



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

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**December, 1970**

# Sydney Church of England Grammar School

Speech Day—10th December, 1970

*Visitors are requested to be seated before 2.45 p.m.  
The Official Party will arrive in the  
marquee at 3.00 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 the Headmaster's Report.

The prizes will be presented by Sir James Vernon, General Manager,  
Colonial Sugar Refining Company Limited.

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., Acting Hon. Secretary.

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

R. B. HIPSLEY, B.E.

Dr. A. DISTIN MORGAN, O.B.E., M.B., Ch.M., D.A., F.A.C.A.,  
F.F.A.R.C.S., F.F.A.R.A.C.S.

R. E. LUDOWICI.

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.

Dr. T. S. HEPWORTH, B.A., Dip.Ed., Ed.D., M.A.C.E.

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

## STAFF

### Headmaster:

B. H. TRAVERS, O.B.E., p.s.c., B.A.(Syd.), M.A., B.Litt.(Oxon.) 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.), (5), Housemaster Hodges House.  
T. MILFULL, B.A.(Qld.).

P. R. M. JENKINS, B.A.(Syd.), M.A.C.E. (3).\*

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. DOUG. A.S.T.C., (8).

J. K. MORELL, B.A., Dip.Ed.(Syd.), Master of Lower School.

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

A. J. MOYES, M.A.(Cantab.), (9), Master of Middle School.

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 (1st & 2nd  
Terms).\*

M. HOWARD, M.A., M.Ed.(Syd.), T. C. (Wymondham).

G. J. WHITE, B.Ec.(Syd.), (10).

- P. I. PHILPOTT, T.C.(Syd.).  
T. W. BREWIS, M.A.(Oxon.), (1).
- I. R. BARLOW, B.Sc., Dip.Ed.(Syd.), Housemaster School House.**  
J. E. WILSON, B.A.(Syd.).  
F. H. ROSS, B.Sc.(N.S.W.), Dip.Ed.(Melb.), A.S.T.C.  
G. J. LEWARNE, B.Sc.(Syd.), Dip.Ed.(N.E.).  
B. J. EDWARDS, T.C.(Tas.), F.R.H.S.  
T. G. MACARTNEY, M.Sc.(N.Z.), A.R.A.C.I.  
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.).  
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).**  
A. J. deV. HILL, B.A. (Syd.), F.R.G.S., M.A.C.E.  
Rev. R. E. EVANS, Th.L.  
D. G. SPURR, B.A.(N.E.).  
R. K. WHILEY, M.A.(Oxon.).  
Rev. D. C. S. SMITH, A.T.T.I.  
M. D. O'SULLIVAN, B.Sc., Dip.Ed.(N.E.).  
W. T. REINHOLTD.  
A. R. P. STEELE, B.Sc.(N.E.).  
J. R. GORHAM, B.A., Dip.Ed.(Syd.).  
N. J. CURRAN, B.A.(Syd.).  
C. W. HAWKINS, T.C.(Wollongong).  
Rev. N. K. MACINTOSH, B.D.(Lon.), Th.Schol.  
J. R. B. TERRY, L.R.A.M., F.T.C.L.  
A. J. OWEN, B.A., Dip.Ed.(N.E.).  
R. J. McINTOSH, B.A.(Syd.), D.T.G.  
R. A. EVANS, M.I.I.A.  
H. T. ANDREW, B.A.(Syd.).  
L. A. PETERKIN, Dip.Ph.Ed.(Syd.).  
R. G. FULLER, P.T.I.(ex R.A.N.), **P.E. Instructor.**  
H. J. W. PIDOUX, M.A.(Cantab.), Cert.Ed.(Soton.).  
R. A. STARK, B.A.(A.N.U.), Dip.Ed.(Syd.).  
K. E. JONES, B.Ec., A.Ed.(Qld.).  
K. L. CLEGG, C.P.Ed.(Melb.), Cert.Ed.(Reading).  
D. G. NICHOLLS, B.Sc.(Syd.), M.Sc.(W.A.).  
C. M. St.G. POTTER, B.Sc.(Lon.).
- 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.; Clarinet: M. BRUNELL; Brass:**  
**A. P. STENDER; Guitar: J. GOYER.**
- Woolclassing: F. G. WILSON; Tennis: V. EDWARDS; Unarmed Combat:**  
**W. TURNER.**
- Sergeant Majors: J. H. DIXON, J.P. (formerly 2nd A.I.F.); B. R. SCOTT**  
**(late CPO COX, R.A.N.).**
- 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:** P. E. KING; **Second:** J. J. JENKINS.

**Prefects:** D. R. ALEXANDER, R. G. DAVIES, D. I. KELLY, D. P. LESLIE, R. J. POGSON, I. A. POLLARD, R. K. TAPP; B. G. COULTON, C. E. MACPHILLAMY, J. D. ROUGHTON, D. W. S. STAPLES, P. R. WOOD, G. M. WORTHINGTON.

**Sub-Prefects:** G. A. S. CHAVE, R. A. CUTLER, A. E. DIX, B. P. EDWARDS, J. L. FISHER, P. J. L. KING, P. K. B. ROBINSON, A. L. SMITH, C. F. SPOONER, R. C. TRAVERS, S. G. WOODHOUSE; H. W. B. CUMBERLAND, P. B. HIPSLEY, P. H. HORDERN, P. D. KING, R. S. C. PARSONSON, J. H. E. SMITH, M. G. SMITH; G. F. BURGESS, A. R. LEE, G. H. SUTHERLAND; A. G. BOSANQUET, R. S. GRAY, I. R. HATCHETT, T. L. P. HODGSON, A. W. HOLMES à COURT, S. A. LEE, R. A. MOYES, L. R. TOWNLEY, D. J. WATSON, S. R. WILLIAMS, G. R. WILSON; M. N. FALK, C. F. FENTON.

## CAPTAINS OF GAMES

**Athletics:** J. D. ROUGHTON; **Boats:** D. P. LESLIE; **Cricket:** J. J. JENKINS; **Football:** P. E. KING; **Golf:** S. G. WOODHOUSE; **Shooting:** J. H. E. SMITH; **Swimming:** R. A. CUTLER; **Tennis:** R. S. C. PARSONSON.

