



Sydney Church of England
Grammar School
North Sydney

December, 1973

Sydney Church of England Grammar School

Speech Day—6th December, 1973

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

Lesson:—I Peter, ii. 11-25.

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!

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 Professor Bruce R. Williams, M.A., M.A.
(Econ.), The Vice-Chancellor and Principal, The University of Sydney.

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.

Right Rev. D. W. B. ROBINSON, M.A.

The Ven. 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.

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), Master of Lower Sixth Form.

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.), Dip.Ed.(N.E.).*

T. W. BREWIS, M.A. (Oxon).

I. R. BARLOW, B.Sc., Dip.Ed., (Syd.).

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.), Acting Housemaster School House.
 R. K. WHILEY, M.A.(Oxon.), Dip.Ed.(N.E.), M.A.C.E., (10).
 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).
 R. J. McINTOSH, B.A. (Syd.), Dip.T.G.
 R. A. EVANS, M.I.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.).
 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.).
 K. J. ST. HEAPS, Dip.T.G.
 A. A. GOW, T.C.(Syd.).
 C. E. FEARON, M.Sc., T.C.(N.Z.).
 C. R. LAFLAMME, Dip.C.E. (Lane Community College).
 A. GORMLEY, A.Mus.A., T.C.(Syd.).
 F. G. COOKE, B.A., T.C.(Syd.), Dip. Goethe Inst. (Munich).
 M. T. MCKAUGHAN.
 L. R. HARDING, L.R.S.M., T.C.(Auck.).
 M. PITT, B.A.(Syd.), M.A.(Cantab.), F.R.G.S., M.A.C.E.
 R. K. ABBEY, B.Sc., Dip.Ed.(W.A.).
 Mrs. M. N. ORCHARD, Dip.Mus.Ed., L.T.C.L., A.Mus.A.
 R. G. GOLIGHER.
 G. SOURIS, B.Ec.(N.E.), A.A.S.A.
 D. G. PAULSON, A.S.T.C.
 J. J. JENKINS.
 I. N. GILFEATHER, B.A.(Syd.).
 N. A. WEBB, T.C.(Syd.).
 M. B. FERGUSON, B.A.(Syd.).

Senior in (1) English, (2) Classics, (3) Modern Languages, (4) History,
 (5) Mathematics, (6) Science, (7) Music, (8) Art, (9) Geography,
 (10) Economics and Commerce, (11) Games, (12) Library.

School Counsellor: R. K. CHAMBERS, B.Ec.(Syd.), Dip.Ed.(Melb.),
 A.B.Ps.S., M.A.Ps.S., 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 L. BLOMFIELD. Clarinet: Mrs. M. BARR.

Tennis: V. EDWARDS TENNIS SCHOOL.

Guitar: MORGAN MacGREE. Woolclassing: F. G. WILSON.

Violin: Miss J. PENDLEBURY. Cello: BRIAN STONE.

* On leave.

PREFECTS

Senior: J. H. W. PLAYFAIR; **Second:** G. C. TRAVERS.

Prefects: M. J. MATHERS; R. B. BURNELL, M. H. BLACKWOOD, A. R. CAMPBELL, S. P. CHAMPION, P. R. DOUGLAS, D. A. G. GEDDES, A. M. GRAHAM, A. J. HOLLIDAY, G. J. LE MESURIER, T. S. OLDS, D. H. PIGOTT.

Sub-Prefects: S. G. CAMPBELL, J. D. STANLEY, A. J. M. THORP; G. M. BERNER, P. M. BOWER, T. P. BURKE, J. W. COWARD, A. M. HEARDER, A. HENDERSON, S. D. McCANN, G. H. PARSONSON, A. G. ROBINSON, T. C. SUTHERLAND, C. B. WOOD, A. P. YEATES; C. D. BERTINSHAW, P. B. COTTON, I. D. GILLINGS, A. G. PATON, S. H. PERDRIAU, D. C. RONALD; A. K. BUCHANAN, A. S. CHRISTIE, R. C. CLARKE, D. E. FARMER, B. D. FITZPATRICK, J. W. F. GIDNEY, M. W. HOLT, R. S. JOHNSTON, A. J. McMINN, R. B. NUNN, G. P. PLAYER, A. F. POWELL, I. S. M. REID, M. L. VIVERS.

CAPTAINS OF GAMES

Athletics: G. H. PARSONSON; **Basketball:** P. M. BOWER; **Boats:** A. R. CAMPBELL; **Cricket:** S. G. CAMPBELL; **Football:** M. J. MATHERS; **Golf:** A. L. POULTON; **Shooting:** R. B. BURNELL; **Squash:** S. G. CAMPBELL; **Surf Life Saving:** D. T. ARMSTRONG; **Swimming:** S. J. GATLIFF; **Tennis:** M. L. JONES.

SCHOLARSHIPS, 1973

A.B.S. White Scholarship	J. H. W. Playfair
Old Boys' Union Scholarship	G. C. Travers
S.C.E.G.S. Association Exhibition No. 1	{ T. C. Sutherland
	{ R. S. Johnston
	{ P. D. Hammond
S.C.E.G.S. Association Exhibition No. 2	{ A. R. Nossal
	{ J. W. F. Gidney
Grainger Exhibition	{ T. S. Olds
	{ R. P. Salmon
J. N. Graham Exhibition	{ B. C. Newell
	{ A. C. Cameron
Junior Entrance Scholarship—	
(Oswald Stanton-Cook)	J. D. Collins
(Hodges)	O. N. Tinnion
(Christina Campbell)	—
(Council)	S. D. Hook
Junior Close Scholarship	{ R. J. Halliday
	{ G. R. D. Jones
	{ O. P. Wood
	{ R. W. Y. Yeow
Junior Open No. 1	{ I. C. Hargreaves
	{ S. W. Westwood
	{ A. D. Lee
	{ M. C. Copeman
Junior Open No. 2	{ M. J. McDowell
	{ C. H. Thompson
	{ J. D. Molesworth
	{ N. J. Kannegieter
Archbishop's Exhibitions	{ I. J. McDonald
	{ R. A. Clarke
	{ D. G. Giltrap
	{ J. W. Prescott
Bruce and Eldon Beale Prize	{ G. B. Cranney
	{ P. A. Cole
Cecilie Purves	{ D. J. Fulford

PRIZE LIST, 1973

	GENERAL PROFICIENCY	GENERAL MERIT
DIVINITY		
Form	PREPARATORY SCHOOL	
I	T. J. Dowsett	C. P. Marquis
Remove B	B. M. S. Middleton	S. J. Lockyer
Remove A	B. R. B. Evans	I. R. Amos
IIB	A. E. Cox	I. J. Ferguson
	D. Y. Le Moy	
IIA	P. J. Tinworth	(N. M. M. Hardwick)
		M. B. Allworth
	LOWER SCHOOL	
IIIB2	B. C. T. Sutton	D. F. King
IIIB1	J. D. Clancy	J. W. Garner
IIIA3	D. W. Stevens	A. McD. Perdriau
IIIA2	H. J. Southwick	T. A. Colyer
IIIA1	(R. D. Fogl)	(M. C. Copeman)
SC	A. L. Edwards	R. I. Barrell
SB2	M. R. Clarke	T. J. Gillespie
SB1	P. L. W. Walker	A. W. Young
SA2	I. A. Player	B. G. Cranney
SA1	(A. J. Black)	(S. W. Westwood)
	MIDDLE SCHOOL	
IVC	P. J. North	S. A. Byrne
IVB2	M. P. Brooker	B. P. Cooper
IVB1	M. B. Wilkinson	M. B. Wilkinson
IVA2	J. K. G. Campbell	R. R. Lemon
IVA1	(J. D. Collins)	(J. D. Collins)
VC	M. J. Coxon	M. J. Coxon
VB2	C. G. Gadsby	R. L. Campbell
VB1	L. B. Rundle	E. W. J. Shields
VA3	J. B. Geddes	R. D. Weller
VA2	T. M. Graham	B. F. Waight
VA1	(A. D. Lee)	(A. D. Lee)
		D. R. Mackenzie
		K. B. Harris
		W. R. B. Carpenter
		J. S. Christie
		(R. J. Sault)
		R. I. Mortlock, G. C. Walters
		S. K. Mears
		A. M. Heath
		G. C. C. Statter
		J. J. Bray
		(D. I. Cook)
	UPPER SCHOOL	
	Lower VI	Upper VI
Divinity	R. I. Warner	(T. S. Olds)
General Merit	(R. S. Johnston)	(D. W. L. King), (A. J. M. Thorp), (A. G. Robinson)
General Studies	(A. C. Cameron)	(T. S. Olds)
Economics	D. M. Hinchin	B. W. Donald
Ancient History	T. R. Edwards	not awarded
Geography	D. E. Farmer	(P. G. Winkworth)
Science	C. R. Tiley	(P. B. Cotton), (J. C. Smidmore), (T. C. Sutherland)
Modern History	(R. F. D. Bertinshaw)	(T. S. Olds)
German	(R. P. Salmon)	(T. C. Sutherland)
French	(A. C. Cameron)	(T. S. Olds)
Latin	not awarded	(T. S. Olds)
English	(R. P. Salmon)	(T. S. Olds)
Mathematics	D. E. Farmer	(T. C. Sutherland), (G. C. Travers)
Second in General		
Proficiency	(A. C. Cameron)	(T. C. Sutherland)
First in General		
Proficiency	(R. P. Salmon)	(T. S. Olds)

