



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

December, 1974

Sydney Church of England Grammar School

Speech Day—12th December, 1974

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 His Excellency Sir Roden Cutler, V.C.,
K.C.M.G., K.C.V.O., C.B.E., Governor of New South Wales.

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:

J. SEDGWICK, B.Ec., A.C.A.

Hon. Treasurer:

T. A. TONKIN, B.Ec.

Members:

Rev. R. S. R. MEYER, B.A., B.Ed., Dip. Journ., Th.L.

Rev. Canon 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.

Rev. V. W. ROBERTS, Th.Schol., Dip.R.E.

R. LUDOWICI.

Dr. Ian W. HOLT, M.B., B.S., D.T.M., D.T.H.

A. B. PODGER, B.E.

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. G. DENTON.

D. H. PLAYFAIR, M.B.E., E.D.

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.

Master in Holy Orders:

Rev. D. G. DUCHESNE, B.A.(N.E.), Th.L.

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.).*

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.
P. J. CORNISH, B.A.(N.S.W.), Dip.Ed.(N'cle.), (1).

S. W. GILLESPIE.

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

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, B.A.(N.E.), 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.

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., F.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.

N. A. WEBB, T.C.(Syd.).

M. B. FERGUSON, B.A.(Syd.).

M. B. ROBINSON, B.A., Dip.Ed.(Syd.).

F. E. SHARPE, B.A.(Macq.).

B. F. HARLEY, B.Sc.(N.S.W.).

G. F. H. AICKEN, M.A., Cert.Ed.(Cantab.).

R. M. RIDLEY, B.A., Cert.Ed.(Oxon.).

Rev. B. C. MAXWELL, Th.L., T.C., Dip.R.E.

K. J. PERRIN, B.A., Dip.Ed.(N'cle.).

D. G. O'NEILL, D.S.C.M., F.R.C.O., F.T.C.L., F.L.C.M.,

L.T.C.L. (Mus.Ed.), M.A.C.E., (7).

H. A. ROSE, B.A.(N.E.).

S. J. CRAWSHAW, M.Sc., M.Pharm.(Syd.).

J. P. KINNY, B.Sc.(N.S.W.), T.C.(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.

* On leave.

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.
Registrar: K. D. ANDERSON, M.A.(N.Z.).
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, A.Mus.A., D.S.C.M.
Clarinet: Miss C. MORPHETT, B.Mus. **Violin:** Miss J. DAVIES.
Cello: Miss R. STOKER. **Classical Guitar:** M. MacGREE.
Viola, Folk Guitar: R. SLINGSBY, Dip.Mus.Ed.
Flute: S. FAVELL. **Trumpet:** R. LONG.
Woolclassing: F. G. WILSON.
Tennis: V. EDWARDS TENNIS SCHOOL.

PREFECTS

Senior: J. W. F. GIDNEY; **Second:** R. S. JOHNSTON.

Prefects: G. H. PARSONSON; A. K. BUCHANAN, R. C. CLARKE, D. E. FARMER, A. F. POWELL, M. L. VIVERS; R. M. ALLPORT, A. S. CHRISTIE, M. W. HOLT, H. C. JENKINS, A. J. McMINN.

Sub-Prefects: B. D. FITZPATRICK, R. B. NUNN, G. P. PLAYER, I. S. M. REID; J. B. BARCLAY, A. C. CAMERON, G. P. COHEN, H. FAY, W. R. H. FREEMAN, P. R. JACKSON, P. G. JACOMBS, R. P. SALMON, C. M. TODD; J. M. BRADBURY, J. A. G. BELL, T. J. I. BOYD, D. W. CLARK, H. H. KRAEFFT, R. A. MCGREGOR, G. S. PERRY, R. N. ROYLE; P. M. HALL, P. D. HAMMOND, C. P. E. SMITH; M. A. BRINDLEY, P. B. COOKE, M. K. CRANNEY, J. N. CREER, A. K. GILLESPIE, T. M. GRAHAM, J. R. HARTNETT, A. S. HOY, H. R. JARVIS, A. D. LEE, A. R. McCORMACK, D. G. WOOD, O. P. WOOD.

CAPTAINS OF GAMES

Athletics: G. H. PARSONSON; **Basketball:** P. M. HALL; **Boats:** M. L. VIVERS; **Cricket:** A. F. POWELL; **Football:** I. S. M. REID; **Golf:** J. A. G. BELL; **Shooting:** P. D. HAMMOND; **Surf Life Saving:** D. A. HORTON; **Swimming:** A. F. GODFREY; **Tennis:** R. N. ROYLE.

SCHOLARSHIPS, 1974

A.B.S. White Scholarship	J. W. F. Gidney
Old Boys' Union Scholarship	{ A. K. Buchanan
	{ B. D. Fitzpatrick
S.C.E.G.S. Association Bursary	{ D. E. Farmer
	{ G. M. Lugsdin
Grainger Exhibition	{ R. P. Salmon
	{ A. D. Lee
Graham Exhibition	{ A. C. Cameron
	{ C. G. Cotton
S.C.E.G.S. Association Exhibition No. 1	{ R. S. Johnston
	{ D. G. Wood
	{ R. C. Clarke
S.C.E.G.S. Association Exhibition No. 2	{ A. F. Powell
	{ T. J. Benjamin
Old Boys' Club Exhibition	R. B. Nunn
Open Entrance Scholarship No. 1	
(Oswald Stanton-Cook)	J. D. Collins
(Hodges)	O. N. Tinnion
(Christina Campbell)	G. E. Sara
(Council Junior)	S. D. Hook
Open Entrance Scholarship No. 2	{ I. C. Hargreaves
	{ I. W. Watson
	{ M. C. Copeman
	{ M. J. McDowell
	{ C. H. Thompson
Junior Open Scholarship	{ S. R. Lyle
	{ J. G. Vaughan
	{ N. J. Kannegieter
	{ R. J. Halliday
Junior Close Scholarship	{ G. R. D. Jones
	{ N. M. M. Hardwick
	{ R. W. Y. Yeow
Bruce and Eldon Beale Prize	{ T. S. Olds
	{ T. C. Sutherland
Cecilie Purves	B. C. Newell

PRIZE LIST, 1974

DIVINITY	GENERAL PROFICIENCY	GENERAL MERIT
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Form

PREPARATORY SCHOOL

I	R. J. Nelson	R. J. Nelson	M. E. T. Penfold
Remove B	A. B. P. Parker	D. A. B. Christie	R. O. D. Meares
Remove A	A. C. D. Peterson	A. J. Paull	T. J. Dowsett
IIB	(B. M. S. Middleton)	J. G. Vaughan	M. S. Penfold
IIA	I. R. Amos	(M. J. Amos)	B. R. B. Evans

LOWER SCHOOL

IIIB2	D. W. Hart	T. J. McD. Crawford	S. A. Rodger
IIIB1	R. J. G. Hickson	R. J. G. Hickson	C. B. Powis
IIIA3	(T. Blomfield)	R. G. Bell	A. E. Cox
IIIA2	C. J. Dyer	C. J. Dyer	M. R. Douglas
IIIA1	I. W. Watson	(N. M. M. Hardwick)	P. B. Nunn
SC	M. G. L. Wilson	J. G. Fountain	A. N. Barrell
SB2	D. E. Hanlon	D. E. Hanlon	S. D. Myers
SB1	E. L. Jones	H. A. Jones	C. G. Cadden
SA2	A. M. Perdriau	A. M. Perdriau	M. J. Tierney
SA1	R. D. Fogl	(M. C. Copeman)	R. S. D. Lloyd

MIDDLE SCHOOL

IVC	A. H. G. Coward	G. J. Wass	R. J. Tooth
IVB2	M. D. Thompson	M. D. Thompson	D. G. B. Hickson
IVB1	P. L. W. Walker	A. C. Skeoch	P. S. Bull
IVA2	M. D. Sayer	M. D. Sayer	D. M. North
IVA1	(A. J. Black)	(A. J. Black)	(P. J. Scougall)
VC	I. G. Heywood	D. K. Clifton	P. A. K. Crebbin
VB2	D. I. Allport	D. I. Allport	H. L. M. Palmer
VB1	A. R. G. Malpas	D. A. Berckelman	H. D. Warden
VA3	M. B. Wilkinson	M. B. Wilkinson	D. T. Griffiths
VA2	B. D. Brodie	B. D. Brodie	J. S. Christie
VA1	A. J. L. Copeman	(J. D. Collins)	(I. C. Hargreaves)

