



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

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**December, 1978**

# Sydney Church of England Grammar School

## Speech Day—7th December, 1978

*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 fame,  
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 J. E. M. Dixon Esq., O.B.E., B.Ec., A.A.S.A.

Summary of the Headmaster's Report.

The prizes will be presented by The Most Reverend M. L. Loane, K.B.E.,  
Archbishop of Sydney, Primate of Australia

Vote of thanks by the Senior Prefect

Benediction

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*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 AND PRIMATE OF AUSTRALIA.

### 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.  
Rt. Rev. E. D. CAMERON, B.D., Th.Schol.  
Rev. V. W. ROBERTS, Th.Schol., Dip.R.E.  
Rev. Dr. W. J. DUMBRELL, M.A., M.Th., Th.D.  
Rev. G. S. GARDNER, Th.Schol.  
Rev. R. T. PLATT, B.D., Th.L., Dip.R.E.  
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, B.Com.

### Clerk of 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.).  
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 Upper Sixth Form.**  
M. HOWARD, B.A., M.Ed.(Syd.), T.C.(Wymondham).\*  
D. J. ROSSELL, B.A., Dip.Ed.(Syd.), M.A.(Macq.).  
G. J. LEWARNE, B.Sc.(Syd.), Dip.Ed.(N.E.), Dip.Com.(N.S.W.I.T.).  
**Master of Middle School.**

- 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.  
 S. W. GILLESPIE.  
 Rev. R. E. EVANS, Th.L., M.I.A.A., **Master of Lower Sixth Form.**  
 D. G. SPURR, B.A., Litt.B., Dip.Ed.(N.E.), M.A.C.E., (9),  
**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. 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), (3).  
 M. T. McKAUGHAN, Dip. T.G.\*  
 R. K. ABBEY, B.Sc., Dip.Ed.(W.A.), M.Ed.(Syd.).  
 R. G. GOLIGHER  
 J. J. JENKINS, B.A.(Syd.).  
 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.), Dip.Ed.(N.E.).  
 Rev. B. C. MAXWELL, Th.L., T.C., Dip.R.E.  
 K. J. PERRIN, B.A., Dip.Ed.(N'cle), M.Ed.(N.E.), (1).  
 J. P. KINNY, B.Sc.(N.S.W.), T.C.(Syd.).  
 P. D. BUTLER, B.A.(Syd.), Dip.Ed.(N.E.), Cert.Ed.(Oxon.).\*  
 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, B.A.(Macq.).  
 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.(Syd.), T.C.(Syd.),  
**Master of Preparatory School, Housemaster, Purves (Junior) House.**  
 Miss D. SIMPSON, B.A.(Syd.), T.C., Grad.Dip.Lib.(K.C.A.E.).  
 D. R. ALEXANDER, B.A.(Syd.).  
 K. M. GILMOUR, M.A., Dip.Ed.(Syd.).  
 W. G. COCKELL, LL.B.(Syd.).  
 P. C. GILCHRIST, B.Com.(N.S.W.).  
 F. J. L. DALE, M.A.(Oxon.), Cert. Ed., R.S.A., Dip.T.E.F.L.  
 J. H. MOORE, ED., T.C.(Syd.).  
 G. L. PEARCE, B.Com.(N.S.W.), T.C.(Wollongong).

Mrs. H. B. VALLANCE, B.A.(Syd.), Dip.Ed.(Mitchell College).  
 Mrs. C. LONG, Dip.Teach.(Special Ed.) (K.C.A.E.), M.H.C.C. (W.B.T.C.).  
 C. E. SILVESTER, B.A.(N.S.W.).  
 M. M. BISHOP, B.Sc.(Syd.), Ph.D.(Cantab.).  
 J. A. MEAKINS, B.A.(N.S.W.), Dip.Ed.(Northern Rivers).  
 S. F. RUSSELL, B.A.(N.S.W.).

\*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 and Commerce, (11) Games, (12) Library.

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

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

Clarinet: W. CLARKE Violin: Miss J. DAVIES.

'Cello: Miss M. WAUGH Classical & Folk Guitar: S. BRACEGIRDLE.

Oboe: Miss J. HIBBARD Flute: Miss L. MAGSON.

Trumpet: J. BLUNT Saxophone: A. J. BINGHAM.

Woolclassing: F. G. WILSON.

Tennis: V. EDWARDS TENNIS SCHOOL.

#### PREFECTS

Senior: A. M. HAWKER; Second: R. D. CREER.

Prefects: R. J. TOOTH; R. J. BURSTAL, J. R. M. HARDWICK, G. J. IRONS, M.  
 W. REYNOLDS, I. ROBILLIARD, R. E. WARREN, W. A. WILEMAN; M. C.  
 COPEMAN, M. C. ELVY, D. W. SHEARMAN, W. G. SHIRLEY, J. R. K.  
 WHILEY; I. K. NEALE.

Sub-Prefects: J. D. CLANCY, K. M. CUDMORE, I. J. MASSEY; B. G. CRANNEY,  
 R. F. LEAVER, S. N. S. MORRIS, R. W. Y. YEOW; S. G. CHAMBERS, J. T.  
 DIX, A. C. GIBSON, D. E. HGLT, I. J. McDONALD, W. D. MATTHEWS, T.  
 J. ROYLE, C. R. TOOTH, A. M. WILLIAMS, D. B. WILLIAMS; A. R.  
 BEATTY, R. D. FOGL, D. C. WHITNEY, C. R. C. WOODFIELD; M. D.  
 SAYER; M. B. ALLWORTH, G. H. BURROW, J. W. BURSTAL, M. G.  
 CRIPPS, H. D. HARLEY, G. M. IRVING, T. O. ISAKSSON, D. G. PRATTEN,  
 A. S. W. PLAYFAIR, A. J. RICHARDS, S. M. WOODHILL.

#### ORDER OF MERIT, 1978

##### UVI Form

1. M. C. Copeman
2. R. W. Y. Yeow
3. R. I. Whittle
4. J. R. M. Hardwick
5. S. D. Hook
6. M. D. Harrison
7. T. J. Royle
8. B. G. Cranney
9. R. S. D. Lloyd
10. D. E. Holt

##### LVI Form

1. N. M. M. Hardwick
2. I. A. Dumbrell
3. M. B. Allworth
4. A. D. Charker
5. G. E. Sara
6. S. H. Duncan
7. R. M. Fitzpatrick
8. R. K. McNeill
9. M. G. Cripps
10. G. H. Raftesath

## SCHOLARSHIPS 1978

A.B.S. White Scholarship.....	A. M. Hawker
Old Boys' Union Scholarship.....	M. W. Reynolds
S.C.E.G.S. Association Bursary .....	W. D. Matthews
Grainger Exhibition.....	R. W. Y. Yeow
Graham Exhibition.....	M. C. Copeman
S.C.E.G.S. Association Exhibition No. 1.....	{ R. S. D. Lloyd M. B. Allworth
S.C.E.G.S. Association Exhibition No. 2.....	{ S. D. Hook A. J. Richards
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
(Grainger).....	G. I. McConnell
Open Entrance Scholarship No. 2.....	{ G. D. Cordner A. J. Nicklin I. W. Watson D. R. Legg R. J. H. Hammett
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 I. D. Leijer
Junior Close Scholarship.....	{ M. J. Amos A. J. G. Paull N. M. M. Hardwick S. J. Bleachmore R. R. Simpson

