



Sydney Church of England
Grammar School
North Sydney

December, 1976

Sydney Church of England Grammar School

Speech Day—9th December, 1976

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 The Most Reverend The Archbishop of Sydney,
Sir Marcus Loane, K.B.E., M.A., D.D., President of Council.

Summary of the Headmaster's Report.

The prizes will be presented by His Honour Judge Sir Adrian Curlewis,
C.V.O., C.B.E.

Vote of thanks by the Senior Prefect.

Benediction

Tea will be served in the School Grounds.

COUNCIL

President:

THE MOST REV. SIR MARCUS LOANE, K.B.E., M.A., D.D.
THE ARCHBISHOP OF SYDNEY

Chairman:

J. E. M. DIXON, O.B.E., 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.
S.M.I.E.E.E., F.T.S., F.A.A.
K. R. UTZ.
J. G. DENTON.
K. J. PALMER, B.A., LL.B.
J. S. SHELLARD, B.A., M.Ed., M.A.C.E.

Clerk to the Council and Bursar:

J. E. McCANN, B.Com., A.A.S.A. (Senior), A.S.T.C.

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. (5),
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.).*
- G. J. LEWARNE, B.Sc.(Syd.), Dip.Ed.(N.E.).
 B. J. EDWARDS, T.C.(Tas.), F.R.H.S.
 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.A.A.
 R. G. PULLER, Phys. Ed. Inst. (formerly R.A.N.).
 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, B.Sc. (Oregon), 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.*
 R. K. ABBEY, B.Sc., Dip.Ed.(W.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.).*
- 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, B.A.(Syd.).
 R. A. COADY, B.Arch.(Syd.).
- H. WHYTE, B.Mus., Dip.Ed.(Melb.), (7).
 A. D. CAVILL, B.Sc.(Syd.).
- D. I. WALKER, B.Sc.(Sheffield), Dip.Ed.(Keele).
 A. KINGSFORD SMITH.
 P. B. STOREY, B.A., Dip.Ed.(N.E.).
 A. R. WHEELER, B.A., Dip.Ed.(Syd.).
 N. J. REID, B.Sc.(Syd.).
- Mrs. H. M. THOMAS, A.Mus.A., L.T.C.L.
 D. W. STEWART, Dip. Teaching (Hamilton).

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, A.M.N., J.P. (formerly R.S.M. 16/5 Q.R.L.)
A. J. PICKARD (formerly W.O., A.R.A.).

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: Mr. J. LENNOX.

Violin: Miss J. DAVIES.

'Cello: Miss R. STOKER. Classical and Folk Guitar: S. BRACEGIRDLE.

Oboe: Miss O. OLVER.

Viola: K. MOONEY.

Flute: S. FAVELL.

Trumpet: R. MURRAY.

Woolclassing: F. G. WILSON.

Tennis: V. EDWARDS TENNIS SCHOOL.

PREFECTS

Senior: J. N. CREER; Second: D. L. WATSON.

Prefects: A. C. BURNS, M. A. FREEMAN, M. J. HAWKER, E. W. J. SHIELDS, M. W. WARREN; D. I. ALLPORT, A. J. L. COPEMAN, J. W. CUDMORE, R. R. CUDMORE, T. P. DITCHFIELD, J. W. LANDER.

Sub-Prefects: M. K. CRANNEY; R. J. BRADSHAW, J. D. COLLINS, D. G. H. GILTRAP, D. A. GREAVES; J. S. CHRISTIE, A. D. CORBETT, C. R. ELVY, A. K. FOWLER, D. G. HALE, R. J. HALLIDAY, I. C. HARGREAVES, R. H. JENKINS, B. MORRICE, M. G. T. OHLSSON, C. J. SCOUGALL, A. J. TAPP, R. J. THORNTON; T. G. BARNES, P. R. DUNBAR, S. S. HOY, M. J. McDOWELL, D. S. J. STRATTON; S. T. KING; D. J. McVEY, N. H. S. PARKER; A. J. BLACK, P. M. COOKE, R. D. N. CREER, S. J. C. DAVIES, P. R. HAMMOND, H. M. IRVING, G. M. JACKSON, G. R. D. JONES, J. G. KESTERTON, I. N. LAMBELL, N. B. NUNN, M. E. B. PLAYFAIR, W. R. PULVER.

SCHOLARSHIPS, 1976

A. B. S. White Scholarship	J. N. Creer
Old Boys' Union Scholarship	{M. W. Warren D. L. Watson
S.C.E.G.S. Association Bursary	A. J. Tapp
Grainger Exhibition	{J. D. Collins A. J. Black
Graham Exhibition	{I. C. Hargreaves O. N. Tinnion
S.C.E.G.S. Association Exhibition No. 1	{M. J. McDowell N. B. Nunn
S.C.E.G.S. Association Exhibition No. 2	{A. K. Fowler R. G. McCorquodale
Old Boys' Club Exhibition	D. L. Burgess
Open Entrance Scholarship No. 1	
(Oswald Stanton-Cook)	S. E. Vozoff
(Hodges)	D. A. Whittle
(Christina Campbell)	G. E. Sara
(Council Junior)	S. D. Hook
Open Entrance Scholarship No. 2	{G. D. Corder A. J. Nicklin I. W. Watson M. C. Copeman
Junior Open Scholarship	{M. J. Coombes A. R. Hackworthy D. G. Dowey A. C. D. Peterson S. R. Lyle M. J. Vaughan N. J. Kannegieter
Junior Close Scholarship	{M. J. Amos A. J. G. Paull N. M. M. Hardwick R. W. Y. Yeow
Archbishop's Exhibition	I. J. McDonald
Bruce and Eldon Beale Prize	{A. D. Lee C. J. Cotton

PRIZE LIST, 1976

	DIVINITY	GENERAL PROFICIENCY	GENERAL MERIT
		PREPARATORY SCHOOL	
Form I	M. W. Young	M. W. Young	J. T. Hodgkinson
Remove B	A. J. Poate	H. T. R. Bellamy	J. A. C. Williams
Remove A	R. R. Simpson	R. R. Simpson	R. Sakker
IIB	A. G. Coles	P. J. Lowe	W. J. C. Robison
IIA	(D. J. Dyer)	(D. J. Dyer)	A. M. Sved
		LOWER SCHOOL	
IIIC	B. A. Morse	N. R. Betts	S. A. Gray-Spencer
IIIB2	R. M. Middleton	R. M. Middleton	S. G. Fischer
IIIB1	P. A. Stokes	P. A. Emery	P. C. Hobson
IIIA2	G. P. H. B. Babington	R. J. Hemingway	G. W. McKee
IIIA1	(M. I. Robertson)	(M. I. Robertson)	N. J. Poate
SC	B. M. S. Middleton	B. M. S. Middleton	J. C. Grooms
SB2	(I. R. Hutchinson)	R. G. W. Ferris	G. C. O. Litchfield
SB1	N. J. Foord	R. N. Crowther	M. A. L. Biddulph
SA2	N. J. K. Parsons	M. A. Siebold	S. M. Le Messurier
SA1	(M. J. Coombes)	(M. J. Coombes)	D. R. Wolf
		MIDDLE SCHOOL	
IVC	C. E. Widdis	S. A. Rodger	T. J. Ferris
IVB2	S. M. Woodhill	D. G. Pratten	D. J. Priestley
IVB1	A. E. Cox	A. E. Cox	N. O. Siebold
IVA2	H. M. A. Osborn	G. H. Burrow	R. B. Blackwell
IVA1	M. B. Allworth	(M. G. Cripps)	(N. M. M. Hardwick)
VC	C. S. Mansell	R. H. Harris	L. D. Hyde
VB2	M. E. Bremner	T. R. Howard	P. D. P. Langdale
VB1	M. A. Skipper	N. A. Rowe	G. A. Burns
VA3	D. W. Stevens	D. W. Stevens	A. P. M. Duncan
VA2	D. W. Shearman	J. W. Debenham	M. W. Reynolds
VA1	J. R. M. Hardwick	(R. W. Y. Yeow)	(M. C. Copeman)
		UPPER SCHOOL	
		Lower VI	Upper VI
Divinity	(A. J. Black)		(J. D. Collins), (A. Hariman)
General Merit	(C. H. Thompson)		(A. D. Corbett), (M. K. Cranney), (M. J. McDowell)
General Studies	not awarded		(D. S. J. Stratton)
Economics	R. L. Purnell		(D. T. Griffiths)
Ancient History	T. P. McDowell		(D. T. Griffiths)
Geography	B. G. Cranney		(D. G. Hale)
Science	G. R. D. Jones		(J. D. Collins), (H. C-Y. Lo)
Modern History	(R. G. McCorquodale) (D. C. Shelley Jones)		(R. J. Sault)
German	O. N. Tinnion		(I. C. Hargreaves)
	P. J. Scougall		
French	(A. J. Black)		(J. D. Collins)
	O. N. Tinnion		
Latin	(A. J. Black)		(D. L. Watson)
English	(A. J. Black)		(J. D. Collins)
Mathematics	(J. W. Prescott)		(J. D. Collins), (J. R. K. Pryde), (D. P. S. Tewari)
Second in General Proficiency	(J. W. Prescott)		(I. C. Hargreaves)
First in General Proficiency	(A. J. Black)		(J. D. Collins)