UPPER SCHOOL

Lower VI

Upper VI

Divinity	(A. D. Lee)	(R. P. Salmon)
General Merit	D. I. Cook	(P. G. Jacombs), (R. F. D. Bertinshaw), (J. L. Rourke)
General Studies	(W. G. Shattles)	(A. C. Cameron)
Economics	J. W. McGee	(R. B. Nunn)
Ancient History	(A. D. Lee)	(D. M. Hitchen)
Geography	S. J. Massey	(R. N. Royle)
Science	(C. G. Cotton)	(D. E. Farmer), (C. R. Tiley)
Modern History	(A. D. Lee)	(R. S. Johnston)
German	(C. G. Cotton)	(R. P. Salmon)
French	J. F. Fennel	(A. C. Cameron)
Latin	(A. D. Lee)	Not awarded
English	(A. D. Lee)	(A. C. Cameron)
Mathematics	(C. G. Cotton)	(M. T. Ohlsson), (D. E. Farmer)
Second in General Proficiency	(C. G. Cotton)	(D. E. Farmer)
First in General Proficiency	(A. D. Lee)	(R. P. Salmon)

SPECIAL PRIZES

ART:

W. M. N. Stewart Memorial Prize	
(Preparatory School)	B. M. S. Middleton
Junior Prize	D. J. Ross-Smith
E. T. Thring Memorial Prize	J. D. Gambrill

CATECHISM:

Uther Prize	N. M. M. Hardwick
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GENERAL KNOWLEDGE:

Lower School	M. C. Copeman
Middle School	N. C. Churches
John Jamieson Memorial Prize (Upper School)	P. R. Jackson

MUSIC:

Theoretical Junior	T. Blomfield
Theoretical Senior	T. G. Barnes
Practical Junior	A. J. Bingham
Practical Senior	W. G. Shattles
R. G. H. Walmsley Memorial Prize	C. S. Greaves

WOODWORK:

Junior Prize	G. K. Brownhill
G. R. and R. V. Kierath Prize	D. S. J. Stratton

WOOLCLASSING:

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

Junior	H. M. Irving
Intermediate	S. T. King
Senior	Not awarded

CHOIR:

Junior	I. J. McDonald
Senior	P. R. Hammond,
	W. J. S. Pierce
David Davies Memorial Prize	A. C. Burns

ORIGINAL CONTRIBUTION TO THE SCHOOL MAGAZINE:

"The Torch Bearer" Prize	A. C. Cameron
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DEBATING PRIZES:

A. C. Cameron
R. F. D. Bertinshaw
R. S. Johnston

GENERAL ACTIVITIES:

John Martin Burgess Prize	W. B. Haigh
Frank Cash Memorial Prize	A. C. Burns
Margaret Black Prize	E. W. J. Shields
Hugh Barker Memorial Prize	R. C. Clarke
Old Boys' Club Prizes—V Form	B. Morrice
UVI Form	A. K. Buchanan
Old Boys' Union Prize	R. B. Nunn
D. J. Richards Memorial Prize	R. S. Johnston

PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize	M. J. Amos
John Scott Memorial Prize (IIA Form)	M. J. Amos

THIRD FORM:

Daryl Loddington Hall Memorial Prize (French) M. B. Allworth
 Alan Ludowici Memorial Prize (IIIA1 Form) ... N. M. M. Hardwick

S FORM:

George Gordon Black Memorial Prize (English) S. D. Hook
 Hunter Stephenson Prize (French) M. C. Copeman
 Selby Prize (Science) R. W. Y. Yeow
 Tamworth O.B.U. Group Prize (Mathematics) M. C. Copeman
 Alan Ludowici Memorial Prize (IIIA1 Form) ... M. C. Copeman

FOURTH FORM:

Frank Bennett Memorial Prize (English) A. J. Black
 Roy Milton Prize (French) O. N. Tinnion
 L. R. Benjamin Memorial Prize (Science) {A. J. Black
 {O. N. Tinnion
 Geoffrey Cohen Memorial Prize (General Merit) P. J. Scougall
 Tamworth O.B.U. Group Prize (Mathematics) G. R. D. Jones
 Alan Ludowici Memorial Prize (IVA1 Form) A. J. Black

FIFTH FORM:

Harry Eames Budd Memorial Prize (English) ... J. D. Collins
 Eric Mileham Litchfield Memorial Prize
 (General Merit) I. C. Hargreaves
 Hunter Stephenson Prize (Mathematics) J. D. Collins
 Alan Ludowici Memorial Prize (VA1 Form) ... J. D. Collins

LOWER SIXTH FORM:

Stewart Caldbeck Memorial Prize (English) A. D. Lee
 M. A. Ilbery Prize (Modern History) A. D. Lee
 Stewart Caldbeck Memorial Prize
 (Second in General Proficiency) C. G. Cotton
 G. H. Broinowski Prize (First in General
 Proficiency) A. D. Lee

UPPER SIXTH FORM:

David and Elizabeth Carment Prize
 (Mathematics) M. T. Ohlsson
 Donald Muston Memorial Prize (General Merit) J. L. Rourke
 Russell Sinclair Memorial Prize (General Merit) R. F. D. Bertinshaw
 The Lodge Torchbearer Prize (Ancient History) D. M. Hinchey
 Desmond Hum Memorial Prize (Geography) R. N. Royle
 John Kingsmill Phillips Memorial Prize
 (Chemistry) D. E. Farmer
 Monteith Cowper Wood Memorial Prize
 (Physics) C. R. Tiley
 Ian Menzies Memorial Prize (History) R. S. Johnston
 Herbert Kendall Memorial Prize (French) A. C. Cameron
 David Cowlshaw Memorial Prize (Latin) Not awarded
 J. S. Wilson Memorial Prize (English) A. C. Cameron
 Charlton Divinity Prize R. P. Salmon
 Harold Dean and R. S. Reid Prizes
 (Mathematics) D. E. Farmer
 Percival Sharp Memorial Prize (VI Form) R. P. Salmon
 A. H. Wade Memorial Prize (General Merit) ... P. G. Jacombs
 War Memorial Prize
 (Second in General Proficiency) D. E. Farmer
 Burke Prize and United Services Prize
 (First in General Proficiency) R. P. Salmon
 Brian Pockley Memorial Prize J. W. F. Gidney

THE HEADMASTER'S REPORT, 1974

Your Excellency, Lady Cutler, Your Grace, Ladies and Gentlemen.

The School offers its humble duty to Her Majesty the Queen and prays that Her Majesty will continue in peace and happiness.

It is a great honour to welcome Your Excellency and Lady Cutler today and to say how pleased we are that you have been able to come to this Speech Day which, as I know your son Mark hopes, will be the last school Speech Day for your immediate family. We have been honoured by your sending three sons to this school. They have been three different and interesting personalities, but they have one thing in common; they are much taller than average, and we know at least two are now taller than their lofty father. We hope that Your Excellency and Lady Cutler will continue to be linked with the school in the future through your old boy sons. As is reported elsewhere the Old Boys Union has altered its constitution so that parents who are not themselves old boys may join the Old Boys' Union as associate members. Your Excellency, on behalf of the S.C.E.G.S. Old Boys' Union, I have much pleasure in inviting you to accept honorary associate membership of the Old Boys' Union.

At the School Certificate examination in 1973, 157 boys passed; 63 obtained six advanced level passes. There were no Commonwealth Secondary scholarships given under the new federal government policy. Of the boys obtaining six advanced levels, only one passed with a ninth decile ranking in every subject. This small number represented a wrong attitude by many boys who approached the examination with the idea that all they had to do was sit and they would pass. The decile ranking gives an indication of academic ability and quality and is especially an indicator of success at tertiary level. Also it denotes the depth at which a boy has understood and mastered a particular subject. Regrettably the 1973 results show that boys did not prepare themselves either psychologically or academically to cope with the School Certificate examination. To some extent these poor results were not unexpected, because the 1973 group was very undisciplined, both in and out of class. It is pleasant, however, to report that the same group seems to have settled down much better this year. Nevertheless boys sitting in 1974 have been alerted to the fact that they must not take the School Certificate lightly, that adequate preparation is essential and that the examination is in fact a genuine and reliable indicator of future success, no matter how easy it may seem or how short the actual examination paper may be.

