



**Sydney Church of England
Grammar School
North Sydney**

December, 1967

Sydney Church of England Grammar School

Speech Day — 7th December, 1967

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 M. L. Loane,
M.A., D.D., Lord Archbishop of Sydney and President of Council.

Summary of Headmaster's Report.

The prizes will be presented by Sir Robert Madgwick, O.B.E., M.Ec.,
D.Phil., D.Litt., LL.D., Chairman of Australian Broadcasting Commission.

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.

Chairman of Council:

J. E. M. DIXON, B.Ec., A.A.S.A.

Hon. Secretary:

A. P. PODGER, B.E.

Hon. Treasurer:

T. A. TONKIN, B.Ec.

Members:

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.

Rev. R. C. WEIR, Th.L.

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.A., A.C.I.S., Th.L.

A. G. LANG, B.A., LL.B.

R. E. LUDOWICI.

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.

Dr. L. W. DAVIES, B.Sc., D.Phil., F.Inst.P., F.A.I.D., S.M.I.R.E.E. (Aust.).

STAFF

Headmaster:

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

Senior Master:

K. D. ANDERSON, M.A. (N.Z.), M.A.C.E., 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., M.A.C.E.

Masters:

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.

P. R. M. JENKINS, B.A.(Syd.), M.A.C.E., Master of Middle School.

J. W. BURNS, B.A.(Syd.), (2), Housemaster Barry House.

T. H. VISSER, Ph.D.(Utr.), Mus.D.(Lon.), D.T.G., 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., (8).

J. K. MORELL, B.A., Dip.Ed.(Syd.).

J. E. COLEBROOK, M.A.(Cantab.), M.A.C.E., (4).

A. J. MOYES, M.A.(Cantab.), (9).

J. W. MATHERS, Dip.Ph.Ed., T.C.(Syd.).

N. A. EMERY, (11).

- A. E. STAFFORD, A.C.P.(Lon.), (6).
W. FOULKES, T.C.(Newc.), **Housemaster School House**.
 M. HOWARD, B.A.(Syd.), T.C. (Wymondham).
 D. J. ROSSELL, B.A., Dip.Ed.(Syd.), M.A.C.E., (3).
 G. J. WHITE, B.Ec.(Syd.), (10).
 P. I. PHILPOTT, T.C.(Syd.).
N. T. A. JACKSON, B.A., T.C.(Syd.), **Master of Lower School**.
 T. W. BREWIS, M.A.(Oxon.), (1).
 I. R. BARLOW, B.Sc., Dip.Ed.(Syd.).
 J. E. WILSON, B.A.(Syd.).*
F. H. ROSS, B.Sc.(N.S.W.), Dip.Ed.(Melb.), A.S.T.C.
 W. CHAMBERS.
 G. J. LEWARNE, B.Sc.(Syd.), Dip.Ed.(N.E.).
 B. J. EDWARDS, F.R.H.S., T.C.(Tas.).
 T. G. MACARTNEY, M.Sc.(N.Z.).
 D. C. RAADGEVER, Dip. Fr., Gn., Span.(Amst.).
J. S. WATERHOUSE, T.C.(Oxf. Uni. Inst.), Dip.Ph.Ed.(Leeds).
 W. McADAM, B.Sc., Dip.Ed.(Syd.).
 H. HALL, B.A., T.C.(Los Ang.).
 P. R. CARROLL, B.A.(Syd.).
 Rev. R. F. BOSANQUET, B.A.(Syd.), Th.L.
 J. W. MOIR.
 M. J. LAIDE.
P. J. CORNISH, B.A.(N.S.W.), Dip.Ed.(Newc.).
 S. W. GILLESPIE.
W. B. S. PIERCE, F.R.C.O., F.T.C.L. (Lon.), L.Mus.A.(Syd.), (7).
 D. G. F. BARRY, B.A.(Oxon.).
 A. J. deV. HILL, B.A. (Syd.), F.R.G.S.
 R. C. KEFT, D.T.G.
 J. W. SLEEP, B.Sc.(Syd.).
 S. A. J. CALDBECK, B.A.(N.E.), T.C.(Syd.).
 P. H. R. MEYER, A.Mus.A.(Syd.).
 M. G. ISBELL.
 G. I. FELETTI.
 B. R. NOBLE, B.Ec.(Syd.).
 Rev. R. E. EVANS, Th.L.
 A. F. HENRY, B.A., Dip.Mod.Lang.(Syd.).
- Senior in** (1) English, (2) Classics, (3) Modern Languages, (4) History,
 (5) Mathematics, (6) Science, (7) Music, (8) Art, (9) Geography,
 (10) Economics and Commerce; (11) Games; (12) Library.
- School Counsellor:** R. K. CHAMBERS, B.Ec.(Syd.), Dip.Ed.(Melb.),
 A.B.Ps.S., M.A.Ps.S.
- Visiting Music Staff:**
Piano: Miss T. SPEHOFF, A.Mus.
Violin: Mr. G. JACUPS.
Classical Guitar: Miss L. WOODLEY-PAGE.
- Woodwind and Brass Instruments:** Mr. H. HALL, B.A., T.C.(Los Ang.).
- Unarmed Combat:** W. TURNER.
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.).

* On leave.

PREFECTS

Senior: R. S. ANGYAL; **Second:** R. J. LEE.

Prefects: J. F. BOULTBEE, P. C. GREEN, D. S. HAVILAND, F. P. OLD, F. A. PIGOTT, N. R. SNODGRASS, G. C. WOODROW.

Sub-Prefects: R. B. C. COHEN, M. M. COWPER, R. C. HAIGH, P. J. HOWELL, D. M. HUTCHINSON, P. A. KENDALL, R. L. MILL-YARD, D. D. R. REID, J. D. S. SIMPSON; M. J. DAVIS, A. S. FERGUSON, M. F. WILD; P. A. ARMOUR, R. W. BAGNALL, M. J. JOSEPH, S. R. St. CLAIR, R. H. SMITH, D. W. STURROCK, I. J. WOODFORTH, R. A. YEATES; R. M. BARRACLOUGH, J. A. DREVERMAN, A. G. H. MORRIS, J. M. RALSTON, P. C. RICHARDS, H. M. SELBY; G. J. KEEN; S. C. CHURCHES, A. J. FALK, P. C. GRAY, J. R. W. HYLES, A. C. O. JAMES, M. B. ROBINSON, P. J. TONKIN.

CAPTAINS OF GAMES

Athletics: F. A. PIGOTT; **Boats:** J. D. S. SIMPSON; **Cricket:** R. J. LEE; **Football:** R. J. LEE; **Golf:** D. M. HUTCHINSON; **Shooting:** R. B. C. COHEN; **Swimming:** R. S. ANGYAL; **Tennis:** P. M. SCRUBY.