## PRIZE LIST, 1978

	DIVINITY	GENERAL PROFICIENCY	GENERAL MERIT
<b>PREPARATORY SCHOOL</b>			
Form I	S. A. McCann	N. P. Wolfe	R. H. Bray
Remove B	W. H. P. Thomas	W. H. P. Thomas	S. S. Bull
Remove A	D. C. McCredie	D. C. McCredie	D. P. M. Forbes
IIB	P. V. Berner	J. J. Sleeman	W. V. Averill
IIA	M. K. Condon	(H. W. D. Stowe)	M. W. Young
<b>LOWER SCHOOL</b>			
IIIC	R. J. Jamieson	A. D. Badgery	M. T. Nugan
IIIB2	S. A. Bolles	A. G. Boydell	T. J. Peel
IIIB1	P. D. Booth	P. D. Booth	T. H. Kannegieter
IIIA2	G. M. Self	M. H. England	D. J. Tingwell
IIIA1	R. J. H. Hammett	(I. D. Leijer)	R. T. Taylor
SC	A. J. Thompson	A. Ball	D. T. Lyall
SB2	B. P. Hardy	S. P. Davis	S. Senior-Smith
SB1	T. G. G. Keirle	T. G. G. Keirle	P. H. England
SA2	M. P. Davies	P. M. H. Harpur	M. J. C. Feetham
SA1	(M. J. Kyriagis)	(T. J. Freedman)	D. R. Legg
<b>MIDDLE SCHOOL</b>			
IVC	S. R. B. L. Dean	P. D. R. Cook	W. B. Bracey
IVB2	M. R. Huckstep	J. W. Burnett	P. D. Stevenson
IVB1	R. J. D. Greaves	R. M. Middleton	D. M. Tinworth
IVA2	M. R. Bull	D. A. B. Christie	P. A. Kaldor
IVA1	(D. A. Whittle)	(M. I. Robertson)	(I. C. Cope)
VC	J. C. Tingwell	I. W. Sinclair	E. A. Dugan
VB2	D. F. I. Boyling	D. F. I. Boyling	T. F. Burns
VB1	T. K. Szeto	D. K. Shearwood	A. R. Wilson
AV3	R. N. Crowther	J. H. Badgery	J. R. Burnett
VA2	J. L. Brown	I. R. Lyall	(H. R. Cooke)
VA1	A. R. Hackworthy	(M. J. Coombes)	(G. D. Corder)
<b>UPPER SCHOOL</b>			
	<b>Lower VI</b>		<b>Upper VI</b>
General Merit	A. D. Charker		(T. J. Royle)
General Studies			(B. G. Cranney)
Economics	N. O. Siebold		(D. I. McMahan)
Ancient History	P. M. Sadler		M. D. Harrison
Geography	D. B. Studdy		(D. I. McMahan)
Science	R. K. McNeall		(T. A. Brighton)
Modern History	(M. B. Allworth)		(M. C. Copeman)
German	(M. G. Cripps)		(M. C. Copeman)
French	(M. G. Cripps)		(J. R. M. Hardwick)
Latin	(N. M. M. Hardwick)		(R. I. Whittle)
English	(M. G. Cripps)		(R. I. Whittle)
Mathematics	(I. A. Dumbrell)		(M. C. Copeman)
Divinity	J. M. Foord		(S. D. Hook)
Second in General Proficiency	(I. A. Dumbrell)		(K. S. Yau)
First in General Proficiency	(N. M. M. Hardwick)		(R. W. Y. Yeow)
			(J. R. M. Hardwick)

## SPECIAL PRIZES

<b>ART:</b>	
W. M. N. Stewart Memorial Prize (Preparatory School).....	M. J. P. McAuley
Junior Prize.....	P. J. Mumford
E. T. Thring Memorial Prize .....	R. J. Puffett
<b>CATHECHISM:</b>	
Uther Prize.....	H. W. D. Stowe
<b>GENERAL KNOWLEDGE:</b>	
Lower School.....	A. I. Wright
Middle School .....	A. C. D. Peterson
John Jamieson Memorial Prize (Upper School).....	N. M. M. Hardwick
<b>MUSIC:</b>	
Theoretical Junior .....	M. L. Neale
Theoretical Senior .....	I. J. McDonald
Practical Junior .....	D. B. McDonald
Practical Senior.....	G. J. Buckman
R. G. H. Walmsley Memorial Prize .....	S. N. S. Morris
<b>WOODWORK:</b>	
Junior Prize.....	J. A. Garnock
G. R. and R. V. Kierath Prize .....	D. J. Porter
<b>WOOLCLASSING:</b>	
Riverina O.B.U. Group Ray Holmes Memorial Prizes:	
Junior.....	I. R. Capel
Intermediate .....	N. W. Lyne
Senior.....	P. J. W. Lyne
<b>CHOIR:</b>	
Junior.....	Not awarded
Senior.....	R. W. Warren
David Davies Memorial Prize .....	I. J. McDonald
<b>ORIGINAL CONTRIBUTION TO THE SCHOOL</b>	
<b>MAGAZINE:</b>	
"The Torch Bearer" Prize.....	M. I. Robertson
<b>DEBATING PRIZES:</b>	
	D. I. McMahon
	S. D. Hook
	M. C. Copeman
<b>LIBRARY:</b>	
The Boer War Contingent Memorial Prize.....	N. M. M. Hardwick
<b>GENERAL ACTIVITIES:</b>	
Robert John Hardwick Prize.....	D. J. Murphy
Frank Cash Memorial Prize .....	H. R. Cooke
Old Boys' Club Prize—V Form.....	R. A. Long
John Martin Burgess Prize.....	S. M. Woodhill
Margaret Black Prize .....	M. B. Allworth
Hugh Barker Memorial Prize .....	I. Robilliard
Old Boys' Club Prize—UVI Form .....	M. D. Sayer
	J. D. Clancy
Old Boys' Union Prize .....	R. J. Tooth
D. J. Richards Memorial Prize .....	R. D. Creer
<b>PREPARATORY SCHOOL:</b>	
John Scott Memorial Mathematics Prize.....	H. W. D. Stowe
John Scott Memorial Prize (IIA Form).....	H. W. D. Stowe



**THIRD FORM:**

Far West O.B.U. Group Prize (English) .....	G. I. McConnell
Daryl Loddington Hall Memorial Prize (French) .....	G. I. McConnell
Alan Ludowici Memorial Prize (IIIA Form) .....	I. D. Leijer

**S FORM:**

George Gordon Black Memorial Prize (English) .....	M. J. Kyriagis
Hunter Stephenson Prize (French) .....	R. L. Garnett
Selby Prize (Science) .....	R. C. Eaton
	H. A. H. Hunter
Tamworth O.B.U. Group Prize (Mathematics) .....	M. J. Kyriagis
Alan Ludowici Memorial Prize (SAI Form) .....	T. J. Freedman

**FOURTH FORM:**

Frank Bennett Memorial Prize (English) .....	R. A. Black
	M. I. Robertson
Roy Milton Prize (French) .....	D. A. Whittle
L. R. Benjamin Memorial Prize (Science) .....	N. J. Poate
Tamworth O.B.U. Group Prize (Mathematics) .....	E. R. Szeto
Geoffrey Cohen Memorial Prize (General Merit) .....	J. C. Cope
Alan Ludowici Memorial Prize (IVA Form) .....	M. I. Robertson

**FIFTH FORM:**

Harry Eames Budd Memorial Prize (English) .....	M. J. Coombes
Hunter Stephenson Prize (Mathematics) .....	J. S. Parker
Eric Mileham Litchfield Memorial Prize (General Merit) .....	G. D. Corder
Alan Ludowici Memorial Prize (VAI Form) .....	M. J. Coombes