The School Certificate in 1974 will be conducted on the same lines as in 1973. In 1975 however, the examination will be based wholly on the school assessment. At Shore it is proposed to base the school assessment on an attainment mark given each term over a two-year period and upon the examination mark in the third term of the fourth year of secondary education. In addition the Secondary Schools Board will conduct, during the year, moderating tests based upon which the school will be told how many advanced, credit and ordinary level awards it will be allowed to make. Then, within these awards, there will be a grading of the award similar to the present decile ranking. The two-year assessment together with the grading will reveal a boy's academic ability and will give him a better understanding of his future prospects. Naturally, if a boy treats the whole system with scorn his results will not be good. Equally, he will not have to work himself up to sit for one single examination on which he may pass or fail; his gradings and awards will be closely related to his performance over a two-year period, which is not only a much fairer but also a much more

searching method of assessment. The school also has the right and the duty to enter boys at the appropriate level; no longer can the boy choose his level of entry.

Syllabi for the School Certificate have all been rewritten for this new scheme and take account of many educational changes. Syllabi in the first two years particularly allow the schools much more freedom in interpretation and in teaching and there are signs that many of the present compulsory parts of the syllabi may be removed.

In the Higher School Certificate the results were very good indeed, being better in quality than any other year. 79% matriculated. B. C. Newell obtained six first level passes, A. G. Robinson five first level passes and 16 boys four first level passes. The pass of T. S. Olds needs comment: he was first in the state in Latin, first equal in French, third equal in Modern History and sixth equal in English—a very fine performance indeed and the best overall pass from this school for many years! The quality of the passes overall reflected a very high standard of scholarship from this group of boys.

In 1975 the restructure of the Higher School Certificate will come into operation in the Lower VI and the first examination under this new scheme will take place in 1976. In actual fact there is little change in the curriculum so far as boys are concerned. Syllabi have changed slightly, but no more than would be expected from a normal reappraisal and evolution of the content of any subject. The main changes will be in the reporting of results and in the computation of the aggregate mark which will still remain as the major determinant of entry to tertiary institutions. In future, candidates will be graded on a 1 to 5 scale based on deciles in accordance with the quality of their performance within each course of any subject. Within the great majority of subjects there will be a course at a higher and broader standard of study (value 3 or 4 units), a course suitable for further study at a tertiary institution (value 2 units) and a course which is terminal at secondary education (value 2 units). There will also be some one unit courses. Each course will be given a unit weighting: the broader courses 3 units, the others 2 units. To qualify for a Higher School Certificate a boy must present at least 11 units for the examination. Entrance to tertiary institutions, however, will be based upon the aggregate mark of the 10 best units and also upon other qualifications such as the study of a number of 2 unit courses which lead to further tertiary study. Details of the matriculation requirements of the various universities are being published. Parents, however, can be assured that the school's curriculum covers all eventualities and allows every boy the chance to enter any tertiary institution, if he has the academic ability to qualify.

What the restructure really means is that boys must produce quality in academic work and not merely cramming. A real understanding of the subject is now needed and this will only come from continuous, honest, properly prepared work. No longer will the H. S. C. examination be based upon the content of two years work, but it will be based upon an **understanding of, and an ability to assimilate** the content of the last two years at school. Naturally the actual examination paper will be related more closely to the work studied in the Upper Sixth year. But this should not allow boys to think that work in the Lower Sixth year is unimportant; it will be still necessary to set a firm foundation in the Lower Sixth by consistent and intelligent work.

The new method of reporting results on the Higher School Certificate may for some time cause difficulty. No longer will there be a pass/fail dichotomy; indeed "pass" and "fail" should disappear from the vocabulary. Now results will be graded. The grading in itself will give an assessment of each boy's ability in relation to all other candidates in the state on that subject at that same level of study. Parents and businessmen must therefore

endeavour to assess the calibre of the performance of each boy by a careful evaluation of standards achieved. The whole purpose of the new method of reporting results will be defeated however, if everyone in the community demands, say, a "pass" of grade 2 or grade 3.

In order to cope with the restructure, certain reorganisation of the School's timetable will be needed in 1975. After full discussion with the staff it has been decided to increase the school week by two periods in each of the Lower and Upper VI forms. This will allow more flexibility of timetabling and will, in fact, regularise what has been happening for many years, as honours classes for the old Leaving Certificate and level 1 classes for the Higher School Certificate have been taken before school twice a week. So for two days a week there will be an eight period day which will begin at 8.30 a.m.; school cannot go on after 3 p.m. daily as buses for travel to Northbridge are not available after 3.10 p.m. While the Lower VI and Upper VI are in school, the rest of the school will be either in Chapel or in a form period or out of school. The numbers of subjects to be studied will vary little for the best students, but the rest of the boys, especially in the Lower VI will study an extra subject. The early start on two days a week will make it essential for boys to be at school on time so that they do not miss teaching by being late.

Comment must be made about two disturbing features of secondary education which have come to notice this year. First, there is being widely canvassed an idea that the traditional subjects and disciplines will, within a few years, all become amalgamated into one large course of study. This is following the pattern of social science subjects (such as Geography, History, Commerce, Asian Social Studies and Social Sciences) which are being integrated into one course of study. The failure of Science to achieve the integration of the separate disciplines of Chemistry, Physics, Biology and Geology over a ten year period surely suggests that this sort of amalgamation is doomed to failure despite the untiring and sometimes underhanded efforts of its proponents.

Secondly, in the course of our annual entrance scholarship examinations some candidates were asked about their English work in class. Invariably the essence of the answer from each boy was that "not much English is done" in sixth class in primary schools and preparatory schools. Whilst such a comment from one or two boys could well be dismissed, the frequency of the comment this year, and the standard of the English used in the scholarship papers demand that it be considered seriously.

Such an attitude to English in the primary schools is indefensible and is undoubtedly at the root of some of the problems to be found in the first years of secondary school. Of course the 'bright boy' can overcome the handicap of a primary year in which English is neglected, but the average students who are the majority are put at a disadvantage by such an approach. They come to us with little mobility of ideas or expression, and often seem to be imitative rather than original in their work. The need is for the implementation of well-planned courses in the last years of primary schools, encompassing all areas of experience in English, probably the most important of which is a course designed to encourage the boy to express himself frequently in writing, orally, in movement and mime or in any of the other areas of expression which are now well established as elements of English work. Only then will he start to be well served in his preparation for secondary school.

In the annual mathematics competitions J. D. Molesworth gained a senior certificate, while J. D. Collins gained a junior prize and G. R. D. Jones a junior certificate. In the Alliance Française tests 44 boys passed. I. A. Pollard, a distinguished old boy Rhodes Scholar, has gained further academic distinction by being the first person under twenty one years of

age ever to graduate at a university and also to pass the final actuary's examinations. Both efforts require a very high standard of scholarship in their achievement and reflect great credit upon Pollard.

In playing games this year there has been considerable devotion to the gaining of fitness, especially among senior boys. The fact that there have been so few serious injuries testifies to the physical preparedness of boys. However, there have been, in the last two or three years, increasing indications that technical skills in all games are not as good as they may be. It seems that some of the time spent on circuit training gaining physical fitness may be better devoted to an improvement of personal technical skill. To gain personal skill of a high standard boys must **spend hours** bowling or batting, kicking or catching, rowing or running. Certain skills can be gained on one's own, others need a friend to help; but all **need time and intense individual dedication**. One has only to consider how much time some boys devote to surf board riding to see how technical skill under all conditions can be improved; a similar number of hours of leisure must be devoted if one is to become really good at cricket or football, rowing or running, shooting or swimming. And unless such a number of hours are spent the games of the school will not improve.