SPECIAL PRIZES

ART:

W. M. N. Stewart Memorial Prize (Preparatory School)	T. O. Isaksson
Junior Prize	D. J. Lawrence
E. T. Thring Memorial Prize	M. I. R. Jones

CATECHISM:

Uther Prize	R. D. Fogl
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GENERAL KNOWLEDGE:

Lower School	A. J. Bingham
Middle School	J. D. Collins
John Jamieson Memorial Prize (Upper School)	B. C. Newell

MUSIC:

Theoretical Junior	A. J. Black
Theoretical Senior	B. C. Newell
Practical Junior	A. J. Bingham
Practical Senior	D. J. N. Lemon
R. G. H. Walmsley Memorial Prize	A. G. Paton

WOODWORK:

Junior Prize	A. W. Chubb
G. R. and R. V. Kierath Prize	A. L. C. Dent

WOOLCLASSING:

Riverina O.B.U. Group Ray
Holmes Memorial Prizes:

{	Junior	S. T. King
{	Intermediate	R. W. Noble
{	Senior	D. S. Duddy

CHOIR:

Junior	C. H. Thompson
Senior	D. J. N. Lemon
David Davies Memorial Prize	P. R. Hammond

ORIGINAL CONTRIBUTIONS TO THE SCHOOL MAGAZINE:

"The Torch Bearer" Prize not awarded

DEBATING PRIZES:

{	T. S. Olds
{	B. C. Newell
{	A. G. Robinson

GENERAL ACTIVITIES:

John Martin Burgess Prize	A. K. Buchanan
Frank Cash Memorial Prize	M. A. Brindley
Margaret Black Prize	R. S. Johnston
Hugh Barker Memorial Prize	G. J. Le Messurier
Old Boys' Club Prizes—V Form	D. A. Chaston
UVI Form	{ G. M. Berner
	{ D. P. Sault
	{ J. D. Stanley
Old Boys' Union Prize	{ S. P. Champion
	{ D. H. Pigott
D. J. Richards Memorial Prize	G. C. Travers

PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize N. M. M. Hardwick
 John Scott Memorial Prize (IIA Form) N. M. M. Hardwick

THIRD FORM:

Daryl Loddington Hall Memorial Prize (French) M. C. Copeman
 Alan Ludowici Memorial Prize (IIIA1 Form) M. C. Copeman

S FORM:

George Gordon Black Memorial Prize (English) A. J. Black
 Hunter Stephenson Prize (French) S. W. Westwood
 Selby Prize (Science) O. N. Tinnion
 Tamworth O.B.U. Group Prize (Mathematics) {G. R. D. Jones
 Alan Ludowici Memorial Prize (SA1 Form) } J. W. Prescott
 S. W. Westwood

FOURTH FORM:

Frank Bennett Memorial Prize (English) J. D. Collins
 Roy Milton Prize (French) J. R. Ilbery
 L. R. Benjamin Memorial Prize (Science) J. D. Collins
 Geoffrey Cohen Memorial Prize (General Merit) R. J. Sault
 Tamworth O.B.U. Group Prize (Mathematics) J. D. Collins
 Alan Ludowici Memorial Prize (IVA1 Form) ... J. D. Collins

FIFTH FORM:

Harry Eames Budd Memorial Prize (English) ... A. D. Lee
 Eric Mileham Litchfield Memorial Prize
 (General Merit) D. I. Cook
 Hunter Stephenson Prize (Mathematics) C. G. Cotton
 Alan Ludowici Memorial Prize (VA1 Form) A. D. Lee

LOWER SIXTH FORM:

Stewart Caldbeck Memorial Prize (English) R. P. Salmon
 M. A. Ilbery Prize (Modern History) R. F. D. Bertinsshaw
 Stewart Caldbeck Memorial Prize
 (Second in General Proficiency) A. C. Cameron
 G. H. Broinowski Prize (First in General
 Proficiency) R. P. Salmon

UPPER SIXTH FORM:

David and Elizabeth Carment Prize
 (Mathematics) G. C. Travers
 Donald Muston Memorial Prize (General Merit) A. G. Robinson
 Russell Sinclair Memorial Prize (General Merit) A. J. M. Thorp
 The Lodge Torchbearer Prize (Ancient History) not awarded
 Desmond Hum Memorial Prize (Geography) P. G. Winkworth
 John Kingsmill Phillips Memorial Prize
 (Chemistry) {J. C. Smidmore
 T. C. Sutherland
 Monteith Cowper Wood Memorial Prize
 (Physics) P. B. Cotton
 Ian Menzies Memorial Prize (History) T. S. Olds
 Herbert Kendall Memorial Prize (French) T. S. Olds
 David Cowlshaw Memorial Prize (Latin) T. S. Olds
 J. S. Wilson Memorial Prize (English) T. S. Olds
 Charlton Divinity Prize T. S. Olds
 Harold Dean and R. S. Reid Prizes
 (Mathematics) T. C. Sutherland
 Percival Sharp Memorial Prize (VI Form) T. S. Olds
 A. H. Wade Memorial Prize (General Merit) D. W. L. King
 War Memorial Prize
 (Second in General Proficiency) T. C. Sutherland
 Burke Prize and United Services Prize
 (First in General Proficiency) T. S. Olds
 Brian Pockley Memorial Prize J. H. W. Playfair

THE HEADMASTER'S REPORT, 1973

Your Grace, Professor Williams, Ladies and Gentlemen,

As a graduate of the University of Sydney I am deeply honoured to welcome its Vice Chancellor and Principal today. Professor Bruce Williams has held this onerous duty now for seven years and has carried the burden with distinction and calm. Under his leadership the University has increased in size, activity and stature and has maintained its world wide reputation for scholarship. In days of protest and demonstration too Professor Williams has become known for his fairness and his attention to student complaints. He has become recognised as a skilful defuser of the many loud and discordant explosive events which seem occasionally to pollute the environment of the front lawn at the University. Few people realise, however, that Professor Williams is an economist of great distinction who has assisted prominently in the economic development of the United Kingdom and Australia in the course of his work at universities both here and in England.

At the School Certificate Examination in 1972 all boys passed. Seventy-one boys obtained six advanced level passes and sixty-four boys gained Commonwealth Secondary Scholarships.

In 1973 the School Certificate will be changed slightly again, this being the first move towards making the examination wholly internal. The external examination will this year only account for one quarter of the marks, the remainder being given for work in the school. This is not putting examinations aside as some people are claiming; it is merely saying that some parts of the syllabus are best tested by a continuing check within the school itself. When the examination is wholly internal, all parts of the syllabus will be tested within the school; and passing the School Certificate will become a matter of working consistently for the whole year, rather than of sprinting over the last few weeks.

