



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

December, 1977

Sydney Church of England Grammar School

Speech Day — 8th December, 1977

*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 fame,
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 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 Associate Professor K. J. Cable
M.A. (Syd. et Cantab.), F.R.A.H.S.

Vote of thanks by the Second 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.

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.

J. G. DENTON, O.B.E.

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

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

K. N. NOTT, A.A.S.A., A.C.I.S.

R. A. HAMMOND.

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. MORRELL, 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.(Wyndham).*

- D. J. ROSSELL, B.A., Dip.Ed.(Syd.), M.A.(Macq.), M.A.C.E. (3).
 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.
 P. J. CORNISH, B.A.(N.S.W.), Dip.Ed.(N'cle), (1).
 S. W. GILLESPIE.
 Rev. R. E. EVANS, Th.L., M.I.A.A.
- D. G. SPURR, B.A., Litt.B., Dip.Ed.(N.E.), **Housemaster, School House.**
 R. K. WHILEY, M.A.(Oxon.), Dip.Ed.(N.E.), M.A.C.E. (10),
Housemaster, Hodges House.
 A. R. P. STEELE, B.Sc.(N.E.), Cert.Ed.(Oxon.).
 J. R. GORHAM, B.A., Dip.Ed.(Syd.), M.A.(Macq.).
 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. E. JONES, B.Ec., A.Ed.(Qld.).
 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. Civil & Structural Eng.
 (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.), M.Ed.(Syd.).
 R. G. GÓLIGHER.
 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.).
 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., Dip. Ed.(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.).
 Mrs. H. M. THOMAS, A.Mus.A..L.T.C.L.
 D. W. STEWART, Dip. Teaching(Hamilton).
 P. P. GRANT, B.Ec.(Syd.).
 L. R. DOBB, B.Sc.Agr.(Syd.).
 R. C. PETERSON, B.A., T.C.(Syd.).
- Master of Preparatory School, Housemaster, Purves (Junior) House.**

Miss D. SIMPSON, B.A.(Syd.), T.C., Dip.T.L.(K.C.A.E.).
 D. R. ALEXANDER, B.A.(Syd.).
 K. M. GILMOUR, M.A., Dip.Ed.(Syd.).
 W. G. COCKELL, LL.B.(Syd.).
 *On Leave

Senior in: (1) English, (2) Classics, (3) Modern Languages, (4) History, (5) Mathematics, (6) Science, (7) Music, (8) Art,

(9) Geography, (10) Economics & Commerce, (11) Games, (12) Library.

School Counsellor: R. K. CHAMBERS, B.Ec.(Syd.), Dip.Ed.(Melb.),
 A.B.Ps.S., M.A.Ps.S., F.A.I.M.

Sergeants Major: R. V. CROSBY, A.M.N., J.P., (formerly R.S.M. 16/5 Q.R.L.),

A. J. PICKARD, (formerly W.O., A.R.A.) (till October),

W.O.I: M. SINCLAIR, 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.S.

VISITING STAFF

Piano: Miss L. BLOMFIELD, A.Mus.A., D.S.C.M.

Clarinet: J. LENNOX.

Violin: Miss J. DAVIES.

Cello: Miss M. WAUGH.

Classical & Folk Guitar: S. BRACEGIRDLE. **Oboe:** Miss D. OLVER.

Flute: S. FAVELL.

Trumpet: R. MURRAY.

Wool Classing: F. G. WILSON.

Tennis: V. EDWARDS TENNIS SCHOOL.

PREFECTS

Senior: M. J. HAWKER; **Second:** M. W. WARREN.

Prefects: J. S. CHRISTIE, A. J. BLACK, T. A. FRASER, G. R. D. JONES, M. E. B. PLAYFAIR, W. R. PULVER, M. S. CAMERON, P. M. COOKE, R. D. CREER, S. J. C. DAVIES, P. R. HAMMOND, H. M. IRVING, G. M. JACKSON, I. N. LAMBELL, R. J. TOOTH.

Sub-Prefects: J. G. KESTERTON, N. B. NUNN, R. J. BURSTAL, C. P. CAPEL, T. J. GODDARD, R. G. McCORQUODALE, E. C. MEREWETHER, T. J. R. RODGER, T. J. SKIDMORE, G. N. WHITE, W. A. WILEMAN, A. W. YOUNG, A. W. CHUBB, R. M. LANGFORD, J. C. MILLS, M. H. SOUTHWICK, C. H. THOMPSON, D. P. WARD, I. ROBILLIARD, J. K. B. WILLIAMS; J. D. CLANCY, M. C. COPEMAN, K. M. CUDMORE, A. M. HAWKER, G. J. IRONS, I. J. MASSEY, M. W. REYNOLDS, R. E. WARREN.

ORDER OF MERIT, 1977

UVI Form

1. A. J. Black
2. J. W. Prescott
3. G. R. D. Jones
4. R. G. McCorquodale
5. J. S. Christie
6. C. H. Thompson
7. A. C. N. Stephens
8. O. N. Tinnion
9. B. G. Cranney
10. R. J. Burstal

LVI Form

1. R. W. Y. Yeow
2. M. C. Copeman
3. J. R. M. Hardwick
4. S. D. Hook
5. R. S. D. Lloyd
6. A. M. Hawker
7. G. A. Moulton
8. T. A. Brighton
9. A. L. Odum
10. R. D. Fogl

SCHOLARSHIPS 1977

A. B. S. White Scholarship	M. J. Hawker
Old Boys' Union Scholarship	G. R. D. Jones
S.C.E.G.S. Association Bursary	M. E. B. Playfair
Grainger Exhibition	R. W. Y. Yeow A. J. Black
Graham Exhibition	M. C. Copeman O. N. Tinnion
S.C.E.G.S. Association Exhibition No. 1	R. S. D. Lloyd N. B. Nunn
S.C.E.G.S. Association Exhibition No. 2	S. D. Hook R. G. McCorquodale
Old Boys' Club Exhibition	R. D. Fogl
Open Entrance Scholarship No. 1 (Oswald Stanton-Cook)	S. E. Vozoff
(Hodges)	D. A. Whittle
(Christina Campbell)	G. E. Sara
(Council Junior)	M. D. Bampton
Open Entrance Scholarship No. 2	{ G. D. Cordner A. J. Nicklin I. W. Watson D. R. Legg
Junior Open Scholarship	{ M. J. Coombes A. R. Hackworthy D. G. Dowey A. C. D. Peterson S. R. Lyle M. J. Vaughan T. J. Freedman
Junior Close Scholarship	{ M. J. Amos A. J. G. Paull N. M. M. Hardwick S. J. Bleechmore
Bruce and Eldon Beale Prize	{ D. G. Hale I. C. Hargreaves