## SCHOLARSHIPS, 1970

A.B.S. White Scholarship .....	P. E. King
Old Boys' Union Bursary .....	{ D. R. Alexander
	{ P. R. Wood
Bruce and Eldon Beale Prize .....	{ P. C. W. Giltrap
	{ P. A. Bicevskis
Cecilie Purves Memorial Prize .....	A. J. Makai
S.C.E.G.S. Association Bursary .....	D. I. Kelly
S.C.E.G.S. Association Exhibition No. 1 .....	{ R. K. Tapp
	{ P. J. Kaldor
S.C.E.G.S. Association Exhibition No. 2 .....	{ J. J. Jenkins
	{ J. P. Wall
Grainger Exhibition .....	{ R. G. Davies
	{ L. R. Townley
J. N. Graham Exhibition .....	{ I. A. Pollard
	{ R. F. Gray
5th Year Entrance Scholarship .....	P. J. L. King
Junior Entrance Scholarship:	
(Hodges) .....	T. S. Olds
(Oswald Stanton-Cook) .....	J. W. McPhail
(Christina Campbell) .....	M. F. Harrigan
(Council) .....	J. W. F. Gidney
	{ A. G. Robinson
	{ T. C. Sutherland
Junior Close Scholarship .....	{ T. M. Carment
	{ C. J. Fogl
	{ O. P. Wood
	{ A. R. Nossal
Junior Open No. 1 .....	{ W. J. Clarke
	{ D. E. Farmer
	{ A. D. Lee
	{ B. C. Newell
Junior Open No. 2 .....	{ D. J. Fulford
	{ R. P. Salmon
	{ J. D. Molesworth
Archbishop's Exhibitions .....	{ D. A. Patrick
	{ R. A. Clarke

## PRIZE LIST, 1970

### DIVINITY

### GENERAL PROFICIENCY

### GENERAL MERIT

#### Form

<b>I</b>	D. E. Holt
<b>Remove B</b>	G. S. Wells
<b>Remove A</b>	D. C. Shelley-Jones
<b>II B</b>	D. J. Fock
<b>II A</b>	D. A. Greaves

#### PREPARATORY SCHOOL

R. D. Fogl	J. M. Palmer
R. J. Bremner	W. P. Laforest
G. R. P. Jones	P. J. Scougall
D. J. Fock	M. A. Freeman
(C. R. Elvy)	J. R. Ilbery

#### LOWER SCHOOL

<b>III C</b>	B. S. S. Sabien	L. B. Rundle	R. M. Wass
<b>III B2</b>	P. G. C. Halstead	A. L. Chapman	C. D. D. Heydon
<b>III B1</b>	A. J. F. Watson	G. E. Symonds	A. L. Godden
<b>III A2</b>	T. J. G. Allerton	J. G. Kraefft	A. J. Whitehouse
<b>III A1</b>	D. I. Cook	(A. D. Lee)	C. G. Cotton
<b>SC</b>	R. D. Coote	A. B. Stevenson	G. C. Scott
<b>SB2</b>	S. K. Colyer	H. Fay	P. T. Graham
<b>SB1</b>	S. J. Turner	R. P. Beecroft	A. C. Goswell
<b>SA2</b>	M. T. Ohlsson	J. L. Rourke	A. J. McMinn
<b>SA1</b>	R. P. Salmon	(R. P. Salmon)	J. S. McCaskill

#### MIDDLE SCHOOL

<b>IV C</b>	P. A. Cole	S. H. Petrie	P. J. Phelps
<b>IV B2</b>	M. L. Jones	D. C. Symonds	J. W. Coward
<b>IV B1</b>	E. T. Platt	D. H. Pigott	R. D. Harvey
<b>IV A2</b>	D. J. N. Lemon	A. M. Graham	D. A. G. Geddes
<b>IV A1</b>	B. C. Newell	(T. S. Olds)	(T. C. Sutherland)
<b>VC</b>	M. J. Moreing	P. A. Jenkins	R. G. Dreverman
<b>VB3</b>	J. H. Kirk	E. R. Davis	R. B. Burnell
<b>VB2</b>	A. D. F. Dawson	R. W. Waterhouse	J. F. Gillespie
<b>VB1</b>	A. M. Long	A. M. Long	M. V. Bennett
<b>VA2</b>	G. R. Lang	I. C. Clarke	D. A. Roper, R. F. King
<b>VA1</b>	P. A. Cole	(J. W. McPhail)	(P. W. M. Ilbery)

#### UPPER SCHOOL

##### Lower VI

##### Upper VI

<b>Divinity</b>	L. R. Townley	(R. G. Davies)
<b>General Merit</b>	S. B. Robertson	{(P. J. L. King), (A. E. Dix), (D. I. Kelly)}
<b>General Studies</b>	V. B. McCauley	A. M. D. Cole
<b>Economics</b>	I. R. Hatchett	G. B. Weir
<b>Ancient History</b>	J. A. D. de Greenlaw	(P. K. B. Robinson)
<b>Geography</b>	I. S. Esplin	(P. R. Wood)
<b>Science</b>	C. C. Kennett	(A. M. D. Cole), (B. P. Edwards)
<b>Modern History</b>	(C. F. Fenton)	(R. G. Davies)
<b>German</b>	J. P. Wall	A. M. D. Cole
<b>French</b>	L. R. Townley	(N. W. Keen)
<b>Latin</b>	R. L. Dey	(R. G. Davies)
<b>English</b>	S. C. Gandevia, R. J. Manuell	(R. G. Davies)
<b>Mathematics</b>	L. R. Townley	(G. B. Weir), (I. A. Pollard)
<b>Second in</b>		
<b>General Proficiency</b>	G. F. Fenton	(I. A. Pollard)
<b>First in</b>		
<b>General Proficiency</b>	(L. R. Townley)	(R. G. Davies)

## SPECIAL PRIZES

### ART:

W. M. N. Stewart Memorial Prize (Preparatory School) .....	R. C. H. Tiley
Junior Prize .....	D. H. Pigott
E. T. Thring Memorial Prize .....	A. C. Nivison

### CATECHISM:

Uther Prize .....	C. R. Elvy
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### GENERAL KNOWLEDGE:

IIIrd & S Forms .....	D. E. Farmer
IVth & Vth Forms .....	A. P. Clinton
John Jamieson Memorial Prize (VIth Forms) ..	B. P. Edwards

### MUSIC:

Theoretical Junior .....	R. P. Salmon
Theoretical Senior .....	A. M. Kindred
Practical Junior .....	J. S. McCaskill
Practical Senior .....	M. D. Burfield
R. G. H. Walmsley Memorial Prize .....	D. I. Kelly

### WOODWORK:

Junior Prize .....	M. S. Rodger
G. R. & R. V. Kierath Prize .....	P. A. Bright

### WOOLCLASSING:

Riverina O.B.U. Group Prizes	{	3rd Year .....	W. G. Garnock
		4th Year .....	R. F. King
		5th Year .....	R. N. Duddy

### CHOIR:

Junior .....	A. D. Lee
Senior .....	A. M. D. Cole
David Davies Memorial Prize .....	S. J. Kendall

### ORIGINAL CONTRIBUTION TO SCHOOL MAGAZINE:

"The Torch Bearer" Prize .....	D. I. Kelly
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### DEBATING PRIZES:

	{	D. R. Alexander
		R. J. Manuell
		P. R. Wood
		D. I. Kelly

### GENERAL ACTIVITIES:

John Martin Burgess Prize .....	I. R. Hatchett
Frank Cash Memorial Prize .....	H. F. Macneil
Hugh Barker Memorial Prize .....	D. P. Leslie
Old Boys' Club Prizes {Vth Form .....	E. J. D. Barker
{Upper VIth Form .....	B. P. Edwards
	G. M. Worthington
Old Boy's Union Prize .....	D. I. Kelly
	D. W. S. Staples
D. J. Richards Memorial Prize .....	J. J. Jenkins

### PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize .....	C. R. Elvy
John Scott Memorial Prize (II A Form) .....	C. R. Elvy