SPECIAL PRIZES

ART:

W. M. N. Stewart Memorial Prize (Preparatory School)	R. J. Nelson
Junior Prize	G. J. Drinan
E. T. Thring Memorial Prize	D. K. Miskell

CATECHISM:

Uther Prize	E. R. Szeto
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GENERAL KNOWLEDGE:

Lower School	M. J. Coombes
Middle School	M. C. Copeman
John Jamieson Memorial Prize (Upper School)	I. C. Hargreaves

MUSIC:

Theoretical Junior	P. Heasman
Theoretical Senior	J. G. C. Statter
Practical Junior	I. J. McDonald
Practical Senior	C. H. Thompson
R. G. H. Walmsley Memorial Prize	T. G. Barnes

WOODWORK:

Junior Prize	I. R. Hutchinson
G. R. and R. V. Kierath Prize	J. H. Hordern

WOOLCLASSING:

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

CHOIR:

Junior	R. A. Black
Senior	P. R. Hammond
David Davies Memorial Prize	A. C. Burns

ORIGINAL CONTRIBUTION TO THE SCHOOL MAGAZINE:

"The Torch Bearer" Prize	J. D. Collins
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DEBATING PRIZES:

{	D. A. Greaves
{	R. J. Thornton
{	I. C. Hargreaves

GENERAL ACTIVITIES

John Martin Burgess Prize	R. G. McCorquodale
Frank Cash Memorial Prize	I. J. McDonald
Margaret Black Prize	T. J. Skidmore
Hugh Barker Memorial Prize	M. W. Warren
Old Boys' Club Prizes—V Form	R. F. Leaver
UVI Form	{ D. S. J. Stratton
	{ M. A. Freeman
Old Boys' Union Prize	{ R. R. Cudmore
	{ D. G. H. Giltrap
D. J. Richards Memorial Prize	D. L. Watson

PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize	P. B. O'Donnell
John Scott Memorial Prize (IIA Form)	D. J. Dyer

THIRD FORM:

Daryl Loddington Hall Memorial Prize (French)	E. R. Szeto
Alan Ludowici Memorial Prize (IIIA1 Form)	M. I. Robertson

S FORM:

George Gordon Black Memorial Prize (English)	M. J. Coombes
Hunter Stephenson Prize (French)	S. E. Vozoff
Selby Prize (Science)	M. J. Coombes
Tamworth O.B.U. Group Prize (Mathematics)	M. J. Amos
Alan Ludowici Memorial Prize (SAI Form)	M. J. Coombes

FOURTH FORM:

Frank Bennett Memorial Prize (English)	M. G. Cripps
Roy Milton Prize (French)	M. G. Cripps
L. R. Benjamin Memorial Prize (Science)	M. G. Cripps
Geoffrey Cohen Memorial Prize (General Merit)	N. M. M. Hardwick
Tamworth O.B.U. Group Prize (Mathematics)	P. B. Nunn
Alan Ludowici Memorial Prize (IVA1 Form)	M. G. Cripps

FIFTH FORM:

Harry Eams Budd Memorial Prize (English)	D. C. Whitney
Eric Mileham Litchfield Memorial Prize (General Merit)	M. C. Copeman
Hunter Stephenson Prize (Mathematics)	R. W. Y. Yeow
Alan Ludowici Memorial Prize (VA1 Form)	R. W. Y. Yeow

LOWER SIXTH FORM:

R. B. Hipsley Prize (Mathematics)	J. W. Prescott
Stewart Caldbeck Memorial Prize (English)	A. J. Black
M. A. Ilbery Prize (Modern History)	{R. G. McCorquodale {D. C. Shelley Jones
Stewart Caldbeck Memorial Prize (Second in General Proficiency)	J. W. Prescott
G. H. Broinowski Prize (First in General Proficiency)	A. J. Black

UPPER SIXTH FORM:

David and Elizabeth Carment Prize (Mathematics)	D. P. S. Tewari
Donald Muston Memorial Prize (General Merit)	A. D. Corbett
Russell Sinclair Memorial Prize (General Merit)	M. K. Cranney
The Lodge Torchbearer Prize (Ancient History)	D. T. Griffiths
Desmond Hum Memorial Prize (Geography)	D. G. Hale
John Kingsmill Phillips Memorial Prize (Chemistry)	{J. D. Collins {H. C-Y. Lo
Monteith Cowper Wood Memorial Prize (Physics)	J. D. Collins
Ian Menzies Memorial Prize (History)	R. J. Sault
Herbert Kendall Memorial Prize (French)	J. D. Collins
David Cowlshaw Memorial Prize (Latin)	D. L. Watson
J. S. Wilson Memorial Prize (English)	J. D. Collins
Charlton Divinity Prize	{J. D. Collins {A. Hariman
Harold Dean and R. S. Reid Prizes (Mathematics)	{J. D. Collins {J. R. K. Pryde
Percival Sharp Memorial Prize (VI Form)	J. D. Collins
A. H. Wade Memorial Prize (General Merit) War Memorial Prize	M. J. McDowell
(Second in General Proficiency)	I. C. Hargreaves
Burke Prize and United Services Prize (First in General Proficiency)	J. D. Collins
Brian Pockley Memorial Prize	J. N. Creer

THE HEADMASTER'S REPORT, 1976

Your Grace, Sir Adrian, Lady Curlewis, Ladies and Gentlemen,

The School takes great pleasure today in welcoming Sir Adrian as a distinguished Old Boy, a former member of the School Council, and a servant of the community. Very few of the present board riders in the School would know that Sir Adrian had a huge reputation in his youth for his capacity to ride a sixteen-foot wooden surf board, in the early 1920's long before the days of light plastic moulds and fibreglass. Sir Adrian was senior prefect of this school in 1919. He was one of the small group who founded Palm Beach Surf Club in 1920, an interest in surf life saving which he has kept all his life. He was President of the Surf Life Saving Association of Australia for more than 40 years, having recently retired from that office. He was a prisoner of war in Malaya, having served on Headquarters 8th Australian Division. He was a Judge of the District Court of N.S.W. for 24 years and was the Foundation Chairman of the Duke of Edinburgh's Award Scheme in Australia. He is also one of the founders of the Outward Bound. As if all this public service was not enough he found time to be an Old Boys' representative on the School Council both before and after World War II. Sir Adrian's career is one of public service, the full self denial of which is only really known to Lady Curlewis who has supported him in all these endeavours. We welcome them both today and pay proper tribute to the life's work of such a distinguished Old Boy.