There is also another way in which the school's games performance can improve; this is by the closer interest of older boys in the efforts of younger boys. There is a need for older boys to pass on to the younger boys their knowledge and skills at games by positive and active personal coaching and example. There will never be in any school a sufficient number of expert adult coaches of games to cover every available team of boys; therefore those senior boys who have talents at games must assist by positive effort those who are not so gifted. There is no difference here between inside and outside the classroom; boys of talent must be always prepared to help others of lesser talents in work and games. It must be said, however, that a few boys have done such coaching extremely well. But this is a field in which boys in Lower and Upper Sixth can learn leadership and can give back to others some of the benefits they have received.

In rowing the season was generally successful. The crews approached their training in a dedicated fashion and strove particularly well to gain fitness. The junior crews gained one first, two second and two third places at the Riverview Regatta. In the GPS Regatta the best result was the 1st IV who were second and the 2nd VIII who were third. The boys wish to express their thanks to the Old Boys, the coaches and the mothers who all help to make the season much more pleasant in so many ways.

In cricket the 1st XI were equal premiers with St. Josephs, showing fine determination particularly when, at times, they managed to get themselves into difficulties which they should not have been in. The 2nd XI were fourth. In all 125 matches were played, 85 were won, 16 drawn and 24 lost; a further 34 games were cancelled by bad weather. A. J. McMinn, R. D. Mace and R. A. McGregor were selected in the GPS 1st XI and A. S. Christie in the GPS 2nd XI.

In football, 500 games were played, 266 were won, 33 drawn and 201 lost. This represents one of the better seasons and makes the ninth consecutive season when the school has played over 500 games of football. In this period, only in 1967 and 1970 has the school failed to win more matches than it lost. Thanks are due to the referees, masters, Old Boys and boys who helped to referee so many games. Twelve boys passed the NSW Junior Referee's Badge. The 1st XV was not expected to be a strong team and did particularly well to come fourth. The 2nd XV were seventh. In the GPS teams, J. W. F. Gidney and G. H. Parsonson were selected in the 1st XV, R. A. McGregor and I. S. M. Reid in the 2nd XV, A. J. McMinn in

the 3rd XV and H. H. Kraefft was a reserve. Based upon their performance in the GPS matches, Gidney, Parsonson and Reid were selected for the NSW Schoolboys 1st XV against Queensland. Reid and Gidney were selected for NSW Schoolboys 1st XV against the England Rugby Football Schools Union but Gidney was unable to play through injury. This is a fine performance on the part of both boys.

In athletics the improvement noted last year has continued, especially in the distance races. The senior and junior teams were each third in the GPS Carnival. This performance was the direct result of the fine team spirit which existed amongst the competitors and which was exemplified by good training sessions throughout the August vacation, when the distance runners also won the Sun newspaper City to Surf teams race for schoolboys. Whilst distance running in the school is improving greatly, we are unlikely to gain top honours until our sprinting and other field games performances improve; to improve in these respects needs more dedication to training by many boys.

In rifle shooting, the 1st team came fifth and the 2nd team second. The future of rifle shooting is becoming very concerning as a result of the increasing cost of ammunition; it may well be that open range firing will have to be replaced by small bore competition in the near future.

The tennis teams had a most successful season. The 1st team was second equal while the 2nd team was first equal. In all 56 games were played, 41 were won and 15 lost. M. K. Cranney and R. N. Royle were selected in the GPS 1st team, G. C. C. Statter in the 2nd team and R. H. Brown was a reserve.

The basketball season was a mixed one. The 1st team was second equal and the 2nd team second. 34 games were played, 18 were won and 16 lost. M. S. Baker and P. M. Hall were selected in the GPS 1st team, M. R. D. Roxburgh and T. D. Middleton in the 2nd team. In 1975 basketball will become a fully competitive game organised by the AAGPS.

The availability of the swimming pool has greatly improved the quality of the School's swimming. Competition is now more regular but there is always the danger that an overwhelming dedication to this game will exclude the possibility of a boy playing any other game. To date it has not been possible to persuade other schools to swim regularly on Saturdays in the same way as we play cricket and football; however this idea is gaining support.

In surf life saving seven boys gained their instructor's certificate, fifteen bronze medallions and ten qualifying certificates. Four boys from the school who were qualified instructors assisted this term in the training of some 30 recruits for the Queenscliffe Surf Life Saving Club. Once again all III Form boys will be encouraged to attempt the resuscitation certificate course in Life Saving.

Other games have progressed normally. The golf team was somewhat weaker than in recent years. Adventure training is now well established and functions very regularly with weekend expeditions in the bush. Small bore rifle shooting continues throughout the year.

All these games provide further opportunities for boys to develop in character and leadership. There are, however, still too many boys who endeavour to avoid playing games. There are now ample choices for every boy, especially when he is over the age of fourteen years. Parents should encourage their sons to participate and should enquire regularly what their sons are in fact doing with their time at games.

Monday afternoon activities have developed soundly during the year, much along expected lines. Already there is a sign of a swing back to cadets; as one boy said when seeking permission to change back to cadets; "Oh sir, you do much less work in cadets!" Such second thoughts have not

been given too much attention by the headmaster; a boy must learn to think carefully before he makes any choice in life, then he must learn to live with his choice for a reasonable time. In the case of Monday afternoon activities it is not disastrous in any way at all if a boy has to live with a wrong choice for a year or two; it will make him more careful in future.

Naturally the cadets have had a very awkward year. If one reduces any organisation from over 500 to about 220 in a matter of a month, there are bound to be many difficulties of organisation to overcome. In the case of cadets the return of some 300 sets of uniform alone was a major administrative task which had to be attended to. Because there were so many changes in both Army and AIRTC cadets it was decided not to hold a ceremonial parade this year, but to devote all our energies to getting back on balance. On the whole senior boys (CUO's and NCO's) in both cadet units should be congratulated upon the way in which they have handled a very difficult year.

The present set up of the scouts is most unsatisfactory and the fault lies nowhere in the School. As part of the re-organisation of activities on Monday afternoons, the choice of being in a Venturers group of scouts was offered. In good faith the School offered this choice, having been led to believe that the scouting authorities would approve of such a group in a school which has had a scout group for over forty years. However, until quite recently we were unable to obtain a warrant for Mr. M. B. Ferguson as a leader, even though he held a warrant for another troop in another place. Also, we have been unable to discover whether the scout authorities in fact want us to have a troop or not; we are told they do, but there was for a long period absolutely no action whatsoever. However, we shall persevere in our efforts to provide for boys in this way.

The Duke of Edinburgh Award Scheme is progressing steadily. The large numbers choosing this activity have made it necessary to be a little prescriptive in some choices, especially where adult supervision is required by the Award itself. In the light of experience gained this year it will be possible in the future to use the qualifications gained by senior boys to help with December camps for the III and S Forms. J. W. Coward has gained a gold award. 49 boys have entered for the bronze award, 42 for the silver award and 35 for the gold award.

The small number of boys who chose social service have done a very good job indeed by moving out into the community of North Sydney and helping the aged pensioners. Several letters have been received commenting upon their energy and their good manners and upon what a great help they have been to those they have assisted.

Other boys have worked in the library; but this has not been as successful as we had hoped because not all the boys have co-operated fully. It seems that some who chose this service thought it would be a soft option and that they were rather disgruntled when they found some effort was needed. After a slow start this has been rectified. Certainly they will have plenty to do next year when the library prepares to move to its new building.

The drama and the music of the school has taken an upsurge in the last year. There is no doubt that the annual drama festival held at Canberra Grammar School under the auspices of the Headmasters' Conference of the Independent Schools of Australia has helped in this regard. Boys who attended in 1973 and again in 1974 have been able to broaden their vision of play acting and play writing. Seeing several other school productions has also widened their dramatic horizon. The acting has now become vigorous and perspicacious over and above the normal enthusiastic amateurism of school performances.

Debating has flourished again and a regular programme of debates against other schools has been maintained. A striking part of the year's

work has been the fine example given to junior debaters by R. F. D. Bertinshaw, A. C. Cameron and R. S. Johnston.

The school orchestra has revived itself once more and shows promise for the future. A number of boys are playing instruments and have come together to provide the groundwork for an improved orchestra. Here again, boys must be prepared to devote more of their leisure time if they are to improve their individual skills. That may sound a strange statement about music which is the pastime which demands practice. But a school orchestra must have a back up of more than the dedicated musicians; it must have in addition many average players who enlarge the base of the orchestra. This has partly happened this year.

