



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

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**December, 1968**

# Sydney Church of England Grammar School

Speech Day—12th December, 1968

*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!

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

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

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

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

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 Dr. D. M. Myers, B.Sc., D.Sc. Eng.,  
F.I.E.E., M.I.E. Aust., F.Inst.P., Vice-Chancellor, La Trobe University,  
Victoria.

Vote of thanks by the Senior Prefect.

### Benediction

### National Anthem

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*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. B. 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.P., 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.).

J. V. TERRY, B.A.(Syd.), Dip.Ed.(N.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.

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., M.Ed.(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.), M.A.C.E., 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.),  
 Housemaster Benefactors' House.**  
 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.).**  
 P. R. CARROLL, B.A.(Syd.), Dip.Ed.(N.E.).\*
- Rev. R. F. BOSANQUET, B.A.(Syd.), Th.L., M.A.C.E.,  
 Master of Preparatory School, Housemaster Purves (Junior) House.**  
 J. W. MOIR, B.A.(Syd.).  
 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.).**  
 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.).**  
 G. I. FELETTI, B.Sc.(N.S.W.).  
 Rev. R. E. EVANS, Th.L.  
 D. G. SPURR.
- D. HORSFIELD, B.A., T.C.(Syd.).**  
 R. K. WHILEY, M.A.(Oxon.).  
 W. G. NEWTON, B.A., Dip.Ed.(Syd.).  
 J. C. McBRIDE, B.Com.(N.S.W.).  
 Rev. D. C. S. SMITH, A.T.T.I.
- M. DUDMAN, F.R.C.O., D.S.C.M., L.Mus.A., (7).**  
 M. D. O'SULLIVAN, B.Sc., Dip.Ed.(N.E.).
- 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.A.  
**Violin:** Mrs. N. STENDER, A.C.M.M.  
**Clarinet:** Mrs. C. A. LA MOTTE, T.Mus.A.  
**Flute:** Mr. R. ARMSTRONG.  
**Guitar:** Mr. C. A. LEES.
- 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. (Senior), A.C.A.A., A.S.T.C.  
**School Medical Officer:** Dr. R. M. DEY, M.B., B.S.(Syd.).

\* On leave.

## PREFECTS

**Senior:** J. R. W. HYLES. **Second:** P. C. GRAY.

**Prefects:** J. D. BOOTH, S. C. CHURCHES, A. J. FALK, D. J. HIPSLEY, A. C. O. JAMES, M. B. ROBINSON, P. J. TONKIN; A. G. CONNOR, I. J. HENDERSON, M. J. MORGAN.

**Sub-Prefects:** A. J. BERKMAN, R. P. C. BIGG, G. S. BRODIE, J. S. BURNELL, N. BURTON-TAYLOR, G. N. DAVIES, W. A. EVANS, J. M. IRELAND, T. B. MACPHILLAMY, S. R. PICKERING, P. M. SCRUBY, C. J. STREETING; C. P. HARDY, G. A. HAWKINS, J. C. SPARKES; J. H. C. COLVIN, J. W. FOULSHAM, P. E. A. KOPPSTEIN, J. G. M. MARSH, D. K. MUSTON, M. B. SMITH; M. J. DREVIKOVSKY, A. P. GOLSBY-SMITH, R. I. HUTCHINSON, A. J. MAKAI, A. R. MORGAN, J. R. POWELL, G. H. WALL.

## CAPTAINS OF GAMES

**Athletics:** G. S. BRODIE; **Boats:** A. C. O. JAMES; **Cricket:** A. J. FALK; **Football:** A. J. BERKMAN; **Shooting:** J. G. M. MARSH; **Swimming:** J. W. B. PAUL; **Tennis:** P. M. SCRUBY.

## SCHOLARSHIPS, 1968

A.B.S. White Scholarship .....	J. R. W. Hyles
Old Boys' Union Bursary .....	{ A. J. Falk
	{ P. J. Tonkin
Bruce and Eldon Beale Prize .....	D. M. Hutchinson
Cecilie Purves Memorial Prize .....	R. J. Lee
S.C.E.G.S. Association Bursary .....	K. E. Pritchett
S.C.E.G.S. Association Exhibition No. 1 .....	{ C. L. Schwartzkoff
	{ S. C. Churches
S.C.E.G.S. Association Exhibition No. 2 .....	{ G. H. Wall
	{ R. J. Scard
Grainger Exhibition .....	{ A. J. Makai
	{ S. R. Pickering
J. N. Graham Exhibition .....	{ A. P. Golsby-Smith
	{ P. E. A. Koppstein
Junior Entrance Scholarship:	
(Hodges) .....	T. S. Olds
(Oswald Stanton-Cook) .....	J. W. McPhail
(Christina Campbell) .....	L. R. Townley
(Council) .....	D. I. Kelly
	{ A. G. Robinson
	{ T. C. Sutherland
Junior Close Scholarship .....	T. M. Carment
	{ R. S. Gray
	{ J. P. Wall
	{ P. R. Wood
	{ A. R. Nossal
Junior Open No. 1 .....	W. J. Clarke
	{ J. D. Cook
	{ R. G. Davies
	{ B. C. Newell
Junior Open No. 2 .....	D. J. Fulford
	{ P. J. Kaldor
	{ D. A. Patrick
Archbishop's Exhibitions .....	J. E. Bellingham
	{ M. B. Robinson

## PRIZE LIST, 1968

### DIVINITY

### GENERAL PROFICIENCY

### GENERAL MERIT

#### Form

#### PREPARATORY SCHOOL

<b>I</b>	D. A. Greaves	R. J. Halliday	D. L. Watson
<b>Remove B</b>	G. E. Symonds	A. R. F. Carr	P. J. Glover, M. R. Howell
<b>Remove A</b>	D. G. Wood	D. G. Wood	O. P. Wood
<b>II B</b>	R. K. Connor	R. K. Connor	I. A. McCorquodale
<b>II A</b>	G. A. Tallis	(G. A. Tallis)	D. B. Payne

#### LOWER SCHOOL

<b>III C</b>	M. H. Blackwood	E. T. Platt	I. T. Hayward
<b>III B2</b>	S. J. Najar	J. R. Royle	R. B. Pearson
<b>III B1</b>	D. H. Pigott	G. P. Worledge	N. C. Robson
<b>III A2</b>	G. M. Berner	P. N. Duffy	G. T. LeMessurier
<b>III A1</b>	G. C. Travers	(T. S. Olds)	B. C. Newell
<b>SC</b>	M. R. Armour	R. G. Kleem	I. A. Ronald
<b>SB2</b>	J. H. Kirk	A. M. Long	Roger G. MacKinnon
<b>SB1</b>	P. E. Stanley	P. J. Waight	P. R. Macartney
<b>SA2</b>	J. B. Sautelle	J. B. Sautelle	I. C. Clarke
<b>SA1</b>	D. A. Patrick	(J. W. McPhail)	D. J. Coghlan, J. M. C. Swann

