

THE GONZAGA RECORD 1985



THE GONZAGA
RECORD 1985

THE GONZAGA RECORD



THE GONZAGA RECORD 1985

Editor
William Lee SJ.

Gonzaga College
Dublin



SPONSORS

We wish to thank the following for their support:

The Bank of Ireland,
Wilson and Hartnell,
Appleby, Jewellers,
The Irish Intercontinental Bank,
The Allied Irish Banks,
Robinson, Keefe and Devane.

© Gonzaga College, 1985
Designed and produced by
Publications Management;
Cover design by Jacques Teljeur.
Typeset and printed by
Brunswick Press Limited, Dublin.

PREFACE

I welcome this first issue of *The Gonzaga Record* and I congratulate Fr Lee and his associates on its production. A school annual serves many purposes: it constitutes an important record of a school's development over many generations; it strengthens, over time, a school's sense of identity; and it links the present pupils with those who have long since left. This, the first edition, is rightly strong on history, and though in the future the emphasis will undoubtedly shift from the past to the present, and deal equally with the large contribution made by the lay masters, this issue will certainly be seen as an important document on the origins and development of the ideals which have shaped Gonzaga.

Noel Barber SJ
Headmaster

EDITORIAL

Perhaps *The Gonzaga Record* should have come into existence years ago. On the other hand, there is something to be said for waiting until an institution such as a school has settled down properly. For one thing, until comparatively recent years Gonzaga College was a very small school. For years it was a single stream school with a combined enrolment between Preparatory and Secondary of hardly more than 270 pupils. And it is only of recent years that any sizable population of past pupils began to exist. Financial realities demand that there must be a minimum constituency of prospective buyers before you launch your magazine. Any nuclear physicist will tell you that there is a 'critical mass' below which the thing will not work!

Finally, it hardly needs to be said, the appearance of a school magazine depends on the arrival on the scene of someone enthusiastic enough to invest the time and trouble in producing it. At this point the Editor wishes to pay special tribute to Mr Anthony Farmar. It is due to Tony's enthusiasm and encouragement that the *Gonzaga Record* makes its debut. Tony is in the publishing business. He says that it was his experience on magazines at Oxford during his university years that set him off on his career. He would see as the principal aim of a school magazine not so much the keeping of a record of school activities, but of getting the boys themselves actively engaged in its publication. There can be all sorts of useful and unexpected side effects to their active participation.

Well, we will not try to resolve here which aim is uppermost. We commend the magazine to our past and present pupils, and shall try to realise both aims.

As this is the very first issue of the *Gonzaga Record*, we offer a word of explanation to our readers. They will notice a rather marked accent on 'history' in our reporting. We think we owe this to our past. After all, no magazine chronicled their activities during the years when they graced (or disgraced) our not so venerable halls and walls. By no means would we wish they should feel that they had passed on . . . 'unwept, unhonoured, and unsung.'

What would those who remember Gonzaga as a small school find most different today? The first most obvious thing would be the physical size of the school. The eight-classroom wing that runs across towards the Community house went up in 1977; it cuts off the easy access they would remember as they dashed around from the front to the back of the school. And then they would be struck by the two-storied science and specialist block. Both these buildings were pushed through during the head-mastership of Fr Dermot Murray, SJ. He certainly left his mark on Gonzaga.

And, of course, our old boy would immediately note the increased size of the

school population. It is now over 440 pupils. That is not large as schools go, but it is something new in our history. He might miss the cosiness and intimacy of the small school he knew; but on the other hand if he were fond of games, especially rugby, he would appreciate the better chance of getting somewhere with the larger field to pick from! There is something he might not like so much: the pressure of the points system for his chance of getting into university.

There is still an effort made at a liberal education; but there are pressures he did not feel when he was going through 'the happiest days of one's life.'

So *The Gonzaga Record* salutes in a special way the Past in its first issue. And it most humbly reminds them of the school motto . . . SEMPER ET UBIQUE FIDELIS!

A History of Gonzaga College 1950–85

DECISION TO OPEN A NEW SCHOOL

The decision to open a Jesuit school on the south side of Dublin was taken in August 1947. From the records it is not clear whether the primary impulse came from the Jesuit Provincial, Fr Thomas Byrne SJ, or Archbishop John Charles McQuaid. If it came from the Jesuit Provincial it found ready encouragement from the Archbishop. The population of the south side of the city was growing rapidly, and there was a demand for more secondary schools, especially for boys.

Nevertheless, it took courage to make the decision. The Jesuits of the Irish Province were already committed to staffing five Colleges. In Limerick there were Mungret and the Crescent; in Galway, St Ignatius' College; in Kildare, Clongowes; in Dublin, Belvedere. In the Far East there was the rapidly growing Hong Kong Mission with already a large College and a Seminary to be staffed. And of course, there were all the other ministries in Ireland which were run by Jesuits.

Was it wise, given all these commitments, to open still another College for which the Provincial would have to find men for years and years to come? A school is not something that can come and go as the mood takes you. You are making a commitment for the foreseeable future, and even for the unforeseeable future!

And then, of course, there was the money problem. There are many myths about Jesuits. One of the most persistent and erroneous is that the Jesuits are rich. For the bursars in the Jesuit houses it must be the most infuriating of myths. They spend a lot of their time trying to balance their books, and pacifying nervous bank managers, who keep reminding them of large overdrafts. In the Ireland of those days there were no Government grants for the building of private secondary schools, let alone any help for the buying of the land on which to build the school. So the Irish Jesuits would have to find the money to buy the building land, then land for playing pitches, and finally to initiate a building programme. The economic condition of Ireland just after the Second World War was dismal. Was it fair to commit the Province to such a debt? In theory, of course, the new school would have to try to pay its own way. But if it failed to do so — a likely enough outcome — the Province would have to stand over the debts. In 1947 one could give many very good reasons for not opening the proposed school. Yes, there was a need for one. Still, it is one thing to recognise a need; another thing to be imprudent and take on more than you have the resources for.

Making the decision

On that August morning in 1947 the talking had eventually to stop, and a decision to be made. Who were there? Fr Thomas Byrne, SJ was Provincial, and the responsibility for the decision would ultimately be his. But he would hardly go against the majority opinion of his Consultors. At the time, these were:

Fr John Coyne, SJ, Assistant to the Provincial;

Fr William Dargan, SJ, Rector of the College at Galway.

Fr Michael O'Grady, SJ, Rector of Milltown Park;

Fr Francis Shaw SJ, Superior of the Jesuit house in Leeson Street.

The first decision was whether in principle to start a new College for day pupils on the south side of Dublin. Where it would be situated, and how it would be financed were decisions that would have to await much investigation. The minutes of the meeting do not record whether it was an unanimous decision. Given the good reasons that could be advanced against the proposition that seems unlikely. In the end, of course, the Provincial's decision carried the day. It was agreed that there should be a new College. Everything else about it was left to further investigation.

It is not being over fanciful to reflect that the decision that morning would affect many people's lives. After all, the verdict might quite reasonably have gone the other way. One's schooling is a large, formative element in one's life: the friends we make for life; the interests we develop; maybe a profound influence that really forms our future. No doubt, if Gonzaga had never been founded the boys would have gone elsewhere. But different arrangements would have entailed different people, different influences, different destinies, probably.

Type of school envisaged

What sort of school was being founded? Here, a really courageous decision was taken. Tribute should be paid at this point to the vision and idealism of Fr Thomas Byrne. For he had a vision of something different; an ideal to strive for. It is very possible that it was the attraction of that vision that induced him to push so hard for the new school, when so many sensible reasons were against it. It is difficult to spell out a vision in detail. It is something felt and sensed rather than a hard outline. It might be that hard realities would force modifications, and no one can see into the future. What he wanted for the new Jesuit school can be broadly indicated along the following lines.

Many people were unhappy with the realities of secondary education in the country. The Department of Education had a tremendous influence on what went on in schools. It drew up the syllabus for the public examinations; it set the examinations; it issued the certificates; it had great control over the schools in its inspectors; it paid the salaries of those who could get a salary. It is not that this was a wicked system. In many ways it was a fair system in that it ensured certain minimum standards. Its defect was that there was little freedom in it. Above all, it led to much pseudo-education. Hard-working teachers prepared ideal answers to certain types of recurrent questions; poly-copied them; saw to it that the pupils learned the material by heart; and then hoped for the best.

It would be grossly unfair, and too easy, to caricature this system. If you are locked into a controlled system, and your pupils need those certificates, then you

must operate within certain limits. And let this be said very clearly: many, many fine teachers worked within these constraints, yet managed to awaken young minds to the wonder of the world.

An alternative

The Provincial's hope was that the new school would break away from the set courses, and do something valuable with the freedom thus granted. There was a time when the Jesuits were known as the school masters of Europe. Over 150 years they had evolved their own system. Its main outlines were contained in the *Ratio Studiorum*. There is no need here to go into a long discussion of the famous *Ratio Studiorum*. The following points, though, are essential to its understanding.

There was a passionate belief in making a man articulate both in speaking and in writing. You trained a man to think by training him in clear expression. If he cannot express himself clearly, it is because his mind is not clear. He will learn to think clearly by endeavouring to express himself clearly. That was the heart of it.

The language of that expression was Greek and Latin. For two hundred years the Jesuit schools were by far the most formative educational centres of Europe. This era came to an end with the suppression of the Jesuit Order by the Pope in 1773.

By the time the Jesuits were restored and strong enough to establish schools once more, Europe had changed out of recognition. The French Revolution had happened; the Napoleonic State centralisation had begun a process that would grow stronger; there was the birth of intense nationalism; and finally there was the rising and successful challenge of science.

Few people today are aware that the famous old Jesuit schools were free schools. They were endowed by the rich and the privileged. But they were open to all. The Jesuit schools of the restored Society of Jesus had no such endowments. They scraped along as best they could, always hampered by lack of money. It would be many years before it was taken for granted that the education of the people was a primary obligation of government.

Would it be possible to run a school today on the old *Ratio Studiorum* principles? This was the challenge that the Provincial Fr Byrne had for the new school. There would be a great emphasis on Languages and on Rhetoric. Greek and Latin would have an honoured place. But English and, hopefully, Irish would be equally important. The sciences would not feature on the curriculum. This is all the more remarkable when one considers that Fr Byrne was himself a science graduate. At least it showed consistency. The principle was that you first trained a man to think clearly and to express himself clearly before he tackled his professional subjects. Such at least was the hope, and such in broad outlines was the thinking behind the new school.

The location of the school

It will probably come as a surprise to most pupils of Gonzaga, past and present, to hear that neither the present name of the school, nor its present position, were the ones first envisioned. From the archives it would appear that the first site considered was Churchtown House. The house could readily be adapted for school

purposes after the usual troublesome alterations. This is nearly always the price one has to pay in beginning with an old building. But often there isn't any alternative. By the time you have bought the land your resources probably will not stretch to building a completely new school, desirable though that obviously would be.

What eventually counted against Churchtown House was the lack of playing fields. What might be adequate at the very initial stages of the school would not suffice as the school advanced to its full size. The long and tiresome experience of Belvedere College on the north side of the city served as a guide in this whole matter. The playing fields for Belvedere were out in Cabra. Who would care to repeat on the south side the man-hours lost both by Community and boys in going to, and returning from these playing fields, especially after school classes? Churchtown House began to recede from view and eyes turned elsewhere. For a brief period attention was focussed on a property called Oaklands in Rathgar. It never became a serious contender as a site for the new school. Apart from other considerations it was considered a bit too near St Mary's College, Rathmines.

Milltown Park

Attention was now directed nearer home. Could Milltown Park be persuaded to part with some of their farm land for the school? It was suggested that the land between Shamrock Rovers ground and the garden of Milltown Park would make a good site for the school. It had the advantage that the school would have a frontage on to Milltown Road. With a little arm-twisting perhaps Milltown Park would sell around $2\frac{1}{2}$ acres for playing fields! The minutes for the monthly consultation of Fr Provincial and his Consultors has the following; 'Tentative suggestions were made for the New School to be erected on Milltown Park site. Buildings comprising some eight classrooms and Community quarters for some 14 Jesuits could be built. A beginning could be made with four classes. It was also pointed out that building a school along the Milltown Road frontage would preclude a road being built through the Milltown Park grounds at a future date.'

It is of interest to notice as far back as 1948 that reference to a fear of a road being built through the Milltown grounds. Even after Gonzaga College had settled into its present grounds, this fear kept recurring. And it wasn't a baseless fear. On one Public Works map for future road construction a road was shown running through the present large rugby field. This spectre of a road through the grounds reappeared from time to time. The danger seems to have receded now.

Negotiations and planning for the new school at Milltown Park continued through 1948. Then two events took place which radically changed the whole picture. The first was the disastrous fire at Milltown Park, and the second was the coming on to the market of the Bewley estate which was adjacent to Milltown Park.

The Milltown Park fire

At 5.40 on the morning of 11 February 1949 fire devastated one large wing of Milltown Park. Over thirty students of theology were living in the wing that took fire. The fire spread with appalling rapidity. Racing along the waxed flooring of the corridors, the whole wing was ablaze within ten minutes of its first discovery. There

was no time to save anything except one's life. One young priest, Fr James Johnson, SJ, perished in the flames. Two students were very seriously injured in jumping from top windows to safety. Considering the speed with which the fire took hold of the building it is remarkable that the casualties were so low.

But thirty-two living rooms were lost, and of course, all their furniture, clothes, books, notes, etc. Hard decisions had now to be taken about the housing of the students who had lost their rooms. There were really only two practical alternatives.

The first was to take over the Retreat House and discontinue the week-end retreats until such time as a new wing had been built for the students. One was talking in terms of two or three years. To break the magnificent tradition of week-end retreats for such a long time was a painful prospect. And traditions, once set aside, are not so easily re-established again.

The other alternative was to move the students into the new, big concrete library, and let them live amongst the book stacks as best they might. It was a grim prospect, and during the winter months even grimmer. But that was the decision that was taken. Some might see something apposite in the idea of theology students literally living amongst the books. The reality of this life style was not pleasant. And the prospects were that it would go on for several years.

So when it became known that the Bewley estate was up for sale, the Jesuits of Milltown Park looked over their wall with very great interest! It seemed too providential to be true. There were two large houses standing in about fifteen acres of park-land. Here was the solution to two problems at one stroke. One of the houses and its grounds could be used for the new school. The other house could be used to accommodate the unfortunate students living amongst the book-stacks.

So let us turn our attention to the Bewley estate and examine something of its history.

Bewley Origins

The Bewley family is by dim ancestry French. Ancient records show that the de Beaulieu clan lived in a village of that name near present-day Le Havre in northern France. Some of the de Beaulieu family took part in the expedition that placed Edward III on the throne of England. They were rewarded with a grant of land in the north Yorkshire village of Knaresborough in 1331. Some of the family migrated to Cumberland and Westmoreland in the North West of England. The original French name was not retained for long; the 'de' vanished and the 'Beaulieu' became corrupted to Bewley. A Richard Bewley was appointed Burgess for Carlisle in the Parliament of 1459.

The Bewleys continued as landowners in that beautiful part of England later to be known as Wordsworth country. Little happened to disturb their lives as farming folk until George Fox began his career of itinerant preaching in 1648. Fox was the founder of The Society of Friends, popularly known as Quakers. He seems to have made a complete conquest of the Bewleys of Cumberland. The family soon came into head-on conflict with the established order, primarily because they refused to take the oath. This refusal barred the Quakers from the professions, so they turned to business with remarkable success, despite constant imprisonment over the oath issue.

In 1700 a Mungo Bewley left Cumberland for Ireland. He settled in Edenderry, Co. Offaly. All the present day Bewleys in Ireland are descended from him. For Dubliners, of course, the name Bewley means one thing in particular — the famous firm of Bewley's Oriental Cafés.

Most of the Bewley families were prolific, and nearly all of them were in business. It would be a difficult task to trace them all. Bewley's Oriental Café was founded by Joshua Bewley in 1840. In Ireland, the Quakers will be forever remembered for their philanthropic works, especially during the years of the Great Famine. This tradition of caring is continued today by Mr Victor Bewley in his work for itinerant families. He also pushed through a scheme for worker-ownership of Bewley's Cafés.

However, our main interest here is in the branch of the family that lived in what is now the grounds of Gonzaga College. A Samuel Bewley, whose family lived at Sandford Grove, Ranelagh and undoubtedly a close relation of Joshua Bewley, ran a tea-warehouse in Sycamore Alley and also a shop at 6 Dame Street, near the entrance to Dublin Castle. The site is now occupied by a bank. The Bewley Estate and the adjoining Milltown Park estate was originally known as Cold Blow Farm. The present Belmont Avenue was Cold Blow Lane. The name is curious, and may possibly indicate that it was an open, exposed area before the present magnificent show of trees was planted.

As there were three different Bewley houses on the whole estate it would be well to get the geography of the place correct in our minds. As one comes up the main avenue one passes on the left the College of Industrial Relations. This is the first Bewley house, and was called Sandford Lodge. It came into the possession of the Jesuits at a later period than Gonzaga College. The next large house was Sandford Grove. It was renamed by the Jesuits as St Joseph's.

After acquisition by the Jesuits it was first used to house the Jesuit students of theology following the fire at Milltown Park. It later became the main school house of Gonzaga College. The third Bewley House was Sandford Hill. Mr William Bewley lived in this house until 16 June 1950. When the College opened in that autumn Sandford Hill was both the Jesuit community house and the school, all in one. A pretty crowded affair, as can be imagined. Curiously enough it has never been renamed, as St Joseph's was, and is simply referred to as 'the Community House.' The sign-post pointing to the different entrances for Sandford Grove and Sandford Hill was removed only on 6 November 1953.

When the Jesuits acquired the Bewley property in 1950 the grounds were not quite as they are today. To begin with, the front lawn, which is such a beautiful feature of the grounds, had been used as a potato field during World War II. It took a lot of work and rolling to bring the lawn to what it is today. The out-houses, which had been stables in the old days, were in a poor state of repair. The two houses, Sandford Hill and Sandford Grove, were separate properties divided by a ditch. The avenue and paths were devoid of asphalt and in wet weather were muddy and pot-holed. These were all things that could be dealt with in time.

Gonzaga College has always been blessed in the beauty of its grounds. They are not particularly large grounds, in all around fifteen acres. But there is a proportion about them that is very pleasing. The trees also give it a sylvan air, crowned by the incomparable copper beech on the front lawn.

Bird life

The bird life of the grounds has always been varied and attractive. And it was so 100 years ago. A book was published in 1886 by the Rev. Charles William Benson of Elm Park entitled *Our Irish Song Birds*. In his book Benson tells of his 'keeping watch and ward with my very dear friend the late Mr Samuel Bewley, JP on the slope of the roof of Sandford Hill'. There they sat and waited for the dawn on the morning of Tuesday 31 May 1881 taking note of the different bird songs. Here is his report.

There are many points of interest to be investigated with regard to the songs of birds: as for instance, what birds sing at night, what birds sing while flying; which are the earliest risers, and which the latest to take rest. In order to settle one of these problems at 1.45 am we took up our places on the slope of the roof, and looked and listened with all our eyes and ears. The result was as follows. We noted the exact time at which we heard the song, or saw the bird.

	AM		AM
1. <i>Skylark</i>	2.10	7. <i>Gold Crest</i>	3.00
2. <i>Song Thrush</i>	2.17	8. <i>Rook</i>	3.07
3. <i>Blackbird</i>	2.19	9. <i>Great Tit</i>	3.15
4. <i>Redbreast</i>	2.30	10. <i>Chaffinch</i>	3.17
5. <i>Willow Warbler</i>	2.43	11. <i>Missel Thrush</i>	3.20
6. <i>Wren</i>	2.50	12. <i>Magpie</i>	3.22

Here we drew the line, and adjourned to a sumptuous breakfast which awaited us.

It was remarkable that no sparrows or other small birds were heard at this time. Sparrows, I believe, talk often until nearly 5.0 am before they issue forth, waiting doubtless, as Beau Brummel used to do, 'until the world is aired'.

The corncrakes, who had been 'rasping' all around the house from about 7.0 pm to 2.0 am sank down sleepy and abashed as the lark began his morning song.

Now, in this case, the old proverb, 'up with the lark' was verified, and there was something very striking in the ascent of the bird to greet the first blush of dawn in the East, whilst yet Arcturus, and Wega, and Altair were shining brightly in the sky.

Upsprings the lark,
Shrill-voiced and loud, the messenger of morn;
Ere yet the shadows fly, he, mounted, sings,
Amid the dawning clouds, and from their haunts
Calls up the tuneful nations.

I thought, as I listened, that at that hour, all through the length and breadth of the land, these sweet and innocent voices were praising God, and I could fancy that the ear of the great Creator was bent down to listen with pleasure to those glad hymns of praise. Were they the only songs of praise from poor unhappy Ireland that pierced the skies, in that serene and fragrant 'morning watch' which I shall long remember?

Our Irish Song Birds Rev. Charles W. Benson
(Hodges Figgis, Dublin) 1886, pp. 9, 10

Today, over a 100 years later if one repeated this 'watch and ward' the result would probably be much the same. We are blessed in having this oasis for the birds in a city that Benson might have difficulty in recognising.

It can truly be said that the taking over of the Bewley property to become Gonzaga College, once the decision to sell was made, has preserved and enhanced the legacy of Samuel Bewley.

Purchase of Sandford Hill and Sandford Grove

These then were the two properties that providentially came on the market in 1949. After some negotiations Sandford Hill and Sandford Grove, with their accompanying grounds were purchased by Milltown Park for £17,400; (In today's terms this represents a seven figure sum). Figures can give no real idea of what Milltown Park were taking on. One should reflect on the following facts. Milltown Park was a seminary where the Jesuits students were studying theology. There were four years of students in the house, which represented about sixty students. There were seventeen Jesuit professors, and others engaged in administration. The important point to be kept in mind is this: not one of them, students or Professors, earned a penny. No government agency pays you for studying or teaching theology. They were maintained from central funds which allowed Milltown Park a very, very modest allowance for each person. (Most of the money came from sales of the *Irish Messenger of the Sacred Heart*.) One can be quite sure that the Bank gave the matter much thought, and covered their risks before agreeing to the loan. But it was a heavy burden for Milltown Park to take on.

Perhaps this is the place also to record the enormous debt that Gonzaga College owes to Milltown Park for the help received in the early days. Apart from the money burden, Milltown fed the Jesuit community of Gonzaga College; they put their chapel at the disposal of the schoolboys; they helped to furnish the new school; they lent encouragement of all sorts in those early years when existence in the new school was a sort of hand-to-mouth affair. Gonzaga should never forget it.



Fr Charles O'Connor, SJ, Gonzaga's first Rector, with Dr Dunne, Bishop of Nara.

Financial Alarms

The debt was to prove too much for Milltown Park. They could bear the financial burden of Sandford Grove (which now became St Joseph's), but not of the total estate. So desperate remedies were sought. St Francis Xavier's Church in Gardiner Street had been putting aside money over the years for certain renovations of the Church. Until they were ready they had obliged Clongowes Wood College with a loan of their funds. With a judicious amount of arm twisting from the Provincial, St Francis Xavier's were persuaded to lend £10,000 to Gonzaga College at the very modest interest of 2 per cent! Fr John MacSheahan, SJ was Bursar at St Francis Xavier's. Here is his delightful letter to Fr Charles O'Connor, SJ the first Rector of Gonzaga College.

St. Francis Xavier's,
Upper Gardiner Street,
Dublin.
10th October 1950.

Dear Fr. Rector,

I have much pleasure (and not a little pain) in sending you herewith a cheque for £10,000: as you may say well and truly, ten thousand pounds sterling. Say it with flowers, as we say it with tears: our little nest-egg, just redeemed from Clongowes Wood College, now going off again to repose indefinitely in another cuckoo's nest. But, seeing that it must needs be so, there is no other resting place that we should choose for it in preference to Gonzaga College. May it, under your careful handling, develop into a tough chicken, and incidentally continue to produce for us interest at the rate of 2% payable half-yearly for the support of our dwindling exchequer.

With every good wish,
Yours sincerely in Xt.,
John J. MacSheahan, SJ
(Bursar)

Did you ever see such financial musical chairs, and robbing Peter to pay Paul? So much for the rich Jesuits.

Alas, the nest-egg was not destined to grow up into a tough chicken. Within a year, St Francis Xavier's were themselves in trouble, and were asking most of their money back!

Fr Timothy Mulcahy was Rector of St Francis Xavier's and was a kind-hearted man in everybody's estimation. But within a year he was writing to Fr. Charles O'Connor.

St. Francis Xavier's,
Gardiner Street,
Dublin.
30th October 1951.

Dear Charles,

Father Dargan [The Bursar for the whole Province] will probably have prepared you for the contents of this letter which amount to a notice of motion for the recall of some of our loan in six months' time, say 1st May. And the amount we should like to recall? Hold your breath . . . £5,000.

