



IN BLACK & WHITE

ISSUE 50 - 21 MAY 2013

FROM THE HEADMASTER

As you know, our new buildings have collectively become known as the 'West Wing'; this arose when I coined the title casually in a meeting, having been something of a fan of the eponymous TV programme. In a project meeting this week, I read a reference to the Hare Memorial Library works not impacting on 'WW3 foundations.' I frivolously noted how reassuring it was to know the building was being built strong enough to survive such a conflagration. However, with the buildings being now apparently coded WW1, WW2 and WW3, it is coincidental that they are due to be finished in the centenary year of the start of the other WW1.

On Thursday of this week we will be recognising the stoicism of the Harper/Julius communities over the last two years as we 'officially' open the new building. Past and present H/J parents are all invited to a simple event at 5.30pm. A commemorative stone is being installed in the cloister wall this week. Before leaving buildings, you may have noticed the large covered scaffolding tower on the road side of the dining room. The first of the two beautiful bay windows is being restored – involving complete deconstruction and reassembly incorporating additional strengthening. An information board is being prepared to explain what is going on behind the plastic.

Last week we were visited by ERO (Education Review Office) inspectors, their usual periodic overview of our operations. Whilst an independent school's inspection is limited to ensuring 'suitability' in all aspects of what we do, the external (if brief) snapshots are always useful. The formal report is very limited in its

scope, but the two principal inspectors shared their slightly more developed observations with the Board Chairman and me. They had clearly enjoyed their time with us, and had been impressed with what they had seen. One or two process issues were identified, for us to consider; one was that whilst we had a commendably reflective culture in the school, we could formalise the reviewing of any conclusions from that reflection. I knew what that meant – someone had told them the Headmaster changed his mind a lot.

Being ready to change your mind, and even direction, is very important if change is to be responsive and appropriate. Some decisions get overtaken by events, and not every aspiration will materialise before it withers. But it is most important to dream – to have ideas and visions of the future. Most importantly we must always believe that we can be better than we are now. Trying to be better, leads us to question a lot and to try new things. Some will work, some won't.

Another comment planted in the inspectors' ears was that the sort of boys coming to the school was 'changing'. Had I not had to conserve an ailing voice, I would have retorted 'I know – more intelligent, better natured and better looking.' Instead, I invested my remaining syllables in explaining that it was all too common



Christ's College Enrolment Tours 16, 23 and 30 May, 10 am

For more information contact Sandy Scannell
Ph 364 6836 or registrar@christscollege.com



CHRIST'S COLLEGE

for those teaching in schools to not recognise THEY were the ones who were changing! How a thirteen year old seems to you when you are 25 is very different to when you are 55. How can you make such a generalisation? – the chances are the youngsters in the school are much more like their peers of 30 years ago than we might tend to think.

Our ERO visitors were able to see our Chapel service on Monday, assembly on Tuesday and 'Congers' (complete with swooping blackbird) on Wednesday. They commented on the genuine warmth of appreciation of achievements in all areas read out in assembly, the participation in the chapel, and how well the boys responded to the Chaplain. We all know we are very fortunate to be so stimulated and involved. I am enjoying meeting with a group of Year 10s each week for their RE class, whilst Mr Coxon is away on sabbatical leave. I asked them to be quite honest about how good they thought they were at reading text information, and a number recognised they had difficulty reading and rapidly absorbing factual content – the usual 'read the pages, and fill in the worksheet' scenario. We then talked about why runners might carry a backpack, or strap weights to their ankles in training, and all understood it was to 'make it harder' or 'make the training more efficient'. We try to make things too easy, rather than setting out to make them harder. 'Reading' for most can be a fairly superficial activity – it is not too hard, so it doesn't demand significant brain investment to do it. The result? Very little connection to (and as a result recollection of) the content. I encouraged the boys to find ways to make actually 'reading' more demanding – and thus more effective. We will do some more on this next week. Some find reading difficult anyway – those who are fluent readers may lack depth and efficiency, whilst those who are not, struggle to absorb connected information because the reading process itself is not fluent enough.

Part of the interest in a teaching and learning situation is to dissociate the desired outcome from the method of getting there. All too often these are lumped together, when really they are not the same. In the British Army (and probably most others) 'Method of Instruction' is a training programme. Once through it, an individual might be charged with teaching a group a particular skill. He would have two manuals – one would be the task, and desired outcome, and the other the 'Method of Instruction' which is applied to all objectives. Our students should be encouraged to be equally engaged with HOW they learn as well as WHAT they learn, and give each their equal attention. Too much HOW and they will lose the awe and wonder in the WHAT. Not enough HOW, and the WHAT will gain a question mark – as in What?