In general there is in the community too much stress on examination results as the determinants of a boy's progress. Too much weight is given to one particular examination result when the boy's progress over the year can be a better guide to his real capacity. Moreover, there is a tendency for the boy to think that because he is not in a public examination year he does not have to work during that year; indeed, some such boys believe they do not have to worry about attendance at school or even about thinking while they are in school. This over-emphasis on examination results comes from the community itself. There must be examinations because this is the only satisfactory way of testing a boy's understanding of the subject. But examinations must not be made, either by parents or by boys, to appear to be sole purpose of schooling.

In the Higher School Certificate the results were good, 77% matriculated. M. K. Colless, G. B. Cranney, D. J. Fulford, P. W. M. Ilbery and J. W. McPhail obtained five first level passes. Eleven other boys obtained four first level passes. Fifty-three boys obtained Commonwealth University Scholarships and at least eight boys Commonwealth Advanced Scholarships. The quality of these results reflected the hard work which the boys had done in the preparation for the examination. Each year there is clear evidence that those boys who work consistently all the year gain much better results than those who merely sprint in the last few weeks. The Higher School Certificate is not a hard examination academically speaking,

but it does demand consistent work at school and at home, if an average or better pass is to be obtained in it.

In 1975 the courses for fifth and sixth year secondary education will be revised. Final details of this restructured curriculum are not yet available, and at this time it is not important that they should be. The new courses of study will commence in Lower Sixth in 1975; they will include courses at an honours level, courses suitable as preparation for tertiary study and courses which will terminate at school the study of that particular subject. The intention is that in the aggregation of marks for any tertiary purposes there will be parity among courses. It is to be hoped that this parity is in fact gained; the present mark scramble will then cease and the boy will be able to study a subject in which he is genuinely interested at a standard he is capable of reaching. It is to be hoped that the restructured curriculum will allow a boy to study the subjects he wishes and yet will guarantee his entry to the appropriate tertiary institution without undue prescription.

There are two alarming tendencies appearing in secondary education in recent years. First, and I reinforce what I said about this last year, there is the effort to make the school assume all sorts of social functions which are not its task in the community. As a nation, we must be wary that the search for equality of opportunity in the education of the young does not become confused with the political aims of some sections of the community which want the upbringing of all youth to be in the hands of government rather than of their parents. Education is a service for citizens which government has an obligation to provide; education must not be allowed to become the means by which government changes the social structure and ideals of the community. The prime task of the school has always been schooling—that is, in its simplest terms, the three Rs. It is not the duty of the school to act as a socialising agency whose task is to teach those political or controversial social issues which aim to alter the society at large. It is alarming to see that the very same persons who claim children are individuals with the right to exercise their own points of view are the same people who want to impose on these very children courses of study which curtail the very liberty of thought of the individual by demanding a narrow adherence to some particular approach in the teaching.

The second tendency is the alarming increase in psychological and educational jargon used when talking about children and the subjects they study. Here are some examples which have been taken from documents on education received in the school this year: "to verbalise your responses"; "to preempt for a specific position stance"; "data collection authoritative exposition of a clearly defined body of information"; and "the hierarchically depressed pupil working in psychologically impoverished conditions". For those of us who are old enough to have learnt English parsing and analysis—an unfashionable study now—such jargon is preposterous. Yet these are but a few examples of such poppy cock.

Certain other academic successes must be noted. R. P. Salmon and D. E. Farmer were granted Science research scholarships. J. D. Collins, R. J. Halliday, J. R. K. Pryde gained prizes and certificates in the annual Mathematics Competition. In the Alliance Francaise forty boys gained passes. J. F. B. Mansell has been awarded a scholarship to the Royal Military College subject to a satisfactory pass.

In games, the year has been an average one. Though the results in competitions have only been fair, good team spirit has been displayed in many places, especially in athletics. On the whole the sportsmanship and the barracking in all games have been very good and have shown proper consideration for gentlemanly behaviour and for sporting spirit. There has been a much greater effort by teams and players to become physically fit. In this respect the example set by the 1st XV this year was very good: they were always ready for practice by 3.30 p.m.—much earlier than other teams in the school—and so could have a full practice finishing by 5 p.m.

at the latest. Their determination to achieve fitness was quite striking and was a fine example which younger boys could well emulate.

Yet there have been far too many occasions when boys have requested permission not to play games or have openly avoided playing. In some cases they have been encouraged by their parents in such an attitude. It is pointed out that an essential part of the development of a boy, in character and in physique as well as in the academic sphere, is based upon the regular playing of games. Parents should question their sons closely to find out which game he is playing each term and should take steps to see that he practises and plays matches regularly. Ample opportunity is provided by the school so that every boy can play games; so there is no excuse for a boy to say that there is no team in which he can play. Parents are encouraged to let the Headmaster or the Sportsmaster know when they feel their son is not playing sufficient games.

In rowing the season was generally successful. Throughout the season all crews competed in 75 races, gaining 21 first places, 29 second places, 15 third places and being unplaced on only 10 occasions. In the G.P.S. Regatta the best performances were by the 2nd VIII, the 1st IV and the 2nd IV who were all second in their race. Once again thanks are due to the coaches, especially the Old Boys, and to the mothers who do so much work at the boatshed in the course of each season, thus increasing greatly the rowing time available to the boys.

In cricket the 1st XI was fourth and the 2nd XI third in the G.P.S. competition. These places reveal a need to improve individual technique and to practise with much more thought and dedication in order to achieve the necessary standards. Overall, 121 games were played while a further 82 were cancelled as a result of weather. Of the 121 games, 75 were won, 22 drawn and 24 lost. The most successful teams were the 4th, 5th, 16B, 14D, 13D, 13E, 13F who did not lose a match. R. D. Harvey was selected in the G.P.S. 1st XI and S. G. Campbell (Vice-Captain), G. J. Le Messurier and A. J. McMinn in the 2nd XI.

In football 504 games were played; 261 were won, 22 drawn and 221 lost. This represents a slight decline in quality from the previous year. Thanks are due to the many masters and old boys who helped to referee these matches. The 1st XV were fifth equal and the 2nd XV were fourth. In the G.P.S. teams, M. J. Mathers and P. M. Bower were selected in the 1st XV, G. J. Le Messurier in the 2nd XV, and D. C. Ronald, G. H. Parsonson, I. S. M. Reid in the 3rd XV. M. C. Rees was a reserve. Based upon their performance in the G.P.S. matches M. J. Mathers was selected as Vice-Captain of the N.S.W. Schools Rugby Union 1st XV and G. J. Le Messurier was selected in the 2nd XV. Both Mathers and Le Messurier were then selected by the Australian Rugby Football Schools' Union to tour Great Britain in December 1973-January, 1974. This is a fine performance on the part of both boys as they were selected in a team of twenty-five after trials involving 100 boys from all over Australia.

In general there is a much greater need to develop and improve individual football technique. Far too many boys are not able to kick the ball accurately, indeed either with any degree of expertise or with both feet. Nor can they catch or pass correctly; consequently, quite often tries are lost because of faulty handling. It may well be that the school provides too many footballs at practice, thereby making it too easy for a boy to get a kick instead of his learning to struggle for possession of the ball, and once possession is gained not to squander its use.

In athletics there was a considerable improvement this year. The open team was eighth and did not perform as well as perhaps may have been expected. The juniors, on the other hand, developed as a magnificent team throughout the season to come second, being only two and a half points behind Newington. The G.P.S. Carnival was held on a Wednesday in order to prevent a recurrence of the poor behaviour which took place in 1972. It is pleasing to report that the barracking and enthusiasm was first class and has quite returned to the good sportsmanlike approach which

has been long associated with all G.P.S. games. In order to develop winning teams in athletics, however, there needs to be a much greater dedication by boys to all aspects of the game. The example set by the long distance runners in the preparation for their races could well be followed by all track and field competitors.