The school is often accused of only providing music in the form of church music; this is not fair comment. Shore has always had a reputation for the quality of its chapel choir. But there have been many occasions during the years when the music has widely spread to other parts of the school: school concerts, house concerts; musical comedy, rock and roll, guitars. The fact is that in any one year the musical performance reflect the energies and interests of boys with musical abilities in the School, and also the time available to the staff to assist such boys in the preparation of their concerts. At present there are quite a few boys who are gifted in music, so it is to be hoped that the music of the School will be enthusiastic and energetic in the next few years. The quality of W. G. Shattles must be commented upon; he has already passed his Licentiate of Music—a very rare feat for a school boy.

The use of the library has developed greatly this year. More boys have learnt how valuable the facilities are in the preparation of their work and are learning how to maintain a proper silence whilst in the library. Many new books have been added to the bookstock and a very large number of the older books have been catalogued and packed away temporarily because of lack of space. The school appreciates the work of those mothers who, under the leadership of Mrs. Hawker, have come regularly to repair the books and who increased the library bookstock by their effort at the American Tea. Thanks are also due to Mrs. Halliday, Mrs. Scougall and Mrs. Hall for their work in cataloguing the Greenwell Library in the Preparatory School and to Mrs. Coulson and Mrs. Amos who have catalogued the O. P. Wood Science Library. Without the help of all these ladies, named and unnamed, we should be much further behind in the development of our library facilities.

The contract for the new library has now been let to K. B. Hutcherson Ltd. The hole in the ground at the front gate has been too long in existence, but the delay has been caused by the need to resurvey the school's financial side in the light of increases in costs and wages and of inflation.

1974 seems to have been a quiet year in so far as fund raising has been concerned. Yet it is still necessary to thank many donors to the Shore Foundation for their help. It has been difficult to plan improvements to the school's facilities because of the uncertainty of government action and because of the economic climate in the last six months. But despite these uncertainties many donors have contributed generously with the result that the Library Appeal now stands at \$408,468 to be given over a five year period. The Trident Development Fund has now closed and the total amount donated over a six year period was \$603,366.99. This fund has already been mostly used to pay for the building of the PE centre and for the renovations to the Boarding Houses. Once again the School thanks all donors for their generosity. More than ever the future of independent schools depends upon the active and positive financial support of those persons who believe that parental freedom of choice in education is a necessary part of life in a democratic society. There are many, it seems,

who want independent schools to close; such schools will only remain open if they are supported vigorously and financially by people who believe in freedom of choice and pluralism in democracy.

There have been changes in membership of the Old Boys' Union this year. For some time the executive of the Union has been concerned that in these changing times the Union must broaden its membership if it is to remain strong and active. The strength of any old boys' union is essentially founded on the continuing and renewed existence of a body of Old Boys who are actively interested in maintaining their links with their friends and with the school. The continued role of Shore as a school will in future, increasingly depend on the support of Old Boys and friends, and this can only be achieved with a very strong Old Boys' Union.

To these ends, the constitution of the Old Boys' Union was recently amended at an extraordinary general meeting and the following changes took effect. First, membership of the Union will be life membership only and the committee will be determining the level of a life subscription which will be within the scope of all school leavers. This will remove the unnecessary cost and inconvenience of renewing and collecting subscriptions on an annual basis. Secondly, all existing annual members may transfer to life membership upon some nominal additional payment. Life Members who joined since 1970 when life membership subscriptions were increased substantially will, on application made by 14th May, 1975, be entitled to a refund of part of their previous subscription. Thirdly, all fathers who are not Old Boys will be eligible to become Associates of the Union while their sons are at the school, with the option of continuing after their sons leave by becoming Life Associates. The amount of the subscription will vary accordingly. Fourthly, the administration of the Union's affairs will be continued by the School following a recent trial period which produced significant cost saving.

These changes will give the Old Boys' Union a far more practical basis on which to operate. With the participation of non Old Boy fathers and life membership at reasonable cost to all Old Boys, the Union will be able to increase its effectiveness as an important adjunct to Shore. We hope you will encourage your son to participate in these activities of the Old Boys' Union after he leaves school. It is most rewarding and enjoyable to have a continuing relationship with your school and your school friends.

Old Boys continue to be prominent in the life of the nation. It is invidious perhaps to name some, when so many are prominent. However, Mr. J. H. Valder has been Chairman of the Stock Exchange in a time of great difficulty. The Right Reverend H. H. Jamieson was recently ordained as the seventh Bishop of Carpentaria. In the sporting field the Shore Old Boys football team was beaten in the grand final while the prowess of Garrick Fay in Australian football and of John Newcombe in world tennis is well known to all.

There have been several changes of staff during 1974. Mr T. G. Macartney was granted a six months UNESCO scholarship to lecture at the University of NSW. During his absence Mr. S. J. Crawshaw joined the staff temporarily. Mr. L. R. Harding was replaced by Mr. H. A. Rose, B.A. and Mr. Blomfield returned from leave to replace Mr. I. R. Barlow who has resigned. Mr. A. A. Gow went to United Kingdom on leave and will be replaced by Mr. P. D. Butler. Since the year began Mr. W. B. S. Pierce resigned to become Organist at Newcastle Cathedral. Mr. D. G. O'Neill DSCM FRCO has been appointed in his place. Also the Rev. L. M. Abbott resigned to become rector of Peakhurst Lugarno and the Rev. D. G. Duchesne has taken up the duties of Master in Holy Orders. Mr. Abbott's service to the school should not be allowed to pass unnoticed. For a period

of 13 years Mr. Abbott developed the religious teaching of the school with energy and distinction. Prompt and punctilious in his teaching, he had a big influence on all boys in the school and on their spiritual development. Four masters are leaving at the end of the year. Mr. B. F. Harley is going on leave; Mr D. G. Paulson is leaving to become a lecturer in art at the Brisbane Technical College; Mr. R. M. Ridley returns to Wellington College in England. We hope that Mr. Ridley has enjoyed his year here and that we shall see him again at some future date. Mr. R. K. Whitley has been appointed as Housemaster of Hodges House to succeed Mr. Sawkins.

Mr. W. Sawkins retires after a very distinguished 42½ years service to the school. During this time he has taught Mathematics with real distinction and ability to boys of all academic capacities; and many a boy owes his Mathematics pass in the Leaving or the Higher School Certificate to Mr. Sawkins' persistence, clarity and real concern in his teaching. Few boys at school today realise that Mr. Sawkins, in his younger days, was a skilful and successful coach of cricket, a producer of Gilbert and Sullivan operas, a soloist of the Chapel Choir, as well as being an assistant resident master. Later he became master in charge of Mathematics and he has been housemaster of Hodges House since 1954. Together with Mrs. Sawkins he has always made the house a happy home and has helped many boys through their time at school. Mr. Sawkins has had a very prominent influence on the staff of this school and we wish him and Mrs. Sawkins every happiness in the future. It is rumoured that he will spend his retirement teaching Mathematics.

It is with regret that the death of Mr. W. H. Brierley is reported. Mr. Brierley taught in the Preparatory School from 1939 until December, 1956. A patient teacher, he also coached the Prep 1st XI and produced many plays in that part of the school.

Once again it is necessary to place on record appreciation of the work done by the School Council. Since last speech day two of the longest serving council members have died: Canon S. G. Stewart and Mr. R. B. Hipsley. Full details of their service on Council were given in the June Torchbearer. However, this is the occasion to record their valuable work for the School. Canon Stewart was a most regular attendant at meetings over twenty years from June, 1954 to February, 1974 and took the closest interest in all matters concerning the School. His perception in matters of finance and religion was always greatly valued by other Council members. Mr. Hipsley served from 1929 until his death and held the offices of honorary secretary and of chairman and was a member of the executive committee. Many present systems of organisation in and government of the School are the result of his administrative ability and his long standing interest. It is service such as these two gentlemen have given which has been responsible over recent years for the School's sound policy of development and finance. Governing independent schools in times of galloping inflation is not easy; increasing their plant and buildings requires careful management and planning. Such leadership has been given by members of the School Council over the last few years. To them are due the thanks of all connected with the School.