The School Certificate in 1975 was conducted solely on the new method whereby the School makes the complete assessment of the candidate. Despite the criticisms made of the Mode A and Mode B examination papers, after teething troubles these papers have proved a reasonably satisfactory method of carrying out the purpose for which they were instituted: namely, to determine the number of candidates to be allotted to each grade in each subject at the final examination. It should be made clear that the School Certificate is not over in June when the mode tests are conducted. A boy's performance, conduct and attendance have to be satisfactory until Speech Day before the School is able to recommend that he be granted a School Certificate. At Shore we have endeavoured to keep the final assessment as late as possible in the fourth year in order to ensure that the full year's work is done and further to guarantee that the School Certificate issued by this School does in fact mean that the boy has completed four years' work.

In the Higher School Certificate the results in 1975 were very good, reflecting the disciplined hard work done by the boys throughout the year. By comparison with previous years of the Higher School Certificate this was one of the best years the School has had. W. G. Shattles and T. G. Barnes were first and second respectively in Music in the state. Subject failures were relatively small in number even though it was recognised there were some very academically weak candidates sitting the examination.

In 1976 the method of establishing the curriculum for the Higher School Certificate has been altered once again. In some subjects there is evidence that the quality demanded from the candidates at the highest level—now called 3 units, or 4 units in the case of mathematics and science—has been downgraded. There is also evidence that the HSC requirement of sitting for a minimum of 11 units does not put upon the better candidates a sufficient demand for scholastic quality.

In fact there are signs already that the new curriculum encourages sloth and mediocrity by its method of obtaining the aggregate mark of the candidate. The new system rates, say, one unit of the "4 unit" math-

ematics at the same value as one unit of 2 unit A mathematics. But there is no comparison between the academic difficulty of these two units: one is at the honours degree of difficulty; the other is at the simplest degree of mathematical difficulty. To equate the two units is academic absurdity. Naturally, in order to gain the highest aggregate marks, boys will choose, and are already choosing, the easier courses with a consequent decline in academic challenge and scholastic integrity.

It is also rumoured that there is a plan to set a maximum to the number of units a boy may present in the HSC. Such a plan is bad scholastically and must be resisted. If such a maximum is applied for the better boys, they will have insufficient academic challenge. It is all very well to say that they should have time to themselves; the better the candidate is academically, the more time he already has to do his work. But if he has no real academic challenge he will do nothing scholastically constructive. The experience of this School over the years has been that a candidate should be allowed to stretch himself as much as he possibly can and so find his true level of ability. The School always makes provision for a late change of curriculum if necessary. There is good reason to suspect that all these prescriptions and limits are being placed upon candidates for reasons of administration rather than for any real reasons of scholarship. It is said that the high demands of scholarship interfere with the daily social life of the candidate by requiring him to work hard for long hours. Surely at some stage in a boy's life he has to learn that real quality of performance is only gained by self sacrifice and hard work! If he does not learn this at school, he will be unprepared for the rigours of his later life.

Employers must realise that there is now no pass/fail concept. In each subject pupils are graded over a scale 1 to 5; so employers will have to assess themselves what value they place on, say, a grade of 3, 4 or 5. Further, as in the case of the School Certificate, it will be very difficult to assess the relative grading between candidates from different schools. In 1977 there is to be a further experiment so that a school based estimate can be used as a component of the final HSC marks. Presumably if the experiment is successful it is proposed to insert a school component in the 1978 HSC mark. Some masters in this School believe that by 1980 there will be no valid method of comparing the performance of candidates from school to school if these present intentions towards school assessment continue.

Indeed, the recent changes in the requirements of public examinations are a cause for major national concern. It can be argued that teacher and school assessments are the most genuine evaluation of a candidate within a particular school. But there is no valid way of comparing assessments from School A with those from School B unless there is some form of wider comparison. In the past this comparison was done by the public examinations—originally, the Senior and Junior examinations; next the Leaving and Intermediate Certificates; then the Higher School and School Certificates. However, as the numbers of candidates had increased the validity of the marking of these public examinations had come under suspicion. Research had shown that the evaluations of examiners varied from candidate to candidate and even within the questions of a particular candidate. But on the whole the candidate who had prepared himself soundly and had a certain standard of academic ability gained a pass in the examination. Then came the social, and psychological, and even political attacks upon the pass/fail concept. It was said to be "unfair", "unjust", "trauma making" to expose candidates to the "gargantuan annual festival" of public examinations and pass or failure. (Note that in tenor these attacks were all emotional, not educational!) So the changing examination procedures have been developed as an educational answer to a social pressure, not as a scholastic answer to an academic problem.

But the nation must ask itself these questions. Do the new procedures

provide an adequate method of developing children to their educational best? Does a limitation of academic requirement disadvantage the scholastic development of the intellectually gifted child? Can the nation afford not to develop to the full by every possible means the scholastic talents of the gifted? Can the nation afford to have children leave school to enter the work force without their ever having been made to realise their intellectual strengths and weaknesses?

Regrettably life is competitive and man, like others of the animal kingdom, progresses by competition. It is failing the younger generation to allow them to grow up in the belief that life is otherwise! It is denying the younger generation their true place in life to lead them to believe they are intellectually more competent than in fact they are! The social consequences of failure to achieve should be nationally dealt with by places other than the schools which are not geared for such a task—despite reports by the Schools Commission.

Each year the School enrolls between 160 and 180 new boys, the majority into the Preparatory School and the III Form. Naturally such large numbers come from many different schools; the 1976 entry came from 68 different schools. Such a variety of schools presents not only the problem of social integration but also that of academic investigation in order to find the common academic denominator on which teaching in this School may begin.

For over a decade now the School has been developing achievement testing procedures to help integrate new boys—especially in the III Form. However, in recent years we have noticed that academic standards have fluctuated hugely from boy to boy depending upon the primary school he had attended prior to entry to Shore. Lately there has even been a wide variety of standards among those government primary schools in the northern suburbs from which we receive the majority of boys, whereas years ago such a variety was not to be found. But now we have the problem not only of determining at what level to start teaching in the III Form but also of deciding how much remedial teaching is necessary before true secondary work can begin. So over recent years we have developed a major testing and investigatory programme for new boys. This programme was used fully for the first time in 1976 and will be further improved for use in 1977. The results of the 1976 programme were sent to parents of III Form boys during Term II and the School would like to express its appreciation of the co-operation of many parents in this testing.

The results of the investigation, however, have shown that for many boys much remedial teaching is needed, particularly in basic reading and mathematical computation. Regrettably there is a school of educational thought which now calls this remedial teaching by the new jargon term of "catching up". And regrettably many parents have decided that extra "coaching" for their child is necessary to make up the leeway. While coaching may be a good thing in some cases, it is in the majority of cases often a sop to prior laziness by the child. Many boys pay insufficient attention to the instruction given to them in class: they talk to their neighbour; they doze off, claiming they were working late the night before—probably watching TV; they claim the syllabus is irrelevant; they gaze out the window; they claim teaching should be by visual means of film and television not by talk and chalk. Others are too often absent from school for specious reasons; for example, the boy who needed a day away from school on the second day of the term in order to sit for his driving licence test, having just had three weeks vacation! One master in the Lower Sixth analysed the absences of his class of 26 boys (7 boarders and 19 day boys) in Term II to find that boarders attend much more regularly than day boys: the boarders were absent an average of one day while the day boys

were absent an average of four and a half days. The spartan life of boarding school seems more healthy! Other boys do an insufficient amount of homework or give insufficient time and thought to their homework; they then claim to their parents they are not well taught and need coaching.

