



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

December, 1972.

Sydney Church of England Grammar School

Speech Day—7th December, 1972

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

National Anthem

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 Brian Hone, O.B.E., B.A.(Adel.),
M.A.(Oxon.), F.A.C.E.

Vote of thanks by the Senior Prefect.

Benediction

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.
Archdeacon E. D. CAMERON, B.D., Th.Schol.
Rev. R. C. WEIR, Th.L.
R. B. HIPSLEY, B.E.
R. LUDOWICI.
Dr. Ian W. HOLT, M.B., B.S., D.T.M., D.T.H.
Dr. T. S. HEPWORTH, B.A., Dip.Ed., Ed.D., M.A.C.E.
Prof. L. W. DAVIES, B.Sc., D.Phil., F.Inst.P., F.A.I.P., F.I.R.E.E.
K. R. UTZ.
J. SEDGWICK, B.Ec., A.C.A.
J. G. DENTON.

STAFF

Headmaster:

B. H. TRAVERS, O.B.E., p.s.c., B.A.(Syd.), M.A., B.Litt.(Oxon.),
F.A.C.E., F.R.S.A., F.A.I.M.

Senior Master:

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

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.), Housemaster Hodges House.
J. W. BURNS, B.A.(Syd.), (2), Housemaster Barry House.
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.), Master of Lower School.
J. E. COLEBROOK, M.A.(Cantab.), M.A.C.E., (4),
Housemaster Robson House.
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.(N'cle).
M. HOWARD, B.A., M.Ed.(Syd.), T.C.(Wymondham).
D. J. ROSSELL, B.A., Dip.Ed.(Syd.), M.A.(Macq.), M.A.C.E., (3).
G. J. WHITE, B.Ec.(Syd.), (10).
P. I. PHILPOTT, T.C.(Syd.).
T. W. BREWIS, M.A.(Oxon).*
I. R. BARLOW, B.Sc., Dip.Ed.(Syd.), Housemaster School House.
F. H. ROSS, B.Sc.(Chem. Eng.)(N.S.W.), Dip.Ed.(Melb.), A.S.T.C., (5).
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.).
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.(N'cle.), (1).
S. W. GILLESPIE.
W. B. S. PIERCE, F.R.C.O., F.T.C.L.(Lon.), L.Mus.A.(Syd.), (7).
A. J. de V. HILL, B.A.(Syd.), F.R.G.S., M.A.C.E.*
Rev. R. E. EVANS, Th.L., M.I.A.A.
D. G. SPURR, B.A., Litt.B.(N.E.).
R. K. WHILEY, M.A.(Oxon.), Dip.Ed.(N.E.).
Rev. D. C. S. SMITH, A.T.T.I.*
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, B.A.(Macq.), T.C.(Wollongong).
Rev. N. K. MACINTOSH, B.D.(Lon.), Th.Schol.
A. J. OWEN, B.A., Dip.Ed.(N.E.).
R. J. McINTOSH, B.A.(Syd.), D.T.G.
R. A. EVANS, M.I.A.
H. T. ANDREW, B.A.(Syd.).
R. G. PULLER, Phys. Ed. Inst. (formerly R.A.N.).
K. L. CLEGG, C.P.Ed.(Melb.), Cert.Ed.(Reading).
K. E. JONES, B.Ec., A.Ed.(Qld.).
C. M. St.G. POTTER, B.Sc.(Lon.).
D. H. HICKS, B.A.(Syd.).
B. R. NICOL, Cert.Ed.(Exeter).
Mrs. A. W. HART, B.A.(Syd.), Dip.Lib.(N.S.W.), M.A.C.E., A.L.A.A. (12):
A. M. ASHBY, M.A.(Oxon.).
N. J. GILBERT, B.Sc., T.C.(Syd.).
I. R. CHAPMAN.
K. J. St. HEAPS, D.T.G.
B. N. FIELD, T.C.(Syd.).
A. A. GOW, T.C.(Syd.).
C. E. FEARON, M.Sc., T.C.(N.Z.).
C. R. LAFLAMME, Dip. C.E.
A. GORMLEY, A.Mus.A., T.C.(Syd.).
F. G. COOKE, B.A., T.C.(Syd.), Dip. Goethe Inst. (Munich).
M. T. McKAUGHAN.
J. S. MELAMED, B.A.(Harv.)
D. J. WARD, B.A., T.C.(Syd.).
L. R. HARDING, L.R.S.M., T.C.(Auck.).
- 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., F.A.I.M.
Sergeants-Major: R. V. CROSBY (formerly W.O., A.R.A.),
A. J. PICKARD (formerly W.O., A.R.A.).
Bursar: J. E. McCANN, B.Comm., A.A.S.A. (Senior), A.S.T.C.
School Medical Officer: Dr. G. R. ELLIOTT, M.B., B.S., F.R.C.S.,
F.R.A.C.S.

VISITING STAFF

Piano: Miss D. HARPUR. Clarinet: Mrs. M. BARR.
Tennis: V. EDWARDS. Woolclassing: F. G. WILSON.

* On leave.

PREFECTS

Senior: D. J. COGHLAN; **Second:** R. T. LESLIE.

Prefects: A. G. BOSANQUET, I. C. CLARKE, S. A. HOLLIDAY, H. F. MACNEIL, M. J. MATHERS, J. H. W. PLAYFAIR, J. E. POWELL; A. M. LONG, R. S. M. MACDIARMID, J. W. McPHAIL.

Sub-Prefects: E. J. D. BARKER, S. C. McDOWELL, J. B. SAUTELLE, T. D. SAWKINS; T. J. BERTINSHAW, P. A. COLE, B. D. DEY, E. S. D. DIETRICH, D. A. H. JOHNSTON, R. F. KING, G. R. B. LEWIN, R. G. STANISTREET; M. H. ALLERTON, G. J. MADDOCKS, B. MORRICE, D. A. PATRICK, S. R. S. PERRY, P. E. STANLEY; R. B. BURNELL, M. K. COLLESS, P. L. HEWETT, J. M. N. HOUSTON, M. G. LEE, J. A. LUGSDIN, B. W. D. MORGAN; M. H. BLACKWOOD, A. R. CAMPBELL, S. G. CAMPBELL, S. P. CHAMPION, P. R. DOUGLAS, D. A. G. GEDDES, A. M. GRAHAM, A. J. HOLLIDAY, G. J. Le MESSURIER, T. S. OLDS, D. H. PIGOTT, J. D. STANLEY, A. J. M. THORP, G. C. TRAVERS.