(Writing about the army, reminded me of once signing up for what I believed was going to be a psychological lecture on the 'theory of a group'. It turned out to be two hours devoted to getting a cluster of bullets in the same area of a target. You are wondering how that could occupy two hours. So am I. Still.)

Last weekend the 1st XV played St Andrew's College. It has to be acknowledged that that fine school had, on occasions, won the side-lines contest, not for supporter numbers or energy, but for the number of uniforms on show. In an attempt to address this issue, I offered a small 'tuck shop voucher' for those who attended in uniform – as it turned out a most attractive innovation! Setting aside the Bursar's pitiable distress at the financial implications, it was tremendous to see so many turn out – and add even more to a terrific afternoon's sport! We are working at getting more supporters to all our major events – the uniform is a bonus.

Finally, last week our students won the annual Agricultural Skills inter-school competition. I was delighted. The first time it was held, I initially said we wouldn't take a day off to do it. Somewhat disappointed, but knowing how to manipulate me, they said 'You know St Andrew's are doing it'. 'In that case', I said with theatrical earnestness, 'Oh go on then, go and do it – but if you don't win it, I will want to see you all in my study to explain yourselves'. Later that afternoon, a very hesitant team appeared at my door.

'Sir, you said if we didn't win, we had to come here. I know you don't want to see us - it's just we don't know what to do with this trophy.'

Simon Leese, Headmaster

ASSEMBLY NOTES

[Click here for Assembly Notes](#)

CHOIR INDUCTION

Christ's College Director of Music Mr Robert Aburn presented 28 new choristers for induction to the Chapel Choir at a special service in the evening on Friday 10 April. The service was attended by a large group of parents and following the presentation of their surplice (or 'robe of office') the Choir performed several anthems.



CHRIST'S COLLEGE 1ST XV vs CBHS

This game will be hosted by Christchurch Boys' High School at Rugby Park this year on Tuesday 28 May at 2.45pm. All boys who play rugby as their school sport are expected to attend the fixture. Attendance for all other boys is voluntary. Sign up sheets have been posted in houses and once boys have made a commitment to attending the game, they must meet their commitment.

On 28 May we will run the first four periods as usual. Those who choose not to attend the game will remain at school and undertake supervised study from 2.00-3.50pm. Those who are attending the game will be bused to and from Rugby Park and should be back at College by 5.00pm.

Parents are very welcome to attend the game. Admission is free and no tickets are required. Please note that the fixture is alcohol free and the police will be breath testing at entry gates.

Mr Rob Donaldson, Deputy Headmaster

CALENDAR EVENTS

Week 3		
W 22		CSS winter sport begins
Th 23	12.45pm	Interhouse haka competition, Williams Court
	6.00pm	CSDC interhouse debating, junior round
F 24		
	1.15pm	Year 12 General Studies, OBT
	1.15pm	Interhouse junior basketball, Gym
	7.30-10.00pm	Year 9 dance, Gym
Sa 25		Weekend programme available for all boarders
	1.15pm	1st XV v Rangiora HS (away)
Su 26		Trinity Sunday
	9.00am	Holy Eucharist
Week 4		
M 27		Year 9 & 10 science rotation & Year 10 art/drama/music rotation
	1.45-3.00pm	University of Otago Law seminar for Christchurch schools, OBT
	4.00pm	Interhouse junior football prelims, CCCG
Tu 28		
	12.30pm	CSS cross-country championships, Halswell Quarry
	2.45pm	1st XV v CBHS, Rugby Park
W 29	7.30pm	Combined concert with St Margaret's College, Assembly Hall
Th 30		Mufti Day
	12.25pm	Interhouse junior debating second round
	12.25pm	Interhouse senior hockey first round, Upper
	3.15pm	Staff workshop on Critical Literacy
	6.00pm	CSDC interschool debating, intermediate round
F 31	1.15pm	Year 13 General Studies, OBT
	1.15pm	Interhouse junior volleyball, Gym
June		
Sa 1		No boarding programme or Saturday activities
		Saturday sport as usual
Su 2		9th Ordinary Sunday
		No Chapel service
		Teams leave for Rathkeale winter tournament (away)
Week 5		
M 3		Queen's Birthday. School holiday
		Rathkeale winter tournament (away)
Tu 5	1.15pm	Interhouse senior basketball, Gym

PARENTS' ASSOCIATION MEETING
Monday 27 May
7.30pm at 120 Mays Road
All welcome



CURRICULUM NEWS



There has been a lot of debate over the past decade about the efficacy of homework or 'prep'. The work of Professor John Hattie is often cited these days, and has international credibility as a 'meta-study' accumulating well over a million pieces of data as he and his team sought to establish how various learning strategies impact on learning.