**LOWER SIXTH FORM:**

R. B. Hipsley Prize (Mathematics) .....	I. A. Dumbrell
Stewart Caldbeck Memorial Prize (English) .....	M. G. Cripps
M. A. Ilbery Prize (Modern History) .....	M. B. Allworth
Stewart Caldbeck Memorial Prize (Second in General Proficiency) .....	I. A. Dumbrell
G. H. Broinowski Prize (First in General Proficiency) .....	N. M. M. Hardwick

**UPPER SIXTH FORM:**

David and Elizabeth Carment Prize (Mathematics) .....	K. S. Yau
Donald Muston Memorial Prize (General Merit) .....	R. S. D. Lloyd
Russell Sinclair Memorial Prize (General Merit) .....	B. G. Cranney
The Lodge Torchbearer Prize (Ancient History) .....	D. I. McMahon
Desmond Hum Memorial Prize (Geography) .....	T. A. Brighton
John Kingsmill Phillips Memorial Prize (Chemistry) .....	M. C. Copeman
Monteith Cowper Wood Memorial Prize (Physics) .....	M. C. Copeman
Ian Menzies Memorial Prize (History) .....	J. R. M. Hardwick
Herbert Kendall Memorial Prize (French) .....	R. I. Whittle
David Coddishaw Memorial Prize (Latin) .....	M. C. Copeman
J. S. Wilson Memorial Prize (English) .....	S. D. Hook
Charlton Divinity Prize .....	J. R. M. Hardwick
Harold Dean and R. S. Reid Prizes (Mathematics) .....	R. W. Y. Yeow
Percival Sharp Memorial Prize (UVI Form) .....	M. C. Copeman
A. H. Wade Memorial Prize (General Merit) .....	T. J. Royle
War Memorial Prize (Second in General Proficiency) .....	R. W. Y. Yeow
Burke Prize and United Services Prize (First in General Proficiency) .....	M. C. Copeman
Brian Pockley Memorial Prize .....	A. M. Hawker

## THE HEADMASTER'S REPORT 1978

Your Grace, Mr. Chairman, Ladies and Gentlemen.

The School has two reasons to be especially honoured today that Your Grace is the guest of honour. First, we wish publicly to congratulate you upon your election as Primate of the Anglican Church in Australia. You are the first Australian born archbishop to hold this high office, so the School rejoices at your election. It is merely a continuation of Your Grace's distinguished career, since you were also the first Australian born bishop to be elected archbishop of a metropolitan see; and it has been our good fortune that you were elected to the Diocese of Sydney. As Archbishop of Sydney you are ex officio President of the School Council, and the School values greatly your guidance and your continuing interest in the well-being of the School. Your Grace has been a member of the School Council now for 18 years, being first a prominent member as a Synod representative, and more recently as President. Despite the many calls on your time as Diocesan you have still managed to keep intense interest in all we do at Shore. For this we are very grateful.

The second reason is that because Your Grace has to sit in the seat of the guest of honour you are unable to preside at today's proceedings as you normally do. Not all connected with the School may know of the School Council's custom which puts in the chair the Chairman of Council, Mr. Dixon, when the President is absent. So there is a public opportunity today to congratulate Mr. Dixon upon 20 years as Chairman of Council—a period of time when the governing of the School has called for thoughtful and imaginative leadership.

All connected with the School would like to thank both Your Grace and Mr. Dixon for the wise judgement and acute perception which you both have given to the affairs of this School over so many, many years.

And since this Speech Day may be regarded as one within the family as it were, it is appropriate to record with regret resignations of two other members of the Council, the Rev. Canon J. E. Whild and the late Rev. R. C. Weir. Canon Whild who served on the Council for 18 years has found his extra duties with the Seamen's Mission demanding more of his time and so has had to resign. The Rev. Weir had served on the School Council for 11 years before resigning when he moved to the parish in Bowral. It was with regret that the School noted in October last the death of the Rev. R. C. Weir. We express deep sympathy to his family. The School records its debt to both gentlemen who as governors gave clear thinking and sound leadership over the years. In their places we welcome to the Council the Rev. G. S. Gardner and the Rev. R. T. Platt, looking forward to their advice and help in the future. Further, the School records its appreciation of the continuing good management given by the Council to the affairs of the School. Some on occasions may be critical of the Council for the apparently lengthy time which it takes to make decisions, but it is true to record that Council invariably makes the appropriate and wise decision for the long run benefit of the School.

The charter of this School refers, inter alia, to the "teaching throughout being in accordance with the principles of the Church of England". It is appropriate therefore to record that the year 1978 was a year in which there was a novel step in the Church of England in Australia, namely the publication of the new prayer book. The School has been using this Australian Prayer Book regularly in Chapel and has found it interesting to compare this final version with the various forms of service and liturgies with which we, along with others in the Church throughout Australia, had been experimenting for the last several years. The new Prayer Book which now stands beside the 1662 Book of Common Prayer as the authorised formulary for public worship has proved to be of great quality and yet of a modernity acceptable both to those wishing for major changes and to those wishing to retain the older versions

of the prayers. The School would like to place on record its congratulations to the many who laboured so long and so willingly in the production of this major work for use of the members of the Church in Australia. And it records with pride that an Old Boy, the Right Rev. D. W. B. Robinson, was one of those responsible.

The School Council has decided that the time has come to have written a history of the activities and development of the School. Accordingly, Dr. G. E. Sherington has been commissioned to write this history. An Old Boy of the School, Dr. Sherington has had a distinguished career in the teaching of History since he left school in 1962. Dr. Sherington will no doubt be in contact with many Old Boys, parents and friends of the School in the course of his research for and preparation of the final work. The School hopes that he will be given every cooperation in his task and that his seeking of facts and information from individuals will be given generous support, even if some searches may seem to be unpalatable to some persons. The Council hopes the history will be published in three to four years time and that it will be a worthy addition to the records of the School.

In 1978 the School Certificate has been retained in the same form as it was in 1977; and it appears that requirements for 1979 and 1980 will be the same. There will be moderation in English and Mathematics, and this moderation will be conducted in the middle of the year as it has been in the past. It is to be hoped, however, that the moderation will become a more demanding test than it has been in 1978. This year one question asked of candidates after 10 years of education was to measure a straight line to the closest millimetre. Of a sample of 500 candidates only 79% could measure the line to the closest millimetre, even though the examiners accepted 91 millimetres, 92 millimetres or 93 millimetres as the correct answer. It will be seen from this question that the argument about standards declining can be reinforced in certain respects.

There is a little doubt now that the School Certificate has only minimal value as an indicator of academic ability. Since all candidates in the State are now measured only in English and Mathematics there is no way of comparing the standards of education reached by pupils in other subjects. For example, how can an employer compare the School Certificate issued by a country high school with that of a city independent school or by a country independent school with that of a city high school? The possible variations in standards are infinite, which may be good for individual students, but not for the nation generally.

It is these variations which have caused so much discussion in the community whether the standard of education has declined in recent years or not. By virtue of its enrolment from certain groups of the population living in the same areas of the State, namely mainly on the north side of the harbour, this School has had a reasonably stable academic composition for over fifty years. It is interesting therefore to look at two particular present areas of scholarship and compare them with previous years. First, enrolment into Year 7, as the first year of secondary education is now called, shows that boys are not as well prepared in reading and number as they used to be. While they may have other learning skills, such as the ability to use libraries or to research projects or the capacity to discuss their work orally, there is no doubt that they are not so well drilled or skilled in reading or basic simple arithmetic as they used to be. Consequently, the School has to spend a large amount of time in establishing these simple foundations upon which all later secondary endeavour is based.