CAPTAINS OF GAMES

Athletics: D. D. B. WELLS; **Basketball:** R. J. GORDON; **Boats:** R. T. LESLIE; **Cricket:** D. A. H. JOHNSTON; **Football:** R. T. LESLIE; **Golf:** S. A. HOLLIDAY; **Shooting:** R. B. BURNELL; **Surf Life Saving:** M. V. BENNETT; **Swimming:** M. G. LEE; **Tennis:** A. G. BOSANQUET.

SCHOLARSHIPS, 1972

A.B.S. White Scholarship	D. J. Coghlan
Old Boys' Union Scholarship	{ E. J. D. Barker
	{ I. C. Clarke
Bruce and Eldon Beale Prize	{ R. S. Gray
	{ V. B. McCauley
S.C.E.G.S. Association Exhibition No. 1	{ T. C. Sutherland
	{ G. B. Cranney
	{ P. D. Hammond
S.C.E.G.S. Association Exhibition No. 2	{ A. R. Nossal
	{ J. B. Sautelle
Grainger Exhibition	{ T. S. Olds
	{ P. A. Cole
J. N. Graham Exhibition	{ B. C. Newell
	{ J. W. McPhail
Junior Entrance Scholarship:	
(Oswald Stanton-Cook)	J. D. Collins
(Hodges)	O. N. Tinnion
(Christina Campbell)	M. F. Harrigan
(Council)	J. W. F. Gidney
Junior Close Scholarship	{ R. J. Halliday
	{ G. R. D. Jones
	{ O. P. Wood
	{ C. J. Fogl
Junior Open No. 1	{ I. C. Hargreaves
	{ S. W. Westwood
	{ A. D. Lee
	{ D. E. Farmer
Junior Open No. 2	{ M. J. McDowell
	{ C. H. Thompson
	{ J. D. Molesworth
	{ R. P. Salmon
Archbishop's Exhibitions	{ D. A. Patrick
	{ R. A. Clarke
	{ D. G. Giltrap
	{ J. W. Prescott

PRIZE LIST, 1972

	DIVINITY	GENERAL PROFICIENCY	GENERAL MERIT
PREPARATORY SCHOOL			
Form			
I	C. C. Reynolds	I. R. Amos	P. G. Duff
Remove B	A. J. Ambrose	A. J. Chippindall	D. J. Kessell
Remove A	N. M. M. Hardwick	N. M. M. Hardwick	G. R. W. Peel
II B	D. W. F. Frank	S. N. S. Morris	K. M. Cudmore
II A	(R. D. Fogl)	(R. D. Fogl)	(R. W. Y. Yeow)
LOWER SCHOOL			
III C	G. B. Inglis	S. D. Waight	D. F. Sainty
III B2	T. J. Goddard	T. J. Goddard	C. P. Capel
III B1	P. J. Clarke	P. J. Cameron	I. C. Minnett
III A2	R. P. M. Middleton	R. L. Purnell	P. McCorquodale
III A1	T. A. Fraser	(A. J. Black)	S. W. Westwood
SC	J. K. D. McKeown	I. G. Heywood	B. Morrice
SB2	J. G. Kesterton	D. I. Allport	C. T. C. W. Dean
SB1	M. B. Wilkinson	M. B. Wilkinson	M. A. L. Cocks
SA2	R. A. Morling	B. S. Gambrell	R. R. Lemon
SA1	(J. D. Collins)	(J. D. Collins)	C. R. Elvy
MIDDLE SCHOOL			
IV C	S. C. Davies	G. M. Smith	G. C. Walters
IV B2	T. J. Roberts	A. M. Heath	J. A. Bretherton, L. B. Rundle
IV B1	A. S. Brown	P. J. Glover	A. S. Hoy
IV A2	T. M. Clark	R. D. Hodgkinson	M. K. Cranney
IV A1	(A. D. Lee)	(A. D. Lee)	(C. G. Cotton)
VC	R. D. Coote	G. C. Scott	I. G. Hogan
VB3	M. W. Holt	G. S. Ewen	W. R. H. Freeman
VB2	P. C. Coleman	M. E. Cutler	J. M. Symonds
VB1	R. N. Royle	C. D. Gordon	R. B. Elliott
VA2	R. F. D. Bertinshaw	A. F. Godfrey	A. C. Goswell
VA1	(R. P. Salmon)	(R. P. Salmon)	(A. C. Cameron)
UPPER SCHOOL			
	Lower VI		Upper VI
Divinity	(B. C. Newell)		(P. A. Cole)
General Merit	G. C. Travers		(D. J. Fulford), (J.M.C. Swann), (M. K. Colless)
General Studies	(T. S. Olds)		(D. A. Patrick)
Economics	B. W. Donald		(D. J. Coghlan)
Ancient History	not awarded		(W. J. Clarke)
Geography	A. J. Macpherson		(P. E. Stanley)
Science	P. N. Duffy		(P. M. Jeffrey), (G.B. Cranney)
Modern History	(T. S. Olds)		(D. A. Patrick)
German	(T. C. Sutherland)		(J. W. McPhail)
French	(T. S. Olds)		(P. A. Cole)
Latin	(T. S. Olds)		(P. A. Cole)
English	(T. S. Olds)		(P. A. Cole)
Mathematics	(T. C. Sutherland)		(D. A. Patrick), (G. B. Cranney)
Second in			
General Proficiency	(T. C. Sutherland)		(D. A. Patrick)
First in			
General Proficiency	(T. S. Olds)		(P. A. Cole)

SPECIAL PRIZES

ART:

W. M. N. Stewart Memorial Prize	I. J. McDonald
(Preparatory School)	
Junior Prize	S. K. Colyer
E. T. Thring Memorial Prize	D. H. Pigott

CATECHISM:

Uther Prize	R. W. Y. Yeow
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GENERAL KNOWLEDGE:

Lower School	J. D. Collins
Middle School	B. D. Fitzpatrick
John Jamieson Memorial Prize (Upper School)	W. J. Clarke

MUSIC:

Theoretical Junior	G. R. D. Jones
Theoretical Senior	B. C. Newell
Practical Junior	{ A. L. Allen
	{ A. J. Bingham
Practical Senior	D. J. N. Lemon
R. G. H. Walmsley Memorial Prize	G. M. Lewis

WOODWORK:

Junior Prize	D. S. J. Stratton
G. R. and R. V. Kierath Prize	M. S. Rodger

WOOLCLASSING:

Riverina O.B.U. Group Ray	
Holmes Memorial Prizes:	
{ Junior	P. D. Warren
{ Intermediate	D. A. Chaston
{ Senior	W. G. Garnock

CHOIR:

Junior	{ A. J. Black
	{ C. J. P. Hobbs
Senior	H. F. Macneil
David Davies Memorial Prize	A. C. Burns

ORIGINAL CONTRIBUTIONS TO THE SCHOOL MAGAZINE:

"The Torch Bearer" Prize	{ S. D. McCann
	{ J. W. McPhail

DEBATING PRIZES:

{ J. B. Sautelle
{ J. W. McPhail
{ D. J. Coghlan

GENERAL ACTIVITIES:

John Martin Burgess Prize	{ S. P. Champion
	{ D. H. Pigott
Frank Cash Memorial Prize	A. E. Clemens
Hugh Barker Memorial Prize	M. J. Mathers
Old Boys' Club Prizes—V Form	A. K. Buchanan
UVI Form	{ H. F. Macneil
	{ B. Morrice
Old Boys' Union Prize	{ I. C. Clarke
	{ J. E. Powell
D. I. Richards Memorial Prize	R. T. Leslie

PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize	R. D. Fogl
John Scott Memorial Prize (IIA Form)	R. D. Fogl

THIRD FORM:

Daryl Loddington Hall Memorial Prize (French)	C. H. Thompson
Alan Ludowici Memorial Prize (IIIA1 Form)	A. J. Black

S FORM:

George Gordon Black Memorial Prize (English)	J. D. Collins
Hunter Stephenson Prize (French)	J. R. Ilbery
Selby Prize (Science)	I. C. Hargreaves
Tamworth O.B.U. Group Prize (Mathematics)	J. D. Collins
Alan Ludowici Memorial Prize (SA1 Form)	J. D. Collins

FOURTH FORM:

Frank Bennett Memorial Prize (English)	D. I. Cook
Roy Milton Prize (French)	A. D. Lee
L. R. Benjamin Memorial Prize (Science)	D. I. Cook
Geoffrey Cohen Memorial Prize (General Merit)	C. G. Cotton
Tamworth O.B.U. Group Prize (Mathematics)	D. G. Wood
Alan Ludowici Memorial Prize (IVA1 Form)	A. D. Lee

FIFTH FORM:

Harry Eames Budd Memorial Prize (English)	R. P. Salmon
Eric Mileham Litchfield Memorial Prize (General Merit)	A. C. Cameron
Hunter Stephenson Prize (Mathematics)	D. E. Farmer
Alan Ludowici Memorial Prize (VA1 Form)	R. P. Salmon

LOWER SIXTH FORM:

Stewart Caldbeck Memorial Prize (English)	T. S. Olds
M. A. Ilbery Prize (Modern History)	T. S. Olds
Stewart Caldbeck Memorial Prize (Second in General Proficiency)	T. C. Sutherland
G. H. Broinowski Prize (First in General Proficiency)	T. S. Olds

UPPER SIXTH FORM:

David and Elizabeth Carment Prize (Mathematics)	D. A. Patrick
Donald Muston Memorial Prize (General Merit)	M. K. Colless
Russell Sinclair Memorial Prize (General Merit)	J. M. C. Swann
The Lodge Torchbearer Prize (Ancient History)	W. J. Clarke
Desmond Hum Memorial Prize (Geography)	P. E. Stanley
John Kingsmill Phillips Memorial Prize (Chemistry)	P. M. Jeffrey
Monteith Cowper Wood Memorial Prize (Physics)	G. B. Cranney
Ian Menzies Memorial Prize (History)	D. A. Patrick
Herbert Kendall Memorial Prize (French)	P. A. Cole
David Cowlishaw Memorial Prize (Latin)	P. A. Cole
J. S. Wilson Memorial Prize (English)	P. A. Cole
Charlton Divinity Prize	P. A. Cole
Harold Dean and R. S. Reid Prizes (Mathematics)	G. B. Cranney
Percival Sharp Memorial Prize (VI Form)	P. A. Cole
A. H. Wade Memorial Prize (General Merit)	D. J. Fulford
War Memorial Prize (Second in General Proficiency)	D. A. Patrick
Burke Prize and United Services Prize (First in General Proficiency)	P. A. Cole
Brian Pockley Memorial Prize	D. J. Coghlan

THE HEADMASTER'S REPORT, 1972

Your Grace, Sir Brian, Lady Hone, Ladies and Gentlemen,

It is a very happy occasion when the School can welcome an independent school authority of the greatness of Sir Brian Hone. He has been headmaster of two independent schools, Cranbrook and Melbourne Grammar; he was for many years honorary secretary of the Headmasters' Conference of the Independent Schools of Australia, a member of Standing Committee and later its chairman; he is chairman of the Commonwealth Advisory Committee on Libraries in Schools and more recently has been appointed to the new Commonwealth Committee on Facilities for Non-Government Schools. In short Sir Brian has now served independent schools for well over thirty years and is still doing so.

However, it is to me personally a special pleasure to welcome both Sir Brian and Lady Hone, as I taught at Cranbrook under Sir Brian's headmastership and later when I was beginning as a headmaster they were both so kind to my wife and to me. If some boys in this school think I am rather bent on games, they should have served under Sir Brian; they would then know the place of games in the life of a boy.

To Lady Hone we say welcome too. Any lady who has coped with a headmaster/husband for so long and still smiles, as she does, deserves our deepest admiration.

At the School Certificate examination in 1971 all candidates passed. Seventy-seven boys obtained six advanced level passes, 43 boys gained Commonwealth Secondary Scholarships. These results did reflect the hard work done by the boys in preparation for the examination.

Parents will be aware of the changes foreshadowed in the School Certificate in the coming years. In 1973 and 1974 the external examination itself will contribute only one-quarter of the total marks, instead of one-half as now; the remainder of the marks will be provided by the school's assessment of the candidate's ability based upon his work throughout the year. The external examination papers will only be of one hour's duration and must tend therefore to test only some sections of the syllabus rather than the total content. Although the actual examination time will be shortened it will still be necessary for the boy to cover the whole syllabus, as his work and effort will be assessed by and incorporated in the mark given by the school.

The problem will be to establish a standard for comparison between schools throughout the whole State. This will be done by "moderating". Moderating is to be related to reference tests developed during 1973-74 when a comparative sample of schools will be used for their trial. So 1972 will represent the final year of the present type of external school certificate examination, and 1974, the final year of that external examination in its new abbreviated form. In 1975 a form of external examination will remain. There will be brief reference tests in English, Mathematics and Science, based on syllabus objectives rather than specific content. A school certificate will then be issued on the Secondary Schools Board's recommendation to every student who takes part in its courses and meets requirements on conduct and attendance. The standard of achievement for this certificate will be represented by a system of grading based upon the school's assessment of the candidate's performance. No longer will there be pass and fail but five grades at ordinary and advanced level and two grades at modified level.