PRIZE LIST, 1977

	DIVINITY	GENERAL PROFICIENCY	GENERAL MERIT
	PREPARATORY SCHOOL		
Form I	T. C. Williams	A. S. H. Millar	P. W. Jones
Remove B	P. A. Kolve	P. A. Kolve	D. T. Bannister
Remove A	M. W. Young	M. W. Young	A. J. Gluskie
IIB	M. R. Lousada	G. K. de W. Bray	G. P. Steel
IIA	(R. R. Simpson)	(R. R. Simpson)	G. B. T. Lovell
	LOWER SCHOOL		
IIIC	R. A. Duddy	C. R. Powell	P. J. Fickeys
IIIB2	B. W. Jesser	S. M. Draper	B. M. Trevena
IIIB1	T. G. G. Keirle	G. J. Stiel	A. R. McKay
IIIA2	M. P. Himpoo	P. G. Bennett	R. E. W. Hankin
IIIA1	(M. J. Kyriagis)	(M. J. Kyriagis)	R. L. Garnett
SC	R. N. Cameron	R. A. K. Nugan	A. S. Gillespie
SB2	D. G. Hawke	D. G. Hawke	M. R. Huckstep
SB1	R. M. Middleton	M. R. Clancy	R. M. Gallagher
SA2	M. D. Duchesne	G. W. McKee	M. C. Woodley
SA1	(M. I. Robertson)	(M. I. Robertson)	A. W. Reed
	MIDDLE SCHOOL		
IVC	P. J. P. Browne	P. J. P. Browne	J. A. A. Shepherd
IVB2	I. R. Hutchinson	D. J. Bennett	B. M. S. Middleton
IVB1	N. J. Foord	R. N. Crowther	J. H. Badgery
IVA2	A. I. Park	J. G. Vaughan	I. R. Lyall
IVA1	G. I. Cameron	(M. J. Coombes)	(M. J. Amos)
VC	H. J. A. Pennefather	P. D. H. Parsonson	J. O. Walters
VB2	(S. M. Woodhill)	J. R. S. Woods	G. E. Scammell
VB1	A. R. Wells	A. R. Wells	D. J. Priestley
VA3	(J. M. Foord)	(J. M. Foord)	M. R. Godfrey
VA2	G. H. Burrow	G. H. Burrow	G. M. Lexington
VA1	(N. M. M. Hardwick)	(N. M. M. Hardwick)	(I. A. Dumbrell)
	UPPER SCHOOL		
	Lower VI	Upper VI	
General Merit	R. S. D. Lloyd	(C. H. Thompson) (A. C. N. Stephens) (R. J. Burstal) S. J. C. Davies	
General Studies	M. D. Harrison	J. S. Christie	
Economics	(D. I. McMahon)	(T. P. McDowell)	
Ancient History	T. A. Brighton	(B. G. Cranney)	
Geography	(R. W. Y. Yeow)	(J. W. Prescott)	
Science		(G. R. D. Jones)	
Modern History	(D. I. McMahon)	(R. G. McCorquodale) (D. C. Shelley Jones)	
German	T. J. Royle	(P. J. Scougall) O. N. Tinnion	
French	(M. C. Copeman) T. J. Royle	(R. I. Whittle)	
Latin	(R. W. Y. Yeow)	(A. J. Black)	
English	(S. D. Hook)	(A. J. Black)	
Mathematics	(R. W. Y. Yeow)	(J. W. Prescott) (M. W. Warren)	
Divinity	J. R. M. Hardwick	(A. J. Black)	

	Lower VI	Upper VI
Second in General Proficiency	(M. C. Copeman)	(J. W. Prescott)
First in General Proficiency	(R. W. Y. Yeow)	(A. J. Black)

SPECIAL PRIZES

ART:

W. M. N. Stewart Memorial Prize (Preparatory School).....	D. D. W. Strachan
Junior Prize.....	J. M. Foord
E. T. Thring Memorial Prize.....	D. J. Ross-Smith

CATHECHISM:

Uther Prize.....	R. R. Simpson
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GENERAL KNOWLEDGE:

Lower School.....	T. J. Dowsett
Middle School.....	N. M. M. Hardwick
John Jamieson Memorial Prize (Upper School).....	R. E. Warren

MUSIC:

Theoretical Junior.....	Not awarded
Theoretical Senior.....	J. G. C. Statter
Practical Junior.....	T. Blomfield
Practical Senior.....	R. J. Judd
R. G. H. Walmsley Memorial Prize.....	C. H. Thompson

WOODWORK:

Junior Prize.....	A. N. A. Cox
G. R. and R. V. Kierath Prize.....	T. D. B. Jenkins

WOOLCLASSING:

Riverina O.B.U. Group Ray Holmes Memorial Prizes:	
Junior.....	I. L. Vivers
Intermediate.....	Not awarded
Senior.....	M. A. Suttor

CHOIR:

Junior.....	R. A. Black
Senior.....	G. R. D. Jones
David Davies Memorial Prize.....	P. R. Hammond

ORIGINAL CONTRIBUTION TO THE SCHOOL

MAGAZINE:

"The Torch Bearer" Prize.....	P. J. Scougall
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DEBATING PRIZES:

A. J. Black
M. C. Copeman
D. I. McMahon

GENERAL ACTIVITIES:

Robert John Hardwick Prize.....	A. J. Richards
Frank Cash Memorial Prize.....	M. B. Allworth
Old Boys' Club Prize—V Form.....	S. M. Woodhill
John Martin Burgess Prize.....	M. W. Reynolds
Margaret Black Prize.....	R. F. Leaver
Hugh Barker Memorial Prize.....	N. B. Nunn
Old Boys' Club Prize—UVI Form.....	P. M. Cooke
Old Boys' Union Prize.....	M. E. B. Playfair
D. J. Richards Memorial Prize.....	M. W. Warren

PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize.....	R. R. Simpson
John Scott Memorial Prize (IIA Form)	R. R. Simpson

THIRD FORM:

Far West O.B.U. Group Prize (English).....	M. J. Kyriagis
Daryl Loddington Hall Memorial Prize (French).....	T. J. Freedman
	D. R. Legg
Alan Ludowici Memorial Prize (IIIAI Form).....	M. J. Kyriagis

S FORM:

George Gordon Black Memorial Prize (English)	M. I. Robertson
Hunter Stephenson Prize (French)	E. R. Szeto
Selby Prize (Science)	M. I. Robertson
Tamworth O.B.U. Group Prize (Mathematics).....	D. A. Whittle
Alan Ludowici Memorial Prize (SAI Form).....	M. I. Robertson

FOURTH FORM:

Frank Bennett Memorial Prize (English).....	M. J. Coombes
Roy Milton Prize (French)	S. E. Vozoff
L. R. Benjamin Memorial Prize (Science)	B. R. B. Evans
Tamworth O.B.U. Group Prize (Mathematics).....	B. R. B. Evans
Geoffrey Cohen Memorial Prize (General Merit).....	M. J. Amos
Alan Ludowici Memorial Prize (IVA1 Form)	M. J. Coombes

FIFTH FORM:

Harry Eames Budd Memorial Prize (English).....	M. G. Cripps
Hunter Stephenson Prize (Mathematics).....	P. B. Nunn
Eric Mileham Litchfield Memorial Prize (General Merit)	I. A. Dumbrell
Alan Ludowici Memorial Prize (VA1 Form).....	N. M. M. Hardwick

LOWER SIXTH FORM

R. B. Hipsley Prize (Mathematics).....	R. W. Y. Yeow
Stewart Caldbeck Memorial Prize (English)	S. D. Hook
M. A. Ilbery Prize (Modern History)	D. I. McMahon
Stewart Caldbeck Memorial Prize (Second in General Proficiency)	M. C. Copeman
G. H. Broinowski Prize (First in General Proficiency) ...	R. W. Y. Yeow

UPPER SIXTH FORM:

David and Elizabeth Carment Prize (Mathematics)	M. W. Warren
Donald Muston Memorial Prize (General Merit)	R. J. Burstal
Russell Sinclair Memorial Prize (General Merit)	A. C. N. Stephens
The Lodge Torchbearer Prize (Ancient History).....	T. P. McDowell
Desmond Hum Memorial Prize (Geography).....	B. G. Cranney
John Kingsmill Phillips Memorial Prize (Chemistry).....	J. W. Prescott
Monteith Cowper Wood Memorial Prize (Physics).....	G. R. D. Jones
Ian Menzies Memorial Prize (History)	R. G. McCorquodale
	D. C. Shelley Jones
Herbert Kendall Memorial Prize (French)	R. I. Whittle
David Cowlishaw Memorial Prize (Latin).....	A. J. Black
J. S. Wilson Memorial Prize (English)	A. J. Black
Charlton Divinity Prize	A. J. Black
Harold Dean and R. S. Reid Prizes (Mathematics)	J. W. Prescott
Percival Sharp Memorial Prize (UVI Form)	A. J. Black
A. H. Wade Memorial Prize (General Merit)	C. H. Thompson
War Memorial Prize (Second in General Proficiency) ...	J. W. Prescott
Burke Prize and United Services Prize (First in General Proficiency).....	A. J. Black
Brian Pockley Memorial Prize	M. J. Hawker

THE HEADMASTER'S REPORT, 1977

Your Grace, Professor Cable, Ladies and Gentlemen.

The School takes great pleasure today in welcoming Professor Cable as our guest. Professor Cable is Associate Professor of Modern History in the University of Sydney where he has now worked for many years and where he has given a very positive lead in the recording of the early history of the Church of England in Australia. Yet this is not the only way in which he has served the Church of England, for he is at present Chairman of St. Catherine's School, Waverley, having been a member of Council of that school for a number of years. Among independent schools Professor Cable is known not only for his clear thinking and his precise statement of our problems, but also for his great help to others who work in the independent school sphere. We welcome him today and we hope he will enjoy a different speech day.

