



Sydney Church of England
Grammar School
North Sydney

December, 1965

Sydney Church of England Grammar School

Speech Day—9th December, 1965

Visitors are requested to be seated before 2.45 p.m.

*The Official Party will arrive in the
marquee at 3.05 p.m.*

OPENING SERVICE

Prayer

Hymn

O God, our help in ages past,
Our hope for years to come,
Our shelter from the stormy blast,
And our eternal home!

Beneath the shadow of Thy throne
Thy saints have dwelt secure;
Sufficient is Thine arm alone,
And our defence is sure.

Before the hills in order stood,
Or earth received her frame,
From everlasting Thou art God,
To endless years the same.

A thousand ages in Thy sight
Are like an evening gone,
Short as the watch that ends the night
Before the rising sun.

Time, like an ever-rolling stream,
Bears all its sons away;
They fly, forgotten, as a dream
Dies at the opening day.

O God, our help in ages past,
Our hope for years to come;
Be Thou our guard while troubles last,
And our eternal home!

Lesson:—I Peter, ii. 11-25.

Prayers

PRIZE GIVING

The Chair will be taken by His Grace, Most Reverend H. R. Gough, C.M.G., O.B.E., M.A., D.D., Lord Archbishop of Sydney and Primate of Australia, President of Council.

Summary of Headmaster's Report.

Presentation of Prizes by Lady ROBSON.

Vote of thanks by the Senior Prefect.

Benediction

National Anthem

Tea will be served in the School Grounds.

COUNCIL

President:

THE MOST REV. THE LORD ARCHBISHOP OF SYDNEY.

Members:

Rt. Rev. M. L. LOANE, M.A., Th.L., D.D.
Rev. Canon S. G. STEWART, Th.L.
Rev. R. S. R. MEYER, B.A., B.Ed., Dip.
Journ., Th.L.
Rev. J. E. WHILD, B.A.
Rev. Canon D. W. B. ROBINSON, M.A.
Rev. E. D. CAMERON, B.D., Th.Schol.
J. E. M. DIXON, B.Ec., A.A.S.A.
Dr. T. S. HEPWORTH, B.A., Dip.Ed., Ed.D.,
M.A.C.E.
R. B. HIPSLEY, B.E.
Dr. IAN W. HOLT, M.B., B.S., D.T.M., D.T.H.
W. L. J. HUTCHISON, A.C. (Austr.), Th.L.
A. G. LANG, B.A., LL.B.
R. E. LUDOWICI.
D. M. MacDERMOTT.
Dr. A. DISTIN MORGAN, M.B., Ch.M., D.A.,
F.A.C.A., F.F.A.R.C.S., F.F.A.R.A.C.S.

Hon. Secretary: A. B. PODGER, B.E.

Hon. Treasurer: T. A. TONKIN, B.Ec.

STAFF

Headmaster:

B. H. TRAVERS, O.B.E., M.A., B.Litt. (Oxon), B.A. (Syd.), F.A.C.E.

Senior Masters:

P. H. ELDERSHAW, B.A. (Syd.), M.A.C.E.,
(1), Housemaster Barry House.
K. D. ANDERSON, M.A. (N.Z.), M.A.C.E.,
(3), Housemaster Robson House.

Chaplain:

Rev. L. M. ABBOTT, B.E. (Adel.), B.D. (Lon.), Dip. Ed., (N.E.), F.S.A.S.M.,
A.R.A.C.I., Th.L.

Masters:

H. W. GRIGG, B.A. (Syd.), M.A.C.E.,
Master of Lower School.
J. N. PASCOE, B.Ec. (Syd.), (7).
W. SAWKINS, B.A., Dip. Ed. (Syd.),
M.A.C.E., (5), Housemaster Hodges
House.
T. B. WHIGHT, B.A. (Qld.).
R. A. GILFILLAN, B.A. (Syd.).
T. MILFULL, B.A. (Qld.).
W. N. DOWLING, B.A. (Syd.).
J. V. TERRY, B.A. (Syd.), Dip.Ed. (N.E.),
M.A.C.E., (10).
H. C. W. PRINCE, M.A. (Oxon).
P. R. M. JENKINS, B.A. (Syd.), M.A.C.E.,
Master of Middle School.
J. W. BURNS, B.A. (Syd.), (2).
T. H. VISSER, Ph.D. (Utr.), Mus.D. (Lon.),
T.G.D., M.A.C.E., (12).
L. M. JAMIESON, B.A. (Syd.), M.A.C.E.,
Master of Preparatory School,
Housemaster Purves (Junior) House.
R. BLOMFIELD, B.E. (Syd.), Dip.Ed.
(Melb.), M.A.C.E. †
R. K. DOIG, A.S.T.C., (9).
J. K. MORELL, B.A., Dip.Ed. (Syd.).
J. E. COLEBROOK, M.A. (Cantab.), (4).
A. J. MOYES, M.A. (Cantab.).
J. W. MATHERS, Dip. Ph. Ed., T.C. (Syd.).
N. A. EMERY, (11).
A. E. STAFFORD, A.C.P. (Lon.).
W. FOULKES, T.C. (Newc.), Housemaster
School House.
M. HOWARD, B.A. (Syd.), T.C. (Wyomondham).
D. J. ROSSELL, B.A., Dip. Ed. (Syd.).
N. A. BROADHURST, M.Sc. (Syd.),
Dip.Ed. (N.E.), †
S. P. GEBHARDT, LL.B. (Melb.), A.M.T.
(Harv.).
J. H. WINSTANLEY, L.R.A.M., A.R.C.O.
(Lon.), M.A.C.E., (8).
G. J. WHITE, B.Ec. (Syd.), †
P. I. PHILPOTT, T.C. (Syd.).
N. T. A. JACKSON, B.A., T.C. (Syd.).
T. W. BREWIS, M.A. (Oxon).
I. R. BARLOW, B.Sc., Dip.Ed (Syd.), (6).
J. E. WILSON, B.A. (Syd.).
M. G. HAM, B.Sc., B.Ed. (Qld.),
P.C.E. (Lon.).
F. H. ROSS, B.Sc. (N.S.W.), Dip.Ed.
(Melb.), A.S.T.C.
D. J. O'BRIEN.
W. CHAMBERS.
G. J. LEWARNE, B.Sc. (Syd.).
T. T. DAVEY, Dip. Agr.Sc., F.R.H.S., F.C.S.
(Lon.), A.Ph.S., M.I.Biol.
B. J. EDWARDS, F.R.H.S., T.C. (Tas.).
T. G. MACARTNEY, M.Sc. (N.Z.).
D. C. RAADGEVER, Dip.Fr., Gn., Sp.
(Amst.).
M. J. ALEXANDER, B.A. (Syd.).
R. C. PETERSON, B.A., Dip.Ed. (Syd.).
J. S. WATERHOUSE, T. C. (Ox. Uni. Inst.).
Dip.Ph.Ed. (Leeds).
W. McADAM, B.Sc., Dip.Ed. (Syd.).
H. HALL, B.A., T.C. (Los Ang.).
P. R. CARROLL.
M. R. PAIGE, T.C. (Reading).
Rev. V. H. J. CALEY, B.Agr.Sc. (N.Z.),
Dip.Ed. (N.E.), Th.L.
† On Leave.