That's the black side. The bright side is the fact that we may not need to recall all that money. As you know, we are painting the Church, and are having statues of St. Joseph, and St. Aloysius, and stations of the cross carved; and we may decide to have the corridors of the presbytery painted.

We are likely to receive something in the neighbourhood of £4,000 by way of legacies—knowledge which launched us on this painting job—but we don't know whether we shall receive that money within six months. Meanwhile we shall have to pay monthly instalments on the painting job. So having submitted the matter to Father Provincial I secured his permission to sound the trumpet for a recall. Hence these tears! But, if the money materialises in the meantime, we may not need to be so greedy.

All best wishes always,
Yours sincerely in Xt.,
T. Mulcahy, SJ

What can one say about it all? It is sad, but also funny. And bursars seem to have been gentlemen in those days!

Gonzaga took over its own debts to the Bank, and scraped along as best it could. The tuition fee was £27 per annum per pupil.

The School name and crest

What about the name of the new school? That it should be called after some Jesuit saint was to be expected. The names most frequently mentioned were: Bellarmine College, after St Robert Cardinal Bellarmine; Canisius College, after St Peter Canisius teacher and expounder of Catholic doctrine during the Reformation period. This seems to have been the most likely name of the College. It is curious to find amongst the archives the following, which appears to be a draft advertisement for the daily newspapers.

Canisius Preparatory College,
Beechwood, Ranelagh,
Dublin.

In the coming month of September, the Jesuit Fathers propose to open a new preparatory school at the above address. The school will be called Canisius Preparatory College. It is further contemplated that in later years secondary classes will be added. In the coming year the school will cater only for boys of eight, nine and ten years of age. Twenty five pupils only will be admitted in each of these age groups. As there will be no second division of classes in any given year, a high standard of ability will be required of intending pupils. Admission will be granted on the successful passing of group and individual ability test after which vacancies will be filled in accordance with the order in which applications are received. Those desiring further particulars should communicate without delay with Rev. C. O'Connor, SJ, Milltown Park, Dublin.

It would appear therefore that up to a short time before the school actually opened it was to be called after St Peter Canisius. There is a tradition that the Provincial, Fr Thomas Byrne, SJ intervened and insisted that the new school be called after St Aloysius Gonzaga. There was a good reason against doing so. Clongowes Wood College was already under the patronage of St Aloysius

Gonzaga. It seemed a confusing and unnecessary duplication. The whole matter is curious. There were humorous references amongst the Jesuit brethren to Fr. Byrne's 'illumination', but whatever the explanation, at the insistent request of the Provincial, the school was placed under the patronage of St Aloysius Gonzaga.

The crest and motto

It would appear that the choice of a crest and motto for the school was left entirely in the hands of the first Rector, Fr Charles O'Connor, SJ. He was descended in the direct line from Rory O'Connor, the last High King of Ireland, and had the right to the title of The O'Connor Don. It is not surprising, therefore, that while the name of the College celebrated an Italian Jesuit saint, the school crest and motto could hardly be more Irish. The crest consists of the Cross of Cong. In each quarter are the wolves that are part of the Loyola crest. The motto is: *Semper et Ubique Fidelis* . . . always and everywhere faithful. This was the motto of the Irish Brigade which fought so gallantly on the Continent of Europe after the Flight of the Wild Geese. The green jersey for rugby was also an assertion of Irishness.

So now, approaching September 1950, the absolute necessities for a school were to hand: a building; some playing fields; a name; a crest and motto; and last of course a big debt . . .

Preparation of the House and Grounds

After an auction on the premises of the things he did not propose to take with him, Mr William Bewley handed over the keys and possession of Sandford Hill on 16 June 1950.

The other Bewley house, Sandford Grove, was taken over by the theologians of



View towards Community House before building of the Hall or Chapel.

Milltown Park, who were glad to discontinue living amongst the book-stacks of Milltown Park library. They drop out of our story here for a few years. There was a ditch between the two properties, and the theologians lived their own mysterious lives in Sandford Grove. In the meantime, Sandford Hill had to be prepared as the new school and Community house combined.

What the Jesuits had acquired as the start of their new College was the following: a large seventeen-roomed house, which however would require much repair and alteration to fit it for a school and community house. The grounds consisted of seven and a half acres: this included a well-kept vegetable garden; an open field in front of the house; some ornamental gardens around the house, and some out-houses down in the yard, which were in an indifferent state of repair.

On 21 June, the feast of St Aloysius Gonzaga, a temporary altar was established in the house, and Rev. Michael O'Grady, SJ the Rector of Milltown Park, celebrated the first Mass in the house in honour of the new Patron.

Five days later a qualifying entrance examination was held, at which twenty-eight prospective students of the new College presented themselves.

The house was then given into the hands of plumbers, carpenters, painters, electricians. The bulk of this work – apart from the re-wiring of the whole house for electricity – was in the basement. An excellent job was done in providing a kitchen, a scullery, a Community refectory, as well as a lunch room and toilet for the boys. Three class rooms had to be fitted up, two on the ground floor, and one upstairs. If there is any advantage to be gained by pupils from 'Jesuit contact' they certainly had a lot of it in those early years. Whether the 'pupil contact' did anything for the Jesuits, apart from the noise level, is anyone's guess!

First Jesuit Community

With the publication of the Status (Appointments) on 31 July 1950, the feast of St Ignatius Loyola, Founder of the Society of Jesus, Gonzaga College acquired its first official Jesuit Community.

They were: Fr Charles O'Connor, SJ as Superior; Fr William White, SJ as Prefect of Studies; Fr John Murphy, SJ as Minister; and Fr Timothy Hamilton, SJ.

By 14 August 1950 the reconstruction of the house had so far advanced that it was possible for the small community to go into bare residence ('bare' being the word), sleeping and working on the premises, but availing themselves of the hospitality of Milltown Park for their meals. (It was not until 6 October that meals could be provided in the College itself.)

Opening Day: 8 September 1950

Gonzaga College opened on 8 September 1950 with fifty-two boys on the roll. Mass was celebrated in the Chapel of Milltown Park by the Rector for the boys and their parents. Afterwards the boys returned to the College where they assembled in their respective classrooms. The ages varied between eight and ten. Had applications in the different age grades been more numerous, up to seventy-five boys could have been accommodated, but in the nine and ten age grades applications were relatively few. Amongst those who did apply, some were too old, others too young, and a number not sufficiently advanced for the classes contemplated. A stand had early to be made on these points, even at the cost, for the moment, of some empty desks which could otherwise have been filled.



The first Confirmation class

The boys formed three classes, called Preparatory I, Preparatory II, and Preparatory III. The names of these first pupils were as follows:

Preparatory I: George A. Brady; Damien Carroll; Anthony Clare; David Coyle; Edward D'Arcy; Brian Davy; Iorhart Delaney; Paul M. Dempsey; Gerald Devitt; Anthony Donovan; Thomas E. Eustace; Denis Feighery; Marcus De Vere Hunt; Kevin Hurson; Brendan Kirby, Dermot McFeely; Myles McWeeney; Christopher Mangan; John Murphy; Raymond O'Kelly; Arthur Plunkett; John Richardson; Denis Robson; Timothy Webb; MacDara Woods; William Harnett.

Preparatory II: Thomas A. Bieler; Owen Brady; David Carton; Fergus Dowling; John Feighery; Michael Fitzgibbon; John Lennon; Geoffrey McEnroe; David Maughan; George Kildare Miley; Brian O'Loughlin; David Owens; David Strahan; Killian Walsh.

Preparatory III: John C. Delaney; David Gallagher; Leonard Little; Jeremiah Liston; Daniel Murphy; Michael O'Donovan; Ronald O'Loughlin; Christopher Robson; Garret Shanley; Brendan Walsh; John Mulhern; Peter O'Connor.

Every effort was made to provide adequate recreation in the form of games as soon as possible after the opening of the school. By 20 September 1950 a tennis court was functioning. On 2 October football posts were erected on a portion of the field in front of the house, providing a pitch of about sixty by thirty yards for the rugby which began at this time. In this month also took place the removal of the unsightly potato patch in front of the house: this involved the removal of its surrounding wire fence, levelling and the re-sowing with grass seed. A second set of football posts was erected on 25 January 1951.

Under the direction of Fr John Murphy the initiation of the boys in the art of rugby progressed during the winter months, games being played on Wednesday and Saturday. The new school colours were worn for the first time on 14 March in an out-match against an under-eleven team from Belvedere. The result was a win for Gonzaga by 15 points to 13 points. Since it was the very first match of its kind played by the College the names of the Gonzaga team are here recorded:

J. Liston (full back); D. Strahan, G. Shanley, J. Mulhern, D. Carton (three quarters); L. Little (out-half); J. Delaney (scrum half); D. Gallagher, I. Delaney, O. Brady, R. O'Loughlin, G. McEnroe, P. Dempsey, B. Walsh, M. Fitzgibbon, (forwards).

With the beginning of the Summer Term (3 April 1951) rugby gave way to cricket, and a great improvement was effected on the grounds in front and at the rear of the house by having the services of a heavy roller of six tons from the South of Ireland Asphalt Company.

On 13 June 1951 a cricket out-match against a Belvedere College under-eleven team took place, and was attended by an enthusiastic gathering of parents. Again, being the first representative game, the names of the pioneer players are recorded:

J. Liston (Capt.), M. O'Donovan (Vice-Capt.), G. Shanley, B. Walsh, P. Dempsey, J. Delaney, J. Mulhern, L. Little, D. Strahan, R. O'Loughlin, and O. Brady (12th man).

The result was:

Belvedere 93 for 8 (decl.); and 40 for 2.

Gonzaga: 56, and 89 for 6 (decl.). match drawn.

New Playing Fields

The first major expansion of the original grounds was the acquisition from Milltown Park of the large field where the Senior Rugby pitches are now. It was known as the Railway Field, the name no doubt acquired from its proximity to the defunct and always to be regretted Harcourt Street–Bray railway line. As has been stressed already, Gonzaga College owed much gratitude to Milltown Park. Still, it was possible while acknowledging that large fact to harbour designs on such a desirable field for games. Needless to say, the Bursar at Milltown Park did not see matters in quite the same way. Milltown Park ran a small but an efficient farm, and that same field was one of the best pasturages, and in summer, the best hay field the farm possessed.

The issue was not immediate or pressing. The school was still very small. The front lawn and the field behind St Joseph's (where the theologians lived) provided enough space for immediate needs. But it was clear that as the school grew in numbers the large Railway Field would be a marvellous solution to a growing problem. So, battle was joined. Gonzaga's main argument was that the hardship of not having the field would far outweigh the inconvenience suffered by the Milltown Park farm in losing the field. In the end, it would appear that higher authority was appealed to (foul play?) and after some arm-twisting Milltown Park yielded up the field. But not without some compensation. Gonzaga got its large playing field, but the field on the left of the avenue as one approaches the school, and which was part of Gonzaga grounds, was handed over to Milltown Park. (It now is the site for the Jesuit convalescent home Cherryfield Lodge.) Milltown also got the garden which was attached to St Joseph's (Sandford Grove). It now contains the out-door swimming pool of Milltown Park. Milltown also demanded the right to the grass from the Railway Field during the summer. This right was exercised for some years. So all in all, in spite of the cries of anguish, Milltown didn't suffer all that much, while Gonzaga acquired a most valuable asset.

Many years later, Gonzaga made another favourable deal with Milltown Park. The remarkable decline in vocations from the 1970s meant that the soccer pitch which used to be used by the theology students was scarcely used at all. There weren't enough students to field two soccer teams. Gonzaga now rents from Milltown that soccer field, and also the field contiguous to the wall around Shamrock Rovers ground. How lucky Gonzaga College is to have its playing fields around the school, and not to have been forced to acquire fields this side of Bray, if even that would have been possible!

Moving the School to St Joseph's

While Gonzaga College had been settling down to live with the Jesuit Community in Sandford Hill, the theologians from Milltown Park continued to live in St Joseph's (Sandford Grove). But from 1950 Milltown Park had to face the problem of replacing the building that had been burned down in the fire of February 1949. The new wing that began to rise early in 1951 is the red brick structure one sees on the left as one comes up the avenue close to our famous copper beech. The necessity of putting up this building probably explains why Milltown could no longer carry the debt of acquiring the Bewley properties.

So it was clear that Sandford Grove would become vacant when the theologians moved out to return to Milltown Park. The obvious next move would seem to be that the school would move over to Sandford Grove. And this is, of course, what happened. But it wasn't a foregone conclusion at all. The Rector of Gonzaga College, Fr Charles O'Connor, SJ was by no means enamoured at the prospect. In fact, he actually wrote to the Father Provincial expressing strong reservations. He suggested that the necessary alterations to make St Joseph's fit to become a school would be expensive. Secondly, that as the school got bigger, things would get very crowded. It would appear that he had a sort of vague vision of a large building stretching from the Community House over towards Park Drive.

But whatever his reservations, given the financial debt he was already in, these were pipe dreams. St Joseph's was available and was part of the grounds, almost.

So on 1 June 1953 the carpenter and his merry men moved into St Joseph's to make the alterations necessary to turn it into a school. It was a race against time to have things ready by the 7 September. The Community, with the aid of a small truck, moved desks, etc., into the classrooms: two rooms in the basement; two off the hall; and one upstairs. Tiles were laid in the basement; lino in the halls and upper rooms; and an 800 gallon oil tank for heating in winter; it was all work under pressure, but things were ready for the new school year on 7 September.

With the removal of the class-rooms to St Joseph's, the Community House and those who lived in it had their first sense of space and elbow room. There were to be many alterations to make the house available for a larger Jesuit community as the years went by. So as we leave the Jesuits to work on their own living-space, let us pay tribute to that pioneer Jesuit community that not only lived 'over the shop', but actually *in* the shop during the first three years of Gonzaga College.

The School Hall, Library, and other developments

The removal of the school from the Community House to St Joseph's relieved pressure on the living space of the Jesuit Community. Rooms became available for extra Jesuit teachers as the school expanded, until there was a full complement of single-stream classes. But the school still lacked some very basic requirements.

Let us enumerate just a few. There was no single room where the whole school could be assembled: it could only be done outside, possibly in the rain! There was no large room that could be used as a gymnasium for physical education. This was actually done outside. There was no place where a play could be staged; where exams of a general nature could be held; and finally, no place where the boys could be assembled for their own Mass. Milltown Park was still called on for religious functions of the whole school.

Early in 1956 a decision was made to embark on a new building project. The plans envisaged a large Hall; a school Library; two new class-rooms, and extra toilet facilities.

One ought to pause here for a moment to salute a brave decision. It should be patently clear from the history of the College so far that it was labouring under great financial constraints. And with the comparatively low fees that were charged, an end to the burden of debt seemed to stretch away into an endless future. For the new building, the obvious thing to do was to put up a serviceable building that would do the job, but would be as cheap as one could get away with. No one could reasonably quarrel with that. It could be argued that the decision about the new

building was the most important and critical decision after the actual decision to acquire the Bewley properties. The reason for its seriousness ought to be clear. The type of new building would have an enormous influence on any subsequent building programme. This was the first extension to the Bewley houses. A serviceable, but plain, building now in such a prime position would surely dictate all subsequent expansion. In spite of the debt it was decided to put up a very handsome but expensive building. The frontage would be in cut granite stone; the roof would be of copper sheet that in years would weather into a lovely green shade; and the whole would be surmounted by a slender granite tower topped with iron grille work. The architect was Mr Andrew Devane. Today, it forms the best part of the school and gives it such a pleasing frontage. And it has set a high standard for all subsequent buildings. The debt of this building was to weigh on the school for many years. But it was worth it.

On 16 February 1956 the contract for the new building was signed with the builders, Messrs John Sisk and Son. The first consignments of building materials began to arrive on 27 February, and soon excavators were at work clearing the site. On 3 March a noble beech tree was felled: this, happily, was the only large tree that had to be sacrificed.

On 24 May 1956 the foundations and site preparation of the new hall were sufficiently advanced to allow for the laying of the foundation stone. The stone and plaque are sited at the foot of the tower, on the left as one enters the main school door. The ceremony was arranged to take place on the Feast of Our Lady of the Wayside, a title and feast day that was very dear to St Ignatius Loyola. The year was also propitious, as 1956 was declared for Jesuits an Ignatian Year. It was the four hundred anniversary of the beginning of the Jesuit Order, when a small group of men, led and inspired by Ignatius Loyola, met together in a little chapel on Mont Martyre in Paris to take their vows.

A real effort was made to give the moment some solemnity. At 11.0 am the boys lined the avenue in front of the house, and the guests began to arrive. Community, guests, and boys took up their positions as Very Rev. Fr Provincial, Fr Michael O'Grady, SJ accompanied by acolytes and liturgical procession came to the site of the ceremony. After the blessing and the laying of the foundation stone Very Rev. Fr Provincial addressed those present.

Among those who attended the ceremony were the Rectors of Milltown Park (Fr John MacMahon, SJ); Rathfarnham Castle (Fr Patrick Kenny, SJ); Belvedere College (Fr Redmond Roche, SJ) Leeson Street (Fr Roland Burke Savage, SJ); and Very Rev. John Hooke, PP, Beechwood Church. The architects of the building were represented by Messrs J. Robinson, A. Devane, and C. Squire. The contractors were represented by John Sisk, and the chief engineer R. Donovan.

The Inscription on the stone reads:

A.M.D.G.

HIC LAPIS POSITUS EST DIE XXIV MAII ANNI IGNATIANI MCMLVI IN
FESTO BEATAE MARIAE A STRATA CUIUS TUTELLAE COLLEGII BONUM
SPECIALI MODO COMMENDATUR* LAUS DEO SEMPER*

(This stone was laid on the 24 May 1956, the Ignatian Year on the feast of Our Lady of the Wayside, to whose care the good of the College is especially commended.)

This new building when completed would provide the following much needed facilities to the school. A large Hall and stage; a fairly spacious vestibule as one entered the building; a school library; two new class rooms; extra toilet facilities for the Senior School; a secretary's office; and a handsome corridor connecting the new building with the old.

We will leave the builders now to get on with their own proper work in raising the new building, and turn to a consideration of the educational policy of the school as it developed.

The developing educational policy of the College

This history of the early years of Gonzaga College began with an indication of the general vision and ideal which the founding Father Provincial had for the new college. It would break away from the public exam system with its rigid syllabus, and allow complete freedom to return, if possible, to the aims of the old Ratio Studiorum.

But that was a general directive. It would be a mistake to imagine that every step was thought out in detail from the beginning. Certainly, the boys would not sit for the Intermediate or Leaving Certificates. On the other hand, there would be one external constraint, in that boys would take the University's Matriculation examination. This would serve both as an entrance qualification for the University, and as an indication of the standard attained in secondary schooling for those not intending to go on to university. It was felt that the Matriculation examination of those days was broader in its approach, less tied to a detailed syllabus, and would suit the type of teaching that went on in the school.

Up to that point the teachers were given a lot of freedom. The Prefect of Studies, Fr William White, encouraged masters to think and plan on their own. There was, of course, a control. But within pretty wide limits teachers were free. The Matriculation examination would be taken at the end of the fifth year of secondary schooling. This would leave the sixth year gloriously free to be planned as a pre-university year.

The 6th Year ideal

A good deal of thought and effort went into the planning of the pre-university Sixth Year at school. It has often been pointed out that many school-leavers, who have done very well in the public examinations, do not do so well when they move into university. Some are quite bewildered when presented with a long list of books which they are expected to read and absorb for themselves. They have never learned how to do their own synopsis of a book; how to search on their own for information; indeed, how to study on their own. Quite frequently their successes in the public examinations were a tribute to their teachers rather than themselves. The synopsis was done for them; the reduction of large amounts of material into a smaller compass; the extraction of the important central ideas . . . all this was done for them at school by their teachers. Many university students discovered for the first time what they owed to their teachers, who had done the hard work for them. Now they were on their own, with little enough guidance, and above all, no one who cared very much whether they were working or not. The transition from

school to University was confusing, and often painful.

It was hoped to use the Sixth Year to make this transition. There was more to it. It was hoped that the aim of the ancient Ratio Studiorum of the Jesuits might be better realised in this rather free atmosphere of the Sixth Year.

The effort to adapt the spirit of the old Ratio Studiorum to the Sixth Year was largely the work of Fr Joseph Veale, SJ. Not everything worked out as desired, but the ideal and the vision were there. Father Veale has written an account of his main ideas in an excellent article, published in *Studies* for Autumn 1957. The article is entitled: 'Men Speechless'. The very title itself already says much. In the Ratio system, secondary education ended with a class in Rhetoric. Nowadays the very word rhetoric has a pejorative sense; it is usually preceded by the word 'mere.' But it once stood for something quite noble and challenging. Here is a short excerpt from that article.

Rhetoric: It is important to ensure that a boy's mind is not crammed with bits and pieces of information. His grasp of truth must be like a living organism, with one living principle of life.

This principle of clear and ordered expression is designed to ensure that a student not merely remembers what he has learned, but really knows it. It trains him to think about what he learns in relation to the rest of his knowledge, gleaned in classes and from his reading and experience. It trains him to come to a true and accurate knowledge of his subject, and to enter into the minds of other men.

At eighteen a student is best prepared to undertake university studies, to do well in them, and with personal benefit, if he has been taught how to think. If he does not go to university, that is still a gift which will be of more service to him in any walk of life than a memorised smattering of many things. So rapidly now do circumstances change and scientific knowledge expand, that the mind must be adaptable, flexible, strong, and alert to take initiative.

Rhetoric has a modern application of practical value. It is becoming increasingly clear that it is precisely the advanced scientist, technologist, and manager who requires the ability easily, and persuasively to explain a point of view, to make a case, to expound a difficult argument, to make clear to other experts a technical process with which they are not familiar, to convince them of the merits of a policy.

Such, in main outline, were the hopes for this pre-university Sixth Year at Gonzaga College. Later on in this history an account will be given of how things worked out in practice, and what was the ultimate fate of this interesting educational experiment.

The tradition of teaching Greek

It was inevitable that from the very beginning the Classical languages would hold a very significant place in the curriculum of Gonzaga College. To begin with, the old Ratio Studiorum was grounded on the teaching of Latin and Greek. And it was an unchallenged assumption that any true appreciation of European culture necessitated a knowledge of Latin and Greek.

Apart from this cultural argument there was a very practical one. Without Latin you could not enter university at all, in any faculty.

So the teaching of Latin in a school was not necessarily any indication of a considered conviction about the classical languages. Things were somewhat different with regard to the teaching of Greek. If a school taught Greek there was a presumption about its commitment to the roots of European culture. But one would have to qualify this statement. Greek was taught in the Diocesan colleges run by the secular clergy throughout Ireland. A knowledge of Greek was obviously a very desirable attainment in anyone who entered a seminary to become a priest. Some seminaries insisted on it. So it is not surprising that the Diocesan colleges taught Greek.

What about secondary schools that had no connection with seminaries? It could only have been from some educational commitment if Greek were taught in the school. Certainly in Gonzaga the teaching of Greek had an honoured place from the very beginning. In 1952 Fr Edmund Keane, SJ joined the teaching staff of Gonzaga. Although he has taught other subjects, he will always be remembered by many generations of students as their Greek teacher. The College has been lucky to have him. And it is remarkable that in 1985, more than thirty years later, he is still teaching Greek.

Everybody readily agrees with the proposition that exam results are not, or ought not to be, the aim and object of education. But if exam results are extraordinarily good, it is a fair assumption that at least in that subject, the teaching is enthusiastic and skilful.

Even the most cursory glance over the scholarship record in Greek is impressive.

Scholarships:

Timothy Webb — Classics — TCD

Francis Byrne — Classics — UCD

John O'Neill — Classics — remission of fees — UCD

Richard Rice — Greek Prize — Classics — UCD

Hubert Mahony — Classics — UCD

John Fitzpatrick — Classics — UCD

David Alexander — Classics — TCD

Francois Eliet — Latin — TCD

Frank Callanan — Classics — UCD

Frank Callanan — 1916 MacDonough Scholarship— UCD

Eoin McCullough — Classics — TCD

Brian Cregan — Classics — special prize— TCD

Charles O'Brien — Classics — TCD

Conor McCullough — Classics — 1916 MacDonough Scholarship

Barry O'Donnell — Classics — TCD

Also — Oxford University Entrance — Philip McDonagh and Robert McDonagh
(Both these boys became Presidents of the Oxford Union.)

It is true, of course, that these are results obtained by hard-working but gifted students. But even those who never attained scholarship level always expressed appreciation of having been taught Greek. In long years one has never heard them in later life saying that their years learning Greek were a waste of time. Quite the contrary.

There are very few schools in Ireland now where Greek is taught. Possibly one could count them on the fingers of one hand. This at least can be said for such schools: they clearly are doing it for educational reasons. At a time when there is such pressure on schools to think purely in terms of jobs and material rewards, it is refreshing to meet such stout independence.