The best contribution to the improvement of their son's education which parents can give is to see that he keeps them informed about the work being taught in class and to see that he does his homework regularly and punctiliously. If this happens when the boy is young, and throughout his education, it will be very easy to discover areas of academic weakness which have arisen as a result of prolonged absence from illness or as a result of some genuine physical or mental disability. Remedial teaching, if needed, can then be applied; coaching can be properly used on those limited and concrete occasions to overcome particular weaknesses in certain areas of the subject. Coaching can then occupy the same place in the academic life of a boy as is occupied by an extra afternoon's practice in the games the boy plays. We could never consider paying for a boy to improve his games capacity; we expect him to improve by dedication and discipline and by further practice in his own time. Similarly, by continuous dedication to homework and continuing attention and self-discipline in the classroom much of the need for "coaching" will be eliminated.

It is necessary to bring to the notice of the community the conflict which is now occurring in the field of scholarship. What has been traditionally recognised as the work/success ethic, which implies that anyone can reach the top provided he works with sufficient dedication, is being challenged by the permissive morality of present day education and its "do your own thing" syndrome. Never has this conflict been better displayed than in the media on the 27th August this year when two scholars from the United States of America arrived in Australia and made these statements about education: first, Dr. Alan Graubard from the Massachusetts Centre for Study of Public Policy: "schools bear no social relevance whatsoever because they teach nothing about drugs, sex and music, which are the main interest of the pupils"; second, Professor Julius Sumner Miller: "the decay in the cultivation of the intellectual process and the freedom in schools are so abundant that students are emerging unable to read, write and calculate."

Fuel was then added to the fire of argument by two statements by Australians. Professor W. F. Connell, Professor of Education at Sydney University, said: "Australian education is neither original, innovative, creative, nor fertile and changes are badly needed"; while the Minister for Education, Senator J. Carrick said: "If we do not change from a quantitative to a qualitative system" the nation's educational failures will be compounded. The two sides of such public contradictions are each supported by parents and even by boys themselves. Those wanting a free and easy school life will support one side, those wanting another type of education will support the other side. But the real point is that the credibility of the school system is put at risk by such public disagreement. We must not forget the Goebbels technique of propaganda: "if you sling enough mud some will stick". If persons in public offices of responsibility continue to denigrate the school system by constant attack—valid or otherwise—citizens will come to suspect that there is no good in the system at all with disastrous consequences for the education of the young.

That present pupils listen to such arguments is seen from the disturbing evidence this year of a lack of academic motivation on the part of many boys in the V and LVI years in this School. It must be realised, that an adolescent's successful entry to tertiary education and to post secondary life—both are faced by each boy and are different from each other—is dependent upon his acquiring sound habits of academic learning

and personal self-discipline while at school. Some people are prone to excuse this lack of motivation in the young by referring to: the boredom of modern living; or the mess of the world made by adults; or the provisions made by the welfare state in which the young are growing up; or the indulgence of affluent parents; or the generation gap between the young and, apparently, everyone else on earth; or even to a combination of all these excuses. But they never refer to lack of individual effort as a possible cause. There can never be any excuse for lack of effort nor for any lack of self starting, especially when there are so many areas of creativity (art, music, literature, craft) available both in and out of the school in which any boy of character can find interest and motivation, quite apart from those areas of love and affection and service available within his own family circle.

During adolescence (which Lady Shehadie recently defined to the staff of this School as lasting as long as from 12 years until perhaps 20 or even 25 years of age!) it is the **duty** of every boy to equip himself as best as he possibly can to use those talents which God has given him. And in endeavouring to do this he cannot excuse himself to himself by claiming that he is bored or that he is being compelled to do something he does not want to do. To take his part fully in society later in his life **he must prepare himself**; and to prepare himself **he must motivate himself and work**. He cannot demand that others do either for him; and he cannot delegate either task to anyone else if he is to maintain his self respect and personal integrity. In seeking his personal motivation the School takes one part: it provides academic tuition; it provides opportunities for character building and for leadership in games and extra-curricular activities; and it provides a certain amount of compulsion and propulsion. But the major part of motivation is, and can only be, personal, arising from the innards of the boy himself.

As a community we should be giving more thought to the length of the periods of education now being given to children. Most children today enter school at three and a half to four years of age and stay in the learning state until at least sixteen; some remain "in school" until the age of twenty-three or twenty-five years. What is the purpose of all these years of education if **real** knowledge is not gained from them? Some educators now say that schools "should concentrate more on the basis of learning than upon knowledge itself." Surely this is the **reductio ad absurdum** of education; for the purpose of schooling is to learn how to learn **and** to learn the basic knowledge necessary to become a useful citizen. Knowledge is imperative if one person is to have something to say to others. One cannot help but wonder whether the 37,000 HSC candidates in 1976 are gaining knowledge or are merely filling in time which would be better spent outside the schools in gaining knowledge by being apprenticed in the medieval sense of being taught by a master craftsman or by gaining knowledge from the experience of life.

Whilst it is evident that it is no longer possible for any one man to have complete knowledge of all facts available, equally it is evident that each schoolboy must have some knowledge upon which to build his life. Nor does it matter if some of this knowledge may not appear to be wholly relevant to his future. If he has no knowledge at all he cannot add his experience in order to gain wisdom. It is in this context that the curriculum for schools should be examined again. Despite what some say, it is not a bad thing for boys to learn foreign languages; indeed it would be a very good thing if more persons learnt Latin. In the mixed community, which we are told Australia now is, it is a shameful state of affairs that Australia is seemingly the only country in the western world that does not teach a foreign language as a compulsory part of the school curriculum.

Those Old Boys of this School who were taught Latin by J. Lee Pulling

and English by J. C. Pope will remember only too well that both taught with a fine disregard for published examination syllabus and for the set texts. Who could not fail to be thrilled by Mr. Pulling's discussion of the translation of the Odes of Horace into English metre or titillated by the fine points of judgment demanded in the placing of a comma in an essay handed to J. C. Pope? We all remember teachers of this type. Is it to be implied that our education is lacking because we did not spend time on more mundane and relevant matters such as social studies? It can well be argued that the looking at the ending of each word and its place in a Latin sentence or the looking at the logic of a mathematical process, esoteric though it may be, is of as much value in the long run as the clamant demand for curriculum relevance which is associated with the modern generation of permissive educational thinkers.

In the annual Mathematics competition more boys entered than in recent years. The results were extremely good. In the senior competition, J. R. K. Pryde came second, J. D. Collins and M. J. McDowell obtained a prize, a certificate and a book while T. P. Garrett, R. J. Halliday and G. R. D. Jones each won a certificate. In the junior competition M. C. Copeman and N. M. M. Hardwick won a prize, certificate and book and A. J. Richards a certificate. In the Alliance Francaise 64 boys were successful, I. C. Hargreaves was among the finalists for the Concours La Perouse, while A. K. Fowler and J. D. Collins were congratulated by the Alliance upon their performances. A. J. Black won two essay prizes in the N.S.W. Permanent Building Society competitions. J. D. Collins has been awarded a scholarship by the Society of Australian-German Student exchange.