Senior Masters in (1) English, (2) Classics, (3) French, (4) History, (5) Mathematics, (6) Physics, (7) Chemistry, (8) Music, (9) Art, (10) Geography, (11) Games; (12) Librarian.

School Counsellor: R. K. CHAMBERS, B.Ec., (Syd.), Dip. Ed. (Melb.), A.B.Ps.S., A.F.A.I.M.

Visiting Music Staff:

Violin & Percussion: Mrs. M. S. WINSTANLEY, A.R.C.M., L.R.S.M. (Lon.), and Mr. G. ANDREWS, D.S.C.M.
Piano & Theory: Miss D. HARPUR, D.S.C.M., L.Mus., Miss T. SPEHOFF, L.Mus.

*Cello: Mr. B. DUKE, L.Mus.

Wind & Brass: Mr. J. ST. GEORGE, L.Mus. Classical Guitar: Miss L. WOODLEY-PAGE.

Boxing: A. W. TAYLOR. Woolclassing: R. D. MINTER. Tennis: V. EDWARDS.

Sergeant Major: J. H. DIXON, J.P., (formerly 2nd A.I.F.).

Bursar: J. E. McCANN, B.Com., A.A.S.A., A.C.A.A., A.S.T.C.

School Medical Officer: Dr. R. M. DEY, M.B., B.S. (Syd.).

PREFECTS

Senior: E. R. Gaden; **Second:** D. B. Armati.

Prefects: G. W. W. Hyles, J. M. Warren; W. H. Beer, T. V. Chadwick, B. G. Chenery, P. C. R. Meyer, P. J. Moors, K. A. Wharton.

Sub-Prefects: I. T. N. Baker, A. C. Bertie, W. J. Britton, D. C. Brown, B. P. Campbell, R. A. Cooper, C. J. Fox, D. H. Grigg, J. E. Hallman, G. R. G. Hawkins, A. S. King, P. B. McKell, M. Mills, B. H. R. Neil, T. M. Sheehan, (N. A. Swift), R. W. Weight, D. E. Wills; T. M. Drevikovsky, G. Fay, C. J. Hunter, W. K. B. Shannon; M. P. Bestic, S. J. Cook, L. W. Davies, T. J. Jamison, C. B. Mitchell, D. G. Wood.

CAPTAINS OF SPORT

Athletics: J. E. Hallman; **Boats:** J. M. Warren; **Cricket:** D. B. Armati;

Football: G. Fay; **Golf:** J. B. Anderson; **Shooting:** T. J. Jamison;

Swimming: S. J. Cook; **Tennis:** C. J. Fox.

SCHOLARSHIPS, 1965

A.B.S. White Scholarship	E. R. Gaden
Old Boys' Union Bursary	B. G. Chenery
Bruce and Eldon Beale Memorial Prize	R. M. FitzHerbert
Cecilie Purves Memorial Prize	S. W. Elliott
S.C.E.G.S. Association Bursary	T. V. Chadwick
" " Exhibition (1)	W. J. Britton
" " " (2)	T. M. Drevikovsky
Grainger Exhibition	B. H. R. Neil
J. N. Graham Exhibition	M. A. Cameron
Holterman Scholarship	P. J. Moors
Junior Entrance Scholarship: (Oswald Stanton-Cook)	S. R. Pickering
(Christina Campbell) ...	D. M. Jenkins
(Hodges)	A. E. Jones
(Council)	D. I. Kelly
Junior Close Scholarship	{ R. H. Smith J. M. Ireland M. A. Halvorsen P. R. Wood
Junior Open No. 1	{ I. J. Woodforth S. L. Knibbs P. A. Bicevskis R. G. Davies
Junior Open No. 2	{ P. C. Green G. A. Coffey A. J. Makai
Archbishop's Exhibitions	{ G. J. Keen M. B. Robinson P. W. Gelding J. E. Bellingham
O. P. Wood Exhibition	B. P. Campbell

PRIZE LIST, 1965

Form	DIVINITY	GENERAL PROFICIENCY	GENERAL MERIT
	PREPARATORY SCHOOL		
I	C. R. Clark	T. C. Sutherland	G. C. Travers
Rem. B.	H. C. Parsonson	D. A. Cameron	D. E. Glover
Rem. A.	P. L. Hewett	T. M. Carment	S. A. Holliday
II B	S. L. Laurence	J. G. McKell	D. S. Little
II A	R. S. Gray	(R. S. Gray)	M. Cashion

	LOWER SCHOOL		
III C	C. J. Muston	J. C. L. Willcox	A. E. Stevens
III B2	I. A. M. McDiarmid	P. C. Turk	I. C. McAlpin
III B1	J. F. Utz	R. V. Dulhunty	A. C. B. Fitzhardinge
III A2	P. E. King	P. E. King	A. R. Lee
III A1	R. G. Davies & P. R. Wood	(R. G. Davies)	P. R. Wood & I. A. Pollard
S C	L. M. Sturrock	A. P. Holt	C. H. Picker
S B2	G. E. Fletcher	R. C. Morgan	A. J. Hardy
S B1	R. T. Burling	R. T. Burling	R. G. Hoskins
S A2	N. G. S. Wallman	P. C. Barrett & N. G. S. Wallman	
S A1	P. C. W. Giltrap	(A. J. Makai)	A. P. Golsby-Smith

	MIDDLE SCHOOL		
IV C	C. P. Hardy	C. P. Hardy	T. R. B. Walker
IV B2	G. R. Heath	G. R. Heath	J. R. F. May
IV B1	P. J. Dowdy	L. P. Welch	D. E. Smith
IV A2	P. G. Champion	C. D. Garland	D. J. Dey
IV A1	S. R. Pickering	(S. R. Pickering)	(P. E. A. Koppstein & S. C. Churches)
V C	A. J. N. Hooke	D. H. Harvey	
V B3	I. G. Griffiths	I. G. Griffiths	J. D. S. Simpson
V B2	C. I. M. Berry	C. R. G. Rourke	R. L. Millyard
V B1	M. J. Davis	S. G. Andrew	M. J. M. Moxham
V A2	I. A. Byrne	M. F. Wild	F. P. Old
V A1	R. S. Angyal	(R. S. Angyal)	(D. M. Jenkins & R. J. Lee)

	UPPER SCHOOL		
VI	DIVINITY: F-H-J: D. P. Girvan; G-I: D. J. C. Bigg; D-E: A. J. M. Smith; B-C: D. C. Brown; A: (D. H. Grigg).		
	GENERAL MATHEMATICS: P. A. Q. Morris.		
	MATHEMATICS III: (T. M. Drevikovsky).		
	MATHEMATICS I & II: 1b: L. W. Davies.		
	1a: (H. M. Hudson).		