THE BUILDING OF THE BOYS' CHAPEL

With the building of the Hall there was some relief to the problem of a place where the whole school could assemble. In a sense, it was too successful: the hall was in almost continuous use. It was a gymnasium; an examination hall; a theatre, a refuge from the rain when it fell at lunch hour, and of course, it had to serve as a school chapel. The stage was used to site a movable altar for First Friday masses, and for any other masses and prayer functions. During the previous years Milltown Park had shared its chapel with Gonzaga whenever requested. And it was so requested again and again and again. The building of the hall gave some relief all round. But as far as providing the proper functions and atmosphere of a school chapel, it couldn't begin to do it.

Fr John Hughes, SJ appointed Rector

In the Summer of 1959 Fr John Hughes, SJ was appointed Rector of Gonzaga College. The school had now been in existence for nine years. From the first day of its foundation, and through those difficult first years, Fr Charles O'Connor, SJ had been totally identified with the new College: first as Superior for three years, then as Rector for six years. This was the first experience the school had of a change of Rector. For the boys, for the parents, and for many of the teaching staff it was quite an experience.

Older colleges, of course, were quite used to this sort of change; but for everything there is always a first time; and for Gonzaga it was, if one can so put it, the first steps away from childhood.

Fr O'Connor had carried the burden of founding the College, of struggling with the finances, of equipping St Joseph's as a school, of building the new Hall, and in general, do the worrying from 1950 to 1959. He had every reason to feel a sense of achievement and satisfaction at a work well done. Still, it is a wise provision of Canon Law which ordains that Superiors of Religious communities be changed after about six years, except in exceptional circumstances. It means handing over to someone less tired of the ever present problems. Fr O'Connor became Provincial of the Irish Province of the Jesuits. No way could it be regarded as a rest from administration but, at least, the problems were different.

Fr John Hughes, SJ came to Gonzaga from being Rector of St Ignatius's College, Galway. In Galway the Jesuits had a public church beside the school. For Masses, confessions and all religious functions, the pupils had just to cross the yard to the church. Fr Hughes certainly felt the change from these favourable circumstances to the make-shift arrangement of a movable altar on a stage, and all the accompanying trucking of chairs to and from the hall for every Mass. It is no wonder then that the first priority of his Rectorship was the provision of a proper school chapel, however it was to be managed.

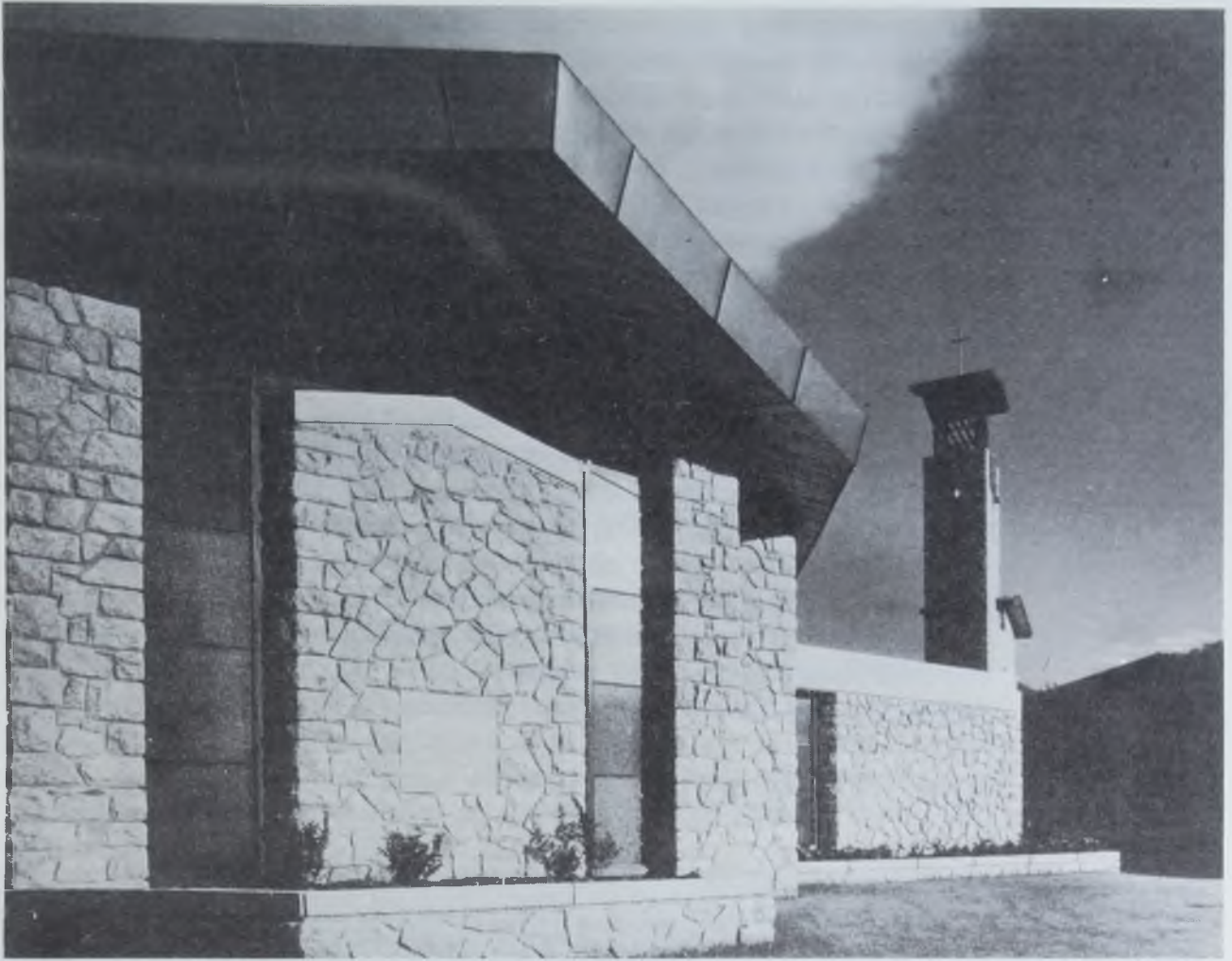
The first move to grapple with the problem was a meeting of all the parents which Fr Hughes called on the evening of 21 May 1962. No persuasion was necessary to convince the parents of the desirability of a proper school chapel. The problem was how to raise the funds to build it. The school was already heavily burdened with debt, not only from the recent building of the new Hall, but debts going back to the very first years of the College. It quickly became apparent that the parents were not in favour of the usual fund-raising methods. They asked to be spared the hassle and endless organisation of raffles, gymkhanas, monster draws, and all the usual means of raising money. A financial committee was formed. It was to be their job to persuade families to become Founders of the Chapel. They would promise to contribute £100 each, to be spread over ten years at £10 per annum. It was hoped that in spite of the already heavy debt that the Bank would feel sufficiently secure to advance the necessary funds to start on the building. There was still a lot of parleying to be done, but eventually an 'arrangement' was come to.

It would be tedious to recount the various plans and suggestions for the new chapel. A curious thing happens whenever a decision has been made to put up some new building. A spirit of 'in for a penny, in for a pound' takes over, and all sorts of additions are suggested, as absolute musts. In the end, reality has a way of breaking in. No doubt the suggestions were good ones, and could be easily defended; and no doubt the school still lacked all sorts of desirable amenities. At that moment, the school badly needed a Chapel, and the money hopefully available was strictly limited. So the architects were told to design a suitable Chapel and sacristy.



6th. Year 1965 *Back row:* Kevin Kenny, Richard Strahan, John Fitzpatrick, Neil Clarke, Eoin O'Buachalla, David Crowley, Vivian Candy

Front row: Joe Matthews, Raymond Whitaker, Jim Kent, Fr John Hughes, SJ, Denis Cahalane, Sean Galvin, David Clarke.



The new boys' chapel

The importance of the decisions made when the Hall was built now became apparent. The Hall was the first extension of the school beyond the two original Bewley houses. As mentioned above, the quality and type of building put up for the Hall would have an immense influence on all further building. The quality of that cut-granite, copper roofed building dictated to a large extent the quality of the new school Chapel. The fact that Mr Andrew Devane was architect for both buildings ensured that the standard was maintained.

The morning of 31 May 1965 was sunny and bright. The school, staff and boys, assembled for a modest but important ceremony. The Rector, Fr John Hughes SJ blessed the site, and then turned the first sod for the new school chapel. By mid-June the foundations were all ready and the steel girders were in place. Then things seemed to slow down. There was a lot of what appeared to be fussy work with cut granite going on. It was hard to follow what was happening. No proper outline of an honest straight wall was emerging. Strange bits of pillars in clusters were a puzzle. These eventually became the series of louvres in cut granite that are on each side of the sanctuary and open on the water pools that are an unusual feature of the building.

What we got in the end was a triangular building of great beauty. The granite

walls and copper roof merged very successfully with the magnificent front entrance of the Hall. The graceful tower over the Hall vestibule was near enough to form a unity with the new Chapel. The sculptor Mr Michael Biggs was commissioned to do the altar, the ambo, and the tabernacle pillar. He carved them from limestone which was then polished. This resulted in a dark surface which gave great contrast with eucharistic symbols of fish and bread carved on the lower, lighter limestone beneath. The tabernacle itself, the cross over the altar, and the sanctuary lamp holder were wrought in beaten silver by Brother Benedict Tutty of Glenstal Abbey. The stained glass window at the apex of the triangular building was the work of Mrs Frances Biggs. It was the gift of the architect, Mr Andrew Devane to the Chapel. It would not be out of place to jump ahead and tell the story of the school Chapel to its present-day form.

It had always been the intention of the architect that all the windows of the Chapel should have stained glass. How desirable this would be was often illustrated by the effects of the stained glass window in the sanctuary. In the morning time, as the sun rises in the east its rays through the stained glass throw a magnificent splash of colour onto the granite wall and louvres of the sanctuary. To attend Mass in these conditions was an artistic and a religious experience. Inevitably it made one wonder what it would be like if all the windows were in stained glass. As the sun moved around during the day it would come through some windows, to end in the evening time with the setting sun shining through the large windows over the Chapel doors.

However, desirable though this would be, and the building itself was obviously



Archbishop John Charles McQuaid blessing the new Boys' Chapel

calling for it, the finances could not cover it. It would have to be postponed until other days and other opportunities might arise. In 1980 the Interim Management Board of the College, under the chairmanship of the then Rector, Fr Cormac Gallagher, SJ decided to investigate again the question of the stained glass windows. Mrs Frances Biggs was again approached to submit her ideas on the matter. Needless to say, the price of stained glass and all the other work involved had jumped drastically since 1965. But designs were submitted and a price named. And now the Board was faced with one of these decisions that are peculiarly hard to make. Mrs Biggs did her best to keep down the over-all price, but it was stiff. The school was still without many obvious requirements. To give but one example: the changing rooms for games, and washing facilities for the mud-caked players were still almost primitive. It could be argued very sensibly that while such necessary requirements were still lacking, stained-glass windows were a luxury that would have to be postponed. Those in favour of the windows could argue that if you followed that line, nothing artistic would ever get done. There would always be some other practical demands. And anyway, that the stained-glass windows were not a luxury, but a part of the Chapel foreseen from the beginning. However, the windows had a good friend in Fr Gallagher. he was in favour of doing the job then, and he was strong in pushing through a decision. The windows would be financed partly by the school from its own funds, and partly from donations from the parents.

There was another consideration which weighed heavily with the Board of Management. It went like this: we are running a Catholic school. We say that religion is important to us; in fact, that it is our first priority. That by financing this co-called 'luxury' for the school Chapel we were making a statement of a certain kind. That by turning down the project we would be making a statement of a different kind.



The stained glass windows in the Boys' Chapel

When completed, the windows added a whole new dimension to the school Chapel. One might have expected that the windows would darken the Chapel somewhat. But this is not so, and the magnificent play of colour throughout the day is a prayer in itself.

There are ten windows. Six of them depict the days of creation and are very dramatic. Others depict the Last Supper, scenes from the Nativity story, and the Resurrection. The large windows over the interior entrance are devoted to scenes from the life of St Ignatius Loyola, and the works of the Society of Jesus, especially missionary work. It was a large undertaking, and Mrs Frances Biggs has placed generations of school boys in her debt. It is an artistic triumph, and now that the project has been accomplished one can only wonder that there was ever any doubt about going ahead with it.

The introduction of Science teaching

In the original curriculum for Gonzaga College no place was envisaged for the teaching of science. Today, this seems to be an incredible omission. But it would be unfair to judge the nineteen-fifties by the requirements of the nineteen-eighties. Besides, there was a certain conviction about the aim of education. What are you trying to do in school? A lot will depend on the way you answer that question. We have seen what sort of answer the founders of Gonzaga gave to that question, following the old *Ratio Studiorum*. 'We are trying to teach a boy to think clearly; and the way to do that was to teach him to write clearly, to speak coherently; in a word to be articulate'. Once he had learned to think clearly, then he was ready to tackle any subject. His schooling was not *primarily* to train him for a particular job. It was something at once more basic and more important than strictly vocational training.

In strict theory it didn't matter what subjects one used in order to teach him to think, whether languages, or mathematics, or science. But in fact the Jesuit schools of previous centuries had proved that it could be done by a concentration on languages. There was a Jesuit tradition, and it was successful. There was not a deliberate bias against mathematics or science. Even in the ages of purely classical education, Jesuit schools had always taught mathematics and geometry. Keeping all this in mind, one can begin to understand, even if one disagrees, how a decision was made to exclude science teaching.

There was another reason. There was no sense of urgency to learn science at school as far as the universities were concerned at that time. A student entering the university to study medicine, or engineering, or architecture, or even a pure science degree did not require a science subject in his Matriculation or Leaving Certificate. And there was a very good reason for this. It requires some effort of the imagination to picture the reality of secondary education in Ireland in the nineteen-forties and fifties.

When one uses the term 'secondary school' most people would think of a fairly large school, from anything over 200 pupils to some much larger complexes. But in the nineteen-fifties the vast majority of secondary schools were quite small, under eighty pupils. They were known as 'secondary tops'. This was standard throughout

the country. The main body of students finished their formal education at fourteen or fifteen years of age. Large secondary schools tended to attract attention, but in fact they were in a minority.

One practical result of this situation was that very few of these small 'secondary tops' could afford to teach science subjects. Even if they had the qualified teachers they could not afford the laboratories and the expensive equipment that would go into them. One must recall that in those days there were no building grants for secondary schools. The school authorities had to first buy the site, then build the school, and the laboratories if necessary, then buy the equipment for science teaching. It would, of course, all have been impossible without the continual subsidising of the schools by the salaries of the Religious men and women who ran them.

Ireland was hardly aware that it was getting secondary education on the cheap. In 1955 the budget for Education was around the £60,000,000 mark. In 1984 it was close to £800,000,000. And it is still rising. No doubt, much of that enormous increase in cost is due simply to the fact of the great expansion in education, especially at third level. But also, as Religious nuns, brothers, and priests disappear from the classrooms of Ireland, the true cost of education is being brought home to the Irish people.

So it is not altogether surprising that the universities did not insist on a student having a Leaving Certificate in a science subject in order to enter the medical or science faculties. In fact, such a demand in those days would have excluded students who in later life ended up as professors or lecturers in these same faculties. The late Professor Wheeler of the Chemistry Department in UCD used always use this argument, and offer himself as an example, whenever the question arose of insisting on science subjects in the Matriculation for entry to science faculties. Indeed, it went a bit further. There used to be an apocryphal story going the rounds: the Professor of Physics asks one of his students at the beginning of the year; 'Did you do any physics at school?' The student hangs his head and says: 'No, Sir.' Professor: 'Good, in that case you have nothing to unlearn.' The story was never true, but the fact that it gained wide currency in the fifties and sixties (and it did) is an interesting reflection of the times.

These facts may help to explain the omission of science teaching in the early years of Gonzaga College. There was no urgency felt about the matter. Nevertheless, it could hardly remain that way. For one thing, pressure began to mount from the parents for some science to be taught. And there were complaints from the boys themselves, which often took the form: 'How come my sister is doing science at school, and we do no science here?' No doubt behind the complaint was some sense that they were being deprived of what was envisaged as pre-eminently a 'boys' subject. But there was also a more serious consideration. Stated in its most general form it would run like this: to send out a boy into today's technological world utterly ignorant of any science is to send out a half-blind person. Whole areas of his contact with life must forever remain a mystery to him, and a source of bafflement. Could he be called in any real sense 'a well-educated person?'

Whatever the reasons that were operating, in 1959 a decision was made to introduce science. It was a very tentative beginning. There was to be nothing lavish about it. It would be a sort of 'gentleman's course in science'. The aim was to give

some kind of exposure to the 'scientific method'. Above all, it was not to take too much time from the humanities and modern languages. And anyway, there was not money available for the building of proper science laboratories.

Down in the lower yard, where the stables of the Bewley house had been, there was a long upper room that had been a hay-loft. It was being used as a music room, for classes in musical appreciation. These classes were now moved to the stage in the new Hall. (The same long room is now once again the music room.)

Running water was brought from a tap in the garden, and cylinders of Kosangas provided fuel for heating and for some bunsen burners. A large demonstration table formed the focus of activity. Sufficient equipment was acquired gradually to enable a Demonstration Course to be given. It was an effort to raise the teaching of science at least above the level of mere 'chalk and talk'. The long demonstration bench meant that the pupils could gather around quite closely to observe the experiment. On a rota system the pupils helped to assemble and dismantle the equipment, which gave them some familiarity with basic equipment, and scientific technique. The system worked quite well, in fact.*

Of the time given to science, the greater part of it was given to physics. It was felt that physics provided the best foundation for building a wider science course in later years. But some chemistry and some biology was also taught over the four year course. All the boys did this four-year Demonstration Course. Then in the sixth year, those who so desired could concentrate on the Leaving Certificate physics course.

What evaluation could one place on this four-year Demonstration Course? It lasted for about twelve years, which is long enough to make some sort of judgment possible. So what is the verdict? It is a curious one.

As the teacher directly involved I was not inclined to evaluate it highly, and looked on it as a second-best effort. But my opinion was constantly challenged by those who had left the school and were pursuing a career in the university of medicine, engineering, or science. They considered it had given them a good foundation. And, of course, those who went on in Arts or Law were even more kind in their verdicts. But at least what there could be no argument about was the conviction that it was an immense improvement on no science at all. Those boys who were keen on science got their chance, and some made great use of it.

However, the situation was not ideal, and even a good Demonstration Course was not a substitute for proper laboratories where the students themselves are active doing experiments.

There was also the possibility that the universities might at any time decide that those who intended entering on Medicine, Science, or Engineering faculties would require to have studied successfully at school some scientific subject, or subjects. The situation had changed a lot since the opening years of Gonzaga College, and grants had become available towards the costs of building and equipping laboratories. The Department of Finance recognised a system of covenanting towards the cost of science buildings by tax reliefs which benefited the school.

Gonzaga was still struggling with the debts incurred in building the Hall and the school Chapel. There could be no question of building permanent and proper

**Although he wouldn't say it himself, without Fr Lee's dedication, enthusiasm and pragmatism there would have been no scientific work in Gonzaga.*

science buildings. That would have to wait for some future year. So a compromise had to be made to erect temporary, prefabricated laboratories, however one might deplore such ad hoc solutions. The equipment alone for the new laboratories would entail a heavy financial outlay.

Once again there was a meeting of parents to discuss the erection of these prefabricated laboratories. There were some architects amongst the parents, so their advice was eagerly sought. But a curious fact emerged. The first and most natural question raised was, 'what can one reasonably expect the life-span of a prefabricated building to be?' Strangely, nobody could answer the question with any confidence. It appeared that prefabs had only come into existence after the Second World War, which was not all that far away at the time. Only one thing seemed to be well known about prefabs: from the time they were put up, one was battling with maintenance problems. Roofs leaked, walls were easily damaged in the rough and tumble of a school situation, and painting was a constant and growingly expensive necessity.

Since prefabs are unsightly, they were placed where they would draw least attention to themselves. Between the south of the school and the Milltown Park garden there was a enclosed area called the Rose Garden. It actually was a rose garden, though few people ever spent much time in it. It was conveniently screened off by trees and shrubs both from the front of the school, and from the Junior playing fields at the back. Here in 1972 prefabricated laboratories for physics and chemistry were erected. A space was left for an addition of a biology laboratory if



Sixth Year, 1970

Back row: Michael O'Malley, Eddie Lewis, Mark Mathews, Philip Mahony, John Healy, Kevin Cross, Frank Russell
Murphy

Front row: Derek Mathews, Philip McDonagh, Kieran Geoghegan, Fr White SJ, John Curran, Justin Carroll, Brian Kenny

that should become necessary before proper and permanent buildings were erected at some hoped-for day in the future.

The type of prefab chosen after much consultation was the Cannon building. This type of prefab was erected around a steel girder framework. The walls consisted of panels of really durable material: steel laminae with a thick plastic insulation between. There was one defect which was a nuisance in very cold weather. The gas fires used to heat the building gave off much water vapour. The aluminium girders were very cold on frosty mornings, so that tremendous condensation occurred, with consequent dripping of water on to copies and pupils. However, usually the cold frosty weather went away after a few days, and the worst was over. The walls stood up to school-boy wear, and no painting had to be done in ten years.

Here for ten years the teaching of science went on. It was not an ideal situation. But teachers and boys made the best of it. And anyway, when has teaching ever gone on 'under ideal circumstances?'

William M. Lee SJ

The second part of this history of Gonzaga will appear in the next issue of The Gonzaga Record. It is hoped eventually to publish the history as a separate pamphlet.

THE LIGHT OF OTHER DAYS

My earliest memory of Gonzaga is of the sight of the twin old houses as I drove up the avenue with my parents for my first interview with the then Rector, the late Fr Charles O'Connor SJ. The interview was not arduous, being conducted in the main on the lap of the school's founder, while he questioned me gently about myself and my life to date. The only part of the proceedings that even remotely resembled a test was the request to compose a letter to a relation. I remember 'failing' this first examination by writing my address in a straight line across the top of the page instead of in a neat box in the top right hand corner in the approved manner. My own explanation of this lapse has always been that I was invited to write on a sheet of lined exercise paper and was wrongly of the view that in these circumstances different rules applied. When I say 'fail', of course, I refer to my own shocked realisation that something was amiss with my creation; no word of criticism passed the lips of my interviewer.

These events took place, I think, in April or May 1957. In June, I was to return to the school, in company with those others who were to be my classmates, to take part in a more rigorous test of my abilities. We were assembled in what in my day was the classroom that housed Prep II and put to an assortment of written tests, mostly of the I.Q. variety; I distinctly remember having to guide a mouse or two through mazes of varying, and presumably increasing, degrees of complexity.

I have no memory of my first day at school. My first recollection, once term actually commenced, is of taking part in the doubtless long extinct ceremony of being 'Measured For The Blazer'. By arrangement with the school a gentleman from the firm of Kingston & Co. came to the class. In turn we each stood by the blackboard of Prep I while a silent and suitably deferrent tape measure was passed over our persons. Further fittings of the garment took place in the shop of the company in O'Connell Street (now occupied by a Burger King establishment.)

The matter of the blazer is worthy of further comment because in later years the nature of the garment worn told more about the wearer than you might suspect. Some years after I came to the school, subtle, yet revealing, design changes were introduced. Prior to that time, the familiar mauve blazer had been decorated with considerable quantities of green braid, not only on the cuffs and pocket tops but also around the lapels. It was decided, whether in response to an unacceptable level of public ridicule or simply in line with changes in fashion, to dispense with most of the braid. The point, however, was this: boys who boasted blazers handed down from elder brothers were still resplendent in the original braid, while new boys with no fraternal tradition of attendance could be spotted from their more modest gear.

There was no institutionalised system of terror inflicted on the new boy that I had heard existed in other schools. I have no doubt that this was due, not to any excess of natural kindness in one's fellow pupils, who were as average a collection of gangsters as one would find anywhere, but to the benevolent influence of Fr O'Connor and of Fr White, the Prefect of Studies. The former would be ever present at break time and during the lunch hour, always ready to take one aside for a stroll around the as yet unfinished new building to enquire after one's progress and about one's first impressions of the school. The latter, one met in the context of the classroom, either as a guide through the mysteries of arithmetic tables or

dispensing an even-handed discipline totally devoid of malice but full of authority and understanding.

I do, as it happens, remember my first 'biffs'. The offence involved horseplay in the lunch room resulting in the breakage of a Thermos flask. Both myself and an American boy were fixed with responsibility and duly dispatched to 'the Office' to receive our punishment. The principles of Natural Justice were, as always, scrupulously observed and having heard our respective defences, my colleague received 'three' and I 'two'. To this day, I have never understood the distinction in guilt.