### THIRD FORM:

Daryl Loddington Hall Memorial Prize (French) .....	A. D. Lee
Alan Ludowici Memorial Prize (III A1 Form) .....	A. D. Lee

### S. FORM:

George Gordon Black Memorial Prize (English) .....	R. P. Salmon
Hunter Stephenson Prize (French) .....	R. P. Salmon
Selby Prize (Science) .....	R. P. Salmon
Tamworth O.B.U. Group Prize (Mathematics) .....	D. E. Farmer
Alan Ludowici Memorial Prize (S A1 Form) .....	R. P. Salmon

### FOURTH FORM:

Frank Bennett Memorial Prize (English) .....	T. S. Olds
Roy Milton Prize (French) .....	T. S. Olds
L. R. Benjamin Memorial Prize (Science) .....	A. R. Nossall
Geoffrey Cohen Memorial Prize (General Merit) .....	T. C. Sutherland
Tamworth O.B.U. Group Prize (Mathematics) .....	T. S. Olds
Alan Ludowici Memorial Prize (IV A1 Form) .....	T. S. Olds

### FIFTH FORM:

Harry Eames Budd Memorial Prize (English) .....	T. M. Carment
Eric Mileham Litchfield Memorial Prize (General Merit) .....	P. W. M. Ilbery
Hunter Stephenson Prize (Mathematics) .....	G. B. Cranney
Alan Ludowici Memorial Prize (V A1 Form) .....	J. W. McPhail

### LOWER SIXTH FORM:

M. A. Ilbery Prize (Modern History) .....	C. F. Fenton
G. H. Broinowski Prize (First in General Proficiency) .....	L. R. Townley

### UPPER SIXTH FORM:

David and Elizabeth Carment Prize (Mathematics) .....	G. B. Weir
Donald Muston Memorial Prize (General Merit) .....	P. J. L. King
Russell Sinclair Memorial Prize (General Merit) .....	A. E. Dix
The Lodge Torchbearer Prize (Ancient History) .....	P. K. B. Robinson
Desmond Hum Memorial Prize (Geography) .....	P. R. Wood
John Kingsmill Phillips Memorial Prize (Chemistry) .....	A. M. D. Cole
Monteith Cowper Wood Memorial Prize (Physics) .....	B. P. Edwards
Ian Menzies Memorial Prize (History) .....	R. G. Davies
Herbert Kendall Memorial Prize (French) .....	N. W. Keen
David Cowlshaw Memorial Prize (Latin) .....	R. G. Davies
J. S. Wilson Memorial Prize (English) .....	R. G. Davies
Charlton Divinity Prize .....	R. G. Davies
Harold Dean and R. S. Reid Prizes (Mathematics) .....	I. A. Pollard
Percival Sharp Memorial Prize (VI Form) .....	R. G. Davies
A. H. Wade Memorial Prize (General Merit) .....	D. I. Kelly
War Memorial Prize (Second in General Proficiency) .....	I. A. Pollard
Burke Prize and United Services Prize (First in General Proficiency) .....	R. G. Davies
Brian Pockley Memorial Prize .....	P. E. King



## THE HEADMASTER'S REPORT, 1970

Your Grace, Sir James, Ladies and Gentlemen:

It is a great pleasure for the School today to have Sir James Vernon as guest of honour. He is a very distinguished businessman in his capacity as General Manager of the Colonial Sugar Refining Company; and in this respect the School owes him a great debt for the amount of time his company allows our chairman, Mr. Dixon, to spend upon the work of the School. But we also know Sir James as an influential citizen in the community for the many tasks which he performs in the Australia/Japan Business Co-operative Committee, the Australian Universities Commission and in the Australian Administrative Staff College. Further, as Chairman of the Committee of Economic Enquiry set up by the Australian Government, Sir James has had a marked influence upon the life of the nation.

At the School Certificate examination in 1969 only one boy failed; 59 boys obtained six advanced level passes, 44 boys gained Commonwealth Secondary Scholarships. These performances were somewhat better than usual because boys are entering at the correct levels of study in accordance with their ability. There is a need, however, for boys to approach the School Certificate in the right frame of mind so that they realise that it is a hurdle to be taken in their stride, but still a challenge requiring a scholastic approach to their work.

In the Higher School Certificate the results were extremely good. The overall percentage of passes was greater than normal, whilst 80% matriculated. Four boys gained five first level passes: P. A. Bicevskis, P. C. W. Giltrap, A. J. Makai, G. H. Wall. A. P. Golsby-Smith gained four first level passes. These passes were extremely good considering the extra curricula activities of these boys. 43 boys gained Commonwealth University Scholarships.

Whilst it is true to say that the results were good, regrettably there is a growing tendency for boys not to work in the Lower Sixth year and therefore not to be prepared to the fullest extent of their ability for their work in the Upper Sixth. The course for the Higher School Certificate is a two year one, requiring scholarship and persistence throughout the period. There have now been sufficient public examinations at this level to indicate that boys who loaf in the Lower Sixth invariably do not do as well as they should when faced with the public examination. Fifth Form 1970 please note!

There is an indication that the new structure for the Higher School Certificate will come into being in 1973. Certainly the new courses will not be introduced in 1971 and therefore will not be examined in 1972. Arrangements have been made to conduct pilot Science courses commencing in the Lower Sixth form in 1971 in certain selected schools with the idea of carrying out experimentation for new courses. This school has been selected as one of the piloting schools. Parents are assured that entrance to tertiary institutions, aggregate marks for scholarship purposes and other relevant matters have been allowed for; so

a boy will not suffer in any way by doing pilot courses. Boys on the other hand must on no account assume that because the courses are experimental they will receive any preferential treatment. They will receive the marks their work deserves; indeed they will have to work harder if anything, probably.

There is, however, still too much stress in the community on the passing of "the examination" rather than upon the education of a boy. Earlier this year a professor of psychology made a public statement that secondary schools were "daily prisons". He implied that parents were accepting examination results in lieu of education. He made several other suggestions about what was wrong with the secondary school system, referring to its bankruptcy of ideas. It is interesting that he made no suggestion that universities stop interfering in secondary education so that schools can be allowed to get on with their task of educating children. It is because tertiary establishments and most business communities demand examination results and aggregate marks as a method of sorting out potential entrants that schools have so little time to educate children for the life they have to lead when they leave school to take their part in the community.

Further, it is because the business community demands examination results that many school children are wasting their time at school learning subjects in which they have no interest and which they will never use when they leave school. For many children it is right to leave school at fifteen or sixteen years of age and go to work where they will do what they want to do; learning more history does not teach a boy how to maintain an engine. Such children should not be regarded as drop-outs, but rather as young people whose education is better continued in a more specialised way by practical training on the job.