ORDER OF MERIT IN THE SIXTH FORM IN GENERAL PROFICIENCY

1. T. M. Drevikovsky; 2. L. W. Davies; 3. G. D. Tait; 4. H. M. Hudson; 5. W. J. Britton; 6. D. J. C. Pope; 7. P. C. R. Meyer; 8. P. J. Moors; 9. M. A. Cameron; 10. J. R. House; 11. D. W. E. Blatt; 12. S. A. Christiansen; 13. A. S. Podger; 14. R. M. Christie; 15. B. H. R. Neil; 16. M. E. T. Horn; 17. W. K. B. Shannon; 18. S. M. Dunn; 19. M. H. Cooper; 20. B. D. MacDermott; 21. B. P. Campbell; 22. R. A. Cooper, R. W. Weight; 24. J. N. Sutherland; 25. D. G. Wood; 26. W. H. Forsythe; 27. E. R. Gaden, D. A. Wadley; 29. I. T. N. Baker; 30. R. J. Shields; 31. C. J. Hunter; 32. M. Mills; 33. P. B. McKell, P. R. Sinden; 35. J. M. Warren, K. A. Wharton; 37. D. H. Grigg, A. R. Tyson.

SPECIAL PRIZES

ART:

W. M. N. Stewart Memorial Prize (Preparatory School)	A. C. Nivison
Junior Prize	C. B. Dove
E. T. Thring Memorial Prize	{ T. A. Storrier A. J. Moore

CATECHISM:

Uther Prize	J. F. Utz
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GENERAL KNOWLEDGE:

Junior Prizes	S & IIIrd Forms A. J. Makai
	Vth & IVth Forms S. C. Churches
John Jamieson Memorial Prize	Vith Form W. H. Forsythe

MUSIC:

Theoretical Junior	C. P. Gerber
Theoretical Senior	T. M. Drevikovsky
Practical Junior	S. Houldsworth
Practical Senior	P. G. Gerber
The R. G. H. Walmsley Memorial Prize	D. H. Grigg

WOODWORK:

Junior Prize	A. W. Chartres
G. R. and R. V. Kierath Prize	A. S. L. Halvorsen

WOOLCLASSING:

Riverina O.B.U. Group Prizes	{ R. C. Haigh G. K. Smith E. A. Henning
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CHOIR:

Junior	M. B. Edey
Senior	M. F. Wild
The David Davies Memorial Prize	D. G. Selby

ORIGINAL CONTRIBUTION TO SCHOOL MAGAZINE:

The Torch Bearer Prize	W. J. Britton
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DEBATING PRIZES:	{ B. D. MacDermott D. M. Jenkins W. J. Britton
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GENERAL ACTIVITIES:

Frank Cash Memorial Prize	G. C. Woodrow
Old Boys' Club Prize (Vth Form)	P. C. Green
Hugh Barker Memorial Prize	T. V. Chadwick
Old Boys' Club Prize (VIth Form)	{ J. M. Warren W. J. Britton
Old Boys' Union Prize	P. J. Moors
D. J. Richards Memorial Prize	D. B. Armati

PREPARATORY SCHOOL:

John Scott Memorial Prize (II A Form)	R. S. Gray
John Scott Memorial Mathematics Prize	J. P. Wall

THIRD FORM:

Daryl Loddington Hall Memorial Prize (French)	N. W. Keen
Alan Ludowici Memorial Prize (III A 1 Form)	R. G. Davies

SUB-INTERMEDIATE FORM:

George Gordon Black Memorial Prize (English)	A. H. Macartney
Hunter Stephenson Prize (French)	P. W. Gelding
The Selby Prize (Science)	G. H. Wall
Tamworth O.B.U. Group Prize (Mathematics)	A. J. Makai
Alan Ludowici Memorial Prize (S A1 Form)	A. J. Makai

FOURTH FORM:

Frank Bennett Memorial Prize (English)	S. R. Pickering
Roy Milton Prize (French)	S. R. Pickering
L. R. Benjamin Memorial Prize (Science)	P. E. A. Koppstein
Geoffrey Cohen Memorial Prize (General Merit)	{P. E. A. Koppstein S. C. Churches
Tamworth O.B.U. Group Prize (Mathematics)	{P. E. A. Koppstein S. R. Pickering
Alan Ludowici Memorial Prize (IV A1 Form)	S. R. Pickering

FIFTH FORM:

Harry Eames Budd Memorial Prize (English)	R. S. Angyal
Eric Milcham Litchfield Memorial Prize (General Merit)	{D. M. Jenkins R. J. Lee
Hunter Stephenson Prize (Mathematics)	D. M. Jenkins
Alan Ludowici Memorial Prize (V A1 Form)	R. S. Angyal

SIXTH FORM:

David and Elizabeth Carment Prize (Mathematics III)	T. M. Drevikovsky
Donald Muston Memorial Prize (General Merit)	{D. W. E. Blatt S. A. Christiansen
Russell Sinclair Memorial Prize (General Merit)	J. R. House
Geology Prize	M. H. Cooper
Accountancy Prize	G. M. Easy
Economics Prize	R. W. Weight
The Lodge Torchbearer Prize (Ancient History)	{C. J. Hunter P. B. McKell
Desmond Hum Memorial Prize (Geography)	W. K. B. Shannon
John Kingsmill Phillips Memorial Prize (Chemistry)	L. W. Davies
Monteith Cowper Wood Memorial Prize (Physics)	G. D. Tait
Ian Menzies Memorial Prize (History)	P. C. R. Meyer
German Prize	T. M. Drevikovsky
Herbert Kendall Memorial Prize (French)	T. M. Drevikovsky
David Cowlshaw Memorial Prize (Latin)	M. A. Cameron
J. S. Wilson Memorial Prize (English)	T. M. Drevikovsky
Charlton Divinity Prize	D. H. Grigg
Harold Dean and R. S. Reid Prizes (Mathematics)	H. M. Hudson
Percival Sharp Memorial Prize (VI Form)	T. M. Drevikovsky
A. H. Wade Memorial Prize (General Merit)	D. J. C. Pope
War Memorial Prize (second in General Proficiency)	{L. W. Davies G. D. Tait
Burke Prize and United Services Prize (first in General Proficiency)	T. M. Drevikovsky
Brian Pockley Memorial Prize	E. R. Gaden

HEADMASTER'S REPORT, 1965

Your Grace, Lady Robson, Ladies and Gentlemen:

We are absolutely delighted to have Lady Robson as our guest today. All at Shore have wished to show their great pleasure that she has been honoured by Her Majesty the Queen. Naturally the school was delighted to know that the work of the late Mr. Robson had at last been officially recognised and only regrets that he did not live to know he had been so honoured. But Lady Robson has herself been honoured because she too has done great works throughout her time in the school. So today we hope that she will understand how we feel for her and how glad we are she is here.