Parents will be aware that the School has been slowly moving towards a comprehensive testing and remedial programme to overcome these revealed weaknesses. When adequate information has been gathered a paper will be published setting out the results of our findings. Meanwhile the appointment of two remedial teachers, as reported last year, has already produced some quite striking results. In

some cases the remedial teaching has merely taken the form of making up for time absent or for previously poor teaching, but in other cases it has been true remediation of inherent weaknesses.

The second change is seen at the top of the School where the nonsense of "parity of esteem" between subjects and courses within subjects has produced a very positive and alarming decrease in the numbers of boys who study at what used to be called honours level. Because study in depth—as honours study is now called—gains exactly the same marks (for aggregate purposes for entry to tertiary institutions) as other study of the subject—as pass level study is now called—many boys have declined to accept the intellectual and moral challenge of attempting to stretch themselves scholastically by taking the more advanced courses in the subjects. The facts of the decline in Year 12 speak for themselves: in 1950 for the Leaving Certificate 8 boys sat in honours English, 15 in honours Mathematics out of 121 candidates; in 1960 the figures were 6 and 9 respectively out of 134 candidates; in 1970 they were 42 and 21 out of 146 candidates; in 1978 they are 8 and 5 out of 177 candidates. Such a huge decline represents a lack of scholastic development among many capable students who because they have never tried will never know how good they may be.

The seminars on the theme "Is it time for an Educational Audit?" being conducted throughout 1978 by the NSW Government and the production of the Final Report of the Working Party for the Establishment of an Educational Commission have clouded other issues concerning the public examinations and the curriculum at this time. For example, it is not clear what has happened to the "Base Paper on the Total Curriculum" which was issued for discussion in April, 1975. Although the document clearly stated that it was issued "for discussion purposes only", questions by inspectors who recently visited this School for registration purposes indicated that the concepts of areas of study and modular organisation of the curriculum are more firmly entrenched administratively than indicated by the phrase "discussion only". Nor is it clear what position the statutory bodies, particularly the Board of Senior School Studies and the Secondary Schools Board, will have in the future. Moreover, there is considerable confusion about the curriculum at the present moment. Some schools claim that it is school based, others claim that it is State based. There seems, however, to be no doubt that the standard of secondary education is not as high as it used to be; and it is quite useless people saying that this is not so when the standards of accuracy and basic skills can definitely be proven to be lower.

The 1977 results in the Higher School Certificate were only average. There was a feeling after the extra curricular success of this group of boys that they would have similar academic successes. The facts, however, show that they were of average academic ability and performed accordingly. Many boys thought that all they had to do was to go through the motions in order to achieve success, thinking that there would be some magical transference from success on the sporting field to success in the examination room. It is not unfair to this group to say that the results were not as good as they might have been had they realised their average ability and worked with determination to overcome this. A. J. Black gained six Grade 1 results while M. J. Hawker, J. D. Hutchinson and O. N. Tinnion obtained four Grade 1 results. Eleven boys gained three Grade 1 results. The results of G. R. D. Jones and M. J. Hawker were particularly striking considering the extra curricular activities of both boys.

All boys sitting for the Higher School Certificate must register that preparation for the examination is a two year course and must involve hard work in the Lower VI year as well as in the Upper VI, and very much more hard work in Term 1 in the Upper VI year than has been the custom in recent years. To succeed at the Higher School Certificate demands a continuing determination over two years and not a sprint in the last six months.

To succeed in the Higher School Certificate also demands that the candidate realises that the examination is a trial of character as well as a test of knowledge. The growing tendency for candidates to "come out of the exam room and burst into floods of tears"—as was reported in the media recently—merely shows that these candidates were not prepared by their school to meet, or had not understood, the psychological demands which a public examination places, and **should place**, upon a candidate. The same candidates also believe apparently that the papers set should be the same year after year and should never vary in style or content. Why such a belief is prevalent is difficult to comprehend. After all, the same candidates do not gain prime television or radio time when the opposition football team produces unexpected tactical moves within the rules of the game, or when the boat race proves to be physically tougher than expected. Why then are there so many "alarums and excursions" when the public examiners do what they are supposed to do: that is, to set a test which is a reasonable evaluation of the syllabus laid down and also of the academic standard which should be reached by pupils after twelve years of education? Candidates for the HSC must prepare themselves for the examination both academically and psychologically. If they work over the two years, if they study thoughtfully, thoroughly and truthfully over the same two years, the examination will have no terrors, academic or psychological. However, if candidates lack true scholastic perseverance and integrity, they will certainly be found wanting on the day both in knowledge and character. All candidates should understand that public examinations are not meant to be easy.

Recently, there have been some questions asked about the use of school estimates for the HSC aggregate mark. Estimates are based upon the whole year's work and therefore are not determined solely by the boy's result in the trial examinations held in August. It should be understood that this estimate is a confidential mark which is not released to boys or parents and that Higher School Certificate awards are now based upon a composite mark comprising a 50 per cent external examination component and a 50 per cent moderated school estimate component.

One further comment must be made about the Higher School Certificate, namely the conduct of students in all parts of the State during the last week or so prior to going on study leave and on the last day at school, the now-called "muck up day". Why is it considered proper that school students should be allowed to run riot because they happen to be preparing for a public examination? Why is it necessary that the Director General of Education has to convene a meeting of members of government and non government schools in order to produce a **paid** newspaper advertisement exhorting sixth form students of 18 years of age to behave:

*"without unseemly conduct offensive and sometimes dangerous to teachers, fellow students and the general public . . . End of year activities which involve unauthorised visits to other schools or institutions, trespass on and damage to property, offensive behaviour and dangerous use of motor vehicles, are not the ways which promote this generation's place in our society."*

The damage done to relations between student and school, school and school, boy and master, school pupils and the public by misconduct typical of this time of year recently does nothing but harm, and makes fruitless years of endeavour to develop a responsible caring attitude among senior students.

Why do parents not take a stronger stand in this question of misconduct? Why is it possible for students to be roaming about schools at 1 a.m. in the morning a week before the Higher School Certificate examination? Why do parents condone the mischief caused by a few undisciplined school children in the belief that it is necessary to "let off steam" before the examinations? Why do the police condone the concept of muck up day by publicly appealing for good behaviour? Why do public authorities not take action against those who cause damage? If the community takes such a strong stand against initiation ceremonies in schools and colleges—as it does, and rightly

so—why does it not take a similar strong stand against the increasing development of these termination antics which are now reaching the stage where many pupils think they are almost charismatic rites? Let it be clearly understood that this School does not condone this sort of behaviour and will take the strongest disciplinary measures when dealing with misconduct of this type. It is pleasing, all the same, to be able to report that such measures have not been needed in the last few years at this School.

No discussion on academic matters is complete nowadays unless there is a comment about the library and the service it provides to the School. Twenty years ago a library was for extra reading of books and selected periodicals; there was little of recreational interest. Now a library is a resource centre of books, periodicals, audio and video programmes, slides, kits, maps, pamphlets, games, prints, films and other media resources. Naturally such a programme has demanded a great increase in staff and in the service which the library staff has to provide. Moreover, there must be liaison with other school and municipal libraries in the nearby areas, so that the best use is made of the available materials, books and periodicals.

Several innovations have been made this year in library facilities. A group of librarians from schools around North Sydney have worked closely with the staff of the Stanton Library, the North Sydney Municipal Library, to produce a union catalogue of periodicals held in all libraries. Again, this Stanton area group received a grant from the Schools Commission to centralise VTR recordings and to experiment with group usage of central facilities. This experiment is progressing very favourably. Within the School Library many new services have been produced to help boys, especially files on future careers, microfiches from ERIC in Canberra, a union catalogue of all books in all libraries in the School and files of maps and public examination papers.