In shooting the 1st team was fifth while the 2nd team won. N. C. Robson was selected for the second year in the G.P.S. Team which defeated the Universities. The failure of the first team was somewhat unexpected and did not reflect fairly the dedicated leadership and captaincy of R. B. Burnell.

In tennis fourteen teams played 66 matches, winning 49 and losing 17. The 1st and 2nd teams were both second in the G.P.S. competition. D. J. Eaton was selected in the G.P.S. 1st team and M. L. Jones in the 2nd team.

The basketball season was not a very successful one. Twenty-nine games were played by five teams, 14 being won and 15 lost.

In swimming regular competition has taken place with other schools. With a fine display N. C. Gordon won the Under 13 National 100 metre freestyle swimming title.

In surf life saving eleven boys gained instructor certificates, twenty-one gained bronze medallions and four qualifying certificates. Each year numbers like this are reported, but few people have realised just how many boys the school has trained in surf life saving over the years since it began as a school sport. Since 1960 when six boys gained their bronze medallions, the school has trained over 80 boys as instructors, over 400 boys for the bronze medallion, over 160 for the qualifying certificate and over 300 for the resuscitation certificate. But in addition we have trained for the Manly Warringah Branch of the SLSA at least another twenty persons as instructors and over 120 for the bronze medallion. Thus the school has trained over 100 instructors, over 500 bronze medallions, over 160 qualifying certificates and over 3000 resuscitation certificates. Many of the Shore boys have gone into the S.L.S. clubs and can be seen on patrols particularly on the northern beaches. From such a very small beginning surf life saving has become a really large game in the school.

In golf two teams took part in the N.S.W. Schoolboys' open medal competition. The best performance was that by A. L. Poulton with a round of 78. The first team qualified for the semi-finals of the Alan Uther Shield for team competition, only to be beaten by a strong Blacktown team four matches to one. A very successful holiday match was arranged with the staff. Despite liberal handicapping by the master in charge of golf, he and his colleagues were soundly trounced by the boys, four matches to nil with one tied. A. L. Poulton also won the schoolboy medal arranged by the Cromer Golf Club in the September holidays.

Adventure training thrust itself to the fore late in October when a party of fifteen were 36 hours overdue in the bush. Happily there was no disaster in any way. The party became lost in the rugged country to the north of Linden ridge. Adventure training is filling a very useful place in the life of the school and an event of this nature must not be allowed to prevent its continuing development. The boys involved should be complimented on their behaviour and discipline in adhering to standing orders set down for such events. They have no doubt gained great benefit from the experience.

In general extra curricular activities have continued as usual. However, there needs to be a considerable rethinking by many boys about their extra curricular pursuits. Because Shore is a large day school situated outside the areas in which the majority of boys in general reside, the school day has three peculiarities compared with most schools: first, an early start at 8.25 a.m.; secondly, a long recess and a long lunch time, of a total of 90 minutes; and thirdly, an early finish at 3 p.m. The recess and lunch

times are deliberately long so that much extra curricular organisation can be carried out at recess and can be put into practice at lunch. Many boys claim to be bored or get into mischief during this long lunch hour because they make no real effort to do something useful with their time. Clubs and societies should flourish at this time; and with energetic leadership by the boys themselves, displays, debates, concerts and the like can be organised. Lunch time is not the time for more PE or physical fitness training as some boys suggest, but rather the time when more boys should enter into activities of a cultural nature which can be provided at that time, if the boys in charge of the clubs and societies are more energetic in leadership and organisation.

The Federal Government has now directed that all service in school cadets will in future be voluntary. It has long been the custom at Shore that all boys serve one afternoon a week, practise games on two afternoons a week, and play a match on Saturday. When the government issued its fiat about cadets, the School Council reconsidered its policy concerning service by boys and concerning cadets. Council decided that the concept that boys should serve one afternoon a week was a sound educational objective and that it should be continued by offering other alternatives to the cadets.

From 1974, therefore, on Monday afternoons from 2.45 p.m. to 5.15 p.m., all boys in IV, V and LVI Forms (in which there are about 470 boys) will undertake one of the following forms of service: army cadets, air cadets, orchestra and choir, scouts, Duke of Edinburgh Award scheme and a form of social service. Participation in one of these activities will be compulsory for all boys, but the choice will be made by the parent in consultation with the boy in the same manner as choices of academic subjects are made. It may be necessary to direct a boy away from one of the smaller activities if his qualification for it is obviously unsuitable, e.g. orchestra and choir. Boys who are medically unfit will be directed towards suitable activities in accordance with their state of health. Of course, it may take a year or so until this new scheme settles down properly.

It is expected from a survey already conducted that the majority of boys (270-300 boys) will choose the cadets, either army or air, as these units give a demonstration of service to the nation and a type of education for leadership and man management which is not to be found in any other school activity. Moreover, the cadet units have available to them a background of experience and a backup of equipment and of training courses and methods which are not available for large numbers in the other activities. It is obvious that the school would be unwise not to use this experience and the equipment available for as many boys as possible.

In addition, the cadet units still offer an education in leadership which is quite different from any other form of school training. A boy in command of other boys soon learns that thoughtless or unreasonable orders merely produce confusion and disagreement. On the other hand a boy receiving a thoughtful and reasonable order learns to accept it with humility and graciousness, learning that, if he opposes it, chaos will surely follow. This relationship between two boys of equal age provides a human experience which no other school activity produces.

It is proposed that the cadets will be run more by the masters than the boys—as used to be done in the past. The experiment over the last three years of letting the boys have the major control has, on the boys' own admission, not been completely successful. The main reason is that the boys did not have the military knowledge or experience to be able to organise and control such a large unit fully nor did they have the time available to them to prepare thoroughly to counter-balance such a lack. This is not criticism of them, but rather a recognition of the fact that they have many other things to do in each week.

The orchestra and choir will be a group of about 50 to 60 boys who are properly qualified musically to be members of the group. It is expected

that boys who choose this group in the IV Form will already have displayed musical aptitude and capacity in the III and S Forms. The orchestra and choir will practise on Monday afternoon and will be expected throughout the year to produce music at lunch-times for the rest of the school as well as to fill all the normal musical commitments which the choir and orchestra have in the school. It is hoped the orchestra and choir will develop in modern as well as classical music under the leadership of Mr. Pierce and Mrs. Orchard and with the help of other masters qualified in this field. A prolonged practice period will of course be available during cadet camps.

The pattern of the scouts (about 40 boys) has yet to be fully determined. The first task is to resurrect the 1st Waverton Scout Group by providing it with leadership from senior boys. Naturally there will have to be a troop for boys aged 14-17 years. There will have to be some lively leadership here. It is planned that the boy scout troop will still meet on Friday afternoon; on Mondays the seniors will train and so will those responsible for the leadership of the boy scout troop. The scouts will in future go into camp when the cadets go to camp.

The Duke of Edinburgh Award Scheme is well known already in the school and needs no further explanation. What does need stressing, however, is that it is not the soft option which many boys may think it is. In future it will have to be more structured in organisation and will have to provide senior boys for its own internal organisation. Moreover, the essence of the award scheme is regular testing, especially in the expedition and service qualifications. Boys who choose this option will therefore have to be prepared to give up their own time, especially during weekends throughout the year, in order to progress as the scheme requires. It is proposed also to incorporate some form of Civil Defence training for this group if it can be arranged. During Cadet Camps these boys will carry out expeditions and other service requirements. It is thought that not more than 80 boys will take on this form of service.

The last choice offered to boys will be a form of social service to the community and to the school. In this group (about 20-30 boys) it is proposed to include the school librarians who will work each Monday in the library. Also in this group will be those boys who are interested in community service to the sick, the aged and the handicapped. Quite deliberately this group will be kept very small for two reasons: first, experience in other schools has shown that such service cannot be successfully carried out with large numbers of boys unless there is a disproportionate number of masters involved as leaders; and secondly, the numbers of boys who are genuinely interested in this form of service have over many years shown themselves to be very few indeed.