There is a damagingly increasing tendency in the community to think that by staying at school all boys become emotionally mature and academically improved. In general the community believes that the Upper Sixth is older than it is. Statistics show that the average age of most Upper Sixth form pupils in the state is about 18 years of age when they leave school. It is interesting to note that this average age is still not as old as the top year of the school was when most of their parents were at school. Because of this incorrect belief there is talk of a maturity among sixth form pupils which at times is not there; on the contrary there is often an uncertainty which is a sign of how young they really are. When the rat race of quotas and competitive places is added to this uncertainty, bad scholarship and poor education often ensue, not because the school is bad or because the pupils are bad, but because the pupils are uncertain. Too often boys are absent from school for no good reason; is it under the pressure of the work or is it merely the defence mechanism of youth taking a day off to release the pressure of the rat race?

Another cause for concern is that often a tertiary institution assumes prior to its first year studies standards of academic qualification which have not been notified to schools. A good example of this is the assumption that students in Economics at certain universities in 1970 had reached the standard of 2F Mathematics before they started Economics I. No notice of such change has been given to schools even yet, though we hear about it from young old boys. As the school curriculum is based inter alia on the published requirements of tertiary education such unannounced changes cause nothing but consternation among boys and staffs of schools.

Indeed there is evidence that many in the community have not yet accepted that there has been a change in methods of education in

secondary schools. Teaching now is more by way of concepts and ideas than by an aggregation of factual knowledge. The pupil is an active enquirer and seeker of information who makes his observations and draws his conclusions, rather than an inert receiver of facts handed out to him. Lacking the wisdom of the years a boy still needs help in interpreting his observations. Yet despite these changes some tertiary institutions still believe that a large aggregation of factual knowledge is all that is necessary for a secondary education; the consequence is a disillusionment with what the secondary school does and a general belief that schools are academically bankrupt and failing. Hence the open season for sniping at schools and their efforts, when what is really needed is a greater balance between academic work and extra curricula activity so that a boy can develop his true character and personality and can really be educated.

Many suggestions have been made about ways in which schools can be improved; all demand more money than the general community is at present prepared to devote to education. Some see libraries as the panacea of all educational evils, but it will be many years before schools are adequately equipped in this regard. And their proper use will result in more education of the "research and enquiry" type, which is at cross purposes with aggregate marks based upon factual regurgitation in public examinations.

Much still remains to be done to make secondary schools fulfil their right task in the educational structure. But criticism of present weaknesses needs to be helpful and constructive and not negative and destructive as it almost invariably is now. As a nation we have not time to destroy or pull down, literally or metaphorically, any school which is at present good in order to satisfy some whim of educational or political theory; we need all good schools to continue to flourish in order to provide soundness in and diversity of approach to the future education of the nation. To say that a school is divisive socially because it happens to have more or better facilities than another school is utter educational rubbish. What should be said is that all schools must be brought up to the standards of the best schools in the nation, whether they are state or independent, church or non-denominational schools. And let it be clearly said that many of the very best schools in this nation are state high schools. Are we to charge them with being "wealthy", to use the currently fashionable political term, just because they happen to be good schools, or are we to admit they have educational qualities which other schools should adopt? Whether a school is a state school or an independent school, the important thing is that it be a good school. If to be a good school demands more money than is available, either governmentally or privately, the answer is clear: either the nation spends more money on education or the nation accepts the standards of its present schools; but the nation cannot afford to criticise or to try to put out of business any good school—we need them all!

It is pleasing to be able to report certain academic successes. P. W. R. Meyer and A. W. Watt won an award for science research offered by the N.S.W. Federation of Science Teachers. D. J. Fulford was first in the junior section of the annual mathematical competition, whilst G. B. Cranney won a prize in the junior section and I. A. Pollard in the senior section. C. C. Kennett and V. B. McCauley were selected as scholars for the Nuclear Research Foundation School. D. I. Kelly came second in the Concours of the Alliance Française.

Two Old Boys have won great distinction. Professor S. C. Jaeger, dux of the School in 1923, has been elected a Fellow of the Royal

Society. R. J. Lee was this year elected as Rhodes Scholar, thus becoming the twelfth in the School's history. Lee's career both at school and at the university has been notable for his high standard of scholarship and for his successful performance at games. Indeed he is a classic example of the all-rounder whose education is one of great balance. There is no doubt that he will acquit himself well at Oxford.

In games, the main feature of the year has been the opening of the physical education complex. Already this has created more opportunity for boys to take part in some physical activity; and to the School's already impressive list of games are now added gymnastics, weight lifting, basketball, circuit training, squash and swimming. Coaches in all games are already rethinking their approach towards the physical conditioning of boys as they learn to co-ordinate full use of the P.E. facilities with normal methods of training. It will be perhaps some two or three years before the full benefit is gained from the physical education complex, but already there are signs that the boys greatly value it.

His Excellency, the Governor, Sir Roden Cutler, graciously opened the building on May 4th this year, and marked the occasion by donating the Cutler Shield for swimming. About the same time Messrs Michael and Tony Ferris endowed a senior and junior trophy for P.E. in memory of their brother Peter George Ferris who was killed in U.S.A. in 1969. The School deeply appreciates both these gifts which have provided trophies in games for which the P.E. complex is now equipped.

There has been some evidence this year that some senior boys have not given full attention to playing games but have tended to drop out. Participation is the most important part of games; and just as it is necessary to play, so it is necessary to support other teams in the School. In general boys in the School do not always support the first team by attending games. Even in football when the 1st XV was winning the competition the support came rather from the few than the many in the School. There is no reason why barracking should not take place provided that it is not vulgar, or bad sportsmanship, or personal. I spoke about this matter at great length in 1968 and pointed out that team spirit requires the selflessness of players, their single minded devotion to practice, their urgent endeavours to achieve complete physical fitness, their willingness to learn from their coaches and their burning desire to improve. I also encouraged proper barracking and support by the rest of the School. Only by constant thought about standards, both on and off the field, will our games improve and will we enjoy them thoroughly.

In rowing the season was very successful. Junior crews performed remarkably well in the regattas for which they were eligible, and in the G.P.S. regatta crews obtained four second and two third places. This performance marks another step in the long comeback towards high quality rowing. The School is very grateful to the many coaches, both members of the staff and parents and Old Boys, who assist regularly during the season. It would be invidious to mention them by name but the persons in question know how greatly boys in the Boat Shed value their help. Special mention must be made, however, of Mrs. Grant Marsh, who has for a period of four years organised the catering during rowing camps. The School thanks her very much indeed, and also the mothers who helped her.

There are signs that the overall quality of the school's cricket is improving, yet there is a need for still more improvement in batting. To become a good bat requires patience, long hours of practice and the determination to improve; also it requires years of experience learning

from particular batting situations. It is necessary therefore for boys to devote much time to practice in order to become proficient. 24 teams played 147 matches in Term I this year, 19 were cancelled by the weather, 85 were won, 15 drawn and 28 lost. The 1st XI, which was not a particularly strong combination, did well to be fifth equal in the competition, and the 2nd XI was a sound fourth.

The diversification in summer sport brought about by the P.E. complex has not greatly affected cricket. In Term III this year there were 18 teams practising regularly and most obtained a game each week. Cricket will not survive as a game, however, unless boys are prepared to work hard in order to become proficient at it. It is a skilful game which demands perseverance—its greatest challenge to a boy.