As you are all aware the School Council has decided that a suitable memorial to Leonard Charles Robson will be built in the school. This is to take the form of a reading room linking the War Memorial Assembly Hall with the new classrooms in the Benefactors' building. The fund established to create this memorial has already been well received by a large number of the school community.

As at 30th November, 1965, 1,157 persons have contributed £13,575.0.0 to the fund. It is hoped that many more will join in the establishment of this memorial. No contribution should be considered too small, for the idea is to have as many people as possible associated with the memorial. Shore is grateful too that several schools have generously contributed to the fund.

When the Robson Reading Room is complete it will be possible for senior boys to work there privately in their spare periods. Thought is also being given to the idea of using it at night as a study area for boarders in order to relieve pressure on the study accommodation of senior boys.

December 1965 marks a break in the scholastic history of New South Wales. For the first time candidates sat for the School Certificate Examination which was set up under the Education Act, 1961, as part of the new scheme of secondary education. We have now seen four years of the new secondary schooling; and in general it can be said that the change is for the better. Perhaps the very best boys have not been pushed scholastically as much as they should have been. The advanced level in some subjects does not seem to have tested boys as much as we had hoped. So it will be necessary for the better students to read more widely on their own and to expand their work in their own spheres of interests without being pressed to do so. The concept of three levels of scholarship is a good one and helps the weaker pupil quite considerably. It should be remembered that boys can move from one level to a higher level provided they deserve it and are prepared to do the necessary work. To date, however, we have not encouraged too much movement either up or down until more was known of the new syllabi. But on the other hand, the policy in the lower years has been generally to set boys to work at a slightly higher standard than the one of which they are capable in order to be sure they are fully extended. Whether this has been the correct approach will not be known until the results of the School Certificate Examination appear.

The School Certificate Examination generally seems to have been a quite fair examination. It has several new features which are worth mentioning. First, all candidates will be notified individually of results and they will be notified prior to the publication of results in the press. Secondly,

in due time, the school will receive the scaled marks which the candidate achieved in the various subjects at the examination and so will be able to compare the boy's actual performance in the examination with the school's assessment of his work. Thirdly, the results will not come out until quite late in January; so there may be some delay at the beginning of the new school year in establishing boys in their proper classes in the Lower VI. Fourthly, based on the results of the examination Commonwealth Secondary Scholarships and many of the new State Secondary Scholarships and Bursaries will be awarded. Fifthly, built into the marking procedure there is a sequence of events which guarantees the automatic remarking of those papers which reveal that the candidate has performed in a manner different from his performance at school. Since this remarking is automatic, there will be no appeal against the marking. This is a good thing and will remove from the examination an undesirable feature of recent years in the Leaving Certificate. Parents may be assured that the system is a sound and fair one and so need not worry that their child has not been fairly dealt with. At the same time of course, arrangements have been made for cases of illness and misadventure in the course of the examination itself. Since mishaps of this kind can take so many forms there is no need to outline any details here; but again parents should know that the school feels satisfied that all necessary arrangements have been made in this respect. Finally, the examination period itself was not dragged out over several weeks. The majority of candidates in this school finished in four consecutive days—a fact which delighted them as the examination was over and done with. It is to be hoped this feature will be preserved in future years.

The fact that a boy now will sit for two public examinations in the six years of his secondary education seems to demand a change of attitude towards work. In recent years there has been a tendency among boys to take life easily in those years when there is no public examination, and then to work furiously in the year of the examination itself, giving up all extra curricula activities in an effort to make up for lost time. This is not sound education and such an approach needs to be altered. It is far better for a boy to work consistently hard over the whole course of his secondary education and to continue to pursue all his out of school interests right to the end of his course. In this way he will receive a balanced education, he will be able to make the most of his years at school and his character will be developed soundly.

The depth and the intensity of the syllabi for the final two years now indeed demands that boys work over the whole period in order to achieve the necessary standards. These last two years also demand a more mature approach to study and a changed attitude towards academic work both in and out of school.

A boy will have to become a "student", often working on his own and towards academic goals which he himself sets for himself. In an effort to help achieve this maturity the school proposes to group the fifth and sixth years as the VI Form, dividing it into Lower VI and Upper VI. The course over the two years will then be regarded as one unit and will be so treated administratively.

Thus, a boy will in future only enter the Sixth Form by passing the School Certificate, or by special permission of the Headmaster; and on entry he will be expected to work hard and to adopt a mature scholastic approach to his study. There is no place in the VI Form of the future for the lazy or the frivolous; and certainly no boy will be allowed to enter the Upper Sixth unless he demonstrates a suitable scholastic maturity.

It is a pity that so many people who are outside schools or who have not really understood the nomenclature and the full details have so freely expressed their opinions about the final two years of secondary education; they have merely confused issues involved and prejudiced under-

standing of the new scheme. Despite what has been said publicly by such people, the staff of this school believes that academic standards of the new syllabi are high, higher indeed than the old standards, and that it will be necessary for boys to realise that they will have to work hard over two full years to reach this new standard. The soundness of examination papers set in the School Certificate Examination seems to add weight to this belief.

In public discussions about these final two years, far too frequently lately has it been forgotten that secondary schooling is an end in itself and not merely a course preparatory to some other educational field. If the community is to regard secondary education solely as a preparation for later university or vocational training, then there is no doubt that secondary education will suffer. The secondary school is an important, but integral, part of the process of the education of any child. It is at this time that habits are formed and prejudices can occur; the mind is receptive to ideas and a young man's character is formed. It is not right therefore to consider these two years at school as existing merely as an introduction to matriculation or to some other standard of entrance to industry or commerce. If a boy spends all his time thinking about choosing subjects in order to satisfy some faculty prerequisites or about grubbing marks to gain some scholarship, he will miss the "here-and-now education" he so badly needs for the development of his own soul and his true personality. He will be inclined too to become so material in outlook that he will forget the joy of learning and living in the world of which he is part; and so he will fail to mature into a whole but purposeful youth. Secondary education has its own aims, its own unity and its own purpose; if these are relegated to positions of unimportance, the society and culture of the nation may well suffer in the future.