Boys in IV, V and Lower VI Forms therefore will be expected to choose one of these types of service. Having chosen, they will in general be expected to adhere to their choice for three years; so the choice is not to be made lightly or unadvisedly. Indeed, the choosing seems to become as important as the choice of academic subjects which are made on entry to the S Forms or to the Lower VI Forms now. Once made, no change of choice will be allowed without the Headmaster's approval, and then only after two years' service and after full discussion possibly with the parents of the boy involved. There may be allowed a little more latitude on entry to the Lower VI Forms. But, in general no change will be permitted where a boy holds a key position, no matter how junior or senior, such as: rank in the cadets; particular ability in music which cannot be otherwise filled; a high or a particularly needed qualification in the scouts or Duke of Edinburgh award scheme; or particular capacity or interest in the social service field. The fact that a boy chooses one activity will not prevent him from participating in another, e.g. a cadet can still go on with the Duke of Edinburgh award at other times of the week.

It may well be asked why is there to be apparently such close control of the boy's choice. The reasons are very valid educationally: first, teaching

the boy that once he has made up his mind he must persevere "until it be thoroughly finished"; secondly, making the boy aware that service to the community in any form is demanding of time over a period of several years and is not a transient decision to be taken up and dropped at whim; and thirdly, in any part of the boy's education there must be progression in knowledge and experience which is planned and gained only over a period of years.

There may have to be administrative changes made to this plan for the use of Monday afternoons, but it is expected that these will only be of a minor nature caused by experience. It is hoped that this plan of service to be given by boys will remain unchanged until there has been a thorough testing of the whole concept on which the complete plan has been drawn up.

Training for the Army Cadets and the AIRTC has proceeded normally throughout the year. The ceremonial parade of the AIRTC was first class.

The event of the year for the Dramatic Society was participation in the HMC Drama Festival held in Canberra. This was a residential festival lasting a week which was organised by the Headmasters' Conference of the Independent Schools of Australia. Boys from all over Australia resided together, worked under skilled tutors and each school produced a play for the rest to see. Shore produced Oedipus Rex which was beautifully costumed with the help of mothers from the SCEGS Association. The concept of a drama festival was a great success and will no doubt be continued.

In the Duke of Edinburgh Award Scheme J. B. Barclay, A. K. Buchanan, A. M. Graham, J. H. W. Playfair and an Old Boy, P. E. Stanley, were presented with their gold award by Prince Philip himself. This brings the total number of gold awards over the years to 19. Two other boys only have short time before they also complete their gold award.

It was with regret that the First Waverton scout troop was placed in suspended animation in 1973. In recent years it has proved increasingly difficult to find scoutmasters to lead the troop. For many years Mr. Morell has carried the burden alone. Now, however, he has felt that a younger man should take up the task; but it has proved almost impossible to find a scoutmaster with the time to do so. It is hoped that the new concept of service on Monday afternoons will help to revive interests in scouts in the School.

The chapel choir has performed throughout the year with its customary distinction. It is planned in 1974 to develop the orchestral and choir side of the School music much more widely.

Service in the library is now a very demanding, yet rewarding job for boys. The leadership which has been provided by J. D. Stanley has been extremely valuable. In addition, the patient work done by D. P. Sault with the School Archives must be recorded. The devotion of these two boys to the improvement of the school library facilities and the dedication of Mrs. Hart have been quite striking. The School also values the great assistance which has been given by many mothers who have catalogued and repaired books both in the Senior School and the Preparatory School libraries. Their willingness and their good humour have been widely appreciated by many boys.

The School records once again its gratitude to its many donors. This year the work of the SCEGS Association has been quite fantastic; over \$13,000 has been raised by means of the customary American Tea and the Art and Craft exhibition. The energy and enthusiasm of members of the Association can only be admired; and they can be assured that the boys deeply appreciate the work they do. The Old Boys' Union has endowed a General Activities prize to show its appreciation of the work done over very many years by Miss Margaret Black in her capacity as Secretary of

the Old Boys' Union. This prize, which will be given for the first time this year is awarded to a boy "in the second last year of secondary education who has displayed keenness and willingness in extra-curricular activities and who has therefore been an influence for good amongst his peers". The school also expresses its appreciation of the scientific equipment donated by J. H. Wells. There have been many other anonymous donations over the course of the year and the School would like to thank all donors for their continuing generosity.

Alterations have been made in School House this year including new beds and wardrobes for the boys. Carpet has been laid in the dormitories and so the sleeping accommodation provided for the boys has been brought up to the same quality as that in the other senior boarding houses. The old locker rooms have been converted to recreation rooms and as soon as possible will be given additional furniture. Carpet has been put down in accordance with the School's policy of endeavouring to lessen the noise in the older parts of the building.

A new development to assist the School has been the establishment of the Shore Foundation. The school community will have heard a great deal about the Foundation in the last few weeks so it is not proposed to discourse upon the matter any further here. However, I must record the gratitude of everybody in the school to those who have been so generous of their time and money, thus helping in the future planning and development of the school.

May I place on record also appreciation for the work done by the School Council throughout the year. It has been a difficult time in which to plan the present and future of independent schools because of the changing nature of relationships between governments and schools. The prominence of Mr. J. M. Dixon in all matters concerning independent schools must be acknowledged. His wisdom, energy and patience have been quite striking and have been of assistance to every independent school throughout the nation.

I should also like to thank the various staffs of the school for their help and assistance. It has been a trying year in many ways, but their perseverance in their efforts to help the School has been most marked. On the academic staff there have been several changes in the course of the year. Mr. G. J. White went on leave and was replaced by Mr. G. Souris. Mr. D. Hicks was replaced in the Senior School by Mr. J. Moir from the Preparatory School, Mr. J. J. Jenkins joining the staff of the Preparatory School. Mr. N. A. Webb and Mr. M. B. Ferguson have joined the staff to replace Mr. P. I. Philpott and Mr. D. J. Ward respectively, who both resigned. Mr. I. Chapman who left to continue his art study has been replaced by Mr. D. G. Paulson. Mr. J. R. Gorham returned from leave and replaced Mr. J. Melamed who resigned from ill health. At the end of this year Mr. R. Blomfield and Mr. C. M. St. G. Potter are going on leave, while Mr. N. Curran is making an exchange with Mr. M. Ridley of Wellington College, England. Also Mr. H. T. Andrew and Mr. I. Gilfeather and Mr. T. W. Brewis have resigned from the staff and their places will be taken by Mr. M. B. Robinson, B.A., Dip.Ed.; F. Sharpe, B.A.; B. Harley, B.A.; and G. F. H. Aicken, B.A. Mr. I. R. Barlow has resigned as Housemaster of School House and Mr. D. G. Spurr has been appointed in his place.

The performance of the prefects under the leadership of J. H. W. Playfair deserves commendation. The task of prefect is being made harder in recent years by the lack of support for those in authority, quite often by the parents. It should not be left to prefects to see that boys' dress is neat and clean—that is the task of parents. The prefects will be able to give a more profitable leadership to the school when they are supported in this way. In his task Playfair has been loyally supported by G. C. Travers.

The Upper Sixth Form must also be complimented upon their good sense and their dedication to their work. These days it is fashionable—

wrongly so—to act the fool and to be destructive in Term III towards the end of one's time at school. This Upper Sixth have built up a reputation for hard work and sound scholarship accompanied by the right conduct.

A very important event in education this year has been the Report of the Interim Committee for the Australian Schools Commission. This report, commonly known as the Karmel Report, is concerned in major degree with the government schools of Australia, but it has also made sweeping recommendations to the Government which can well alter the whole future structure of independent schooling throughout the nation. While it is not practicable to summarise this long and complex report here it is appropriate to make some observations on it in relation to independent schools. There are good features in the report, and that could hardly not be so. However, the main purpose here is to draw attention to its deficiencies, mistakes and injustices.

To understand the full effect it is necessary to place the report in its historical background. For some years past there have been demands in the educational sphere for a schools commission to enquire into and to plan the future financing of schools and their needs. Those seeking such an enquiry did so in the belief that such a commission would co-ordinate the conditions in education which vary so much from state to state in Australia, and that such a commission would investigate the need for a larger share of the gross national product to be spent on schools and their development. The example was to be the pattern set by the Australian Universities Commission, established nearly ten years ago, which had by its financial recommendations and co-ordination advanced university education and university development throughout Australia.