#### MIDDLE SCHOOL

<b>IV C</b>	I. M. Robertson	M. C. Shrimpton	J. C. W. Munsie
<b>IV B2</b>	R. O. Menck	P. S. Deamer	I. R. Hatchett
<b>IV B1</b>	P. J. Whild	D. M. Strange	J. I. Mathers
<b>IV A2</b>	G. H. Sherman	A. W. Sweetnam	S. T. Armstrong
<b>IV A1</b>	H. P. van Dugteren	(L. R. Townley)	(P. J. Kaldor)
<b>VC</b>	D. P. Leslie	D. P. Leslie	A. J. Bridgen
<b>VB3</b>	R. A. Cutler	T. P. Smith	I. B. H. Foster
<b>VB2</b>	P. B. Hipsley, J. W. Holt	S. L. Agnew	J. M. H. Smith
<b>VB1</b>	G. M. Worthington	N. F. Wild	C. E. Macphillamy
<b>VA2</b>	A. M. Kindred	R. F. McDowell	J. D. Knowles
<b>VA1</b>	P. K. B. Robinson	(R. G. Davies)	(D. I. Kelly)

#### UPPER SCHOOL

	Lower VI	Upper VI
<b>Divinity</b>	A. P. Golsby-Smith	(S. R. Pickering)
<b>General Merit</b>	P. C. W. Giltrap	(J. D. Booth, A. G. Smith) (J. M. Ireland) (F. P. Hofmann)
<b>General Studies</b>	N. W. Buckman	S. R. Pickering
<b>Economics</b>	I. J. Davis	R. S. L. Hill
<b>Ancient History</b>	I. J. Davis	
<b>Geography</b>	J. R. Fenwick, R. C. Morgan	(A. J. Cowlshaw)
<b>Science</b>	A. J. Makai	(D. J. Fletcher), (P. E. A. Koppstein)
<b>Modern History</b>	(A. P. Golsby-Smith, G. K. Bailey)	(S. R. Pickering)
<b>German</b>	D. G. Selby	E. D. Thompson
<b>French</b>	M. J. Drevikovsky	(S. R. Pickering)
<b>Latin</b>	A. J. Makai	(S. R. Pickering)
<b>English</b>	S. H. Fraser	(S. R. Pickering)
<b>Mathematics</b>	A. J. Makai	(W. A. Evans), (P. E. A. Koppstein)
<b>Second in General Proficiency</b>	A. P. Golsby-Smith	(P. E. A. Koppstein)
<b>First in General Proficiency</b>	A. J. Makai	(S. R. Pickering)

## SPECIAL PRIZES

### ART:

W. M. N. Stewart Memorial Prize	
(Preparatory School) .....	D. B. Payne
Junior Prize .....	A. C. Nivison
E. T. Thring Memorial Prize .....	C. B. Dowe

### CATECHISM:

Uther Prize .....	T. C. Sutherland
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### GENERAL KNOWLEDGE:

Junior Prizes { (S & IIIrd Forms) .....	W. J. Clarke
{ Vth & IVth Forms) .....	A. M. Butler
John Jamieson Memorial Prize (VIth Forms) ..	A. J. Makai

### MUSIC:

Theoretical Junior .....	B. C. Newell
Theoretical Senior .....	P. S. Thomson
Practical Junior .....	D. J. N. Lemon
Practical Senior .....	H. J. Richards
R. G. H. Walmsley Memorial Prize .....	S. T. Houldsworth

### WOODWORK:

Junior Prize .....	P. R. Jackson
G. R. and R. V. Kierath Prize .....	M. R. Armour

### WOOLCLASSING:

Riverina O.B.U. Group Prizes { (3rd Year) .....	A. W. Watt
{ (4th Year) .....	G. B. Noble
{ (5th Year) .....	A. J. Lambell

### CHOIR:

Junior .....	M. B. Boulter
Senior .....	J. B. Whittle
David Davies Memorial Prize .....	T. C. Sutherland

### ORIGINAL CONTRIBUTION TO SCHOOL MAGAZINE:

"The Torch Bearer" Prize .....	S. C. Churches
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DEBATING PRIZES: .....	{ J. D. Booth
	{ S. C. Churches
	{ A. J. Makai

### GENERAL ACTIVITIES:

John Martin Burgess Prize .....	R. M. Pegg
Frank Cash Memorial Prize .....	J. J. Jenkins
Hugh Barker Memorial Prize .....	D. C. Whitting
Old Boys' Club Prizes { (Vth Form) .....	{ P. E. King
{ (Upper VIth Form) .....	{ I. A. Pollard
	{ G. N. Davies
	{ C. B. Dowe
Old Boys' Union Prize .....	{ S. C. Churches
	{ D. J. Hipsley
D. I. Richards Memorial Prize .....	P. C. Gray

### PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize ..... G. P. Cohen  
John Scott Memorial Prize (II A Form) ..... G. A. Tallis

### THIRD FORM:

Daryl Loddington Hall Memorial Prize (French) T. C. Sutherland  
Alan Ludowici Memorial Prize (III A1 Form) T. S. Olds

### S FORM:

George Gordon Black Memorial Prize (English) D. A. Patrick  
Hunter Stephenson Prize (French) ..... J. W. McPhail  
Selby Prize (Science) ..... P. M. Jeffery  
Tamworth O.B.U. Group Prize (Mathematics) ... D. J. Fulford  
Alan Ludowici Memorial Prize (S A1 Form) ..... J. W. McPhail

### FOURTH FORM:

Frank Bennett Memorial Prize (English) ..... J. D. Cook  
Roy Milton Prize (French) ..... L. R. Townley  
L. R. Benjamin Memorial Prize (Science) ..... R. S. Gray  
Geoffrey Cohen Memorial Prize (General Merit) P. J. Kaldor  
Tamworth O.B.U. Group Prize (Mathematics) ... L. R. Townley  
Alan Ludowici Memorial Prize (IV A1 Form) ... L. R. Townley

### FIFTH FORM:

Harry Eames Budd Memorial Prize (English) ... R. G. Davies  
Eric Mileham Litchfield Memorial Prize  
(General Merit) ..... D. I. Kelly  
Hunter Stephenson Prize (Mathematics) ..... I. A. Pollard  
Alan Ludowici Memorial Prize (V A1 Form) ... R. G. Davies

### LOWER SIXTH FORM:

M. A. Ilbery Prize (Modern History) ..... {A. P. Golsby-Smith  
G. K. Bailey

### UPPER SIXTH FORM:

David and Elizabeth Carment Prize  
(Mathematics) ..... W. A. Evans  
Donald Muston Memorial Prize (General Merit) {J. D. Booth  
A. G. Smith  
Russell Sinclair Memorial Prize (General Merit) J. M. Ireland  
Desmond Hum Memorial Prize (Geography) ..... A. J. Cowlshaw  
John Kingsmill Phillips Memorial Prize  
(Chemistry) ..... D. J. Fletcher  
Monteith Cowper Wood Memorial Prize  
(Physics) ..... P. E. A. Koppstein  
Ian Menzies Memorial Prize (History) ..... S. R. Pickering  
Herbert Kendall Memorial Prize (French) ..... S. R. Pickering  
David Cowlshaw Memorial Prize (Latin) ..... S. R. Pickering  
J. S. Wilson Memorial Prize (English) ..... S. R. Pickering  
Charlton Divinity Prize ..... S. R. Pickering  
Harold Dean and R. S. Reid Prizes  
(Mathematics) ..... P. E. A. Koppstein  
Percival Sharp Memorial Prize (VI Form) ..... S. R. Pickering  
A. H. Wade Memorial Prize (General Merit) ..... F. P. Hofmann  
War Memorial Prize (Second in General  
Proficiency) ..... P. E. A. Koppstein  
Burke Prize and United Services Prize  
(First in General Proficiency) ..... S. R. Pickering  
Brian Pockley Memorial Prize ..... J. R. W. Hyles



## HEADMASTER'S REPORT, 1968

Your Grace, Dr. Myers, Ladies and Gentlemen,

It is a very happy occasion when the school is able to welcome at Speech Day an Old Boy of such distinction as Dr. Myers. He has not only had a distinguished academic career as student, professor, dean and now vice-chancellor, but also he was, until enticed to the south, a member of the School Council. Therefore it is the more pleasant to greet him today and at the same time to use this occasion both to thank him publicly for the many things he did for the school while he was a member of Council, and to congratulate him upon his appointment as vice-chancellor.