I don't want to make too much of the idyllic picture of the life of the new boy in those days. Boys will be boys and harassed masters will, in trying times, react in similar ways the world over. There were, however, other factors which helped to set the tone of the place in those early years.

Firstly, there was the school itself. Eighteen acres of well tended grounds, considerably less built upon than now, provided a wonderfully free and expansive environment, with room for the pursuit of quiet contemplations on the one hand and more sturdy enthusiasms on the other.

Secondly, the relatively small numbers meant that, even though one associated chiefly with one's own classmates, one knew at least by sight everybody else. There was a general spirit of chumminess, not completely extinguished by the inevitable disdain affected by the seniors for the existence of us.

Finally, one was conscious of taking part in something of an experiment in education. I remember finding at home, while still quite young, a copy of the school Prospectus. I remember reading the description of the school and the type of education on offer and, even at that stage, recognising that the reality matched up pretty well to the promise.

As the years passed, Gonzaga influenced me in many ways, mostly for the good. I remember with great affection most of the masters although, in common with all schools, Gonzaga had its fair share of spectacularly bad staff members. Similarly, before I left, there had begun to develop the social cachet in regard to the school which is, I believe, totally foreign to its original purpose and which is, frankly, offensive and off-putting to some.

On balance, however, I believe that Gonzaga has survived the attitudes of the parents of some of its pupils. Its influence on me was undoubtedly beneficial. If the views on many matters which I learned and accepted there have changed over the years, that change has occurred largely, I suspect, through an application of the spirit of enquiry and the exercise of the judgment that I was taught during my time as a pupil. Friends that I made there have remained with me.

It might all have been very different, however, if those early impressions had been less favourable, if the message had been less clear. Then, as now, the recipe was not to the taste of all. I was one of the lucky ones.

William Earley (1957-67)

THE GONZAGA UNION

It had been instilled in the first boys who left Gonzaga that they were trail blazers, and therefore that as soon as they left the school they would found a Past Pupils Union. On 31st March 1959, a letter signed by Leonard O. D. Little (1958), Jerry Liston (1958) and David Buckley (1958) was sent out to all the Past Pupils of the school, stating:

The intention is that the Union so formed will not be a mere replica of other Past Pupils Unions, but one which will promote a genuine bond between Past Gonzaga boys. Besides the usual social functions, such as Dinners and Dances, it is intended to promote cultural and sporting activities under the jurisdiction of the Union.

Thus the Gonzaga Union was founded, and as Fr. O'Connor SJ would have said 'We have reached another milestone in our career.'

The first function held by the Union was the Dinner in the Gresham Hotel on 1st February 1961. A Committee was formed to draft a constitution which was adopted at the Annual General Meeting of 1962, with the stated objects as being: 'The activities of the Union are to be religious, cultural, sporting, social and sociological.'

The ideals were real, but the interests of the few failed to attract the many, and so the Union was both short of active members and funds. Very few past pupils paid the annual subscription of 10/6d.

Despite this lack of active interest, over a period of ten years the Gonzaga Union organised an Annual Ball and Dinner, Rugby and Cricket matches, and of course, the Annual Debate against the school. These events were enjoyed by the Past, because there was a spirit of kinship and nostalgia towards the school.

The activities of the Committees during the period 1959 – 65 are difficult to assess, as the minute books are missing, and one can therefore only accurately report on the period from 1966 to 1972. The attitudes of the time are reflected in the views expressed. There were the constant problems of the lack of communication and interest in the Union and the Past, and the constant lack of funds.

There are amusing asides; for instance, the Minutes for 1967 state:

The Dinner was a great success, except financially with a loss of £57.00 with 62 people attending. There then followed a heated discussion about the drinks and cigars consumed by the Committee, John Murphy (1961) said that the figure was outrageous and that it could appear that the Committee was milking the Union. He proposed that each Committee member pay a one pound levy. David Maughan (1959) opposed this, and later, under protest, paid it, saying that the prices charged were extremely high, and that the amount of alcohol consumed was not unreasonable.

The minutes for January 1969 read:

Anthony Spollen suggested having a photograph of Fr White put in the press to publicise the Dinner. The rest of the Committee disagreed with this. He, however, was persistent: after preventing a vote of the Committee on several occasions in order that the matter could be "considered from all angles" and repeating his own arguments ad nauseam, eventually allowed the Committee to vote 3-1 against his proposal, his own being the only vote in favour.

Quite aside from the social bias, on an informal basis, there was an amount of work done by Gonzaga Past Pupils in the St Bernard's Boys Club in Cabra, and the question of setting up some form of scholarship scheme, for a deserving boy had been mooted. A special sub-committee was set up under the Chairmanship of

Anthony Clare (1960) and the difficulties of such a scheme were examined, following which at the Annual General Meeting in November 1968, Mr Arthur Plunkett (1960), then President, explained that the purpose of the scheme was to provide educational guidance, and moral rather than financial support.

He explained that Hubert Mahoney (1964) was acting as Tutor to a boy selected from St Bernard's Boys Club. It had been anticipated that if the Gonzaga Union would not pay all, it would at least subsidise his educational costs. In the event, free education was introduced, and the proposal withered. During this period, the Past were dividing into two clear camps; those who saw the Union as a social contact point between old Gonzaga Boys, and those who saw the Union as having a social function to perform.

At the Annual General Meeting held on 7 November 1972, Mr Eric Plunkett (1968) proposed that the Gonzaga Union should be disbanded in its present form. The discussions at this meeting were heated, culminating in an agreement that an Extraordinary General Meeting be held on 30 November 1972, the Minutes from this meeting state:

Suffice to say that there was a full and frank discussion of the future role, if any, of the Gonzaga Union. It was variously stressed that the Union should:

- (a) Lapse into at least temporary oblivion
- (b) Continue to organise functions, such as Dances, Dinners, Debates and Sporting Events, which were its main duties
- (c) Take on some social work project, to involve as many members as wished, in particular, Community Action

An election was held, and the Committee resigned. A new Committee was elected, and the new President undertook to explore the possibility of new avenues and dimensions for the Union in the year to come. These Minutes are signed by Benedict O'Connor (1966) and dated 30 November 1973.

From 1973 to 1983, the Union effectively lapsed into oblivion, with no formal list of Past Pupils available, and other than a number of dinners, an occasional rugby match or debate, and the Annual Mass for Deceased Past Pupils, no contact existed between the School and Past Pupils, nor was any community action undertaken.

In 1982, when Fr. Noel Barber returned to Gonzaga as Head Master, he encouraged the idea of having a Dinner for Past Pupils of the School, in the School. An Ad Hoc Committee under Anthony Spollen (1964) was formed, and the Dinner was held in the School Hall in April 1983. For the first time ever, the problem was over-booking, and the evening was considered to have been a great social success, and was of course, a financial failure.

A by-product of this particular Dinner was the fact that it necessitated the producing of a full list of all the Past Pupils. Armed with this list, Anthony Spollen felt that the Union should be re-formed, and so he set about it. Jerry Liston (1958) was elected President for the year 1983/84, and the activities during his year in office are set out in his Report.

Cyril Forbes (1963)

GONZAGA UNION – PRESIDENT'S REPORT 1984

The first year of the revived Gonzaga Union has passed. It was not the most eventful year of all time but, at the same time, it was a year when the seeds of something with a long term value were sown. It was a year when associations with Gonzaga were rekindled for many who had lost contact with the school. It was a year when the school became reacquainted with its past.

We set out in June 1983 with two basic objectives. Firstly, we aimed to provide opportunities for Gonzaga past pupils to meet in convivial circumstances. Secondly, we set out to strengthen the ties between the Gonzaga Past and Gonzaga College — particularly the pupils in the older age groups. We recognised that although established some thirty-four years, Gonzaga is still a relatively new school. Many of the past are below the age of thirty and in regular contact with each other and the school. Many others have lost all contact with Gonzaga and see little benefit from reestablishing links. The Committee elected last May felt that 1983/4 was to be a period of searching for the correct formula rather than for laying down a precise defined method of operation. I believe much has been learned that will guide future committees towards the successful achievements of our objectives.

Firstly, we started the year like all distinguished Irish organisations with a deficit. The very successful dinner of April 1983, brilliantly organised by Tony Spollen, had left the Union without funds. In fact, owing the bank £1,500. So, we started by having to put this situation right — not because the Union wants funds for its own sake but it simply cannot operate against a background of a growing deficit. Communication with members and, in fact, all past pupils of Gonzaga is a fundamental objective of the Gonzaga Union. But, it requires funds. A circular to all past pupils costs roughly £300 each time.

We therefore had to seek subscriptions urgently — firstly to clear the deficit and, secondly, to build the communication. This exercise of fund raising may have seemed distasteful and even discriminatory. To those who contributed I say thank you for you have been the financial rock on which it has been possible to build the Gonzaga Union. As you know, the committee sought an annual membership subscription of £10.00 with a concession of a £5.00 subscription to those still in full time education. During the year 195 joined the Gonzaga Union under one or other guise representing roughly 21 per cent of those who are on our lists, and 32 per cent of the estimated 600 resident in Ireland.

This brings me to another activity during 1983/4 — the compiling of accurate lists of past pupils. To achieve this objective we required the help of Class Representatives, and for their work we are extremely grateful. Because of the willingness of approximately twenty-five Class Representatives we now have an accurate list of Gonzaga Past with most addresses established. Some who left Ireland many years ago are outside the contact net but, hopefully, continuous detective work will get this situation right. Mark FitzGerald, David Alexander and Cyril Forbes are owed very special thanks for their efforts in getting this list right. So, 1983/4 may be remembered as the year when we got our lists in order and began to make contact. Eddie McCarron and Cyril Forbes shared the role of Secretary with considerable effectiveness.

A start was made in terms of contact with Gonzaga College. On the sporting

front we had a rugby match which, but for the unique skills of Tony Ensor would have been won by the school. We had cricket and tennis matches in May and we were reminded why Gonzaga had such a dominant influence on Leinster School Tennis, in fact we acknowledged for Fr Keane's influence. It was also very refreshing to see that Gonzaga has restarted cricket and has some very useful performers. Few would have given the school any chance of beating a past studded with senior players. But in a thrilling match they did.

When referring to sport in Gonzaga it is appropriate that we should offer congratulations to Gonzaga team that recently won the Leinster Senior Tennis Cup and the Leinster Schools Golf Trophy. Our congratulations are also due to David Madigan who played for Ireland in the very successful rugby school-boy team. Patrick Kenny has joined Anthony Ensor and Barry Bresnihan in being honoured to play rugby for his country.

We also had a splendid evening in An Chomhdhail. We were entertained, we were beguiled, we were cut down to size by the brilliance of Gonzaga debating. The tradition of public speaking is being well and truly maintained by the pupils of Gonzaga. Charles Lysaght, Esmond Smyth, Frank Callanan.

Feicin McDonagh did a splendid job convincing all but the immediate audience that the future of Ireland was in good hands.

We did not get to grips with the matter of career guidance but I believe we have moved towards a formula which would be constructive. It is suggested that early in the school year we should have a careers bazaar where the various career opportunities could be investigated. We might also use that day to explore work experience opportunities.

I was very honoured to be asked to address the Sixth year and had a very frank discussion about how the Union might develop. Contact with the school captain, Denis Fahy, and his vice captains, Roger Whelan and Michael Carney was always productive and enjoyable. It is true to say that most of the final year see the Gonzaga Union as a useful support function in the turbulent world ahead. I sincerely hope that we can fulfill our initial promise to those leaving Gonzaga this year and in the immediate years ahead.

None of our contact with Gonzaga would have been possible if we had not had the most positive and constructive support from Fr Barber. At all stages his support for the Union was enthusiastic and encouraging. He also introduced a delightful combination of seriousness of purpose and a sense of fun to our activities. In his representation of the school at Union functions, Fr Barber did a splendid oratorical job. It can be said that Fr Barber will never go unnoticed in terms of what he presents to any meeting.

We had some social occasions during the year which I can genuinely say were enjoyed by those who partook of them. We had a dinner in early May attended by roughly 110 people. The numbers were significantly down on the memorable evening of 1983, but in its own right it was a distinguished night made memorable by Charles Lysaght's eloquent toast to Gonzaga.

We had two golf outings during the term of office, both skillfully organised by Billy Harnett, assisted by David Alexander. Both occasions have been blessed with splendid weather and spectacular competition. The golf outings were also memorable for the contributions of Fr Keane and Fr Lee. On the first outing they sang for their suppers; on the second, Fr Keane won a prize and both men

entertained old friends with their conviviality.

Two areas we did not achieve objectives in should be mentioned as a guide to future committees. Firstly, we did not organise a social occasion which specifically aimed to satisfy the needs of the recent Past. I believe this should be a priority of the incoming committee. Secondly, we did not write a constitution. It has been the committee's belief that we should see the Past Pupils Union through one year of activity before any rules were carved in stone. It is now appropriate to consider formulating the constitution.

We did try to get as many past pupils involved as possible and in this regard our thanks is due to the Class Representatives who kept the lines of communication open.

My thanks are due to all the committee who put up with my odd way of doing things. I am particularly grateful to Cyril Forbes for all his support during the last six months. The Forbes family have a continuous link with Gonzaga since its commencement and are now making a contribution to the Past Pupils Union.

Simon Ensor and Pdraig Kenny successfully organised the sporting occasions. David Alexander and Dermot McCarron kept the financial affairs in order when at times we looked like heading for very unpleasant deficits. Tommy Eustace, Stephen Matthews, Myles Smith, Gus Mangan and Ray Cotter made stalwart contributions. To the man who knows the dimension of every past pupil's house, Mark FitzGerald, we are grateful for a continuous feedback of vox populi reaction.

Finally, to our Vice President, Tony Spollen, I am grateful for a continuous flow of good advice. Tony was the original mover of the Gonzaga Union revival and his influence will be noticeable for some time to come.

To all who attended this evening and other occasions, I am grateful. The most vital ingredient at this stage is positive support and goodwill. With those we can achieve our objectives of conviviality and support to the school.

J. V. Liston (1958)



Peter Sutherland (1964), Ireland's new European Commissioner, who was Captain of the Junior and Senior Cup Teams while at Gonzaga. He practised at the Bar from 1968, becoming a Senior Counsel in 1981. He was appointed Attorney General in 1982.

Whatever Happened to the Class of '84?

College of Surgeons

**Michael Blake
Jacques Noel**

UCD

Medicine

Matthew Kiernan

Law

**Michael Carney
Ian Carton
Dermot McEvoy
Oliver O'Brien**

Commerce

**Ross Brennan
Denis Fahy
Richard Heskin
Christopher Kingston
David McHugh
Malcolm Molloy
Garvin O'Neill
Laurence Ryan
David Walsh**

Science

**Paul Hickey
John Lennon**

Architecture

**Niall McFadden
Ronan Phelan**

Agriculture

Peter Roche

Arts

**Louis Brennan
Colm Breslin
Marc Corcoran
Paul Fitzgerald
Conor Grimley
Joseph King
Conor McCarthy
Mark Mulcahy
David Madigan
John O'Connor**

Engineering

Eoin O'Brien

Trinity	
Dentistry	Paul McEvoy
Engineering	Peter Heslin Eoin O'Brien
Science	Ronan Bradley Ronan Waldron Gary Moran
Music	Adrian Daly
Economic & Social science	Marc Caron Edward Guiney Peter Kinney Jack Mulcahy
Arts	Nicholas Dillon
Dublin Institute of Technology	
Hotel Management	Bryan Hill
Chartered Surveying	Hugh Linehan
Electronics	Eoghan McCarron
Working on:	Patrick Byrne (Pre-University Centre) Paul Doherty (Institute of Education) Russel Murphy (Institute of Education) Francois Pittion (Ringsend V.I.C.) Roger Whelan (Institute of Education) Brendan Whyte (Institute of Education)

IN + MEMORIAM

Of your charity please remember in your prayers:

Deceased Past Pupils of Gonzaga College.

Leslie Webb	John Cross
David Fitzgerald	John Mathews
Tim Bouwmeester	Jerry Lloyd
Dermot O'Reilly Hyland	James Bates
Michael Brennan	Mark Slattery
Bryan Shannon	David Murphy
Bernard McGrath	Brian McGovern
Michael de Courcy	John Feeney

Gonzaga relatives who have died recently

Mr John Bolger, father of Donal (S.5A), Turlough (S.3), Hagan (S.I.)
Died Sept. 1983

Ms Róisín Farmar, sister of Hugh (p.2) died May 1985

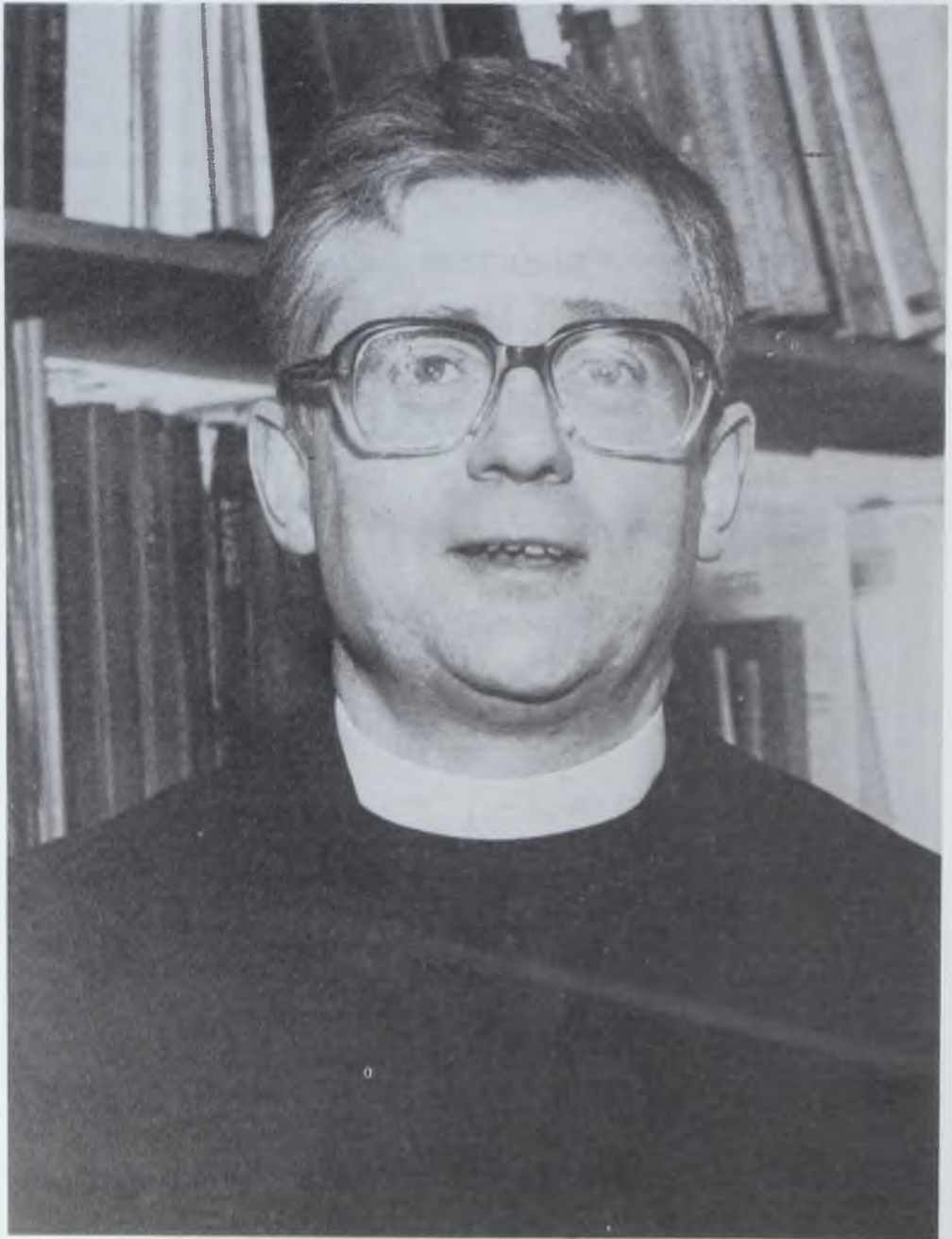
Mr John Feeney, father of Larkin (S.2), Kevin (p.3) Died Nov. 1984

Dr Frank Geoghegan, father of Anthony (S.6) Died Aug. 1984

Mr H. Lynn, father of David (S.4A) Died Oct. 1982

Mr Des. Magee, father of Kenneth (P.4) Died Nov. 1984

The School



Rev. Noel Barker SJ, Headmaster.

GONZAGA COLLEGE
BOARD OF GOVERNORS
1984-5

Very Rev. Joseph Dargan, SJ (Provincial) *President*
Rev. Cormac Gallagher, SJ *Chairman*
Rev. Joseph Brennan, SJ
Dr Niall Crowley
Dr Mary Darby
Mr Anthony Ensor
Rev. Sean Hughes, SJ
Rev. John Humphreys, SJ
Mr. Thomas McCarthy
Rev. Michael Hurley, SJ
Mr Michael Turner
Rev. Noel Barber, SJ *Secretary to the Board*

SCHOOL STAFF

Headmaster: Rev. Noel Barber SJ
Vice-Principal: Mr John Mulgrew
Bursar: Rev. Fergus O'Keefe SJ
Administrator: Rev. James Barry SJ
Prefect of Studies,
Prep. School: Mr Daniel McNelis

Ms Oonagh Benner
Mr Michael Bevan
Rev. Joseph Brennan SJ
Mr Robert Byrne
Ms Una Clancy
Mrs Philomena Crosbie
Mr Denis Cusack
Mrs Marion Deane
Rev. Hugh Duffy SJ
Mrs Terry Egan
Rev. Kyran Fitzgerald SJ
Ms Pamela Fitzgerald
Mr Brian Fitzpatrick
Rev. Edmund Keane SJ
Mr Raymond Kearns
Mr David Keenahan
Rev. William Lee SJ
Mr Patrick Linnane
Mr Noel McCarthy
Miss Ita MacConville
Mrs Bernadette McIvor
Rev. John Moylan SJ
Mr Gerard Murphy
Mr David Murray
Mr Louis O Cleirigh
Mr Darragh O'Connell
Mrs Kay O'Duill
Mr Cathal O'Gara
Miss Maire O'Kelly
Mr Pdraig O'Sullivan
Miss Susan Payne
Mr Thomas Slevin
Mr James Walsh
Mr Kevin Whirdy

Secretaries: Mrs Kitty Evans
Mrs Kay Sweeney

PREFECTS



Standing: E. McVeigh, E. O'Mahony, D. O'Donoghue, K. O'Connor, M. O'Donnell, A. Geoghegan
Sitting: E. Lynch, D. Nolan, M. O'Higgins, Rev. Headmaster, S.J. N. Breslin, J. Simington, F. Fahy
Absent: C. O Briain



Back: P. Marmion, W. Dundon, D. O'Callaghan, E. McVeigh, S. Ryan, B. Walsh, K. Start, J. Egan, T. O'Riordan
2nd Row: D. Costello, D. Toner, E. O'Mahony, P. F. Fahy, A. Geoghegan, J. Parker, M. O'Donnell, W. Riordan, D. Tempany, C. Walsh, C. Larkin, N. MacMahon
1st Row: W. McCarthy, B. O'Donnell, C. Doherty, I. Simmington, S. Brien, K. McDermott, E. Lynch, P. Fahy, D. O'Donoghue, M. Curran, K. Merriman, K. O'Connell, D. Grant
Seated: K. O'Connor, G. O'Sullivan, H. Carroll, N. Breslin, M. Ryan, D. Nolan, Rev. H. Duffy, sj, M. O'Higgins, M. Deeney, M. MacAllister, J. Gibney, O. Ramsay, M. Conlon
Absent: C. O Briain, N. Kehoe, F. Kelleghan, D. Carroll, M. Appleby