Employers must make a genuine endeavour to understand this new scheme and must realise that in future it will be necessary for them when employing youths to make comparisons between the school records of those seeking employment, comparisons which in the past have been made for them by the public examination itself. So there will have to be a change in relationships between schools and employers in the future if boys are to be suitably placed in jobs. Personnel officers should seek early consultation with schools so that the changeover to the new system can be achieved smoothly.

In the Higher School Certificate the results were better than average. 75% matriculated and 33 boys were placed in various order of merit lists. R. S. Gray, P. J. Kaldor, C. C. Kennett, A. G. Mackie, V. B. McCauley, L. R. Townley and J. P. Wall obtained five first level passes. Seven other boys obtained four first level passes. Two boys failed to pass in any subject, the first time this has occurred since 1967; and it was obvious that they would do so because of their lack of effort in their preparation for the examination. Forty-four boys obtained Commonwealth University Scholarships and two boys Commonwealth Advanced Scholarships. It seems reasonable to say that not enough of the best academic boys are really endeavouring to reach the highest pinnacle of academic performance in this examination. Instead of challenging themselves with the test of reaching very high quality they are too inclined to go along with the easier way of merely gaining a good pass.

There will be no publication of the results of the School Certificate and the Higher School Certificate examinations this year. However, candidates will receive notice of their results with complete information about entrance to the university and to the colleges of education.

The attention of parents is directed to the terms of the new Commonwealth Senior Secondary Scholarship which replaces what used to be called the Commonwealth Secondary Scholarship. More scholarships are now provided but selection is still to be based upon results in the Commonwealth Secondary Scholarship examination. Candidates who sat in July, 1972, will be eligible for the new scholarships. Under the new scheme the benefits have altered. Each scholarship applicant will receive a basic grant of \$150 per annum free of means test. In addition, a further grant of up to \$250 per annum is payable subject to a means test on the family income. The assessment of family income is by a formula which works on the maximum additional grant (\$250 per annum) being payable when the adjusted family income does not exceed \$4200 per annum. As income is higher, the grant is reduced. Details of this new scheme were published on September 22nd in the "Shore Weekly Record".

In addition next year the numbers of Commonwealth University Scholarships and the numbers of later year awards will both increase by 100. The attention of parents who have boys at present attending the University is drawn to these later year awards. The numbers of Commonwealth Advanced Scholarships have been increased by 200. Again, all means tests and living allowances have been altered. Parents are advised to read carefully the information about these scholarships which may be obtained from either the Department of Education or the Commonwealth Department of Education in Sydney. Each year the State Department of Education issues a pamphlet called "Bursaries, Scholarships and Allowances" in which details of all primary school, secondary school and secondary text book allowances, secondary bursaries and special bursaries for remote areas are included. Most of this information has been notified from time to time in the "Shore Weekly Record", but the attention of parents is now drawn to it again.

It is not generally realised that in the Lower and Upper Sixth the school has followed the options provided in the mathematics syllabus for teaching computer maths. The school has also taken part in the school computer programme which IBM is conducting. Other special courses of a voluntary nature have been held in Indonesian and in Japanese, about

20 boys taking each course. With Mr. Hill's departure on leave, the Japanese course has ceased for the time being, but Mr. Cooke is still conducting the Indonesian course. Over the Christmas vacation Mr. Cooke also is conducting a tour to Europe, where nine boys from the school will attend courses in French and German.

P. N. Duffy was granted a science research scholarship. He also was selected with D. W. L. King and A. R. Nossal to attend the International Science School. In the annual mathematics competition G. B. Cranney and E. J. D. Barker gained senior certificates and awards and A. J. L. Copeman a junior certificate and award. In the Alliance Française forty boys gained passes.

On the whole an insufficient number of boys attempt these outside scholastic challenges; more boys should enter the mathematics competition and apply to compete in the many extra-mural academic opportunities which are now available to any school child throughout the state or the nation. Boys who are gifted scholastically are expected to participate in such academic challenges and to perform to their ability—just as games players are expected to perform well in their particular sphere of interest.

The election of Ian Pollard as Rhodes Scholar for 1973 gives proof that this challenge of high quality academic performance can be met by those willing to accept it. Pollard's election has given great satisfaction to all who taught him. Reserved and modest, hard working yet properly ambitious, Pollard surely epitomises the Rhodes ideal. He gained six passes at First Level in the Higher School Certificate which gave him the best pass for an undergraduate entering Macquarie University. He has had A grade passes in every subject he has taken at the university and expects to qualify to graduate six months earlier than usual. At School he played in the 1st XI, the 1st tennis team and the 1st squash team as a senior, while as a junior he had also played football and athletics. At the university he has played tennis, squash, baseball and cross country running and has been a member of the Davis Cup Squad and captain of the Junior Davis Cup team. This surely is the all rounder; and yet he has still retained his scholarly zest and his keen humour. Pollard will go to Oxford next October where he will join Richard Lee. So the school once again will have two Rhodes scholars in residence at the same time.

In games, the year has been very successful. The school teams were champions in cricket and rifle shooting and winners of the golf. In cricket the 1st XI and the 2nd XI both won their premierships. Shore cricket teams have now done this on five occasions—1972, 1971, 1969, 1939 and 1930. By winning every match the 1st XI were the first champions since the present one-day cricket competition began. The school still had champion cricket teams in the years 1952 and 1906. Both 1st XI and 2nd XI were extremely well balanced and enthusiastic in their playing of the game. To be champions is now extremely difficult in the AAGPS competitions; the last G.P.S. cricket champion team being in 1957 and the last football champions in the same year. D. A. Cameron, S. G. Campbell, D. A. H. Johnston (as Captain), G. J. Maddocks, S. Wicsener were selected in the G.P.S. 1st XI and J. R. Gayleard in the 2nd XI. Throughout the season all school teams played 154 matches; 81 were won, 35 drawn, 38 lost and 14 cancelled.

In rowing the season was generally successful. Over 100 boys took part. In the G.P.S. regatta all crews performed to their ability, the best being the 3rd IV and 4th IV. The 4th IV had a distinguished season winning at the G.P.S. regatta and also the Col Panton trophy for marathon rowing on the lake at Canberra. At the Riverview Regatta junior crews rowed extremely well: the junior VIII won the silver goblet; the third junior VIII, B Tub, E Tub, F Tub won their races, while A Tub were second and D Tub third. Once again our thanks are due to the coaches,

especially the Old Boys, and to the mothers who help us to cope with the many problems of the rowing season.

In football 513 matches were played, 274 won, 28 drawn and 211 lost. For eight successive years now the school has won more matches than it has lost thus showing a considerable improvement in the general standard of the School's football. The 1st XV were fourth equal, the 2nd XV third. P. S. D. Cottrell was selected in the G.P.S. 1st XV, R. T. Leslie in the 2nd XV and E. J. D. Barker in the 3rd XV. The most successful teams in the school were the under 13Gs who won nine and drew one match and the Prep. 1st XV which won ten and drew one, scoring 202 points and only having 26 points scored against it. Thanks are again due to 31 boys, 16 Old Boys and 6 Masters who refereed the games throughout the season. Eight boys passed the referees examination bringing to 28 the number of boys in the school who are qualified referees.

