



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

December, 1975

Sydney Church of England Grammar School

Speech Day—11th December, 1975

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!

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

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

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

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

O God, our help in ages past,
Our hope for years to come;
Be Thou our guard while troubles last,
And our eternal home!

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 James McAuley, M.A., Dip. Ed.
(Syd.), Professor of English in the University of Tasmania.

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:

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

Hon. Treasurer:

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

Members:

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

Rev. Canon J. E. WHILD, B.A.

Rt. Rev. E. D. CAMERON, B.D., Th.Schol.

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

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

Rev. Dr. W. J. DUMBRELL, M.A., M.Th., Th.D.

R. LUDOWICI.

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

T. A. TONKIN, B.Ec.

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.

K. J. PALMER, B.A., LL.B.

J. S. SHELLARD, B.A., M.Ed., M.A.C.E.

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:

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., Housemaster
 Hodges House
 A. R. P. STEELE, B.Sc.(N.E.), Cert.Ed.(Oxon).
 J. R. GORHAM, B.A., Dip.Ed.(Syd.).
 N. J. CURRAN, B.A. (Syd.).
 C. W. HAWKINS, B.A., M.Sc.(Macq.), T.C. (Wollongong), A.R.A.C.I.
 R. J. McINTOSH, B.A. (Syd.), Dip.T.G.
 R. A. EVANS, M.I.I.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. 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, Dip.T.G.*
 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., A.A.I.M., (10).
 J. J. JENKINS.*
 N. A. WEBB, B.A.(N.E.), 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.).
 Rev. B. C. MAXWELL, Th.L., T.C., Dip.R.E.
 K. J. PERRIN, B.A., Dip.Ed.(N'cle.).
 H. A. ROSE, B.A.(N.E.).
 J. P. KINNY, B.Sc.(N.S.W.), T.C.(Syd.).
 P. D. BUTLER
 R. A. COADY, B.Arch.(Syd.).
 H. WHYTE, B.Mus., Dip.Ed.(Melb.), (7).
 A. D. CAVILL
 D. I. WALKER, B.Sc.(Sheffield), Dip.Ed.(Keele).
 A. KINGSFORD SMITH.

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: T. NEALE. **Violin:** Miss J. DAVIES.
Cello: Miss R. STOKER. **Classical and Folk Guitar:** S. BRACEGIRDLE.
Viola: K. MOONEY.
Flute: S. FAVELL. **Trumpet:** R. MURRAY.
Woolclassing: F. G. WILSON.
Tennis: V. EDWARDS TENNIS SCHOOL.

PREFECTS

Senior: A. K. BUCHANAN; **Second:** R. A. McGREGOR.
Prefects: A. S. CHRISTIE; M. A. BRINDLEY, P. B. COOKE, J. N.
CREER, A. S. HOY, A. R. McCORMACK; G. G. F. TOOTH, D. G.
WOOD, O. P. WOOD.
Sub-Prefects: M. K. CRANNEY, A. K. GILLESPIE, T. M. GRAHAM,
J. R. HARTNETT, H. R. JARVIS, A. D. LEE; D. E. ANDREWS,
A. S. BROWN, J. R. BUSH, C. G. COTTON, J. D. GAMBRILL,
P. M. GILLINGS, P. G. JONES, J. D. MOLESWORTH, M. S.
RODGER, L. B. RUNDLE, E. W. J. SHIELDS; T. J. G. ALLER-
TON, M. J. CHUBB, D. R. COWLISHAW, R. R. CUDMORE, R. L.
GUEST, W. B. HAIGH, D. M. LONG, S. J. MASSEY; J. C.
LAURIE, W. G. SHATTLES; R. J. BRADSHAW, A. C. BURNS,
J. D. COLLINS, A. J. L. COPEMAN, J. W. CUDMORE, M. A.
FREEMAN, D. G. H. GILTRAP, D. A. GREAVES, M. J. HAWKER,
J. W. LANDER, M. W. WARREN, D. L. WATSON.

CAPTAINS OF GAMES

Athletics: J. N. CREER; **Basketball:** M. J. McCLYMONT; **Boats:** A. K.
GILLESPIE; **Cricket:** R. A. McGREGOR; **Football:** R. A.
McGREGOR; **Golf:** R. L. GUEST; **Shooting:** S. C. JOHNSON;
Surf Life Saving: J. D. GAMBRILL; **Swimming:** P. M. GILLINGS;
Tennis: M. K. CRANNEY.

SCHOLARSHIPS, 1975

A. B. S. White Scholarship	A. K. Buchanan
Old Boys' Union Scholarship	{ P. B. Cooke R. A. McGregor
S.C.E.G.S. Association Bursary	{ P. G. Jones S. J. Massey
Grainger Exhibition	{ J. D. Collins A. D. Lee
Graham Exhibition	{ I. C. Hargreaves C. G. Cotton
S.C.E.G.S. Association Exhibition No. 1	{ M. J. McDowell D. G. Wood
S.C.E.G.S. Association Exhibition No. 2	{ A. K. Fowler T. J. Benjamin
Old Boys' Club Exhibition	D. L. Burgess
Open Entrance Scholarship No. 1 (Oswald Stanton-Cook)	S. E. Vozoff
(Hodges)	O. N. Tinnion
(Christina Campbell)	G. E. Sara
(Council Junior)	S. D. Hook
Open Entrance Scholarship No. 2	{ G. D. Cordner I. W. Watson M. C. Copeman
Junior Open Scholarship	{ M. J. Coombes A. R. Hackworthy C. H. Thompson S. R. Lyle J. G. Vaughan N. J. Kannegieter
Junior Close Scholarship	{ M. J. Amos G. R. D. Jones N. M. M. Hardwick R. W. Y. Yeow
Archbishop's Exhibition	{ J. W. Prescott I. J. McDonald
Bruce and Eldon Beale Prize	{ A. C. Cameron D. E. Farmer
Cecilie Purves Prize	R. P. Salmon