SENIOR 5

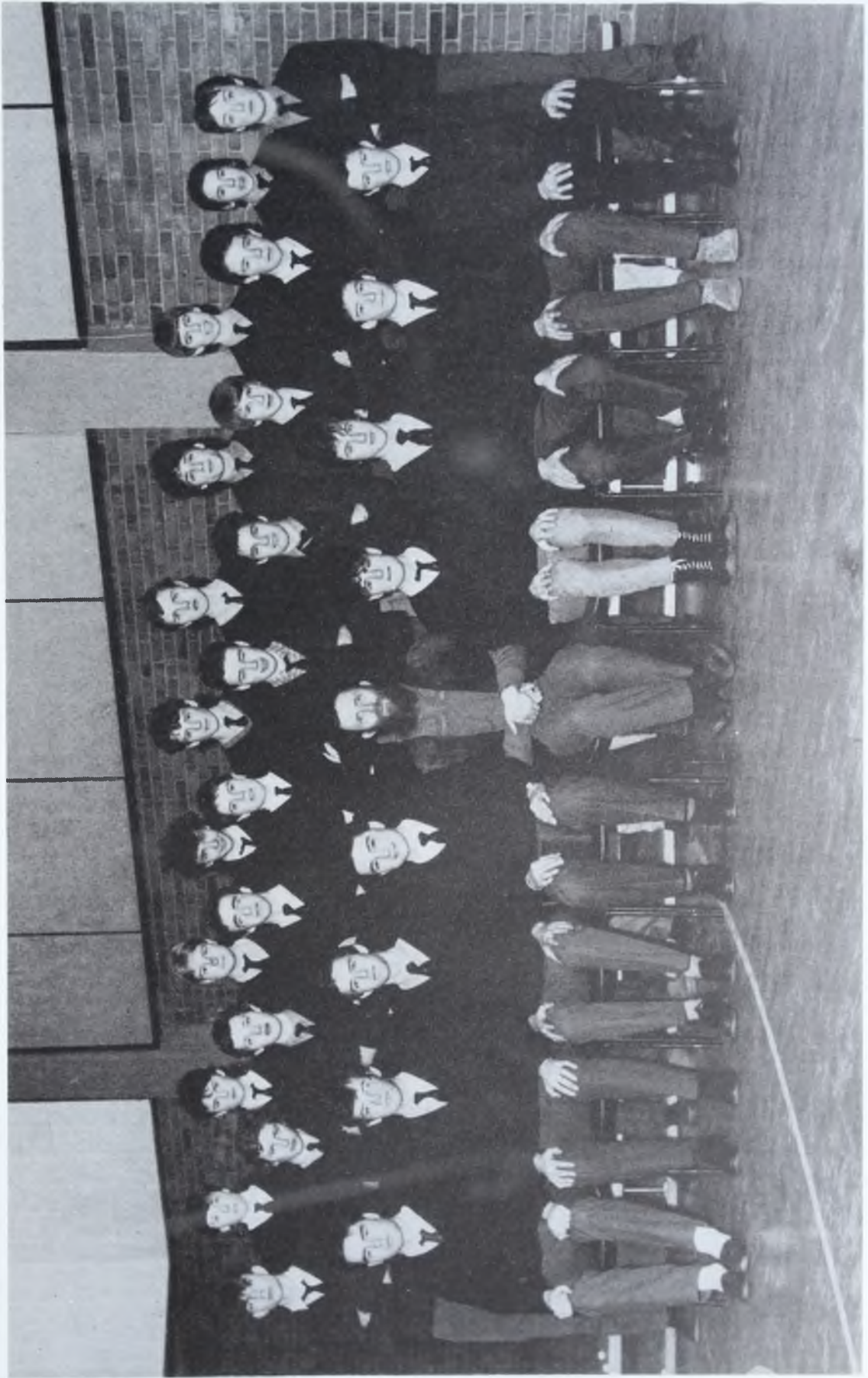


Back: A. Donovan, F. Coffey, P. O'Kelly, F. Egan, P. McCabe, J. Byrne, H. Kelly, M. Guiney
Middle: E. Kearns, E. Moyles, P. Long, C. Devery, D. Walsh, A. Carton, R. Carney, D. O'Connor, G. Clarke, C. Walsh
Seated: B. Keogh, S. Buckley, R. Cremins, J. O'Callaghan, Rev. J. Brennan, sj, J. Rooney, P. Molloy, I. Larkin, P. O'Sullivan

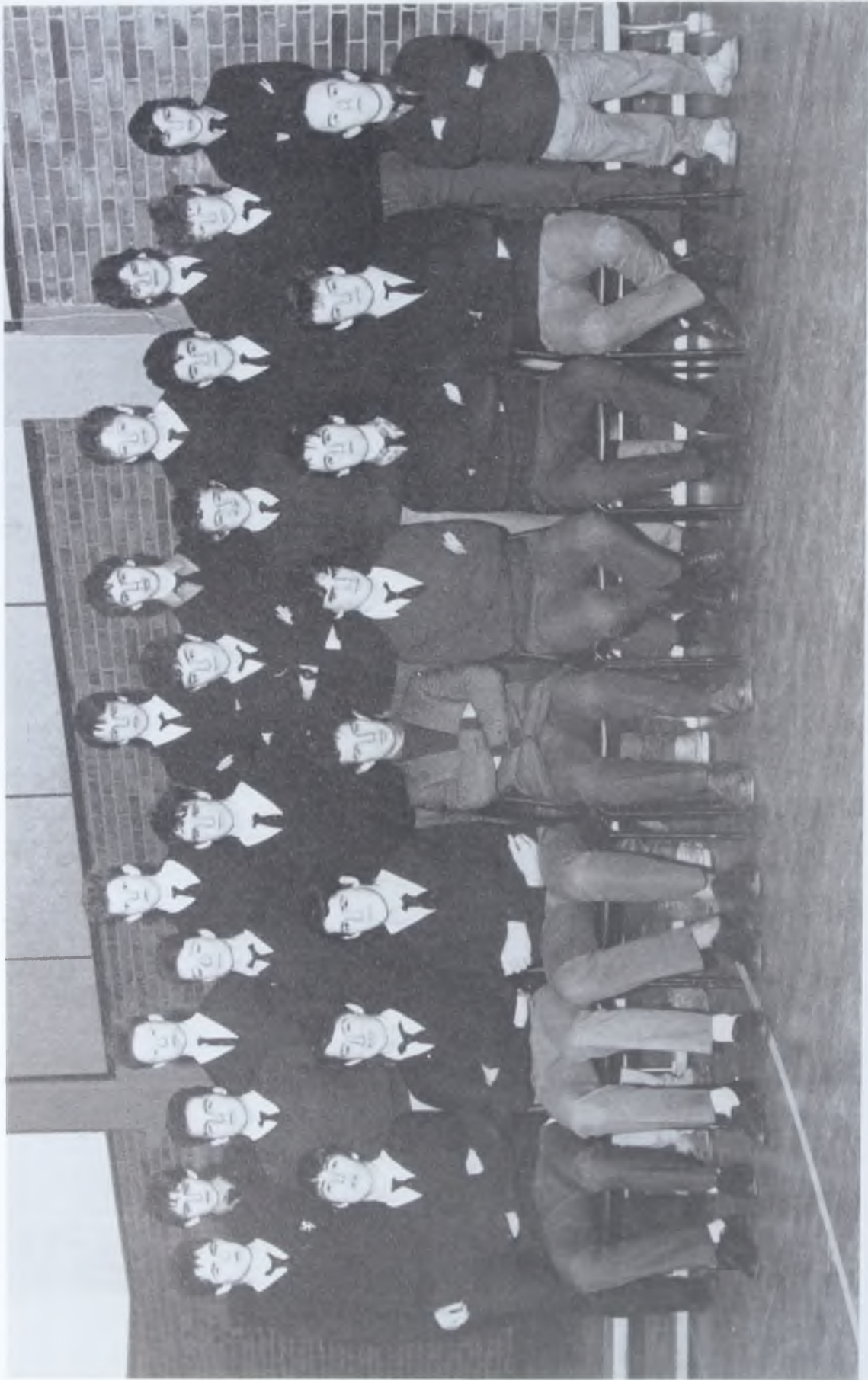


Back: D. Campbell, D. O'Buachalla, C. Deane, D. Bolger, P. Costello, S. Molloy, B. Treanor
Middle: R. Hayes, E. McKeone, R. Magan, P. Byrne, S. Devitt, M. Carton, J. Conlon, H. Dunn
Seated: M. Sheeran, P. Carmody, A. O'Keefe, Rev. J. Brennan, SJ, S. Kelly, F. Coyle, H. Quinlan
Absent: S. Devitt, M. Lennon, E. McGough, C. Walsh

SENIOR 4

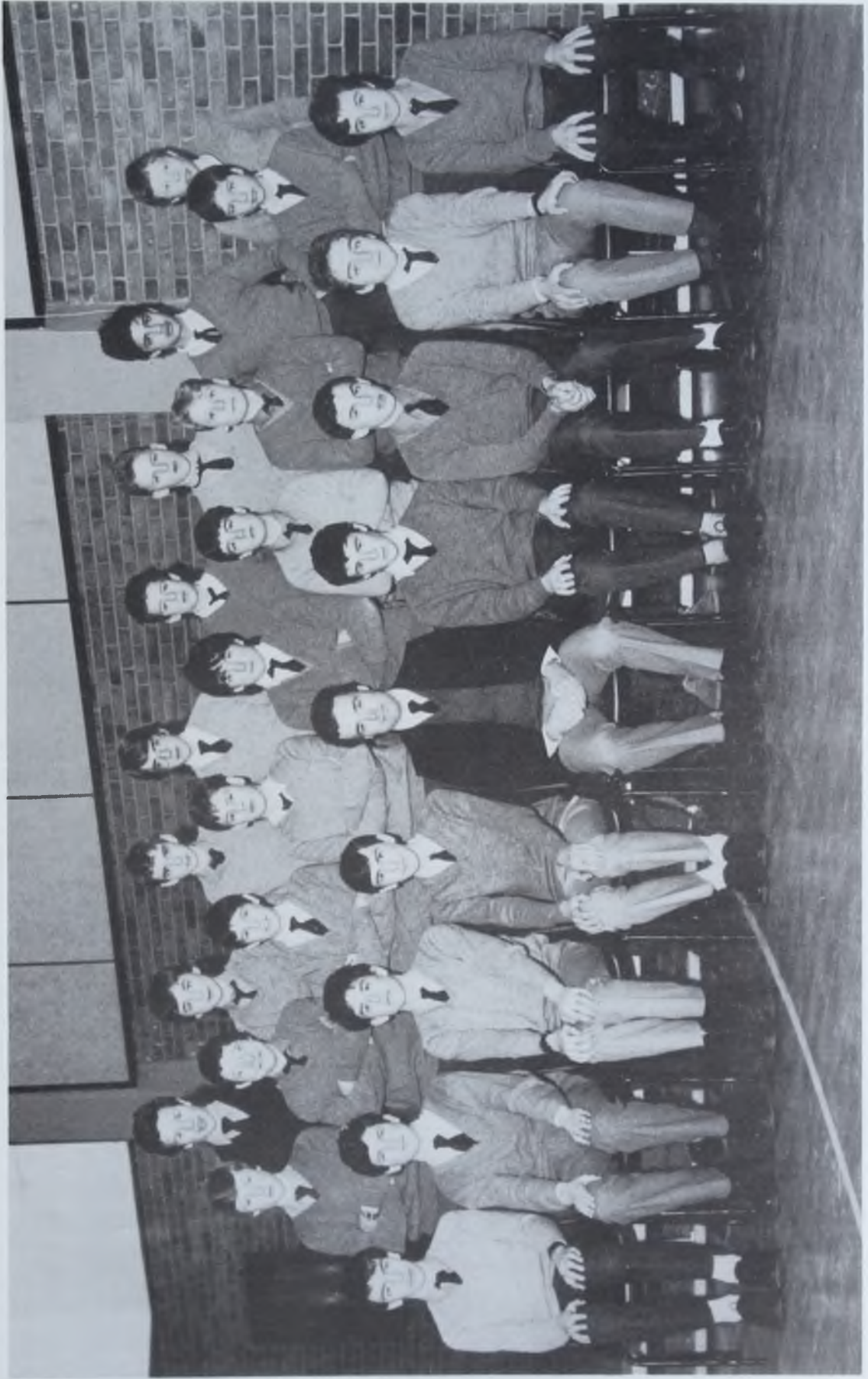


Back: P. Connellan, K. Breathnach, D. Breslin, A. Daly, J. Molony, R. Phelan, E. Pittion, A. Kearns, B. O'Rourke
Middle: A. Eustace, N. Start, D. Golden, P. Higgins, P. Carroll, P. Gleeson, C. Butler, I. Donovan, S. Tempamy, C. O'Donnell
Seated: C. O'Brien, S. Dunne, A. Maree, P. Eliet, Mr G. Murphy, D. Liston, P. Kennedy, R. Kyne, D. Ridge.

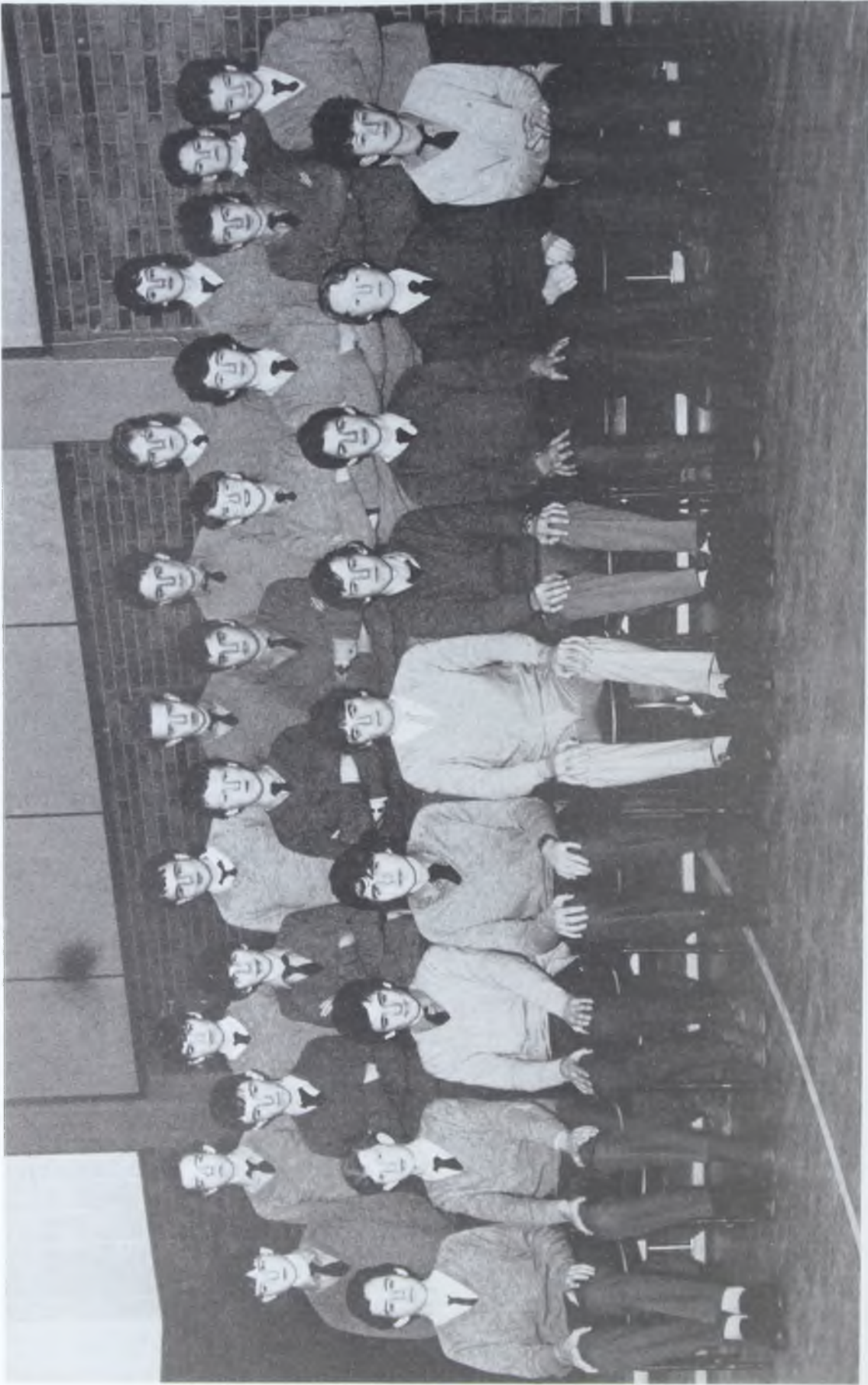


Back: R. Flynn, C. O'Mahony, D. Maher, A. Reilly, D. Quirke, D. Egan, G. Blake, P. Dupont
Middle: J. Collins, C. Kirwan, F. Gormley, S. McManaman, K. McGovern, I. Tobin, B. McEvoy, P. Morris
Seated: J. Kehoe, P. Keelan, H. Mullett, Mr D. O'Connell, P. Greenan, R. McDonnell, D. Lynn, C. Walker
Absent: A. Mulcahy, P. Molloy

SENIOR 3



Back: T. Bolger, F. Colgan, F. Moran, D. Devery, G. McQuaid, W. Hederman, K. Laher, C. Sweeney
Middle: B. Cahill, E. Carney, T. O'Laoire, D. O'Flaherty, K. Morris, N. Bennett, D. Rooney, G. Rainer
Seated: A. Lawler, M. Doran, D. Staveley, J. Healy, Mr D. Keenahan, N. Carney, J. Heffernan, C. Ramsay, M. Johnson
Absent: C. Twomey, B. O'Brien, N. Corrigan



Back: B. Donlon, N. Connor, C. Cox, J. Malone, G. Higgins, B. Walsh, M. Comerford, H. Mulcahy
Middle: M. O'Sullivan, N. O'Doherty, D. Duggan, D. Reddy, A. Herriott, N. Hand, D. Rea, J. Newman, N. O'Riordan
Seated: A. Maree, B. Doherty, M. McColgan, H. McGovern, Mr T. Slevin, P. Quinlan, D. Kennedy, J. Skelly, M. Connerty
Absent: F. Twomey, J. McGrane

SENIOR 2

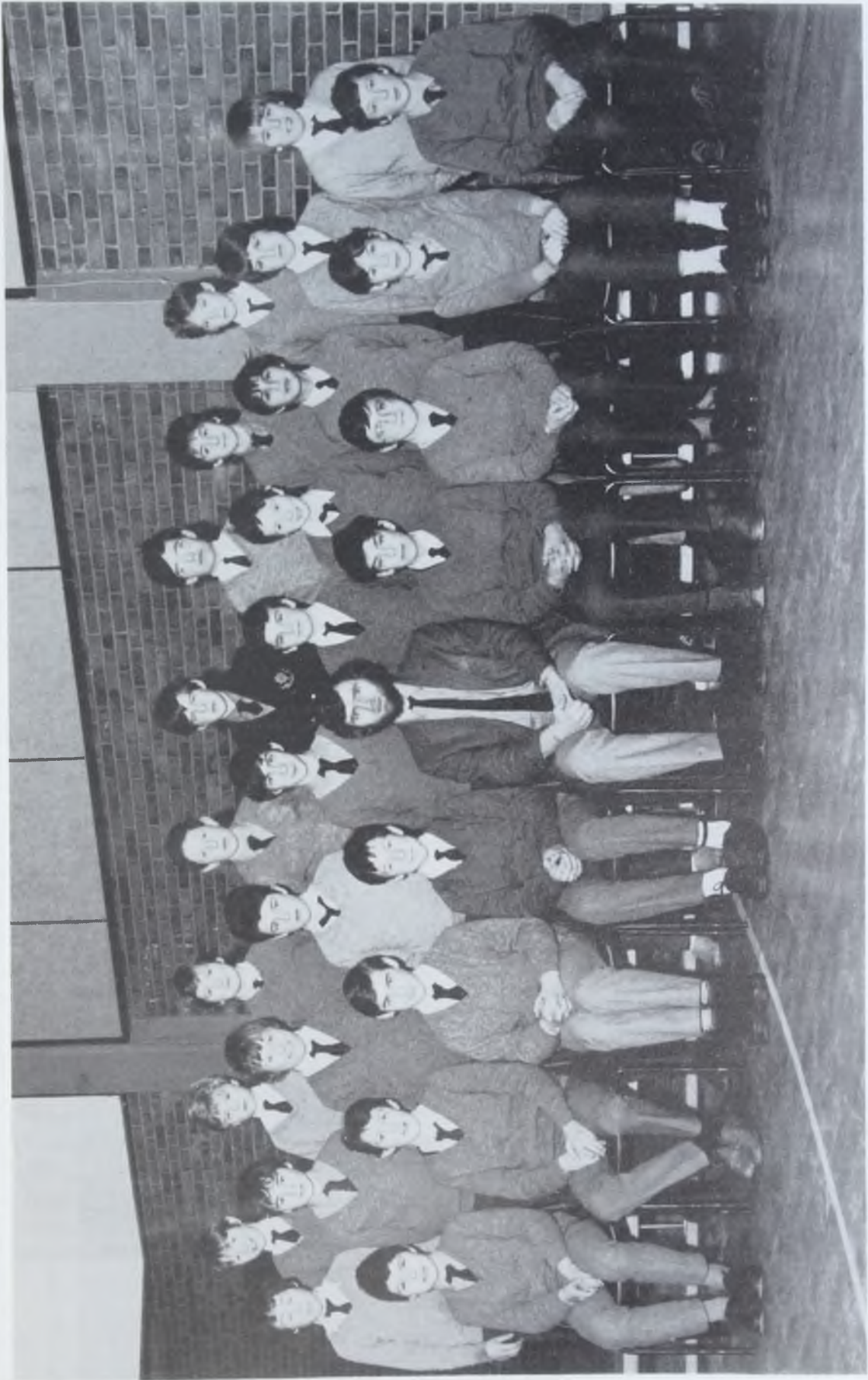


Back: T. Browne, J. McInerney, A. Boxberger, J. McKenna, M. Dunn, C. Conlon, C. Whelan, C. Walsh
Middle: B. Collins, C. McGorrian, P. O'Grady, K. Mulcahy, B. McVeigh, N. Barry, P. Lewis, O. Smyth.
Seated: P. Coyle, L. Feeney, J. Gallagher, J. O'Reilly, Mr T. Walsh, D. Stritch, E. Brophy, A. Kelly, D. O'Connell
Absent: J. McGrough, S. J. Fahy, P. Clinch

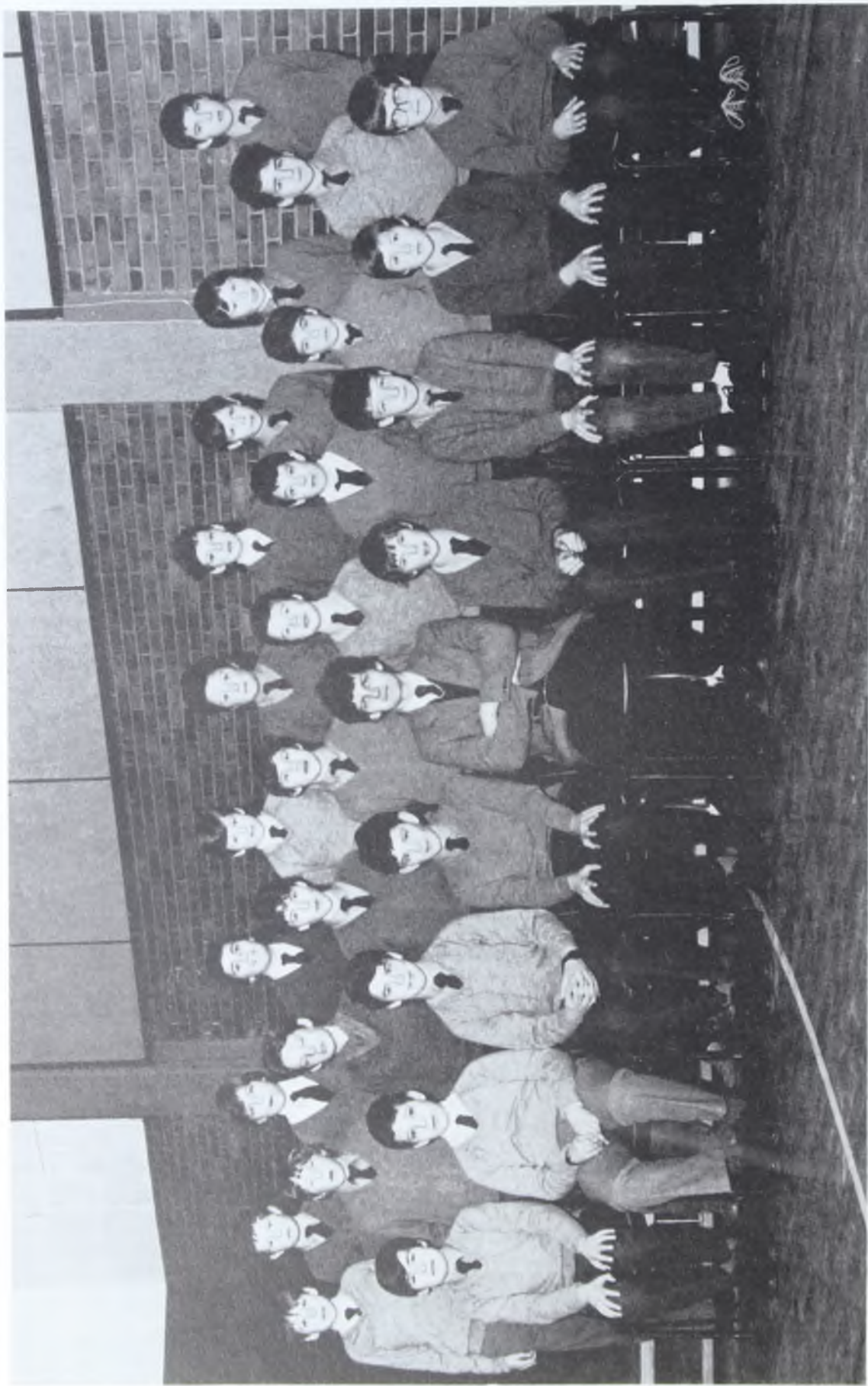


Back: C. Owens, V. McMahon, P. Flynn, T. Tuomey, S. Higgins, P. Slattery, N. Webb, E. Eustace
Middle: C. Hillery, B. Connellan, J. Morgan, D. Cooke, J. Cooney, S. Moynihan, R. O'Mahony, G. Williams
Seated: J. McCarron, P. O'Keefe, M. Magan, J. Carty, Rev. John Moylan, SJ, R. O'Brien, G. Love, S. O'Connor, K. Quinn
Absent: M. Keegan, C. Linehan