It is obvious that a school library such as is now required is a very big concern and that it requires help from persons other than the actual staff. It is with great gratitude therefore that the School places on record its thanks to the many mothers who help with the cataloguing, covering and repairing of books. Without their help much more of the library budget would have to be spent on repairs and maintenance instead of on purchases of new books. Moreover, the constant support which the library receives by way of donations of books and archives is greatly appreciated by all in the School.

Since boys still provide many of the duties necessary to run the daily routine of the library, it is with gratitude that the School acknowledges the endowment of the Boer War Contingent Memorial Prize for the boy who is "a consistent, efficient and practical worker in the Library". This prize, which came into existence through the driving enthusiasm of two Old Boys, A. S. Brown and J. J. Bray, both former librarians, will be awarded for the first time this year.

In the annual Mathematics Competitions the School did not perform as well as normal. M. J. Vaughan and D. A. Whittle gained certificates in the Senior and Junior competitions respectively. This year an insufficient number of boys have attempted these competitions; boys are challenged to achieve something for the love of the subject rather than for the pragmatic pursuit of examination results. In the Alliance Française all boys passed, giving the School a very good record in this respect.

There are many changing facets of school education at the present moment. Regrettably most of them have a political or emotional overtone rather than a purely educational implication. Those in charge of schools have to spend far too much time on matters of politics rather than upon actual education. When this time is added to time spent in schools upon the demands of minority groups, such as ecologists, environmentalists, sexists, anti-discriminationists and other enthusiasts, for surveys and ques-

tionnaires, there is a very great danger that the real purpose of education will be lost in the trees of minority griping and opinion surveying.

At present also there is considerable fuss being made about the need to provide an adequate education based upon their cultural background for the 20% of the population which was born outside Australia and has now migrated here. It is strange therefore that when almost 21% of parents in the same community want their children to be educated in the non government schools of their choice, they are accused of sending their children to "private clubs for children educating students to a narrow and artificial environment with little experience of the diversity of our society"—as a research officer of the Australian Teachers Federation wrote in September, 1978. Apparently it is in order for political minorities to have rights to be heard and to be separate from the main stream, but it is **not right** for either majorities or minorities to demand education of the type they may want, namely a sound teaching based upon discipline and Christian ethics.

In Australia we should stop arguing about who goes to which school and get ahead with the task of educating the 2 million children that need schooling. In a pluralist democracy there is sufficient room for schools of all types, government and non government, religious and secular, single sex and co-educational, traditional and open plan. But there is not room for political bickering and ideological absolutisms, for educational fanaticism and curricular dictatorship.

One concerning aspect of games with other schools has become apparent this year. More and more, it seems, it is considered necessary that the host school supplies, after the game, elaborate afternoon teas or drinks for the many parents of both schools who are spectators at the match.

While the School is delighted to see supporters of both schools at matches, it must never lose sight of the real purpose of games, namely to provide properly organised and controlled physical competition for boys. Games have two major purposes: first, to provide for boys' physical training and education in physical skills; and secondly, to teach boys how to behave towards their opponents in personal manners and self discipline when the games are over. Games must therefore not be allowed to become vast social gatherings at which the whims and fancies of adults overpower the real educational purpose and value of the contest. The School believes that it is important that the boys of both schools who are competitors meet after the game **without** adults present and partake of simple refreshments together. The School further cannot justify the vast expense which is implied by the thought of the provision of refreshments for hundreds of supporters of both schools. At one away football match this year of about 400 persons taking afternoon tea over 150 were teenage girls! At one debating match at Shore this year Shore mothers provided supper for about 200 persons, of whom 145 were boys from the opposing school! It is time for some common sense to return to this matter of provision of refreshments at our games and meetings.

In cricket the 1st XI was fifth and the 2nd XI was fourth. I. J. Massey was selected in the GPS 1st XI. K. M. Cudmore and J. R. K. Whiley in the 2nd XI. The season was ruined by rain, all matches on three Saturdays being washed out. Consequently the amount of cricket provided for the junior teams in the School was not as much as normal and a great deal of frustration was felt by younger boys. In all 70 matches were cancelled of the 299 arranged. Of the 229 played 112 were won, 52 were lost and 65 were drawn. It is pleasing to be able to report that the turf on the 'F' ground, the new ground to the north of B, C and D grounds, has developed sufficiently that it should be able to be used fully in 1979. It is proposed to use the ground for junior cricket, and it is hoped eventually to get six wickets on it and the bottom of C and D grounds.

In rowing the season was a successful one. The 1st VIII was fifth, the 2nd VIII

sixth, the 1st IV third, the 2nd IV second, while both the 3rd and 4th IV's were first. The School, however, won the senior GPS point score for all races during the season and was second in the junior GPS point score. These are new competitions conducted at selected regattas held throughout the whole season. The junior competition is concerned solely with crews which do not race in the GPS regatta, while the senior competition is based upon the performance of crews which row at Penrith. Once again the School would like to thank the coaches and the mothers who assisted in the rowing camps. Their continuing support is something which we value greatly; without it the School would be unable to function as successfully as it does.

In football 508 games were played, 294 were won, 28 drawn and 186 lost. This is the most successful season for over 20 years and reflects credit upon players and coaches alike. The most successful teams in the School were the 2nd XV who were champions in the GPS competition, playing 15 matches, winning 13 and drawing 2, and the U13 E's who played 11, won 11 and scored 485 points to nil. G. J. Irons was selected in the GPS 1st XV, I. Robilliard in the 2nd XV, R. J. Tooth and G. M. Irving in the 3rd XV. I. Robilliard was then selected in the NSW Schoolboys 1st XV and G. J. Irons in the 2nd XV. R. J. Tooth was a reserve for the NSW Schoolboys teams. The School would like to record its gratitude to the many masters, Old Boys and boys who refereed games throughout the season. Thirteen boys qualified for the NSW Rugby Union Junior Referees' badge, while four boys qualified for their senior badge.

The athletics team has been very devoted in its training and performed magnificently in the difficult circumstances of the postponed carnival. The GPS carnival which was to be on Friday, 6th October, and Saturday, 7th October, was postponed due to wet weather until Tuesday, 10th October. There was a natural let down for competitors. However, they rose to the occasion on the day. The senior team was second and the junior team was third. The School wishes to thank the many Old Boys and parent coaches, and also the mothers, for their help during the August training camp.

In tennis the 1st team was fourth and the 2nd team was second. G. Nadjarian was selected in the GPS 1sts and M. J. Sleeman in the 2nds. 42 matches were played, 30 were won, 10 were lost and 2 were drawn, while 45 other matches were washed out with the rain. As with cricket it was a frustrating season.

In basketball the 1st team was equal premiers with St. Ignatius and the 2nd team was second. I. Robilliard as captain, M. G. Cripps and R. E. Puller were selected in the GPS 1st team and A. J. Milne in the 2nd team. R. E. Puller and S. J. Puller were selected to represent NSW in the Under 18 and Under 16 teams respectively.

In surf life saving one boy gained an Instructor's Certificate, one a Qualifying Certificate and eight Bronze Medallions. There have been considerable changes in the requirements for the Bronze Medallion and the Instructor's Certificate, which have been made much more demanding and searching. The age group also has been changed, as has the length of time necessary for training. Boys undertaking surf life saving will therefore have to take more time in, and give more attention to, passing the examination in the future.