What can be said about the results of the School Certificate in 1976? The examination consisted largely of objective tests in English and Mathematics of a very short duration. Examinations in the other subjects consisted of questions set by a state wide committee but chosen by the School. So it was not possible to compare statistically the 1976 results with those of any previous years. Yet it was evident that an insufficient number of the more gifted boys failed to gain grade one rankings in all subjects. Perhaps the brevity of the examinations resulted in frustration to them and in their poor scholarship; perhaps boys do not now care sufficiently to try to gain a School Certificate because it is of such little real academic worth.

But what about 1977? This year there have been state wide tests **only** in English and Mathematics, again of very short duration. Pupils were then graded over the whole state in these two subjects. But all the rest of the examination was set and marked within the School.

The School now grades the candidates in these subjects and, according to the Secondary Schools Board, from 1977 can issue: "supplementary statements in which the evaluation of student achievement will be reported in terms as comprehensive and informative as schools can devise. The format of such statements is for schools to determine, provided that they show clearly they are supplementary to the Board's School Certificate and **do not contain grades that could be construed as having state-wide currency**". So the School Certificate is now a hybrid certificate graded partly on a state-wide currency, partly on an individual school base. What is such a certificate worth to a prospective employer? How can anyone compare one school's grading in History, say, with another's?

Further, the gifted boy is not challenged by such a system and the weaker boy can well find the method of testing impersonal and frustrating. It will not be possible to compare the 1977 results with any statistical evidence from any previous years. Nor is it yet possible to say what is the potential academic value of such a certificate. The problem for the gifted boy is to discover how highly competent he is in relation to other boys throughout his generation: the problem for the School is to maintain a high standard of academic scholarship; the problem for the community is to decide when a boy should leave school, if there is to be no state-wide yardstick by which to measure his academic potential and achievement.

On the other hand, the Higher School Certificate results in 1976 were the School's best for many years, being well above average. The credit for this must really be given to the fine examples of scholarship set by several boys during their years at school, but particularly during the Upper Sixth year. The pursuit of academic excellence as demonstrated by J. D. Collins, D. G. Hale, I. C. Hargreaves, J. R.

K. Pryde and R. J. Sault could well be an example for many boys in the future.

The quality of their work was proven by their places in the various orders of merit of the Higher School Certificate. J. D. Collins was first in the state in Mathematics and Science combined; he was also twelfth in German and seventeenth in French. This is an extraordinary scholastic performance, well beyond any achieved in recent years. Moreover, the result was achieved with humility and without fuss. At all times Collins' work was of the highest calibre; and yet he also took a prominent part in the extra curricular affairs of the School. His editorship of *The Shore Weekly Record* will long be remembered for its punctuality and its humour. In mathematics M. K. Cranney, J. R. K. Pryde, R. J. Sault, M. H. Yeung tied for third place. H. C. Y. Lo tied for first place in Science. R. L. Neely tied for first place in Economics, while D. L. Watson was thirtieth in Ancient History, and J. R. Pryde was thirtieth in German. I. C. Hargreaves was fifth in German, and twenty eighth in French and D. G. Hale was first in Geography. It is many years since the School has had so many scholars in the top ranks in the state.

But these are not the only achievements of scholarship by this group. The overall matriculation pass was the highest since the Higher School Certificate began in 1967. This reflects the hard, and serious, work done by all the boys in the year and proves their individual determination to work to the best of their ability. The result was very pleasing indeed. Throughout their school career the 1976 generation of boys had been hard-working and very highly self disciplined; it was good therefore to see their quality so well rewarded.

In mid August the School received two documents from the Secondary Schools Board: "*Information for the Parents of School Certificate Candidates 1977*" for distribution to candidates and their parents; and "*Memorandum to School Principals. School Certificate 1978*" for use in the schools in planning for 1978.

The alarming point of these two documents is that the one to parents does not contain the full details of future changes in policy for the School Certificate, nor does it explain that the changes for 1977 are merely part of a long range plan which the Secondary Schools Board has to "phase out external examinations".

The 1977 document to parents reads: "... The Secondary Schools Board has been following a policy of change, step by step, from a full examination (set, supervised and marked by Board Officers), to assessment by the schools, suitably moderated. This year the stage has been reached where awards are no longer based on an external examination, but two subjects, English and Mathematics, are moderated for the purpose of making state-wide gradings in these subjects."

The Memorandum to Principals reads: "It may be noted that since its decision in 1972, which received general acceptance (sic), the Board has pursued the long term objective of the phasing out of external examinations, of the pursuit of assessment by the school, and of accreditation of schools by the Board. . .

To assist it in determining its policies beyond 1978 the Board has commissioned the preparation of:

- (i) comments by syllabus committees on a possible unit structure of the curriculum;
- (ii) a report on the possibility of naming for study some units in appropriate subjects;
- (iii) a report on different ways in which moderation could be applied in the case of different types of courses not only in English and Mathematics whether on an optional basis or not, the report to include consideration of accreditation;
- (iv) a report on the possibility of appropriate syllabuses being set for optional moderated assessment.

During this period of pause (sic) the Board will consult with schools, parents and employers about future curriculum possibilities."

It can be readily seen that the Board's proposals for 1978 and beyond go **considerably further** than any plans mentioned up to the end of 1977. Now the Board **intends to phase out external examinations and to accredit schools so that they can assess candidates**. Moreover, the Board states that in planning these moves it "will consult with schools, parents and employers". It is to be hoped that this consultation is **more real than the consultation which supposedly took place in 1972**, when these long term objectives were taken by the Board without any reasonable opportunity for schools to object to them!

In 1972 there was **not** adequate time to consider the Board's proposals; and **no chance** was given to schools to discuss the final amendments which were made before the final document was issued by the Board. Schools—and, it seems, employers, too—have not been adequately consulted about the phasing out of external examinations in the past; nor have they been consulted to date in any adequate way about future accreditation or assessment. Moreover, any ideas of "unit structure of the curriculum" must necessarily be suspect when the same unit structure is causing so many problems in the Higher School Certificate examination.

Therefore several questions are now relevant. Does the community want an external public examination to test the standard of education attained by pupils at the approximate age of 16 years? If an external public examination is removed, will business firms conduct, or be prepared to conduct, their own entry tests to determine suitable candidates for employment? If so, at what time of the year will these tests be held; where; and based upon which individual syllabus (of the many which schools will have devised under the curriculum freedom implied by assessment)? If business firms do not conduct any entrance tests, how will they evaluate disparate assessments from school to school? What will be important: scholarship, discipline, breadth of study, or what?

Already there are signs that employers do not know what they want, or what is happening, or what they are asking schools to do. One firm, admittedly comparatively small yet seeking to fill a trainee post from H.S.C. candidates, asked applicants "to bring an up to date letter from the school outlining their study progress from Years 7 to 12 (inclusive)." What value a statement of academic progress in Year 7 (i.e. of progress six years previously) can be to such an employer is beyond comprehension! And moreover, which school with over 150 boys leaving each year can fairly be asked to carry out such an assessment!

In the absence of a public examination employers must therefore be reasonable in their demands for school references and in their demand for reports. A school reference can, of essence, only be of a general, factual nature; on the other hand, a school report is still a **private** document written by the school outlining to the parents a boy's termly progress: his strengths and his weaknesses not only in the academic sphere but also in respect of his developing character. If school term reports are to be held in evidence against a boy four or five years later, schools will fail to write openly in the future and consequently the school report will become an insipid, valueless document.

A resolution of the Headmasters' Conference of the Independent Schools of Australia is set down here further to stress this important matter.

"This Conference is becoming increasingly concerned about the practice of employers and employing groups requiring a school student, who applies for a position, to produce supporting information of a confidential nature. This includes past school reports or copies of them and the results of intelligence, attainment and personality tests. In the view of the Headmasters of our member schools, the purpose of a school report is to discharge the responsibility of the school to the parent, and such reports must, therefore, be regarded as confidential to the parents. It is the prerogative of

the parent to use such a report in any way in which he may wish, but this Conference believes that both employers and schools will suffer if the practice of asking for previous school reports becomes general amongst employers.