At the School Certificate examination in 1967, 97% passed. 44 boys gained six Advanced Level passes and 39 boys obtained Commonwealth Secondary Scholarships. These performances were more or less as expected and represent a sound academic performance.

There is one major change in the School Certificate for 1968, namely the use of a school assessment as part of the final examination result. The course of study for the School Certificate examination is based upon syllabi which are studied over a two year period. Some parts of these syllabi are by nature very difficult to examine; for example, a boy's facility in the conduct of science practical work can be examined, but only with difficulty and at very great cost. The school assessment therefore takes account of the boy's ability in all parts of the syllabus, not only in those parts which are the more readily tested in a public examination. The assessment is added to the actual result achieved in the examination itself; the total therefore reflects more truly the work which the boy has done over a two year period. Such an aggregation of assessment of school work and examination result is a much fairer way of determining a boy's ability and represents an improvement in the method of public examination. It also demands that the clever boy work consistently over a two year period rather than just sprint at the time of the examination itself. Further, this decision is a move, in the right direction, towards making those who actually teach the boy the assessors of his true academic capacity.

As the Higher School Certificate is now a single subject certificate the total percentage of boys gaining a certificate does not mean very much; rather are the types of passes gained by boys more important than the actual gaining of the certificate. 80 boys matriculated and this represents about the same result as we have had for many years. 37 boys gained Commonwealth University Scholarships, 6 gained Commonwealth Advanced Scholarships, and 9 gained Teachers College Scholarships. In general the quality of passes was good. The number of first level passes was particularly high; three boys: R. J. Lee, D. M. Hutchinson and G. J. Keen gained five first level passes; two others, P. K. Hanson and G. C. Woodrow, gained four first level passes. The fact that these boys were sitting at the first level standard in so many subjects with all the other things they did in the way of extra curricula activities apparently did not affect the quality of their performance. R. S. Angyal was first in the State in Modern History, a very fine performance indeed considering the calls upon his time as senior prefect.

At times one is inclined to forget that the new scheme of secondary education is only just completing its second full round of operation.

Moreover, to date there are no students educated under the new scheme who have passed through any tertiary institution. It is therefore at times somewhat irritating to read all the criticisms of a system which is still in its infancy—especially when the criticisms are made by persons without any real knowledge of the practical problems of secondary education. Naturally there have been some mistakes and there have had to be many amendments; but on the whole there has been remarkable consistency in all that the two statutory boards have done.

There is no doubt that the new scheme is a sound one with many improvements over the old scheme. Some university professors and lecturers have already commented that students in the first year courses have shown a greater maturity than their predecessors, but have not necessarily shown yet that their knowledge is greater. In some subjects it seems that knowledge is patchy, but that understanding is greater; in some both knowledge and understanding are greater; in others there is a vast gap between what is learnt at school and what is done at the university. Such gaps will soon be overcome when tertiary institutions gain a further understanding of what has been learnt at schools and so adapt their own syllabi to their particular needs.

Within the school there is ample evidence that boys are becoming more academically mature and that the wide reading which is such a striking part of the course is bearing fruit. It is clear that boys must work consistently for two full years in order to cope adequately with the content of the course that has to be covered. This point was made last year, and the year before; but regrettably a few boys in this year's Upper VI did not heed the warning, with the consequence that they were not as well prepared for their final examinations as they may have hoped. The fact that the content of the new syllabi is so big cannot be too often stressed, and boys must realise that they have to work quite consistently in the Lower VI in order to cope fully.

Even in the School Certificate year it is becoming clear that two years' preparation is necessary if a boy is to be soundly based in his work, so that he copes easily with the examination, and even more important, so that he is adequately grounded for the scholarship of the final two years. The more school assessments are used as a part of a public examination, the more necessary it becomes for a boy to work steadily and consistently throughout the two years.

It should not be assumed that the pattern of secondary schooling is a static one. Rather is it a developing pattern of education which will evolve as research, both in Australia and abroad, reveals ways in which it can be improved. Such a concept of educational evolution automatically brings with it a concomitant evolution of administration and teaching within schools. Even since last year there have been several changes which need mention.

First, whilst there is plenty of evidence to show that most boys are benefiting from the longer and more mature secondary education, there is also evidence that some boys are staying at school longer than they should. It is no educational advantage to a boy to stay at school, merely to gain a pass in a public examination, if by doing so he becomes involved in intense personal conflicts either with his family or with school authorities. Despite what many boys may believe it is necessary to run an institution such as a school with disciplinary rules and regulations which must be stable and continuing. If a boy considers that such rules are restrictive of his personal development he should leave school and take up his career outside the school sphere in an environment which may perhaps allow greater personal variations.

But parents, and also the management of industry and commerce,

must be prepared to accept the fact that, for some children, the best type of education is to be at work in the city or on the land. They must accept the fact that a boy is not a dullard if he happens to leave school because he feels the rules restricting or irksome in that stage of his personal development as an individual. Many boys are ready to leave school after four or five years of secondary education; they will do well in a career, and the majority of them will resume their studies later in life when they have sorted out their social and emotional relationships with their family or with constituted authority, or with themselves. It is certain that parents should not keep a boy at school when he makes it apparent he does not want to be at school either by playing truant or by constantly refusing to obey school rules or by continued evidence that he is at conflict with the parental decision.

Parents also have to understand the perspective, as it appears to the boy, of two senior years' schooling immediately to be followed by a further three to six years of academic study with its attendant pressure of examinations. To some boys such a prospect is anathema and weighs them down with despair. These boys need time to become integrated personalities; and the right educational decision in their case could well be for them to have an interregnum in their academic life working at some non-academic pursuit or at some social service before proceeding to tertiary education. Other boys are ready and capable of immediately going ahead with their academic career. The point is that education exists for the boy not the boy for education.

Secondly, it is pleasing to be able to report considerable advance towards unity of matriculation. All universities now place some reliance on the aggregate of marks and most of them now have a unity of matriculation requirements which has made the task of school timetabling considerably easier.

An intriguing piece of research is being conducted by the Australian National University which, with funds provided by the Commonwealth Government, is investigating the production of a different type of matriculation examination. It is following on the work already done in the Commonwealth Secondary Scholarship Examination and is attempting to find a more valid predictor for university success. It will be interesting to see the results in due time.

Another feature of the changes in matriculation has been the removal of mathematics as a compulsory subject; it is now possible to matriculate to all universities without doing mathematics. However, most universities have very properly retained the subject as a prerequisite for entry to certain faculties. It is not possible to enter the science based faculties without mathematics as, if the subject is not a prerequisite, it is reasonably assumed that a student has the background equivalent to Higher School Certificate mathematics. It should be realised also that mathematics is now an essential part of economics; so really there are few careers for which mathematics is not a basic tool. Yet one cannot help wondering whether the institutes of accountancy have realised that it is possible to enter their courses without a pass in mathematics! What will they now do about their demand for matriculation as an entrance qualification?