In athletics the open team was sixth, the juniors were fifth. There were some fine individual performances and in general a much better approach to training than there has been in recent years. However, we need greater depth in all events in order to improve. The institution of a cross country run in Centennial Park has resulted in much improved long distance running.

The first shooting team were very worthy champions winning all three competitions. This is the first time the school has done this since 1950. The second team were second. By his modesty and discipline R. B. Burnell led a very good group to the success they had richly deserved. Five boys, R. B. Burnell (as Captain), R. R. Kingham, H. F. Macneil, D. J. R. Meyer and N. C. Robson were selected in the combined G.P.S. team of ten shooters which defeated the Universities.

In tennis both the first and second team were second in what was the first official G.P.S. tennis competition. A. G. Bosanquet (as Captain) and P. M. Jeffery were selected in the G.P.S. first team. In all thirteen teams played 81 games, winning 58 and losing 23.

In basketball 27 matches were played, 20 won, 7 lost. The first team came second whilst the under 14 team won all games. The standard of this game is rapidly improving as more knowledge in it is gained. Regular practices and matches are held in the PE centre.

The standard of swimming was not as high as it has been in the last few years, but the enthusiasm was not lacking. Training was good and the organisation by boys better than average. Regular swimming carnivals with other schools are now taking place in the pool.

Once again the surf life saving group has continued to be a leader in this activity. Forty-nine boys including nine instructors passed their examinations for qualifying certificate, bronze medallion or instructor's certificate. Seventy-two resuscitation certificates were gained towards the end of last year. The school also provided the first squad in N.S.W. to be trained under the new four man technique for surf life saving. Once again we are training instructors for various surf life saving clubs, on this occasion we are helping Narrabeen Beach Club. It is pleasing also to report that quite a number of boys who qualified at school have gone on to join surf life saving clubs as old boys, thus continuing their service to the community in this sphere.

During the September holidays, for the first time, the golf team won the Allan Uther Shield for schoolboys. Fifteen schools had entered, and in the final the match was won on the 19th hole. The team was enthusiastic in its preparation and fully deserved its win.

Sixty boys have taken regular part in Adventure Training and more senior boys are continuing this activity as a leisure pursuit. However, more leadership could be given by senior boys in this game.

This year a group of boys of all ages started gymnastics as a winter sport. They practised twice weekly and had several internal competitions on Saturday mornings. The competitions were on a senior, junior

and novice basis and a good standard of competition was achieved. In the seniors some boys showed exceptional ability. The school has tried to organise regular matches with other schools but to date has not been able to arrange them.

Small bore rifle shooting has continued regularly throughout the year and full use is being made of the miniature rifle range in the PE Centre.

The above recital of the activities in games does not adequately cover the time and energy expended by coaches, the majority of whom are of course members of the school staff. Nor does it make mention of the insistence on quality of performance which has become such a mark of the School's games. The School hopes that all boys will regularly take part in some of the many games which it now provides so that they will develop the habit of taking regular exercise, a habit they will continue after they leave school. Too frequently lately, however, has it been said when a team has not won that it has played badly; not always has full credit been given to a better opponent. Coaches are always endeavouring to give full opportunity to their team to gain this nebulous thing called team spirit. It is interesting to observe that the teams which do well are usually those where this spirit is good and that the teams that do not perform so well are those where there is bickering among the players or criticism of the opposition.

Reference was made last year to the spirit in which games should be played and to the proper enthusiasm with which players should be supported. The tradition of barracking at Shore has always been one of supporting the team, not the individual, and of giving enthusiastic encouragement in a manner befitting a gentleman. It is to be regretted that this standard which has long been accepted in all schools in the AAGPS seems to have fallen this year, especially at the Athletics Carnival. Where by custom in the past there has always been silence at the beginning of races, there was this year abusive noise, in bad taste at times; where there was before proper vocal enthusiasm between schools, this year there has been taunting and a distasteful flaunting of one school's successes in other games or pursuits; and where there has always been respect for the property of others, there has been vandalism, and destruction, and even obscene behaviour. Some of this bad taste and vandalism has been caused by young old boys of our schools, who have badly forgotten the standards of their schools and the long standing good spirit in which all AAGPS competitions have always been and are still conducted. But some of the trouble, it must be reported with regret, has been caused by present boys. All of us, master, boy, old boy and parent, would do well to call to mind what Brother Henry, that great coach of St. Joseph's College, used to teach to his boys—and indeed also to anyone else whom he coached or talked, for I heard him say it to a G.P.S. 1st XV team: "sportsmanship is: to be trained to remain silent under wrong decisions, to be taught to control oneself under provocation, to be shown that victory is not the most important end, and to be imbued with the spirit that sticks it out against odds".

We in the schools today would do well to ponder this definition of sportsmanship. If we cannot remove the snide barracking, the flaunting taunting, the unsportsmanlike noises, the jeering of referee's decisions and the lack of personal self control at our games which this year came from old boys, parents and boys, then it is surely time we cancelled all our competitions until we can relearn how to behave in a sportsmanlike way. In this school we must, if needs be, take a lead in this matter; we must behave correctly at all times at all games. We have a trust: to hand on to later generations this school in good order and condition. We have no right to destroy its future because we may happen to think, during our short occupation of it, that its traditions and standards are outmoded or unsound. For the traditions of moral courage, personal

integrity, intellectual honesty and honest endeavour for which this school stands are not fleeting or fickle standards; they are the immutable values upon which man has built throughout the ages his understanding of his duty to his God and his duty to his neighbour. Let us therefore resolve to be loyal to our own inheritance; and by our conduct let us hand on our heritage, sporting and otherwise, with the torch flaming strongly and brightly.

That the School's games are improving is supported by the numbers of young old boys playing in first grade. Christopher Stevens represented Australia at rowing in the Olympic games, while Garrick Fay played football for Australia in New Zealand. D. Wills, W. E. Ifould, A. G. Muston, Neil and Philip Maltby, G. H. Wall, R. I. Hutchinson, P. E. King, M. J. Morgan have all regularly played first grade football this season. P. Butler and C. Shadforth have represented occasionally. J. St. Vincent Welch gained a rowing blue at Sydney University; A. R. Dey gained a sailing blue. A. Falk, T. Spencer, I. Foulsham are playing first grade cricket, while D. H. Johnston, this year's cricket captain, is already playing for North Sydney.