"A likely consequence of this practice is that teachers will be increasingly guarded in their comments, fearing that an adverse comment may at some later stage handicap a child in his or her application for a position. A report drawn up with this in mind might well consist mainly of innocuous comments which would tell the parent little, and therefore destroy its real purpose. A vital part of the school's educative process will then be hindered. Effective character training at school level requires that mistakes should be frankly reported on, put right and subsequently be forgotten if the boy makes good. It would be a very serious thing indeed for any young person, if some shortcoming at school level, occurring during a phase of his development, were to be recorded against him, because it happened to have been mentioned on a school report.

"For reasons such as this, Conference supports its member schools who point out to parents the disadvantages of making reports and school administered tests available to employers; and suggests that any organisation may like to draw the attention of its members to the problems which are being caused by the current practice. All schools will supply relevant school examination results, where these are required, and will make comments either on such a form or in a separate testimonial, relating directly to the position being applied for, when requested, and will also answer direct questions about a student. Such a testimonial should prove considerably more helpful to an employer than a school report which refers not to suitability for employment but to the particular school situation."

In the light of all these probabilities and possibilities employers and parents must keep a close watch upon all future developments in the Secondary Schools Board so that the academic standards of the coming generation are not downgraded any further.

But, more importantly, when this attitude (towards high grade scholarship) of the Secondary Schools Board is placed alongside a decision of the Board of Senior School Studies to **discontinue the publication of order of merit lists** of the best subject results in the Higher School Certificate examination, one can really begin to wonder whether the two statutory boards of studies for secondary education have in mind the distinct purpose of altogether removing from the community any requirement for the pursuit of academic excellence. If the better pupils, intellectually and scholastically, are not to be challenged by external testing, how will they ever discover their true standard of academic scholarship? If an individual pupil does not test himself, at least once in his life, against a yardstick far greater than that of his own immediate environment, how will he ever know whether he is academically weak, mediocre or strong? Will he therefore ever aim at goals far beyond his intellectual and scholastic reach? Will he ever in such circumstances reach a moment of truth?

Moreover, is it right for any statutory board to make such major decisions of policy **without first canvassing at great depth the opinions of the widest possible section of the community?** The present structure of secondary education came into being in 1961 after the government's acceptance of the Wyndham committee report published in October 1957. But the Wyndham committee had sat and had taken evidence from September 1953 to October 1957! And after those four years the government took another four years to decide! The Secondary Schools Board apparently intends to change the system even more radically in eighteen months to two years! And the Board of Senior School Studies seems determined further to destroy academic excellence!

Far too frequently in recent years have schools and school curricula been compulsorily reorganised in this way by hurried bureaucratic decrees based upon theoretical.

partisan reports on education of school children. All schools need to be allowed to go ahead with **their major duty, which is to teach children basic academic skills and to pursue scholastic excellence.** They should **not** be required to spend the major part of their time making administrative reorganisations of their curriculum, every two years or so, in order to cope with bureaucratic fiat or with unproven, and often unresearched, educational theories, or to satisfy some illusory whim of some social scientist or politician. To give some idea of the lengths to which we have declined in education, it has even seriously suggested this year: "the day may not be too far off when the **science of punting** is added to the curriculum at our universities or secondary schools"; presumably so that people may be better educated to spend the \$16-19 million per week which is spent on the TAB in New South Wales!

It has been interesting in the last year or so to watch the curriculum pendulum swing away from progressive education "**back to basics**", as the cry has now become. In USA the conclusion of a \$3 million three year survey is: "**basics are better**". And yet to read some educational theorists in Australia it is as if this research has never been conducted! The US Office of Education conducted this research over a three year period among 9,200 pupils from third to sixth grades. One group of pupils was taught by the traditional methods, using rote learning, homework and tables. The second group was "**taught in the fun way**"—as the report says—using informal, innovative methods in open classrooms. The results showed that children taught in the traditional manner did better in the very large majority of cases.

But such an expensive research project should not be necessary to convince any thoughtful parents: that their son must work very much harder than he has done in recent years; that regular homework must be done; and that quite a large amount of rote learning is needed in all subjects if any academic standard at all is to be reached. Just as it is necessary in games to spend many hours gaining physical fitness in order to play matches, so in scholastic work it is necessary to spend many hours gaining basic academic skills in order to be educated. Time and effort must be put in by each individual, if he is to improve in any pursuit, academic or athletic.

Surely the time has come for the community to stop lamenting about the "**poor dear**" student, who has to work so hard in order to sit for an examination—for no longer does he have to **pass** an examination! Now a boy has merely to appear and to "**complete**" a course of study and he will be given a certificate! As a result many boys are not doing sufficient work to achieve any reasonable academic grounding—hence the poor results in tertiary institutions! So there is a need to impress once again upon the younger generation the axiom that nothing is achieved without effort and sacrifice, without toil and perseverance and without determination and self discipline.

The study of foreign languages is a startling example of this need for effort and perseverance. To learn a foreign language requires hours of rule-of-thumb learning, followed by hours of careful examination of words and texts. To wipe out such effort by stating that the learning of a foreign language is a waste of time—as so many Australians now say—is no apologia. Indeed, we in Australia are becoming more and more insular and more and more myopic in the matter of language. We alone of all the countries now fail to make our school children compulsorily learn a foreign language. In Europe and USA, in Scandinavia, and even in most schools in United Kingdom, a second and foreign language is compulsory in the curriculum. It is time that we in Australia put more languages back into the curriculum; and moreover it is time that we demanded that our pupils learn them, not only for use inside Australia among our now variegated population, but also for use in our international, commercial and intellectual affairs. Australia cannot afford to continue to allow herself to become any more insular than she already is; indeed our lack of language skills has already resulted in our being regarded overseas as intellectual bores!

In the 1976 report there was a long statement about the testing procedures which had earlier been and were then being further developed for use in the III Form. These procedures have been more extended and refined in 1977 as a result of a special financial allotment by the School Council. Based upon weaknesses so revealed, special classes in the teaching and practice of reading were set up on an ad hoc basis in the III Form and the Preparatory School; and considerable advances have been made as a result of this remedial work. But the School Council has decided to develop these procedures even further still.

In 1978 the teaching establishment of the School will be increased by the addition of two remedial teachers who will take special classes in English and Mathematics in the III and S Forms as well as in the Preparatory School. In this way the School will try from within its own resources to overcome learning disabilities revealed by present psychological and achievement testing programmes that have been in regular use for many years now. Remedial tuition of this nature will not be provided beyond S Form (unless parents pay for it specially, as in the past), for it is thought that by second year of secondary education the majority of learning disabilities should have been either overcome or so identified as to be continuing and therefore to need special attention outside school hours.

In the Mathematics Competition M. C. Copeman, J. W. Prescott and A. J. Richards won prizes in the senior division, while J. S. Parker and D. J. Whittle won prizes in the junior division. Unfortunately not as many boys enter for these competitions as should do; there is apparently a reluctance to test oneself against the best in the state. Only by frequent competition can anyone improve, and more boys therefore should enter such external competitions. In the Alliance Française 78 boys passed the annual tests. R. I. Whittle, G. R. D. Jones, M. C. Copeman, T. J. Royle, D. E. Holt and D. T. Spencer won prizes.

The performance of the School in games this year has been extraordinarily high. There has been a wide range of successes with a championship team in basketball and a premiership team in football, and the winning of the L. C. Robson Trophy and Yaralla Cup in rowing. There were also fine performances in cricket and athletics.

In cricket, after a bad start, the 1st XI eventually were second, and the 2nd XI were also second. M. J. Hawker, H. M. Irving and W. R. Pulver were selected in the GPS 1st XI. During the season the School played 274 games, of which it won 160. The standard of cricket is very high at present. It is hoped that the new field to the north of C and D grounds at Northbridge will provide in time even more cricket wickets, especially for younger boys, thus allowing more boys to play.