Thirdly, the new secondary scheme has now been in operation long enough to see that it is definitely to a boy's detriment to give up extra curricula activities. There is an increasing tendency among boys and their families to say that a boy has not time in Term III to pursue extra curricula activities, especially games. Such a belief is wrong, as boys who have been active several days a week up to their final term are developing bad habits of loafing about, of sitting in the sun with aimless

purpose, and even of misbehaving out of sheer boredom. As has been said so often before, education is not merely the passing of public examinations or the cramming of boys' minds with factual knowledge; it is also the providing for them of opportunity for leisure in an educational environment in which they will be encouraged to think, to read and to talk among themselves about what they learn. Boys can easily be over-taught, but they are rarely overworked physically. Extra curricula activities provide a very necessary balance to the rigours of the classroom; and the experience of the school has been that those boys who have maintained their interest outside the classroom have generally been those whose work has been of the best quality. A study of the careers of the boys already mentioned above confirms this experience.

Similarly, too long a study leave prior to an actual examination can be detrimental to the interests of the boys. Parents should give more consideration to the school's experience in this matter and insist that their son attends school classes until study leave begins. Moreover, study leave implies leave from classes but does not necessarily mean leave from extra curricula activities, some of which continue throughout any period of study leave.

Fourthly, an amendment to the Education Act 1961 now puts a requirement upon the headmaster of the school to certify that "the attendance, progress and conduct" of each candidate has been satisfactory. The provision of such a certificate should not be assumed as inevitable.

Fifthly, a matter of academic importance has been the increasing evidence of a decline of interest in Science as a career. In Great Britain the Dainton Report has noted that there is evidence of a 21% decline in the numbers of pupils learning science in the Sixth Form between 1964 and 1971; there is similar evidence at this school. Such a decline is alarming as the community needs as many scientists and technologists as it possibly can get and industry will pay for this shortage of scientists in the future.

What are the causes of this decline? It is of course hard to know, but may a non-scientist make a few observations about science in schools? Have the syllabi in mathematics and science become so overfull that they terrify the pupils, especially girls? Have universities and industry made scientific careers so attractive or so highly paid that they have cornered the market of qualified scientists? Certainly, recently one university professor wrote that Science in the N.S.W. secondary schools was in such a bad state that he would not advise any of his graduates to enter the teaching profession. Can one ask how he hopes to improve matters which he considers to be so bad? Again, are syllabi in mathematics and science made so uninteresting and dull that children are repelled by them as subjects? Have those closest to these subjects made any concerted efforts to synthesize the content of the subjects in secondary schools and so to omit some portions of the subject matter for school purposes, as the classics, the modern languages and the histories have done many years ago?

A consequence may be that students will have gaps in their knowledge. But tertiary institutions must be prepared to recognise that secondary students will have gaps in their knowledge of any subject, and especially of mathematics and science now that the content of these is so great. So these institutions must be prepared to teach new courses, even courses for the first time. Universities have always taught some subjects such as philosophy, political science and botany as new courses to students; and technical colleges have introduced an even wider range of new courses. Why therefore is there such a continuing demand for a vast cumulative knowledge in mathematics and science?

Indeed, the challenge to those now compiling a syllabus in any

subject is to devise a course of study which is relevant to the age and maturity of the students, which has significance to their life and which allows some degree of intellectual specialisation without too much academic superficiality. In science and mathematics such syllabi have not to date been devised, though there are many signs that steps towards this end are being taken. Syllabi of this type have been devised in many other subjects and they demand that pupils adopt a mature approach to the study of them, especially in the sixth form.

Sixthly, individual reading and private study have become an increasingly essential part of mature sixth form scholarship and both demand self discipline and silence. The fact that a master is not present in a form should not be taken as an opportunity for gossip or misconduct. Regrettably some in the upper sixth have not yet learnt that quiet is an essential part of study and so have used the L. C. Robson Reading Room more as a club room than a reading room this year. It was realised that it would be necessary to train boys in the use of a reading room, but there has been an unwillingness on the part of some boys to use the room properly to date. Next year even more positive efforts will be made to train boys in the use of the room so that it can fill its proper place in the life of the school.

Unfortunately there is no area in the school suitable for a club room for senior boys, but it is hoped that some such area may be incorporated among the rooms to be provided in the cultural centre as the third stage of the Trident Development project.

Seventhly, libraries have become increasingly important in schools; and a modern library is a different concept from what it was even a decade ago. Now one needs space for books, for tapes, for videotapes, for microfilms and for the machinery to view or to listen to such material; the architecture of a library is a different concept, since it needs rooms for the use of such equipment. These facts need to be understood by many parents and Old Boys who perhaps have not realised that there is this new demand in education. Realising this, the Commonwealth Government has decided to assist in the improvement and provision of library facilities and has already made financial provision to assist all schools in this field. Schools are looking forward with interest to the plans and specifications which the government's committee of advice under the chairmanship of Dr. T. R. Mackenzie of Knox Grammar School will produce.

Whilst it has been possible in the past to run the school library as a part time activity for one of the teaching members of staff, it is now obvious that in the future we shall have to employ one, if not two, full time librarians, with several part time assistants, probably. One assistant will certainly need to be a technician capable of coping with the machinery content of the library. In fact, libraries have become workshops just as laboratories, art rooms and woodwork shops have been for many years. Naturally such extensions to education will demand a reappraisal over a long period of the staffing in the classrooms. How much time will a senior boy spend being taught or being lectured and how much time will he spend working alone within the resource centre which the library has become? How far down from the sixth form will such individual study extend? These are just some of the problems of teaching and of management which the present revolution in education raises.

So it seems that in the early 1970s there may be even more considerable changes in education than those of the 1960s. This school will have to move with the changes and will have to be prepared to modify, to amend, and even to change radically its traditional methods. Naturally finance will play a large part in the decisions to be taken, but by planning

and foresight much can be achieved. The School Council has realised the need for such preparation and has granted me leave to travel abroad in late 1969 in order to study these problems.

Academic successes in the course of the year have included some very fine performances of Old Boys. Professor D. P. Craig (1931-1936) was elected a Fellow of the Royal Society in recognition of his valuable scientific contributions in the field of quantum chemistry. He is the second Old Boy to be elected a Fellow of the Royal Society in two years. R. B. Hudson (1957-1963) graduated in engineering with the University Medal. J. H. Pollard (1955-1959) has gained world renown for work that he has done in the statistical field, while his brother, G. N. Pollard (1956-1961), has won a prize of the Royal Statistical Society. John Stiles (1949-1953), who was first in the state in the Leaving Certificate in 1953, has been working on a re-entry programme for the Apollo spacecraft in the U.S.A.

Within the school, in the annual mathematical competitions prizes were won by P. E. A. Koppstein, G. N. Davies, A. J. Makai and P. C. W. Giltrap in the senior division; and by D. I. Kelly, I. A. Pollard and L. R. Townley in the junior division. C. O. Stanton-Cook won the Housing Industry Association's essay prize for his description of the house of 1984. A. J. Makai and P. C. W. Giltrap were selected to attend the International Science School, whilst 50 boys were successful in the Alliance Francaise examination. S. R. Pickering was commended for his performance in the Concours General.

Other Old Boys to gain distinction are F. M. MacDiarmid (1936-1943) who has been elected President of the Graziers' Association, M. M. Helsham (1937-1939) who has been raised to the Bench of the Supreme Court, and Brigadier W. G. Henderson (1934-1938) who has been appointed Commander of the 6th Task Force.