It is with regret also that reference has to be made to the deaths of two other persons who served the school for many years. Lady Robson died after a short illness on 17 August, 1974. In recent years she had only come to the school on rare occasions, but she maintained a keen interest in all that was happening, especially in the S.C.E.G.S. Association. A headmaster's wife does many things behind the scenes in a school, especially helping her husband in the performance of his duty. Most of her actions, however, take the form of service to the School on committees and especially working

with mothers of boys. Not to many comes the chance, as did to Lady Robson, to found and to establish one of the School's major contributors, both in works and in finance, namely the S.C.E.G.S. Association.

Founded in 1936 to bring together parents and old boys of the school in an endeavour to help the school, the S.C.E.G.S. Association in the first instance was very similar in intention to the recently formed Shore Foundation. But World War II altered its character; and it was during the war that Lady Robson, by her leadership, gave the Association the attributes it now has. The ladies of the association worked hard as a comforts fund supplying the troops and so was developed the idea of bringing mothers together at the School. In the post war period Lady Robson encouraged the Association to support the War Memorial Assembly Hall fund and also to begin the annual American Tea. She chaired the S.C.E.G.S. Association for 22 years during which time the association donated well over £5,000 to the War Memorial Fund and raised over £12,000 at the annual American Teas for the boys of the school. These sums may seem small today, but relative to the cost of living of the 1940's and 1950's the amounts are the equivalents of today's efforts by the Association. Indeed, it is appropriate here to record that at 31 American Teas from 1943 to 1974 both inclusive, the Association has raised well over \$100,000 which has all been given to the School. We in the school would like the mothers of all these years to know how much we appreciate their efforts on our behalf.

The second death was that of Mr. R. V. Minnett. At school at the turn of the century, he was one of a family of three brothers, all of whom later became international cricketers. Rupert Minnett kept touch with the school right up to his death and always took a keen interest in the architectural development of the buildings. For as the school's architect for many years he was responsible for the building of the Dining Hall, the rebuilding of School House, the building of the West wing and the War Memorial Assembly Hall.

With persons such as Lady Robson, Canon Stewart, Mr. Hipsley and Mr. Minnett to serve the school over so many years from the early 1920's to the 1970's, there is little wonder that the school has progressed so well in those fifty years.

Two other matters concerning Council need recording. After nine years as Honorary Secretary, Mr. A. S. Podger has handed over this exacting task to Mr. J. Sedgwick. We thank Mr. Podger for his energy and his positive leadership over this period. Mr. D. H. Playfair has joined the School Council as a lay governor and Reverend V. W. Roberts as a clerical governor, both elected by synod to fill the vacancies caused by the deaths of Mr. Hipsley and Canon Stewart.

On the political front it has been difficult to assess what sort of a year it has been. One thing is certain: the categorisation of schools as established by the Karmel Committee has been the financial disaster which thoughtful members of independent schools had predicted it would be. Galloping inflation made a monkey of a system which purported to assess the financial recurrent resources of schools without paying due regard to the differences there are in schools and without relating the grants to changes in the cost of living. Also the fallacy of basing financial judgements and decisions on schools and not upon the pupils in the schools was made apparent.

The Schools Commission, set up as a result of the Karmel Report, has been unduly long in making decisions in the vital areas of libraries, capital grants for buildings and innovatory programmes. In other ways, where political ideology seems to have governed decisions, hurried decisions have resulted in financial waste, especially in regard to in-service courses and education centres.

To date there has been no clear policy whether there is to be assistance to parents or to pupils or to schools, other than to disadvantaged schools. There has been no definition of need—either educational or financial. But there has been a proliferation of committees and of administration and an alarming indication of centralised bureaucratic interference in independent schools. One can but wonder whether the same interference is occurring in State schools.

The reduction of the taxation deduction from \$400 to \$150 as planned by the government has reversed a concession to parents which has been in existence since 1953. It is very strange that this tax deduction was accepted for 20 years by the Australian Labor Party and was never attacked in parliament in that time except by the few doctrinaire members of the party. Why has it now been singled out for removal? To say that it gives the wealthy taxpayer a greater concession than the poor taxpayer is rubbish, because by definition the wealthy taxpayer pays a higher rate of tax to start with. The persons most hit by the reduction of this concession have been the parents in the middle income and lower income brackets. They have lost a genuine financial assistance which, until now, the government has granted for over 20 years to all parents—whether their children were at government or non-government schools—to assist them while their children are at school or at a tertiary institution. And with costs as they are today, \$400 is soon consumed by the purchase of uniforms, books, sporting gear, travel, excursions, let alone by fees at any independent school. This government decision is short sighted and smacks of political ideology rather than of educational statesmanship. And, moreover, it is in direct contradiction first of the Prime Minister's assurance in 1972 that government aid would not be reduced and secondly, of the government's instruction to the Karmel Committee to recommend grants "towards increased expenditure on schools and not in substitution for continuing efforts by the States and non-government school authorities." How can continuing efforts be made by non-government schools authorities if a parents' capacity to pay is savagely reduced?

The Federal government has also required the Australian Schools Commission to report to it on matters concerning education after 1975. To help it prepare its advice, the Schools Commission has issued to non-government schools a questionnaire which, to say the least, seeks the most prying and detailed information. The reasons why some of this information is requested are stated to be: that it is necessary so that an adequate picture of the circumstances of non-government schools can be made up; that the only way the Commission can make adequate recommendations about recurrent grants is by having full facts; and that if non-government schools want government money they must be prepared to reveal all to the Commission. One wonders what has happened to all the information given in the questionnaire demanded by the Karmel Committee—much of which, we were told, would be kept confidential and yet was revealed in public. One wonders, too, how much of this second questionnaire with its 3000 plus answers will remain confidential or will remain as an overall statistic not attached to a particular school or to a particular person in a particular school.

The ability of the computer to store and to reproduce details of each school leads to these pertinent questions: what use will be made of the information contained in this latest questionnaire and who will have access to the information? Protestations of confidentiality are not acceptable in view of the release of Karmel questionnaire information. George Orwell's 1984 is indeed close to us in independent schools now!

At present the tide is running against independent schools. It is therefore wise to reconsider the place and purpose of such schools in a

democratic society. There is nothing new about egalitarianism—*liberté égalité, fraternité* was the cry of the French revolution. What is new is the passion to allocate the use of resources in our society. No one denies the need for co-ordination, but uniformity and standardisation are the death knell of independent education. Edmund Burke in the 18th century talked of the difficulties of the "little platoons" (those who stood between the state and the individual) which were destroyed in the name of high sounding political principles. The result was to leave the individual defenceless against the power of the all encompassing state. We know what it is like to live in a country which has an independent educational structure; we do not know what it is like to live in one which has not! If we believe in pluralism in democracy, in variety of enterprise, in freedom of the individual, we must maintain independent schools. Further, we must realise that reform, began perhaps for salutary and proper reasons, can often end up as discrimination in reverse. And this is the danger now! Independent schools must alter, but they must not give up their fundamental purpose: care for the individual in his pursuit of excellence in all spheres of education. A wise mixing of the best of the new with the long proven methods of the old independent education is now needed.

Last year I spoke about the place of the family in the upbringing and education of the child and pointed out that the school is, and must always be, *secondary* to the family. Let us look now at what is happening to the school in the second half of the 1970's. The prime object of any school is schooling; it is not socialising or politicising; and the schools have never been the agents for the alteration of society. It is not the task of a school to alter society, or to change the mores of society, or to alter the political structure of society. A school exists primarily to *teach* young persons and to pass on the traditions, the customs and the history of the community of which the young are part.

Nevertheless, schools must reflect the one basic fundamental of the society, namely the diversities and differences that there are among any group of human beings in a free, liberal and democratic community. Human beings are different—no matter what governments may decree; people do have varying views and opinions. Schools then must reflect these differences and variations by offering different curricula and approaches to teaching; so schools in themselves must be different and varied. Hence the need for independent schools. But schools must not bend before the pressures of those persons who wish to use them for their own ends—either intellectual or political.