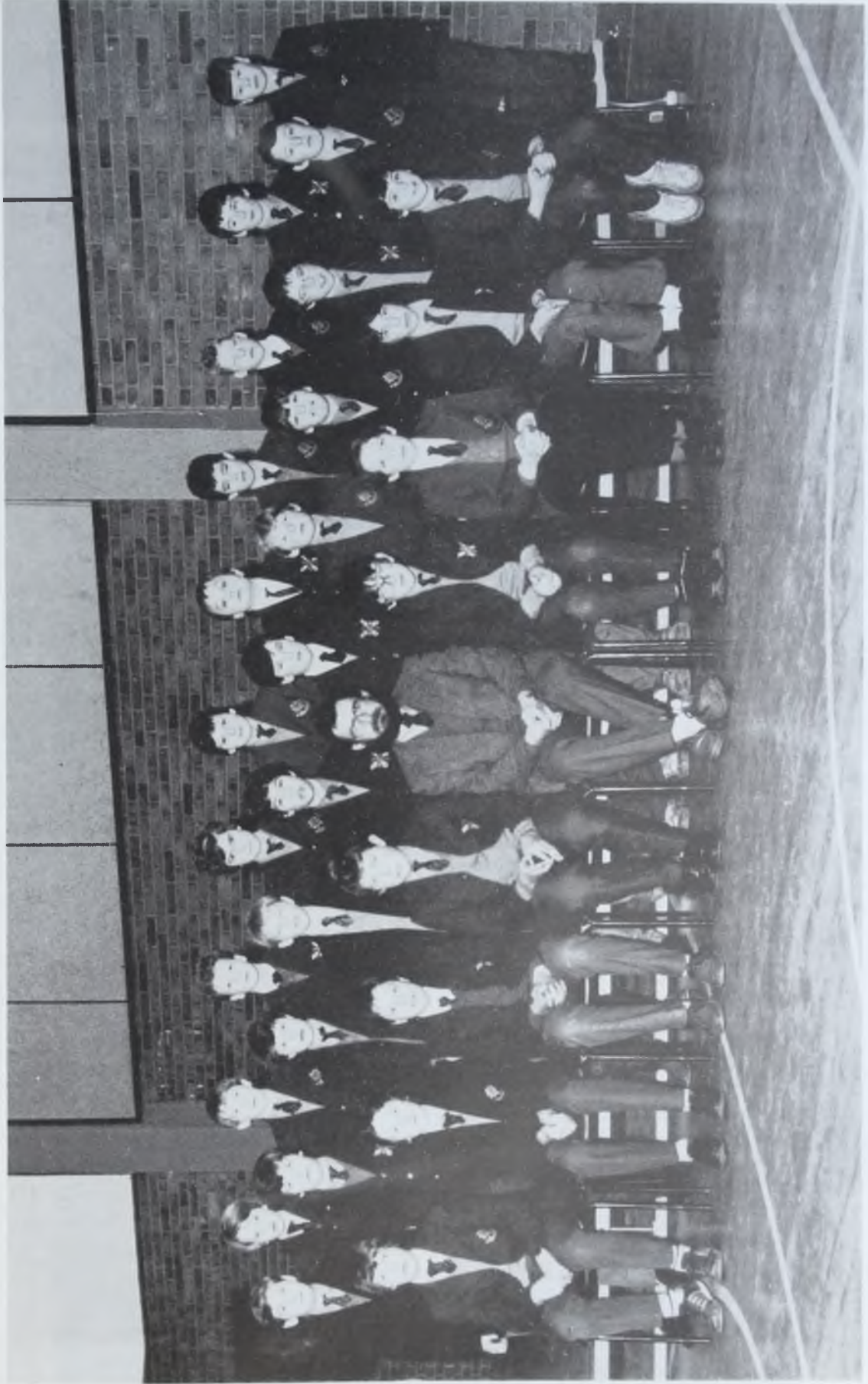
SENIOR I



Back: B. O'Mahony, D. Finn, A. Morris, J. Cass, D. O'Neill, E. Downes, D. Enright, N. Dunne
Middle: F. Carney, C. Masterson, C. Sexton, J. McPhillips, K. Boland, P. McVeigh, B. Heslin, T. Laher, E. Farrelly, E. Hillery
Seated: D. Kinsella, C. Gleeson, E. Moore, H. Bolger, Mr D. Murray, C. Murphy, M. Dowling, S. Rooney, K. Conlon
Absent: R. Garvan



Back: P. Malone, E. Corrigan, B. Young, R. Keogan, S. Kearns, C. Garvey, E. O'Duill, S. McInerney, P. Kearns
Middle: M. Duff, A. Walsh, R. Bresnihan, P. Maher, R. Morgan, M. White, D. O'Mahony, P. O'Connor, C. Deane
Seated: D. Bateman, J. O'Brien, C. O'Brien, D. Carthy, Mr P. Linnane, M. Quinlan, O. Muldowney, B. Kennedy, M. Bradley
Absent: J. Twomey



Back: G. Doherty, A. Toner, M. Carney, P. Martin, A. Ryan, M. Kelly, G. McColgan, E. Tierney, J. Lavelle, J. Carney
Middle: N. Devlin, S. Deeny, D. Diggins, N. O'Herlihy, D. Boland, C. McCarthy, J. Staunton, K. O'Brien, F. White, K. Magee
Front: R. Nolan, D. Maher, D. Molloy, O. Kehoe, Mr D. McNelis, C. Doolin, A. Pegnin, N. O'Higgins, K. McCarthy



Back: S. McLoughlin, K. Feeney, P. Carney, G. McCarron, A. Parkinson, G. Pelly, J. Lambert, R. Semple, S. Keany
Middle: P. Comerford, D. O'Sullivan, D. O'Doherty, L. Mahon, A. Jackson, M. McPartlin, F. Clear, N. Bailey
Front: R. White, C. Boland, L. Connellan, M. Heffernan, Mr D. McNelis, J. Sweetman, K. McMahon, M. O'Mahony, M. Forbes
Absent: J. Forbes, E. Ryan, D. Fassbender, J. Carty



Back: E. O Loinsigh, David Downes, P. O'Grady, C. Murphy, O. Carolan, D. Connellan, J. Kennedy, G. Toomey, H. O'Connor
Middle: N. Walsh, M. Staunton, R. Martin, W. Mulligan, F. Flanagan, D. Rea, J. O'Connor, G. Frewen, J. McDermott, R. Harnett
Front: P. Naughton, A. Peart, J. Molloy, H. Farmar, C. Garrad, Mrs P. Crosbie, W. Fitzgerald, P. Coakley, D. Kearns, A. Behan, D. Garvan
Absent: C. Judge



Back: M. Naughton, A. Boland, R. Conan, C. Barry, F. Crean, M. Mullins, B. Brophy, P. Tierney, G. O'Rourke, B. Cunnane
Middle: M. O'Brien, M. Quinn, D. Moran, G. Parkinson, R. Murtagh, D. Batt, K. Hyland, G. Spollen, C. Shannon, W. Brophy
Front: R. McCullough, B. Horkan, R. Staunton, D. Noble, Ms. M. O'Kelly, Mr L. O Cléirigh, D. Byrne, I. Twomey, R. Forbes, F. Armstrong.
Absent: P. Stephenson, D. Talbot

Reviews

SIXTH YEAR RETREAT

On the 11 and 12 October 1984 half the sixth year went on Retreat in Tabor House, Milltown Park. The exercises of the Retreat lasted each day from 9.30 am to 6.0. pm.

At the beginning of the retreat we were exhorted to give ourselves wholly to the different exercises, and I think it can be said that we did so. To my personal joy the exercises were not of the 'charismatic hold-handies' type. They were simple but extremely useful lessons in trust of each other, and communication, and also dealt with the difficult themes of how we felt when we couldn't converse with others, or on the other hand when our confidences were broken.

One of the lessons in communication involved standing up and introducing yourself as the person sitting next to you, and giving a brief resume of his family and hobbies. There were exercises in trusting others, all of which were useful.

During the retreat we had opportunities of writing letters to our friends, to our parents, and even to God saying how much we appreciated them. We were also given a unique chance of confessing our sins to God, in the form of a letter which was then burnt in a fire.

One of the interesting exercises of the retreat was a discussion of human sexuality. This dealt with the male and female views on the various aspects of physical love.

On a number of occasions during the retreat the entire group went and sat in the meditation room, and tried to pray. It was a most relaxing exercise.

The proceedings were brought to a close each day with a Mass.

Each day we were supplied with three meals and four coffee breaks. At a cost of

£17, even on the purely material plane, it was great value for the money!

Those who took part in the Retreat were: Mark Appleby; Niall Breslin; Stephen Brien; Michael Conlon; David Costello; Morgan Curran; Michael Deeny; Colin Doherty; William Dundon; Peter F. Fahy; John Gibney; Cormac Larkin; Malachy McAllister; Kevin McDermott; Philip Marmion; David Nolan; David O'Callaghan; David O'Donoghue; Brian O'Donnell; Michael O'Donnell; Eoin O'Mahony; Gavin O'Sullivan; Keith Start; David Toner; Brian Walsh.

Niall Breslin.

THE SOCIETY OF ST VINCENT DE PAUL

The main work of the Conference of St Aloysius Gonzaga is visiting the sick in the Royal Hospital (formerly The Incurables), Donnybrook.

The visit takes place on Tuesday at 4.30 pm. This is preceded by a twenty minute meeting in the Hospital, during which the Chaplain leads the boys in prayer for the sick, the minutes are read by the secretary, a voluntary collection is made by the Treasurer and a general discussion is led by the President about the visitation, the patients and practical matters connected with the life of the Conference.

The main function of the meeting is to prepare the boys for the visit and to deploy the forces throughout the wards.

The boys visit six female wards of approximately twenty-four patients each. Most patients are there for good, many are seriously ill, some have had strokes and some are dying. The length of the visit varies from twenty minutes to an hour and

each ward is covered by one to four boys depending on the attendance. The number of patients a boy sees depends on his style of visitation and the number of boys who are with him in the ward.

The Tuesday visit only takes place in term-time but boys are encouraged to visit in their own time throughout the year.

The visit of the sick is the primary and most important work of the Conference.

There are two other activities worth mentioning. At Christmas the boys organize a simple party for the patients. They buy a simple present for each patient, and while carolling around the wards they distribute the presents with the help of Santa Claus. It need hardly be mentioned that the quality of singing on these occasions would make Mozart and Schubert envious. In addition to this the boys also carolled in Grafton St this Christmas in an effort to collect money for the poor.

A major undertaking of the Conference is the yearly St Vincent de Paul dance in the College on Easter Thursday to collect funds for the Conference. In the last few years the proceeds of this dance have been given to the Royal Hospital to help them acquire equipment to alleviate the lot of the sick. The Fifth Year Project has also been extremely generous to the Conference and intends to continue this practice this year. Combining these two sources we were able

to contribute more than £2,000 to the hospital last year.

Membership of the Conference comes from 4th, 5th, and 6th years. The main bulk at the moment is from 4th year. The average attendance at the meetings is from twelve to twenty-four depending on the day. The involvement of the boys at the Christmas party and the Easter Dance is wider and more general than the weekly visits.

John Moylan SJ (Chaplain)

THE FIFTH YEAR PROJECT

It was Fr Murray who first aired the idea of a Fifth Year gesture towards those who are not as privileged as ourselves. After much deliberation it was decided to raise money for selected charities by pushing a barrel to Athlone. This was in 1979. Since then the Fifth Year has kept this social endeavour going. Each year the search goes on to find something to push that is more unusual and eye-catching than previous years.

The popular destination is Limerick. This is because Limerick is: (a) at the end of a major route with much traffic on it, which gives a better opportunity of collecting on the road: (b) there are many towns on the way close enough to give average daily walks of about twenty miles: (c) we can more easily arrange overnight



Vincent de Paul Society Officials 1984-5 S. Higgins, A. Maree, Rev. J. Moylan, SJ, B. Keogh, S. Dunne



Start of Fifth Year Project with Maureen Potter (1983)

accommodation in places that know us from previous years. The walking lasts for six days, with five night stops.

The preparations for last year's project started before Christmas with a committee under the leadership of Michael O'Higgins. The organisation involved hundreds of letters to firms and to the Garda authorities for permits.

April 9 was a normal school day in Gonzaga. The sky was grey, and there was the usual intellectual hum of activity! Without any warning a Garda motor bike with siren screamed up the avenue. Then thirty Fifth year students appeared in surgeons outfit, sticking balloons and posters on a multi-coloured cot, supplied by the research centre of Our Lady's Hospital in Crumlin, the main benefactor of this year's push. The second charity was for building shelters in India. The entire school assembled in the car park, awaiting the arrival of the celebrity who was starting the push. At 10.0 am the Taoiseach, Garret Fitzgerald, arrived with an impressive escort of Garda cars and bikes. Without any delay Fr Barber blew his famous whistle, and the sixth charity push of Gonzaga was on its way. Dr Fitzgerald

helped push the cot down the avenue, without realising that the red paint on it was not fully dried out. He took it in good part, remarking that Gonzaga College had caught him red-handed!

A Garda motor bike escorted the cot and procession through Ranelagh, and up the canal where the project headed for the Naas dual-carriageway, and then 120 miles walking and pushing to Limerick!

We made good time on the road to Naas with a rota system by which one group pushed, another collected, and a third cycled. On the first night we stopped just short of Naas. There we found Mr Cusack waiting for us, having driven the support van with our ruck sacks, and overnight necessities. We had collected nearly £600, which was a great start. In the evening Mr Cusack ferried us into Naas where we had dinner, and a bit of unwinding after a hard day's push. After a comfortable night's sleep of about seven hours, we were forced out of our beds to make breakfast and tidy up. Fr Mowbray had visited us that night to encourage us on our way.

We hit the road again at 9.0 am and started the long push to Monasterevan. We had a break of thirty minutes for lunch, and

then back to the push and pull. It was with tired feet and limbs that we reached Monasterevan at 5.30 pm. The evening followed the pattern set the night before. We were in high spirits, partly because our accommodation was excellent: a recently built school with luxuries such as carpets, and even heat which the school authorities kindly turned on. Fr Brennan had been acting as back-up for the trek to Monasterevin.

The third day was a comparatively short walk of about ten miles to Portlaoise. This gave us more time for collecting in this larger town. Mr Mulgrew was the back-up for the journey from Portlaoise to Roscrea. His relaxed approach was a help to all, especially those who were now suffering from blistered feet. There was great excitement when a Rolls Royce stopped, and casually dropped a £20 note into our collecting bucket. Acknowledgements are due to Radio Éireann who mentioned the push on the Radio. We stayed at a sister school to Mount Anville at Roscrea. There were a few sad Gonzaga faces as we left the school the next morning just as the girls made their way to the class-rooms we had occupied the previous night!

Our next push was to Nenagh. Mr Linnane was back-up man for this leg, and kept us going with his encouragement. On arriving at Nenagh we had a great meeting with Fr Murray (now Headmaster of Crescent College Comprehensive school, Limerick) who had started the whole Fifth year project. There was great activity and celebration as it was our last night on the road before returning to Dublin. The final push was a twenty-six mile journey from Nenagh to Limerick. Mr Slevin and Fr Duffy accompanied us to Limerick. Radio Éireann once again made an appeal on our behalf as we came towards Limerick. The people were very generous, and we collected £900 that day.

We arrived at the train station in Limerick with just enough time to load our gear on to the train, and say good-bye to our faithful cot with its tiny wheels. It had stood up well to the six-day ordeal, especially after Fr Brennan had succeeded

in strengthening its frame.

It was only when we returned to Dublin that we learned that between collecting and sponsorships we had raised over £9000! This surpassed the previous record. All in all, it was a superb experience. Long may it continue as a Fifth year project for the deprived and the suffering.

Those who took part in the 1984 Fifth year Project were:

Michael O'Higgins; Nial Breslin; Morgan Curran; William Dundon; Peter F. Fahy; Justin Egan; Peter Fahy; Conor Fitzsimons; Anthony Geoghegan; Declan Grant; Edmund Lynch; Cormac Larkin; Malachy McAllister; Kevin McDermott; Noel McMahan; Eugene McVeigh; David Nolan; David O'Donoghue; Brian O'Donnell; Michael O'Donnell; Colm O'Briain; Gavin O'Sullivan; Kevin O'Connor; David O'Grady; Timothy O'Riordan; William Riordan; Martin Ryan; Stephen Ryan; Ian Symington; David Toner; Diarmuid Tempamy.

Michael O'Donnell.

AN CHOMHDHAIL

An Chomhdhail, the Gonzaga College Debating Society, first met thirty years ago on Friday 11 November 1955. Fr Joseph Veale, SJ agreed to act as President and chaired the meeting, with Brendan Walsh as acting Secretary. The profundity of the first motion discussed, 'That this house is of the opinion that the works of Enid Blyton are pernicious, and respectfully requests that they be removed from the school library' set a precedent for many searching and informative debates to come.

During its early years An Chomhdhail met irregularly, and averaged only four or five meetings a year. However, attendance grew steadily, as pupils were, no doubt, anxious to hear speakers argue the merits of Louis Armstrong and Duke Ellington; or debate whether teenagers had too much freedom, as exhibited by the Teddy Boys then rampant. But An Chomhdhail didn't really get off the ground until its first inter-

schools debate. This took place in November 1957 when Charles Moloney, Christopher Robson, and Brendan B. Walsh faced a team from the Rhetoric Society in Belvedere and defeated them. The growing confidence of An Chomhdhail was augmented the following February by defeating Belvedere's Poetry Society. In March 1958 Brendan Walsh, Killian Walsh, and Brian O'Loughlin defeated Blackrock College who were defending the motion 'That the Safety First Society of Ireland should be abolished.'

Some of the motions debated in those far-off days reflect contemporary events and mores. In October 1958 the society debated 'That Sputniks are a Waste of Money' and 'That jazz was a true art form,' and 'That nobody could claim to be cultured unless he could appreciate good jazz'.

First Major Victories:

But it was only when it began to win its first major victories that An Chomhdhail started the long tradition of debating excellence which it has retained ever since.

In March 1959 An Chomhdhail won the Safety First of Ireland debating contest. The debate was chaired and the cup presented by Mr Jack Lynch TD then Minister of Education. In May of the same year MacDara Woods, Brian O'Loughlin, and Ross Geoghegan represented Gonzaga in the Under 21 section of the National Speech Festival, sponsored by the European Youth Campaign. The winners received a holiday in the Grand Duchy of Luxembourg, donated by the European Coal and Steel Community.

Past v Present Debate

The first Past v Present debate took place in 1959 also. The occasion was chaired by Mr Declan Costello, TD (now Mr Justice Costello). The present was represented by Brian O'Loughlin, Ross Geoghegan, MacDara Woods, and Fennell Betson, while the past team was represented by Charles Moloney, Killian Walsh, Brendan Walsh, and Thomas Bieler.

The foundation of RTE was greeted with the motion, suitably patriotic, 'That RTE should promote Irish culture.' In affirmation of the status that An Chomhdhail had already achieved, a former member, Charles Lysaght, was in 1960 one of two Irish representatives in the semi-final of the Observer Mace international University Debating Competition in Aberystwyth, his team from the Law students Debating Society having won *The Irish Times* trophy. The second Past v Present debate was held in May 1960. Mr T.K. Whitaker, then Secretary of the Department of Finance, chaired the debate, and Dr Garret Fitzgerald, then a University Lecturer, was a guest speaker. He maintained that Ireland could have an efficient economy without reproducing the evils of the English Industrial cities.

The Sixties

In these early sixties the late John Feeney was very active in An Chomhdhail, and was always an interesting if provocative speaker. In 1963 the Comhdhail won the first Aer Rianta debating contest, discussing motions dealing exclusively with air travel.

In 1963 a private member's motion was proposed and seconded: That the Beatles should be made honorary members of An Chomhdhail. The Chairman rejected the motion on the grounds that the society did not tolerate insects. The Sixties saw both Left and Right wing motions carried and defeated. It defeated the motion that 'The election of Barry Goldwater will not necessarily be a disaster.' However, a month later it defeated a motion: 'That this house supports the recent builders' strike.' In 1967 the house passed the motion: 'That this house supports the Hippies', but offset that with: 'That pop-culture indulges a taste for fantasy, and weakens our sense of reality.' Strangely enough, the 100th meeting of An Chomhdhail defeated the motion; 'That corporal punishment has no place in Irish schools.'

An Chomhdháil 1955–85.

Year	President	Auditor	Secretary
1955–56	Fr Joseph Veale SJ		Brendan Walsh (acting SCC.)
1956–57	Fr Joseph Veale SJ	Brendan Walsh	Charles Lysaght
1957–58	Fr Joseph Veale SJ	Brendan Walsh	Charles Lysaght
1958–59	Fr Joseph Veale SJ	Maidara Woods	Timothy Webb
1959–60	Fr Joseph Veale SJ	Ross Geoghegan	Timothy Webb
1960–61	Fr Joseph Veale SJ	Maurice Ahern	John O'Neill
1961–62	Fr Joseph Veale SJ	John Cook	John O'Leary
1962–63	Fr Austin McCurtain SJ	Colm Barrington	Hubert Mahony
1963–64	Fr Joseph Veale SJ	Leslie Webb	Joseph Mathews
1964–65	Fr Joseph Veale SJ	Neal Clarke	John Cooney
1965–66	Fr Joseph Veale SJ		Vincent Murphy
1966–67	Fr Frederick Cull SJ	John FitzGerald	Denis Murphy
1967–68	Fr Frederick Cull SJ		Paul Fitzgerald
1968–69	Fr Frederick Cull SJ		Kieran Geoghegan
1969–70	Fr Frederick Cull SJ		Kieran Geoghegan
1970–71	Mr Tony White SJ		Bobby McDonagh
	Fr Kyran Fitzgerald SJ		
1971–72	Fr Alan Mowbray SJ		Michael DeCourcy
1972–73	Fr Alan Mowbray SJ		Aidan Mathews
1973–74	Fr Alan Mowbray SJ	Frank Callanan	Charles Meenan
1974–75	Fr Alan Mowbray SJ	Charles Meenan	Niall McCullough
1975–76	Fr Alan Mowbray SJ	Niall McCullough	Kevin Wren
1976–77	Fr Alan Mowbray SJ	Colman Candy	James Mullen
1977–78	Fr Alan Mowbray SJ	Julian Dillon	Brian Cregan
1978–79	Fr Alan Mowbray SJ	Brian Cregan	John Meenan
1979–80	Fr Alan Mowbray SJ	John Meenan	David Sutton
1980–81	Fr Alan Mowbray SJ	David Sutton	Paul Caron
1981–82	Fr Alan Mowbray SJ	Paul Caron	James Devlin
1982–83	Fr Alan Mowbray SJ	James Devlin	Roger Whelan
1983–84	Mr Denis Cusack	Roger Whelan	Michael O'Donnell
1984–85	Mr Denis Cusack	Kevin O'Connor	Michael Guiney

Union Awards

1961–62	Paul Durcan
1962–63	Esmonde Smyth
1963–64	Leslie Webb
1965–66	Lothar Enders
1966–67	Anthony McDowell
1967–68	Kevin Barry
1968–69	Michael McDowell
1974–75	William Quirke
1975–76	Dermot Kenny
1976–77	Kevin Wren
1977–78	Feichín McDonagh
1978–79	Brian Cregan
1979–80	John Meenan
1980–81	Mark Connolly/Timmy McCarthy

The Seventies

In 1970 Mr Tony White, SJ took over the Presidency for a year, and was followed by Fr Kyran Fitzgerald. In 1973 Fr Alan Mowbray, SJ took over the Presidency, and remained in office until 1983, the longest incumbency in the history of the society. In 1970 the society celebrated its 150th meeting. In a debate Past v Present to celebrate the occasion the teams were:

For the Past; Kevin Cross (then auditor of the L & H), Esmonde Smyth BL, Peter Sutherland, BL.