PRIZE LIST, 1975

	DIVINITY	GENERAL PROFICIENCY	GENERAL MERIT
Form	PREPARATORY SCHOOL		
I	R. Sakker	J. B. N. Ollis	R. J. Berkman
Remove B	I. M. Mackinnon	S. W. Pilbeam	R. J. S. Lowe
Remove A	D. J. Dyer	R. J. Nelson	R. T. H. Giles
IIB	S. B. Worthington	S. B. Worthington	E. R. Macdonald
IIA	(I. C. Cope), T. J. Dowsett	(I. C. Cope)	E. R. Szeto
	LOWER SCHOOL		
IIIB2	A. P. G. Playfair	A. P. G. Playfair	P. D. Clift
IIIB1	P. J. Nelson	R. W. North	J. H. Badgery
IIIA3	N. J. Foord	I. R. Lyall	P. J. Minnett
IIIA2	D. J. Murphy	W. J. Burgess	M. A. Gray-Spencer
IIIA1	A. R. Hackworthy	(M. J. Coombes)	I. R. Amos
SC	P. B. Jones	D. J. Priestley	M. A. Suttor
SB2	C. D. Milne	R. A. Peterson	A. S. W. Playfair
SB1	A. E. Cox	R. G. Bell	J. M. Foord
SA2	P. M. Sadler	P. M. Sadler	J. F. Merewether
SA1	(N. M. M. Hardwick)	(M. G. Cripps)	I. A. Dumbrell, P. B. Nunn
	MIDDLE SCHOOL		
IVC	R. R. Hall	I. M. Clifton	G. K. Brownhill
IVB2	K. M. Cudmore	A. Tjioe	G. A. Burns
IVB1	M. P. Winkworth	H. A. Jones	D. W. Stevens
IVA2	H. J. Southwick	D. L. Johns	J. E. Gowing
IVA1	I. J. McDonald	(R. W. Y. Yeow)	(J. R. M. Hardwick)
VC	A. H. G. Coward, I. G. Keech	I. G. Keech	I. N. Lambell, S. B. McClymont
VB2	M. A. Makai	R. J. Clunies-Ross	M. W. Hodgson
VB1	R. J. Judd	E. C. Merewether	T. J. Goddard
VA3	B. N. Wickham	A. W. Young	P. M. Lawrence
VA2	P. M. Cooke	D. M. North	G. J. Luscombe
VA1	(A. J. Black)	(A. J. Black)	(O. N. Tinnion)
	UPPER SCHOOL		
	Lower VI		Upper VI
Divinity	(J. D. Collins)		(R. A. Paton)
General Merit	M. J. McDowell, R. J. Sault		(R. A. Clarke), (A. R. F. Carr), (A. G. Perry)
General Studies	(D. A. Greaves)		T. J. Benjamin
Economics	D. T. Griffiths		(J. F. Fennel)
Ancient History	D. T. Griffiths		(A. D. Lee)
Geography	A. L. J. Berry		(S. J. Massey)
Science	(J. D. Collins)		(D. I. Cook), (C. G. Cotton)
Modern History	(D. L. Watson)		(A. D. Lee)
German	(J. D. Collins)		(C. G. Cotton)
French	(J. D. Collins)		(J. F. Fennel)
Latin	(D. L. Watson)		(A. D. Lee)
English	(J. D. Collins)		(A. D. Lee)
Mathematics	(J. D. Collins)		(A. D. Lee), (C. G. Cotton)
Second in General Proficiency	(I. C. Hargreaves)		(D. I. Cook)
First in General Proficiency	(J. D. Collins)		(A. D. Lee)

SPECIAL PRIZES

ART:

W. M. N. Stewart Memorial Prize	
(Preparatory School)	V. R. Brown
Junior Prize	A. C. Skeoch
E. T. Thring Memorial Prize	J. D. Gambrell

CATECHISM:

Uther Prize	A. J. Paull
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GENERAL KNOWLEDGE:

Lower School	T. O. Isaksson
Middle School	G. N. White
John Jamieson Memorial Prize (Upper School)	R. A. Clarke

MUSIC:

Theoretical Junior	S. D. Hook
Theoretical Senior	T. G. Barnes
Practical Junior	S. N. S. Morris
Practical Senior	D. J. Lawrence
R. G. H. Walmsley Memorial Prize	W. G. Shattles

WOODWORK:

Junior Prize	N. M. M. Hardwick
G. R. and R. V. Kierath Prize	T. P. J. Garrett

WOOLCLASSING:

Riverina O.B.U. Group Ray	
Holmes Memorial Prizes:	
{ Junior	Not awarded
{ Intermediate	P. R. Richards
{ Senior	A. J. Laurie

CHOIR:

Junior	B. R. B. Evans
Senior	A. C. Burns
David Davies Memorial Prize	I. W. Watson

ORIGINAL CONTRIBUTION TO THE SCHOOL MAGAZINE:

"The Torch Bearer" Prize	R. A. Clarke
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DEBATING PRIZES:

}	G. J. Marsh
}	J. C. Laurie
}	G. C. Todd

GENERAL ACTIVITIES:

John Martin Burgess Prize	M. A. Freeman
Frank Cash Memorial Prize	G. R. D. Jones
Margaret Black Prize	D. A. Greaves
Hugh Barker Memorial Prize	R. L. Waldron
Old Boys' Club Prizes—V Form	N. B. Nunn
UVI Form	{ M. J. Chubb
	{ R. I. Mortlock
	{ A. S. Hoy
Old Boys' Union Prize	{ L. B. Rundle
D. J. Richards Memorial Prize	R. A. McGregor

PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize	A. J. Paull
John Scott Memorial Prize (IIA Form)	I. C. Cope

THIRD FORM:

Daryl Loddington Hall Memorial Prize (French)	J. S. Parker
Alan Ludowici Memorial Prize (IIIA1 Form) ...	M. J. Coombes

S FORM:

George Gordon Black Memorial Prize (English)	M. G. Cripps
Hunter Stephenson Prize (French)	H. D. Harley
Selby Prize (Science)	M. B. Allworth
Tamworth O.B.U. Group Prize (Mathematics)	M. B. Allworth
Alan Ludowici Memorial Prize (SA1 Form)	M. G. Cripps

FOURTH FORM:

Frank Bennett Memorial Prize (English)	S. D. Hook
Roy Milton Prize (French)	M. C. Copeman
L. R. Benjamin Memorial Prize (Science)	{ R. S. D. Lloyd R. W. Y. Yeow
Geoffrey Cohen Memorial Prize (General Merit)	J. R. M. Hardwick
Tamworth O.B.U. Group Prize (Mathematics)	R. W. Y. Yeow
Alan Ludowici Memorial Prize (IVA1 Form)	R. W. Y. Yeow

FIFTH FORM:

Harry Eames Budd Memorial Prize (English) ...	A. J. Black
Eric Mileham Litchfield Memorial Prize (General Merit)	O. N. Tinnion
Hunter Stephenson Prize (Mathematics)	G. R. D. Jones
Alan Ludowici Memorial Prize (VA1 Form)	A. J. Black

LOWER SIXTH FORM:

Stewart Caldbeck Memorial Prize (English)	J. D. Collins
M. A. Ilbery Prize (Modern History)	D. L. Watson
Stewart Caldbeck Memorial Prize (Second in General Proficiency)	I. C. Hargreaves
G. H. Broinowski Prize (First in General Proficiency)	J. D. Collins

UPPER SIXTH FORM:

David and Elizabeth Carment Prize (Mathematics)	A. D. Lee
Donald Muston Memorial Prize (General Merit)	A. G. Perry
Russell Sinclair Memorial Prize (General Merit)	A. R. F. Carr
The Lodge Torchbearer Prize (Ancient History)	A. D. Lee
Desmond Hum Memorial Prize (Geography)	S. J. Massey
John Kingsmill Phillips Memorial Prize (Chemistry)	D. I. Cook
Monteith Cowper Wood Memorial Prize (Physics)	C. G. Cotton
Ian Menzies Memorial Prize (History)	A. D. Lee
Herbert Kendall Memorial Prize (French)	J. F. Fennel
David Cowlshaw Memorial Prize (Latin)	A. D. Lee
J. S. Wilson Memorial Prize (English)	A. D. Lee
Charlton Divinity Prize	R. A. Paton
Harold Dean and R. S. Reid Prizes (Mathematics)	C. G. Cotton
Percival Sharp Memorial Prize ((VI Form)	A. D. Lee
A. H. Wade Memorial Prize (General Merit) ...	R. A. Clarke
War Memorial Prize (Second in General Proficiency)	D. I. Cook
Burke Prize and United Services Prize (First in General Proficiency)	A. D. Lee
Brian Pockley Memorial Prize	A. K. Buchanan

THE HEADMASTER'S REPORT, 1975

Your Grace, Professor McAuley, Ladies and Gentlemen,

It is with great pleasure that we welcome Professor James McAuley as our guest today. Professor McAuley is professor of English at the University of Tasmania but he is a graduate of the University of Sydney. Also he did teach at Shore for a short period in 1940. His classroom teaching and debating coaching are remembered very vividly and affectionately by at least one present member of the School Council and one present member of the staff. As a young man Professor McAuley was noted for his blunt statements and his verses. More recently he has been known in New South Wales for his forceful support for academic teaching and scholarship and for his demand for scholastic discipline. We welcome him today and say how much we are looking forward to hearing his comments on contemporary schooling and education.