The army cadets presented a ceremonial and gymkhana of a different type this year. During the afternoon, organised entirely by the boys, visitors were able to see the training which the boys themselves normally carry out. Last December R. F. King came fifth in the CUO course and five other boys obtained distinctions, while J. W. Coward came first in the senior NCO course. On later CUO courses J. D. Stanley came fourth and there was one boy with a distinction, while R. S. Johnston came first and A. S. Christie third in the senior NCO course. In the Specialists course R. A. Steele was second in the Intelligence course and J. B. Knox first in the Drum Majors course. Our thanks are due to Mr. A. T. Garrett for donating a sword for use on ceremonial parades of the unit.

The AIRTC unit will be reduced in establishment next year to a total of 90. As a result of this reduction quite a number of boys who wished to join the AIRTC have been prevented from doing so. It is hoped that this reduction in establishment will make it possible for the AIRTC to vary its camp sites from year to year as part of the variety of its training. In the CUO courses of promotion E. J. D. Barker gained a distinction and J. D. Hammond, D. A. Roper credits. Four of the cadets attended the Sydney Grammar School Naval Cadet Corps Course during the August holidays.

The continuing lack of interest in debating in the school is rather concerning. Whilst the boys in the top team are always enthusiastic and usually reasonably good, there is a lack of wide based support for this activity in all parts of the school. It is an activity which takes place at lunch time and may well offer an opportunity to excel to some of the many boys who loiter about the school at this time. There are enough keen senior boys to organise this activity for the younger boys, but the latter must put in an appearance. That the quality of the school's debating is good is shown by A. G. Robinson's win in the Rostrum Club competition. But what is needed now is greater enthusiasm by many more boys, especially younger boys.

In the Duke of Edinburgh award T. L. P. Hodgson who left last year and P. J. Kaldor have completed the Gold Award while six others are preparing for the Award at present. A total of 55 boys are taking part at the moment, but here again more zest to complete the requirements could well be shown. Boys who undertake this activity should not need to be pushed to complete the requirements; they should do it voluntarily.

A new organisation has been established in the School called SWEEP

(Shore Will Eliminate Environmental Pollution). The main aim of this group is to promote the need for improving the environment by way of combating pollution. So far the boys have cleaned up intertidal debris and conducted water pollution tests at Berry's Bay. They are also monitoring the sulphur dioxide content of North Sydney air with a machine kindly donated to the school. Ecological studies are also being undertaken at Linden. Contact has been established with similar organisations in other schools and representatives have attended public lectures on environmental topics.

All the normal activities of the various societies have taken place throughout the year; details have been reported in the "Shore Weekly Record" at appropriate occasions. In general, however, there is a need for more energy and enthusiasm throughout the whole school to build up the music, drama and singing of the school. It is difficult to understand how many senior boys fill in their time at lunch time when there are available to them so many activities in which they could participate if they really wanted to.

The school expresses its gratitude to the many donors who have helped once again: to the donors of the Trident Development project; and to the SCEGS Association for their further magnificent work for the boys at the School. The energy and enthusiasm of the mothers in the preparation for the American Tea can only be admired and I hope from the results of their efforts that boys fully realise how much work is undertaken for their well being. I can assure the SCEGS Association that the School deeply appreciates all that they do.

The Old Boys' Club which has recently been wound up has generously donated its surplus funds for the establishment of an Exhibition in the school. This will be granted for the first time in 1973. This endowment places emphasis on the all round performer who brings credit on the school in work, games and conduct.

There have been two changes in the Council of the school this year. In February, Dr. A. Distin Morgan retired after serving on the Council since August, 1942. His helpful advice to L. C. Robson and to myself over this period of time has always been marked by his courtesy and kindness. We shall miss his wisdom and interest in the school. His place as an Old Boy governor has been taken by Mr. J. Sedgwick. Mr. W. L. J. Hutchison has also retired from the Council. Mr. Hutchison has been a member of Council since November, 1955; yet despite the many calls on his time as registrar of the Diocese of Sydney he has always been a wise adviser to the School. Mr. J. G. Denton has been elected in his place. The School also wishes to congratulate Canon D. W. B. Robinson upon his being appointed Bishop-Elect in Parramatta, and the Venerable E. D. Cameron upon his institution as Archdeacon of Cumberland. It is of interest to note that Canon Robinson is following Bishop H. G. S. Begbie as Bishop in Parramatta; both are old boys of the School. It seems appropriate also to comment upon the work being done for the National Council of Independent Schools by the Chairman of the School Council, Mr. J. M. Dixon. In the formation of this body Mr. Dixon has taken a very prominent and leading part, and his wisdom and leadership have been the prime reasons for the successful establishment of a Council involving independent schools throughout the whole nation.

Once again I should like to thank the various staffs of the School for their performance of duty this year. The quality of this School is greatly due to the devotion with which the academic staff, the Bursar's staff, the Matrons and domestic staff, the maintenance staff and the ground

staff undertake their tasks. We are a very large group and at times the variety of our duties keep us far apart. However, many parents and old boys have expressed their appreciation of the work done by all these people; I now add my thanks too.

On the academic staff, Mr. M. D. Mills and Mr. P. R. Carroll left in August, their places being taken by Mr. D. J. Ward, B.A., T.C., and Mr. L. R. Harding, L.R.S.M., T.C. Mr. A. J. de V. Hill has gone on leave and at present is teaching at Phillips Academy, Andover; in exchange we have Mr. J. S. Melamed, B.A. We welcome this link with a very prominent independent school in U.S.A. Mr. P. J. Cornish has returned from leave overseas. Mr. A. J. Owen and Mr. N. J. Gilbert are leaving at the end of the year and Mr. M. Pitt, B.A., and Mr. R. K. Abbey, B.A., T.C., will be taking their place. Mr. T. W. Brewis will return next year after his leave in the U.K.

Mr. L. M. Jamieson is retiring at the end of this year after being on the staff since 1949. He has taken a full and active part in the school's life. He has taught in both senior and junior schools; for thirteen years he was Master of the Preparatory School. He has been an officer in the Cadets, a regular member of the Chapel Choir, the School Orchestra and a performer at school concerts. Large numbers of boys will remember throughout their life his insistence upon accuracy and his demands for sensitivity and humour. They will also remember his keen interest in early Australian history and his awakening in them a love of this land. We shall greatly miss his wisdom and his sensibility.