In rowing the season was one of the best for many years. The 1st VIII was second; the 2nd VIII won the L. C. Robson Trophy; the 1st IV won the Yaralla Cup; the 2nd IV was first; the 3rd IV was second; and the 4th IV was fourth. The 1st VIII was selected to represent N.S.W. in the Youth Eights event at the King's Cup Regatta in Perth was placed third in the final, being the only schoolboy crew to reach the final. Once again the School would like to thank the coaches and also the many mothers who assisted in the rowing camps. It is now almost an impossibility to conduct rowing without the assistance of so many parents and Old Boys, especially at the time of the rowing camps.

In football 533 games were played, 307 were won, 29 drawn and 197 lost. These are the best results in the last 25 years and reflect great credit upon all teams and their coaches. The Preparatory School 1st XV was undefeated and the 13D XV and the 13F XV did not lose a match. The School 1st XV was equal premiers with St. Joseph's and the 2nd XV was equal second. M. J. Hawker, as Captain, I. N. Lambell and M. S. Cameron were selected in the GPS 1st XV; W. A. Wileman, I. Robilliard

and W. R. Pulver in the 2nd XV; P. R. Cozens, T. J. R. Rodger and J. G. Kesterton in the 3rd XV. M. J. Hawker was selected in the N.S.W. Schoolboys 1st XV, while M. S. Cameron was a reserve for that team. I. Robilliard was also a reserve for the N.S.W. Schoolboys teams. M. J. Hawker was later selected in the Australian Schoolboys team which is touring Great Britain at this time. The School would like to place on record its thanks to the many Old Boys and masters who refereed games throughout the season.

Once again, the athletics team has been very devoted in its training, and the results have proved the strength of its devotion. In the GPS Athletics the senior team was second and the junior team was second. Fine performances were given by N. B. Nunn, G. M. Irving, J. W. Burstal and M. D. Coleman. In the recent state schoolboy championships N. B. Nunn and G. M. Irving won the 800 metres under 19 years and under 17 years respectively in very fine times. Indeed, the season has been a very happy one, largely as a result of the fine, gregarious leadership of Nunn. Now that the standard has reached so high a peak boys will in future need to devote even more attention to training, especially to improved performances in the field events and hurdles. The School would like to thank both those mothers who helped at the athletics camp at Palm Beach and also those parents who helped with coaching.

In tennis the 1st team was fifth; the 2nd team was second. G. Nadjarian was selected in the GPS First team. 65 games were played, 36 were won, 26 were lost and 3 were drawn.

In basketball the 1st team were champions and won the Denys Hake Shield for the first time. In the GPS 1st team I. N. Lambell and I. Robilliard were selected as captain and vice captain respectively. M. G. Cripps was selected in the GPS 2nd team and M. S. Cameron was a reserve. R. E. Puller was also selected in the GPS 1st team but was unable to play because of injury. The 14A team was undefeated in all its matches. Basketball has now settled down as a game providing activity for about 90 boys, with two teams in each of the age groups. Open, Under 16, Under 15 and Under 14.

Regrettably it has been difficult to arrange squash matches with other schools this year. However, squash continues to develop in the School with all the courts in full use all the available time.

The golf teams played in the two annual schoolboy matches and reached the semi finals in both competitions. The standard has not been as high as in recent years, but teams have competed enthusiastically at all times.

In surf life saving boys continue to become qualified in all aspects of the game. Since 1961 the School has now trained, examined and passed 121 instructors, 475 bronze medallions, 214 qualifying certificates and 465 resuscitation certificates. These boys have passed on into surf clubs in Sydney when they left school. In addition we have patrolled beaches, mainly Queenscliff, but also Manly and Narrabeen, for at least 18 Saturdays every year. Such a record is really one of great value.

In rifle shooting the 1st team was third and the 2nd team was third also. M. J. Hawker won the Venour Nathan Shield and was selected in the GPS 1st Rifle Team. Small bore shooting has developed greatly in the last two or three years and there are now regular matches between schools throughout the year. This type of shooting provides another field of activity for boys who wish to derive the benefits of rifle shooting without the problems of huge expense.

In games the School has in fact had one of its better years, and the year's results bear reiteration. The basketball team were GPS champions, the 1st XV were equal premiers, the 1st VIII was selected to represent N.S.W. in the youth eights, while the 2nd VIII won the L. C. Robson Trophy for the first time. The 1st XI and the

Senior Athletic team were both second. The most striking feature of the year, however, has been the standard of sportsmanship in all games. At all times boys have accepted in the proper spirit wins and losses, decisions for and against, and the rub of the green. To a large extent this has been due to the fine example of M. J. Hawker who was selected in the GPS 1st XI, the GPS 1st XV and the GPS Rifle Team—an unprecedented feat in the School's history. He is also the first boy to gain four colours in major games since 1965. Hawker took all his successes with becoming modesty and yet with appropriate determination. His seeking for technical skill, his courageous determination and his vigorous pursuit of fitness are examples which all boys can well follow in future years. Yet at no time did Hawker assume he was at his best; at all times he endeavoured to improve his personal performance and his leadership of all the teams of which he was part. Hawker was also selected as a member of the Australian Rugby Football Schools Union team to travel to Japan, Europe and the United Kingdom. This selection was a just reward for a very highly competent player and was well deserved.

Indeed, one of the most striking features of all the senior boys this year has been their all round capacity. As well as his success in games the Senior Prefect, M. J. Hawker, was eleventh in general proficiency. A. J. Black, first in general proficiency, was senior librarian, now a very large and responsible task, as well as being selected in the GPS, NSW and Australian schoolboys debating teams. Selected to attend the National Mathematics School and third in general proficiency, G. R. D. Jones was also captain of Boats and thus captain of the NSW schoolboys crew which rowed in Western Australia, a member of the 1st XV, and of the athletic team, and of the Chapel Choir. J. G. Kesterton was selected as the Cadet Under Officer to represent all school cadets throughout Australia on the Queen's Jubilee Parade at Canberra. He also was a member of the 1st XV. N. B. Nunn was a fine athlete and captain, but he was also a member of the 1st XI and of the School Orchestra. Though there are many other examples of fine all round performance, special mention must be made: of R. D. Creer who represented the School in four games, rowing, football, athletics and swimming; of I. N. Lambell and I. Robilliard who both represented the School in three games, basketball, football and athletics, and were selected in GPS teams in two of these games; of T. J. R. Rodger and W. A. Wileman who also represented the School in three games; and finally of M. W. Warren, the second prefect, who was indeed all around and all permeating the School throughout the whole year.

And these are but a few of the all round performances of this year! Parents, who say their son cannot work, and play games, and take part in extra curricular activities, and be a leader, should look closely and carefully at these performances, because there is no doubt that boys do develop great strength of character by being busy in all spheres, academic, athletic and extra curricular.

That the standard of debating has been so high this year has been primarily due to the quality and leadership of A. J. Black, who was selected in the GPS Debating Team, the N.S.W. Schools Debating Team and the Australian Schools Debating Team. This is the first time for many, many years a boy from the School has gained such honours—a fact which the School recognises today with two special prizes. Black's vigorous leadership of the School team has set a standard which many debaters may well follow in the future and which will act as a spur to the junior team of M. C. Copeman, S. D. Hook and D. I. McMahon, who recently reached the final of the City of Sydney Eisteddfod debating.

In extra curricular events the main activity of the year was the successful presentation of West Side Story by the dramatic society in association with the girls from Wenona School. The quality of the performance was evident from the number of people who attended; well over 3,000 boys and parents watched the performances and were delighted with the presentation. The performance of the orchestra was

quite out of the ordinary, while the quality of acting was superb. Once again, the School wishes to thank the many mothers who assisted in this production in so many ways, on and off the stage.

In Cadets, Cadet Under Officer J. G. Kesterton was selected as **the one** Under Officer in Australia to carry the Cadet Banner on Her Majesty's Silver Jubilee Parade on the 8th March. Competition for this honour had been extremely high and great credit is due to the cadets for providing the flag bearer on this occasion. The situation concerning cadets, however, is still very confused and concerning. Officially both the Army Cadets and the Air Cadets exist, yet the provision of the equipment and clothing has been quite unsatisfactory. Naturally boys feel frustrated in this matter; but they should know that the School is pressing on every possible occasion and in every possible way in the hope of improving the situation. However, mention must be made: of the slowness of the authorities in the supplying of uniform and equipment for training; and of the unnecessary and extraordinary difficulties which have been raised about annual camps. Schools now have to do all the clerical work and form filling which used to be done by members of the ARA. If this has to be done, surely this form filling can be simplified without any loss of financial or stock control. At present, it takes nearly seven hours to issue about a hundred boys with one skimpy set of army uniform, and then about twenty more hours to complete the paper warfare! This is using a sledge hammer to crack a walnut in a way of which, even in wartime, the army would not have been very proud!