Sadly, those who don't bother to do any more than 'cherry pick' various statements all too often misquote him. One of the classic examples is that of the impact of homework on learning. Hattie uses the concept of 'effect size' to measure the impact of a strategy on learning. He is often quoted as showing that homework has a very low 'effect size', and consequently asking students to complete homework is a waste of time. The investment of a mere few minutes of additional reading would have established the following:

- Homework does have a positive impact on learning
- That impact is lower at primary level than at secondary level

The issue in terms of the effect sizes is that there are other strategies that have a greater effect. For example the quality of direct instruction, or the quality of the feedback that a teacher gives to a student, have a higher impact than prep, both conclusions that I suspect will hardly be surprising.

This doesn't alter the fact that prep does help. Our College Prep

policy lists our aims for prep as:

1. Consolidation of memory in the acquisition of knowledge
2. Rehearsal/practice of previous learning
3. Additional feedback about learning for teachers and boys
4. The development of independence in learning
5. The extension of learning beyond the classroom
6. The reinforcement of the place academic study occupies in the life of every College boy

The development of the College Intranet offers the opportunity to support boys' learning more effectively in this regard. One of the organisational tools that we have created for boys is a 'prep app'. Staff record prep on the intranet, and every time a boy logs in he is shown what prep is due in each subject. The app allows staff to automatically e-mail boys as a reminder should they choose. The boys have generally indicated that they like the app as it helps them to be better organised, to make sure that they remember and complete prep by its due date. The app will also allow staff to e-mail parents, although this feature has yet to be enabled as we need to determine appropriate staff protocols for its use.

Good learning requires engagement between boys, school and parents, and we have always been confident that this engagement is one of many 'secrets' to the academic success of our boys. The 'prep app' development will be another small incremental improvement in this engagement.

Mr R Sutton
Senior Master Academic



Henry Wood
(School House)
Sunday 28 April
Crusaders v Rebels

REPORTING TO THE SCHOOL COMMUNITY



An important component of the academic success of our boys is the communication we have with our parent community on the signalling of academic progress. Academic staff and housemasters being in regular contact with parents ensures that everyone is on the same page and the boys make the most of their academic programmes.

This term we are making some subtle changes to our reporting procedures. Year 11-13 students will receive a full academic report at the start of Week 9 in preparation for the Parent/Staff interviews which will be held for dayboys in Week 10 from 5.00 -7.30pm on Tuesday 9 July and Thursday 11 July, and Friday 12 July for Year 9-13 boarding community. Juniors will all receive a full report at the start of the July Holidays which allows time for staff to comment on the junior examinations in English and mathematics on 12 June. Parent interviews for dayboy Years 9 and 10 will be held in Week 3 of Term 3 with a date yet to be calendared.

The use of a web based online booking system has enhanced the interview process and parents will be emailed well in advance of when these bookings are open. It is essential that these are made as early as possible as there is always pressure on staff who teach full junior or senior programmes.

Mr Robert Aburn, Senior Master (Internal)

FROM THE CHAPLAIN



On Thursday, 9 May, the school celebrated the Ascension, altering our timetable to have a special Chapel service.

All the Year 9 students have now received a Bible. This is a gift from the school. The Bible has the student's name in the front. We are working our way through significant Bible stories – the background to so much in our Western life and culture. If there is a student new to the school this year, he should come and see me to be given a Bible.

A year often gets given a title. Many Christians are calling 2013 "The Year of Faith". In Chapel we are picking up this theme by looking at what the creed might mean to us.

We are back now in what, you will notice in the Calendar, is called "Ordinary Time". It is easy to think this is "ordinary" as opposed to the "special" time of Lent and Easter. It is, in fact, from the word "ordinal" or "counting" – ordinal numbers are counting numbers. We are merely counting the weeks. There are 34 Ordinary/counting Sundays in a year with 53 Sundays. This year has 52, hence we drop a week, and, having left off at 5 before Lent, we pick up at the 7th Ordinary Week now.