In recent years it has been a fashionable habit to knock any person who is in authority, and especially prefects within schools. So I am glad to be able to report that under the leadership of David Coghlan this year's prefects have not let this habit deter them from the performance of their duty. The statement is often made that boys have not time to do their work and to be leaders in the school. It is interesting to note that David Coghlan has been senior prefect; he is 6th in the order of merit; he is a member of the 1st XI, the 1st XV, the debating team and head of a boarding house. R. T. Leslie, the second prefect, was captain of boats, captain of football and head of a boarding house, and his performance in work is well up to standard. I feel it is time that more boys showed a greater willingness to accept responsibility and to execute the tasks of leadership and were more prepared to stand against the nonsensical and destructive behaviour which occurs at times in the school. It is true to say that the leadership of the prefects this year was greatly responsible for the Upper Sixth form's correct attitude to their last few days at school prior to their leaving for their examination. It is true also to say that the moral standards in any group are only maintained when all boys are prepared to stand against that poor behaviour and those stupid actions which are becoming so much more frequent in all schools in recent years. At any time there is no excuse for bad manners, filthy habits and sloppy language. It is pleasing to be able therefore to report that this year's prefects have stood firm against such attitudes.

Indeed, it is not untrue to say that the most alarming happening in schools today is the decline in moral standards of the youth and the evident reluctance on the part of the majority of boys to take positive steps to reverse the slide. Deliberate deception, calculated dishonesty and down-right rudeness are far too prevalent among boys of all ages; and in some cases, it is regretted but it must be said, they are encouraged by their parents in these attitudes.

Let us take two matters concerning the general education of younger boys as examples. First, there is a growing tendency among parents to consider that boys in III and S Forms, especially in AI forms, need some

form of regular coaching in academic subjects, when in fact what is needed is more honest endeavour and more regular work on the part of the boy. Too often boys hide a personal slackness behind a claim to their parents that they are badly taught or that they do not understand the work. What they really need is to show greater attention and to have a more regular attendance at school. Should parents think coaching necessary, it is wise to discuss the matter with their son's Formmaster or the Master of the Lower or Middle School; for quite often all that is needed is merely a closer watch, both at school and in the home, on the boy's normal work and study.

Secondly, there is positive evidence that many younger day boys, especially those in III and S Forms, are too frequently absent from school for what are minor illnesses or unreasonable excuses such as a family's late return after a weekend's holiday. Indeed, the figures show that boarders of the same age are much more regular in attendance than day boys. Parents should look more closely at their son's absences and tend to err on the tough side in this respect. It is a shameful thing to have to admit that by mid October this year only 49 boys out of 309 boys (15.8%) in III and S Forms have attended every schoolday this year. Of these 49 boys, 22 (44.9%) are boarders, although the boarders are only 36.7% of the total number of boys in the two years. The position is not greatly better in other years in the School, where too often boys are taking a day off for no real reason—especially Monday, cadet day!

Regrettably it must be recorded that boys in the Lower VI are still not using the fifth year of secondary education wisely. It is no excuse to say that the rigours of the public examinations in fourth and sixth years are such that a boy has to rest in his fifth year. The School Certificate is no longer a rigorous examination at all: over 95% of candidates now pass, and in the future all boys will be graded. There is in the Lower VI far too much frittering away of time, poor behaviour and deliberate disagreement with both the School's rules and routine instead of a genuine endeavour to use the opportunity for a fuller participation in all the activities which the school offers.

There is in fact a great need for the school to become once again *a community of scholars* in which the boys seek learning and the staff stimulates knowledge, both working closely together in the pursuit of excellence and wisdom. At present far too much time has to be spent in achieving a disciplined attitude so that learning may proceed; for, after all, the prime purpose of the school is to teach. Though schools indirectly impart principles of conduct their prime object is the removal of ignorance; thus there is an obligation on every boy to put *himself* in the proper frame of mind so that he can learn and can absorb the teaching being given to him. If any boy does not agree with this or does not want to be taught, he should leave school and get on with his life's work; he should not hang around disturbing the education of others who believe the school still has a great deal to offer by way of education. After all the best way to learn about life is to take part in it.

There is a growing tendency in education to fail to distinguish between methods of education and content. Methods can always be updated, but content does not need to be changed as much as is presently being claimed. Jacques Barzun, University Professor of History at Columbia University, New York, has recently written strongly about this concept of continually changing the content and about the nonsense of trying to use schools as means teaching in groups; and for "this purpose" he says "I call nonsense consists in proposing something else than the prime object of the school and in burying this object under a multitude of secondary aims. Schooling means teaching in groups; and for "this purpose" he says "I call nonsense any plan or proposal which plainly disregards the known limits of schooling or teaching". "It is nonsense", he claims, "to replace definable subject matters with vague activities copied from 'life' or with courses organised around 'problems' or 'attitudes' . . . all the fiddling with

curriculum and scheduling at whatever level belongs under this same head of escape by gimmickry: the unit, the module, the project, the field work, the freshman seminar, the cross fertilising, the inter-disciplinary programme and that will of the wisp 'independent work' are almost without exception sops to restlessness". The task of the school is to teach; and there is a growing "confusion between the conditions of learning and those fancied as proper for a free citizen in an ideal world . . . The high Renaissance ideas on which we have lived for 500 years have lost their power and we drift. We shall do so until the collective mind is emptied of dogmas and slogans and turns once again to the actualities of teaching and the plain limits of schooling. Then some of the principles found in the perennial philosophy of the great reformers will regain their place of honour".

In this view I find a great deal of common sense. Far too much schooling lately is becoming concerned with that part of the upbringing of the young which is the true duty and the privilege of the parents and of the family. Once the school takes over this duty of the parents, it is a simple step to pass the control of the children to the state. In this country we still believe that the state does what the citizens say, not that the citizens do what the state says. Unless we are careful, the way in which education is developing will make it a simple matter for the upbringing of the young to be entirely controlled by persons other than their parents.

The primary tasks of the school are still the removal of ignorance and the training of the young to sift fact and opinion in those matters which can be adequately defined for study. To date in this country the school has not been given any secondary tasks, such as teaching controversial social issues or teaching children about society. It is alarming therefore to see in some educational writings that subjects considered suitable to be taught at school and to be studied for several terms are suggested as: Does respect for the law mean that one can never justify breaking the law? To what extent should a person be free to behave as he wishes? Such topics may be suitable for discussions in class, but they are not suitable for a continued study over a long period of time in a school; there is not sufficient content in them.

Indeed, the frequent claims that the present curriculum is outmoded and needs radical revision are based on the fallacious argument that this curriculum is geared only to the past. Yet these same critics categorically state that the present generation of school children will have to be retrained at least twice, and possibly three times, between now and the year 2000, if they are to have a viable life. What is the value therefore of present changes to the curriculum which *a priori* will be soon outdated or will need to be rewritten again in another few years? For example, the history of the British Empire is being rewritten at present, less than twenty years since its disbandment; what will happen in another twenty years?; will it be rewritten and taught differently then?