SCHOLARSHIPS, 1967

| | |
|------------------------------------------------------|-------------------|
| A.B.S. White Scholarship | R. A. Angyal |
| Old Boys' Union Bursary | R. J. Lee |
| Bruce and Eldon Beale Memorial Prize | P. R. Sinden |
| Cecilie Purves Memorial Prize | A. M. Howard |
| S.C.E.G.S. Association Bursary | D. G. Bradfield |
| " " Exhibition No. 1 | {G. C. Woodrow |
| | {S. C. Churches |
| " " " No. 2 | {P. C. Green |
| | {R. J. Scard |
| Junior Entrance Scholarship: (O. Stanton-Cook) | J. W. McPhail |
| (Hodges) | A. E. Jones |
| (C. Campbell) | L. R. Townley |
| (Council) | D. I. Kelly |
| Junior Close Scholarship | {T. M. Carment |
| | {R. S. Gray |
| | {J. P. Wall |
| Junior Open No. 1 | {W. J. Clarke |
| | {J. D. Cook |
| | {R. G. Davies |
| Junior Open No. 2 | {D. J. Fulford |
| | {A. J. Makai |
| | {P. J. Kaldor |
| Archbishop's Exhibitions | {D. A. Patrick |
| | {P. W. Gelding |
| | {D. A. Kimmorley |
| | {J. E. Bellingham |

PRIZE LIST, 1967

DIVINITY

| | |
|-------------------|-----------------------------------|
| Form I | P. B. Pearce |
| Remove I O | A. C. Goldston-Morris |
| II O | G. A. Tallis |
| II B | M. L. Jones |
| II A | T. C. Sutherland, S. D. McCann |

GENERAL PROFICIENCY

PREPARATORY SCHOOL

| |
|-------------------------------------------------------------|
| D. G. Wood |
| C. S. Greaves |
| J. P. B. Moginie |
| R. G. W. Cook, G. A. Dreverman, aeq. (A. G. Robinson) |

GENERAL MERIT

| |
|---------------------------|
| O. P. Wood |
| T. D. Middleton |
| D. B. Payne, G. M. Berner |
| D. C. Ronald |
| C. M. Cowper |

| | |
|---------------|------------------|
| III C | A. J. Phillipps |
| III B2 | J. B. Knox |
| III B1 | A. J. L. Pulling |
| III A2 | M. N. King |
| III A1 | M. K. Colless |

LOWER SCHOOL

| | |
|-----------------|------------------|
| R. G. Kleem | E. T. H. Frater |
| A. D. F. Dawson | P. E. Stanley |
| A. P. Williams | R. W. Waterhouse |
| D. S. Wallman | J. B. Sautelle |
| (T. M. Carment) | J. M. Swann |

| | |
|------------|--------------------|
| SC | H. V. Langdale |
| SB2 | C. O. Stanton-Cook |
| SB1 | P. J. Whild |
| SA2 | I. R. Richardson |
| SA1 | J. D. Cook |

| |
|--------------------|
| J. W. St. V. Welch |
| C. O. Stanton-Cook |
| R. P. Brooks |
| R. W. Reynolds |
| (L. R. Townley) |

| |
|----------------|
| R. M. Jenkin |
| I. R. Hatchett |
| I. S. Esplin |
| R. M. Jacombs |
| P. J. Kaldor |

| | |
|--------------|----------------------|
| IV C | D. J. Esplin |
| IV B2 | A. W. Holmes a Court |
| IV B1 | C. E. Macphillamy |
| IV A2 | M. W. Kerridge |
| IV A1 | P. R. Wood |

MIDDLE SCHOOL

| | |
|------------------|-----------------|
| P. M. J. Zehnder | J. L. Fisher |
| H. Baynes | D. N. Park |
| M. R. Greenwood | P. A. T. Angus |
| P. W. Butcher | R. J. F. Watson |
| (R. G. Davies) | (A. E. Dix) |

| | |
|------------|------------------|
| VC | A. P. Holt |
| VB3 | N. D. Mayne |
| VB2 | A. D. B. Fox |
| VB1 | R. G. Hoskins |
| VA2 | N. G. S. Wallman |
| VA1 | P. C. W. Giltrap |

| |
|-----------------------------------|
| D. A. Richards |
| A. J. Lambell |
| K. J. Dun |
| J. H. Colless |
| N. G. S. Wallman (A. J. Makai) |

| |
|------------------------------------------|
| K. J. Frater |
| R. W. Higham |
| W. R. Rayner |
| H. B. Smith |
| A. S. Richardson (C. L. Schwartzkoff) |

UPPER SCHOOL

Lower VI

| | |
|------------------------|-----------------------------|
| Divinity | S. R. Pickering |
| General Merit | J. D. Booth, S. C. Churches |
| General Studies | S. R. Pickering |
| Economics | P. A. Becke |
| Ancient History | |
| Geography | A. J. Cowlshaw |
| Science | P. E. A. Koppstein |
| Modern History | S. R. Pickering |
| German | E. D. Thompson |
| French | S. R. Pickering |
| Latin | S. R. Pickering |
| English | S. R. Pickering |
| Mathematics | P. E. A. Koppstein |

Upper VI

| |
|-------------------------------------------------------|
| (G. C. Woodrow) |
| (I. C. Daymond), (P. K. Hanson), (D. M. Hutchinso) |
| J. Broadfoot |
| J. M. Ralston |
| (R. W. Bagnall) |
| (D. S. Carment) |
| (R. J. Lee), (P. J. M. McNab) |
| (R. S. Angyal, H. M. Selby, aeq.) |
| R. C. Selby |
| (G. J. Keen) |
| (R. W. Bagnall) |
| (R. S. Angyal) |
| (J. F. Boulitbee) |
| (J. R. Henderson, P. J. M. McNab, aeq.) |

| | |
|----------------------------|--------------------|
| Second in | |
| General Proficiency | P. E. A. Koppstein |
| First in | |
| General Proficiency | S. R. Pickering |

| |
|-----------------|
| (G. C. Woodrow) |
| (G. J. Keen) |

SPECIAL PRIZES

ART:

| | |
|---------------------------------------------------------------|----------------|
| W. M. N. Stewart Memorial Prize (Preparatory School) | J. J. Hughes |
| Junior Prize | A. C. Nivison |
| E. T. Thring Memorial Prize | D. H. W. Hyles |

CATECHISM:

| | |
|-------------------|---------------|
| Uther Prize | M. K. Colless |
|-------------------|---------------|

GENERAL KNOWLEDGE:

| | |
|-----------------------------------------------|----------------|
| Junior Prizes { (S & IIIrd Forms) | W. J. Clarke |
| { Vth & IVth Forms) | J. de R. Scott |
| John Jamieson Memorial Prize (VIth Forms) ... | S. C. Churches |