At the School Certificate examination in 1974 150 boys passed the Certificate, 80 gaining six advanced level passes or better. Though this was a good performance, there were not sufficient boys who passed at advanced level with ninth decile rankings in the various subjects. The better scholars should use the circumstance of the School Certificate with more ambition so as to pit their skills against other candidates of high quality throughout the state. At present scholars in this school are inclined to consider this challenge as an unnecessary burden. A ninth decile ranking is not easy to obtain, however, and does reflect real quality of performance.

In 1975 the method of gaining a School Certificate was changed. About July all boys sat for Mode A state-wide tests in English, Mathematics and Science. Based upon performances in these tests the school will be told how many passes at each level and grade will be allowed in all subjects. Other subjects were then tested by Mode B examinations set within the school but using a state-wide bank of questions as the source of the testing. Both Mode A and Mode B tests asked multiple choice questions and were short in length. It was found that the better scholars were not greatly tested and in some cases saw ramifications to the answers which multiple testing is not supposed to imply. Moreover, some questions were not really suitable in taste, let alone in scholarship. In general this form of School Certificate examination is not a good one as it merely makes the school the agent of the Secondary Schools Board. The cost, the trouble, the time are now all borne by the school while the real academic worth of the examination has not been enhanced. It is our belief that we ourselves could test far more efficiently and purposefully if we were allowed to set up the examination completely. And there is no reason why this should not be done in the future; certainly if it is done internally it will be done more simply, but equally as effectively—perhaps more so.

Indeed, there are already signs that the new scheme is not requiring that the better boys academically give of their best efforts in order to pass the examination. There is a tendency to think that the examination is completed at the time the moderating tests take place and that any work or testing which is done after that time is of no importance or value in determining the final School Certificate. Nothing can be further from the truth; but it is extremely hard to convince a sixteen year old of that fact.

Further, in order to gain the School Certificate under the new scheme a candidate must attend school until at least December 1st. "Leaving to commence employment is not regarded as a sufficient reason for non-attendance prior to December 1st", decrees the Secondary Schools Board. Employers in particular should note this very justifiable requirement of

education and not demand that boys commence their job at times before the end of the school year. Lately there has been a growing tendency on the part of employers to believe that a boy has no duties or responsibilities to his school after the completion of his public examination. On the contrary it is at this time, when he has no pressures of examination, that a senior boy can give magnificent help to the school and more importantly, can gain experience in leadership of a type which is not available at other times of the year.

Other changes in the first four years are being planned at present. In March, 1974 the Secondary School Board and the Board of Senior School Studies received a statement of the aims of secondary education "as an expression of informed opinion". It would seem that the Secondary Schools Board has used one paragraph of this statement as the reason for a complete alteration of the first four years of secondary schooling as has been set out in the Base Paper on the Total Curriculum. Great emphasis is being given at present to the fact that syllabuses of study are merely statements of aims to be achieved in teaching a subject rather than statements of content. It has always been the desire of the Secondary Schools Board to make syllabuses statements of aims but many teachers have demanded more detailed prescriptions to prepare for the demands of the public examination. Now the external public examination is to disappear there is suddenly apparently no need for detailed syllabuses. But in the change that has now been suggested a major attack has been made on what have been the methods of teaching for many years. It is being suggested that there must be a complete change. What is really needed is to leave schools alone to determine their own curriculum as they did in the early 1950s and before. Schools are capable of determining what they want to teach; independent schools have always done this. In any case the new ideas now being demanded will not work if the Board's inspectors demand rigidity in following syllabuses, as they have often done in the past.

Questions which are relevant and have not yet been answered are: accelerated promotion; qualifications issued by the school itself; the right of the school not to change if it wishes to remain as it is; the experience of progressive education in United Kingdom and the U.S.A.; and finally, the real purpose of a School Certificate at all when schools are allowed and are being encouraged to issue statements of the education received by a boy.

At the Higher School Certificate in 1974 the passes were of the lowest quality for many years. No matter how they were measured statistically—except in one respect—the results were below any others the school has had. One cannot help but wonder at the connection between such passes and the misbehaviour which was associated with the end of last year. D. F. Farmer and R. P. Salmon obtained six first level passes, whilst A. C. Cameron, J. W. F. Gidney, P. G. Jacombs, R. S. Johnston, J. L. Rourke and C. R. Tiley obtained five first level passes. R. P. Salmon appeared in the order of merit lists in English, French, and German.

The new scheme for the H.S.C. which is to be examined for the first time in 1976 seems to be progressing satisfactorily. Most difficulties are slowly being satisfactorily settled. Boys sitting in 1975 and who wish to return to school will be quite easily able to repeat in 1976 as the content of syllabuses will be very similar. However, the School does not intend to allow boys to study too narrow a course in the Upper VI; if necessary, boys will be directed to study 12 or more units in order to guarantee an adequate breadth of education. Parents in doubt about the consequences of the "unit" scheme should consult with the School for information prior to making any decisions which may allow a boy to take the easy way out.

One feature of scholarship which must be remarked upon is the evident decline in basic skills in English and Mathematics as revealed by boys entering the school. The School enrolls between 150 and 170 boys

every year, mainly from New South Wales; and on an average the majority of these, some 140 at least, come into the primary classes or first year of secondary education. Boys come from at least fifty different primary schools, so this School has some evidence every year of the quality of education in N.S.W. It is regrettable, but it must be said, that basic skills in English and Mathematics seem to be lower than they were, say, 15 years ago. How much of this is due to "progressive" or "open plan" education in the primary school is hard to say. Yet it is certain that boys entering the School are less competent in many skills, especially reading and basic numeracy. These weaknesses mean that time has to be spent in III Form overcoming this backlog before the real basis of secondary education can be begun. It also means that brighter boys must mark time until the others catch up.

To overcome this problem it is proposed to alter what is done in III Form next year and to use the first part of the year to remedy weaknesses. Consequently boys will not necessarily be graded academically until after a long period of remediation has taken place. Parents of III Form boys are asked to be patient early in the year if their son seems to be marking time; the period of remediation will not be any longer than needs be.

In the annual Mathematics competitions J. D. Collins won a senior prize certificate while M. J. D. Jones and J. R. K. Pryde won senior certificates. In the junior division G. R. D. Jones was third, M. C. Copeman won a prize certificate and I. W. Prescott a junior certificate. J. D. Collins and I. C. Hargreaves were selected as Science Foundation Scholars. J. D. Collins and J. R. K. Pryde were selected to attend the National Mathematics Summer School. It is very rare for one school to have two students selected at this school. Forty-seven boys passed the Alliance Française tests and five boys were commended for their performance in the Concours La Pérouse. M. A. Brindley was placed fifth with commendation in the national playwright's competition conducted by the Australian Theatre and Sydney Teachers' College Drama Laboratory. Among Old Boys R. G. Davies won the University Medal in Pure Mathematics and P. E. King was elected as Rhodes Scholar for 1975.