In football the standard was not quite as high as in recent years. 502 matches were played, 243 won, 26 drawn and 233 lost. The 1st XV were equal premiers with St. Joseph's College, and it was interesting to compare it with the 1969 team. P. E. King was selected captain of the G.P.S. 1st XV, a just reward for the quality of his football and the soundness of his leadership. Comment should be made about the fact that 25 boys refereed 105 matches, while 14 Old Boys and 7 members of staff refereed 40 and 36 matches respectively. 24 boys sat for the referee's badge and 19 passed. This assistance in refereeing makes it possible to organise a large number of games and has an interesting side result in that several young Old Boys are becoming prominent in refereeing circles in the N.S.W. Rugby Union.

It is interesting to consider why the season may not have been as good as usual. There is evidence of weakness in the Preparatory School teams and in the Under 13 division. But in the lower open age teams some matches had to be cancelled because boys in the Lower Sixth seem to have lacked interest in playing—for no apparent reason other than laziness. Parents should enquire closely into the physical activities of senior boys now, because much is provided for them by way of graded matches and a diversity of games to play. There is no excuse for a boy's not taking physical exercise; and in general it is good for him to play football, a body to body and body to ground contact game.

The 1970 rifle shooting season marked a complete change from the past. The .303 rifle was at last replaced by the Omark 44. Open sights were replaced by peep sights and the cost of the rifle rose from approximately \$8.10 to \$120. Ammunition which has been increasing in cost over the years is even more costly for the new rifles, which has a slightly smaller bore. Despite the change over the First team were premiers, winning the Rawson Cup and the N.R.A. Shield, and the Second team were second in their match. J. H. E. Smith was captain of the G.P.S. team, which included N. J. Broadbent, J. G. Hodgson and G. M. Worthington.

The junior athletic team did extremely well to come third at the G.P.S. athletic carnival, having at one stage a distinct chance of winning. It was known that the senior team would be weak, but it was not appreciated that the quality of other schools would be so strong. If we are to compete at the senior level with any chance of success in future years, boys must devote much more time to training over a period of six to eight months rather than over a period of one month between the end of the football season and G.P.S. day. Many hours of individual training will be needed to reach the high level which the G.P.S. carnival now represents.

In tennis twelve teams played regularly throughout the year. The junior team won all its matches and the senior team all but one. Tennis is now played throughout the year and is a fully organised and regular part of the games offered to the boys.

Already it is possible to see the advantage of the new swimming pool in the general improvement of both the swimming and diving standards of all boys. The pool has been used for early morning and afternoon training. For the first time carnivals were held in Term III in the pool. These carnivals are designed for good, moderate and poor competitors. A grading system has been introduced so that all boys can be graded for each of the swimming strokes. This will lead to the introduction of graded competition both within the school and against other schools. It is hoped this system will encourage boys not engaged in other games to participate in swimming with the knowledge that they will be matched against boys of equal ability, as in other games. In 1971 we plan to use the pool for both the school and the invitation carnivals. Experience will prove whether this arrangement will be permanent.

Surf life saving continues to develop. The school patrolled both Long Reef and Queenscliff beaches during the year, patrols starting in the early morning and continuing to the afternoon when the clubs took over. As membership of surf life saving clubs has declined in recent years the school was able to assist the Queenscliff club by integrating with its early afternoon patrol. This has been a very successful experiment and has enabled boys to participate in patrol efficiency standards as well as see the use of the power boat in rescue work. 14 instructors, 4 bronze squads and 3 qualifiers squads gained awards in their examinations. It is interesting to note that in the past few years the school has put forward for examination more than one third of all instructors in the Manly-Warringah Branch. Among our candidates have been a number of adult members of the clubs which assist us and who all too often are unable to obtain instructor's certificates because of lack of new members in their club.

The advent of the swimming pool has enabled further improvement in the standard of swimming of the surf life saving boys. The pool has also allowed other groups, especially cadets, to be trained in water safety and in the latest resuscitation and cardiac techniques. This year has seen considerable change in surf life saving rescue and resuscitation techniques. It is noteworthy that the compulsory introduction of closed cardiac massage as an examination subject was anticipated by the school over two years ago. That this could be taught over the past few years is due to the generous gift of an Ambu Training Manikin by the S.C.E.G.S. Association. Our thanks are also due to: Long Reef and Narrabeen Beach Clubs for their assistance in training; the Queenscliff club for its assistance in training and integrated patrolling; the Board of Examiners, and the Branch Executive of the Manly-Warringah Branch of the S.L.S. Association.

Basketball was played with a will in the new gymnasium. The 1st and 13A teams were undefeated, and provision has been made for a team in each age group as in football and cricket. There is no doubt that basketball will become a regular part of the school's games. It is not possible to see where it fits into the pattern of games yet; but it will be a summer game only.

Adventure training has taken place as normal, although a new activity was added in winter for senior boys. Selected boys who were already qualified in adventure training took part in four major walks in the Snowy Mountains, Barrington Tops, Warrumbungle and South Coast Ranges, and acquitted themselves extremely well. The standard of their performance has been commented upon very favourably by many people associated with this sort of activity.

Adventure training and the Duke of Edinburgh's Award have now reached such proportions in the school that it has been decided to create the equivalent of a captain for this activity. The title Senior Venturer will be given to the senior boy in future years and the post is one of

considerable responsibility because of the safety factors involved. Seventeen boys obtained their primary First Aid, and three boys their First Aid certificates in the St. John's Ambulance as part of their adventure training.

It has been possible to extend the playing of squash in the new courts provided by the S.C.E.G.S. Association. Regular inter-school matches have been organised on Saturday mornings, and only one match was lost. The first and second teams were undefeated throughout the season. The boys also defeated the masters in what I hope will become an annual encounter.

The standard of golf has been lower than in recent years, but there has been a good keenness among the players.

No report on games would be complete without a brief comment upon the activities of Old Boys. John Newcombe won the Wimbledon Singles Championship again. R. J. Lee, J. W. Weight, I. W. Foulsham and E. Spencer are playing first grade cricket. C. W. Stevens, P. J. Dickson, R. I. Hutchinson and R. J. Lee have been in the first grade football; and of course Sir Frank Packer in the America's Cup. It is pleasing also to see the number of Old Boys who are now prominent in the Manly-Warringah branch of the S.L.S. movement.

A major change has taken place in the Army Cadets this year with the retirement of Major P. R. M. Jenkins. Major Jenkins has served in the Shore Cadet Unit for 25 years and commanded it for 15 years. In this time he has carried it through post war redevelopment, changes in the concept of both Army training and cadet training, and through two separate periods of conscription for national service. The high standard of the unit has been due to his devoted leadership; and its training efficiency can be measured by the fact that in the past eight years a Shore cadet has topped the cadet under officers course on six occasions.

It has been the custom in this school that all boys serve in the cadets. Political factors such as conscription or a popular or unpopular war in which the Australian services are involved do not affect the educational purpose of this custom. Cadet service offers an opportunity for boys to practise leadership in a controlled situation and in a way in which a boy can learn from his mistakes without any great consequence of disaster. To give an order, to take an order, to stand out in front of a group, to be part of a group, these are all part of a boy's education, and cadet training offers this form of education more easily and satisfactorily than many other methods.