Among Old Boys there have been some very striking performances indeed. Professor L. W. Davies, a member of the School Council, has been elected a Fellow of the Australian Academy of Science thus joining Professors B. D. O. Anderson, D. P. Craig, J. C. Jaeger, I. G. Ross and Dr. D. F. Waterhouse. I. A. Pollard, the 1973 Rhodes Scholar, graduated from Oxford with first class honours in Mathematics and blues for tennis and squash. With his actuarial qualification he becomes the youngest graduate ever to pass the final actuarial examinations, having done so at the age of 21. D. I. Kelly also won a University Medal in languages at the A.N.U.

Recently there has been some criticism of the School because it does not organise tours abroad for sporting teams, especially in cricket, football and rowing. Perhaps it is time to restate the School's attitude to such trips. First, tours can only be organised in the vacations. The School takes the view that the vacation is for the boy and his family and should not be claimed by the School in any way at all. Further, if a boy works hard and plays hard during the term he will need the vacation to recover his full health before the next term begins. Unfortunately in order to prepare adequately for the demands of the AAGPS competition first teams are required to assemble early as follows: cricket and rowing late in the Christmas vacation; football in the May vacation; and athletics in the August vacation. It is quite possible for several boys to be involved in three of these teams; so their vacations are interrupted and such boys have to leave their families for these training sessions.

Secondly, tours of any kind add considerably to the costs parents have to pay. Some parents may not wish to be involved in extra costs for one son in their family in this way; yet they may feel that if they do not allow their son to go on such a tour he will lose his place in the team. (No matter how often the School states that this will not happen, parents and boys still are not inclined to believe that this is so.)

Thirdly, team tours take a considerable time to organise. Such organisation must take place in term time with the consequent distraction to boys and masters who are naturally thinking of the tour instead of the other things which they both should be doing—particularly their work. Moreover, tours interfere also with the family life of those members of the staff who have to conduct the tour.

Fourthly, the amount of games played by any boy who participates fully in what is offered at this School is quite adequate for his education and his health. The seasons, especially the rowing and the football seasons, are already long enough and physically hard enough to test any boy's skill, physique, dedication and self-sacrifice without being increased by further demands on his time.

Fifthly, the vacation is a time when the boy can do what he likes, not what some one else tells him to do or makes him do. Many devoted team games players are delighted either to be able to take their exercise on an individual basis or to be able to mix with their friends who may have other interests than games.

Sixthly, there is the danger of unnecessary injury, accident or illness resulting from such tours and matches. These injuries can seriously jeopardise the prospects of a boy and his team in the routine legitimate activities of the School. Such unnecessary injury may also interfere with a boy's academic work.

In general, the School is satisfied that it places upon boys in term time sufficient physical demands to satisfy the correct balance between work and games in his education. The same arguments apply to games or practices on Sunday. Quite apart from the most obvious reason for leaving Sunday free, boys play and practice sufficiently often during weekdays; extra time on Sunday is not needed in order to achieve a high standard of games playing.

The School also deprecates the increasing tendency to hold "end of season" parties which continue well beyond the end of the season. One such party held on the last Saturday of the season is quite sufficient to mark a season. When, for example, end of season football parties (and drama parties) are being held well into the next term, two and three months after the season finishes, there can be no justification for such events. In any case parties should only be held by the most senior boys; end of season parties are not necessary for any under age teams.

The performance of the senior teams this year has been generally rather irregular mainly due to the youthfulness of the senior years of the School. The long seasons in cricket, rowing and football place a heavy physical demand upon boys and when they meet older teams the younger boy does not necessarily return physically to the highest performance as quickly as his older counterpart. Further, the younger boy does not necessarily have the experience and understanding of the requirement for considerable quality of performance and high technical skill. There was no question that the determination was there; however, there was evidence that boys did not fully understand the peaks which they had to scale in order to produce that quality of performance so necessary to win regularly.

Despite the fact that it was a very wet summer very little cricket had to be cancelled and in all 236 games were played; 115 were won, 46 lost, 62 drawn and 2 tied. In cricket the 1st XI was third equal, and the 2nd XI were fourth. The 1st XI took some time to settle down but in the end played with a great deal of skill. A. J. Tapp, and R. H. Jenkins were selected in the G.P.S. 1st XI and H. M. Irving in the G.P.S. 2nd XI. All three players were selected in the G.P.S. squad to compete in the N.S.W. Schoolboys' Cricket Championship.

In rowing considerable attention was given to improvement of skill

and technique and the crews were very devoted in their training. The 1st VIII was fourth equal, the second VIII sixth, the 1st IV fourth, the second IV second, the 3rd IV first, and the 4th IV seventh. It is now virtually impossible to run the rowing without the valuable assistance of the many Old Boys who coach and the many mothers who assist in providing meals at the rowing camp. However, the season should not be allowed to pass without notice being drawn to the retirement of two Old Boy coaches, R. A. Lee and J. G. M. Marsh. Both have been very successful as coaches over many years and we thank them very much for their help.

In football 570 games were played in the season; 311 were won, 39 drawn and 220 lost. This is the largest number of games played by this School in the last 20 years and reflects great credit on the organisation of the Sportsmaster, Mr. N. A. Emery, and the active coaching of the staff of the School. The 1st XV was fourth equal, the 2nd XV fourth. M. J. Hawker, S. T. King and D. L. Watson were selected in the G.P.S. 2nd XV; D. L. Burgess in the 3rd XV and M. W. Shehadie and M. Symonds as reserves. M. J. Hawker and D. L. Watson were also selected in the N.S.W. Schoolboys 2nd XV. Once again the School would like to place on record its gratitude to the Old Boys and masters who regularly referee games. It is not often understood that for the 570 games the School provides all facilities in all ways, coaches, fields, equipment, except for the referees for the thirty 1st and 2nd XV matches. These referees are provided by the Sydney Referees Association.

The athletics team has been very devoted in its training this year but has been held back by the shortage of top class sprinters. In the G.P.S. carnival the senior team was seventh and the junior team was second with a fine performance. The performances of J. N. Creer, N. B. Nunn, G. M. Irving and the other distance runners deserve special mention. Not only are they very good distance runners but they are modest in success and superb in training. The examples they have set for younger boys will influence the School's athletics for many years to come. However, if we are to succeed in future years there must be improved performances in field events and hurdles. Once again, we should like to thank the mothers for their help at the athletics' camp in August and during the carnivals, and those parents who helped to coach.

In tennis the 1st and 2nd teams were both fourth in the G.P.S. competition. M. K. Cranney was selected in the G.P.S. 1st team while D. L. Burgess was in the 2nds. 41 matches were played, 22 were won, 19 lost and 18 were cancelled because of the weather.

In basketball the 1st team was fourth in the G.P.S. competition. L. B. Audette was selected in the G.P.S. 1st team. W. R. Cooke and I. N. Lambell were selected in the 2nd team. The 15As was undefeated in all matches throughout the season.

The squash team was able to arrange games with some other schools and won all its games. Many more senior boys are now playing squash and the standard has risen considerably. Indeed the courts are used so much that there is need for some repairs already.

With the availability of the pool the School's swimming has been improving. As other schools have pools available now the standard of swimming in all schools has been increasing steadily. More dedication to training will be necessary in the future if the School is to succeed.

The golf team competed for the Uther Shield for schoolboy teams and out of 372 school groups reached the last four. They were then eliminated by the eventual winners.

In Surf Life Saving there has been a tendency for people to withdraw from Surf life saving as a game. It seems that the requirement of conducting patrols on Saturday morning and thereby giving some service to the community is not in high favour. Surf life saving is a game which requires

considerable preparation and much more attention to quality of performance than many boys realise.