For the present: Frank Callanan, Brendan McCann, and Hugh Tinney. The guest speakers were: Myles Staunton, TD and Catherine McGuinness. In March 1976 Julian Dillon won first prize in the boys' section of *The Irish Times'* Cup. Also in 1976 Dermot Kenny, Richard Flinn, and Kevin Wren won the Leinster final of the Junior Chambers of Commerce debating tournament.

The 200th meeting of An Chomhdhail was held in March 1979. It was chaired by

Mr Justice Tom Finlay. Guest speakers were Dr Garrett Fitzgerald, TD and Mr Justice Declan Costello. Speakers for the Present were: John McCann, and Eoin McCullough. For the Past: Mr. John Cooke, BL and Mr Francois Eliet, BA.

Fr Mowbray continued his guidance of the Chomhdhail into its third decade. Past members continued to win accolades in the student debating world. Frank Callanan and Kevin Cross became auditors of the L & H, while Feicin McDonagh was elected President of the Oxford Union. In 1984 Roger Whelan and Jack Mulcahy reached the Leinster semi-final of the L & H schools debating contest, while in the same year Kevin O'Connor and Malachy McAllister won the C & E contest outright.

Although Fr Mowbray is now gone, An Chomhdhail manages along partly on its own and partly with help from Mr Denis Cusack. Hopefully, another thirty years and 241 meetings will see An Chomhdhail doing as well as it did in the past.

Malachy McAllister.



An Chomhdhail Officials 1984-5 G. Clarke, S. Dunne, P. Fahy, K. O'Connor, Mr D. Cusack, M. Guiney

RUGBY

Morale was high way back in September 1984. On a fine sunny day out in King's Hospital grounds the green warriors limbered up to the tune of 'Mark Connolly's workout'. The team had a change of Captain in David John Nolan, and ten changes from the team that was beaten by Castleknock the previous season. The five remaining were Nolan, O'Briain, Gibney, O'Callaghan, and O'Higgins.

When fray commenced the forward strength of King's Hospital was soon felt. Still, a nice piece of opportunism yielded a fine score in the corner by Noel McMahon, who was a revelation as wing three-quarter, having spent his career thus far in the front row. Gonzaga showed promise in the line-out if they could only organise themselves to provide clean possession. An heroic effort by D. J. Nolan led to a side-wise sally out of his 22. He was duly sandwiched by three of the meatier specimens of the K. H. pack. The concussion he suffered led to his subsequent absence from the team for three weeks. The day was lost by three tries to one. The seconds also lost that day, but the thirds, with such seasoned war horses as Brian O'Donnell and Willie McCarthy, were having none of that, and their match commenced a memorable season for them.

It was left to the hand of God to take pity on this miserable lot. Surely it was no coincidence that whilst abandoning training, half of the Sixth year (the more sinful section, naturally!) went on retreat, and after that put in the best performance thus far at Roscrea the following Saturday. The day was marked by three events: squadron leader Nolan reported fit for duty; but tragically Ado Carton, who had been having a splendid season, received a neck injury on the field. This fine prop forward has been told by doctors not to play rugby again. Rory Hayes also put out his shoulder that day, and may have damaged his chances for a first team place. The third incident was the mysterious absence of certain members of the third's contingent at Roscrea. Anyway, the firsts registered their first unofficial victory at

Roscrea by 4 points to 3 (the match was abandoned after Ado Carton was injured).

The impetus of the Roscrea game must have carried into the next fixture. Gonzaga were victorious against Templeogue by 22 to 3 points.

The news of having been drawn against C.B.C. in the cup was greeted with cautious relief. But the friendly match against C.B.C. was an appalling spectacle. Gonzaga conceded two give-away tries to the C.B.C. wingers. Yet all was not dark; hope was at hand in the shape of Jim O'Callaghan who scored from two five yard scrums. Gonzaga were beaten, but most were convinced that revenge could be had in the cup.

Hope was confirmed by a good performance against Clongowes. The tactical ploy of playing O'Callaghan in the second row seemed to pay dividends, and the trainers were quite pleased with the efforts of O'Briain, Fahy, and O'Connor. The backs had one of their better days, with Deeney resplendent at full back, Lynch penetrating in the centre, and Lennon innovative at scrum-half. Another win was recorded.

Unfortunately, the great 1984-85 side did not train over Christmas. This caused considerable concern at the time. Certainly, some members of the squad were immovably engaged over the period, and their unavailability is unquestionable. When the team could train again it was plagued by bad weather and snow. In a game played against St Paul's in wretched conditions Gonzaga were decisively beaten in a poor match. The Templeogue match was also poor, albeit victory went to Gonzaga. Only Columba's provided opposition in the build-up to the cup. All were agreed that at last the commitment was shaping up, but the team required an injection of spirit and confidence. Unfortunately the team went down to Columba's. The next match was for real - the cup.

The Senior cup match

The *Irish Independent* rugby correspondent headed this match: ECSTASY FOR MONKSTOWN; AGONY FOR GONZAGA. For

once, the headline was deserved. The match was a nail-biter. Gonzaga had their worries before the match. There were doubts if some of the squad would be available. General relief spread when it was announced that Captain Nolan could play in spite of a sprained finger; flanker O'Briain despite an injured arm; and centre O'Higgins despite a swollen foot.

The pre-match build-up of aggression was a bit like the pre-kamikazi run up. Engines suitable fired, the team took the field and flowed into battle. From the start the pace was hectic. Gonzaga were gaining the upper hand in the pack struggle. Jim O'Callaghan exacted the first try. The muddy surface and a strong wind made

open rugby impossible. Gonzaga dominated the line-out, and were superior in scrummaging and rucking. Four points was not much of a lead on the turn over, with C.B.C. now playing with the wind. Gonzaga reacted admirably, and took the battle to C.B.C.

Aggrieved C.B.C., feeling that it should be their turn now to attack, were startled by another try for Gonzaga. There was a powerful surge towards the C.B.C. line, and D. J. Nolan breached the line to score Gonzaga's second try. Intense pressure followed from C.B.C. which eventually yielded them a penalty.

Pressure was now heavy on both sides. Then disaster struck for Gonzaga. A five-



SENIOR CUP TEAM

Back: K. O'Connor, M. O'Donnell, J. Gibney, J. O'Callaghan, M. Deeney, P. F. Fahy
Middle: B. Keogh, J. Collins, C. Deane, E. Lynch, D. O'Donoghue, C. O'Brien, P. Fahy
Sitting: E. McVeigh, I. Simmington, C. Walsh, D. J. Nolan (Capt), H. Carroll, M. O'Higgins
Inset: C. O'Briain, M. Lennon, N. McMahon.

yard scrum from the Gonzaga line was well won by Gonzaga, but the ball was fumbled backwards. The C.B.C. scrum-half snatched it up and was over the line for a score. The conversion meant that C.B.C. now led by 9 to 8. Gonzaga frantically drove into the C.B.C. half, desperate not to be denied. The C.B.C. line was battered for ten minutes, but to no avail. The final whistle blew leaving a Gonzaga side unashamed after a magnificent performance, but bitterly frustrated.

No doubt the revered coaches, Messrs McCarthy and Whirly, pointed out that that is one of the values of Rugby. You bear the agony, just as you rejoice in the ecstasy!

The Junior Cup Match

The school was uncertain as to the capabilities of the Juniors of 1985. It seems

they had enjoyed a quiet season. Mr Keenahan certainly wasn't giving anything away. Out in Jones' Road they showed their mettle. A hard-working team got down to the job in fine style against a good St Paul's side. But the skills of C. Ramsay, R. O'Brien, E. Brophy, N. Carney and indeed so many others kept up a dour struggle despite yielding early territorial advantage. Ramsay rifled home a splendid drop goal. P. Quinlan and the back row cleaned up in the line-out and the loose. But Gonzaga were hard pressed to contain the St Paul's backs who executed a fine scoring movement. Ramsay hit back with a penalty to level it up. The match ended six each. The replay showed much the same kind of game. In a unspectacular match only Ramsay's penalty separated the sides.

On to Donnybrook to face a much fancied Templeogue side. The Gonzaga



JUNIOR CUP TEAM

Back: M. O'Sullivan, A. Kearns, B. Cahill, F. Colgan, P. Lewis, R. Flynn, T. Bolger

Middle: Mr. D. Keenahan, A. Maree, C. Ramsay, T. O'Laoire, M. McColgan, D. Stritch, E. Carney, N. Doherty, J. Skelly, Mr. J. Walsh

Seated: E. Brophy, K. Morris, P. Quinlan, J. Heffernan (Capt), R. O'Brien, D. Kennedy, N. Carney

machine was now gathering momentum. While giving away roughly half a stone in nearly every position, Gonzaga hounded and harried Templeogue for most of the match. A huge effort at goal by Ramsay fought its way over the cross-bar midway through the second half. Jubilant Gonzaga supporters were given only minutes to rejoice. A fine lob into the corner brought Templeogue a soul-destroying score. It inspired Templeogue to a mighty effort, which resulted in another fine try. The final whistle soon followed. It had been a brave run for the cup by the Juniors, with many very good performances.

Peter Fahy.

TENNIS

There was little indication of Gonzaga's future success in tennis when the one and only grass court, laboriously cultivated from an area south east of the Community House, disappeared beneath the first big building scheme – the Hall and Tower. In the Spring of 1958 four very inferior grass courts were made ready at the rear of the Community House: this involved the removal of some smaller trees and some shrubs. On them was played the first Past v Present tennis match. Representing the Past were: J. Liston, D. Carton, D. Buckley, K. Walsh, and L. Little. The Present team were made up of B. Davy, A. Clare, M. Hunt, M. O'Brien, and B. Kirby.

In 1961, for the first time, Gonzaga entered teams for the Leinster Inter-Schools Cup competition at both Senior and Junior level; this was under the managership of Fr Kevin Laheen SJ. The teams gave a good account of themselves, but for a few years won no cups nor medals. With the departure of Fr Laheen from Gonzaga in 1962, Fr E. Keane SJ took over the direction of the tennis and for the next twenty years helped to build up a remarkable tradition of interest in and success at the game.

For the first few years of cup competition our own courts were so unsuitable that we had to use the (grass) courts of St. Mary's L.T.C. at Belmont Villas, Donnybrook for

our 'home' matches. Then, in the August of 1963 two hard courts were laid in Gonzaga by *En-Tout-Cas* Agents in Ireland of Gra-Green specification, costing about £800 each. A third hard court was added in November 1971. All three courts were eventually resurfaced in the Autumn of 1981, again an *En-Tout-Cas* (Play Deck) specification the work being done by Swords McAdam Co. Ltd at a cost of just under £11,000, a year later (August 1981) the surfaces were painted green and red.

Since 1964 Gonzaga's tally in cups and medals in the Leinster Schools Competitions is as follows:

6 Senior Cups (as well as four finals)

7 Junior Cups (as well as ten finals)

7 Minor Cups (as well as two finals: this competition only began in 1972).

1 Second Division Junior Cup in 1978.

All this added up to 21 cups, 126 winner's medals and 105 runners-up medals in twenty years.

A good measure of Gonzaga's success is due to the contribution of certain 'tennis' families, such as the Ensors (David, Anthony, Roderick and Simon); the Sheehans (Garrett, James; Ronan; Jerry and Maurice); the Blakes (Richard, Michael and Gavin); and the McDonoghs (Jimmy and Gordon). Over the years there have also been many gifted individuals, the more distinguished of whom include Paul Coulson, Hugh Tinney, Conor McCullough, Michael Carney, and Stephen Doherty.

Irish Title holders in the Nestlé's Tournament include Stephen Doherty (1981); Michael Carney (1982); and Hugh Tinney (1976) who went on to be International Winner of this competition at the Queen's Club, London.

Edmund Keane SJ

CHESS

Records of chess in the school prior to the late 1970s are hard to come by, and very sketchy, although it would appear that the class of '76 entered a team in the Leinster Schools' League in the Fifth year. This

team, reputed to have won its section, included the names of de Bhaldrathe, Bergin, and O'Hanlon.

In 1976 a small chess club was set up, meeting on Wednesday afternoons in the Library. The then second year proved to have several promising players, and a team was entered in the Leinster Junior League, which did very well, winning its way to the final. This team included Paul Carron, Conal O'Cleirigh, Hugh Brennan, Colin Newman, John Waldron, and Mark Carron who was only in Prep IV.

The success of this team led to the formation of a Minor Team (under 14) in the Prep. school, encouraged by their teacher Miss Sheila Murphy. This team delighted everyone by winning the Minor Championship, retaining it for two years, and representing Leinster at National Level, winning the All Ireland Under-13 championship at Belfast in 1980.

The chess explosion amongst the students had repercussions in the staff-room, where a chess board became a permanent feature. A very successful outing to the Castlebar Tournament in 1978, including an outright win, set the seal on the

school's commitment to chess.

The years since have seen many triumphs: Leinster Championships at both Minor and Junior levels; individual tournament victories for club members, invitations to represent Leinster at Interprovincial level.

1982 saw the inevitable establishment of a full Leinster Chess Union club for staff and past pupils, which has been very successful, winning the O'Hanlon Cup (Division 4) in 1983; sharing the Ennis Shield (Division 3) in 1984; and winning promotion to the Heidenfeld Trophy (Division 2) for 1985.

In 1984 the team which won the Under-13 All-Ireland in 1980 repeated the feat, capturing the All-Ireland Under 16 trophy, the Irish Life Cup.

Many people have played a part in the phenomenal growth of chess in the school. We have already mentioned Miss Murphy. Fr Farquharson and the staff of the Prep school contributed in no small way to the creation of the Gonzaga Tigers. There must be a special mention of Fr Dermot Murray who, as Headmaster, gave the game such encouragement. His contribution did not



Junior Chess Champions (1984) D. Breslin, P. Keelan, J. Kehoe, Mr. G. Murphy, P. Kennedy, R. Phelan, P. Higgins

stop there: though many other matters called for his attention, he never failed to play in the school championship, putting his not inconsiderable skill on the line against all and sundry, and thus epitomising the egalitarian nature of this most remarkable of games. Long may it flourish in Gonzaga.

List of School Champions:

- 1978 John Waldron (S. 2)
- 1979 Denis Cusack
- 1980 John Waldron (S. 4)
- 1981 Denis Cusack
- 1982 John Waldron (S. 6)
- 1983 David Murray
- 1984 Denis Cusack

G. Murphy

Editor's Note: He won't say it himself; but without Gerry Murphy there would be no chess in Gonzaga. The 1978 win at Castlebar, for instance, was his.

OPERA

'Should Gonzaga re-open after Christmas there will be inevitably an opera, composed, produced, and directed by Mr G. Murphy.'

When, among the mid-December roars of the Senior Rugby trainers during the notorious pre-match pep talks, one can hear in the background the tinkling of ivories, and the falsetto giggles of the chorus line, one realises that once again the Great Gonzaga Opera Society is grinding into motion.

No one could envy Mr Murphy (music teacher Cinder alia!) the task he sets himself each year of gently moulding the Principals, threatening the Senior Chorus, and hammering the Junior Chorus into shape once again. There were intensive rehearsals during the Christmas holidays, and gradually the pieces began to slot together... almost! The problems were mostly minor ones, such as persuading the Junior Chorus to sing; duping Jim O'Callaghan (King of Maronia) into arriving at rehearsals in time; removing the paint with which the telephone had been

daubed by some thoughtful member of the stage crew from the reddened ear of Stephen Buckley, alias Colonel Bagarov.

But there were enjoyable moments, too; as when the Chorus gave such splendid renderings of 'Yesterday' and 'Bridge over Troubled Waters' with Mr Murphy on keyboards.

On the Thursday, Friday, and Saturday evenings of the Opera everything seemed to flow rather well, especially the (water-based) paint.

The orchestra, which included many Gonzaga students and Mr Murphy's wife (with one eye on Dad and the other on her lads Cahal and David) was in fine fettle, and the audience seemed relaxed and enjoying the evening. The chorus, though, had some difficult times off-stage, in the sub-zero temperatures of the lunch-room, while the audience sat resplendent in sheepskins and furs! This year's opera, *Mine is the Kingdom* is the fifth and final opera of the G.M. cycle. Remember: *A Spy in the Ointment; A Dog in the hand; Aghast at the Wedding; Double Check; Mine is the Kingdom*? The affairs of the Balkan kingdom of Morania were indeed in a pretty mess, but surprise, surprise all turns out well in the end.

The quality of the performances and the quiet efficiency backstage are a measure of the esteem in which Mr Murphy is held by the boys. Long ago they have learned to interpret outbursts, such as greeted Noel MacMahon's fluffed lines: 'this is definitely THE LAST BLOOMING OPERA.'

Quod dixi, dixi' Sir? This is one of Murphy's laws that is made to be broken.

Dramatis Personae

- King George of Morania: J. O'Callaghan;
- Queen Mathilde: Katherine Finn;
- King Basil of Bragadocia: I. Larkin;
- Colonel Bagarov: S. Buckley;
- Matyas Mayor: D. Walsh;
- Janos Torot: E. Moyles;
- Bela Torot: M. Guiney;
- Katherina: Siobhan Gaynor;

Lajos Haponi: P. Fahy;
 Tibor: D. Bolger;
 Head Waiter: H. Dunn;
 Sir Geoffrey: R. Magan;
 Alfred Simple: R. Cremins;
 Marion: Ciara O'Farrell;
 Prof. R. J. J. M. Coffey;
 Daisy: Helena Smythe;
 Simon Warbeck: N. MacMahon;
 Sir Fiendish Cadde: M. O'Donnell;
 Pythagoras: E. Kearns;
 Workmen: E. Keegan, P. Sheeran;
 Doctor: A. Donovan.
 Production & Direction.Gerard M.
 Murphy.
 Art Direction. . . .Darragh O'Connell.
 Stage Manager. . .Ado Carton.
 Lighting. . .Brian Treanor, Harry Quinlan.
 Props. . .John Rooney.
 Stage crew. . . .M. Lennon; F. Coyle; S.
 Devitt; A. O'Keefe; C. Deane; D.
 O'Connor; A. Donovan; S. Molloy; P.
 Long.
 Orchestra (Leader) Cormac Ó Cuilleanáin.
 Violins: Audrey O'Reilly; Mary Fitzgerald;
 Colin Doherty.
 Violas: Gavin O'Sullivan; John Heffernan.
 Cellos: John Gibney; Finbarre Twomey.
 Bass: S. Gormley.
 Flutes: Edel O'Connor; Clarinet. . .Mick
 Seaver; Bassoon: Julian Morgan.
 Trumpet: Gerry Keenan; Piano: Patricia
 Murphy. Conductor: Gerard M. Murphy,
 B. Mus.
 Senior and Junior Chorus. all the
 rest!

Aran Maree.

STRATFORD VISIT 1984

The Stratford trip nearly didn't take place at all. Tentative plans for the November break were rudely upset when we learned that *Hamlet*, the main attraction, was booked out months in advance. However, after much searching of Hugh Duffy's heart, (and not a little pro-ing and con-ing), it was decided that even with two plays it was well worth going.

And so on the morning of 29 October, ten Belvederian, twenty-five Gonzagans, Brian Fitzpatrick, Louis O'Cleirigh, and myself boarded the St Columba for Holyhead. The weather forecast wasn't too brilliant – storms and things – but we put a brave face on it. It was a foul crossing. A southerly gale ensured that we rolled all the way to Wales. Never mind, we said; at least we will have a nice return: you couldn't get two crossings like this.

At Holyhead I was taken aside, for the third time in four years, with the now-familiar, 'Would you step this way, please Sir?' My resemblance to your average anarchist-terrorist being of course, striking. An excellent coach, by Messrs. Jones awaited us, driven by a friendly and courteous man named Gwynnfar.

Old Stratford hands will want to hurry through the next bit. Holyhead to Stratford, whichever way you go, is not fun, particularly with a 7.30 curtain for a deadline. What made it bearable, even pleasant, this time was a Sony Walkman – a present from last year's opera cast. Hitherto regarded as anti-social and ostentatious, it came into its own on the coach trip! I don't know how far it is from Bangor to Chester, but it just fits Mahler 3 nicely! Take a bow, Sony (and last year's opera cast).

Whichever route we take we always arrive in Stratford at 6.20. with ten minutes to check in to digs, wash, change, and zoom off to tea at the Cobweb. This year was no different; nevertheless we managed to be seated, coatless, and programmed in the theatre by 7.29! For the first time in twelve hours one could relax.

Especially with the first offering – *Love's Labour Lost*. Lighting and design combined winningly in tons of purple and plush to form a marvellous production of this most genial of plays. A young and brave cast, superb timing, and excellent music: the setting for soprano and chorus (pretty much the entire cast) of Autumn and Winter at the end, as the stylised umbrella-trees folded and the leaves began to fall, will linger long.

After a hearty breakfast, we boarded the

coach for the 40 mile trip through the heart of England to Oxford, to be met by Brian Cregan (class of '79) who is completing his studies at St. John's College. He led us a merry dance through the quads and colleges, illuminating and amusing us by turn, stopping finally outside Magdalen just in time for lunch. This day lives in the memory, not least because of the weather – lunch was taken in shirt-sleeves in a hostelry garden.

Then followed the obligatory visit to Blackwell's; ('the best book-shop in the world' – Michael Bevan) and a wonderful discovery – Blackwell's music shop. How pitifully small £100 sterling becomes in such a treasure house! Confining ourselves ruefully to a few books, we made our way to the coachpark to pick up Gwynnfar and make the return trip to Stratford in time for tea.

The second night in Stratford is always one of anticipation tempered with apprehension, for having enjoyed the first play, and discussed it at length, there is always the risk that the next one will be disappointing. Given that we were seeing only two plays this year that would mean we had nothing left. But need not have worried.

Love's Labour's Lost impressed with its warm purple glow; *Henry V* was played for all it was worth, with Kenneth Branagh in the title role. The action scenes were carried off with splendid effect, and surely it could stage at Stratford that night: a dark and miserable chill enveloped us as we waited the long night through with Henry and his rain-sodden army.

The performance was followed by a backstage tour which left me with mixed feelings: at the enormous resources of the Royal Shakespeare Company, balanced by the discovery that backstage there is not greatly different from backstage in Gonzaga: too many sets in not enough space, all balanced precariously on one another; and the same urge to have one's name on the walls in spray paint or make-up.

The lack of a third play left us more freedom than usual, so following a walking

tour of the main Shakespeare properties, we departed Stratford at lunch time for Warwick Castle. It was a most popular visit, with everyone impressed by the remarkable preservation of what must be England's finest medieval castle: portcullis, murder-hole, keep, dungeon, torture-chamber – it has everything! Madame Tussauds have recently acquired it, and fitted out the private apartments as a Royal Week-end Party at the turn of the century. Not to be missed the next time you are in Warwickshire.

There being twelve hours to kill until meeting the boat we stopped at Chester for tea and a film. Gwynnfar was anxious not to delay afterwards, so rang a friend of his who runs a chip shop in Rhyl (everyone knows you have to have chips after a film.) While we munched our chips he told us that he had rung his wife in Anglesey, and the missus said 'blowing a bit' – force 9 to be precise. A quiet and sleepy coach it was for the rest of the way, until we pulled into Holyhead. Rounding the end of the harbour dismayed voices commented on the size of the waves, and this was only the ferry berth.

Enough. Suffice it to say that this was the worst crossing I have ever experienced, relieved only by my trusty Walkman. Switch it on, close your eyes, forget about the waves. But not about Stratford '84. It was a good trip.

G. Murphy

CAMERA CLUB

The Gonzaga Camera Club had arrived at the port and docked. The old crew were tired of their work and sought out new ships. A year she stayed in port, looking for a new crew. Eventually she found one and went sailing again.

Such were the fortunes of the Gonzaga Camera Club. After a year of rest there was a resurgence of interest 'under new ownership.' Fr Mowbray left the helm and Mr Linnane took command. Mr Linnane was content to watch over the crew, while getting to know

SCHOOL SCENES



78





the ship. Barry Keogh took over as Secretary, and Brian Treanor took over the monetary details. Demonstrations were given and films shown. The films were run at a slight profit which enabled us to purchase some materials, plus an enlarger. Brian Treanor was asked to take the school photographs which he did with talent and flair.

Towards the end of May the annual school photographic competition took place. The entries came from far and wide, and the judges had difficulty in picking which three pictures were to be placed. In the end, the judges decided that the school's photographer's pictures should be awarded the 1st, 2nd and 3rd places.