It is for these reasons that, now there is an opportunity to increase the establishment of the Army Cadets, it has been decided to do so. This year boys in the S Form have been recruited into the cadets in November instead of the following February, and so in future will serve four cadet camps in their minimum three years service. Unfortunately it has not been possible to increase the establishment of the Air Training Corps but arrangements are being made so that S Form boys who volunteer for the A.T.C. will spend the same period of time in the bush at Linden.

P. R. Wood was second in the Cadet Under Officer course, and R. K. FitzHerbert, R. S. Gray and I. M. Selby were second, third and fourth in the senior N.C.O. course.

Congratulations are due to Flight Lieutenant L. Harvey, who has commanded the School's A.T.C. Flight for many years, upon his receipt of the Cadet Forces Medal. This is public recognition of the many years of service which Flight Lieutenant Harvey has given to the A.T.C. He has now served with the Shore Unit for over twelve years and we thank him very much for his efforts on our behalf.

In January last E. J. Barker was first in the junior N.C.O. course and S. T. Armstrong first in the Senior N.C.O. course. A. W. Sweetnam and E. J. Barker were first and second respectively in the senior N.C.O. course in September.

Notification has been received that there will be a change of Air Cadet uniform some time in 1971 so that there may be delays in issues of equipment.

Two boys, P. H. Hordern and G. M. Worthington, gained their Gold Award for the Duke of Edinburgh's Award and had the good fortune to have them presented personally by His Royal Highness, Prince Philip. Comment must be made about the number of boys who start the Duke of Edinburgh's Award Scheme but very few of whom seem to complete it. One of the purposes of the Award is effort and energy and boys who are partly qualified should give thought to the need for perseverance in order to qualify completely.

The activities of the Scouts have been to some extent limited. The difficulty has been to find people to act as Scout leaders. For many years Mr. J. K. Morell has led the troop on his own without any assistance. He has at times been assisted by senior boys who are also senior scouts. This year P. K. Hodgkinson and A. W. Watt were able to help, but more is needed in the form of adult assistance. Some years ago I endeavoured to bring this difficulty to the notice of scouting authorities, suggesting that some form of senior rank equivalent to cadet under officer, needed to be created. Help is urgently needed in order to maintain the quality of the group in the future.

Debating has been active throughout the year but has been more confined to senior boys than usual. The sudden death of Mr. Caldbeck upset plans in Term III to hold the normal series of junior debates.

Once again the spiritual life of the school has been active and healthy. The Chapel Choir has regularly presented anthems of high quality. Its singing of the Mozart Requiem was well up to standard and the record cut has been a good one. The work of D. I. Kelly in the school's music must be commented upon as he has worked very hard over a long period to improve the quality of what is done. The Crusader movement in the school is well supported, with a large number of boys regularly attending Crusader camps.

Again may I express the School's great appreciation to the S.C.E.G.S. Association for their efforts on our behalf. The endowment of the squash courts has greatly improved the facilities in the P.E. complex. The placing of prints around various walls of the school has humanised many corridors. Mr. Peter Board has donated two balances to the School's laboratories. Mrs. Jean Broinowski has endowed the G. H. Broinowski Prize in memory of her husband who was a member of the staff from 1925 to 1947. This prize will be awarded to the boy who is first in General Proficiency in the Lower Sixth. Mention has already been made of the Cutler Shield and the Peter G. Ferris trophy. The School deeply appreciates these gifts and thanks the benefactors for them.

Each year the work of the prefects seems to become more difficult and yet it is not proper to let a year go without commenting upon the quality and the performance of this year's group. The Senior prefect, P. E. King, has lead the team with energy and thought and always with the aim of improving the school. In his task he has been well supported by J. J. Jenkins, his deputy.



It was with regret that the deaths of three former members of the staff are reported. Mr. J. V. Terry died last year in the Christmas holidays, Mr. Robert Anderson, formerly Bursar of the School during the year, and Mr. S. A. J. Caldbeck quite suddenly at the beginning of this term. In their various ways all three men made considerable contributions to the well being of this school.

Mr. W. Foulkes and Mr. P. R. M. Jenkins are at present on leave in the U.S.A., Mr. C. M. Potter, B.Sc., has joined the staff to teach Mathematics. At the end of the year Mr. R. Stark, Mr. H. J. Pidoux leave, and Dr. Visser, after serving the school so magnificently since 1947, is joining the staff of Pittwater House Grammar School. It is hard to imagine how many masters will be needed to take over all the tasks Dr. Visser does around the school: the library, the "Torch Bearer", prize winners, press relations are but a few of the tasks he has done so willingly and so well. We wish him good luck in his new post. Mr. D. Hicks, B.A., Mr. B. R. Dawson, B.A., Mr. B. R. Nicol, T.C., and Mr. W. M. Easton, B.Sc., Dip.Ed., will be joining the staff at the beginning of 1971. Mr. D. J. Rossel also will return to us again.

We welcome Mr. K. R. Utz as a lay governor of the School elected by the Synod of the Diocese of Sydney in place of Mr. A. G. Lang. Mr. Lang has served on the School Council since 1957 but feels that the work connected with the Abbotsleigh School Council now demands his full attention. We thank Mr. Lang for his years of service and thought, both on Council and the Executive Committee. We thank Mr. D. H. Playfair also who served this year on the Council between Mr. Lang's resignation and Mr. Utz's election.

A year ago at this time it was my privilege to be in the Guild Hall in London at the centenary dinner celebrating the foundation of the Headmasters' Conference of the United Kingdom in November, 1869, that is twenty years before the foundation of this School. It was brought home to those present that in 1870 Charles Dickens died and in 1871 Charles Darwin published his last great work "The Descent of Man"; that the reign of Queen Victoria was then about half completed and Victorian England was in fact one of the most religious countries the world had known. Its particular type of Christianity, "godliness and good learning", laid a direct emphasis on conduct and on education; and its passion was for self improvement—today's passion for pleasure would have shocked it deeply! Yet the disintegrating tendencies apparent in 1870 have disconcertingly similar appearances to those of 1970. Indeed 1970 seems like a watershed in history, as 1870 was in Victorian England.

Time does not allow the analogy to be carried too far on this occasion and yet the parallels would repay close study. There is no doubt that 1970 is a watershed in education and will so be regarded when history is later written. The reasons for this are not hard to find; for the problems in the educational sphere, then as now, are many, varied and pressing, and extremely visible to any thoughtful person.

First, there is the so called generation gap. It is believed nowadays that there is a vast gap between father and son, mother and daughter. But does this gap really exist; or is it only in the minds of radio and T.V. commentators and other self styled experts who never really spend time with both sides of the gap? Throughout recorded history there has always been a gap between one generation and the next; but in the past it has always been bridged by dialogue between those on both sides of the gap. The gap will be closed today, when there is dialogue; and in a school there is plenty of opportunity for dialogue—provided that both pupil and master are prepared to talk. There is no doubt that masters are prepared to talk; what about the pupils? On many occasions I have

stood solitary in the quadrangle waiting for boys to come and talk, but to no avail. Other members of staff have remarked that boys will not talk to them also. The staff are willing; are the boys willing or have they a preconceived idea in this matter?