The high point of the games year was undoubtedly the quality of the First Rifle team which won the premiership. This team seemed to grasp the need for high grade performance. Throughout their preparation for the G.P.S. matches the team was dedicated, determined and hard working. They went to the match as underdogs, but with great self discipline. On the first morning they pulled back from a big deficit in points to win the Rawson Cup. At lunch on that first day they were justifiably pleased with themselves but were strikingly humble and solidly determined to carry on the good work. They won the N.R.A. Shield by a sound team shoot. The premiership was now their for the taking if they shot well in the Buchanan. This they did and became premiers, to their huge delight. But what was so striking was their humility and their intense team discipline. It was a pity that more boys in the School were not able to see the quality of performance and the grace of humility of this team. Much credit for this win must go to the captain, D. S. J. Stratton, and to the coaches Mr. Gillespie and Mr. J. White. Five boys (A. C. Burns, R. R. Cudmore, J. K. Docker, D. J. Fock, D. S. J. Stratton as Captain) were selected in the G.P.S. team of ten against the universities and successfully helped to win the R. A. Magoffin Shield. A small bore competition has now been organised by the A.A.G.P.S. and will be held regularly on Friday afternoons or evenings and Saturday mornings. Five schools have entered at present: TAS; TKS; SGS; SJC and Shore. Already considerable interest is being shown in this new venture.

The School wishes to express appreciation to Old Boys and parents who have assisted us in the provision of equipment for games purposes. Two ergometers were anonymously given to the boatshed. Mr. D. Lyall donated a scrumming machine and line out jumping bars which were a useful addition to the football facilities at Northbridge, and Mr. V. J. Thorp of the Metropolitan Water Sewerage & Drainage Board presented the School with original surveys which have been useful in finding water pipes within the grounds.

The number of Old Boys who are playing with grade teams in cricket and football is quite noticeable. M. Falk has been selected in the 1st team for the Gordon cricket club and S. Wiesener and D. H. Johnston play with North Sydney. Many other Old Boys are playing in lower grades of the district cricket clubs. In football, N. T. Maltby, G. Fay, S. R. Williams and P. G. Medway play for Northern Suburbs 1st XV while in the grand final M. J. Mathers played for Eastwood against J. C. Horder who was hooker for Gordon. In the universities P. E. King has gained a blue for football at Oxford University while Mr. P. D. Butler of the School staff has been the regular half back for Sydney University. No doubt there are many other players in lower grades. However, it is good to see so many Old Boys taking such a prominent part in district clubs and to record that the Shore Old Boys Football Club now fields three teams regularly in sub-district competitions. Nor is this the only part being played by Old Boys for there are now nine Old Boys who are graded referees.

In extra-curricular activities there have been many fine performances this year. The development of the choir and of the music of the School reached two separate high peaks; first, in the Headmasters' Conference Music Festival held at the Town Hall in August when their singing for their own item was extremely good; and secondly, on several occasions throughout the year when the choir performed with the addition of instrumentalists at open or special services in the Chapel. The music of the School is extremely vital at the moment, largely due to the work of Mrs.

Thomas and Mr. Whyte and to the leadership among the boys of T. G. Barnes.

In drama there have been four different activities. The production of "The Taming of the Shrew" in February was an experiment in staging a play in the Benefactors' Quadrangle. This was a test of voice production for the boys and of stage management for the producers. It was quite successful, even though the weather on the second night caused the play to move indoors. In October "The Caretaker" and "An Italian Straw Hat" were produced. For all plays the help of mothers was again invaluable and greatly appreciated. Fourteen boys and two masters attended the HMC drama workshop at Geelong Grammar in August and many boys were able to take part in the HMC Drama Teaching Seminars conducted at Shore by Mr. Robert Tanitch during July. Indeed, it is true to say that boys interested in drama have this year had a very wide and unusually varied experience, with three different plays and the assistance of two different girls' schools.

The situation concerning cadets has been very confused in the last year. The government has now decided that the School may have a Corps of 300-320 Cadets and that a certain amount of Army support will be allowed. The support, however, will be less than was available in the past, and details of equipment and clothing which will be issued to Cadet Units are still not yet available. As a result of the shilly-shallying which has now gone on for over 12 months there are major problems of leadership among senior cadets. The uncertainty of the future of Cadets has resulted in an inability to prepare cadets for promotion or to promote them to NCO or CUO rank. With the natural attrition that has taken place there is now a vacuum in cadet leadership which will bring some problems in the immediate future. It is hoped to overcome some of these at the camp to be held this year. Under the new scheme it seems likely that boys joining the cadets will have to pay some costs for food and transport in the future—as members of the Scouts and of the Duke of Edinburgh's Award scheme already do! They may even have to pay for some items of clothing, as happened when cadets were made voluntary in the early 1930's. The relationship between Army and Air Cadets also is still unknown. It is hoped that all these details will be settled by the beginning of 1977.

Unlike the cadets the Scouts and Duke of Edinburgh Award Scheme have been progressing very surely and satisfactorily. Both activities are now firmly established and well supported and seem to be giving satisfaction to the boys involved.

The major feature of the year of course was the opening of the library on the 4th May. Books had been moved earlier in the term and by the actual opening the library was functioning well. It is pleasing to see that the design has worked out as hoped and that usage of the building has developed very much as planned. The library has been a magnificent addition to the School's facilities and has filled a very great need. The appreciation of all in the School must be expressed at this time to Mr. K. G. Smith, President of the Shore Foundation, who has been the driving force in keeping the need for a new library in front of the School Council. For several years Mr. Smith has urged and cajoled the School to build a new library and has been most generous in his donation towards its cost. The generosity of the families of the late T. A. J. Playfair and of the late T. B. Walton made it possible for the building to include adequate audio visual areas in which the School Council has provided a great deal of A. V. equipment. Consequently, the library is now a valuable teaching area in the School and is already in constant use. There have

been some teething troubles in learning to use these additional facilities, but by 1977 the full educational effect will be felt in all teaching in this School.

Since the library has been working there have been very many mothers from the SCEGS Association who have assisted in the repair of books and the maintenance of equipment. All the boys of the School would like to convey their appreciation for their continual and charming assistance.

It seems necessary to remind all connected with the School again of the importance of service to others. The idea of activities on Monday afternoons is that every boy should serve the community in some way or another as he chooses. A boy's character is developed not only through religious discipline but also through participation in corporate activities and in some form of service which demands concern for the welfare of others. So the School offers: Cadets, Scouts, Duke of Edinburgh Award, orchestra, library, and social service; and boys are encouraged to show leadership in their efforts within the area of their choice. Boys should do this service willingly and should not have to be chased to attend parades or to do duties as often as they have been this year. The increasing breach of School rules by absence from Monday activity without prior leave or by failing to bring notes to excuse absence has been a feature of this year. Indeed, far too many boys have applied for early departure before the end of the school day or before the end of term.

The attention of parents is drawn to the need for them to support the School rules by not asking for special and early leave for their sons. Any unnecessary requests for privileges merely whittle away the authority of the School, and give the boy the impression that rules are made to be broken or altered at personal convenience. Monday afternoon activities are an opportunity for boys to learn how to lead other boys and so should be supported fully by all parents. Further, parents are also reminded that Friday afternoon is the recognised time for detention. Requests to postpone detentions until the following week merely indicate that parents have not inquired fully into the reason for the detention having been given in the first place and do not see the value of teaching their son to fulfil his obligations before his personal pleasure.

The leadership of the prefects this year has been good. The leadership of J. N. Creer has been noticeable for its integrity and its devotion to the School and its purposes. He has been fully supported by D. L. Watson, as Second Prefect and by all the prefect body. Indeed, the prefect body has been noted for its fairness in decision and its thoughtfulness in leadership—a feature which the remainder of the School has recognised by its willing support of prefects throughout the year. The result has been a very good year in the School.