Although I shall be making some remarks about the Federal Labor Government, I wish to make it quite clear that this school is non-party political. But the school holds the right, and will exercise it, to be critical of any political party or anyone else, or any political policy, which is discriminatory and unfair against independent schools, against the parents who choose to support them, and against the pupils in them. The school also has the right, indeed the duty, to comment upon or to be critical of any decisions taken concerning education.

The Australian Labor Party offered the establishment of a schools commission as part of its electoral platform in 1972. Further, the ALP stated that a Labor Government would increase the Commonwealth financial aid to schools over and above what was already being given by the Liberal Government.

Mr. Whitlam when Leader of the Opposition said, quite clearly and explicitly, before the elections: "We will not repeal or reduce any educational benefit which is already being paid. We will confirm any which are there already". Immediately after the elections, when Prime Minister, he said formally by letter to the Chairman of the National Council of Independent Schools and to others that additional Commonwealth contributions to independent schools will be determined on the basis of relative need. Despite these positive statements his government has taken the per capita grants away entirely from some schools and therefore from parents and pupils. He has been asked to correct the contradiction and not to break his promises, but has not done so.

The Australian Government has no means test for the about-to-happen free education in universities and colleges of advanced education, for medical benefits, for child endowment, for free education in government schools, and abolishes it for age pensions. Why does it apply a means test, in an undeclared and haphazard way, to some schools and to parents of some schools?

As soon as the Labor party came to power in December, 1972, indeed in the days of the duumvirate before the cabinet was established, an interim committee was set up to examine the position of both government and non-government schools and to make recommendations as to the im-

mediate financial needs of schools including grants and funds for schools. In carrying out its task the Committee was to work towards establishing acceptable standards for government and non-government schools alike. The grants to be recommended were to be "in addition to existing Commonwealth commitments" and "directed towards increased expenditure on schools and not in substitution for continuing efforts by the states and non-government school authorities" (the bold is mine).

In relation to non-government schools the Committee went to work in January, 1973, and in February met various members of independent schools throughout Australia. At one such meeting in Sydney (on February 15th, 1973, that is two weeks before the questionnaire was due to be returned) with six other headmasters, headmistresses and governors of independent schools the Bursar of Shore in his capacity as a member of the N.S.W. Bursars Association and myself as Chairman of the Headmasters' Conference of the Independent Schools of Australia met Professor Karmel and Dr. Jean Blackburn, a member of the Committee. The purpose of the meeting was to discuss the questionnaire which the Karmel Committee was sending to every non-systemic non-government school in Australia. In the course of our discussion we pointed out to Professor Karmel that the questionnaire was confused, that the questions in places were ambiguous and that the comparisons from school to school the Committee would ultimately have to make would be difficult. However, the questionnaire had already been printed and was in the process of being distributed for completion by the schools. It was too late therefore within the timetable set by the Committee to do more than delete one or two questions which defied clear definition and make one or two minor changes by an amending circular sent some time after the questionnaire.

The questionnaire arrived in the schools in mid February and was to be returned by the end of the month of February. The amendments to the questionnaire came even later in the month of February. The schools were thus given about ten to fourteen days to answer a complicated and, in many parts, confusing and confused questionnaire on which the future of each school was to be judged immediately and in the future and parts of which the Committee was to use to determine grants to schools.

The answers given by schools in the questionnaire have now been placed on record with the Federal Department of Education and will no doubt be used in the future by the Schools Commission to determine all nature of decisions concerning the particular schools: despite the fact that the questions were confused, that the ways to answer them were not made clear by the Committee, and that the questions themselves in some cases can have two or three possible ways of answering them. In the light of the Committee's report and the use it has made of the varying school's answers, there is every reason to question the validity of the results of putting all this information about non-government schools into a computer for any useful purpose at all.

National bodies made formal representations to the Karmel Committee. The Chairman of the Council of this school, Mr. J. M. Dixon, appeared with colleagues before the Committee as Chairman of the National Council of Independent Schools. That Council's submission was identical in its main principles with those of the two other national bodies working for independent schools, viz., the Federal Catholic Schools Committee and the Australian Parents Council. All three bodies advocated per capita grants across the board at a satisfactory percentage of the costs in government schools (an obviously fair basis), additional moneys for running costs to help the handicapped and disadvantaged, and capital grants to assist in improving physical facilities where not already provided by the school concerned.

Now, let us look at the recommendations which the Interim Committee has made to the government and which were accepted by the Labor Government in every respect except two: the phasing out period of the per capita payments to non-government schools in category A and the adminis-

trative structure of the Schools Commission itself as recommended in Chapter 13 of the Report.

This Report into every school in Australia, government and non-government, was completed in five months, a mammoth task for such a short time. Naturally, the Committee could not complete all its tasks; and it was directed by the government in certain respects to alter or to omit some of its terms of reference. But it did recommend a huge increase in federal expenditure on schools. More money was to be given to special education, disadvantaged schools, teacher development, libraries, general recurrent grants and building grants. In general, this increase in money may be welcomed as a step in the right direction towards the improvement of education throughout the nation.

However, the philosophy on which all of these increased financial recommendations are made needs careful and thorough scrutiny—and scrutiny of this nature has not been given by really knowledgeable educational critics or by those in the media who are interested in education. Though some of us have tried to gain a publicity forum for such a scrutiny of this very important matter, we have not succeeded in any way at all.

In fact, there is a great deal of very bad education hidden under the details of the huge financial grants that have been recommended. For example, there is a quite unsubstantiated attack on present successful and long proven methods of education as being now outmoded. There is a hint about diversity in education of a type which throws unproven doubt upon normal methods of law and order in schools. There are plain enough indications that parents' rights in the matter of the choice of education of their children are being whittled away, and not only in relation to removal of per capita financial grants. There is an unsubstantiated claim that the modern family is incapable of the administration of family education throughout Australia. And finally, there is a real attempt to effect an ideology of socialisation by means of manipulating the educational system of the nation. This is evident in the philosophy of the report, in its educational content already referred to, and where the Committee recommends "a significant redistribution of Australian government aid within the non-systemic sector". It made its redistribution by the institution of the "categories" system of grading independent schools for purposes of recurrent grants, including the exclusion of some schools from any per capita grants in the future. Government schools were not graded in any way in the Report.

A lot has already been written about the categorisation of schools, but not sufficient has been made of the impossibility of comparing schools of all sizes and conditions on any method other than the across-the-board per capita grants. How can a large city school of over 1000 day pupils be compared with a small country school of 200 boarders and day pupils? Further, in establishing recurrent costs of education of a child the Report does not allow adequately for the costs of administrative services which are carried out in an independent school by the governing body, headmaster and bursar, and which are done by the central office in a department of education. I am certain that well run independent schools know more exactly the cost per school child than do government departments. There is much discrimination against **individual** top quality independent schools which are compared with the **average** government high school. This is a discreditable method of reporting and categorisation. Why is there not equal revelation of resource usage by individual high schools and groups of them? If there were, the picture would almost certainly be very different.

In arriving at the categories for independent schools the Karmel Committee said no allowance was made for size. Yet, in the Senate on August 22nd, 1973, Senator Doug McLelland gave a list of 30 schools "which have been removed from Categories A and B due to size". So, in some cases "special consideration" was given to some schools. Why? No reasons have been given.

Appeals have been allowed against the categories allotted, but no

discussion whatsoever has been allowed by the Government about the unfairness of the category method, the ludicrousness of the result and the denial of earlier promises which the category system has produced. All the time the Government steps behind its policy of "needs" and takes no account of the fact that it has accepted the Karmel Committee's recommendation that "every member of the society has an entitlement to a period of education at public expense". The Labor government has interpreted that statement as: some children and some parents have no entitlement to education at public expense from 1974 to 1979.

More recently a new interim committee was set up, reportedly to hear appeals from schools. But the schools were not told they could appeal until a few days before the closing date for appeals to be lodged. Again, unnecessary haste and poor planning!