Perhaps the reason is the communication gap, the second problem in education today. Words do not seem to mean the same in 1970 as they meant ten years ago, let alone one hundred years ago. Perhaps there are not sufficient hours in the day or minutes in the hour to define terms succinctly so that there is a common understanding upon which to base any conversation. Perhaps a goal of the nineteen seventies should be: "less efficiency in order to gain more time to converse".

But such a philosophy immediately raises the third problem: the intense competitiveness of modern life. The rat race of examinations, of aggregate marks and of entrance quotas with its attendant pursuit of monetary profit has determined more and more in the last few years the amount of time a boy has available in which to think, to talk and per chance to imagine. How can any boy spend time to grow up and to sort himself out when he is never given any time or opportunity to do so?

And this lack of time results in the fourth problem of education: namely the interference in education of so many involved in other fields of endeavour who nevertheless feel themselves highly qualified, in the inimitable manner of today's experts, to pronounce upon any educational matter in schools in which they have never served and of which they have had, and intend to have, no professional experience. Yet this does not prevent them from pontificating loudly and forcibly with views which decry and denigrate the efforts of hard working schools and schoolmasters. Very few of these critics realise that the industry known as education is probably, so far as its cost structure is concerned, one of the most under staffed industries. The administrative structure in any school today lacks many of the grades of a normal managerial hierarchy; yet the industry is expected by the so called experts to be as efficient as any other industry, because it is so vast and expensive. Is it generally realised that a school is now the size of an infantry battalion at full war establishment, but that it does not have the same command structure? And yet it is expected to have the same operational efficiency and capacity as such a highly structured battle unit.

For the community itself is creating the fifth problem of education when it demands that the school, structured managerially today as it was over fifty years ago, will take over the duties and responsibilities which were formerly carried out by two other social groups which had such an effect upon a child's life: the church and the family. More and more society is expecting schools to undertake the moral upbringing of the youth of the nation. A novel subject "social sciences" has appeared and is becoming educationally fashionable because it is hoped apparently to include in it all the education which in the past used to be done by the family and by the church. In addition, car driving, sex instruction, use of cheque accounts, exploiting the stock market, hire purchase, income tax and family planning have all been suggested this year as suitable topics for education in secondary schools. Is it a school's responsibility to teach any or all of these? Or are these problems of moral upbringing which are more properly the concern of the family?

These new fads in education, which are propounded by persons not connected with schools, have been given in public debate a prominence out of all proportion to their educational value, and it has been suggested that the school become responsible for teaching them all. The school is thus being forced into the place of the family and the church. Let us be wary of this tendency because it would be so easy to replace the school with the state!

But the school is not geared to replace either the family or the

church; it has neither the facilities, nor the managerial structure, nor the philosophical purpose for such a task. So the school finds itself in a dilemma: it does one thing; but the community wants it to do another thing. But the community will not give the school the necessary weapons, financial, moral or philosophical, to carry out the community's purpose. Who can blame the school therefore for adhering to what is its prime purpose: the education of children in the way in which the school has so far been asked to do?

The sixth problem of education is an even bigger one. Primary education and secondary education are no longer necessarily sequential. Over the last decade primary education has changed enormously as educational research has shown that primary children learn in this way or in that way. But little or no research has been done into secondary education. And if it has been done it has not taken into account that demand for a paper qualification known as a "public examination certificate" which the business community demands as essential before it employs any youth or which a tertiary institution demands before it enrolls any student.

Primary education has made change after change, some surreptitiously, some openly, but all without regard to the problems it may create for secondary education. At his most impressionable age, puberty, the boy is therefore faced with a clash of educational aims, and so quite often cannot understand why he is confused. While he is confused and perhaps disillusioned, his confusion and his disillusionment are added to by the gratuitous comments of the experts who have not even realised that such a problem exists. The boy thus loses faith in himself and in his school.

Before the school can sort out his difficulty and confusion the boy is faced with the seventh problem of education today, the rapid increase in knowledge itself. Facts are now so plentiful that a pupil's only chance is to learn concepts and principles and methods of research and enquiry in order to cope with the vast amount of information with which he is beset.

But research and enquiry of themselves do not make for full interpretation; experience in interpretation and comparison with other examples are needed. Gaining experience can only come with time; but many boys are not prepared either to wait the span essential to gain experience or to admit that experience is in any way necessary. So the boy is even more than ever confused by the paradox with which he is faced.

Again, before he has time and the age to sort matters out for himself he is faced with the eighth problem. The public examination which the community demands from him comes so early in the school year that the year is not a year at all, but a mere two thirds of a year. The senior boy thus gains the impression that study ends two months before the end of the school year; so he is inclined to get his values out of perspective when it comes to that time when the school can carry out some true education, namely after the public examination is over. Because the examination is so early, school administration is being completed earlier and earlier in the third term, with the consequence that many senior boys consider that mid October is mid December, and act as if Christmas has come two months early.

This irresponsibility unsettles younger boys, quite apart from the fact that it leaves the school leaderless months before it should be. Or it creates the silly situation of making the school state that its year is a full calendar year but its administrative year is two-thirds of a year. Also it creates in the minds of some senior boys the idea that there is a four month holiday from the end of the public examination in early November until tertiary institutions open in early March—a length of time without study which is proving bad for any boy, even the good

scholars. It is time the public examination reverted to December or better still were held in August each year. If it were held in August some real education could be done after the examination either by the school if the boy chose to remain at school or by the community if he left school.

But these are problems all inside the schools. What are the problems outside the schools which affect education? First, there is the state of complete upheaval and confusion in society itself. The Church is in a state of flux with its discussions of revisions of liturgies, talks of ecumenism, conflicts over theological interpretations and clashes of denominations. Society cannot decide what are its criteria of cleanliness and safety let alone its standards of decency and morality. Many in the community reprimand the young for styles of dress and personal appearance which they adopt themselves. The family has seemingly lost its power as a unit to weld together its members.

In the political sphere there are arguments, such as centralism and federalism, which give the impression that the constitution of the country is an ass. Loose charges are made against individuals without definition of the terms in which they are made. Indeed the big lie of Dr. Goebbels seems to be intruding more and more into political life.

And the mass media aids and abets all this loose talk, loose morality and loose logic when it gives publicity to events which are of little importance by claiming that they are newsworthy. In whose opinion? Today it seems that all one has to do is to espouse some odd ball cause and to have a big mouth; and one will be given prime publicity time throughout the country's mass media.

And to the big mouths can be added the new dictators, those unknown and unnamed persons who determine the lives of so many: fashion designers who unnecessarily demand a change in the shape of clothing in order to titillate the buyer; land developers who despoil the bush but do not plant for posterity, or who pull down lovely buildings to put up ugly skyscrapers; architects who design home units to satisfy their ideas of how people should live but who never provide parks and gardens and playing fields for the people involved; union representatives who call strikes on a point of principle which is apparently incomprehensible to the rank and file of the union; advertisers who in their drive for "new and improved" products imply that all previous articles were in some way shockingly deficient; student activists and university lecturers who pull down existing institutions and offer no substitute other than some personal utopian dream; manufacturers who change the model of a car but not its efficiency or safety; vocal minorities and protesters who demand that Australia should slavishly follow the political trends of other nations of the world whether these trends are good or bad.