Regrettably these improper pressures are far too frequent and far too prominent in the life of all schools today. Too many persons are continually endeavouring to alter schools and schooling by claiming loudly and unprovokedly that today's schools are outmoded and outdated, that they must adopt new and vastly changed teaching methods and curricula, and that those in charge of schools have no flexibility and versatility to cope with what are claimed to be changing times. As if changing times are something peculiar to the 1970's! *Plus ça change, plus c'est la même chose!* If to accept obscene graffiti on desk tops and to resign oneself to spoken vulgarity, lying and stealing is to be flexible and versatile in education, then I for one prefer to be firmly inflexible and strongly unyielding. If to put up with dirtiness of body and untidiness of person is to be modern and pliable, then I am one for being old fashioned and unbending. If it is thought necessary to alter teaching methods so that the pupil never listens to the accumulated knowledge of the teacher, then I am for the old fashioned chalk and talk teaching to pupils in serried ranks of desks in an ordered classroom. Schooling can

swing too far with excursions, lessons in the sun, projects, simulation games and seminars; a child has to learn to discipline himself, to sit and listen, and to absorb the wisdom of the teacher who has for years been a student of his particular subject.

Writing in 1910 Professor Friedrich Paulsen wrote: "education may choose either the road of discipline or the road of sense emancipation, the former leading to control of the mind and spirit, the latter ending in man's submission to the impulses of enjoyment, and, in the last analysis, in his complete surrender to his animal nature, to utter weakness."

However, this is not to say that the teacher himself should not constantly be updating his own knowledge, or improving his teaching methods or adding to the store of his wisdom. Any sound and professional teacher is always doing this; and many more schoolmasters are in fact so doing than government officials, university professors and lecturers and media critics believe. But there are still too many intrusions into schools by all sorts of persons.

One of the great intrusions in schooling today is that far too many people who have **no contact** with, and **no experience** in, schools are always offering advice on what should be the curriculum in schools. It would be interesting to total the actual years of experience in schools themselves of those who today write in university journals and in newspapers, or who speak over the media, about schools. And yet, let someone whose daily life is in schools speak out about education and he will gain no media publicity whatsoever! Why is this so? Apparently because a schoolmaster is regarded as stepping outside his professional sphere the moment he makes any comment on what is happening in schools.

For it is demanded that school masters be completely objective and impartial. Why then is it not necessary for others to be impartial too? Why is it not necessary for radio and television announcers to be equally impartial and objective? Why are there so few factual reports in the press and the media today? Why is it so difficult to discover what the facts are in any particular circumstance and yet so easy to receive a commentator's opinion on the events? Why is it necessary to know the name of the announcer who reads the news in brief? Is his name vital to an understanding of the facts or does giving his name imply that what follows is indeed comment not fact? A study of news and current affairs programmes of the ABC reveals, according to David Griffiths, a Melbourne journalist, that they "primarily concern specific, provocative and outrageous individuals or events . . . the consequence is a plethora of distorted news items and interviews based on misunderstandings and misperceptions". To the ABC can be added all the other stations, for their news programmes are no different.

It is now certain that a child receives as much knowledge from radio and television as he does from his schooling. There is no doubt too that he watches television for at least as many hours as he spends in school between the ages of three and eighteen years. Such an occurrence therefore places squarely on television and its associated media — tapes and video tapes, instant replay and slow motion replay — the same educational responsibility to be fully objective and impartial as is placed on any teacher in the classroom. The responsibility of being objective and impartial has long been demanded from the teaching profession by parents and community, and schoolteachers have been expected to teach objectively, according to the charter of the particular institution by which they work, whether government or independent. It has long been required of them that facts be reported fairly and accurately and that these facts be interpreted logically and upon their own merits; personal comment was not expected, and was indeed not allowed.

Unfortunately, since its beginning, the same demands of objectivity have not been placed upon television, probably because it was not generally realised what a superb teaching weapon television is. And yet the old army saying "an eyeful is better than an earful" should have warned society that television was always "an eyeful". Further, television started, and has continued, by presenting only edited snippets and selected snapshots of life in the community. So it has become a commentator upon society, not a reporter to society. As soon as the other media — press, magazines, radio — realised this fact, they too departed from their traditional objective reporting of the facts to become commentators or poll seekers or opinion makers. And in this way they have lost that objectivity and impartiality in their presentation of facts which by tradition had been their great service to the community at large.

But you will ask how does this affect education. The communications media are today a significant new source of information providing and influencing personal ideas and attitudes which, in the past, were formed within the family circle or within schools. The loss of factual reporting and its replacement by opinionated commentating (quite often by observers whose qualifications to make comment are not given) have resulted in a generation of children growing up in schools without their ever understanding that all education is based upon the search for truth and facts and upon the logical interpretation of both. If a child cannot find the facts because they are not reported, how can he ever know what is true, what is false, what is right, what is wrong? If a child only ever reads commentaries, biased to suit the personal views of the particular commentator, how can he develop a code of conduct and morality which will give an adequate balance between objectivity and subjectivity?

There is no doubt that this decline in factual reporting and this growth in personal commentating are doing more harm to education generally than any changes in the syllabus or in the curriculum, because the child now believes that personal comment is true education and so expects to get from his "school" master personal comment only. The moment he receives facts only, or facts without comment, from his "school" teacher the boy considers the lesson to be dull, boring and outdated — and so not to be listened to or to be accepted as having any value or merit. Yet education based on subjectivity has never been sound education; a sound education can only be one in which the child is taught facts impartially, is taught how to interpret facts logically, and is then left to make up his own opinions without fear or favour, or without political or social pressure. Unless a child learns to reason for himself he becomes an easy prey to brain washing and mind manipulation — witness Nazi Germany!

And to learn to think logically requires energy and industry, self control and self discipline in the learning of facts while at school. The present tendency of society to see schools and teachers in schools as agencies for the solution of all social problems which society itself is unable to solve — drugs, road toll, sex, personal unhappiness and so on — is fallacious. The school is the only agency "equipped and structured to provide for the purposeful, systematic and balanced intellectual growth of the individual." Naturally the school also looks to the spiritual, moral and physical development of each child, but to neglect the intellectual growth is extremely perilous. As Professor P. H. Rhineland, professor of philosophy at Stanford University, says: "the work ethic, with its emphasis on labour, discipline and what has been called 'deferred gratification' is at least as old as Hesiod and the Old Testament. It was not invented by the Puritans nor is it characteristic of our present affluent society. On the contrary the fact is — for good or ill — that we have largely lost it."

A second intrusion upon the education of children is the way in which today's commercial enterprises endeavour to alter the relationship between

a boy and his school by forcing changes of school uniform upon him. Sporting gear is the most obvious case in point; no longer is it possible for a boy to purchase what he wants, rather must he be a walking advertisement for some firm by wearing gear or carrying bags with school colours or business emblems inserted in some way in which the school's authorities have never requested. So uniform, by being unnecessarily changed and altered without the school's authority, is being forced up in cost to suit the advertising whims of firms. The educational points of course are: the boy is placed in a position where he does not wear the correct school uniform because he cannot obtain it; and the school is made to appear old fashioned because it will not change its long standing uniform pattern to suit what the boy can buy. The disciplinary relationship between school and boy is thus jeopardised by this satisfying of commercial whims.

This is a further form of exploitation of the child making him appear to be someone apart from the rest of his family, someone who is provided for specially whereas it is within the family circle that he will find his true self expression and his true personality. The young are already being separated sufficiently from their families without schools being in any way responsible for separating them further. Children are not separate from the society; they are part of it. Children are part of a family and the family must hold together to provide a firm base in which the child can grow. The current political trend in Australia of endowing schools with more social and familial tasks and duties in order to look after the social life of the young is an unsound one and takes no account of recent educational researches in other parts of the world, especially in USA. Studies published by Coleman in 1966 and Jencks in 1972 show that "the characteristics of schools, of classrooms and even of teachers predict very little of the variation in school achievement. What does predict it is family background, particularly the characteristics that define the family in relation to its social context." Even the well researched and liberally funded Project Head Start (for pre school children in USA) showed that pre school programmes can have no lasting impact on the child's development unless they affect not only the child himself but also his parents and other people in the child's day to day environment.

Why then are we not considering more ways whereby a child's education can be affected by parents and the family? For it is the break up of the family which is isolating the child and is making him feel disconnected from and hostile to the people and activities in his immediate environment—hence the gathering in youthful groups or gangs in order to find some affection, security and even discipline. And when these groups or gangs do not receive the benefit of adequate leadership, their actions often anti-social, vandalistic, violent or delinquent. And there are plenty of examples of this situation in Australia today! There are even examples in schools.