Once again the School is indebted to many benefactors, but especially to the ladies of the SCEGS Association who continue to support the School by their endeavours. At times, however, the mothers may be a little eager to do far too many chores for their sons or their sons' friends. For example, it seems quite unnecessary for mothers to wash the football jumpers of boarders when each boarding house has a washing machine and drying room so that the boy can do it himself. On the other hand there are other areas of the School where we could not function without the continuing help of the SCEGS Association. Please accept our grateful appreciation for all you do.

There have been several changes in the staff of the School this year. Mr. F. H. Ross has resigned. Mr. Martin Pitt left to become the second Master at Cranbrook School. Mr. M. H. Howard has been seconded to the Department of Education as a research officer for a period; his place in

the Preparatory School has been taken by Mr. D. W. Stewart. Mr. A. J. Hill will return from leave in 1977. Mr. G. Souris is leaving to enter the commercial world.

The Rev. R. F. Bosanquet has retired from the position of Master of the Junior School and boarding Housemaster of Purves House and will return to teaching in the Senior School next year. Under Mr. Bosanquet's leadership the Preparatory School has developed academically and has been noted for its experimental teaching in English and Mathematics. The School expresses its appreciation of the work he has done and expresses to Mrs. Bosanquet thanks for the assistance she has given her husband in his duties. In 1977 Mr. R. C. Peterson will take up the duties of Master of the Junior School and boarding Housemaster of Purves House.

It is with regret that we report the death of E. M. Bagot on 23rd September this year. For the last sixty years, thirty-seven as a member of the staff and twenty-three as a coach of Shore boys, Mr. Bagot had an enormous influence on the teaching of mathematics and physics at Shore. Many boarders will also remember him as Housemaster first of School House and later of Hodges House. Further details of E. M. Bagot's career are written in the Torchbearer.

This year the Council of the School has been reviewing in great depth the future development of Shore. Throughout 1974 and 1975 there was a committee examining the Christian purpose of the School and this committee's report was accepted by Council late in 1975. Council also has been involved with other Church schools of the Diocese of Sydney in an examination of the charters and methods of management of independent schools. In this, Mr. J. M. Dixon, the School's Chairman has once again taken a prominent part. So it is pleasing to place on record that Mr. Dixon's long service to independent Schools has now been recognised by Her Majesty the Queen with the honour of the award of O.B.E. All connected with Shore congratulate Mr. Dixon upon this honour and regard it as a just recognition of all that he does for Shore.

The School is 87 years old this year, but it also commemorates two 50th birthdays: first, the occupation of Robson House in its present premises; and secondly, the move of the Preparatory School to its present site of Upton Grange. In times of consistent change in education it is interesting to report two such birthdays. There is still plenty of evidence that many people wish to see the demise of independent schools; and yet the same people express the need for "alternative" systems of schooling to those conducted by governments. Independent schools have always been the "alternative" to government schools and in earlier years were, together with the few selective government high schools, the builders and upholders of academic standards of scholarship and sound learning. Since it now seems likely that selective high schools are to disappear, the responsibility for the continuance and maintenance of high academic standards rests even more fully upon independent schools. The recent Coombes report scathingly stated that the upper ranks of the civil service were only filled with the old boys of independent schools. Such a comment was very unfair; for the report failed to point out that prior to 1930 there were very few government high schools throughout this country, therefore it is only natural now that the upper ranks in all areas of national life are filled with old boys of the many independent schools that were then in existence.

However, it is not good enough to talk about the past. In times of change, attack and uncertainty Shore has reviewed its purpose and reaffirmed its charter. It has planned further development in the future and has done all this after contact with many people connected with the Shore community. Some critics of independent schools claim that parents are

never represented on school councils. Let it be clearly understood that for many, many years Shore has had parental representation on the Council; of the present Council all but two are past, present, or in one case future, parents. And there was a time in the 1960's when all the Council were Old Boys and present parents, whether they were clergymen or laymen elected by Synod or Old Boys Union representatives. And during the early fund raising appeals there was close contact with parents and Old Boys; while more recently there has been even closer contact since the establishment of the Shore Foundation. The views of the Shore community are thus well known to members of the School Council.

But the future of an independent school is based upon eternal vigilance of its independence, upon frequent re-examination of its charter and upon the redefinition of its purpose in the community. Having just done this, Shore reaffirms its belief in **hard work, sound scholarship, right conduct and good manners**. It proposes still to endeavour to give leadership to the community and to concern itself fully with the educational well-being of the children within its charge. Some critics consider it improper for any school to offer advice to parents about how to bring up their children. Yet it is still, we believe, part of the School's function to advise parents, for example, about such matters as children's behaviour at parties, and about smoking, drinking and drugs. So it is the task of this School to proclaim and to insist upon Christian standards and spiritual values in the education of youth.

Sir Lincoln Ralphs, Chairman of the Schools Council in the United Kingdom, recently pointed out: "We have the knowledge and experience to reach the moon but we still lack the wisdom to inherit the earth . . . Youth today must find a way to rediscover the importance of attitudes and values which characterised an earlier generation . . . Fundamentally we are born in debt . . . in debt to many individuals inside and outside our families who have done much for us that we could not have done for ourselves. The mere fact of our existence creates no inalienable right to be supported." He went on to point out that "youth has a responsibility not to ask what man is but who man is, and that the awakening conscience of man is the mark of true education . . . There is a consistent involvement in the conflict of good and evil and of truth and falsehood . . . No other animal wrestles with the issues of right or wrong or is required to make judgment of truth. It is in the continuance of this struggle that youth has its maior responsibility and the right to expect from its forebears an encouraging example." With this view Shore agrees.

The task of the School is not social reform, but rather the need to teach the lasting spiritual values and their true understanding. Opting for quality is an important freedom which the School should pass on; and the presentation of the need for a vision of greatness and of Christian endeavour is a necessary part of secondary education. For as Sir Paul Hasluck says: "Where there is no vision the people perish".

Despite the fact that many educationists consider that there is a need to scrap the present curriculum and to replace it by some untried "do your own thing" "relevant" course, this School believes that there is a **greater need than ever** in the school curriculum for the reaffirmation of the Christian values of self-sacrifice and self-discipline and for the practice of Christian love and grace and for hard work and sound scholarship.

The year 1976 will perhaps be regarded by future historians of Australia as a watershed because it was in this year that population statistics first showed that the majority of the nation's population was under twenty-five years of age. What is so significant about the age of twenty-five is not presently made clear; it is not the age of legal majority—indeed it never was—and it is not half the average span of man's present life, which according to insurance statistics is now very close to the Psalmist's "three

score years and ten". Still the production of this population statistic has been the occasion for some silly statements about life in Australia and about the way in which life should be changed and controlled—especially the life of the young.

At a national conference on ethnic developments in August it was claimed by Mr. A. Grassby that because the now "older" minority of the population holds a majority of the positions of power, affluence and influence, it therefore had a "heavy responsibility because of changes that have occurred in its lifetime . . . Our education system, our culture and our history are all part of the imperial system . . . The minority will find it difficult to bridge the gap from their days of empire to today's multi-culture Australia."

What is so different about this "heavy responsibility" held in 1976 by those in positions of power and influence from the responsibility held by others in similar powerful positions at any other time of our nation's history? We are told that "one in three of our present population is a product of postwar migration programmes." What is new about this? The Australian population has always been built up—since the First Fleet—by migration programmes, compulsory or voluntary. The real point is that the successful development of Australia over the last 200 years has been the result of thoughtful and well-led development of the nation by an integrated community who believed in the future greatness of this new country and who believed that the best Christian values of the old world from which they had migrated should be built upon in this new world. Australia has not been built by the denigration of one section of the community, old or young, at the expense of any other section. It has been built by the co-operative efforts of all based upon a firm belief in the power of Almighty God. The inexperienced have learnt from the wisdom of the experienced, the experienced have listened to the idealism of the inexperienced.