MUSIC:

| | |
|----------------------------------------|-----------------|
| Theoretical Junior | L. R. Townley |
| Theoretical Senior | P. S. Thomson |
| Practical Junior | A. G. Bosanquet |
| Practical Senior | R. A. Fox |
| R. G. H. Walmsley Memorial Prize | R. B. Norden |

WOODWORK:

| | |
|-------------------------------------|------------------|
| Junior Prize | C. J. Hodgkinson |
| G. R. and R. V. Kierath Prize | G. P. Bracey |

WOOLCLASSING:

| | | |
|--------------------------------|------------------|----------------|
| Riverina O.B.U. Group Prizes { | (3rd Year) | D. C. Tym |
| | (4th Year) | A. J. Lambell |
| | (5th Year) | D. N. Allerton |

CHOIR:

| | |
|-----------------------------------|----------------|
| Junior | J. D. Cook |
| Senior | S. C. Churches |
| David Davies Memorial Prize | V. B. McCauley |

ORIGINAL CONTRIBUTION TO SCHOOL MAGAZINE:

| | |
|--------------------------------|---------------|
| "The Torch Bearer" Prize | P. R. Slessor |
|--------------------------------|---------------|

DEBATING PRIZES:

| | |
|-------|----------------|
| | { A. J. Makai |
| | { R. S. Angyal |
| | { H. M. Selby |

GENERAL ACTIVITIES:

| | |
|------------------------------------------|------------------|
| Frank Cash Memorial Prize | K. D. Pettigrew |
| Hugh Barker Memorial Prize | P. C. Green |
| Old Boys' Club Prizes { (Vth Form) | R. G. Hoskins |
| { (Upper VIth Form) ... | { M. J. Joseph |
| | { R. B. C. Cohen |
| Old Boys' Union Prize | { F. A. Pigott |
| | { J. F. Boulton |
| D. J. Richards Memorial Prize | R. J. Lee |

PREPARATORY SCHOOL:

| | |
|---------------------------------------------|------------------|
| John Scott Memorial Prize (II A Form) | A. G. Robinson |
| John Scott Memorial Mathematics Prize | T. C. Sutherland |

THIRD FORM:

| | |
|-----------------------------------------------------|---------------|
| Daryl Loddington Hall Memorial Prize (French) | J. W. McPhail |
| Alan Ludowici Memorial Prize (III A1 Form) | T. M. Carment |

S FORM:

| | |
|----------------------------------------------------|---------------|
| George Gordon Black Memorial Prize (English) | L. R. Townley |
| Hunter Stephenson Prize (French) | L. R. Townley |
| Selby Prize (Science) | C. C. Kennett |
| Tamworth O.B.U. Group Prize (Mathematics) ... | L. R. Townley |
| Alan Ludowici Memorial Prize (S A1 Form) | L. R. Townley |

FOURTH FORM:

| | |
|-----------------------------------------------------|--------------------------------|
| Frank Bennett Memorial Prize (English) | R. G. Davies |
| Roy Milton Prize (French) | I. A. Pollard |
| L. R. Benjamin Memorial Prize (Science) | {E. P. Collard R. G. Davies |
| Geoffrey Cohen Memorial Prize (General Merit) | A. E. Dix |
| Tamworth O.B.U. Group Prize (Mathematics) ... | I. A. Pollard |
| Alan Ludowici Memorial Prize (IV A1 Form) ... | R. G. Davies |

FIFTH FORM:

| | |
|-----------------------------------------------------------------|--------------------|
| Harry Eames Budd Memorial Prize (English) ... | A. P. Golsby Smith |
| Eric Mileham Litchfield Memorial Prize (General Merit) | C. A. Schwartzkoff |
| Hunter Stephenson Prize (Mathematics) | A. J. Makai |
| Alan Ludowici Memorial Prize (V A1 Form) ... | A. J. Makai |

UPPER SIXTH FORM:

| | |
|-------------------------------------------------------------------------------|------------------------------------|
| David and Elizabeth Carment Prize (Mathematics) | J. F. Boulton |
| Donald Muston Memorial Prize (General Merit) | I. C. Daymond |
| Russell Sinclair Memorial Prize (General Merit) | P. K. Hanson |
| Economics Prize | J. M. Ralston |
| The Lodge Torchbearer Prize (Ancient History) | R. W. Bagnall |
| Desmond Hum Memorial Prize (Geography) | D. S. Carment |
| John Kingsmill Phillips Memorial Prize (Chemistry) | R. J. Lee |
| Monteith Cowper Wood Memorial Prize (Physics) | P. J. M. McNab |
| Ian Menzies Memorial Prize (History) | {R. S. Angyal H. M. Selby |
| German Prize | R. C. Selby |
| Herbert Kendall Memorial Prize (French) | G. J. Keen |
| David Cowlishaw Memorial Prize (Latin) | R. W. Bagnall |
| J. S. Wilson Memorial Prize (English) | R. S. Angyal |
| Charlton Divinity Prize | G. C. Woodrow |
| Harold Dean and R. S. Reid Prizes (Mathematics) | {J. R. Henderson P. J. M. McNab |
| Percival Sharp Memorial Prize (VI Form) | G. J. Keen |
| A. H. Wade Memorial Prize (General Merit) | D. M. Hutchinson |
| War Memorial Prize (Second in General Proficiency) | G. C. Woodrow |
| Burke Prize and United Services Prize (First in General Proficiency) | G. J. Keen |
| Brian Pockley Memorial Prize | R. S. Angyal |

HEADMASTER'S REPORT, 1967

Your Grace, Sir Robert, Ladies and Gentlemen,

It is with great pleasure that we welcome Sir Robert to the school today; it is kind of you, Sir, in your busy life to take time to be with us. Knowing your long connection with education and particularly your views on the matter of a sound balanced education we are looking forward all the more to what you have to say to us.

It is also a pleasure to welcome His Grace and to thank him for the amount of time which he devotes to the school despite the many calls of his Archbishopric.

As was mentioned last year, 1966 marked a watershed in the educational history of the school. Of the fifty-one boys all but one passed the last Leaving Certificate to be held. Of those who passed forty-six matriculated, twelve gained Commonwealth university scholarships, three gained Teachers' College awards and one gained a Commonwealth advanced scholarship. The quality of the passes was well up to the standard of previous years; and it is fair to say that the boys worked very hard to gain a very just reward for their efforts. In the last Intermediate Certificate twenty-one boys passed the internal examination.

At the School Certificate examination 92% passed, a slightly lower percentage than in 1965. Forty-seven boys, however, gained six advanced level passes, and thirty-eight boys obtained Commonwealth secondary scholarships. As a result of his performance in the School Certificate S. R. Pickering was awarded a Shell Company Scholarship. The latest School Certificate examination has shown that the examination has settled to being a well balanced one which adequately and satisfactorily tests the ability of the candidates sitting. The balance of the curriculum for the first four years seems to be becoming clearer now and justifies our earlier estimate that the curriculum is a sound one. In fact, it seems right to say that the first four years of secondary education are no longer experimental in any way.