All these dictators are whittling away at some part of the social democratic structure in which a boy is growing up. Is it any wonder that a boy is confused? Yet one thing in his life has not changed: at some stage between 12 years and 18 years of age he will grow in height and weight and muscle and will develop from a boy to a young man. Puberty will bring sufficient stress and strain without all these other confusions being gratuitously added by persons who do not really care about him.

What is a school to do in this present situation? How should it react to problems and pressures such as have been put on it in the last few years? The only hope is that each component part of the school will take a good look at itself and see how and where change should be made, if indeed it needs to be made.

Quite apart from what boys may think I can assure them that there has been considerable soul searching on the headmaster level and that many changes have been made. Perhaps boys will ask where and when; the point is that in an institution the size of this school it takes some time to make major changes or before any change becomes apparent. The story of surf life saving in this report is a good example of a project that has taken nine years to complete.

Moreover, it is not always wise to make change for change's sake, any more than it is wise to retain tradition for tradition's sake; consideration has to be given to the balance of change and tradition. The tradition of hard work and sound scholarship for which this school stands surely must not change; yet within scholarship there are changes of content and emphasis.

Because a boy cannot see instant change when he asks for it, he must not assume that the school is outmoded or outdated. In fact the school may be very modern in its policy. For example, the policy of boarders' leave which has been the practice here for over forty years is just being adopted as something extremely new in many schools in Great Britain and U.S.A. Other customs at Shore are well ahead of their time; others are perhaps outmoded and will be changed as soon as possible. But buildings and finance often make any change difficult to achieve quickly.

Nevertheless there is ample evidence that when change is made boys at times do not face up to the challenge of the change. The new P.E. complex is an example: how many boys have in fact changed their habits of physical conditioning since the complex opened in May? Some boys have adopted a fatalistic outlook of "why compete" instead of accepting the physical challenge offered.

How many boys study because they want to improve their minds rather than because they want marks or results in an examination? How many boys make a genuine endeavour to be present at school every day and to attend every practice? As at November 13th only 286 boys in the senior school had attended school every day this year, that is 36.7% of the enrolment.

So boys are challenged to improve themselves to the limit of their capacity first before they demand that change be made to make life easier or more novel for them. Acceptance of such a challenge means that they must devote more time to what they have to do and less time to grumbling about the present state of affairs.

The staff has a different problem again. The vast increase in knowledge is making keeping up to date academically difficult and physically exhausting. Time is needed in order to read, to consider and to synthesize new material. The more time is given to this search for new knowledge, the less time there is for good schoolmastering, i.e., spending time with boys. Coaching of games and extra curricula activities all have the value of placing a boy and a master in close personal contact, but coaching takes time. The in service training necessary to keep up to date academically takes a master away from his class or team and so out of contact with boys. More time is thus needed to make up this lost ground. The search for time is one of the most important parts of schoolmastering today. So far this problem has not been solved; and no critic of schools has even discussed it.

The governors of the school have long range plans in mind for the development of the school. The Trident Development Project which has promised \$618,210 to date gives an outline of how the school needs to be developed in the next few years. But will plans conceived in 1970 be correct for education in 1975 or 1985? Only time will tell. Plans must be made now and goals must be set; if they are made by sound logic, by clear thinking and in good faith they will probably be correct. The

school can be committed to a line of future development, but once committed it cannot be greatly redirected in any five year period.

Parents and old boys too must revise their thinking about the school. What do they want the school to do and to be? Once having decided this question constant and loyal support must be given to the aims and practices of the school. Parents must realise that education is a long process demanding a period of time in which a boy's development can come to fulfillment. They must not expect instant miracles and they must expect some non-fulfillment; yet they will always know that the school is doing its utmost to provide what is best for each particular boy, be he weak or strong academically or physically.

With all this in mind what are we aiming to do at Shore in the 1970s? Despite all the problems, all the suggestions and all the criticisms, no one critic has been able to suggest that there is any real substitute for an education based upon Christian tolerance and forbearance and Christian endeavour. The school aims to provide an education for each boy which is based upon hard work, sound scholarship, right conduct and good manners all within a broad band of tolerance, neither intensely conservative nor arrogantly radical. It is hoped that when he leaves the school, the boy will have an understanding of many points of view and will be basing his own thinking upon Christian principles and thoughtful logic. It is hoped he will have learnt the meaning, value and purpose of loyalty not only to his God, but also to himself and those whom he will eventually serve.

Again it is hoped that he will understand the difference between freedom and licence and that he will have discovered that a healthy society demands a balance between discipline and dissent. He will have learnt that the defence of freedom calls at times for strong arms, at others for strong voices, but always for loyalty and strong hearts.

And he will also have learnt that tolerance is a vital and essential personal characteristic which demands an understanding of and a respect for the views of others. He will perhaps have learnt that to accuse the old of hypocrisy or leading the world into a mess is ungenerous when his peers have thrown soap around in a lavatory block or fruit against a classroom wall, or have stolen another boy's lunch out of his locker, or have bullied little boys at the American Tea, or have ganged up on a boy who has the moral courage to speak out against such conduct. He will have learnt that hypocrisy is not the preserve of the old alone any more than licence is the preserve of the young. And he will have realised that the administration or the establishment is not always wrong; it is more often right than wrong.

In short, it is hoped that he will have learnt that life is a two way affair between himself and his neighbour and that in order to live in harmony with his neighbour he must recognise that there are rules and regulations which he must accept cheerfully and willingly. At the same time he will have grown up in his family and he will have learnt that being a parent is not easy—as he will himself discover later in life. He will then have learnt that tolerance and forbearance and freedom and dissent are necessary in any society, but always in the proper balance.

The school also aims at all times to define the limits of its educational authority and to keep the limits of this authority so far away from the boy as not to hamper his individualism. But the boy must willingly accept these limits and not spend the whole of his school career in brinkmanship teetering on the edges of revolution.

For research has shown that in those families where parents structure the worlds of their children within limits of conduct and behaviour which they believe to be appropriate and which they clearly define, and where

parents maintain these limits, greater rather than less freedom and expression are gained for these children than in those families where the limits are not clearly defined.

The school's long experience is the same as this modern research. Parents therefore should spend time with their children to define the limits within which the family is to conduct itself and should spend time to communicate to their children the reasons for setting these limits.

In fact the greatest gift that a parent can give to his child is time: time when parent and child are together, talking, living, growing up; time when the child can talk out his problems, confusions and terrors; time when the parent can explain the vagaries of the world to his child.

Throughout this report the word "time" has appeared again and again. Is it the desperate speed at which we live our lives, or with which we seek efficiency of performance, which is the real enemy of our society today? And is it that there is such a lack of time for us all to be decent human persons that there is such upheaval in society today?

We need to take time to look at ourselves: family, church, school, man, woman, child. And we need to give time to each other in order to communicate with one another.

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