For the Higher School Certificate there have also been established three levels of study. The first level standard is extremely high, well up to first class honours standard under the old Leaving Certificate. The second level set out to be the standard for the boys in the top ten per cent of academic ability who go on to the university, and third level was to be a course suitable for the remaining majority of pupils. Unfortunately, there has been such unfair public denigration of the third level courses that the belief is now widely held that they are academically useless. This attitude too has unfortunately been magnified by the latest matriculation requirements published by the universities. But it should be noted, both within the school and outside in the community, that third level courses are of good academic standard and are quite suitable both as terminal studies at secondary level and indeed for matriculation purposes.

I said last year that many teachers in schools had hoped that a wind of change would sweep through the matriculation requirements. Unfortunately, except for the break through by Macquarie University, matriculation requirements have remained in their former dull, unimaginative rut. It is regrettable to have to report about matriculation in these terms; but it is necessary to say, bluntly but clearly, that the existing universities acted unilaterally in establishing their new matriculation. They neither consulted with the schools at the appropriate time nor accepted the schools' opinions when they ultimately were forced by public pressure to seek them. In recent years every part of secondary education has been closely scrutinised and greatly revolutionised. There have been discussions among all grades of educationists—professors, schoolmasters, administrators, executives—and a considerable improvement has consequently been achieved because all opinions were heard. But when it came to matriculation there was no discussion; schools were presented with a fait accompli.

On the other hand the newly established Macquarie University did seek the opinions of the schools and has now introduced a quite revolutionary approach to matriculation. Let no one be mistaken: the standards of entry

to Macquarie will be equally as high as those of the existing universities. But the pupil will not be forced by an administrative grouping of subjects to study subjects in which at the age of 18 years he has no interest and which he has no intention of studying at the university. There are available several empirical studies which show that Macquarie University is on the right lines in this respect.

One wonders too whether the universities, when establishing the new matriculation, consulted those many other authorities which, perhaps wrongly, use matriculation as an entrance requirement. Higher education is now no longer isolated from the community as it used to be. Universities have a central part to play in the education of the nation; and everything they do affects all sectors of the educational structure. It is therefore not proper for the universities to act unilaterally; they must consider fully the effects any of their decisions will have on the community in general. This is especially so in two places in university education: at matriculation and at graduation. Decisions made concerning matriculation reach right down into the secondary school and determine, even as low as first year, courses of study which boys must follow in order to hope to matriculate. For example, by grouping the languages as they have done for matriculation, universities have given no recognition to the fact that a Social Study is now a compulsory subject in the first four years whereas languages are elective studies.

Now that there are so many universities the time has come for the establishment of a joint matriculation board, membership of which should include university representatives, school representatives and commercial and industrial representatives. Such a board would provide a clearing house for all opinions in the community and would ensure that the right pattern of matriculation is achieved and that matriculation is not wrongly used by institutions other than universities.

Indeed, it is time that all in the community recognised fully the great revolution taking place in secondary education as a result of children staying at school longer. Secondary education is no longer the preserve of the rich or the intellectually elite; it is rapidly becoming the accepted education for all in the community. Statistical studies in the Department of Education show that the numbers of children staying at school till fourth year have almost doubled in the last decade. Perhaps the time may well have come for the government to increase the compulsory leaving age to sixteen years in order to acknowledge this fact.

This situation, of which schools have been increasingly aware over the last decade, has resulted in more and more children sitting for the final public examination — in the past the Leaving Certificate, and soon the Higher School Certificate. Consequently those in industry and commerce have raised their educational demands and have increasingly sought the qualification of the Leaving Certificate before granting positions to school leavers. Simultaneously, the affluence of the nation has caused many parents to say that, if their children have to be at school until the Leaving Certificate in order to gain suitable qualification for a commercial post, the children may as well try for matriculation. And so, many pupils who are not truly university material are trying for matriculation.

The failure of the old system of secondary education was that the Leaving Certificate did not discriminate adequately between the true university potential and the ability of the multitude. In the new system it was planned that the difference between second level and third level courses would achieve this necessary discrimination. But, because the existing universities apparently either failed to understand this present situation or failed to seize the nettle of discrimination, it seems that second level will in future merely become once again the single standard to cover both the intellectually gifted and the average pupil.

Schools had hoped that second level would be a hard, academic standard suitable only to the better scholastic pupils. This is how they viewed the quality of the syllabuses. The universities had a different view—a view which it is claimed was forced on them. Be that as it may, the point is that matriculation is being wrongly sought by many pupils who say reasonably that, if they have to have matriculation for a job, they may as well try to enter a university, thus endeavouring to achieve an academic standard of which they are incapable.

Had matriculation been made suitable only for those intellectually capable of reaching university standard—as it must be before we can make the best use of the whole range of academic ability of a generation of pupils—other bodies and institutions would have been compelled to think out clearly those scholastic standards necessary for entrance to their own institutions. Last year I gave the example of accountants in this respect; since then other vocations have boarded the matriculation band wagon as well.

The Martin Committee on Tertiary Education provides some interesting statistics which are relevant here. Throughout Australia university enrolments in 1961 were only 6.4 per cent of the population aged 17-22 years. Therefore the more professions and vocations there are demanding matriculation for entrance, the less numbers are available to each profession or vocation. As it was, only 12.5% of all persons aged 17 years completed secondary education in 1961; it is silly therefore to try to cut up such a small group in too many ways.

What we need in Australia are efforts to increase the proportion of 17 year olds who complete secondary education. And to increase this proportion demands that there be opportunities for employment for these children when they leave school. Also it demands that thoughtful consideration be given to the standard of education for many of those who are in the second quartile of academic ability. In this band of ability there are plenty of diligent persons of sound character and able leadership who will do well in any profession or vocation in which they are interested. Usually this group of people is more practical than academic, and often more full of common sense than of theory; but they are normally not scholars in the university sense. The more these people are driven to attempt to reach the purely academic standard of matriculation, the more frustrated they become and the more time they waste before finally filling a suitable post in the community.

I plead therefore for more sound thinking about the purpose of matriculation both as it affects pupils of university potential and pupils who will in fact become the businessmen of the future.

There have been two other concerning developments in education in recent years.