With the coming of the 1983-84 school year the captain decided he had got to know the ship well enough. Changes were made. The Committee took on a new look. Brian Treanor took over the Secretaryship. The Committee became very active. Over 75 per cent of the Club's membership were roped into activities. At the Annual General Meeting class representatives were elected; film getters, notice putter-uppers; hall-getters were also elected. The old enlarger was sold in a clean up of the dark room; and not least, a grant was squeezed from the school to help us broaden our horizons.

During the year four films were shown. It was hoped they would cater for all tastes, but the attendance proved the theory wrong! Many lectures took place, and Mr Ian MacMahon, a past pupil of the College, and now himself a professional photographer, came in and gave a lecture to the members. We were most grateful for the time he gave us, and encouraged by the interest he still showed in the Camera Club which he helped to found.

Developing of films in the school is efficient, with pictures of Thursday's acting the school play on display for the Saturday performance.

The primary aim of the Club is to educate its members in all photographic techniques. Intra-club competitions are held regularly, and an annual award is presented to the most promising new-comer. Last year's recipient of the award was John

Heffernan of Senior Three. Members are also encouraged to enter national competitions. Last year Barry Keogh and Brian Treanor represented the college in the National Schools Photographic Competition. Brian was also runner-up in the 7-Up Leinster Schools Senior Competition. The annual sports day is the Club's opportunity to display its photographic coverage of school events.

The Camera Club would like to take this opportunity of thanking those who have helped it into existence since its inception in 1980. Especially we thank our three first Presidents: Fr Alan Mowbray SJ; Mr Patrick Linnane; and Mr Brian Fitzpatrick. We thank also, the College for all the encouragement, facilities, and opportunities it has provided to the Camera Club at all times.

Barry Keogh, Brian Treanor.

YOUNG IRELAND

'Buy Irish? I've heard all that before, and where has it got us?'

Indeed, not very far... yet. Despite hard efforts we shall have about 230,000 people unemployed in Ireland, and total economic collapse is a real possibility. But change your attitude to a 'buy Irish' plea. This time the cry is coming from the youth of the country. This time the links between buying Irish goods and creating jobs are clear. This time it can work.

Ireland imports £7 billion worth of goods annually. At least £1.5 billion of this could be produced at home. If it were, a total of 120,000 jobs would be created directly and indirectly. And if each Irish family switched just £1 a week from foreign goods to Irish goods, then almost 2000 jobs would be made. There is a connection between unemployment and foreign goods. Excessive imports are ruining chances for jobs.

'Young Ireland' is a school-based organisation trying to mobilise the one million students in Ireland on a crusade for

jobs, making people more aware of Irish goods, and the reasons for buying them.

'Young Ireland' is asking you to buy only good value, quality Irish made products. Look around – ask in shops – and you will find such goods are there.

The Gonzaga Branch Committee was set up in early February, and our aim is to create awareness in the school of the existing quality Irish goods on sale. By posters, exhibitions, competitions, and action we hope to show people the value of buying Irish. Any enquiries or suggestions can be made to any member of the Committee. We will be grateful for any assistance.

Don't snooker the economy;
Pot the green first!

Assent to a meaningful nationalism. Because present jobs and future employment are at stake. Be aware of Irish goods; buy Irish goods; create Irish jobs!

The Committee consists of:

S.4A	Paul Kellan (Secretary)
S.4	Brian O'Rourke Paul Connellan Iain Donovan
S.3	John Heffernan Niall Carney William Hederman Eamon Carney Frank Colgan Alan Lawlor
S.3A	Colm Cox
S.2A	Naoise Barry Simon Carty
S.1	Darragh Finn
S.1A	Peter Kearns

PREP SCHOOL DRAMA

Under the direction of Mrs. Philomena Crosbie. *Moses and the Fantastic Fiery Bush*, a musical drama by Ian Calvert, was performed by Prep II before Easter last year. It was an appropriate Biblical story, for being Lent the theme gave the boys an appreciation of how closely linked are the Old and New Testament, and God's love in delivering His people from the bondage of slavery, or of sin.

All the boys in the class were involved and fully participated in the major effort of putting on a musical play. The restricted space, since it was staged in the class room, lent an intimacy and immediate contact between audience and cast which was endearing. Certainly the parents loved it all. There were four performances, each lasting an hour. I was proud of the boys, and felt fully rewarded for all the work that had gone into staging it.

The Cast:

Narrators: Philip Carney, Gareth Pelly.

Pharaoh: Mark Heffernan

Jocheked: Laurence Mahon

Sarah: Roger Semple

Moses: Denis O'Sullivan

Miriam: Philip Comerford

Princess: John Lambert

Overseer: Jason Forbes

Israelite Children: Conal Boland, Stuart Keaney, Gavin McCarron, Shane McLoughlin.

Israelite Women: Feilim Clear, Kevin Feeney, Matthew McPartlin, Alan Parkinson, Roan White.

Israelite Men: Liam Connellan, Jason Carty, Mark Forbes, Andrew Jackson, Kevin McMahan, David O'Doherty, Mark O'Mahony, Nicholas Bailey.

Director-Producer: Philomena Crosbie

Music: Fr J. Brennan; Mr Gerry Murphy; Philomena Crosbie, Mark Heffernan.

Props: Oonagh Benner

Costumes: Parents.

PARABLE DRAMAS

Under the direction of Mrs. Terry Egan last Easter Prep III produced four parable dramas in the school chapel. These were:

The Servant Who Wouldn't Forgive told the story of the Prodigal Son.

The Two Sons tells of the unforgiving brother who so angered God.

Remember Me depicted the scene of the Last Supper.

I Could Die with Sadness tells of Christ's agony in the Garden of Olives.

The sanctuary of the school chapel provided an ideal location for the dramas, enhanced by the surrounding stained-glass windows. Many unsuspected dramatic talents were revealed. Each play concluded with an appropriate hymn, conducted by Fr Brennan and accompanied on the organ by Mr G. Murphy. Final bidding prayers were introduced by Fr Lee. The audience of parents was enthusiastic; it was a pleasure to produce the little dramas for them. In alphabetical order those who took part in these Parable Dramas were:

David Boland
 Julian Carney
 Mark Carney
 Philomena Crosbie
 Simon Deeny
 Nicholas Devlin
 David Diggins
 Gavan Doherty
 Colin Doolin
 Oisín Kehoe
 Michael Kelly
 John Lavelle
 Garth McColgan
 Kevin McCarthy
 Kieron McCarthy
 Daragh McLoughlin

Kenneth Magee
 Declan Maher
 Peter Martin
 Patrick Moe
 Donough Molloy
 Roger Nolan
 Kevin O'Brien
 Neil O'Herlihy
 Niall O'Higgins
 Andrew Pegum
 Aidan Ryan
 Jonathan Staunton
 Eoin Tierney
 Alan Toner
 Fergus White



Contributions

THE APOSTLES' DILEMMA – WHO WAS HE?

The truth that Jesus was God incarnate (incarnatus – in flesh) was not for the apostles a simple truth 'one and one is two,' something which could be grasped quickly. It was more like the truth 'it is in giving that we receive', which can take a long time, even a life-time to assimilate.

Amongst the Jews there had arisen a belief that a special Christ (Christos – anointed one) of God would come to save his people – the titles *Messiah* and *Christ* designated this anointed redeemer. The royal psalms referred to the future anointed, describing in advance his glory, his struggles and his victories e.g. 'Do not banish your anointed' (Ps 132:10). Some expected a politically powerful Messiah to free the Jews from their political masters, others, for example Isaiah, had a different notion. Isaiah described 'a suffering servant' in relation to the Messiah. This suffering servant, according to Isaiah would be one whose patience and humility would make him capable of offering his life, and of accomplishing, by his suffering, God's plan to save sinners.

However, the apostles did not easily recognize that Jesus's role as the Messiah of God must include suffering and also that he was more than just another messenger from God. Indeed, it took the early church nearly five hundred years of grappling with the evidence presented by the Gospels to express fully who Jesus was. Only in John's Gospel was the major theme to identify Jesus as being at one with God; in contrast, the other three evangelists had great difficulty in expressing their understanding of Jesus's identity because the Jewish Old Testament vocabulary had not the means of expressing the concept of God incarnate.

'The Messiah' contained the idea of the anointed one of God, but that notion had its limitations; Isaiah's 'suffering servant' brought out aspects of his identity but still left something out; even 'the Son of Man', a term used by Jesus himself lacked the essential notion of plurality in God. This 'Son of Man' would be one who would come towards the end of time 'on the clouds of heaven with power and great glory; and send his angels with loud trumpets to gather his chosen from the four winds, from one end of heaven to the other' (Mt 24:30).

However, despite the uncertainty, Luke conveyed Jesus's identity by his deeds. In relating the circumstances of his miracles, Luke portrayed Jesus's equality with God by his forgiving of sins and healing. As the Pharisees themselves wondered 'Who can forgive sins but God alone?'

The lack of understanding on the part of the apostles is quite clear to us on reading the gospel. From Peter's profession of faith ('You are the Christ of God'), we know that he realised that Jesus was God's chosen one. However, despite this, he could not accept Jesus's own meaning of Christ. Peter saw the Christ as one who would be a great king, a respected prophet and a holy man honoured and recognized by all. He could not accept Jesus's suffering servant interpretation, that he, the Christ, would suffer terribly, be rejected by the leaders, be put to death and rise again after three days; thus in Mark and Matthew Peter started to remonstrate

with Jesus.

Jesus responded to Peter's understanding both forcefully and dramatically. In front of the other apostles, Jesus likened Peter to Satan tempting him in the desert to be the wrong kind of Messiah; a Messiah who performs spectacular deeds like leaping from a parapet and pulling off a fantastic rescue so that people would believe him (Mt 16:23).

Another example of Peter's failure to come to terms with Jesus's true identity was highlighted during the Transfiguration (Luke 9:28–36). Peter, in calling for the erection of three tents senses the presence of God and wants to capture it. However, in coupling Jesus with Moses and Elijah, he misses the whole point; that Jesus is God incarnate, and that God's presence is to be found in Jesus's word.

In Luke 4, we find the apostles quibbling as to who was the greatest amongst them. This pettiness had arisen from their failure to understand Jesus's word concerning the passion, and that it would be the source of all power over evil – 'But they didn't understand him when he said this; it was hidden from them so that they should not see the meaning of it, and they were afraid to ask him about what he had just said' (Luke 4:45).

The disciples' opinion of Jesus's identity and mission was fully spelled out by themselves during 'the journey to Emmaus'. In this incident on the same day as Jesus's resurrection, two of Jesus's followers were journeying to a village called Emmaus, talking about Jesus and what had recently happened. Then Jesus appeared beside them and walked with them, questioning them about himself. Failing to recognize him and caught in a vortex of disillusionment, they focussed on their own hopes concerning Jesus. His prophetic might before God and all the people had led them to believe that he was the one who would redeem Israel. For the disciples, Jesus had thus been like a new Moses, but the new Moses had not been expected to die and their own understanding of Jesus had not included suffering and death.

They had been unable to perceive who Jesus really was. It is only then, after Jesus's resurrection, that their minds would finally be opened to understanding what had been concealed from them. In Luke 24, perplexed and terrified women, despondent travellers to Emmaus and dumbfounded apostles are all given the same insight into the mystery of Jesus's death and resurrection; these events were the fulfilment of promises foretold in the scriptures long ago. But it had taken the appearances of the Risen Lord and his explanation of God's plan for him in the scriptures to convince the apostles that he was the Risen Messiah. They had failed to consider the many texts which referred to the suffering and death of the Christ of God – 'Was it not necessary that the Christ should suffer these things and enter into his glory?'

Jesus's true identity and the truth which he had preached and lived had thus even escaped his own chosen apostles. Their background had seen God as a God who could neither be seen, touched nor heard. Although they had tried as well as they could have to identify Jesus by using Old Testament terms, they had not been able to identify him properly as God incarnate nor as a 'suffering servant.' Indeed this truth is the challenge which abides for all Christians of every age in search of the real identity and mission of Jesus.

Patrick Kennedy (S.4)

LORD OF THE FLIES.

William Golding wrote *Lord of the Flies* as a critique of the adult world. He wanted to show that society's faults are due to human nature, and that society depends on the ethics of individuals, and not on any political system, however respectable and/or logical. Thus one can see close parallels between the boys' world on the island, and the adults' world; for human nature commands society's structure, whether the environment is natural or man-made; primitive or civilised.

One parallel is through nature. Man's destructive force is shown in the book by the boys' attacks on nature. They push rocks in to the forest, causing 'a long tear in the jungle'; they set fire to it twice (once at the end of Chapter Two, when the birthmarked boy is burnt alive, and then at the end of the book, when animals flee from the raging blaze in their forest, caused by Jack's tribe's attempt to smoke Ralph out of the thicket; they kill its creatures. The exploitation of nature is summed up by the killing of the sow; it itself has parallels to rape and sexual desire ('the boys are wedded to her in lust').

But the destructive power of the boys (and its connection with the adult world) is not only illustrated by the misuse of nature; they also attack and kill humans. While the adult world is blowing itself apart, the boys kill Simon and Piggy. As early on as the opening pages we learn of a war. Piggy says: 'We was attacked!'. Later on, when Roger is throwing stones to either side of one of the 'littluns', the book says; 'His aim was conditioned by a civilization that knew nothing of him, and was in ruins.' The war is probably world-wide and atomic, between the 'West' and the Communists (e.g. Ralph's remark 'We might get captured by the Reds'.) By then we have witnessed a battle 'fought at ten miles height' with little lights winking and going out, and faint 'poppings'. Thus the adults' world destructive nature has gone beyond exploitation of nature, and has become an Armageddon.

Meanwhile, the boys on the island are progressively becoming more warlike. From the meeting in Chapter One we learn that Jack's group are to be 'hunters', and by Chapter Four they have "painted faces" and carry spears, and when they catch and kill a pig they chant warlike, and enact the pig's death on top of the mountain.

All this is only a game at first, but as the book goes on, it becomes serious and dangerous. In a re-enactment it almost becomes real; then Jack remarks that 'we should use a littlun' and kill it. Eventually, Simon, the symbol for gentleness, philosophy and Christianity (Golding called him 'a Christ figure, a visionary, a lover of mankind') is slaughtered by the 'savages'. A littlun is tortured; Piggy is killed, symbolising the rejection of rationality and science. Ralph is hunted down and is saved from death only by the naval officer.

Thus there is destruction both in the boys' world and in the adult world. When the naval officer rescues them at the end of the book, he makes some especially ironic remarks: 'What have you been doing? Having a war or something? Fun and games? Two killed? I should have thought a pack of English boys – you're all English, aren't you? – should have been able to put up a better show than that!' While the world of the officer is destroying itself, and while he has a revolver at his hip, and two ratings with sub-machine guns behind him, he cannot comprehend the parallels in the island world. This is symbolic of man's failure to face up to, and correct, his own faults and his evil.

Politics is another area in which there are similarities drawn. Initially, Ralph is democratically elected chief, and he tries to keep order and rationality by creating a set of rules. He does so because he tries to imitate the adult world; he uses the rules to make everyone equal (e.g. the rule about the conch having to be held by the speaker at a meeting). He is a democrat.

However, Jack contrasts with Ralph. Jack wants rules also, but he wants to use them for power, suppression, violence, and subordination (e.g. 'And if rules, and the conch, the symbol of democracy, we know who ought to say things.' He eventually leaves and sets up a rival regime. He gathers a group around himself (rather like a secret police). 'He sat there, garlanded like an idol.' Eventually democracy is smashed when the conch is shattered, and Ralph is hunted down.

Thus there is a parallel to the outer world in this respect. However, Golding's opinions (probably pro-democracy, as in one paragraph he says that Jack was most obviously chief; Piggy the cleverest; but Ralph is chosen) are inconsequential, and he doesn't make any real effort to express them. For he is trying to point out that society, whether it be democracy or totalitarian, will be shaped in reality by human nature.

Here, then, is the purpose of the adult/boy parallels. Man can only survive if he looks at himself individually, and tries to correct the evil tendencies in himself. Nature and society are innocent. Man, whether primitive (the boys), or 'civilised' (the adults) is the culprit of his evil deeds.

Iain Donovan (S. 4)

THE FOURTH OF SEPTEMBER 1916

Soldiers' faces, tired and hard,
Wounded men, battle marred,
Gallant fighters lying dead,
Killed with just an ounce of lead.

From the sky pours the rain,
From the dying, cries of pain.
The surrounding landscape, once so grand,
Replaced by a death-filled barren land.

But a battle is still being fought,
From the trenches, dead are brought,
The weary doctors work in vain,
The resting Privates count the slain.

The muddied trenches slow the men,
Every hour they bury ten.
Throughout the day, throughout the night
Continues this ever-pointless fight.

And now seventy years on,
We remember those dead and gone,
Who were killed by bullet, gas or bomb,
In the now lush pastures of the Somme.

Ciarán Twomey (S.3)

College Street — not yet
 The appointed hour
 Crew still waiting
 Already bored

'OK, let's go
 Start her up Mick'
 Cough of diesel
 churning engine

Conductor's rounds
 Rattle of change
 White and purple
 slip of paper

Driver turning
 (Accustomed drill)
 Round the corner
 Into Nassau.

And Kildare Street
 Along the Green
 Down Leeson Street
 (Upper; Lower)

Morehampton Road
 Donnybrook cross
 Dual carriageway
 (Dreary expanse)

And so for miles
 Stillorgan and
 White's cross; Foxrock
 And then Deansgrange

Suburb often
 Suburb (of what?)
 Abbey Road
 Monkstown Dairy

And now the Farm
 Push bell and go
 Move down the bus
 Mick heeds and stops

My journey's done
 But for the bus
 to Dun Laoghaire
 And the depot

Another day gone
 Stretch weary limbs
 Evening paper
 And so to bed.

Barry Doherty

THE GONZAGA LITERARY SOCIETY MEETS MARY LAVIN

Wednesday, 13 March, 1985. We neared a rather modern set of apartments. One flick down onto our directions told us we had reached the right place. In a matter of minutes we were staring at the set of buttons connected to the inhabitants of the building. Mary Lavin – number five. Soon her voice sounded on the intercom; it was husky and distorted through the speaker. After telling Mrs Lavin that we were the two Gonzaga Literary Society Presidents, we were quickly ushered up to her room.

The door opened and Mary Lavin, completely clad in black appeared at the door. By all accounts she appeared to be extremely kind, goodnatured and very obliging.

We took our places in the sitting room opposite a very welcoming fire. In a matter of minutes Mary Lavin was sitting down next to us. She appeared to be remarkably energetic and healthy for her age; she's 75 in fact! Upon plugging in the tape recorder, the following questions were asked. (The answers to these questions are transcribed colloquially, i.e. as we have heard them)

Q. What steps did you have to take in your younger years to get noticed and recognised as a future story-writer?

A. Now, again I don't want to depress you, but for God's sake don't rush into things. You're going to progress and improve, mentally and spiritually; your ability to express yourselves is inevitably going to improve. So don't rush into things! I think too many people rush into major things far too quickly, at such a young age. Now, I know it works for some people but as far as I was concerned, it didn't. What I mean is people have to start sometime but I never wanted to write, I only became a writer by chance. I was doing my Ph.d thesis at the time. I really started writing at 26 or so; no, I was a bit older, just before I got married. It was a story called 'Miss Holland' from Tales from Bective Bridge. I sent the story away—it was during the war years, and I got the story printed in the *London Mercury* which was one of the most prestigious magazines in the world, at the time; naturally, I was very excited. However, I did not regard myself as a writer just because that one story. The next thing I did was to send a letter to the *Dublin Magazine* and told them I had a story printed by the *London Mercury*. Seamus O'Sullivan was the wonderful editor at the time. He invited me to tea and he just advised me and told me to go out and write more and to send the results to him. He published a great number of my works in his older years. When it was published in the Irish magazine, I then sent it to an American magazine.

Q. Whom do you respect most as a write of any literary Form?

A. Well, every short story writer looks up to Chekov and the short story is my favourite reading. I mean, I've read a lot of novels but just to keep me occupied. It's much easier to write short-stories; they just flow out of you. Like they say, you know, it wastes much more electricity turning on and off switches and trying the ignition of a car – stopping and starting. Well, I think the mind is like that.

Although Chekov is my favourite writer, Racine, the French writer appeals to me greatly. When we were in school we only read the old classics and I think we should have read contemporary writers. When I was young I loved mystery stories, I

still do. I love stories with a strong plot. Some people say my stories are 'psychological' and don't contain a plot. However, people who fully understand my stories realise that the 'psychology' of the character forms the plot.

Q. Which of your stories do you personally prefer?

A. Now that's a hard question. I've written hundreds. I suppose you always like the stories your working on. You're inclined, as times goes by, to be more critical of your earlier stories. I have changed a lot of my work which some people don't do. Sean Ó Faoláin says that you can't do it. In some preface or another he said that writers have no right to change or touch old work. The person who wrote that piece then, was a different person, altogether.

For years, people have been coming to me or writing to me (from Germany, France, Japan – everywhere) and asking me about my work; and I feel that if you're considered to be such a good craftsman then you ought to be allowed to correct your mistakes. For example, if there's a new anthology coming out, I always read over my work and I might change it a little bit, but they're not big changes, you know. It's surprising sometimes when I see the mistakes I've made. Stories that have won prizes. For example, I might suddenly realise that the people in my story are sitting around the table, all in different positions. Or somebody walks outside the door and the next minute he goes out again. I mean we haven't even seen him come in yet!

Q. Did you know directly from your earlier years that you wanted to be a writer or was it something that hit you quite suddenly?

A. Well, I never intended to write. Never, never, never, never, never intended to write! In fact, I'd even go so far as to say, that not only did I never intend to write, but that I was absolutely determined that I would never write. I was a widow for twenty-five years, then I married someone I was originally going to marry before my first marriage. Both he and my first husband kept on urging me to write – I don't know why. I think it was because I used to write to them when they were away, you know – on holiday time. I suppose it was because I wrote interesting letters. I know that a good letter writer often becomes a good novelist but not a short story-writer. But I would say this though, I think letter writing is a tremendous help to a writer. To write to somebody about everything interesting is very helpful. Not conscious letters; not 'show-off' letters.

Q. On that point, did you ever excel in English, in your childhood years?

A. (laughs) Yes, I was very good at English. My essays used to be read out in class. I was lucky to have very good teachers. But I neglected other things. I was very good at French and English, but I was hopeless at maths. I lived for getting an essay. I literally sat waiting for the next essay to come, dying to know what the title would be, and do you know, my daughter, Caroline Walsh that became a journalist afterwards? She came home to me after a leaving certificate exam and asked me what an essay was. She never wrote an essay in her life. That was extraordinary. But of course once I started writing by chance, it shortly became an addiction.

Q. What advice would you give to budding young English writers?

A. Don't rush into things! Write as much as you can – write as much as you like.

And concentrate on your school essays – also most importantly, don't send your writings to any good writer! For one thing I don't want to sound mean, but you have no right to bother such a writer. It's ridiculous to expect a writer of my age to correct according to my own opinion a story written by a younger writer. The best judge is an editor. If you feel you've got a story good enough to print, don't get the opinion of a writer. First of all he won't spend much time on it. Second of all, he's not a critic. For, however an editor, it's his job to review works. If it's good, he'll automatically want it. And if he sends it back and makes a comment – that's a comment worth having – because he rarely writes anything.

Q. Do you regard 'Bective' to you as 'Coole' was to Yeats – where he loved to escape from the city?

A. Well, do you know – I don't live in Bective house which is a mansion. My Bective is a small big house; you know it's a marvellous place; rather like a place you'd find in Foxrock.

Q. What is the current piece you're writing?

A. It's called 'family life'. I've written about my mother's family and my grandmother's family. And then I wrote about my children; they are pretty mad I ever did such a thing. It's a sort of autobiography. I also write about my grandchildren. I don't mean I write totally about them, but about some little thing about them that 'catches my attention.'

Q. Do you think English is a talent you either have or haven't – or do you think one can work at it and improve it?

A. I don't think I can really answer that but as Thomas Hardy once wrote – "There's no field of endeavour –" or words to that effect – "there's no field of endeavour in which success will sow slowly but surely but English". Which will lead you to believe that the philosophy of life is that you may succeed in whatever you want to excell at but it's going to be a one long slog. But obviously if you have the talent it helps!

Q. What do you think of 'Literary Societys'? (*laughs frantically*)

A. Well, do you know what I would say? I would say that the literary society that you have started is an excellent idea; and I think that no body should have to ask people to write for it. I think they would be very foolish indeed. I think that anyone who has any 'intellectual aspirations' at all, should write for the society and I think that even if they haven't any, they'd be foolish. The rugby players and all the tough fellows who don't like to think of themselves as intellectuals might get a surprise. They might have gifts they didn't know they had. Anyway, they should write because in return they can read other literary society works. I think it's a great idea. When I was in UCD I was a member of their 'literary club; from the first day I entered. I found it intellectually stimulated me so much.

John Healy, Ciarán Twomey (S.3).