The importance of regular physical exercise as part of a boy's education cannot be too often stressed. Far too many boys at present are attempting to avoid playing games or taking part in other physical activities after school hours. Moreover, it is wrong that a boy can occupy a place in an A team in the younger age groups and then try, when he is about 15 years old, not to play any more—often because he wants to go surfing. (There is no objection to surfing which is of course a leisure time activity for a schoolboy.) It is also bad education for boys in the Upper VI to decide not to play games when they have always played them ever year until then. Boys must learn that part of their life is to take regular exercise; and time for such exercise must be provided regularly no matter what the pressures of daily work and life may be; a healthy fit person is always better at his tasks than an unfit one.

The school requires each boy up to V Form to play games, the only exceptions being medically unfit boys. After that he is given a degree of freedom about playing games. In the Lower VI there is no reason why a boy should not play; he has time to do so. In the Upper VI the position may be different. But the fact that an Upper VI boy has played a particular game (cricket, rowing, tennis, surf life saving, swimming or basketball) in Term I is no reason not to play football in Term II. And the fact that he has played in Terms I and II is no excuse at all for not taking part in Athletics in Term III. At present far too many boys are claiming prepara-

tion for the H.S.C. as a justification for not playing games at all; indeed, Lower VI boys are also dropping out of teams. If all boys capable of playing played each term all our senior teams in every game would improve greatly, and we would not have selection gaps in senior teams which had been adequately covered in lower teams in previous years.

The standard of all AAGPS competitions has increased considerably in recent years, especially in the demand for physical fitness. Some of us connected with schools consider that football matches have all become harder physically, but that the technique of individual players is not so high as it used to be. The reason for this is that all schools are now very much the same size in numbers, so there are no easy matches any more—as there used to be in the 1940s, say, when some schools were only half the size of others. Now every week there is a tough match in every game; boys consequently have to prepare for a much higher standard of fitness. This takes up time which used to be devoted to acquiring the skills and arts of the game. To be really good now a boy must be more dedicated than ever if he wishes to reach the highest standards.

The requirement of physical fitness often causes the not so fit boy in a match to react pugnaciously and aggressively to normal incidents of play which peak fitness would readily accept. Especially in football there are increasing and highly deprecated incidents of rough and dirty play. Far too many boys apparently consider that the much photographed incidents of dirty play recorded on TV and radio are the norm in games instead of being actions which should be shunned completely. The behaviour of both first teams in the Barker-Shore match this year was absolutely inexcusable and intolerable. Boys must learn self control—this is one of the many purposes of playing games—and must not attempt to retaliate by cheating or by foul or illegal play. Spectators, especially parents, can assist in establishing a sound attitude among players by not making audible comments to or at the referee or umpire and by closely instructing their own sons in the tenets of fair play. The school expects high standards of behaviour on the field as it does off the field, and demands that all boys must be constantly aware of the pursuit of sportsmanship in all games.

In cricket the standard of the teams was quite high. In general, however, the technique of the game could be improved by more attention from each individual player. Long hours of practice are needed in order to improve technique and in this respect the quality of R. A. McGregor as a batsman in the 1st XI was notable. On every possible occasion he was at the practice net; consequently his performances were considerably higher than any cricketer in the school for many, many years. Younger boys could well follow his example. The 1st XI were fourth in the premiership whilst the 2nd XI were premiers. R. A. McGregor was selected as captain of the GPS 1st XI and also as a member of the Australian Schoolboys XI. P. N. Maddocks was also selected in the GPS 1st XI and D. A. Sutherland in the 2nd XI. In all 340 games were organised; 279 were played: 176 were won, 60 were lost and 43 were drawn.

In rowing there was extreme dedication to training and to the development of technique. Despite beliefs to the contrary the quality of our rowing is extremely high and well up to the standard of previous years. The VIII was seventh, the 2nd VIII fifth, the 1st IV was sixth, the 2nd and 3rd IVs were second while the 4th IV was first. Once again, thanks are due to the many Old Boys who help in coaching and to the mothers who provide the meals during the rowing camp.

Apart from the one incident of lack of fair play mentioned above, the football season was easily the best overall in the last twenty years. 466 games were played, 266 were won, 19 were drawn and 181 were lost. The 14E and 13Es won every match whilst the 15D, 15E, 15H, 13D did not lose a game. The performance of the 13E XV was quite fantastic: played 10, won 10, points for 348, against 0. The school records were searched back

to 1930 and no team in that period ever won so convincingly. Footballers on the staff cannot call to mind any team anywhere in the world which had played a season without a point being scored against it. And in the 348 points there were very few converted goals and only 2 penalty goals—nearly all the points came from tries! In the AAGPS competition the 1st XV were fourth equal, while the 2nd XV were third equal. In the AAGPS teams D. R. Cowlshaw was selected in the 1st XV, S. T. King in the 2nd XV, G. G. F. Tooth and O. P. Wood (as Captain) in the 3rd XV, while J. R. Bush and A. K. Gillespie were reserves. D. R. Cowlshaw was also selected in the NSW Schoolboys 1st XV. Thirteen boys passed the referee's examination while 36 boys, 12 Old Boys and 5 masters regularly refereed games during the season. Without their help the season would not have proceeded so smoothly.

Athletics is going through a flat period again because an insufficient number of senior boys are prepared to train over the August vacation and up to the GPS Carnival. The consequence is that there are large gaps in the team. In those events where large numbers of boys have trained, notably the long distance races, the results have been superb. The school was easily the most successful in distance running and reaped the reward of good coaching with five first and three second places in championship races and three second places in division races. The performances of N. B. Nunn who won the 800 metres Under 16 and broke the Under 16 1500 metres record in 4 min. 13.3 sec., and of J. N. Creer who broke the open 1500 metres record in 4 min. 3.5 sec. are worth special mention. The School has not held these two records before, and certainly not at the same time. In the GPS Carnival the senior team and the junior team were both fifth. Once again the senior long distance team of J. N. Creer, A. M. Heath, P. K. Rowe won the schools event in the City to Surf race in the August vacation. These boys have now won this race twice and the School is the only winner to date.

In tennis the first and second teams were both second in the competition. M. K. Cranney and G. C. C. Statter were selected in the GPS first team while C. G. Cotton was in the second team. In all 70 matches were played, 54 were won and 16 were lost. There will be a new court available next year on the land between the gymnasium and the library.

The swimming team was particularly strong this year and won the GPS competition. The quality of the School's swimming is improving as more organised training takes place in the pool. Boys of all ages have trained enthusiastically and have shown the result of regular practice.

In basketball the first team was third while the second team was fifth. M. J. McClymont was selected in the GPS firsts while P. G. C. Halstead, G. N. Graham, J. G. Kraefft were in the seconds. 50 games were played, 21 were won and 29 were lost.

Surf life saving continues to develop. The School has now trained 78 instructors, gained 381 bronze medallions, 151 qualifying certificates and 407 resuscitation certificates in recent years. Next year there will be a newer resuscitation course to challenge boys and it is understood there is talk of the surf life saving movement itself going coeducational!