Firstly, there has been the increasing dominance of the time table by the subjects of Mathematics and Science. Unless a close look at this is soon taken, there is a danger that school education will return once more to the position typical of the end of the 19th century when the curriculum was dominated by the classics. At that time it was believed that no person could be considered educated unless he was expert in Latin and Greek. Far too frequently now do we hear a similar cry that only by knowledge of Mathematics and Science will we be able to survive into, and in, the future.

In the first four years of secondary education the future needs of the average citizen in so far as Mathematics and Science are concerned are now adequately catered for. The final two years should therefore be devoted to a sound education in those subjects which a pupil chooses because he is truly interested in them. What is wanted for the best brains is the best education; and this can be achieved in any field of study! The important thing is that the study be in depth and at the highest quality and be in those fields in which the person himself is vitally interested—not in a field imposed by someone else.

Secondly, far too much emphasis in the community is being placed upon a piece of paper (gained at a public examination) as a sign of a well educated boy. The pressure to pass examinations, being unwisely applied by this demand for a certificate, is causing interference in the broad education needed to develop the character of the boy. Boys are becoming so afraid of failing that they want to give up all extra curricula activity. And they are encouraged in this because so many people outside the schools are expressing their free opinions about education. Too frequently such people write off the expert opinion of schoolmasters because they hold the popular misconception that the schoolmaster is badly trained and ill prepared. Schools have had many years of experience in determining what they believe to be the best and the proper education necessary to produce a well balanced, thoughtful citizen of character.

It is important educationally that boys play games, take part in clubs and societies, perform in plays and orchestras, as well as work hard in class. Future generations of adults are expected to have more leisure time; it is therefore more necessary than before that children now at school be taught how to use this leisure satisfyingly and intellectually. The all round education of boys at secondary schools thus becomes in the long run more vitally important than the short run provision of a "ticket" gained by cramming for an examination. I would urge businessmen in particular that they question potential employees about their extra curricula activities as well as their academic passes. Perhaps it is not too much to hope that some day universities will do the same!

It is pleasing to report that the Leaving Certificate results in 1964 were somewhat better than usual. This was based upon the consistently hard work of the boys in question, a matter referred to last year. It was good to see their efforts rewarded. The Leaving Certificate classes in 1964 left a good example of work which has been followed by the Leaving Certificate classes this year. Younger boys in the school may well look to both these examples given by the last two Sixth Forms and reflect upon the virtue that hard work brings its own just reward.

Several boys have won awards in the Mathematics and Science fields throughout the course of the year. Some 800 pupils throughout the State now sit for these competitions. G. D. Tait won a prize; H. M. Hudson and D. G. Wood won certificates of merit in the Schools' Mathematical Competition in the senior division; and in the junior division P. E. A. Koppstein won a prize. In the Sixth Annual Science Research competition, three teams were granted prizes: W. J. Britton, M. A. Cameron and P. J. Moors; D. W. Blatt and G. D. Tait; and R. R. Hordern and G. N. G. Shaw in the junior section.

In general the quality of the school's performance in games has shown a marked improvement. Boys have become more energetic in their training and more thoughtful about the standard of performance which has to be reached in order to compete satisfactorily. The right balance between work and games is being achieved by more boys and a proper spirit towards the playing of the game has been most marked in certain parts of the school. There is a tendency perhaps for the top class gamesplayers not to talk sufficiently with their coaches—especially during practice—in order to reach that fitness of standard necessary for really first class performance. Also there is at times still a tendency on the part of some boys to sulk when reprimanded for what is in fact a poor performance, not one caused by the actions of the opposition but rather by a low performance on the part of our own side. Games are an extension of the education of a boy and he is expected to perform to capacity in them as he is in his work.

Gradually the number and the type of games are being increased. Golf is now played by an increasing number of boys; many boys are sailing, with the knowledge of the school; and many take part in Surf Lifesaving. Those who sail, however, should realise that this takes them out of the mainstream of the life of the school and they perhaps are not so close to their friends as they would otherwise be if they took part in games within the school. Nor can many of them demonstrate to their peers those qualities of leadership which make many of them so successful in their sailing. It should be remembered that it is not so much the playing of the game as the being with friends during the match which is the important educational factor.

It is proposed to raise the standard of swimming required for entry to Surf Lifesaving because some boys are showing a tendency to slip into Surf Lifesaving in order to avoid playing a team game which involves some sacrifice of time and self. Too often this sort of boy tends to regard Surf Lifesaving as a method of having a swim at the beach rather than as a game in which he should be genuinely interested and involved.

The standard of cricket has improved very considerably. The work of D. B. Armati as Captain of Cricket in 1964 and 1965 deserves special mention. He has been thoughtful and determined and ever ready to learn both on and off the field. The 1st XI has improved quite noticeably under his leadership as is demonstrated by the fact that four were selected in combined teams: E. R. Gaden and C. J. Hunter in the G.P.S. 1st XI; D. B. Armati and J. E. Hallman in the G.P.S. 2nd XI. There is perhaps a tendency in some of the lower grades to display a lack of enthusiasm. Cricket is, however, a game which requires much concentration if one is to improve; and only by long hours of determined practice in the nets can any improvement be hoped for. It is noticeable that some boys are not prepared to put in this necessary time and practice. Cricket also suffers at the moment as it is played in the term in which public examinations are held. Boys must realise that even though they are preparing for a public examination they must still continue to take physical exercise. It was most concerning to see the way in which some of this year's Sixth Form boys, when given the slightest chance, took no exercise at all in Third Term. Plans are being made to alter this situation.

The football season is now by far the longest season for any game in the school. It lasts for more than 15 weeks of the school year and requires a very large amount of administration and organisation by the staff. 581 games of football were played this year and the problem of organising referees for these games is sufficient to illustrate one of the administrative problems.

The 1st XV was perhaps a better team than its results show. Certainly they did not lack in determination as has been unkindly said of them. The 2nd XV were very successful, being joint premiers with Sydney High School. From results the most successful team in the school was the Under 13 G which played 11 matches, won 11 and scored 273 points for to 8 points against—a very fine performance in any team. In the senior school 490 games were played, 247 being won, 25 drawn and 218 lost, while the Preparatory School had a very good season indeed with 91 games played, 47 won, 9 drawn and 35 lost. It will be interesting to see whether the Preparatory School 1st and 2nd XV's who both had such a very good season, are able to maintain their record as they come through the school.

The rowing standard is improving rapidly in all schools, thereby making the winning of the regatta correspondingly harder. Plans are being made to increase the number of boys rowing, but the financial and transport problems have not yet been satisfactorily overcome. Once again thanks are due to parents and Old Boys who assist in the satisfactory running of the rowing season; without their help it would be almost impossible to continue.