Shore was first placed by the Karmel Committee in category B. It appealed and was reclassified as category C. This brings slightly higher per capita grants. Nevertheless, these processes of appeals and reclassification do not make the Karmel system right. It was wrong in conception and unjust to parents, pupils and schools. It remains so.

What does the Karmel Report mean to Shore then? It means loss of about \$15,000 plus any adjustments for rising costs which were built into the previous method of per capita grants. It means more interference in the curriculum and management of the school in the future. It means that independent schools, such as Shore, have an uncertain future when their financial grants can be cut off by future governments according to some interpretation or concept of "needs" as decided by a centralised national committee the majority of whose members are known opponents of independent schools. It means also a levelling down of independent education as less money will become available in the future from private resources for use in the private sector of education. The principle that all parents and boys and girls are entitled to some reasonable government aid for their education has been swept away. There should be no misunderstanding about this. We, in the community of independent schools, will have to continue to fight to have this principle restored.

One of the most serious blows to parents and to independent schools is that there is now no clearly defined principle, and hence no certainty, behind aid to parents by per capita grants (to keep down the fees). The 1972 legislation had the tremendous merit of certainty because it said to all parents of independent schools or contemplating becoming such parents: you are guaranteed aid from the federal government for 20% of the recurrent costs in government schools. There was very great value in the certainty of monetary assistance to parents: think of the effects of inflation and the importance of the grants moving with it; think of the situation of parents of a number of children, facing the education costs for six or nine years for all of them. This certainty has been swept away.

The Karmel index and categories is based on "resource usage" per pupil, of which the most important element is the number of pupils per teacher. If this is relatively high, the resource usage per pupil is low.

The shifting sands of uncertainty which now prevail can be illustrated as follows: relatively bigger classes; high ratio of pupils to teachers; giving low index of resources usage; therefore a low category now; therefore high aid now, which will be applied (together with capital grants for more classrooms) to lower the ratio of pupils to teachers; therefore a higher resource usage; resulting in a higher index number and a higher category; therefore less aid or no aid, and a jump up in fees.

Future uncertainty and lack of confidence must prevail because of the breaking of the fundamental principle, which is just to parents, of across-the-board per capita grants moving with the average costs in government schools (plus, of course, extra help for particular situations of disadvantage).

It is vital to keep in the forefront of our minds, whatever category this or any school is placed in for recurrent grant purposes, that the system

of categories, calculated as it is and used as it is used, is wrong. It must not be consented to.

And one cannot hide the fact that certain parents have been very severely discriminated against. These parents may be a minority, but this minority did not exist before the Karmel Report. Why has the Government deliberately chosen to create a new minority and to discriminate against certain persons? It is not in accordance with either its electoral promises or its educational policy (i.e. to improve all education). One is left therefore with the answer that it is out and out politically and ideologically inspired against one type of school and one type of citizen; and this is surely the answer despite protestations to the contrary by the Minister of Education and the Prime Minister.

The Bill setting up the Schools Commission was passed in the House of Representatives on Monday, October 15th, 1973. As this goes to the printer this Bill is being debated in the Senate. But the Bill gives scant attention to independent schools and their importance in the structure of education in the nation. The Bill does, however, endow the Schools Commission with one frightening power, namely "the establishing of acceptable standards for . . . teaching and other staff . . ." By an abuse of this power a centralised national committee could set such standards for teaching and for a curriculum which could prevent any independent school from existing. Since 1880 independent schools have been registered under acts of parliament, but also since 1880 independent schools have had to struggle continuously for their existence, in order to prevent centralised bureaucratic and quite unnecessary interference in our schools.

This year there has been a peculiar manifestation of poor behaviour in the form of spitting on backs of doors in toilets, of scratching graffiti on the Chapel pews and on tops of desks and of destructive vandalism of locks and fuseboxes. What power struggle is involved here? What changes in the society do the young hope to achieve by defacing a beautifully proportioned and gloriously furnished building as is the Chapel? Perhaps they want the Chapel to be pulled down because to their warped mentality it somehow represents authority. But then would they be the first to cry out about the destruction of the environment and the need to preserve older buildings for posterity? Or is it just a childish tantrum against being compelled to do something which they feel they should not be compelled to do?

The dreadful part about the whole affair is that the majority of boys accept such destruction of beauty—the real word is desecration. It is not possible to kneel or to sit beside or behind a boy in chapel and not to see when he is scratching graffiti. So the desecrators are not only the boys who write it but also those boys who condone such scribbling. All boys have to learn that the heritage that is being passed to them must be guarded by constant vigilance against the destroyers of all that is fine and noble in it. So what do they intend to do about this sort of thing?

When referring to this sort of behaviour in 1960 I wrote:

"It is the School's task to make boys aware of the sternness of our Christian heritage. We take a strong line, disciplinary-wise, whenever cases of misconduct of this serious nature are discovered. But such strong action can often drive the offences underground and prevent other boys from notifying misconduct or losses of property in the belief that it is not honourable to do so. A schoolboy's honour—so mistakenly called—often prevents him from reporting obvious and wilful instances of extreme misconduct, thereby condoning the offence by taking no action to prevent its reoccurrence. I am not suggesting that boys become tattle tales; but there must be a standard of conduct which is acceptable to any community; all conduct which falls below this standard must not be accepted; and steps must be taken to improve it. If one boy sees another behaving in an improper or reprehensible manner, it is the former's duty so to exert

his personality that the misbehaviour ceases. If he fails to prevent the misbehaviour, he must enlist the aid of friends of like beliefs to help him in his task. If this group of boys, all of whom consider the conduct in question to be reprehensible, fails to prevent the misconduct, then the group must report the incident to the proper authority—his parents, or the school, or the police if necessary. To adopt such a line of action demands moral courage. And to deal with such a situation demands courage by the authority. Far too often at present misbehaviour is condoned by persons in authority because it will cause too much upheaval to do otherwise. Far too often parents condone illegality or aid directly in its committal, by consistently asking for the School's approval for their sons not to obey the school rules. Demands for special leave or privileges are a tacit undermining of the School's authority since they imply the idea that rules are made to be broken and that the breaking of them is not of serious import. Youth is no excuse for impropriety or for special regulation; Christian principles are the same for us all, no matter what our age.

The way to combat misconduct must surely be for each and every one of us—boy or adult, in the school or in the home—to refuse to condone behaviour which is incompatible with our Christian heritage; and for us all to take steps, immediately upon meeting such behaviour, to prevent its reoccurrence—either by disciplinary action, or by speaking to the boys involved, or by explaining to them the consequences of their actions."

Thirteen years later the same standards must, and still do, apply.

In 1972, I closed my report by saying "What is needed in education today is a strong family influence which teaches personal standards and moral standards".

Let us look more closely at the family in 1973.

In recent years there has been a great deal of unfounded talk about the failing capacity of the family to act as a suitable unit to bring up children and to educate them. It has been claimed that modern life and society are changing so much and so rapidly that a normal family cannot cope with these changes and that governments or schools or other welfare organisations should thus relieve the family of this task of looking after the young. At the same time as there is a greater demand for pupils to work in small groups in schools, there is this attack on the best small group of all—the family—and upon the group which is the basic unit in society with the task of protecting the young.

This claim that the family is of no use has regrettably been supported more recently by statements in the Report of the Interim Committee on Schools in Australia which states:

"2.16 There was a time when the family was a self-perpetuating economic unit and training ground. Mobility was restricted and the local community served as a means of initiating the young into the culture. Participation in the daily life of a small social group enabled the knowledge, skills and values necessary for the perpetuation of the culture to be transmitted without the need for special institutions. Few would suggest that today the more sophisticated and abstract skills necessary for full membership of society could be transmitted in this way, or that it would be either feasible or desirable to return to a static, hierarchical social structure."

The report gives no reasons to prove or to support this statement, but uses the bald statement as a justification for claiming that schools and those who direct them (i.e. government) should relieve the family of the educating task for which a family primarily exists.