In rifle shooting the 1st team was premiers and the 2nd team was second. The 1st team won the Rawson Cup and the N.R.A. Shield, performing extremely well being a very diligent and determined team. Their quiet concentration gave evidence of the high performance they produced on the day of the match. R. J. Burstal, as captain, and N. T. M. Hamilton, were selected in the GPS 1st team. For the first time this year a Small Bore competition was conducted by the AAGPS. The 1st team was premiers and the Under 16 team, the next team, was second. Small-bore shooting has developed as a competition in the last few years and in it there are several schools who are not prepared to shoot on the open range. This competition thus provides



a further activity for boys who have skills in this respect. The School at present holds the record for the highest team score, and N. T. M. Hamilton holds the record for the highest individual score.

In swimming the GPS relay team was undefeated, a fine performance when one realises that the relay teams vary from week to week because of the requirements of the competition. The swimming team have been very devoted in their attendance and training.

The squash courts are used to great advantage at all times during the year, and whenever matches can be arranged with other schools this is done.

In games therefore this has been a good year and the successes have been spread over a wide field. The quality of performances in football, basketball and shooting have shown how dedicated boys can be when their interests are aroused. This is not to imply that dedication was absent in other games, far from it; but there was at times an absence of that flair and real technical skill needed for true success in the major games. More attention to individual techniques and skills is needed if the quality of performance of all teams is to improve. All teams need to remember that practice makes perfect.

During the football season there was a great deal of discussion about the dangers of playing rugby as against playing soccer or Australian rules or hockey. In order to investigate the facts an injury survey was conducted on the lines of previous surveys held in 1961, 1962 and 1966. It is clear from this survey that injuries were less in 1978 than in any previous year, even though the number of games played has considerably increased. In fact, the injury rate is slightly less than 3% of the games played. On the other hand the absence-from-school rate was 71.5% during the football season. Naturally some of these absences were caused by football injury, but the majority of absences were from illness or slight illness which resulted in the boy's staying at home.

This alarming rate of absenteeism was such that it led to further enquiry. Investigations have shown that, up to 26th October, only 159 boys out of an average enrolment throughout the year of 1114 have been present at school every day this year. This is an attendance rate of 14.2%. What a performance by the tough Australians!

Another matter of increasing concern is car driving to games by senior boys in the School, especially boarders. The School does not wish to be involved in any prescription about boys driving cars, as it considers that it is a parental right and responsibility to determine whether the son should be able to drive. However, the increasing number of boarders who park cars in the streets at North Sydney seems to indicate that the car is being used for illicit purposes. There is really no reason for a boarder to have a car, unless he is a prominent games player and needs the car for the convenience of travelling to Northbridge or to Gladesville; indeed, there is no real reason for a boarder to have a car at all. It seems, however, that more boarders are using the cars for what may be called "joy-riding" purposes rather than as a means of convenient transport. Parents are requested to look closely at the permission they may give to boarders to use cars.

On the other hand there may be valid reasons for a day boy to have to use a car; but many day boys also seem to use cars for reasons other than the convenience of transport. It would be a terrible thing if there were an accident with a carload of boys from this School because the boys were merely joy riding or using the car as a means to defeat school rules.

Parents are requested to consider carefully whether their son should be allowed to drive a car to school, whether he uses the car correctly according to parental instruc-

tions, and whether he has their permission to carry other boys as passengers. Consideration of matters such as registration, third party insurance and the mechanical state of vehicle is important. Parents will naturally understand that there is no car parking space provided for boys within the School's property at any time.

The extra curricular activities of the School have been particularly widespread this year. In drama "Othello" was produced with the help of girls from SCEGGS, Darlinghurst, whilst our boys assisted in a Wenona production of "A Midsummer Night's Dream". The Chapel Choir and the music of the School have been somewhat weaker than the last two or three years, mainly because many senior boys left in 1977 and the necessary rebuilding is now taking place. Indeed, the music in the School could be greatly enhanced if more boys would endeavour to provide lunchtime performances in the War Memorial Hall.

The debating team has had a most successful year, winning the GPS competition for the first time since 1961. The team of M. C. Copeman, S. D. Hook and D. I. McMahon were very able, individually and collectively. D. I. McMahon was selected as Captain of the GPS team and as a member of the NSW and the Australian Schools Debating Team. He also won the Lawrence Campbell Trophy, the 18 Years Public Speaking at the City of Sydney Eisteddfod and was a finalist in the Plain Speaking Prize conducted by the Australia Britain Society. Junior debating teams have also been doing well.

In adventure training considerable care has been taken to improve skills of staff and senior boys by special instruction in abseiling and rock climbing. Fifteen members of the staff and ten boys had a special three-day course in this pursuit in order to improve their technical knowledge of the matter. E. D. Gillespie and H. M. Osborn were selected to accompany the ATEA Expedition to the caves in central New Guinea. This will give them increasing confidence and experience of a type which a boy does not normally have.

The Venturers have been progressing satisfactorily and have been given a zestful push along with the return of Mr. Ferguson from overseas. The Crusaders have been very lively and have carried out a very thoughtful programme of education for their members.

In the Library work has proceeded as normal and the School would like to record its gratitude to the many mothers who assist in all sorts of ways. Once again a plea is made for material to be placed in the growing archives of the School. Now that the School history is being written, the archives have become even more important.

It is pleasing to report that the cadets have returned more to normality this year. Since the Federal Government decision to restore school cadets in a different manner from that of the past, the Army has been much slower to develop the new scheme than the Air Training Corps. Because we have so many Army cadets, we were told that we would be one of the last schools to be equipped. This year it is hoped that every boy will go to Cadet Camp with full equipment. There is already evidence that there will be more support from the A.R.A. in the Cadet Camp than there has been in the last two years. After the experience of the last few years in cadets, it has been decided that in 1979 regular parades will be held each Monday. Further, the alternatives offered to boys for service in the School in future will be Army cadets or Air cadets or library service or school orchestra. The Duke of Edinburgh Award Scheme will not be offered as a Monday activity because cadet training offers almost identical experience. The Duke of Edinburgh Scheme will of course be offered as a voluntary pursuit once again. In the Air Training Corps promotion course M. W. Reynolds was dux of the CUO course, P. G. Watson gained a credit and J. A. Riley and C. C. Reynolds passed. In the Duke of Edinburgh Award Scheme gold awards were gained by J. D. Clancy, S. J. C. Davies, T. J. Gillespie and R. L. Purnell.

The School acknowledges with gratitude donations and endowments received during the year. The SCEGS Association provided the Honour Boards in the Playfair Hall, while A. S. Brown and J. J. Bray were responsible for collecting the money for the endowment of the Boer War Contingent Memorial Prize. Recently the Far West Group of the Old Boys Union has endowed permanently the prize for English in the III Form. Mr. D. Taylor endowed a prize for the boy who makes the most significant contribution to the School athletic team each year. Thanks are also expressed to the mothers of boys who left in 1976 and 1977 respectively for their donations to the Educational Trust Fund of the Shore Foundation.

Once again the School records its thanks to the SCEGS Association which goes from strength to strength each year. The performance at the American Tea this year was nothing less than superb considering the weather and the fact that there had been an Art Show earlier in the year. The Association helps in so many ways, mainly by the personal labours of so many mothers, that it becomes embarrassing to think what would happen if the Association's support were ever to fail. Mothers help so willingly at concerts, plays, camps, Saturday matches, in the Library, in the Senior School, in the Preparatory School, quite apart from their financial donations. The boys wish you all to know how grateful they are for your help.

The Shore Foundation has had a quiet year while it has sorted out many details of constitution and routine. However, the recent decision of the School Council to increase the staff in the Bursar's office to provide a more adequate clerical back up for the Foundation, the SCEGS Association and the Old Boys Union will allow more activity. Mr. K. G. Smith has still been as active as ever in Foundation matters and we thank him for his help.