The Scouts and the Duke of Edinburgh Award Scheme are progressing satisfactorily. The master in charge of Scouts, Mr. M. B. Ferguson, has gone on leave to France, but in his stead Mr. R. J. H. Haswell has undertaken leadership of the Scouts.

Boys working in the library have produced something which is quite unusual in other schools; indeed nowhere else do boys have such an important and experimental part in the control and administration of a school library. The library held an Archives Day on 9th July which was attended by some 72 visitors, who expressed interest in what we are doing about school archives. Once again a plea is made to all parents and Old Boys to give any material (photographs, programmes, papers, paraphernalia) to the library for inclusion in the growing archives of the School. The School wishes to place on record its very deep appreciation to all those ladies and boys who have generously donated books to the School this year. The idea of "giving a book" which started about three years ago has now developed into a really generous method of improving the library. In addition the School wishes to thank Mrs. G. Hawker and the many mothers who come and repair books in the library. Without their help we would be lost!

The leadership of the Prefects this year has been exceptionally good. Great credit for this is given to the Senior Prefect M. J. Hawker and to M. W. Warren, the Second Prefect. Their leadership has always been notable for its encouragement and for its enthusiasm; and they have set a great example for younger boys who may later aspire to these offices. The loyalty of M. W. Warren has been very striking, and had Hawker been present today he would have been the first to recognise it publicly. The leadership of the School by the prefects has therefore resulted in a very satisfactory year in all respects. Praise must also be given to the Upper VI for their common sense, their hard work and their dedication to their tasks. It is to be hoped that such a good year will reap its due rewards when the HSC results are published in early January 1978.

And what can be said about the representatives of the S.C.E.G.S. Association, who continue to work for the School with such enthusiastic and financial success? Year after year comments are made about the assistance given by the S.C.E.G.S. Association; but no words are ever adequate enough to express the School's continu-

ing, and deep, appreciation for what is done by so many mothers! This year their efforts have been more successful than ever before. Thank you all very much—what more can be said, except thank you!

Management of independent schools is now a heavy load. Often persons outside schools fail to realise the size of the undertaking; the many acres of property; the many and varied school buildings, including boarding houses; the large clientele of Old Boys and parents; and diverse staffs working in several fields at once. The financial management of such independent schools is now a very detailed and large enterprise, while the personnel management alone is much more disparate than is usual in many a commercial or industrial enterprise. Only with skilful leadership can independent schools now thrive and grow; only with confident long range planning can the future of such schools be guaranteed. Vigorous leadership and forward planning are therefore the almost daily tasks of the Council, that body of volunteers who unstintingly devote so many hours to the School's welfare. So once again thanks are due to the School Council for its dynamic leadership of the School this year.

Most of the administrative procedures used in this School have been put under very close scrutiny in the last twelve to eighteen months. At the same time both the Bursar and the Headmaster were granted leave to travel abroad so as to bring themselves up to date with any new movements in independent school administration.

Many connected with the School may not perhaps realise just how long some Council members have served the School. It is invidious to name individuals. However, it is not proper to fail to note the continuing long service of Mr. R. Ludowici, a member since September 1951, during which period he was honorary Secretary for thirteen years and has often been acting Chairman of Council.

Regrettably during the year Mr. K. R. Utz died and his place on Council as a layman appointed by Synod has been taken by Mr. K. N. Nott. Since 1970 the late Mr. Utz had been an energetic member of Council, particularly in regard to new buildings and the repair and maintenance of the fabric of the School. He continually devoted his time to the well being of the School often at the expense of his own business. His thoughtfulness and forthrightness will be missed in future deliberations of the School.

Nor is it proper not to comment upon Mr. T. A. Tonkin's retirement in October this year. With his retirement, Council loses another staunch worker. Mr. Tonkin joined Council in February 1960 as an Old Boys' Union representative. During his eighteen years on Council he was Honorary Treasurer from February 1962 to February 1975, the period in which the School held three major fundraising appeals. As a result of these appeals Benefactors was built, all boarding houses were modernised and rebuilt, the physical education complex was built, and finally the Library was built. But this is not all that Mr. Tonkin has done. As Honorary Treasurer he has reorganised the budgeting processes for the financing of the School, thus helping to make its management more successful. And he was also one of the prime movers of the establishment of The Shore Foundation. With Mr. K. G. Smith, the President, Mr. Tonkin spent many hours in drawing up the constitution and in ensuring the Shore Foundation was properly established, legally and administratively. Such service should not be allowed to pass unnoticed. All connected with the School wish to thank Mr. Tonkin for his service. In Mr. Tonkin's place Mr. R. A. Hammond has been appointed as an OBU representative.

Mention must be made of the various staffs of the School. It is proper first to place on record deep appreciation of Mr. P. R. M. Jenkins' leadership of the School during the Headmaster's leave and to thank the teaching staff for their efforts throughout the year. The teaching staff has seen several changes this year. Dr. A. J. de V. Hill had hardly returned from his overseas leave when he was appointed

Second Master at The King's School. Mr. P. J. Cornish has been appointed Second Master at The Armidale School. Dr. G. J. White whose leave was just finishing was appointed a lecturer in History at the University of Sydney. Mr. M. B. Robinson and Mr. P. D. Butler have gone on leave to universities in England, the former to Cambridge, the latter to Oxford. Mr. M. B. Ferguson has gone on leave to France where he will be an assistant in a French lycée. Mr. M. H. Howard's secondment to the In Service section of the Department of Education has been extended until 31st December, 1979. Mr. W. Foulkes has also gone on leave for one year. Mr. C. M. Potter, who is on leave, and Mr. K. J. St. Heaps have both resigned from the staff to join Wellington College in U.K. and The King's School respectively. Sergeant Major R. Pickard also resigned to enter commerce.

During the year Mr. D. A. Alexander, Mr. K. M. Gilmour and Mr. W. G. Cockell joined the staff, while Mr. A. Gow returned from leave. In 1978 Mr. F. J. Dale, B.A. (Oxon.), Mr. P. C. Gilchrist, B.Com. (N.S.W.), Mr. J. H. Moore, T.C., and Mr. G. L. Pearce, B.Com. (N.S.W.), T.C., will join the staff. The posts of remedial teachers in English and Mathematics will be filled by Mrs. H. Vallance, B.A., Dip.Ed. and Mrs. C. Long, Dip.Spec.Ed. Sergeant Major M. Sinclair has also joined the staff.

It is also fitting, but with regret, to record the deaths of two former members of staff: Mr. H. C. W. Prince on 3rd February and Mr. I. F. Jones on 1st June. Service such as theirs, from 1945 to 1962 for Mr. Prince and from 1921 to 1964 for Mr. Jones, is what has made the academic standard of this School so sound. Ever a scholar, I. F. Jones encouraged the pursuit of academic excellence in a way which would now be regarded in some quarters as highly unfashionable. Ever a gentleman, H. C. W. Prince taught the rudiments of scholarship, cricket and sportsmanship to many boys in the Preparatory School, thus instilling standards of conduct which they have maintained throughout their life. *Vitai Lampada tradiderunt.*

Many visitors to the School have expressed their pleasure at the fine state of the grounds and the buildings. Credit for this must be given to the maintenance and grounds staffs who have worked particularly well this year. The School is indeed the envy of many other places because it is so well kept and maintained. The work of the domestic staff and the guidance of the matrons also have much to do with both the external and the internal condition of the buildings. It is to be hoped that the boys themselves appreciate fully the magnificent work which is done for their benefit by all these staffs under the capable direction of the Bursar and his staff. In the Bursar's absence on leave the good work has been continued magnificently by Miss D. Hall and Mr. J. Alexander, to whom our thanks are due.