The increased interest in athletic training shown over the August holidays bore fruit in the performance at the G.P.S. Athletics. The 1st team came

fourth and the 2nd team came second. Boys prepared with more determination and more purpose, and consequently were fitter on the day than they have been for some time. P. M. Forsyth established the only record at the G.P.S. jumping 6 ft. 2½ inches to equal the Open High Jump record held by J. K. Antill of Sydney Grammar School.

Rifle shooting once again provided a premiership when the 2nd team won handsomely. The 1st team came second. T. J. Jamison's leadership of the club was in the best traditions of the school's shooting.

In swimming the school won all its races against other schools. There is no organised competition but relay teams are provided to compete at various carnivals. Over the swimming season we won quite consistently.

Tennis and squash continue to occupy many boys, and teams regularly play on Saturday mornings throughout the whole year. We are not quite as strong as we have been in recent years but certainly the enthusiasm is not lacking.

Some all round games performances by prominent boys in the school should be noted. Gaden, the Senior Prefect, has gained four colours this year: Cricket, Football, Athletics and Shooting; he is also a member of the G.P.S. 1st XI and a Cadet Under Officer. It is a long time since any boy had four colours, let alone the Senior Prefect. T. V. Chadwick, J. E. Hallman, G. R. Hawkins and G. Fay each have three awards, Chadwick is a Cadet Under Officer and Hallman is R.S.M. of the cadets. Other cases could equally well be quoted. It is good to see so many boys taking such a complete part in the life of the school; yet more could do the same thing.

Considerable thought has been given in all the schools about the place of games in the life of the school and it is pleasing to report that a reconsideration of the A.A.G.P.S. is under way. The interference of examinations with games has been mentioned earlier, but there is now evident a determination on the part of all schools to see that games hold their rightful part in the curriculum. The danger of the decline of games has at last been realised and an endeavour to modernise the structure of the A.A.G.P.S. is now considered essential by all schools. No alteration will perhaps show throughout 1966, but it is quite evident that there may well be a new look in 1967.

Old Boys who are interested in the early history of the A.A.G.P.S. will be pleased to know that as a joint venture the nine schools arranged for the publication of an historical commentary on the A.A.G.P.S. written by the late John Carington Pope. This commentary called "Unity in Diversity" is written in a manner typical of Mr. Pope. It may be obtained by personal enquiry from Acme Office Services Pty. Ltd., Walker Street, North Sydney.

After a successful school for drama in the May vacation the Theatre Club produced two plays at the beginning of Term II. Unfortunately these performances were not so well supported as one might have expected. The standard of drama in the school is very high and the production of plays is of good calibre. It is disappointing therefore to see the boys' work not supported so much as it should be.

An exciting world premiere of Peter Maxwell Davies' "Shepherd's Calendar" was the hallmark of music this year. The standard achieved by those who took part shows that boys are beginning to appreciate music in its widest sense. In general the school is very alive in this direction. The quality of boys' interest was best demonstrated on another occasion when they performed without the benefit of Mr. Winstanley's conducting because he was ill. The music in the Preparatory School improves each year, and their carol singing in 1964 was considered to be good enough to record. Copies of the record are still available. Indeed the standard of our music is so good that the choir has been invited to perform at the Adelaide Festival of Arts in March, 1966. Naturally the invitation has been accepted.

Debating has taken a new lease of life with very strong support from the lower school. Many more boys have participated this year than in the past.

but whilst there has been much enthusiasm there has been little success in competition, except for The Junior Farmers Club team which reached the final of its State debating competition.

Once again the Cadets and the A.T.C. have functioned well. The A.T.C. provided the ceremonial parade this year and after overcoming many difficulties, put on a very creditable performance. Unfortunately there has been no increase in establishment in either unit; so some boys are still unable to enlist in cadets when they wish to do so. The results at courses of instruction have been extremely good. Cadet Under Officer A. S. King received the highest pass of all army cadets in N.S.W., and was awarded the Winston Churchill Prize. R. W. Weight was third and I. T. N. Baker was seventh. At the Sergeants' courses M. P. Bestic was second out of 178 cadets in one phase, and J. S. Cowlshaw third out of 117 in another phase. A. S. Ferguson came first in the Assault Pioneer Wing and R. A. Yeates third in the Mortar Wing. In the A.T.C. J. M. Warren was first in the potential Under Officers' course, so completing a very successful series of courses in the A.T.C. in which over several years now he has been first in every course he has attended. W. J. Britton was second to Warren. G. R. Greenwell was first in the Sergeants' course, while S. M. Dunn and L. W. Davies passed with distinction. In 1965 then the school had the best Army Cadet and the best Air Cadet in the state.

Regrettably those boys who have not joined the Cadets do not seem to be taking a sufficiently willing part in this section of the school's life. It is proper that all boys give some service in the course of their school life. Some of them are prevented from doing so actively on medical grounds and have willingly adopted other useful activities, such as helping with the school register and in the Chapel. But far too frequently boys who have opted not to join the Cadets do all they can to avoid giving any service whatsoever whilst their friends are serving in the cadets. Some even pretend to have coaching on cadet day in order to avoid serving. There needs to be a change of attitude here.

D. J. Bigg, R. D. Hardy, R. J. Thorpe, D. G. Wood qualified for the Queen Scout Badge in the Boy Scout Troop. Interest has been maintained but the troop has not increased in size, mainly because we need further help in the scout mastering field.

The work of R. H. Fisher as Senior Librarian is to be commended. In the last eighteen months during which time he has been one of the most senior boys the Library has produced a new catalogue and has improved its procedures quite considerably. The Archives Room is now fully set up and functioning and a considerable sum of money has been spent to increase the number of books in the library to make up for the backlog of spending over many years when space was not available.

Under the leadership of Mr. Turner, until his resignation, a group of senior boys in which G. W. Hyles and C. S. Gilder were prominent, developed the water supply at the Bush Hut at Linden. Unfortunately this work has had to be suspended since Mr. Turner's resignation but it is hoped that it will recommence next year under the direction of Mr. M. J. Laide.

From the extra curricula point of view 1966 should be an exciting year. As the new Lower VI will have no public examination to divert its attention, it can therefore devote its full energies to a balanced education, working hard in school and playing hard out of school. There is no reason why boys themselves should not organize activities such as readings and concerts without waiting to be told to do so. The Lower VI should consider this problem and accept this challenge offered to them next year.

Parents of boarders will have heard some talk of fire drills. Council considered it proper to take considerable steps to instal a fire warning system throughout all boarding houses and many false excursions were held in the middle of the night until the system settled down. Of course the classroom buildings have proper arrangements in the event of fire.

The Chapel has remained at the heart of the school's activities and there is evidence that boys give considerable thought to this part of their life and that they do in fact enjoy well delivered and coordinated talks.