Parents will be aware that the Government decided to close the Army Cadets on December 31st, 1975. This decision was very disappointing, particularly in view of the recommendation of the Millar Committee, which was the government committee especially set up to enquire into the future of the Citizen Military Forces and the Army Cadet Corps. The recommendation of this Committee was that "the present Army Cadet system be retained with modifications and on a totally voluntary basis during peace time". This recommendation, which is the first of the ten made by the Millar Committee, the government has chosen to ignore. Many of the argu-

ments expressed in the media to support the government decision are specious and do not take account of the very strong representations which have been made of the educational value of army cadets. Cadet training is an educational activity, not a training for war; it is a school activity using military techniques, not a military activity using schoolboys. The educational opportunities provided by cadets include: development of qualities of self-confidence and self-respect; the challenge of physical activity; the acceptance of responsibility; training in leadership; and the excitement of arduous training away from home with new found friends. 63% of the cadet corps in Australia are in government schools, and so this youth activity has been denied to some 35,000 youths of the nation. There are other reasons which could be advanced to support the cadets but space does not permit their full statement here. However, the attention of all parents is directed to the Millar Committee report which is the result of a very full enquiry.

But this is not the full story. Having stated twice in Parliament that cadets would continue until the end of the year the fact is that they were closed on October 31st—and the financial crisis of the constitutional issue of the month of October was not the reason for that. From mid August until the end of October the School received only one communication about the closure of cadets, but nothing about camps. The annual camps were then cut out—before the financial crisis. Weapons were not available for the ceremonial parade. Uncertainty and rumour were the orders of the day. No blame can be attached to the Army or the RAAF because they did not know either what were the governmental decisions about equipment, uniforms, or future help if schools maintained their cadets. Gilbert and Sullivan would surely have made a magnificent comic opera out of this!

The School proposes, however, to continue with a form of cadet training because of the educational value which it contains. If it is possible the air cadets will be kept as a separate entity so as to maintain the Shore Flight which was the first ATC flight to be raised in the ATC. It was hoped that information could be provided in this report, but until we know just how much help will be given in future it is not possible to plan with any certainty. Courses of promotion will, however, be held during the week after Speech Day at Shore, Scots and King's; and in this way CUOs and NCOs will be available at the beginning of 1976.

The Army Cadets held a very good ceremonial parade for Major General W. G. Henderson. Without weapons it seemed as if the parade could be a flop; but the cadets rose to the occasion and the parade was well up to previous years. The band music for the parade was provided by the school orchestra which produced an interesting medley of marching music, pop music and army drinking songs.

The scouts this year have had a lean year. The successful management of a scout troop or group depends upon the active support of parents of the boys involved. Interested parents are invited to join the 1st Waverton Group so as to provide the necessary parental assistance and management required by the Scouting Authorities. With the demise of the Army Cadet Corps it is possible that the scouts could be increased in numbers.

The Duke of Edinburgh Award scheme has been progressing satisfactorily and offers good opportunities to many boys. Five boys have passed their bronze award and six boys have passed their silver; a further 35 boys should gain awards by the end of the year. Ninety-one boys have been trained in first aid.

The excitement of the year of course has been the building of the new library. Progress seems to have been on time and by the time this report is published it is hoped that the library will be finished and partly occupied. Plans are being made to move into the new building at the end of this year and over the holidays so that the new library will be functioning

at the beginning of next year. There will be an official opening of the new building in the last week in February, 1976. There has been some criticism of the architectural exterior of the building; but a library is a functional room and it is the inside that is the important part. In order to get the size necessary for a successful library certain external qualities may have to be sacrificed. The building of the library has, however, allowed us to landscape the whole of the entrance to the front of the school, with a very substantial improvement. Thanks must be recorded to the many mothers who have assisted voluntarily throughout the year, especially during the move. Added to the boys who work in the library as a service, we now have a very good production line and have been able to develop a routine which we think will be very successful in the enlarged area of the new building.

The music and drama of the school have worked very closely together this year. The orchestra, under the leadership of Mr. Whyte and Mrs. Orchard, developed enormously and so enabled the musical production "Oliver" to be produced by the Drama Club. This was a very large production involving many boys, and also girls from Wenona School. The quality of the production was extremely good and credit should be given to Mr. Lewarne for his direction. Thanks are also due to the many mothers who helped with costumes and make up.

A successful in-service residential Drama Seminar was held at Shore on behalf of the Headmasters' Conference for men and women from all schools throughout the country. 120 teachers attended and had a very valuable week's workshop. The organisation of this was the responsibility of a committee of seven masters under the chairmanship of Mr. Cornish.

After Cyclone Tracy, the boys of the school decided they would like to make a positive contribution towards the re-building of some part in Darwin. Consequently Mr. Gillespie and eleven boys flew to Darwin in the May vacation and worked manually in the repair of various Church of England properties and especially Nungalinya College. This was a valuable experience in service and allowed a group of boys from the school to see the devastation caused by the cyclone.

The work of the prefects this year has been extremely good. Under the leadership of A. K. Buchanan their actions have been determined and hard working and they have on many occasions sacrificed their own personal convenience to the welfare of the school. It has been good to see such efforts.

What can one write by way of praise for the S.C.E.G.S. Association? Once again the mothers have produced an enormous amount of money for the school by their skilled efforts at the art show and the American Tea. All the boys of the school deeply appreciate their efforts and say thank you.

There have been many changes of academic staff since last year. Mr. H. Whyte, Mr. R. A. Coady, Mr. A. D. Cavill have joined the staff. Rev. D. C. S. Smith returned from leave overseas, but after one term was appointed as chaplain to Caulfield Grammar School. Mr. K. L. Clegg, Mr. G. F. H. Aicken, Mr. T. G. Macartney and Mrs. M. N. Orchard are leaving at the end of this term. Mr. A. R. P. Steele returned from leave overseas and Mr. A. Kingsford Smith has joined the staff.

I should also like to thank the many staffs of the school for their efforts over the year. The Bursar's staff, the domestic staff, the maintenance staff and the grounds staff have all added to the improvement of the School.

It is with regret that the School records the death of three former members of the staff: Mr. E. Mander Jones, Mr. J. B. Burrell and Canon S. C. S. Begbie. Mr. Mander Jones was on the staff from 1925 until 1938 and will be remembered for his energetic teaching and superb organisa-

tional ability. After a distinguished war career he became Director General of Education in South Australia. Mr. Burrell was on the staff from 1921 to 1954 and will be fondly remembered for his coaching in rowing and his demand for gentlemanly behaviour at all times. Canon S. C. S. Begbie was on the staff from 1930 to 1937; but was also a member of the School Council from 1949 to 1961 where his work was both distinguished and positive and of great value in the development of the school. Further details have been written in "The Torch Bearer".

There were many changes in the School Council during the year. Mr. A. B. Podger, Dr. T. S. Hepworth and the Right Reverend D. W. B. Robinson all retired after many years' service to the school. It is proper to place on record the school's appreciation of their assistance and guidance. Their places were filled by Rev. Dr. W. J. Dumbrell, Mr. K. J. Palmer and Mr. J. S. Shellard whom we welcome. Mr. T. A. Tonkin handed over the duties of Honorary Treasurer to Mr. J. Sedgwick and Mr. D. H. Playfair has become Honorary Secretary. The School also wishes to express congratulations to the Right Reverend E. D. Cameron upon his consecration as a Bishop in the Diocese of Sydney, thus becoming the third Old Boy bishop at present serving in Australia.