Mr Nick Coxon, from the Religious Education Department, is on sabbatical this term, and I am delighted that the Headmaster is picking up some of Mr Coxon's teaching of Religious Education.

It is always great to welcome you to Chapel services and other events around the school. We wish the Chapel Choir and Schola well as they prepare for NZCF 'Big Sing' Festival.




Blessings

Bosco Peters, Chaplain

CHRIST'S COLLEGE & RANGI RURU GIRLS' SCHOOL • DIRECTED BY DAVID CHAMBERS & ROBERT GILBERT

ROMEO & JULIET

BY WILLIAM SHAKESPEARE
26-29 JUNE 2013, 7.00PM
CHRIST'S COLLEGE AUDITORIUM



BOOKINGS PH 366 8705 OR 983 3700
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CAREERS

Computing Courses & Careers - Gaming

The need for computing professionals and executives is growing as companies become more global. Almost every major challenge facing our world is turning to computing for a solution, from conquering disease to eliminating hunger, from improving education to protecting the environment. Students are able to study Computer Engineering, Computer Science, Information Systems, Information Technology, and Software Engineering. Over the next few weeks I will give examples where each of the above can fit in. Last time: Medical Imaging. This week: Gaming – The Microsoft Xbox 360, The Sony Playstation 3, The Nintendo Wii. Great gaming machines, but the technology behind them is powerful. At the heart of these machines is cutting edge computing. Computer Engineers produce faster, more powerful chips to display more lifelike characters in 3-dimensional worlds. Computer Science & Software Engineer experts create the artificial intelligence that makes each game challenging. Information Technology professionals support networks and infrastructure that enable game development. Information Systems professionals create systems for keeping track of customer feedback, behaviour, and demand. Entry requirements for Computer Science? You are not required to have had studied any sort of computing at high school. Good preparation is NCEA Level 3 Mathematics (Calculus). Physics can also be useful.



General Studies

On alternate Fridays Year 12 and Year 13 meet as a group to hear various speakers and organisations. The focus so far this year has been with the tertiary providers. Last Friday Victoria University talked to Year 13. This was not a Victoria hard sell. Boys intending to study at any tertiary institution would have benefitted from the talk where they were encouraged to weigh up several things before making their final decisions. Many were not aware that Victoria offered Engineering. The study @ Vic Day in August was mentioned.

University of Waikato – Sir Edmund Hillary Scholarship Programme

The most prestigious scholarship programme the university has to offer. The chance to pursue your sporting or creative interests while you study. It also places emphasis on academic achievement encouraging all-round excellence and leadership. Who can apply? School leavers who will have 60 credits at Level 3 NCEA in three or four approved subjects, with at least 14 credits in each subject and University Entrance.

University of Otago Scholarships

www.otago.ac.nz/entrancescholarships

Academic Excellence, Leaders of Tomorrow, Maori and Pacific Island, Alumni Appeal (academically strong student facing significant financial challenges in attending university), Alumni Disability Support, Performance, Frontiers of Science and Dux scholarships. Applications for these open online mid-June and close Thursday 15 August.

Aoraki Polytechnic – School Holiday Programme

A two day Sports, Fitness & Nutrition programme on Monday 15 and Tuesday 16 July. Students will develop the skills to plan a week long sport or fitness training programme. \$150 per student. Sport & Fitness – Introduction Day. Thursday 19 September. One day of sport and fitness activities as an introduction to the sport and exercise science industry. The venue is Christchurch Park, 250 Westminster Street. No cost.

Careers Expo

Year 12 attended the Expo last week at the CBS Arena. Before the visit they were given a Career Expo Planner which involved five steps. This included answering questions, looking at www.careers.govt.nz, and planning their expo visit. There was the opportunity to record details about course or tertiary training they might be considering. Finally, what to do after the Expo. This might include seeing Mr Sellars in the careers room, talking to others about their ideas, attending open days that have courses they are interested in, and checking out course or training application processes and dates.

What's new for Otago University

Bachelor of Performing Arts (BPA) to be introduced in 2014 (subject to final approval). This will replace the existing Performing Arts Studies major in the BA. Bachelor of Physiotherapy: Students still do the HSFY (Health Sciences First Year) but the UMAT and the interview are no longer part of the selection process. The best preparation for the HSFY is a Year 13 programme which includes biology, chemistry, physics and mathematics (Statistics or Calculus) at NCEA Level 3.