The School has received several endowments in the course of the year. The Old Boys' Club has endowed two prizes which have been awarded this year for the first time. The family of the late P. C. Beaumont who was for many years at The King's School and for three years a master here, has endowed a prize in the Preparatory School. Miss Elizabeth Carment has endowed a prize in memory of her father and mother; and Mrs. A. W. Cash has endowed a prize in memory of Dr. Frank Cash. The school expresses its great appreciation for these endowments. In addition Mr. F. H. Treatt has donated a theodolite, and he and many others have donated books to the Library. The school deeply appreciates these gifts.

Naturally, mention must be made again of the generosity of the S.C.E.G.S. Association whose work for the school is so greatly valued by the boys.

The Staff of the school will lose three of its oldest members with the retirement of Mr. P. H. Eldershaw, Mr. J. N. Pascoe and Mr. H. C. W. Prince. Mr. Eldershaw has served the school for 42 years and is so well known to every generation of boys that little needs to be said about him. His incisive wit, his pertinent comment and his shrewd judgement of games which have given so much delight to the school for so long will be sorely missed. Much of the school's success at cricket over many years has been due to Mr. Eldershaw's coaching of the senior boys and to Mr. Prince's grounding of the junior boys. Boys coming through the Preparatory School learnt a love of Latin and cricket and a first class technique in both under Mr. Prince's patience and determination over 24 years. Mr. Pascoe has been at the centre of Chemistry teaching for nearly 36 years. In this time his pupils have topped the state on several occasions; he has also been a games coach and on one memorable occasion many years ago assisted in training a ballet! The school will miss these three masters and we wish them happiness in their retirement.

Mr. Wilson goes on leave at the end of this year, joining Mr. Broadhurst who is still working at the University of Oregon, and Mr. White who has been teaching in Scotland and in the north of England. Mr. Davey is resigning to join the staff of Gippsland Grammar School, and Mr. Alexander leaves to carry out further studies in Canberra. Reverend R. F. Bosanquet, B.A., Th.L., rejoins the staff after seven years as Headmaster of the Illawarra Grammar School. Mr. R. Blomfield returns from leave and Mr. J. Moir will come to the Preparatory School. Two other new members of staff are Mr. M. J. Laide who has been an instructor at the Outward Bound School and Mr. P. J. Cornish, B.A., Dip.Ed.

The sudden passing of Mr. W. M. McGregor so soon after his retirement came as a great shock to many members of the school. We express sympathy to his family.

Once again it is proper to give credit for the hard work done by the staffs throughout the year and to thank them for their effort. The willingness with which all staffs, teaching, matrons, domestic, ground, maintenance, bursarial and clerical carry out their duties makes for the successful running of the school. It is only when one realises that the three retiring masters have served the school for one hundred years that one becomes fully conscious of how great is the service of the various members of the staffs.

And it is difficult to imagine the successful functioning of the school without the adequate leadership of the prefects. The task of the Senior Prefect increases every year. As the school grows in numbers so it seems

necessary to have a larger number of prefects to execute daily duties. Yet how many prefects can a Senior Prefect command? It has become increasingly clear in recent years that the Senior Prefect's task is a huge one, and one in which he must be strongly reinforced by the Second Prefect. This fact has been made clear this year by the team work of Gaden and Armati. I have the highest respect for both boys for the prominent parts they have played in the life of the school. In addition to their games and their work they have been members of the Torch Bearer Committee and of other clubs. Gaden has led the school quietly but firmly and has left an example of the highest order. He has been fully supported by Armati's loyal organisation and energy. Many other prefects too have given a good lead to the rest of the school.

In the present times of affluence and boom which typify the days in which we live it is good to be able in this way to report that some boys have denied themselves and served others. Life is really so easy for the present day school child; he has never been short of anything and all his wants are quickly and well satisfied. How often have we parents said: "What do you want for Christmas?" How often have we granted the slightest whim without denial? How greatly have we encouraged a selfish outlook in children by such questions?

Have we been responsible therefore for the markedly increasing selfish arrogance of the schoolchild? Because it is clear that many children think only of themselves when they make demands on the society of which they are part. Far too often are there demands—not requests—for special leave and privileges; far too often are clothes left lying about, articles lost and apparatus stolen. Far too often does one meet the cry: "Oh Sir, my case is different". The attitude to property, the care lacking in the performance of simple but necessary duties, such as shutting windows and closing lockers, the general lack of responsibility displayed in regard to possessions not their own, all reveal that schoolchildren need to be encouraged to think less of themselves and more of the community of which they are an integral part.

Why is it that, when reprimanded or when denied his special demands, the youth of today sulks or excuses himself with specious arguments? On what experience does he justify his claim that he in fact knows what is best for him? In fairness it must be said that he is over commercialised, over dramatised and over pursued by some whose main purpose in life seems to be the profit motive. But all this is no excuse for failing to do one's duty, for failing to fulfil one's obligations or for failing to live up to one's promises. As an example of this irresponsible failure take the VI Form absences from school on range day. In the second term in mid July the average daily absence in the VI Form was seven boys absent; yet on range day forty boys were absent. All had supposedly adequate reasons for absence since all brought notes from their parents!

But how can a boy learn integrity when he is positively encouraged in similar ways to avoid his obligations or when he is allowed to sidestep his duty. The cult of adolescence needs to be removed from our society. It is wrong to exploit and to commercialise all a youth does: changing fashions, short cuts to learning, *la dolce vita*. A schoolchild needs to behave as a schoolchild should; he needs to take a lively but somewhat disorganised attitude to life: trying all things, enjoying all things, enduring all things; but above all, doing all with energy, sincerity, integrity, and perseverance and determination. He should not be, be made into, or become, a bored blasé young adult while he is still at school.

There is no doubt that a schoolboy should be taught to query, to enquire, to criticise and to dissent. But he must learn to do this in a humble fashion within the framework of the society in which he is really a minute cog. As youth has always done, he must face in his generation the dilemmas

of his age: long hair versus the exercise of individuality; clear thinking versus indiscipline; selfishness versus hard work; service versus self.

Indeed, Clemenceau's maxim is worthy of repetition—"Liberty is the right to discipline oneself in order not to be disciplined by others." There is no need for a boy to be a pale conformist or a sulky dissenter; he can reach his full stature by the same means as previous generations of young men have reached it: by determination, by Christian charity, by honesty and by integrity; he can be as ambitious, as imaginative and as creative as he likes, if he will but reach for the sky. But, as ever, essential ingredients in the make up of youth must be instant obedience, subordination of self and acceptance of wise parental guidance.

"Submit yourselves to every ordinance of man for the Lord's sake . . . for so is the will of God."