One change in the life of the School took place this year when weekly boarding was once again introduced to the Preparatory School. Weekly boarding was the custom during the 1920's and early 1930's, but there has been little demand for it since then. At present it is not intended to extend the concept to the senior boarding houses for many reasons, the most important of which is that older boarders should learn to live in a community. Those who board in the Preparatory School from 1978 will receive a pleasant surprise when they see the remodelling and renovations which have recently been carried out in Purves House. Now all boarding houses in the School have been upgraded in every way.

Many Old Boys' and parents have enquired about items of educational interest which arose on my trip overseas this year. One striking matter was that in all schools in all countries there was frequent discussion and deep concern about the changing moral standards of the pupils, about matters of self discipline and obedience to school rules, and about drugs and their incidence among younger pupils. Indeed the worry about the decline in moral standards was unanimous in all schools.

Let us take one very simple example of personal standards and of self discipline: school uniform and hair cuts. These questions have been continuously raised throughout the world since the early sixties. It is a peculiar thing that before that time no one had queried the wearing of school uniform or the length of haircuts in any school until suddenly the *soi-disant* progressives in education began to attack everything that schools did, both in and out of class. In Australia, the zenith of this attack came with the production of the Karmel report in May 1973 when any educational procedure which had in the past resulted in good order and discipline in schools was labelled "fortress", "traditional", "ritualistic" and/or "authoritarian". Immediately the "progressives" (who in most cases are theoreticians in, not practitioners of, education) attacked school rules involving such matters as school uniform and the demand for haircuts as either "inhibiting the growth of an individual's personality" or "imposing a dictatorial fiat upon the human dignity of the growing child."

When in United States earlier this year it was therefore interesting to note two points. The first was that many schools had, under such progressive attacks, scrapped their former uniforms in the late 1960's or early 1970's; and the second was that many of the same schools have reintroduced some sort of uniform in the last two or three years. Indeed, it was very apparent that those schools with high academic results, with high morale and with signs of verve and quality of education—in short, the really good schools—had all returned to the wearing of a set uniform during class hours, as we do at Shore.

Upon enquiry why this had been done, the reply invariably was: that school morale had been raised; that morals and discipline had become better once again; and surprisingly, that many pupils had preferred it to be this way. Further, many of the boarding schools had in addition deliberately returned to at least one formal meal per day when the whole school entered the dining hall together, when grace was said and when all sat down together, a member of staff with a group of pupils at each table. Conversation was then very brisk and much more adult in content than perhaps it is at Shore.

By contrast it was interesting to visit schools without uniform—and many of these were coeducational—where the dress was, to say the least untidy, indeed often dirty. At most of these schools meals were cafeteria style service and the table manners were most conspicuous by their absence. Boarders at Shore who are often restless when our midday meal seems to be unduly long would do well to reflect upon the social value of taking time together at least once each day to "talk of many things, of ships and shoes and sealing wax, and cabbages and kings".

Yet we at Shore can do much better in our social and moral graces—both boarders and day boys. Why do boys slink past on the other side of the street instead of being graceful enough to say "good morning" and raise their hats? Why should a boy feel shy about talking to an adult, male or female, who happens to come into the School? Surely it is a manly characteristic to stand up straight, to answer politely any question asked and to speak clearly and unhesitatingly. Moreover, what personal freedom is lost by using the phrase: "Yes, ma'am", or "Yes, sir?" How many parents insist that their children answer with "Yes, mum" rather than with the increasingly used dreadful Australianism of "Yeah!". The catechism in the Prayer Book uses in one part the phrase "an outward and visible sign of an inward and spiritual grace". Good manners, like polite speech, are the signs of the graciousness and thoughtfulness of a gentleman. And as J. B. Burrell, a former member of the staff of this School, used to say: "Manners makyth man", thereby quoting the motto of William of Wykeham, the Bishop who founded Winchester College in 1382 and New College, Oxford in 1386.

In short, therefore, there seems to be good educational reason for, and sound common sense in, persevering with the policy concerning uniform and dress which

the School has now had in the Preparatory School since 1926 and in the Senior School since 1933. But neatness, cleanliness and a dignity of stature are surely primarily a parental duty, a duty which is always fully reinforced by this School; and the continuing battle for good manners and for gracious politeness is the task of both home and school together.

However, behaviour in public places, on buses and trains, on footpaths and railway stations, is **everyone's** task. It is not possible for the School to supervise over 800 boys who travel daily by public transport from all parts of Sydney. Yet adults ring to complain of poor behaviour, and quite rightly so; and public transport authorities ring to report misbehaviour in public conveyances. But neither adults nor public authorities take immediate and active steps to reprimand these childish offenders. The public authorities do have the powers to confiscate a boy's free pass; why do they not do so, and so bring home forcibly and financially to the parents of the boys involved the misbehaviour in question? And adults by suitable well chosen leadership could often prevent a lot of the high spirits of the young when in public places or on public transport.

However, do not think that the School does not, or is unwilling to, take action against such ill manners. It **always** does when it is sure that it has the real offender. But without names, times, facts and details the School must be fair and just to boys at all times, and like the cricket umpire, give them the benefit of the doubt. A more determined seeking for grace and good manners, for politeness and personal dignity and for understanding and universal cooperation by all members of the family in the education of their children will, however, result in much of this misbehaviour disappearing.

It is, however, very difficult for the School to insist upon proper behaviour when its actions are not supported by parents themselves. Recently twelve parents gave notes for the absence from school of their sons when in fact the boys went to a rock and roll concert, the doors of which opened at twelve noon. Of the twelve notes only one stated that the son had permission to go to the rock concert; three stated that the boys had their parents' permission to "stay at home"; one stated that the boy had "stayed at home to work"; one stated that the boy had "stayed at home in order to help"; two stated that the boy "was unable to attend"; and four stated that their son "was sick". In all twelve cases the notes were legitimate and had been signed by parents. It is hard for the School to keep a check upon daily attendance when such notes for absence are given by parents. The School is expected by parents to know where a boy is at all times when he is in the School's care. Equally the School can reasonably expect that parents should send their son to school on a normal school day unless there is a very valid reason for his being absent; attendance at a rock concert can in no way be regarded as a sound or valid or reasonable cause of absence. Such an example of deceit by parents can achieve nothing but give boys wrong ideas about truthfulness, honesty and integrity.

Another area of education in which parents must take a far more positive stance than they have done in the past is that concerning drugs. Nowadays, drugs consist of three separate sections: medical and harmful drugs; tobacco; and alcohol. Before considering these three types, let us think for a moment how a parent teaches a very young child to avoid, say, fire and electrical equipment. Patiently, and again and again, the parents tell the young child not to play with either fire or the equipment. One explains why this should not be touched and carefully, and over a long period, explains the consequences. Naturally there are regrettably some accidents, but these are far fewer than the number of children involved. Why do we as parents, then, not take the same patient and repetitive steps in educating our children about drugs? Parents have learnt the consequences of playing with fire; have parents learnt the consequences of playing with drugs? Or have parents adopted the ostrich attitude of believing it to be someone else's task to educate their children about drugs?

The School has a continuing programme of education about drugs; but it also takes a strong line about tobacco and alcohol. However, it can achieve very little if parents allow their children to believe that none of these drugs are harmful to their physical and mental well being. The danger about drugs now is that older pupils seem to have realised the disaster which follows the use of "hard drugs", but the use of these hard drugs is moving down to younger age groups, who do not realise the perils involved. Far too many adult persons are saying that marijuana is not harmful. This is not so; there is adequate medical evidence that marijuana can lead to further drug use and abuse; and there is adequate evidence that marijuana is a danger itself. There is also evidence that many parents allow marijuana to be smoked at home. This is sheer folly and cannot be too roundly condemned; for in a short period marijuana can do more damage than twenty years of tobacco smoking; and insofar as tobacco is concerned, there is adequate documented evidence that smoking is harmful to health. The argument does not need further development here because it is already so widely known in the community.

However, the spread in the use of alcohol among the young and the very young is really the most recent and the most alarming feature of the use of the three types of drugs. Throughout the world in all kinds of schools, school authorities are concerned that the use of alcohol by teenagers is spreading to even younger and younger ages. In USA, where the age for a driving licence is only sixteen, the accident rate caused by drunken driving has reached alarming proportions. One has but to look at TV coverage of sporting fixtures to see how young are some who consume alcohol. But even more concerningly, one has only to overhear the talk of parties being held in private houses to hear how much alcohol has entered the society of the young. One can be even more alarmed to hear of the number of occasions when parties take place without parental supervision. Some of these parties are known to parents; others occur because the parents have left their children unsupervised.