In the Old Boys Union Mr. H. W. Coulson finished his term as president and Mr. Gavin Wilcox has taken up the office. The School records its thanks for Mr. Coulson's willing help in all matters connected with the School and for his strong leadership of the O.B.U. in recent years. The recently well attended meetings and dinners, both in the city and in the country groups, reflect a revival in Old Boys affairs.

There have been several changes of the staff during the year. Mr. H. A. Rose and Mr. A. M. Ashby resigned at the end of Term II to go to The Kings School and to business respectively. Mr. C. E. Silvester, Dr. M. M. Bishop, Mr. J. A. Meakins and Mr. S. F. Russell joined the staff during the Term III. Next year Mr. J. E. Clark and Mr. R. A. Shirlaw will join the staff. Mr. D. C. Raadgever retires at the end of 1978 after 15 years on the staff, during which time he has taught French, German and Spanish. The School thanks him for his enthusiasm and attention to detail and for his unflinching courtesy to boys and staff alike. We wish him a happy retirement. Mr. A. Gormley has resigned to join the staff of Barker College.

Early in 1979 Mr. D. R. Alexander and Mr. P. P. Grant will go on leave to the United Kingdom, while Mr. A. J. Moyes will go on leave at the end of Term I. Mr. G. J. Lewarne has been appointed Master of the Middle School vice Mr. Moyes, and Rev. R. E. Evans and Mr. W. Foulkes have been appointed Master of the Lower Sixth Form and Upper Sixth Form respectively.

The leadership of the prefects has been steady and solid. Though from different generations in the School the Senior Prefect, A. M. Hawker, and the Second Prefect, R. D. Creer, developed as a sound team leading the School well. They have been well supported by the rest of the prefect body.

A most significant change in the political structure of education in NSW has been suggested this year. Over the last three years there has been a working party enquiring into the establishment of an education commission in NSW. Set up by the Labor Government in August, 1976, this working party has reported on three occasions: 30th

November, 1976, 5th October, 1977, and 19th April, 1978. As the Final Report states:

*"Its terms of reference were flexible to allow its deliberations to take full account of all areas of education. These terms of reference were:*

*To investigate, report and recommend on:*

- (i) the present structure, organisation and adequacy of educational services at all levels;*
- (ii) suitable forms and structures of organisation to meet the changing educational needs of the community, including the implications of establishing an Education Commission."*

The Working Party originally consisted of nine persons: the chairman, a university professor, four members of the NSW Teachers' Federation, two ladies representing parents and citizens and infants clubs, the Director-General of Education and the Director of Technical and Further Education. Note, there was no representative of non government schools or tertiary educational institutions.

In the first report, the working party "saw the operation of an employing authority as the key issue and decided to focus this report on it". These were matters concerning government schools and teachers therein, so not expressly of concern to any other area of education than to the administration of the Department of Education. Many bodies and persons, however, made submissions to the working party after the first report. Non government schools generally accepted the report as pertaining to government schools **only** and therefore accepted that any commission established would not be of concern to non government schools.

The Second Interim Report, however, showed that the working party intended to cause a major revolution in education in New South Wales, insofar as one could interpret the mixed use of definitions involving "public" and "private" education and "non state" and "state" schools. This report also took the unprecedented step of publishing as an appendix the educational policy of **one** political party, viz. Labor, but not any other party's policy. Moreover, there was an unsigned appendix "Discussion Paper on Non Government Schools". This appendix, and indeed the report itself, was so abounding in terms such as "could" and "would" and other such qualified statements that it was not clear what was the precise thinking of the working party in matters of non government schools. One thing was patently clear, however, namely the part quotation of a paragraph from the submission of the Association of Independent Schools so as to give the impression that the AIS was happy not to have representation on any commission. The sentence omitted reads: "We (the AIS) can see that ... fundamentally the Commission's concern is to be, in relation to schools, the government schools." This omission put a different interpretation on the AIS submission!

This Second Report also made it clear that, despite its disclaimers to the contrary, the working party intended that long standing relationships between the Government itself and the non government schools were to be radically altered in the future: for example, statutory boards upon which non government schools have always been represented were to be made fully responsible and subordinate to the new Education Commission rather than to the Minister of Education as in the past. Further, the Education Commission was to be all powerful in education throughout the State—even in matters concerning tertiary education—but yet was to have a very limited membership which would include representatives neither of independent schools nor of tertiary educational institutions. The Commission would replace the permanent heads of the Department of Education, the Department of Technical and Further Education and the Ministry of Education as a means of transmitting advice to the Minister and, inter alia, "advise the Minister in relation to priorities in the allocation of finances". So it would hold an unjustifiably dominant position over all education in NSW.

The Final Report was issued on 19th April, 1978, yet nothing was done prior to October and nothing was said about its recommendations in the electoral policy speech of the Labor Party. Eventually, after considerable questioning from very many areas of the electorate, Mr. Wran conceded on 6th October, 1978, that: "Any legislation to establish an Education Commission will definitely provide that the Commission will be subject to the direction and control of the Minister of Education . . . day-to-day management of schools will be the Department's responsibility . . . The report and proposals . . . are . . . still under consideration and no legislation will be introduced until the views of interested parties are taken into account".

Much more could be said about the proposed powers of the Education Commission and its proposed composition. Briefly, however, *it seems clear that the proposals as they are recommended in the Final Report will lead to more problems than they will solve and that they are wrong in the general interest of government schools as well as being unacceptable to non government schools.* Parents are advised to concern themselves about these proposals of the Final Report of the Working Party as some of its statements have the potential to remove parental freedom of choice in the area of the education of children.

During 1979 there will be considerable "discussion of future approaches to the funding of schools, particularly those in the non-government sector". So states a Discussion Paper, "Some Aspects of School Finance in Australia", issued in October by the Commonwealth Government Schools Commission. The Commission "will use the paper as a point of departure for discussion with interested groups and individuals and for exploration of the viability of various options in a more detailed way".

Parents are advised to obtain a copy of this discussion paper from the Australian Government Printer and to read it carefully since some of the "options" discussed imply major changes in control and governmental regulation of non-government schools. For example, two suggested options are: that, in "the public interest", there should be different "degrees of public regulation, supervision and accountability in non government schools"; and that "the State has responsibilities in relation to the protection of children and to ensuring opportunities for their development as persons and citizens which it should discharge if necessary, *even against the wishes of parents*". (My italics.)

The fact that such options have been listed signifies there are some persons who believe that the right now held by parents to choose the schools for their children should be abridged or even removed. Parents must not allow any of their rights to be altered because they lack interest in such discussions or because they act by default and do nothing.

*These discussions with the Schools Commission to be held during 1979 could be momentous in deciding the future of non government schools.*

One major change for the good this year has been a return to common sense in government funding of education. At last those in corridors of power have realised that quantities of money pumped into teaching institutions of all types do not automatically result in the better education of pupils. In independent schools we have always known the need to seek quality of education and have always struggled to have "good schools"—however that may be defined. The problem about the "industry" known as education is that real assessment of the output of the industry cannot take place until some ten to twenty years after the student has left school. A school pupil is not like a new model of a motor car which can be tested and proved within days of its completion; the education of a school child takes years to complete and many more years to come to fruition.

It is wise therefore to look at the School—as the School Council does regularly—and

see whether it is a good school and is remaining a good school. Seeing this is a family Speech Day, and seeing that this report is the twentieth of the present headmastership, it is pardonable to look backwards and forwards to identify the strengths and weaknesses of the School and the education it offers to the community it serves.