If this claim about retraining is correct, what should a school be teaching, now and in the future, and what should it be emphasising: new mathematics; trial science; the conversational approach to languages; or those things which do not change from year to year even when fact and interpretation of facts are varied?

What then is constant? Surely, it is the pursuit of truth with integrity of approach, the pursuit of excellence with determination to succeed, the pursuit of self control with subordination of oneself to a common purpose for the good of man. But to achieve each of these virtues requires hard work and training—*disciplina* the ancient Romans called it—and requires repetitive practice in order to maintain success in their attainment. And it is this repetition and self subordination which the young find so hard to stomach these days. The young are not prepared to see or to admit that practice makes perfect and that learning demands practice. They are too ready to listen to the critics of school education, many of whom

have never served in a school and so know nothing of the real problems in schools and in school education. They are too ready to be fickle, like the pursuers of new fashions of clothes, manners and physical attributes, instead of realising that there are immutable, unchanging virtues which have not altered despite all the increase in the knowledge available to man. What does it profit man to walk on the moon, to circumnavigate Mars, to photo Venus if he has lost his integrity, his seeking after truth, his thirsting after righteousness? These great principles can be learnt today, with good teaching and good learning and by means of those subjects at present in schools, just as easily as they can from any other subjects which may be newly devised. The present curriculum, however, has the value of being proven; and it is not wrong just because it was introduced yesterday, rather than tomorrow. Which of us by taking thought can add one cubit to his stature? But all of us can improve mightily our personal performance, if we seek truth with discipline and excellence with energy. It is more important to want to learn than to learn, and wanting to learn involves listening—with critical appraisal of what is taught and with consideration for those teaching—and accepting that a genuine endeavour is being made to help the boy to learn. For at present there is far too much suggestion, both in and out of schools, that those teaching are incompetent or not trying when in fact the vast majority of teachers are genuinely concerned with a proper presentation of what they are teaching.

Yet there is no doubt that schools need to improve and to update the equipment available to children in the classroom. In these days when children grow up with television, taperecorders, stereo players and the like, much of the basic skills of learning should perhaps be taught by machines. Why learn multiplication tables by repetition if a mini adding/computer machine is available? These dilemmas are in schools now; but they will not be solved for at least a decade, as none of this equipment is yet produced as cheaply commercially as the old fashioned pencil box with its tables printed on it. Commercial critics of schools would be well advised to consider updating the concept of the "penny ruler" and the "pencil box" before attacking the schools for their old fashioned teaching and equipment.

What are needed in the community today are persons who are willing to lead, especially within any organisation, and who are willing to be loyal to the contract they have agreed to: persons who can think straight, use their minds, express their thoughts and communicate with others; persons who have the vision of greatness and who are not tempted "to go whoring after strange gods"; such as the idea that education must be fun, that the only concern of education is with future leisure, or that morality is what the group thinks is right. It is the task of the school to produce such persons if it can.

The present approach of the young with its waste of effort, its vandalism, its desecration of traditions and its mistaken understanding of liberty and licence emerges surely when the family fails to decry such behaviour. Why should a boy refuse to accept the rules about dress and tidiness or about punctuality and attendance or conduct and attitude if he were not encouraged to do so? Why should it be thought that a boy is excused from bad behaviour or moral laxity because he is sitting for a public examination? Why should a senior boarder act as if the boarding house were a hotel to provide him with his wants at all hours of the day and night? Why should boys be given leave from cadet camps because it is near the end of the year? Every time a boy is encouraged to ask for special treatment the school's task of making a man of him becomes more difficult. "Adolescence does not create an image; it mirrors it." Basically boys develop the way their family dictates.

So there is an ever growing need for the family to be a strong, united group which does things together, which sets its moral values and which sets the limits of behaviour of the child. Individuality has gone to

the heights of absurdity when families sanction misdemeanours and misconduct by failing to know where children are and what they are doing. Children appreciate the security of discipline and of rules in which love abides. Further, families must abide by the contract which they make with the school and must reinforce the school in all the discipline it requires—just as the school must reinforce the family. And just as the school must be unwavering and stable in its values and in the application of its routine, so the family must not be fickle in its life and standards. Children must know where they stand all the time so that a cohesive family and school unit may develop in which the child may grow and flourish.

Society must resolve its present internal conflict about its values so that the young can know where they stand. Traditional values demand a morality of work and of achievement, of individualism and of forward planning. New values which are now being pushed forward as "emergent in society" seem to demand a relativistic moral attitude, a hedonistic approach to the present and a sociability of group conformity. Which values are to triumph? If these new values are responsible for such actions as the murders at the Munich Games in Germany and the behaviour of students at Stirling University in Scotland towards Her Majesty the Queen, then I for one believe these "emergent values" to be false; I am for an immediate return to a respect for one's neighbour, to a conformity to authority and to a disciplined intellect. There is still—as there always was—plenty of opportunity for fun and joyous enthusiasm to be found in the pursuit of good order and dignity, of Christian charity and discipline. Real freedom of the individual is surely preserved by seeking the answer to the fundamental question about the meaning of life.

In the noise and bustle of daily living and under the increasing pressure of mass media, civilisation has been changing, as has happened once before in the fourteenth and fifteenth centuries. Wars, confusion, violence and death are regular companions today. The dangerous cult of the show business personality who exerts an influence on social opinion out of all proportion to his qualifications challenges the traditional position of the schoolmaster and of the parents as the purveyors of educational learning and social experience. When the TV commentator says: "experts here say . . ." or "observers point out . . ." he is not subject at once to the immediate questioning retort of the student: "who are the experts?"; "Name your observers?"; "who are they?" The schoolmaster will be available to the student tomorrow, and the next day, and the next. His veracity can therefore be tested, challenged, proved, accepted or denied. The same applies to the parents. But the show business personality is fleeting and ephemeral, once weekly and selective in his topics.

Where then can boys find security and continuity, those two essential parts of a good education? For despite all the talk and the claims, the adolescent has not changed. He may be maturing a year or so earlier, but he is still insecure, unstable and confused when he finds himself in a society that devalues the significance of the family as the essence of his education.

What are needed in education today are a strong family influence which teaches personal standards and moral values, and teachers, dedicated to and trained in their task, who reinforce the family in maintaining these standards and values. And the standards must be clearly stated and rigorously adhered to by both family and teacher. Then the boy will know what is expected of him and will be able to develop fully and freely. We must all beware today of the false educational prophets which come in sheep's clothing. Let us therefore all return to the "Shepherd and Bishop" of our souls, and once more bring our children "*up in the nurture and admonition of the Lord*"; or as the New English Bible translates it, let us "*give them the instruction, and the correction, which belong to a Christian upbringing*".