So there is (or should we now say, was) a beautifully energetic, healthy Australia, built and developed by a strong manliness and a love of freedom as represented by Australia's continual willingness to fight for freedom, especially overseas if necessary as in 1880, 1900, 1914, 1939 and 1950. This Australia has been built by men of courage, vigorous in action, unmindful of personal gain.

But there has developed recently an egotism, a subjectivity in thought and a wilfulness in morals which are rapidly undermining the quality that was Australia. Indeed, the pursuit of wealth, of selfish performance and of immoral behaviour has become the new religion—a religious tyranny which is dominating the judgment and conduct of the nation. This religion has its prophets and its high priests in governmental circles and in academic professoriates; it has its pharisees and heretics in trade unions and employer associations; it has its dupes among the young, especially the young middle classes. And in its due time it will have its martyrs among the disillusioned and the disconnected who will find no true solace in an educational process that does not pursue quality of intellect, persistence of performance and consistency of morality.

As A. L. Rowse has written: "a mere expansion of numbers is nothing to be proud of; history judges peoples by their achievements, and exceptional achievements are always the work of exceptional men, men of genius or talent, the elect. Quality is what ultimately counts . . ." One could also add: a mere expansion of material or mineral wealth is nothing to boast about!

The demand for power being made by the young, now the majority of Australia's population, could be accepted if there was a corresponding display of quality of intellect or integrity of performance. The truth is, however, that to date this more-than-half of the population has not lived long enough to be able to have the chance to produce anything exceptional.

Naturally, there have been some front runners: in games, in pop music, even in political demonstrations. But such few exceptional performances do not guarantee a quality of life for future generations.

Rejection of authority now so common and of course rejection of experience "ends in the total loss of the benefits which the young might have had from the elders" as Sir John Masterman has written. For, if the equation "wisdom = knowledge plus experience" is valid—and there is no reason to assume it is not—the young majority certainly have not yet the experience.

And in thinking of experience, the young majority should realise the advances that have been made in the last fifty or so years, that is in the lifetime of the "oldies": the virtual removal of physical dangers to life such as typhoid, scarlet fever, diphtheria, smallpox, tuberculosis and polio; the working of shorter hours as a result of labour saving devices and improved per capita output; the easy travel to distant lands as a result of the safety of the aeroplane, and particularly of jet engines; the leisure-pleasure which comes from the transistor radio and television; and an increase in life expectancy of approximate 50 per cent. As Alvin Toffler writes in "Future Shock" "the overwhelming majority of all material goods we use in daily life have been developed in the last lifetime of about 62 years."

Admittedly some of these inventions and improvements have brought problems of pollution, of over population and of pursuit of profit; man has indeed shown that he has the wisdom to reach the moon but not the wisdom to inherit the earth! But these same improvements, which have resulted in the young majority growing up to less hours of work and to more hours of leisure, are producing much talk of social change, moral change and economic change. Because the young do not have to struggle through depressions and world wars, they are inclined either to think only of leisure and pleasure, or to believe there are no more worlds left for them to conquer, or to presume that all they see around them is bad and thus to be pulled down. This is not so. The very material wealth they enjoy and the pursuit of the new religious tyranny they so readily accept are exerting pressures on the ancient values and moral standards, pressures which need the combined wisdom of all to control. Our increasingly pluralistic society—the very migrant mix to which Mr. Grassby refers—demands a rethink of our society; but it does not demand the destruction of all that was good in the past. It does not postulate the denial of Christian values which have been long proven, nor does it justify the removal from positions of responsibility of those "oldies" whose wisdom is based upon many years of knowledge and experience.

Youth has a responsibility to ask not only what Australia is, but also who Australia is, not only Australia as a nation, but Australia as a conglomerate of individuals. Youth has the duty to rediscover the significance and the importance of those attitudes and values, characteristic of earlier generations, upon which this nation was built to greatness.

In so doing youth must not allow itself to become alienated from those in positions of power and influence. Alienation has been defined as the feeling of powerlessness, of meaninglessness, of frustration, or as a sense of physical and social isolation. The remedy to alienation has always been found to lie in involvement, involvement in work and in social service to one's fellow man. Moral anarchy, political demonstration, violence in negotiation are not the answers to alienation, nor is the newly accepted practice of rejection by "escapism into the worlds of drugs and decibels", which must be firmly, furiously and forever shunned. Despite his age, his experience, his material well-being, "man still has to struggle to stand erect"; youth cannot reject this struggle, or blame it on the "oldies", or expect to survive in a meaningless vacuum of no struggle.

Nor can the old claim that all they have done is good, immutable

and everlasting. Wisdom is passed from one generation to the next by the creation of dialogue; it is not always passed on by holy writ. By definition dialogue means two or more persons in conversation with one another. The strident demand of youth to be heard must be acknowledged yet not permitted to dominate, any more than the wisdom of the years can be allowed to overkill any dialogue.

The persistent pressure to lower standards, educational, social, political and religious, must be resisted by both young and old as vigorously as endeavours to improve the quality of life must be supported. The animal instincts of man in his pursuit of permissiveness, immorality and obscenity, so typical of screen and bookstall today, must be as firmly controlled as the persistent quantitative pursuit of profit and pollution must be rejected. In the areas of moral values and social responsibility, where the greatest present needs arise, the young must co-operate with the courageous, determined and fearless leadership of the old, a leadership characterised by the rejection of legal loopholes and sly semantics, and by a return to the quality of personal life and exemplary behaviour.

For Australia's survival as a nation depends upon a respect for the cultural heritage of our nation and the joint exercise of responsibility by young and old, no matter what their social or migrant background, no matter what their economic wealth or political persuasion, and no matter what their religious or ethical beliefs. Old and young together must work to remove abuse, to awaken conscience, to wrestle with right and wrong, to make judgment of truth. It was ever thus in the growth of this nation; and in the continuance of this struggle towards national greatness "youth has its major responsibility and the right to expect from its forebears an encouraging example."

As part of the nation that is Australia, this School has a duty too, the duty of producing leaders for this national task of survival. So it has a responsibility to develop boys who pursue integrity of intellect, excellence of execution and soundness of scholarship with a fearless regard for truth and righteousness, with dignity and courtesy and with graciousness and rocklike morality. Their education must also be based upon hard work and right conduct and upon a sound perception of law and order and of duty and self-discipline. They must start their life's work with a deep understanding of the spiritual heritage that is theirs, of the academic knowledge that is attainable by them, and of the wisdom that is available to them if they seek it out from their elders. And there is an urgency in the pursuit of such an education, because there is a growing tendency to make the education of the young more and more secular, more and more disjointed and more and more lacking in tradition: to make it an education which implies that "every problem can be studied as such with an open and empty mind, without preconception, without knowing what has already been learned about it"; to make it the education which is producing Sir Paul Hasluck's "ugly Australian", "garrulous" "sponging" "lacking in precise speech", "untidy" and "slouching".

Thus, this School has the task of preparing "boys for life in accordance with Christian teaching", "boys who need the strong moral teachings and the spiritual ideals of the Sons of Zion . . . and the rich mental culture and wide universal vision of the Sons of Hellas", as His Grace the Archbishop stated in his charge to Synod in October, 1975.

As Lucretius wrote:

Sic rerum summa novatur semper, et inter se mortales mutua vivunt. Augescunt aliae gentes, aliae minuuntur, inque brevi spatio mutantur saecula animantum. Et quasi cursores vitae lampada tradunt.

Thus the sum of things is ever being replenished, and mortals live one and all by give and take. Some races wax and others wane, and in a short space the generations of living things are changed, and like runners hand on the torch of life.