Once again it is pleasing to be able to report that the overall standard of games in the school has improved. In Tennis, Swimming, Rifle Shooting and in the 2nd XV the school was most successful, being premiers in the last two and winners of the swimming and tennis. The quality of performance has improved in all games and boys are beginning to show better individual technical quality. However, although there have been successes, there is still need for an even greater physical and mental toughness, especially in the senior teams and crews. As Dr. Philip Law, Director of the Antarctic Division of the Department of External Affairs, pointed out: "real toughness is a quality of the spirit; it is more than mere physical strength; but one cannot exist without the other." Do boys fear that physically they will break down or do themselves physical harm when they are faced with the need to summon up the last ounce of their will power and mental courage in order to drive themselves to the ultimate? Until boys do indeed produce, rather than think or talk about, the will power and self discipline which are so necessary "to withstand hard knocks, to triumph over obstacles, to bear disappointment and to keep going when there seems little hope of getting anywhere", the school's teams will not reach that quality of performance so needed to win consistently.

But technique, will power and self discipline are not the only ingredients which make successful games teams; there is another ingredient, team spirit. To define team spirit is extremely difficult as once one has played in a team which has it, one realises that no definition can do justice to the selflessness of the players; to their single-minded devotion to practice, to their urgent endeavours to achieve complete physical

fitness, to their willingness to learn from their coaches, to their ready acceptance of the referee's decision and to their burning desire to improve.

Time and again in recent years, and in teams of all ages in all games, the school has had a good team ruined by the selfishness of one or more individuals or by the fact that some players were not prepared to accept the efforts of their coach as a contribution towards the technical and physical improvement of their team. In short, some players have thought they were so good that they did not need to listen to any one; others have sought to be lazily popular rather than to fill their allotted place in the pattern of team play; and a few have only played half-heartedly. In all these cases the teams in which they played have lost matches which they should have won.

Now that the scheme of coaching in all games in the school reasonably guarantees that an interested, talented boy will receive a more than adequate technical instruction and hence competence in the particular game, it is time that the games players of the school began to produce some performances of real quality, just as the scholars of the school are expected to gain good passes in the public examinations. Such a demand is not to be read as a demand solely for the winning of matches, but rather as a demand for a performance in accord with personal ability—a performance which, if good enough relative to that of the opposition, will in fact result in the winning of the match.

At present too many games players in the school are too quick to blame other people and other factors rather than to admit that the weakness of the team may be caused by some of their own personal faults and pettinesses. Quality in games, like physical fitness and academic excellence, demands hard effort and long practice, accompanied by a burning desire to improve. Unless one makes a continuing genuine endeavour to conquer both the challenge of the game and one's own weaknesses there is no certainty that success will be achieved. Good teams come as much from unity of purpose and unity of personalities as from technique of performance.

In rowing all crews performed with much greater success than in recent years. Of the seven tub crews competing at the Riverview regatta there were five first places, a second and a fourth. The Junior VIII was third in the final at the Riverview regatta after meeting interference at the pile. In the G.P.S. regatta the third IV came 3rd, the second IV came first, the first IV came second. The first and second VIIIs did not do particularly well, but the 2nd VIII had a change of crew on the morning of the regatta as a result of illness of one of the members. In the light of the success of the junior crews there seems to be a rosy future for the Boat Club. However, success will not be achieved unless there is a devotion to fitness and a mental toughness which is so necessary to produce good crews.

In football the school had the best season it has had for many years. 554 games were played, 306 were won, 34 drawn and 214 were lost. It is interesting to see this improvement in a season when more matches were played away than were played at Northbridge. The most successful teams were the 14Cs, who won all the games they played; the 2nd XV, who were the premiers; and the 15Gs who were also undefeated. In the Preparatory School the standard was not as high as usual, the best team being the 10As. 554 games represents the largest number of games the school has played in its history and it is interesting to reflect that football injuries only accounted for 6% of absences from school during the eight weeks of the competition matches. This means that in general teams were physically fit and all played with a considerable amount of verve. In the 1st XV there were some problems of the mental approach to the game

which were solved by a very salutary defeat at the hands of The Armidale School. Once again the G.P.S. selectors treated the school in a cavalier fashion, only selecting A. A. Lyttle in the 1st XV and G. H. Wall in the 2nd XV.

In cricket there is again evidence of improving technique, especially amongst senior boys. The 1st XI was a good team and was in fact unlucky in only being third. The leadership of A. J. Falk and the bowling of P. J. Tonkin were among the strengths of the team; and they were adequately rewarded by their selection in the G.P.S. 1st XI. In all, 139 matches were played, 66 were won, 36 drawn and 37 lost. The school regularly fielded 27 teams in the senior school, and two or three more could have been provided had matches been available for them. Once again the problem is to find opponents in other schools where the policy for the provision of cricket is not perhaps the same as ours.

In rifle shooting a good first team gained its due reward by being the G.P.S. premiers; they won the Rawson Cup and the N.R.A. Shield, and were second in the Buchanan Shield. The striking part about the season was the team spirit and the leadership of the captain, J. G. M. Marsh. The boys went about their tasks with enthusiasm and energy. Marsh, J. H. E. Smith and P. Wilbur-Ham were selected in the G.P.S. combined team which won its match against the combined universities. The Second rifle team was third in the G.P.S. competition.

The athletic season has been notable mainly for the conversion of all events to metres. Both the senior and junior teams trained well for the G.P.S. meeting but unfortunately some performances were interrupted by injury. If the school is to succeed in athletics in future boys will have to show a much more dedicated approach and devotion to training in the August vacation in order to reach the standard necessary.

Once again the swimming and surf life saving programmes have been extended. In the various G.P.S. carnivals we were the most successful competitor, the swimming team showing greater depth and variety than in recent years. The campaign to ensure that every boy reaches a fair standard of safety in the water has continued and will reach fruition with the building of the swimming pool. In surf life saving 67 boys were successfully presented for examination. Compliments were paid by the examiners on the standard and preparation of the candidates. This reflects the more stringent requirement placed upon boys entering the surf life saving group. The S.C.E.G.S. Association made a gift of an ambu manikin for the teaching of mouth to mouth resuscitation and cardiac massage, a donation which the boys deeply appreciated. The surf life saving group during term regularly mans a patrol on Queenscliff beach on Saturday morning from 9 a.m. to 2 p.m. and has competed in a carnival against Narrabeen Boys' High School surf life saving group. It is interesting to note that few, if any, life saving clubs present more successful candidates than does this school.

The senior tennis team won the Fairwater Cup for the second year in succession. Twelve teams have been playing regularly in the inter-school tennis throughout the year and our five courts are in full use. 148 matches were played, 101 were won and 47 were lost. Matches have also been played against the Old Boys' Union, Ipswich Grammar School, and All Saints' College, Bathurst. The way in which tennis is developing in the School in recent years demonstrates the school's endeavour to provide games in as many fields as possible. Commencing as an attempt to provide a game for boys who were not otherwise employed tennis has developed into a regular game of high quality.



The golf team was placed third in the teams' aggregate in the N.S.W. Golf Association's Allan Uther Shield competition. Over fifty schools competed.

There are many boys in the school who regularly sail with their local clubs each weekend. The school recognises that this is a worthy pursuit for boys to follow and one which challenges the individual. Unfortunately there is a mistaken belief that school authorities are not interested in this game. The fact is that the school does not intend to prohibit boys from taking part in properly organised and regular club sailing, nor does it intend to attempt to enter a field which is already adequately provided for. Were the school to establish a club, it would need a clubhouse and land, let alone supervision and organisation—all of which would be very costly to set up and maintain and are quite unnecessary as facilities are already available for interested boys.