At the end of this year the new scheme for secondary education will have completed its first full round. It now begins to appear that the size of the school will be somewhere in the vicinity of 1050 boys and that its growth above this number will depend on whether many boys return to repeat the Higher School Certificate. Already there are indications that this will not be a rare phenomenon and that some boys will, either for reasons of character or for academic development, wish to repeat. There are also indications that the community is already requiring that many pupils reach the highest levels of secondary education. Indeed, figures in the Department of Education show that more than twenty per cent of a generation of secondary school children stay at school until the sixth year. Even in this school there is evidence that more boys than before are staying at school until the final year in order to gain a Higher School Certificate.

In changing to the new curriculum the school has deliberately kept the width of its curriculum somewhat more restricted than perhaps may have been necessary. This seemed to be a wise move six years ago when

the cost of the scheme was difficult to forecast; it seemed right not to be over extravagant in setting it up. Now that the scheme is complete and can be reviewed in toto it may be possible to make some variations and expansions; this possibility is already being examined. But, of course, any changes made will have to be instituted slowly; it will be necessary first to determine more exactly the standard required by the Lower and Upper Sixth Form courses of study.

Parents should understand that the standard of the sixth year is high and that a boy must study subjects at those levels suitable to his capacity. Because matriculation requirements have placed an unforeseen value on second level courses there seems to be a misunderstanding of the purposes of both second and third level courses of study. The third level in each subject provides a course of study designed to meet the needs and to challenge the abilities of senior secondary students and to provide a valuable but terminal course at the Higher School Certificate examination. On the other hand, the second level provides a course of study which in scope and difficulty is a basis for further study of the subject beyond the secondary school. In other words there is no reason why a boy who is intending to go to the university should not study some subjects at third level; in fact, he would be well advised to do so in many cases. Naturally a boy will study at second level those subjects which he intends to do after he leaves school in his tertiary education; but there is no reason why he should not study at third level some subjects which he does not intend to pursue once he leaves school. Unfortunately the demands of matriculation at present prevent this idea from being pursued sensibly.

It is time the community understood that matriculation is an academic standard which is of a limited nature and which is required for entry to a university only. It is not a standard which should necessarily be applied for entry to any other post secondary courses; indeed, it is quite silly for some institutions not connected with a university to demand matriculation as a standard of entry. At the moment the universities are considering matriculation and there are signs that matriculation may receive a new look. It is hoped that the universities will give further consideration to the concept of an aggregate mark with conditions similar to the requirements of Macquarie University. In fact the aggregate mark is already in use at three universities as quotas for entry are applied. The aggregate mark has the virtue of allowing the pupil to choose those subjects in which he is really interested and of allowing him to excel in them. Obviously a pupil will not expect to do Science, say, at the university if he has not studied the subject at school. But conversely why should he study in the sixth form a subject which he does not intend to take at the university? Already many subjects are studied at the university for the first time, so it is fair to ask why must a school pupil be expected to have studied all his subjects before he enters a university.

Considerable publicity has been given to the fact that candidates for this year's Higher School Certificate have been "guinea pigs". If by "guinea pigs" is meant that the candidates have been given much greater consideration than public examination candidates have ever been given before, then this is true. I have no hesitation whatsoever in saying that candidates now studying for the School Certificate and Higher School Certificate are given much more attention and consideration of their foibles and weaknesses than has ever happened before in a public examination. For example, the arrangements made for candidates who suffer illness or misadventure of any sort are so complex and detailed that no one can possibly claim that he is not given every chance to pass the examination. And since both examinations are turning out to be

extremely fair tests of the abilities of the candidates, on the whole it is reasonable to say that the new scheme of secondary education is a very satisfactory one. It has achieved the purposes of the Education Act 1961; it has provided a sound general education in the first four years; and a sufficient academic challenge appears in the last two years so that every boy who completes six years of secondary education will have reached a reasonably high standard of education.

The new scheme of education has produced two areas of concern. First, the recording of results and indeed the actual marking of some papers are now carried out by computers—a proper use of this machinery. But the ease with which lists of results can be produced by computers raises an important legal and democratic principle. Who owns the results of an examination: the board of examiners, the candidates, or the parents of the candidate since in most cases the candidate is legally speaking a minor? Some will say what does it matter; I believe it matters a great deal. With computers it is so easy to store information about a person, either on disc or on magnetic tape, and to produce the information quickly and easily at a later date.

The point is that a dossier can easily be built up about a pupil, recording his work over his school years and his examination results. This can then be made available for any purpose. When added to other personal and private information a very full dossier about a pupil can be readily available to any employing agency. In the hands of wrong minded people this information, so easily available, can be misused, morally, politically or commercially. If an author holds a copyright over his writings, does an examination candidate hold copyright over his examination paper? This is a most complicated matter but it is one which infringes upon the rights of the individual. Moreover, it is a matter which was never clearly delineated before but which must be examined now that computers have made possible data banks. It is also a matter which concerns every person in the community.

Secondly, it appears that the concept of two public external examinations as envisaged by the Education Act 1961 may well be administratively almost impossible and financially unjustifiable. The longer school-children stay at school, the greater the numbers who will sit for the School Certificate and Higher School Certificate examinations. Questions of accommodation, time tabling of examinations, marking of papers and publishing of results are assuming huge proportions already. This year over 65,000 candidates have sat for the two public examinations; the numbers will be greater in 1968. Does the community really need public examinations of these dimensions merely to confirm the school record of a boy? It is time the community began to accept the school's judgment of a boy.

There are indications that some parents and some boys are placing too much stress upon the purely academic side of their education. There is now sufficient evidence to show that a boy does have time to pursue extra curricula activities as other boys have done in the past. Even in the Upper Sixth, boys should continue to take part in games, to accept rank in the cadets and to take part in other activities in the school.

Boys must not be permitted to adopt the attitude that they are so busy with academic work that they have not time to do other things. Several boys in the school have studied three, four and even five subjects at first level and still have shown that it is quite possible to take a

prominent part in the life of the school. Three examples come instantly to mind. The Senior Prefect, R. S. Angyal, has maintained the quality of his work while being a cadet under officer, captain of Swimming, playing in the Tennis teams and being selected in the G.P.S. debating team. The Second Prefect, R. J. Lee, has captained both the cricket and football teams with distinction, has been a cadet under officer and still has studied five first level subjects. D. M. Hutchinson has been editor of the Shore Weekly Record, a member of the first XV and the athletic team and also has studied five first level subjects. It may well be argued that these boys are the more brilliant academically; be that as it may, they have shown, however, that it is quite possible to do other things as well as purely academic work. It is proper that boys work hard and that they give their prime attention to their work; but it is also proper that they give time to balancing their education by taking part in games, cadets and other extra curricula pursuits. Already in the Lower Sixth there are signs that some boys are endeavouring to get out of doing things in the school; this is to be resisted. There are even signs that some boys in the Vth Form are deliberately avoiding the gaining of rank in the cadets so as to have the opportunity of resigning from the cadets in the Upper Sixth; such an attitude is to be deplored and will not be tolerated. Parents of boys in the Vth Form should look closely at this point as the whole education of the boy is the important aim.

