have supported nine Eduhelpers in five schools, demonstrating a growth in our commitment to the improvement of the schools. The Covid-19 pandemic has, naturally, impacted on our ability to support the Eduhelpers, but we are making good progress.

Our plan is to expand the Eduhelper Project in 2021 when we aim to reach 10 schools and support 15 Eduhelpers. The CPT team manage this project which is fully dependent on external funding, mainly through corporate social investment.



Eduhelpers at Heritage Centre

With my best wishes

ANTONY CLARK
RECTOR