Mr. Tonkin's work as Honorary Treasurer cannot be left unnoticed. He has been responsible for the financial leadership of the school from 1963 to 1974 both inclusive. In this period there have been three appeals, three large building programmes and many financial worries. The School is deeply grateful for all his time and effort and thanks him sincerely.

To Mr. Tonkin's work must be added the leadership and devotion of Mr. J. M. Dixon, the School's Chairman since September 16th, 1958, and a Council Member since September 19th, 1945. So Mr. Dixon has completed 30 years as a Council Member this year and 17 years as Chairman. During this period, particularly as Chairman, the future of independent schools has been very much in the balance on many occasions. Inflation, building restrictions, appeals for funds, government interference, threats to independence, and latterly, the need for leadership of all independent schools—these are some of the burdens Mr. Dixon has borne as a council member. His energies on behalf of the school, his dedication to the cause of independent education, his ready donation of his time voluntarily have helped this school to be what it is today. We all should like him to know how much the School appreciates his batting on our behalf.

The future of independent schools is very much in the balance at the moment because of the effects of inflation upon the fee structure and the very evident attack in certain parts of the community on the continued existence of such schools. The problems created by inflation in relation to fees are reminiscent of similar difficulties which occurred in the early 1950s and before that time in the period of the depression. By careful management it has been and still is possible to cope with the problems of rising fees. However, the continuing emotional attack upon independent school by some members of the community is more difficult to combat. It is even more irrational now when there is so much talk of progressive education and talk in government circles of each school's being different from one another and independent of central administration. So, at a time when general educational philosophy is demanding that schools be different, there is a most spiteful attack being mounted on schools which always have been different. The illogicality of such action is apparently lost upon the attackers. If all the energy which is spent in attacking schools already in existence was devoted to establishing new schools, government or non-government, a very much greater contribution would be made to the educational well being of the nation.

A disturbing part of the present national debate on education is the

increasing interference by the federal government in the daily running of secondary education. Last year reference was made to the Karmel Committee and its effect upon all schools. Regretfully it must be reported that the Schools Commission has merely added to federal governmental interference. Already there are signs of bureaucratic demands for all sorts of statistical material on the fallacious grounds that such information is required to assess the needs of schools.

The Schools Commission report which was released in June still does not set out any philosophy of education for the nation but merely denigrates the present endeavours of many schools in emotional and at times sarcastic terms. Whereas the Karmel Report was prepared very hurriedly and had little time to make a statement of the philosophy of education, the Schools Commission has had time to prepare its report; and yet it has still stated no discussion of any pedagogical argument. Further, the Schools Commission Report has apparently failed to take into account the latest educational research and information available in the United Kingdom and the United States and appears to put forward methods of education which have already been proven unsatisfactory elsewhere in the world. The Schools Commission is not likely to be removed in the future, no matter which political party is in power; consequently all members of the community should consider fully the implications of the following points raised by the Schools Commission's report. Such points are: social engineering and educational policy; the place of the family in the upbringing and education of children; the attack on the traditional forms of education; the downgrading of academic excellence; and the demand for openness and open planning in schools.

It is relevant to ask: do we in Australia have to go through traumatic experiences such as have taken place in education in the United States and the United Kingdom? The recent confused statement of what schools should do (stated in the Schools Commission report) will not in the long run improve education in Australia; rather will it merely befuddle the very good education which is already being provided in many government and non-government schools. As L. C. Robson wrote in 1943 when Chairman of the Headmasters' Conference: "Undue haste in reform may tend to destroy good features of the past and the desire for rapid change in the technique and machinery of education may submerge the ideal under the material."

Already the glorious prospect of increasing government funds for education has been dimmed by the severity of the recent budget cuts of the federal government; and it is doubtful if the new categorisation and resource indexing of schools will produce as much money as the simple formula which was in existence until the Karmel Report. Parents should be aware that not only will schools be classified in a different way as a result of the Schools Commission report (and this will be the third different method of classification since 1972), but also it seems likely that grants to pupils in independent schools will not rise in proportion to inflation, as the government has promised. Shore has now been reclassified by the new method and will receive less in 1976 than in 1975, so far as we can ascertain. There was to be a new financial triennium commencing in 1976, but that has been postponed. The position regarding federal per capita grants for 1976 remains obscure at the date of writing this report. However, it appears that the grants for Shore could be around 7% less than was received in 1975 and, of course, quite significantly less in real terms. This is in spite of the fact that the School did not significantly change its total resource use in real terms during 1974/75.

It is, of course, clear that the government has had to revise its finances as a result of inflation. However, to finance schools adequately it is necessary for those in charge to budget ahead over a three year or a five year period; only in this way can major projects be undertaken. It is not satis-

factory to keep changing the method of financing as has happened since 1974 and to promise that it will alter again in 1977. Unless the federal government returns to and continues to use triennial funding in education it will be very difficult to manage independent schools financially in times of raging inflation, such as we are now in. Indeed, one can but wonder whether the nation can afford to increase spending on education without the continuing and increasing assistance of private investment in education, as represented by independent schools and their supporters.

We live in an era of change, some say of fundamental change, in which the outline of the future is only vaguely perceived. On the one hand, we think nothing of flying at 600 miles per hour, that is at twice the speed of a Spitfire; indeed the Concorde will fly twice as fast again. On the other hand, the oil crisis leads to talk of push bicycles and of the pollution which horses would cause in cities. We are living and seeing one of those great turning points in history when rumours of war, confusion of politics, and violence of terrorists seem to imply that western civilisation as we know it will disappear. And it is in such a time of change that there is dramatic need for the search for quality, for personal initiative, for taking calculated risks, for flexibility of choice, and for diversity of ideas—all of which are values still being offered by independent schools, as they have been offered in the past. But despite all these changes one thing has remained more or less constant; and that is man himself. Man does not change; he is merely subjected to changes; and in times of change man must courageously restate his convictions and beliefs. This is what needs to be done now.

What are some of these changes to which man is being subjected? In his report on the Citizen Military Forces Dr. T. B. Millar cited fourteen major processes which have combined to produce contemporary change; technology, economic affluence, pervasive mass media, youth culture, expanding educational opportunities, increased mobility by car and aeroplane, scientific advances, improved health, increasing urbanisation, political changes, change in the population make up, changing roles of the family, changing roles for women, and experimentation in values and in morals. He states: "it is a good deal easier to identify changes within society than to know how to take account of them". Three of these processes, however, concern the school closely: expanding educational opportunities, the roles of the family, and experimentation in values and morals. Let us look at these three processes.

How much more educational opportunity can justifiably be offered in Australia? It can now be reasonably claimed that as a nation we are perilously close to spending on education too large a percentage of the gross national product. It is a moot point how much more should be set aside for education, as it is how much should be spent on defence. In both cases the expenditure is an investment in the future of the nation; it is income foregone now in order to provide for a better time in the future. Decisions therefore have to be made just as carefully for educational provisions as for defence equipment—indeed the parallel is alarmingly similar: a wrong decision now in education, or in defence, will have effects twenty years ahead. So while there is a need for courage to make changes and decisions, there also should not be so much unnecessary haste and waste as has been evident this year in many educational expenditures and in some of the academic changes which are occurring.