So the traditional task of schooling, that is the teaching of factual knowledge and its interpretation and the teaching of self discipline and obedience, is being removed from the school today. In its place is being inserted a political demand that the school takes up the duties of the parents so that the school is to become a socialising extension of government instead of a place of learning in order to improve intellectual growth.

The third intrusion into schools is coming from those persons who wish to alter the moral and spiritual standards of society and who therefore want schools to accept from pupils any standards of behaviour and morality, whereas the schools' traditional duty is to maintain and preserve the community's standards. So far the community in general has not accepted complete permissiveness of behaviour; thus the school has the duty to preserve previous standards, not the new permissive ones. But all

too frequently these long accepted standards of society are being undermined because, when the school attempts to enforce them, it is not supported by parents nor accepted by boys. Let us look at some of these standards which have been changing recently in this school.

One is the alarming decline in the standard of personal dress and tidiness of day boys. Far too many day boys come to school in an unclean and untidy state. On an average of at least twice a week I have seen boys whose shoes are so decrepit and in such disrepair that they are being held together with sticky tape! One UVI form boy even had cut a hole in the side of his shoe to let his little toe stick out. Far too many boys in the school have shirts which are too small, especially in collar size and in length. As many of these shirts are in a good state of repair or often quite new, it can only be assumed that parents allow boys deliberately to buy shirts which are too small so that they cannot do up the neck button. Whilst the school realises the costs involved, the majority of the school uniform is also normal dress for young people—white shirts, black shoes can be worn with casual gear! But it is not only uniform that is dirty and untidy. Some boys do not shower in the morning. Many boys obviously neither brush nor comb their hair each morning; the length of hair is immaterial to its being combed or not. Many boys do not clean their shoes or their clothes. The clothing pool run by the SCEGS Association always has plenty of clothing for sale at cheap prices, so it is possible for any boy to have a cheap second uniform suit and thus to take some pride in his appearance. I cannot help but wonder how many boys are inspected for neatness, tidiness and cleanliness by their parents before they leave for school in the morning. I wonder when some boys last showed the heels of their shoes to their parents and I wonder how often parents tell boys to do up the necks of their shirts. This present studied untidiness is a serious reflection upon the personal standards of the present generation of boys in the school.

A second aspect of the decline of standards has been the amount of stealing which has been taking place. Books, pens, pencils, rulers, money, even sporting gear have been stolen this year in all ages of the school. Some of the younger boys even stole from one of the stalls at the American Tea this year. Fortunately they were caught in *flagrante delicto* and suitable remedial punishment was administered.

The real point at issue is that this is an outward indication of a serious moral decline in the whole of the younger generation because it regards stealing as a matter of no social importance and it regards the virtue of being honest as outmoded and ill conceived. Solzhenitsyn in *The Gulag Archipelago* points out that "the social theory which helps to make a person's acts seem good instead of bad in his own and others' eyes so that he won't hear reproaches and curses but will receive praise and honours" is that same ideology which "gives evil doing its long sought justification and gives the evil doer the necessary steadfastness and determination."

No doubt many parents will now be saying: "Oh, but this is not my son; this is some other boy." I regret to report that these strictures apply to all boys in the school and to all ages. Further, many boys who perhaps may not be concerned in some particular incident invariably condone the wrong doing of others; they take no steps to see that evil is combatted wherever and whenever they meet it. Few steps are taken by boys to give leadership, either individually or collectively, with disastrous consequences to the standards of morality in the school.

Indeed, one alarming consequence of this evident decline in influential moral leadership has been the growth of gang pressure as a means of exerting leadership. Despite all the current claims of social scientists that egalitarianism is the utopia now to be achieved, the history of man shows

that there is always a need for leadership and even more for sound moral and influential leadership in any group. Part of a boy's education is to learn to lead others and also to learn to follow others. The latter does not imply any subordination of personality or lack of individuality; rather does it imply the possibility and the understanding that in life there is always someone else with greater knowledge and greater ability than oneself. Leadership means that a boy uses his personality to influence others for the greatest benefit of all concerned; obedience means that a boy voluntarily subordinates his will to the will of a more knowledgeable or more experienced person.

Regrettably it must be said that boys of all ages who are in positions of proper authority (e.g. as form captains, team captains, NCOs, house prefects and school prefects) do not always use their authority to achieve the ends for which they are given authority. If a boy has authority he must see that he uses it correctly and for good, even over his friends; he must not allow his friendship to deter him from carrying out his task of leadership or from expecting compliance with his orders. Equally the rest of the group must not use its collective strength to bully or to pressure a person in authority into doing something to suit the group. Such action is anarchy in the proper definition of the word.

And parents must, by careful and thoughtful communication between themselves and their child, find out what their son's beliefs are, what are the ideals of the group of boys in which he mixes and what sort of leadership is being given in that group. If the leadership is wrong, then the family must make the boy aware that he has chosen badly and that he must seek his friendship elsewhere. I assume that, in this sensible family, security and love are already provided for the boy, so his reasons for being in any group at all are not because he has no home life or security!

The third example of decline in standards is the asinine belief which Upper VI form boys and girls in many schools seem to have developed that the last day of the teaching year—but not of their school year—is for them a day for riot and misbehaviour. There is a belief abroad among some parents that on this day these children ought to have the right to misbehave in and out of class, to decorate the school with festoons of lavatory paper, to bring in various ludicrous articles of furniture or decoration and even to throw eggs and flour. One Upper VI Form boy actually asked if they could be allowed to make an attempt on the world egg throwing record on the oval at lunch time; he was surprised when I said no! But even worse is the belief that they have the right to go to other schools, there to disrupt the work and routine by foolish pranks and positive damage. These visits to other schools, especially nearby girls' schools, resulted this year in one broken nose, one broken arm, the police being called into two schools and in younger pupils being in terror of the rampages of indisciplined six formers. Some of this damage is done by day, some is done in the depths of the night. The fact that a boy is going on study leave prior to the Higher School Certificate is no justification whatsoever for any relaxation of disciplinary standards or of personal conduct or for any actions of damage and destruction of school or personal property. Youth is no excuse for impropriety or for vandalism.

It is time this sort of nonsense ceased, once and for all. There is no excuse for believing that the end of one's school teaching time is an occasion for licence, which the Oxford English dictionary defines as "excessive liberty, the abuse of freedom, disregard of law, or propriety, licentiousness." Further, it is time that parents made it clear to their children of this age that this sort of behaviour is not acceptable in any way. This school will not accept such behaviour in the future.

But even more importantly, a lot of this so-called fun and the obscene telephone calls to members of the staff are in fact retribution carried out

in the dark of night by groups of pupils who think they thus have a chance to get back at those members of staffs of schools who have disciplined them that year or over many earlier years. During the five visits into the grounds of Shore in the week before our study leave began, all of which took place in the dead of night and each time resulted in some damage, I could not help but remember the clandestine rampages of the Hitler youth groups who went round damaging and painting swastikas on the buildings of the Jewish people in Germany in the 1930's. What is the difference between that cowardly despicable behaviour which the whole world condemned so vigorously in 1939 to 1945 and the behaviour of this sort of youth who takes revenge on the staff of a school by such midnight operations!

In considering this decline in standards in schools today it is necessary to think about freedom and liberty and the place of the individual in society. Some remarks made by Lord Slim when speaking on liberty and discipline come to mind. First, "all history teaches that when, through idleness, weakness or faction, the sense of order fades in a nation its economic life sinks into decay"—a wise remark perhaps for 1974! Secondly, "the leader must be ready, not only to accept a higher degree of responsibility, but a severer standard of self-discipline than those he leads." Thirdly, "it is only discipline that enables men to live in a community and yet retain individual liberty." And this is what we all have to do: live in a community, or as it is so often called today an open society. But as Professor Ninian Smart recently said: "the fundamental social contract of an open society is to the effect that individuals and groups who live in such a society have freedom to order their lives and to maintain their beliefs provided they do not derogate from the freedom of other individuals or groups thereby." Boys are part of the school and the school is part of society; being in a school does not give any boy the liberty to break the social contract and to take away from the freedom of others. As Lord Slim said: "you can have discipline without liberty, but you can't have liberty without discipline."