Such a point of view is given added weight when there is the constant claim that children should be sent to pre-schools so that both parents can work to obtain more money—presumably in the majority of cases to obtain more material goods. The privilege of motherhood must not be

undervalued in any industrial demand for an increased workforce in the community, and the Christian duties of parenthood must not be set aside in a covetous seeking after material possessions.

In view of recent research in the educational and psychological fields which shows that children are happiest, most contented and most settled psychologically when they live within a happy, caring family in which work, play and leisure are given equal weight, it is hard to understand the emphasis being given to breaking up the family influence. When the work inside the family group is of such a nature that it appears like play, many of the problems of discontented or emotionally disturbed children are greatly reduced, if not removed. But to achieve an adequate and happy family structure demands that real effort and energy and an adequate amount of time be devoted to the tasks of being a family and of living in a family.

Far too easily today do adults say that their children are sufficiently old enough—at, say, twelve or thirteen years of age to be allowed to make a break from family life and so “to find their own circle of friends.” Nothing could be further from the truth; the longer the family can hold together, the happier and more settled are the children in it. For children are vulnerable to tolerance, and are in dire danger when in the presence of gross laxity. But making a family function demands that both the parents and the children learn how to make it work; all in the family have to learn this.

Too often recently has the head of the family (grandfather, grandmother, father or mother) resigned from the position of leadership in the mistaken belief either that a younger member should act as the leader or that he is not capable of giving direction in this modern age. The task of bringing up children “in the nurture and admonition of the Lord” is one which God lays upon parents, and parents only. So, if our Christian belief and our Christian society are to mean anything, this task cannot be handed over to any one else, to governments, to welfare societies or to schools. Being a parent is a hard task; being a member of a family is equally demanding.

The whittling away of the place of the family in the life of society must be resisted at all costs and by all parents. All in the family must strive to make the family work: father, mother, brother, sister, uncle, aunt, nephew, niece, son, daughter. All in the family must realise that the oil which makes the machinery of the family work is love—in the theological sense of that word. The young must love the old, the old must look after and care for the young; for the young do not have experience. Each must esteem the other; and each must respect the duties and responsibilities of the other in the life of the family. For it must be realised that the “family is one of the few groupings remaining in this modern world in which persons have status and are respected simply because they are human persons and not because they are useful”. Where there is mutual respect between father and son, mother and daughter, teacher and taught, education can flourish.

Education is the process of handing on cultural standards from one generation to the next. And despite all the modern inventions and technological advances, our heritage of culture, moral understanding and good learning is what will keep our civilisation in existence. Lord Devlin has written: “societies disintegrate from within more frequently than they are broken up by external pressures. There is disintegration when no common morality is observed, and history shows that the loosening of moral bonds is often the first stage of disintegration.” He argues that society is therefore justified in taking the same steps to preserve its moral codes as it takes to preserve other essential institutions.

If human endeavour is to mean anything, then it must mean that each generation will add to the accumulated wisdom of the past and pass on this wisdom to the next generation. For this task the family structure is eminently suited.

The prime task of the family is thus to educate the young in it; and in this task it is supported by the school. Only when the family is incapable or non-existent should government or school take over this prime task. To date, there is no proof that the family in general is incompetent. It thus becomes the function, first of the family, and secondly of the school, to show what men have taken in the past to be of value, to explain why this is so, and to communicate what is worthy to the next generation.

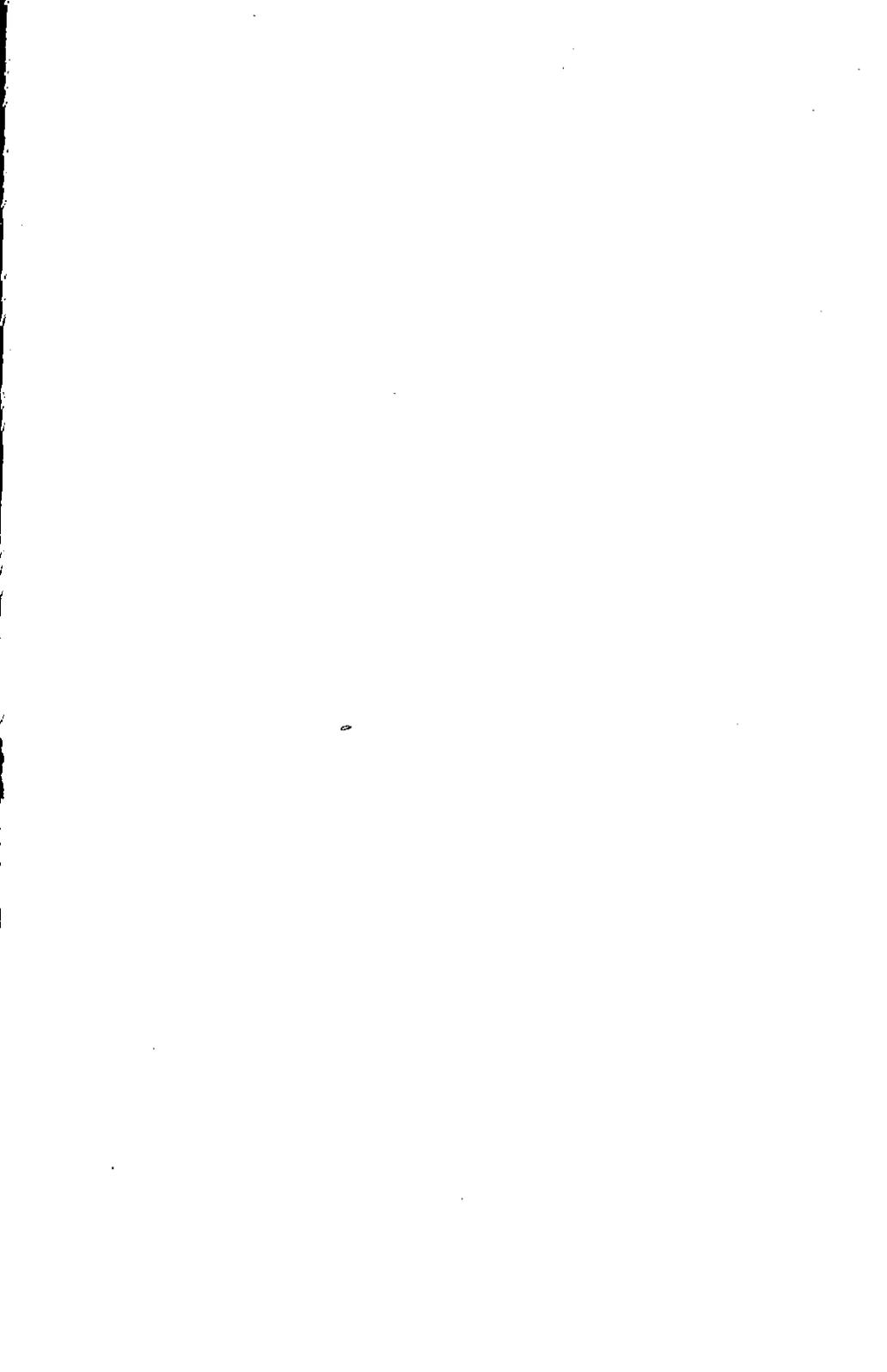
A family which defects mindlessly to its youth and which allows uncritically an alteration of values on the grounds that the great values are obsolescent is failing in its God-given task. A government which usurps this task from the family is altering the whole structure of society and interfering grossly with the rights of each individual, parent and child.

The cult of the individual, so educationally fashionable over the last quarter of a century, the quest for personal liberties, so covetously idolized over the last decade, and the mania to do one's own thing, so zealously pursued in the last few years—all must be replaced by a return to the discipline of living in the community of the family in which a child subordinates himself to his parents and his parents "train up a child in the way he should go". As St. Paul says:

"Children, obey your parents, for it is right that you should.

'Honour your father and your mother' is the first commandment with a promise attached, in the words: 'that it may be well with you and that you may live long in the land'.

"You fathers, again, must not goad your children to resentment, but give them the instruction, and the correction, which belong to a Christian upbringing."



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