Chris Sellars

Events since the last issue

- CPIT liaison visit, Year 12 & 13
- Otago Tertiary Open Day, Dunedin
- Careers Expo, May 16-18
- Agriculture Skills Day (Inter-school competition) placed 1st & 2nd
- Victoria University (Wellington), liaison visit

Upcoming Dates

27 May	Otago University Law Seminar, at College 1.45-3.00pm – parents welcome
31 May	Lincoln University liaison visit
7 June	CPIT "Have a Go Day", 11,12,13 students - names to Mr Sellars
20 June	CPIT Broadcasting Information session (evening)
21 June	Monash University liaison visit
15/16 July	Aoraki Polytechnic, Sport & Fitness
18 July	CPIT Broadcasting Information session 7.00pm
15 Aug	Applications for Otago University Scholarships close
20 Aug	Swiss Hotel Management School, The George Hotel, 7.00pm
30 Aug	Study @ Victoria University Open Day
31 Aug	Auckland University Open Day

LIBRARY MATTERS

"We don't achieve literacy and then give children literature; we achieve literacy through literature." Charlotte Huck

I have been teaching English for about 18 years and in all that time there is one subject that parents continuously raise – reading. The questions and concerns range from whether their child is reading enough and comprehending what they read, to what book their child is actually reading. Very rarely have I heard complaints that a child is reading too much!

English teachers do their best to foster a love of literature, and encourage their students to read as much as possible. Sadly, the reality of the classroom and the amount of curriculum we have to weave through in a year is too great to allow classes to read more than a couple of texts in one year. This means that the majority of reading needs to be done in 'private time' and at home.

So does it matter how much your child is reading a day, a week or across the entire year? If you peruse the graph below – then the answer is YES!

Variation in Amount of Independent Reading

%	Independent Reading Minutes per day	Words Read Per Year
98	65.0	4,358,000
90	21.1	1,823,000
80	14.2	1,146,000
70	9.6	622,000
60	6.5	432,000
50	4.6	282,000
40	3.2	200,000
30	1.3	106,000
20	0.7	21,000
10	0.1	8,000
2	0.0	0

Adapted from Anderson, Wilson, and Fielding (1988)

As you can see if your child reads for at least 15 minutes a day then they will read over one million words in a year. Reading matters!

Lisa Trundley-Banks, Teacher/Librarian

NATIONAL TRADE ACADEMY SKILLS DAY

On Thursday 16 May National Trade Academy held its annual Skills Day for Schools. This competition is for schools around the Christchurch and surrounding districts with teams competing in a variety of agricultural skills.

Tasks included:
Stockhandling, fencing, tractor driving, agricultural spraying, motorbikes and identification – this involves identifying different cattle and sheep breeds, seeds and tools.

Christ's College entered two teams from the Year 13 Agriculture Class. Team one consisted of James Fox, Robbie Harper, Guy Heard, and Simon Northcote. Team two included Harry Wilding, William Pears, George Burdon and Brad Berquist.

The day was hugely successful for Christ's College with Team 2 winning 1st prize and Team 1 winning 2nd prize. William Pears won the prize for best individual student. And then to cap it all off, both teams combined to win the tug of war.

The boys were great ambassadors for the school displaying good sportsmanship and behaviour.

David Denham,
Agricultural Tutor, National Trade Academy



Christ's College Boarding Scholarships

Up to 100% of Boarding Fees available for outstanding candidates for Year 9 entry, 2014

Applications close at 4.00pm on Friday 31 May 2013
Please contact our Registrar on (03) 364 6836 or registrar@christscollege.com



CHRIST'S COLLEGE
CANTERBURY

EMERGING SPEECHMAKER WINNER

Hamish Thomas (Rolleston) won the Lions Club Emerging Speechmaker Contest for Year 9/10 students around Canterbury on Friday 17 May. Hamish needed to give two speeches to win the \$150 prize money. His first (prepared) speech was entitled, "The wonders of nanotechnology – and ice-cream." Once the prepared speeches were completed, the contestants nervously moved into an isolation room where they were invited out one at a time, presented with an impromptu topic, then given one minute to prepare a two minute speech. The impromptu topic was "seasons," a challenging topic to get creative with! Hamish said this was the hardest part – his note-taking during the 1 minute prep was "summer, aut..." – time up!! The Rolleston Lions Club kindly sponsored Hamish in this event.