There are now seventy-three boys in the fourth and fifth forms undertaking adventure training as an alternative to conventional summer sports. On two afternoons each week they are instructed in map reading, first aid, bushcraft, survival in the bush and bush rescue, and they have a regular period of physical exercise. Each boy completes at least three long walks in difficult bush country in the company of a master or experienced boy and then plans, leads and completes the walks by himself in areas of gradually increasing difficulty. The school property at Linden has been used almost every weekend in the summer terms as a base for such walks. The property also provides a wide variety of rockclimbing and every boy has successfully completed a climb and a descent on these rock faces.

Several Old Boys have been prominent in games this year. At the Olympic Games Peter Dickson (1955-1963) rowed in the Australian VIII which gained a silver medal. In the equestrian events Brian Cobcroft (1948-1951) competed in the three-day event.

At the annual presentation of Blues at Sydney University, four Old Boys received Blues at the same time: T. R. Alexander for sailing, G. R. Hodgkinson for football, R. B. Tubbs for Australian Rules football and P. N. Wallman for athletics. Recently in a grade cricket match six Old Boys appeared in the first grade: R. E. Alexander, R. J. Lee, P. H. Scanlan in the University XI and M. F. McEachern, E. Spencer and J. W. Weight in the Manly XI.

The Army Cadets and the Air Training Corps have both displayed a high standard of efficiency this year. In the Army courses for promotion J. M. Ireland was first out of 157 in the Cadet Under Officers' course, being the fourth Shore boy to be first in this course in the last seven years. T. B. Macphillamy and S. R. Pickering were equal first out of 269 in the Sergeants' course; D. K. Muston was fourth. The annual ceremonial parade celebrating the 60th birthday of the Cadet unit was inspected by His Honour, Major-General N. A. Vickery, C.M.F. member of the Military Board and an Old Boy of the school. The standard of this ceremonial was extremely high and reflected great credit upon the officers and N.C.O.s of the unit. It was also a very great pleasure for the School to have as inspecting officer an Old Boy who holds the rank of Senior Citizen Soldier in the nation. The general standard of the Army Cadets reflects upon the many years of command given to it by Major P. R. M. Jenkins, whose attention to detail and devotion to duty have maintained the

very high standards for which the unit has been known throughout its sixty years.

It is pleasing to be able to report that the Air Training Corps Flight has been granted an increase in establishment. This has made the organisation of the Flight very much easier from the School's point of view and now makes it possible for every boy in the IV, V and Lower VI forms to serve in either the Army or the Air Training Corps Cadets. The general administration of the Flight has been good and the training will be rounded off by a camp at Richmond Air Force Base this year. In the annual courses of promotion B. B. Morrison was third in the Under Officer course.

Three boys, R. P. C. Bigg, C. P. Hardy and D. J. Hipsley gained Gold Awards in the Duke of Edinburgh's Award Scheme. They had the pleasure of having the awards presented to them by His Royal Highness, the Duke of Edinburgh, on a very wet day at the National Fitness Camp at Narrabeen. Other boys have trained regularly for the award and Silver and Bronze awards have been awarded throughout the year.

The scouts have had a very successful year. C. P. Hardy gained his Queens Scout Badge, and the Scout Troop, bigger than it has been for some years, was successful in winning the district rally for the first time since it was first held in 1945. The Troop then won the district camp for the first time for several years. The success of the Scout Troop reflects greatly upon the work of Mr. J. K. Morell and the capable assistance given by Philip Mack, an Old Boy who has been most energetic in the support of the Troop since he has left school.

The Dramatic Club presented two productions in the course of the year: "The Caine Mutiny" in the first term, and "Twelfth Night" in the third term. Both productions were well staged and costumed and the school wishes to thank the many mothers for their help. It has been disappointing, however, to those who work so hard to produce dramatic performances to see at times the lack of support by others in the school.

In music this year an increasing emphasis has been placed on the quality of the singing of the Chapel Choir, and it is intended that in the future a highly expert body of singers should be trained for the purpose of adding lustre to the Chapel services. The boys of the Chapel Choir, and particularly those in III Form, set I, have made most commendable progress in their choral work this year.

1968 has been the School's most successful year in the G.P.S. Debating Competition since 1961. Although we were beaten by Riverview in what was described as the best final for years, two of our team, A. J. Makai and J. D. Booth, were chosen in the G.P.S. Team to debate against the Combined High Schools. This is the second year in succession that we have been represented in the G.P.S. Team. For the second year in succession also the School was placed third in the Lawrence Campbell Oratory Competition, our representative being A. J. Makai. In addition to debates held against G.P.S. Schools there were also debates against Abbotsleigh, Ravenswood and S.C.E.G.G.S., Darlinghurst.

The first real assets of the Small Bore Rifle Club came with a grant from the S.C.E.G.S. Association which enabled the purchase of two target rifles last year. This stimulated more interest and was followed by the school's purchase of four air rifles in order to introduce a new type of shooting and to be able to include III and S Form boys. The club has also purchased from its own resources equipment in the form of spotting telescopes plus other minor items. Club membership is now over 70 boys and shooting is usually available on three afternoons per week. By next year it is hoped that some type of organised matches will be held with other schools and outside organisations such as the Police Boys' Clubs.

The School Chess Team came second in the inter-school competition.

Readers of the "Shore Weekly Record" will have noticed throughout the year correspondence about the question of supporting the activities of the school. On the whole, the barracking associated with football matches has been enthusiastic and of a proper nature. Supporters have barracked for the school rather than individuals and have been energetic and properly vocal. There is no doubt that proper support of games and activities either by the attendance of other boys or by enthusiastic barracking encourages the players to improve their performance on the field or during the activity. Plenty of opportunity is offered in this school for every boy to take some part in any activity of interest to him. However, there are some signs of intolerance by some sections of the school of the activities of other parts of the school. All boys should realise that it is the school which is competing or performing; and therefore they should support the school to the full and not give the impression of being a house divided amongst itself because they happen to be interested in an activity of a different sort.

Each year at the time of writing this report I find it more and more impossible adequately to express the appreciation of the school of the efforts of the S.C.E.G.S. Association. I do trust that the many mothers who work so enthusiastically for the well being of the school realise how greatly the boys value what they are doing. The boarders this year have also received a special donation from a group of mothers in the country organised by Mrs. B. Haydon of Quirindi. I am sure the boys wish me to thank all concerned.

Several Old Boys, parents and friends have also made gifts to the school. The family of the late Miss M. A. Ilbery has endowed a Modern History prize for the Lower VI. The Australian Outward Bound Memorial Foundation has endowed a prize to be awarded for some effort connected with adventure.

The Old Boys Club not only donated generously to the Trident Development Project, but also has provided funds for the purchase of a newspaper rack in the L. C. Robson Memorial Reading Room. Dr. L. E. J. Koch has undertaken to catalogue the school's geological collection and also has donated many specimens to complete it as one of the best collections in a secondary school. The late Francis Harmer Day made a bequest to the School in his will. Sir Frank Packer has donated copies of the publications of the Australian Consolidated Press for use in the L. C. Robson Reading Room. The school deeply appreciates all these gifts.

Once again the Prefects have served the school well. J. R. W. Hyles as Senior Prefect, and P. C. Gray as Second Prefect have led a team of prefects who have displayed more than average common sense and concern for their duties. At times some have temporarily forgotten the relative places of duty and privilege, but on the whole their performance has been sound. Hyles' leadership has been remarkable for its calm objectiveness and deep understanding of the school's traditions and ideals.