Thus, now that it is clear what six years of secondary education involves, the school will be positively encouraging boys to take a full part in all activities in the school. In the Sixth Forms boys will be also encouraged to make better use of the provisions for private study which are now offered. The L. C. Robson Memorial Reading room will become available next year and Upper Sixth form boys will be expected to use it quietly and yet regularly. More use also needs to be made of the special research areas in the science laboratories in the Benefactors building. Senior boys must learn to work on their own without expecting a master to teach them every period. Private study demands self-discipline, quiet, and perseverance—all attributes which make the scholar. Scholarship also demands a gentlemanly understanding that one does not interrupt by idle chatter the work of others.

Academic successes have been achieved in several ways this year. In the annual Mathematics competitions, I. A. Pollard was first equal in the Junior Division, while D. I. Kelly gained an award. In the Senior Division P. E. Koppstein was third equal and D. G. Bradfield gained an award.

Among old boys there have been several events of particular note. Two of the younger old boys, Dr. B. D. O. Anderson and Dr. I. G. Ross, have been appointed Professors at Newcastle University and Australian National University respectively. Dr. D. F. Waterhouse (1928-1933) has been made a Fellow of the Royal Society, one of the highest honours that can be conferred on any scientist. J. D. Heydon (1955-1959) completed his Rhodes Scholarship with a first class honours B.C.L. and a fellowship at Keble College, Oxford.

However, the appointment of J. G. Phillips (1924-1927) as Governor of the Reserve Bank of Australia completes a superb trio of careers for 1927. According to the records the top three scholars of the school in 1927 were T. J. Dunbabin, D. M. Myers and J. G. Phillips. Dunbabin later was a Fellow of All Souls College, Oxford, a rare academic distinction indeed. Professor D. M. Myers is now Vice Chancellor of La Trobe University in Victoria after a distinguished academic career. Phillips is Governor of the Reserve Bank. Here surely is a challenge to any generation of Shore boys to excel!

On the whole the games of the school have improved during the year. Generally teams have been fitter physically and more match-ready than they have been in the past. There were some signs that a few boys flagged in keenness and intensity of purpose in their second year in the senior teams. Indeed there is perhaps increasing evidence that some boys do not understand that, as senior players, they are expected to perform even better in their second year in the team than they did in their first year: batsmen are expected to score runs, bowlers to take wickets, backs to score tries and so on. Boys must not occupy a place in a team merely to coast towards their colours.

In rowing the G.P.S. crews performed with more vigour than success. Perhaps the second year in the senior crews resulted in the lack of that dedicated, single minded motivation which is so necessary to produce top class crews. On the other hand, the junior crews had an outstanding season gaining six first places, a second and a third out of nine events at the Riverview regatta. In future G.P.S. regattas there is to be a 2nd VIII taking precedence after the championship VIII and over the IVs. The trophy for this race will be in memory of L. C. Robson and is being provided by the school.

In football the standard throughout the school was good; the most successful teams were in the 14Ds, the 15Gs and the 16As. In all 459 games were played in the Senior School, 232 being won, 27 drawn and 200 lost. Another 59 games were cancelled because bad weather made the grounds unplayable. In the Preparatory School 77 games were played, 29 won, 4 drawn and 44 lost; here the 1st XV had a quite successful season. All games were played with vigour and determination and the sportsmanship was of a high quality. The school 1st XV only had an average season which resulted perhaps from the injury of R. J. Lee, the captain.

In cricket the standard of all teams is improving steadily. Yet matches will not be won until the batting technique is such that runs are scored consistently. Boys must learn that matches are won or lost by the number of runs scored. Boys selected as batsmen are expected to score consistently throughout the season. Bowlers on the other hand are expected to bowl tightly and to gain wickets. All are expected to field well. Far too often are excuses made for failure to perform at the standard of which a boy is capable. The 1st XI was a much better team than its play in the competition revealed, but too much reliance was at times placed by the team on the performance of R. J. Lee. Lee had a very good season which resulted in his selection as captain of the G.P.S. 1st XI; but one player cannot be a cricket team.

In rifle shooting all boys worked hard and performed at a much higher standard than last year and yet failed to win because of record performances by other schools. Two boys were selected in the G.P.S. Combined Rifle Team: R. B. Cohen and R. W. Townsend. The season received its reward when the Earl Roberts Trophy was won by a team of five boys for the first time since 1938. The school has competed irregularly for this trophy and usually only when a particular group of boys has shown a desire to do so. It is pleasing, therefore, to see R. B. Cohen's leadership of the Rifle Club finish with such a successful win in the Earl Roberts Trophy.

The standard of athletics was considerably higher than in recent years; athletes were fit and ready to compete. The junior team came second in an exciting day; the senior team was third with a very strong performance by the under 17 age group. The performance of S. C. Isbister in winning the 100, 200 and 400 metres under 17 and being a member of the successful relay team was excellent. In the course of the triangular athletic meetings an unusual record was created at Northbridge by two Old Boys. Never before has anyone jumped 6' 2" at Northbridge itself;

this height was achieved by C. W. Stevens and P. N. Wallman in the one afternoon. This made a grand record of note; but also of note was the fact that Chris Stevens jumped this height without any real preparation since only three weeks before he had represented Australia in the Rowing VIII in Paris.

In an endeavour to provide more activities for the summer months the swimming and surf life-saving programmes have been extended. All boys in the III Forms are tested early in the year for water safety and particulars are notified to parents if in the opinion of the school a boy is not safe in the water. In Term III endeavours are made to follow up these tests and to improve the general swimming of the younger boys. The surf life saving has been reorganised so that entry is only in the IVth Form and above. More stringent swimming standards are now demanded and greater emphasis is being placed on the service aspect. Patrols have been maintained on two separate beaches, while seven squads have been prepared for the bronze medallion of the Surf Life Saving Association. Six boys have gained their instructor's certificates, thirty-seven boys the bronze medallion and seven boys the qualifying certificate. In swimming a regular squad has trained in preparation for a series of carnivals with other schools, the events being as varied as possible.

More boys are playing squash regularly. The school championships drew an entry of over fifty boys. The standard of play is improving.