In the haste for educational change we seem, in Australia, to be aimlessly following what has occurred in the last decade in the United States and the United Kingdom where the vast expenditure of money since Sputnik has not really produced any greater quality of education. Indeed it seems merely to have brought under challenge the very reasons for the

existence of schools. In USA there are many disturbing stories and articles. For example, Professor Robert E. Ebel of the University of Michigan points out that a century ago most people agreed that there were three main aspects of education: the intellectual, the moral and the physical. He points out now that whilst the first and the third have been altered greatly, the degeneration of the second, the moral, has resulted in the situation that "some of the young people have been allowed to grow up as virtual moral illiterates; and we are paying a heavy price for this neglect as the youth of our society become alienated, turn to revolt, and threaten the destruction of our social fabric".

Now, in Australia, we seem to be in danger of producing academic illiterates as well, because it seems to be thought by some that happiness is the only important part of the education of a child. Happiness may be significant, but its pursuit is conditional upon each individual's having a proper regard for other ideals and values such as truth, integrity, dignity, respect for persons, hard work and self sacrifice. The increasing habit of school children who act as an enemy of, or as an adversary towards, teachers and administrators must be broken if adequate schooling is ever to be achieved again. Far too often now do those in authority in schools, from the headmaster downwards, have to justify their right to make decisions and their right to keep on emphasising the important things of life so that these overshadow the less important aspects. And there is considerable argument about what are the important things. But despite argument there must still be priorities among ultimate principles: the power of truth over personal rights must be conceded by all. Indeed, we can take note of St. Paul's letter to the Colossians: "Be on your guard; do not let your minds be captured by hollow and delusive speculations, based on traditions of man-made teaching and centred on the elemental spirits of the universe and not on Christ."

What are the truths which a boy at school should learn? In 1972 reference was made "to the decline in moral standards of the youth and the evident reluctance on the part of the majority of boys to take positive steps to reverse the slide". In 1973 there was 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 the tops of desks and of destructive vandalism". In 1974 there was the intrusion into schools "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".

These signs, stated to parents so clearly over the last four years, have been translated into action this year when one can see a marked decline in morality, especially in the twelve to fourteen year old groups. Among boys of these ages there are very evident and definite indications of amorality of a disturbing kind. One thirteen year old, when tackled with telling lies, replied: "What is so important about the truth? The mistake I made was to get caught." One can but wonder what family teaching has been given to him, because he was quickly and severely informed of the continuous need for truth and integrity here! But he still did not consider truth an important matter in his life! And who can wonder at such an outlook when the whole society about him is concerned solely with equality which leads to mediocrity and with egalitarianism which results in downgrading of quality? No demands for the pursuit of excellence, either academic, moral or physical, are being made upon the young; indeed the pursuit of excellence is today regarded as something obscene and unjust.

But is this so? How will this nation progress or improve if the outcome of all education is to be the same for all persons? Surely it is vital that children with special gifts, whether spiritual or moral, intellectual or

physical, should be encouraged to develop their talents to the full for the benefit of all, no matter how far ahead of their peers they may consequently go. **The pursuit of excellence is not a spectator sport, but it is a quest in which all must participate with their fullest vigour and endeavour.** So let us examine the pursuit of excellence more closely.

First, academic excellence. The pursuit of academic excellence is primarily the task of the school; and it will remain the major objective of this School's teaching. Some boys have much more scholastic capacity than others. Such boys must develop this individual ability to the full, no matter that matriculation in NSW now requires only eleven units of study. Brilliant and gifted boys should study thirteen, fourteen and fifteen units, doing much of it **by their own efforts in their own time.** Also, the brilliant must be the pace makers in the academic race; they must be seen as an invaluable asset, not a privileged elite; they must push one another; and they must encourage the not so brilliant to perform better by working harder and by helping them to see the answers more clearly. In this way the whole academic standard of any school is improved: the good become better; the average are raised; and the weak improve. For no matter what the Schools Commission may say, there are differences of academic abilities; and no amount of financial subsidy to the weak will ever lift them in scholastic ability to the heights of the scholars. Indeed the gifted pupils, who are also a minority as much as are the disadvantaged, have as much right to be subsidised as any other group. In the long run it is the gifted who will really make the material improvements in man's life by their very inventiveness and by their forcing back of the frontiers of human knowledge. But similarly, there is no reason at all why the good, the average and the weak should not also pursue excellence of academic performance to the highest level of which they are capable. The depths, the desires and the deeds of scholarship are not the sole preserve of the gifted; perseverance of effort and dedication of purpose, when allied with a discipline of self, will bring gratifying academic rewards to anyone.

Secondly, the pursuit of physical excellence can also be held to be primarily the task of the school, rather than of the family. Physical well-being and regular physical exercise are essential parts of sound scholarship. **Mens sana in corpore sano** is not a silly saying at all. Good health is one basis upon which every person fulfils his God-given task in life. Unless he is fit and well a boy cannot give of his best; thus games and PE are a regular part of schooling and of the upbringing of the young.

But here again each boy must **strive to improve himself**, and by the correct use of his physical abilities he must endeavour to raise the standards of others. Reference is made elsewhere in this report to the spirit in which games should be played. And nothing but the best personal performance should ever be put forward or accepted. However, to reach one's best at every performance demands the **perseverance** of disciplined practice, alone and with a team, and the **sacrifice** of one's personal interests and leisures in order to gain the skills of the particular game.

Thirdly, the pursuit of moral excellence. This is primarily the task of the family. Perhaps the seeking after truth and honesty, integrity and decency, uprightness and gentlemanliness is old fashioned these days. But is it not true to say that our present worldly uncertainties and upheavals have risen simultaneously with the decline in Christian virtues and national morality? The greed of capitalism, the search for materialism and the increase of selfishness so evident in their growth in the last twenty or so years have coincided with a decline in moral values and in personal self control which is now bringing disaster upon mankind, unless we, as parents, firmly take a stand and say: "no more will we accept dishonesty in high places or in low places; no more will we seek after mammon at the expense of virtue; no more will we allow our children to decline in moral quality."

Kurt Hahn referred so clearly to the "tempting declines" which today surround the young: the decline of fitness due to modern methods of moving about; the decline of memory and imagination due to the confused restlessness of modern life; the decline of skill and care due to the weakened tradition of craftsmanship; the decline of self discipline due to stimulants and tranquillizers; and the decline in compassion due to the unseemly haste with which modern life is conducted. When allowed to amalgamate in a person's life these declines result in a considerable lowering of personal moral standards—a lowering which can only be reversed by intense self-discipline and self-sacrifice.

There is in fact a need to return to the Christian ethic as expressed in the catechism where the duty to one's neighbour is set down so pungently: "My duty towards my Neighbour is to love him as myself, and to do to all men as I would they should do unto me: To love, honour and succour my father and mother: To honour and obey the Queen, and all that are put in authority under her: To submit myself to all my governors, teachers, spiritual pastors and masters: To order myself lowly and reverently to all my betters: To hurt nobody by word nor deed: To be true and just in all my dealing: To bear no malice nor hatred in my heart: To keep my hands from picking and stealing, and my tongue from evil-speaking, lying and slandering: To keep my body in temperance, soberness, and chastity: Not to covet nor desire other men's goods; but to learn and labour truly to get mine own living; and to do my duty in that state of life, unto which it shall please God to call me."