There are to be considerable changes in the teaching staff at the end of this year. Mr. Gilfillan retires after serving thirty-three years. He has participated in many parts of the school's life, as a resident house tutor, as a games coach, as rowing master for many years and as a staunch participant in the school's music—the chapel choir and musical productions. His quiet, unobtrusive coaching and his kindly wisdom and gentlemanly approach to his teaching of younger boys will be widely missed. Mr. Whight's retirement after thirty-four years perhaps marks the end

of an era, as I had the honour to captain the first 1st XI he coached at Shore. As a coach of cricket and football and as a teacher of mathematics mainly, Mr. Whight's desire for perfection has been passed on to many boys. All will miss his sharp demands for energy and enthusiasm whether in class or on the field. The school will miss both masters greatly and wishes to express thanks for what they have given to us all for so many years.

Mr. P. J. Cornish and Mr. I. R. Barlow will be on leave next year and Mr. J. E. Wilson and Mr. M. L. Laide will return to the Staff on the completion of their leave. Mr. G. I. Feletti, Mr. D. Horsfield and Mr. J. C. McBride have resigned. Reverend D. C. S. Smith will move from the Preparatory School to the Senior School and the new members of staff will be Mr. W. Reinholdt in the Preparatory School, and in the Senior School Mr. A. R. P. Steele, Mr. M. J. Harrow, B.Sc., T.C., Mr. J. R. Gorham, B.A., Dip.Ed., Mr. C. J. Davy, B.Sc., T.C., Mr. N. J. Curran, B.A., and Mr. C. Hawkins, T.C.

Appreciation is also expressed to members of the maintenance and ground staffs who have in a year of drought worked very hard in order to maintain the quality of the school's properties. The Matrons and domestic staffs must also be thanked for their many kindnesses, especially during the period of influenza at the end of Term II. Lastly, the willing co-operation of the Bursar and his staff with all the other staffs, makes the management of the school very much easier.

1968 marked a year of building. The L. C. Robson Memorial Reading Room was opened on 21st March by Lady Robson at a very pleasant function. The new change rooms at Northbridge have been brought into use and have been the subject of much congratulatory comment. At Gladesville the new shed for the tubs has already proved its value, and here at school the remodelled Robson House has come into full operation. The last three buildings were part of Stage 2 of the 1962 appeal for building funds.

When examining the future of the school, the School Council realised that there was still a considerable building programme to be effected. The Education Act 1961 requires that physical education be taught according to a syllabus which in itself demands a properly equipped gymnasium. It was necessary therefore for the school to build a physical education centre. The remodelling of Robson House further high-lighted the outdated facilities available in Barry and Hodges Houses and consequently has made even more urgent the need to remodel these two houses. Having decided therefore that this work must be carried out as soon as possible, Council took the decision to launch the Trident Development Project and again to seek funds from Old Boys, parents and friends of the school.

The result of this project is well known, and nothing but the greatest gratitude can be expressed to all those who have so generously supported the school once again. May I express on behalf of boys in the school at present, and of the many who are to come in the future, grateful thanks to Mr. K. G. Smith, President of the Project, and to Mr. T. A. Tonkin, as Chairman of the Project, for their energy and enthusiasm. Our thanks also are due to Mr. I. C. Walton, Chairman of the Key Gifts Committee; Mr. N. C. Sutherland, Chairman of the Old Boys' division; Mr. G. M. Thorpe, Chairman of the Fathers' division and Mr. F. M. MacDiarmid, the Regional Chairman. But if these persons are specifically mentioned it is only because they happen to have been the leaders of a large group of people who devoted themselves to the welfare of the school. As at 1st December, 1968, the appeal stands at \$584,033. May I say humbly and sincerely, to all who have worked for the school, thank you!

Naturally the decision to launch the Trident Project was taken by the School Council only after considerable thought and it would not be proper to allow this year to end without publicly recognising the courage of the Council in its decision to commit the school to a building programme of such magnitude as is indicated by the Trident Development Project.

There have been a few critics of Council's decision; there have been statements made that Council should not have launched an appeal at this stage of the school's history. But whatever the criticisms there can be no doubt that the management of this school is able and competent and efficient and in addition, far sighted. For this Council must be congratulated and thanked, and special attention must be directed to the continuing energetic leadership of Mr. J. M. Dixon, the Chairman, and to the thoughtful preparation of financial forecasts by Mr. T. A. Tonkin, the Honorary Treasurer.

In 1958 I remember standing outside the main buildings at Geelong Grammar School to watch Sputnik I go by in the sky. What technological advances there have been, what changes in our social thinking and what new frontiers of academic knowledge have been crossed since that day! It is hard to believe that many of the boys who will enter the school next year will have been born either in the year of Sputnik or since its launching.

And what has happened to education in that time? There have been revolutionary changes in all parts of the world, not only here in Australia; we are not alone in our reassessment nor in our problems of reorganisation. Throughout the world persons knowledgeable in educational matters have been faced with a twofold decision: what type of education should be given to a child; and what is the relationship of the school to the society of which it is part.

In so far as content of education is concerned, schools are faced with a dilemma: on the one hand, there is the increasing need to remove from the curriculum much knowledge because there is no longer enough time to teach a boy everything; on the other hand there is the increasing incursion, even interference, in education by the layman who considers he knows as much as, if not more than those, whose life's work is in this field. Schools are faced with the perplexity of what to throw out and what to retain—the baby and the bathwater is very relevant. We must try to hold fast to that which was good in the past; we must try to cope with the increasing knowledge of the present; and we must prepare for the growing leisure of the future with its lunar orbiting and computerised living.

What is good from the past? Latin and Greek discipline, or Euclidean mathematical reasoning; or renaissance history? Did the urgent christianity of the Victorian age produce a better understanding of the meaning of truth, honesty and integrity than does the permissive society of today? One thing is certain: if one puts new matter into the syllabus, then something else must come out. It is the failure of many connected with Science to realise this simple law that has caused the present turmoil in the teaching of Science.

Another certainty is that it is still the prime duty of parents to instil the elementary disciplines and habits, both social and scholastic, which they want their children to have. The school has not yet—and may it never do so or be thought it should do so!—usurped the duty of a parent which is to bring up his children "in the fear and nurture of the Lord". Indeed, difficulty within the school is caused by the increasing tendency of the parent to pass away this duty to the school and to demand the quid pro quo of examination results, of sound social habits and of necessary wisdom to repel the incursions of an affluent

society. Indeed, many families have one set of values for their son at home and expect him to follow another set of values at school.

School children already work harder than many others in the community; they certainly have considerably more pressure on them so long as the community measures scholastic success solely in the material terms of public examination results, as if a student's fitness for his academic or social future is based solely upon a mystic aggregate of  $x$  marks rather than  $(x - 1)$  marks. At the same time whilst the same community demands high academic standards, it does nothing to limit the possessions its children have of those materialistic diversions from scholarship, such as transistors, cars, motor bikes, dances, extravagant pocket money, which an affluent society makes too readily available to the youth of today.

The school further has the task of making the community of today realise that its children are being educated for a different type of society in the future. A week consists of 168 hours, and the average man will work perhaps only 30 hours by the end of the next decade. Say he sleeps eight hours each night, i.e., 56 hours. What will he do with the remaining 82 hours of wakefulness? For approximately  $11\frac{1}{2}$  hours each day he will have nothing to do except to pursue his own leisure interests. What will these interests be in days when home appliances and hire purchase will release him even more from routine tasks and mass communication will titillate his senses?