Eight tennis teams have played regular Saturday matches throughout the year. About forty players play each Saturday while another twenty junior boys have played regularly during the week. The standard of tennis is high and resulted in the school's winning the Fairwater Cup for the first time since 1961, when J. D. Newcombe was in the school team. It was pleasing to see reports of Newcombe's quality and sportsmanship when he won at Wimbledon. As more boys seem now to want to play tennis than there are courts available, attention is being given to the possible provision of more courts.

To meet the increased number of boys in the school the establishment of both the Army Cadets and the A.T.C. has been increased this year. The standard of the Army Cadets still remains high. The long service of Captain J. E. Colebrook has been recognised by the award of the Cadet Forces Medal. It is by service such as this that the quality of the Corps has been maintained over the years. In the annual courses R. S. Angyal topped the cadet under officer course; Angyal had also topped the sergeants course in 1965. Representatives of the school have now topped their phase of the under officers course in five of the last seven years. In the sergeants course in 1966 P. C. Gray was second. Mention has already been made of the need for boys to attempt to gain a rank in the cadets.

The ceremonial parade held by the Air Training Corps Flight was of a very high standard, the turn out and drill being particularly good. The Flight was pleased to welcome as guest Air Vice Marshal I. G. Espin, an Old Boy, who has just completed a distinguished career in the Royal Air Force. It is pleasing also to be able to report that arrangements have been made for A.T.C. camps once again and that the syllabus of training has been revised and modernised.

Three boys, S. B. Alexander, J. A. Dreverman and R. A. Yeates, gained Gold Awards in the Duke of Edinburgh Scheme. They had the pleasure of having the awards presented to them personally by His Royal Highness Prince Philip. More boys should be entering for the scheme which is particularly geared to boys in the S, IV, V Forms. Three boys, J. Trainer, T. B. Walker and R. G. Vowell, have written a syllabus for surfing in the

pursuits and projects section of the scheme and this syllabus has been accepted by most states in the Commonwealth as a suitable one.

Last year notice was given of the new type of Physical Education training. This has been developed this year and is now quite well organised in the first four years. In the III Form all boys are tested for water safety and are given a cricket trial in the first few weeks of the year. All boys then play cricket either in school teams with regular matches on Saturday or in groups which play during the week. All boys play football in Term II. In Term III there is a choice of athletics, cricket, rowing (for coxes), tennis and swimming. All games are adequately supervised and attendance is checked. In the S Forms the same programme is followed. By the time a boy reaches the IV Form it is clear whether he is a player of the conventional games or not. If not, the challenges of surf life saving, and adventure training are offered to him. A boy thus has a choice of cricket, rowing, tennis, surf life saving or adventure training in Terms I and III and he plays football or squash or basket ball in Term II. The same programme is offered in the V Forms. In the Sixth Forms a boy is encouraged to go on with the games or activities he has shown an interest in lower down in the school. A certain degree of compulsion is applied here, because it is the school's experience that a boy works better when he has some physical exercise. In the Upper Sixth we have provided one period per week of pure physical training during school periods for those boys who do not play games. Every boy in the school therefore has an adequate choice of games and a chance to develop his interest physically if he is not a games player. Already the adventure training weekends are proving popular and training has been given in rock-climbing, bush safety and bush walking.

Earlier in the year the Dramatic Club produced two plays, "Ned Kelly" and "Hamlet". The quality of the acting and of the presentations was really striking. The school wishes to thank once again the many mothers for their help in making costumes and in backstage arrangements during the productions.

The music of the school continues to develop. The Chapel choir has widened its scope considerably and since the visit of Dr. Gerald Knight, the Director of the Royal School for Church music, it is becoming more ambitious in its programmes. When The King's School choir visited the Chapel on the 15th October the choirs of both schools combined to sing evensong and two anthems. The orchestra is showing signs of revival as a new group of boys develop instrumental skills.

For several years now there has been a planned development to improve debating in the school. The boys themselves largely organise the activity under the supervision of Mr. Barlow. At the beginning of each year a committee is appointed to undertake the task. Since 1964 considerable time has been spent in organising debating as an extra-curricula activity in the Lower School. Here teams are organised by senior boys who arrange a time and a place for debates, adjudication being either by a master or a senior boy. The opportunity for a boy to debate in a team against another school arises usually in the S Form. Considerable difficulty is experienced, however, in getting sufficient debates for boys at this level since very few schools begin to debate before the Vth Form. Yet since 1964 the number of debates scheduled against other schools during the year has more than quadrupled. The G.P.S. competition, which was virtually all the external debating provided up until 1964, now is only a small part of it. This year, as well as debates for several teams on each occasion against St. Ignatius, St. Aloysius, Scots, High, Grammar, S.C.E.G.G.S. (Darlinghurst) and Wenona, there have been debates against a team of Old Boys and a team of masters. Five teams were entered in the City of Sydney Eisteddfod Debating Competition.

Shore was this year the venue for the annual G.P.S. v. Combined High Schools debate when R. S. Angyal was chosen as second speaker in the G.P.S. team. Angyal also represented the school in the Lawrence Campbell Oratory Competition, gaining second place.

Donors to the Shore Building Appeal Fund will be pleased to know that considerable progress has been made with stage 2 of the plan. The remodelling and enlarging of Robson House is expected to be finished by January next. Plans are already in hand to remodel Hodges and Barry Houses and it is hoped to progress with these in 1968. The Appeal Fund itself has been a striking success and as at 24th November \$476,338 have been given. The school acknowledges very gratefully these donations of its supporters.

Once again I would like to express the School's sincere appreciation to the S.C.E.G.S. Association which continues to provide considerable sums of money for the welfare of the boys. The energy and enthusiasm of many mothers over a long period is only revealed to the boys once each year on the day of the American Tea. I am sure the boys would wish me to thank all concerned. As a result of the donations given in 1966 a new hot water service was installed at Northbridge, a new coaching launch was provided at Gladesville and many other areas of the School were given assistance.

Several old boys have made endowments of varying types this year. Five old boys from the Canberra Queanbeyan district have undertaken to provide copies of the New Testament in the new translation for presentation to those married in the Chapel. Mr. A. L. A. Griffiths has presented an honour board to the Scout Troop in memory of his son, Paul. Mr. J. N. Marshall has endowed a trophy for the champion under 17 athlete in memory of his son Richard. Mr. J. B. Haydon and Mr. G. Finch have both indicated that they will assist in the establishing of a reading room in the new part of Robson House. Mr. Haydon's gift is in memory of his son Richard and Mr. Finch's gift in memory of his brother Jack. An anonymous donor has also established a prize in memory of John Martin Burgess, old boy of the school.