To carry out such duty demands much more **will to work and self-sacrifice** than many boys and parents are at present giving or prepared to give; for, unless there is self-sacrifice, the true relationship between youth and adult, youth and youth, adult and adult will not be achieved. If all in the community were to carry out this instruction of the catechism, there would be no need for school courses of study such as "man and society"—as the Secondary Schools Board is now suggesting—or for changes of the school curriculum in order to teach children "an understanding of the society in which students live"—as the Schools Commission claims.

Parents must realise that they do have a continuing part to play in the pursuit of moral excellence and in the resistance towards moral decline. One of their roles is **not** to give in to every whim and wish of their sons. Far too frequently lately have there been parties and entertainments in homes where expensive meals and alcoholic drinks have been provided because the son has said: "Oh, you cannot have a party without grog; and if you don't provide it the chaps will drink it in the cars." If this is the state we have reached again—as we did in the early 1960s—the School reiterates the advice it gave to parents in October, 1964: "The School is of the opinion that at school children's parties there should be no alcohol available to the schoolboys and schoolgirls, no smoking allowed and—very importantly—that parents should **always** be present and exercise proper control." The School also views with concern the increasing cost and size of "end of season" parties which lately seem to have become regular features. This year the "end of season" football parties were still being held in Term III! Entertainments for schoolchildren should always be simple, appropriate to their age, and should tend to be for older rather than younger boys.

Let there be no doubt: unless we all vigorously pursue moral excellence once again, we shall leave the young rudderless in a changing world of spurious values.

Every citizen is today far better informed than ever before about the social ills of this country, about the weaknesses of its democratic processes and about the failings of its educational systems and about its failure to

achieve equality of opportunity for every person. This better information has come about as a direct result of television which has altered former media methods of reporting facts and news. Now, each part of the democratic process—the political party in government, the opposing politicians, the private citizens and the public institutions—knows what is happening day by day. The news is reported instantly, but often with bias and editing. Consequently it is at times difficult to achieve any consensus in public discussion. But all in the community must strive to achieve a consensus for the beneficial future of the nation. Although we cannot perhaps hope to achieve a complete consensus, except in times of national emergency, we must still nevertheless grant the democratic right of free expression of opinion to all—government, opposition, private person, public company. For if we fail to strive continuously and democratically towards a national improvement of our society, all that has been done in this country by our pioneering forebears will come to naught and will have been in vain.

And we must all recognise that democratic liberty does allow a person to express his opposition without his being verbally abused or emotionally slandered—as is now too often the custom in public affairs—and without his expecting that unless his opinions are immediately accepted by his opponents he must organise a protest or strike—as is now too often the custom in industrial negotiations. Democracy still demands give and take by all; and democracy will not function unless this fact is understood and adhered to by all. Further, democracy demands that when a decision has been legitimately made, it is accepted by all parties to the decision. **The young must be constantly reminded of these facts during their education.**

And democracy also demands a free education for all—free in the sense of liberty, not of finance. Only by freedom of education can all arrive at the best decisions to be taken. Moreover, in any decisions taken on a national level in the interest of all, care must be taken not to pressurise the individual, but rather to leave him with his spiritual dignity and intellectual integrity. The dangerous trend of democratic life today is that some authority, other than the individual himself, is continually making the final decision for the individual: the government decides where and when he will be educated, where he will work, how he will be subsidised for his health or old age; the educational system is being asked to decide all that he will be taught and, more importantly, what he will not be taught; the church which used to give a lead about his spiritual growth and development, now is unsettled in its doctrines and its liturgies and is often unsupported by the general populace. Why then is it surprising that the young person growing up in the mid 1970s seeks selfish, materialist and amoral answers to life? For no intellectual demands, no spiritual debates and no final moral decisions are being required of him; everything is done for him, thought out for him, given to him, without any need for mental effort on his part. Such spiritual and intellectual socialism is far worse than any form of political socialism; political socialism may be justifiable governmentally, but spiritual socialism means the death of the mind of the individual. And anything which causes the death, mentally or spiritually, of one of God's creatures, attacks God himself.

Since education deals with the spiritual and intellectual growth of each individual in that important part of his life, namely the years of his education (which the law decrees are from 5 to 15 years of age), what should be the task of the school today? The child still needs to be taught about liberty and restriction, innovation and tradition, involvement and self-sacrifice. But where will such lessons lead, if the teaching of them in schools is not supported fully by parents? We in schools cannot ignore change and evolution; but day by day our teaching is being challenged with such statements as: "the proven values, skills and social attitudes of the industrial age are not suitable or needed in today's post industrial age." These novel and unproven social statements are being reflected already by curriculum changes

in the schooling of the young. Do parents realise this? What values and skills do they want for their children today? Are the schools providing them? Are moral standards to disappear? Already affluence and permissiveness seem to have taken the place of yesterday's frugality and self-discipline.

But in the schools we have a more special task to perform: we must not give away or allow to disappear the great heritage of western civilisation with its sound learning and Christian humanity, with its grammatical structure of language, and with its demand for self-discipline in thought and work. For learning does not equal life; and the formal nurture of mind and spirit carried out in a school is different from life outside the school. "Should school be a total experience where life experiences become part of the curriculum, or should schooling have limited areas of legitimate operation? Should a teacher give a 'values' course? Is subliminal persuasion better than overt identifiable authority?" These are some questions asked by H. A. Dawe, Headmaster of Harvey School, New York.

Just as society has always kept the judicature, the executive and the legislature separate in order to achieve good political government, so we in schools must keep sound learning separate from life experience in order to achieve good educational operation. The present pursuit of "educational innovation" and the quest for "social self-gratification while at school" could so easily nurture the growth of anti-intellectualism. But strengthening the intellect by disciplined learning does not in fact atrophy the emotions or the spirit, nor does it remove individual freedom, as is often claimed today. On the contrary the successful amalgam of freedom and discipline is still the essence of sound learning. And it is upon sound learning that moral values, behavioural attitudes and life styles are built up within the mind and spirit of the individual.

The great art of education today is thus to keep the old truths alive and to keep on emphasising the important matters so that they overshadow the less important aspects. As Piaget says: "The principal goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done . . . men who are creative, inventive discoverers. The second goal of education is to form minds which can be critical, can verify and not accept everything they are offered. The great danger of today is of slogans, collective opinions, ready made trends of thought. We have to be able to resist individually, to criticise, to distinguish between what is proven and what is not." (My emphasis.)

To be able to discriminate, to discern, to discover is a task for a disciplined mind fully equipped with the basic tools of sound learning and of moral judgement. Quality of education can and must combine creative energy with fundamental skills; and integrity of moral values adds to the stature of the mind. When we in the schools, and you in the families, have produced boys of disciplined minds and of moral standards, the pursuit of excellence will once again become the goal of all. And it bears repeating again: the pursuit of excellence, intellectual, physical or moral, is not a spectator sport; every person must aim for excellence in all he does and thinks. When all do so, moral courage will once again become evident in the community; and as Sir Walter Scott wrote:

"Without courage there cannot be truth; without truth there can be no other virtue."