Already the mass media of communication and the advertising agent have begun their campaign for the control of man's leisure. Television, radio and newspapers assault the mind daily with suggestions of better ways to live, and even to die. One can perhaps concede that such an assault is a reasonable use of methods of communication. But are the values used by the media, the values of taste and decency, of truth and honesty, of integrity and honour, what they should be? Are these values the same as those being taught in the schools? There seems to be evidence that in their pursuit of circulation or popular ratings or financial gain, the mass media and the adman are making a definite inroad upon moral values and ethical standards in such a way that the school is made to appear to be an unreal world to its children. The conflict between the values and standards presented in a school and those seen on a television screen or in advertising can cause nothing but confusion in the mind of the child. The advertiser's task is to encourage the idea of self gratification; the teacher's task is to encourage self control. Yet despite this fundamental conflict more and more are laymen intruding into the fields of education. Are these laymen qualified to teach or trained to teach or are they qualified to do other things?

Recently a radio announcer stated: "ring us now with your gripes, your pains or your whinges"; while an advertisement in a newspaper offered "very sexy land" and a "sexy" motor car in half inch black capitals. The repeated talk of "new and improved" products merely implies to a schoolboy inexperienced in the ways of the world the concept that everything already in existence is shoddy and wrong and ought to be scrapped. Naturally there can be improvements; but do the mass media realise that every time they assault present values they encourage youth to believe in a double standard? Can there be a "whiter than white" lie or "new and improved" truth? Can a child again and again in the course of his day adjust back and forth from one set of values to another—from self indulgence to self control? Will he not, by exercising the natural defence mechanism of youth, drift away from the sterner value to the softer, and so be encouraged to dissent from the moral standards which are taught at school and which the community wants taught at school as the backbone of our society? Will he not be encouraged to deviate, to disagree, to differ just because the values he constantly sees are tangible

and materialistic rather than philosophic and spiritual? I ask, do the advertising and the hire purchase agencies realise what they are doing in schools each time they place material self satisfaction before intellectual and moral self discipline? Do they realise they are creating dissent by artificial means and that they are bringing into the realms of secondary schools problems of conflict between teacher and taught which are affecting the true purpose of education, namely to teach the student?

Long experience has taught that the most important element in moral education is the contact of a pupil with a teacher. And yet the mass media imply by their very actions that the teacher is outdated, out-worn and useless. When to this assault on values are added statements, such as that made by a prominent parliamentarian, that 16-year old pupils have every right to protest "because they know more about politics than their teachers", it is little wonder that the terms "student power" and "student protests" have come down into the secondary school. And it is little wonder that school children are increasingly failing to accept the teacher as one person who is responsible to the community for the teaching of moral values to the youth of the nation.

Indeed, the educational phenomenon of 1968 has surely been the increasing involvement of secondary school pupils in current political affairs. Perhaps this was a natural consequence of the decade's processes of education which have encouraged children to be more individualistic in their learning, to be more vocal in expressing their ideas and at the same time to be more critical in their thinking.

There is nothing wrong with criticism or dissent provided it is expressed in terms based upon experience, and upon reason or upon actions of responsibility, all within the law. But in rare circumstances, despite the improved modern processes of education, has a school child the necessary knowledge or the emotional balance or the intellectual experience to digest the conflict between the values expressed by the mass media and those expressed by the school and to decide which is the true and proper value.

If dissent is to be expressed, it must be done by means properly acceptable to the community; one does not prune a tree by tearing it out by the roots! And parents must explain to their children—as schools have always done—that the logical consequence of unthinking dissent, which is uncontrolled physically, is anarchy. Further, when a decision is made by a lawful authority it must be accepted willingly, not sulkily or subversively.

Within the school for over twenty years we have had in the "Shore Weekly Record" a means of protest. From time to time some boys have abused the paper, but on the whole in the "Record" they have learnt to protest logically, liberally and legally. Censorship has only been applied when the bounds of decency, commonsense and legality have been exceeded. There is no doubt that, with the increasing development of individual dissent among secondary students, the "Record" may well be used more frequently as a vehicle of expression than in the past, and consequently its content may upset some of its readers. May I crave indulgence therefore for the rumblings of youth, so that the "Record" may act as a suitable outlet of youthful dissent? Boys are notified, however, that censorship will still be applied if needed to articles which are more than genuine dissent and which are in bad taste.

Boys and their parents must realise, as the President of Yale University writes, that "civilisation is a cumulative thing, dependent as much on continuity as upon progressive change". The adjective and the nouns in this sentence are wisely used and will repay a close study.

And so the present social dilemma of education is revealed. What is the balance between schools and hospitals and pensions and defence and national development when considering the division of the gross national product? What is the duty of a citizen in so far as acceptance of the government's decision to divide the gross national product this way or that way? Is it the task of the school so to teach dissent that future citizens will not accept the umpire's decision in such matters? How should we be teaching children for the next decade? Can a school child be constructively critical when he has little experience of the world? It is an awe-inspiring task which all teachers now have—to balance the teaching of criticism and dissent against the acceptance of Christian ethics and values, to balance rights against duties, to balance truth and virtue with clear thinking and selflessness.

All these problems are far more important educationally than aggregate marks for matriculation, prerequisites for faculty entrance and the content of this or that syllabus. For it is certain that in the 1970s there will be more children to be taught than ever before in Australia and that there will be new knowledge and new methods of teaching.

But what sort of a world do we want in the 1970s? What should be the standards of truth and honesty, integrity and honour which our children should learn? Shall these standards be different just because the mass media wish them to be so, or because one will be able to travel to the moon for a vacation—as Dick Tracy has now been doing for about three years? Do we want moaning and whingeing adults who spend all day complaining about their lot? Do we want individuals to be exploited and controlled in the manner of Aldous Huxley's "Brave New World" or George Orwell's "1984"? What do we want in this vast era of leisure and personal comfort which the mazing technological advances of the last decade will produce for every one in the next decade?

Certainly in this world of material advance we do not want the decline of man's individual soul nor of his duty to choose his own faith nor of his right to be the captain of his own destiny. "*For what shall it profit a man, if he shall gain the whole world and lose his own soul?*"

We must start thinking now. We must make our children realise that constant denigration of traditional values can only lead to anarchy, and hence to the destruction of all that our predecessors have patiently built up—yes, with many, many mistakes—and thoughtfully improved over many years, even centuries. And we must make children realise that in this great land of Australia the verses from the school's lesson in Deuteronomy, Chapter 6, are relevant to life today:

*"And it shall be when the Lord thy God shall have brought thee into the land which he swore unto thy fathers . . . to give thee great and goodly cities which thou buildest not, and houses full of all good things which thou filledst not, and wells digged which thou diggedst not, vineyards and olive trees which thou plantedst not; when thou shalt have eaten and be full; then beware lest thou forget the Lord, which brought thee forth out of the land of Egypt from the house of bondage."*

It is not the task of the school alone to define and to maintain the ethical standards and moral values of the community; this is the task of every citizen, adult or child, male or female. It is not the task of the school alone to insist that school children accept and abide by the values which the community wants; this is the task of all adults. What standards and values does this country want in the future? Certainly we are in danger at present of sliding down the slippery hill-of-no-standards which leads to the morass of anarchy? Let teachers look to the education of the children and let laymen look to the nation's values; together teachers and laymen will then guarantee that the citizens of the 1970s will in fact enjoy their leisure sensitively and constructively, while performing their daily tasks knowledgeably and energetically.