May I once again appeal to all of the Shore community, and especially to old boys of the school, for any Torch Bearers, photographs, programmes and other records which are suitable for inclusion in the archives of the School. A group of boys has worked very assiduously to build up and catalogue the archives of the school. They arrange regular displays of the material depicting the history of the School and any kind of material dealing with the school is of interest to them and will be welcomed by them.

A special request is also made at this time for material concerning L. C. Robson. One part of the L. C. Robson Memorial Reading Room will include letters and papers and speeches given by him. This "Robsonianana", it is hoped, will be built up over the years and will be available to senior boys to read, since it is felt that any generation of boys will benefit by reading Mr. Robson's sermons in Chapel and addresses, especially those during the World War II. May I request anyone who has letters written by Mr. Robson and who wishes to do so to hand them into the School for inclusion in this collection.

A considerable building programme has been undertaken this year. Reference has already been made to the renovation of Robson House. At Gladesville an extension has been made to the Boat Shed to allow

for the storage of more boats and coaching launches which are now necessary with the increasing number of rowers. At Northbridge there should be signs now of the new changing rooms, which are to be ready for the beginning of next year. And of course the L. C. Robson Memorial Reading Room has been finished. Full use of the room will be made next year when an official opening will be held.

The progress made by the school this year has been the result of the energy and devotion of the various staffs of the school.

The work of the teaching staff has been very good once again, as academic results reveal. Since last Speech Day four former members of the staff have died: Canon N. a'B. Backhouse during last Christmas holidays; Dr. G. Faunce Altman in March; Mr. C. E. Burgess in October; and Mr. H. W. Grigg unexpectedly in June. Three of these masters served the School for more than twenty years each and between them the four mustered approximately one hundred years' service to the School. Based upon their teaching, many Shore boys have gone into the community the better for knowing them; the school is a lesser place for their parting. Mr. Grigg's sudden death shocked us all, and has left a great gap in the Common Room and in the teaching of the boys. The school was fortunate to have been able to engage the services of Mr. A. F. Henry at very short notice to fill the gap; and I should like to pay tribute to Mr. Henry's gracious willingness to come out of his retirement and help us in this way.

Next year Mr. Jamieson retires as master of the Preparatory School. During his thirteen years in charge of the Preparatory School Mr. Jamieson has had a tremendous influence on the many boys who have passed through his hands. It would not be proper to allow this occasion to go by without thanking him publicly for his service and without letting him know how deeply we appreciate what he has done. He will of course be teaching in the Senior School next year when the Rev. R. F. Bosanquet takes up duty as master of the Preparatory School.

Several members of the staff have resigned: Mr. W. McAdam, Mr. B. R. Noble, Mr. H. Hall, Mr. M. G. Isbell and Mr. S. Waterhouse. We wish them success in their future. Mr. P. R. Carroll and Mr. M. J. Laide will be on leave next year. New members of the staff will be: Mr. D. G. Spurr, Mr. D. Horsfield, B.A., T.C., Mr. R. Wiley, B.A., Mr. J. G. McBride, B.Com., Mr. W. Newton, B.A., Dip.Ed., Rev. D. C. S. Smith, Mr. M. Dudman, F.R.C.O., and Mr. M. O'Sullivan, B.Sc., Dip.Ed. The Headmaster's Secretary, Mrs. B. Sautelle, has also taken a well deserved leave after at least fifteen years of putting up with the whims of two headmasters.

Appreciation must also be expressed to the members of the maintenance and ground staffs, to the Matrons and the domestic staffs and also the Bursar and his staff for all they do for the school. Without their willing co-operation this vast establishment would indeed be difficult to run.

Special reference should be made to the prefects. As a result of the changeover in secondary education, the same group of prefects has been at the top of the school somewhat longer than usual. This has demanded from them a more than usual perseverance in the performance of their duty. Not always have they persevered to the full; but on the whole in the circumstances they have done reasonably well. R. S. Angyal has been a thoughtful, farsighted Senior Prefect who has endeavoured to establish sound principles for the running of the enlarged school. In

this he has been loyally supported by the Second Prefect R. J. Lee. Boys must realise, however, that their task of leadership does not cease because the season is over or because public examinations are imminent or over; those in authority are always in authority. Future prefects must understand the obligations of their duty and must carry them out fully and right until the end of the year.

Once again the school must express its thanks to the members of the Council for the time and energy they expend on the school's business. Governing an independent school is now an onerous, time-consuming task, a fact which those working in the school realise. The devotion of Council and especially of the honorary officers to the task is quite striking and worthy of high praise. We send best wishes to Dr. Ian Holt, hoping that he will have recovered fully from his illness by now.

The completion of the first round of the new scheme of education has served to highlight the great revolution which is taking place in education at the present time. It is hard to believe that so many changes have been made in the last decade until one enumerates them. The frequent cry "of all the scientists who have ever lived, 90% are alive at this moment" serves to point out the speed with which knowledge is increasing. To cope with this new knowledge all forms of education have been revolutionised in recent years and will be more so in the next decade. Education in the primary school is always, it seems, under review and there has been huge change in secondary education. But there has been a major upsurge within the tertiary field as well, especially in the establishment of new universities and of institutes of education of varying types. At the same time advances in technology have resulted in new methods of teaching and instruction. Many business men will be far more aware of the changes created in industry by the improvement in computers. The computer which has already stepped into the administrative side of education is about to step into the instructional side. It is not beyond belief that this school soon will be linked by cable to the computer of one of the universities in Sydney which are in fact only three or four miles distant from the school. Soon senior boys may be solving mathematical problems by computer, thus advancing their knowledge more completely as well as more quickly.

The huge cost of education today demands that one look at everything that is being done. For example, the construction of a building of a particular type has to be planned with consideration of the technological changes which will take place while the building itself is being constructed. From what one hears of educational changes in the U.K., U.S.A., and in Soviet Russia, it is abundantly clear that in Australia we are on the threshold of further revolution in education—a revolution that will come to fruition in the early 1970s. Revolution, of course, can be dangerous and disruptive, but it is not a bad thing provided that one works sensibly and thoughtfully to meet it.

In the days of the welfare state, in days of government aid to independent schools and in days when the government departments of education are becoming more and more centralised and more and more bureaucratic in their control of all schools in the community, there is a real need to re-examine the place of the independent, Church school and the reasons and purposes for its existence. I do not believe that in general independent schools are run unthriftyly or uneconomically; indeed, many are run extremely efficiently. However, they are becoming very costly—as indeed all education is becoming costly!—and one has to be sure that the best possible result is achieved for the financial outlay involved.

What then is the purpose of a Church school, a grammar school and an independent school in the latter part of the 20th Century? Let us look at each type of school in turn, because this school is all three.