Ms CM Rayward, HOD English



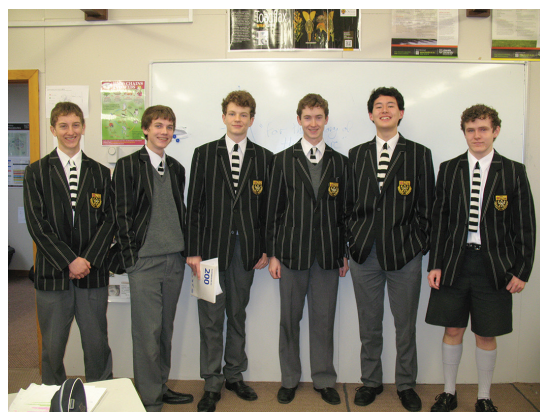
RUSSELL MCVEAGH CANTERBURY REGIONALS 2013

Over this last weekend our top two Senior teams took part in the most important South Island debating event of the year, the Russell McVeagh Canterbury Regionals. The boys involved were:

The 'A Team': George Bradley, Vincent Curd and Sam Till

Team 'Will Power': William Briscoe, William Fulton and William Warren

There were 24 teams entered this year, coming from as far afield as Timaru and Greymouth. Thus, right from the start, it was clear it was going to be fiercely contested. A range of challenging topical moots were explored over the weekend, such as "Western nations should use military force to prevent humanitarian crises in foreign nations", "Women should comprise at least 40% of the boards of all New Zealand companies" and "Religious education should be taught in all state schools."



Both Christ's College teams won two and lost two of their debates, which sadly meant they missed out on progressing through to the semi-finals. Despite this disappointment, the boys (who are all only Year 12, incidentally), thoroughly enjoyed the experience and have learned plenty. This all bodes very well for Regionals 2014!

Congratulations to the boys who were awarded Best Speaker over the course of the tournament: George Bradley, William Briscoe (twice awarded), William Warren and Vincent Curd. William Fulton was definitely the most "quotable" of our speakers; apparently "Parents actually LIKE their kids"! A special congratulations goes to Vincent Curd who made the Canterbury Representative Squad. This is a great achievement for a Year 12 student.

Ms CM Rayward, MIC Debating

INTERHOUSE CROSS COUNTRY

Another successful Christ's College cross country took place at North Hagley Park on Monday 13 May. MIC of Harriers Mr Graeme Christey was very pleased with the event. "The boys ran in good spirits and gave it a positive go to the best of their ability," he said. Results in the four individual classes:

Under 14:

- 1st Monty Batchelor (Flower's)
- 2nd Ben Marshall-Lee (Harper)
- 3rd Hamish Penrose (Corfe)

Junior:

- 1st Jeremy Penrose (Corfe)
- 2nd Henry Idiens (Condell's)
- 3rd James Coull (Julius)

Intermediate:

- 1st Tom Jackson (Richards)
- 2nd Josh Browne (Harper)
- 3rd George Perkins (Harper)



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Senior:

1st Ben Henderson (Rolleston)

2nd Hamish Clay (School)

3rd Simon Northcote (School)

Overall House Cup:

1st Richards, 2nd= Harper/School, 4th Soms, 5th Flowers, 6th Jacobs, 7th Condell's, 8th = Corfe/Rolleston, 10th Julius

Average house cup – top 5:

1st Condells, 2nd School, 3rd Richards, 4th = Corfe/ Harper, 6th Flower's, 7th Julius, 8th Soms, 9th Jacobs, 10th Rolleston



CSS ROAD RACE CHAMPIONSHIPS

Last Thursday, a cool day greeted the College road racers as they lined up in North Hagley Park for the annual CSS Road Race Championships. In the Under 14 grade Ben Marshall-Lee was the best performed runner finishing 8th while Monty Batchelor (11th) and Jack Hayman (19th) also finished in the top 20 which helped the team finish 2nd. The Junior team finished 4th overall in their grade thanks to top 20 finishes by Jeremy Penrose (5th), Henry Idiens (8th), James Coull (16th) and Callum Long (17th). Josh Browne (5th) and Tom Jackson (8th) helped the Intermediate team to 1st place. Rory Swanson (27th) and Fraser Densem (30th) were the next best Intermediate finishers. Hamish Clay was the only senior to run and completed the 5km course in 17.08 minutes to finish a very creditable 12th. NB These results are not yet official.

Graeme Christey, MIC Harriers