It is the task of every home to educate children about drugs, their use and abuse; it is the task of parents to see that temptation is not put in the way of children at parties which children may rightfully expect to hold; and it is the task of governments to take more stringent actions to enforce the laws which already exist, rather than to "soften" them or to "decriminalise" them. History shows that more frequently societies disintegrate from within from their own stupidities and from their own lack of moral fibre rather than from conquest from without. There is available to us in Australia ample evidence of what is happening elsewhere in the world from a failure to take stern measures in the matter of drugs. We have a great country which older generations have fought to build and to preserve; are we to let it disintegrate now in the days of our children as a result of lack of moral courage and spiritual leadership? **Parents must attack this problem of drugs urgently, insistently, continuously, and at once; and parents must not shun the problem, saying it does not happen in their family.**

Boys often ask: are there any new fields of endeavour to conquer? Indeed there are. There may not be space travel to the moon or the use of nuclear energy; but there are still many areas where some major improvement of existing facilities can be of immeasurable value to the well being of many people. To take one example. It is estimated that in ten or fifteen years 100 million passengers a year will use London Airport. What an improvement of movement needs to be found in order to cope with such numbers! How can passengers and aircraft be handled more expeditiously? How can the aeroplane, which is now the main form of travel, be made less noisy? Here surely are barriers to be removed or frontiers to be crossed. In everyday life there are many other like fields of endeavour which demand the ingenuity and invention of man in order to overcome them.

Indeed, boys have so many areas of intellectual challenge available to them daily if they will but lift up their eyes and look about for them—instead of merely bewailing

the possible dangers of life or the so-called materialism of man. With a vision of greatness and a personal determination to make a definite contribution to the welfare of all mankind any boy can, if he really exerts his mental faculties, find plenty to do which will occupy him to the full throughout his life. For there is no doubt that the foundations for personal happiness can be found in a sense of purpose, in a sense of belonging, in the activity of participating in life round about oneself and in the ready acceptance of a sense of personal duty. Indeed, the words of J. C. Masterman can well inspire any boy who feels there are no worlds left to conquer: "Be not solitary. Never be idle. Try to avoid giving offence. Grieve not for that which has gone beyond recall. Fear not that which you cannot avoid. Don't fuss. Don't argue."

At Speech Day 1970, after a previous trip overseas, I referred to the year 1970 as probably being a watershed in the history of the 20th century. How true this remark has turned out to be! Already people talk about the "revolting sixties" or the "protesting sixties", as if those years were to be compared with the days of the Luddites or the years of the Cromwellian era. But we should learn from these latter days and should endeavour to see how we can improve for everyone in the community about us the quality of their life—to use a phrase which is now hackneyed by its use by politicians.

For there is, indeed, **far too much emotive talk** about environmental, ecological and egalitarian issues instead of there being lucid and logical discussion of the real problems of life which need to be examined by all. Instead of discussions taking place within the proper meaning of the word, that is, as the Oxford English Dictionary defines, "an examination (of a matter) by arguments for and against", present day arguments tend to become aggressive, emotional, discriminatory and often lacking in logical sequence. It seems that very few persons can truly distinguish between revolution and evolution. If the 1960's were times of revolution, when we now look back these same years were also times of disaster. For it was in these years: that the use of drugs rampaged through the community; that the function of the family as the unit primarily responsible for the teaching of the young was denigrated and destroyed; and that the destruction of law and order as the basis of civilised living in a community was begun.

The emotion surrounding the Vietnam war did not help level-headed discussion of any of the problems involved. In Australia we continued to be involved in an area in South East Asia in which we had had troops stationed since 1946—a fact either not known, or not understood, or not admitted by many Australians. But we allowed emotional discussion of this war to polarise the community in a way which had never happened before in Australia's history. Cheap political capital, and thus electoral gain, was made out of the war and of our involvement in it. That fringe in politics who wish to pull down the existing system—good, bad, or indifferent, it does not matter so long as chaos is created—used this emotional reaction to war to organise extraordinary alliances of the most unlikely groups of people and, at the same time, used the sensibilities so aroused further to whip up feelings about such disparate topics as green belts, the national heritage and the rights of man. Yet the same politically lunatic fringe had, and still has, no intention of allowing the majority of citizens to have, or to use, their personal rights or their individual liberties.

And so the revolution of the sixties which overlapped into the early seventies had not really achieved anything of any lasting value at all. The concept of the preservation of the national heritage would still have gone ahead, sixties or no sixties. The awareness of the need for ecology was progressing rapidly in the community—after all there was a County of Cumberland green belt plan over 25 years ago; that it was not carried out is the fault of various political parties of both state and local governments. And egalitarian issues have been under debate since the French Revolution in 1789. No country anywhere in the world has solved the problems

of migrants, and therefore of minorities, or of the poor and underprivileged. Indeed, we in Australia are doing as much as most; in some areas we are doing better and more than many other countries.

But there is one thing which this revolution has destroyed, namely, the family as a unit responsible for the spiritual, moral and ethical upbringing and education of children. The attack on marriage as an essential part of society, and indeed as the kernel of the quality of life, has had devastating effects upon the children of the middle seventies. As medical and psychological research increases our knowledge of mankind, the need of children for parental love and affection as a stable pillar to which they can cling is even more apparent. More than half the disciplinary problems at any school have their foundations in events in the home. The busy-ness of parents; the absence of parents from home; the leaving of children alone and unsupervised; the favoritism of one child over another in the family; the failure to have a family holiday far from the madding crowd; the spoiling of a child by undue amounts of money and presents—all these and many such others cause problems at school in the upbringing of any child. For when pupils are reacting to family pressures, they cannot, or do not, or will not learn, no matter what anyone may do—family or teacher.

One certain answer to these difficult problems of life in the 1970's is a return to the morality of a sound Christian family and to the continuing evolution—not revolution—of the problems of mankind. After all, it has taken many centuries to develop the computer, the plastics, the transistors, the jet engines which are so much a part of our life today. Why are we in such an almighty hurry to change those ways of life, those standards of moral behaviour and those bases of personal conduct which have withstood the test of the same centuries? Why do we believe that untested humanist philosophies have some mystical superiority to proven Christian ethics? Why do we worship the false gods of innovation and change instead of the true gods of love and compassion? Why are we throwing away the Lord who is our shepherd, who restoreth our soul, who leadeth us in the paths of righteousness and who is with us when we walk through the valley of the shadow of death? Surely His goodness and mercy shall follow us all the days of our life—as they have done in centuries past. With the rod and the staff of the Lord for support we need have no fear for the future, nor do we need to revolt or to be part of any revolution. If each of us can but see clearly our own personal and individual duty in this world, if we can but daily do the duty that is ours, if we can but recognise that "the earth is the Lord's and all that therein is", then there will be no difficulty in coping with any evolution that has to take place in the coming years. We need not fear 1984; for what cataclysmic situation can occur which can be greater than any that man has already met! For man has been challenged before; and he will surely be so again. Yet in times of challenge man must call upon all his moral fibre to meet the coming trial; and now he must call upon all his capacity for self denial and self sacrifice in order to withstand the present onslaught on his standards, his morals, his ethics and his very religion. **Boys** must realise that only **by standing morally firm** in the face of attack will they be able to meet the evolution which is certainly going to take place in the next decades.

So the moral and political polarisation of the community which is becoming the symbol of the late 1970's must be met with a return to common sense, to self denial and to self discipline—all of a magnitude which has not been seen in the community in the last five to ten years!

The School Lesson gives the clue to us all: "Submit yourselves to every ordinance of man for the Lord's sake". For unless there is an **immediate** return to the acceptance of law and order, to the acceptance of the rule of law, and to an acceptance of the right of a duly elected government to rule, society as we know it today is doomed, doomed to a state of permanent upheaval—which many in the community today have as their sole objective.

Thus the prime task today of any school is to teach children to be self disciplined and obedient to the tenets of the society of which they are part. **And in Australia these tenets are still those of the Christian faith, no matter what else some may wish them to be or may be working for them to become.**