A Church school exists because it is accepted as fundamental that Christian teaching, ethics and morals are the bases of all education which should be given to the younger generation. Over a century ago Dr. Thomas Arnold set as a scale of values for Rugby School: "first, religious and moral principles; secondly, general conduct; and thirdly, intellectual ability". It was in this order of priority that lay the real revolution in education achieved by Thomas Arnold. Today, in this school it is still believed that religion is at the centre of all education and is the basis of the traditions, attitudes, rules and regulations at present used in this school. It is very easy to look at a young boy between the ages of eight and eighteen years and say that the Church school fails in its ideals because it has not made him a committed Christian. But does one really know what is the true success of a Church based education until very much later in the life of those who have experienced it? It is, however, a fact that many old boys of this school and other church schools do support the concept of a Church school and they do demand that the Christian principles be taught to their children. It is also a fact that many boys brought up in Church schools take a prominent part in the Christian life in the communities of which they are part. It is also a fact that, unless Christian ethics and morality are positively taught, the nation is in danger of losing its Christian heritage and of bringing about such a decline in public morality that community corruption and degeneration are more than possible.

On the other hand, the term grammar school implies a different approach to the education of a boy. It sets a demand upon academic education and high scholastic achievement, comprehensive indeed but without stress upon the purely technological and industrial subjects. It can be argued, that compared with a truly comprehensive school of the type one sees in the United Kingdom, a grammar school provides a limited choice of subjects. But by definition a grammar school demands that stress be laid upon academic excellence and scholarship. In this particular grammar school, more than 90% of the boys in each year have the expressed intention of going on to some form of tertiary education; over 75% of them have a constant determination to go to the university. Because of this demand for higher education of a formal type the school puts greater stress upon the more academic subjects. Despite all recent changes in education there is still no research which proves that a boy is worse off because he has studied only the formal academic subjects such as this school has normally provided.

Now a school can be both a Church school and grammar school; but it will fail in both of these tasks unless it preserves its independence. There is a mistaken belief held by some people at the moment that an independent school is a divisive force in the community; this is not so. The very existence of independent schools provides for parents the democratic principles of diversity and of choice in education, just as there is diversity and choice in all other spheres of democratic life; and in a democracy diversity of development is not inconsistent with unity of purpose. There is, of course, no excuse for a bad school of any type—government or non-government—but there is also no reason, educational or otherwise, why every school should be the same. Indeed, one of the alarming features of the Education Act 1961 is the demand for conformity which it seems to be producing. A school cannot be all things to all men; and it will be a sad day for this nation if all schools are the same, and only one type is offered to all men. In looking at the total picture within the government schools there is, of course, some diversity from school to school; but this diversity is not available to all parents,

since those who live in a particular area are required to send their children to one particular school in that area. The independent school on the other hand, by its very existence, provides an alternative to this lack of parental choice. It is to be hoped therefore that the very proper inspection which takes place under the Education Act 1961 will not result in every independent school's being made to become a pale replica of the schools in the state system.

But independence in education is not a political aim; it is a positive educational aim. Independence allows the pursuit of excellence and the aim of service to be carried out in different ways. For example, the ingredients of the curriculum offered can be different, the relationship of work to games can be altered, the attitude to extra curricula pursuits can be varied, the composition of the staff can be differently balanced. All these differences can be used, and should be used, to create a school with an educational purpose that is vital, living and different. Such a school should be able to produce boys who have a concept of Christian service to the community and who are capable of expressing sound balanced views upon the problems they will face later in life. However, to exercise independence properly demands that the school be a good school. Indeed all schools must be good schools; and to be a good school needs sound administration, farsighted planning, expert teaching, effort, money and the support of the particular community which the school serves.

A school no matter what its type reflects the community it serves, and a school has a large part in shaping its community. But at present, all communities are relying too heavily upon the schools to do tasks which truly belong to others in the community. Again and again, schools are being asked to set the tone, to teach the morality, to be responsible for the good behaviour and even to do the tasks of the parents of the community. At the present moment the communities which all schools serve—whether government or non-government, Church school or non-denominational, grammar school or comprehensive, independent or state—are granting far too much permissiveness to the youth of the community. There is an old saying that what is worth keeping must be fought for. If this is so, then there is a need now for the community to struggle for the pursuit of truth and decency, of honesty and incorruption, of morality and discipline. There is a need for the majority in the community to make it clear that the moral views of some of the loud-mouthed minorities are not acceptable, since these views attack the Christian heritage that is ours. There is a need to struggle against permissiveness which leads to selfish thinking, to immorality and even to amorality. And this struggle must be led by the parents of the community.

Schools can never absorb the duty of parents. The phrase *in loco parentis* after all means in the place of the parents, not in place of the duty of the parents. It is the task of parents to place restrictions on permissiveness and to confront their children with the Christian values and to educate them in the morality and discipline of the Christian heritage. The school can only, and will, reinforce the parents in this struggle; but at present the community tends to allow the school to fight alone. Some parents may claim that they lead such busy and useful lives of service that they have not the time to devote to this educational task. Parental instruction is too important a matter to be delegated to anyone else; and the education within the family is by far the most effective form of education.

There is an urgent need for every father to sit down, face to face, one to one, opposite his son and to discuss with him the dangers of alcoholism, the disasters of drugs, the need for right conduct, the importance of safe driving, the demand for a selfless consideration of

the rights of others and the significance of the search for truth and humility. And mothers must do the same with their daughters! There is an urgent need for both parents to instil and to demand discipline all the time: in the home, in the street, in public transport and in the school. The enforcing of this demand for right conduct at all times is primarily the responsibility and the duty of parents; in this the schools will support the parents fully.

But no school can be expected to execute satisfactorily its prime function of teaching, if it is constantly having to struggle for the normal standards of behaviour and conduct which a child should have learnt at home from his parents. No community can survive if normally accepted community standards of behaviour are being constantly whittled away by the failure of the younger generations to accept them. No nation can survive if there is division between the generations of its citizens, because the older generations have sets of standards which are either incomprehensible or unacceptable to the younger generations. So there is this urgent need in the nation for a restatement of the standards of truth, honesty, integrity, service, courage and Christian selflessness; and this restatement must be made in the immediate future. The way to make the statement is for each and every parent to teach each and every child in his family just what the terms, truth, honesty, integrity, service, courage and Christian selflessness, do in fact mean. The task is immediate; the task is personal; the task must be done on a face to face, one person to one person basis by the parents of each family. Then the validity of each truth can be argued out to the full so that no young person can claim that he does not understand. The time is now, not tomorrow, nor next month, nor next year. This great country of Australia is in danger of moral decline, and hence national degeneration, unless such urgent steps are taken. As St. Paul wrote to the Ephesians: "*You fathers must not goad your children to resentment, but give them the instruction, and the correction which belong to a Christian upbringing.*" Careful personal thought and courageous individual action are now needed to remove the paralysing permissiveness so widely accepted today so as to replace it by a positive perception and practice of the Christian virtues so necessary for the nation of tomorrow.