Writing in 1940 Walter Lippman argued before the American Association for the Advancement of Science:

"That during the past forty or fifty years those who are responsible for education have progressively removed from the curriculum of studies the Western culture which produced the modern democratic state;

That the schools and colleges have, therefore, been sending out into the world men who no longer understand the creative principle of the society in which they must live;

That, deprived of their cultural tradition, the newly educated Western men no longer possess in the form and substance of their own minds and spirits, the ideas, the premises, the rationale, the logic, the method, the values or the deposited wisdom which are the genius of the development of Western civilization;

That the prevailing education is destined, if it continues, to destroy Western civilization and is in fact destroying it;

That our civilization cannot effectively be maintained where it still flourishes, or be restored where it has been crushed, without the revival of the central, continuous, and perennial culture of the Western world;

And that, therefore, what is now required in the modern education system is not the expansion of its facilities or the specific reform of its curriculum and administration but a thorough reconsideration of its underlying assumptions and of its purposes."

It has been argued that since 1960 at least there has been "a thorough reconsideration" of the underlying assumptions and purposes of western education and that many changes for the better have taken place. How then can it be possible that, speaking in 1978 at Harvard University, USA, Alexander Solzhenitsyn can accuse the west of being morally bankrupt, of loving soft living, of losing its civil courage and of insisting on too much freedom and liberty? He said: "We (in the west) have lost the concept of a Supreme Complete Entity which used to restrain our passions and our irresponsibility . . . we turned our backs upon the spirit and embraced all that is material with excessive and unwarranted zeal . . . In the west one almost never sees voluntary self-restraint". This is a harsh charge, claiming that western culture and civilisation have been destroyed by modern living and education. Many today would agree with the charge; many today would claim that the charge is not proven and that there has been considerable change for the better in our education and therefore in our civilisation since 1940.

But is all change progress? Despite common belief, all change is not progress; and change and progress are not necessarily the same. To say so is a fallacy! Yet many whose prime aim is to destroy the heritage of western civilisation vigorously propagate the fallacy of "change equals progress" by shrewd propaganda in word and media. To combat such falsehood the community needs courageous persons who argue cogently, concisely and clearly, not illogically, emotively or bigotedly. And such argument must be fully based on facts, facts which take into account the many modifications in society which are occurring in Australia. For example, BHP now has as many as 71 different nationalities as workers in its mills and offices. Australia has in fact the most multi-lingual-national-cultural-ethnic workforce ever known in the world.

What kind of education is suitable for such a community? Australia has a teaching force in schools of over 172 000 of which slightly more than 50% are at present under the age of 30; that is, more than half the teaching force will not normally retire from their duties before the year 2008. Theirs is the responsibility of producing a suitable education for the future children of Australia. Such an education will have to prove wrong the recent statement by Dr. Herman Kahn, the director-general of America's prestigious Hudson Institute: "We think there is a very strong chance that Australia will emerge from the present great transition period as a degenerate collapsed society." In Solzhenitsyn's words a society morally bankrupt, lacking in courage and loving soft living!

There is therefore a need in education for creative thinking, imaginative leadership and zestful originality to cope with the problems facing Australia in the future. But there is also a need **not** to throw away all those other principles of education which have been shown in the past to be sound and proven and good for pupils. There is no need to assume, as do some critics of modern education, that all that has occurred in the past is bad and therefore to be abandoned. Logical thinking, truth in scholarship, adherence to axioms are just as necessary today as they were 100 years ago. Progress is not achieved by emotional or political pressure on educational principles, but by ordered thought and planned decision; change is not achieved by revolution and destruction, but by slow evolution and intentional construction.

There is also a need to understand once again that it is only **the parents who have the final say** in the education of their children, **not** governments, **not** education commissions, **not** bureaucrats "dress'd in a little brief authority", and **not** teachers. In any consideration of future education therefore it must be constantly stated that the parent has the Christian duty of bringing up his child "in the fear and nurture of the Lord", and no other person has any right to prevent him from doing so—the Public Instruction Act of 1880 as amended still requires "religious instruction" to be given in every public school provided the "parents or guardians" of such pupils do not object!

So, in trying to decide what in the coming years should be the content of the education of children, let us first look at education twenty years ago.

In 1958 the Leaving Certificate was in full swing. The better student academically did extra work in depth by taking honours courses, the more technically minded student attended a school specially geared to teaching technical skills.

The Wyndham Report of Enquiry in Secondary Education published in 1957 was being considered. For the first time for several decades there was talk of a core curriculum, of compulsory PE, Art, Craft and Music, and of electives of all sorts. An extra year was to be added to secondary education so that students would be more mature socially when they left school. A senior public external examination was to be retained; but the Intermediate Certificate—which had declined in academic quality and commercial value because it was wholly a school-based internal examination!—was to be replaced with a new external state wide examination, the School Certificate. Such a curriculum was understood in the community and was widely accepted by parent, student and employer alike.

Education at this time was disciplined, perhaps a little narrow in concept, but it was understood to be the mere beginnings of an education for a lifetime. Many commercial firms and industries still conducted their own educational courses in order to train further their young new employees.

Politically, the country was stable; economically, the nation was developing; socially, post war migration had been steady for about a decade and was just beginning to bring about many changes in the Australian way of life. Plastics, transistors,

and the jet engine were being rapidly developed and were giving indications of the huge technical development which would result from their lightness, smallness and speed.

The launching of Sputnik by USSR, probably more than any other single event, caused the shattering of this ordered evolution of education so typical of the 1950's. Immediately USA set the technological target of a "man on the moon". The "big daddy" government was to provide billions of dollars to improve and to provide the technology needed for such a task; new technology demanded more education, hence an immediate bias to science teaching and a large demand for mathematicians, and an investigation of why the western world of student education was so far behind that of Russia. Education was suddenly made accountable for the revealed technological weakness of the nation; all was to be changed as soon as possible! Hence millions of dollars were poured into research, investigation, new programmes, new teaching methods—an attitude of mind and a scholastic rush which eventually spilled over into Australia in the middle and late 1960's and was often unthinkingly accepted as a change absolutely essential to the education of the day.

And there was also available a new media to show to the nation these faults of educational commission and omission—television. A new breed of untutored and unqualified eyes looked upon education and found it blameworthy. Overnight the numbers of newscasters—young, brash, naive in most matters except television, and often inexperienced in that—grew in order to satiate the carping and voracious maw of television news and current affairs programmes. Television had to be on 24 hours a day and had to be filled! So experts, in the form of "our representative at Camelot", appeared overnight, many without adequate training or any background in the particular area of endeavour, especially in education, which they were so readily criticising and destroying. Looking back now it is astonishing how few were those qualified in education who appeared on television at that time!

Suddenly the stability and strength of secondary education were sapped: those in authority in the profession were subject to self doubt: parents were bewildered as they saw the "new" world opening before them and realised that their own education of the 1930's and 1940's had not prepared them for such a prospect. And into this uncertainty was suddenly injected in many nations, as well as in Australia, all the social upheaval caused by the internal disagreement over the morality of the Vietnam war.

It is not surprising therefore that education today is very different from what it was twenty years ago; nor is it to be wondered at that doubt has been cast upon its aims and objectives, its methods and resources, its outcomes and results, and upon its suppliers. Indeed, what is surprising is that, notwithstanding all this social, political, economic and technological upheaval and this widespread evaluation, sound education, especially in schools, has been able to survive at all. Yet despite the huge increase in pupil numbers, the vast changes in technology, and the captious critics, education has in the last decade coped with changes in types of curricula, in content of subjects and in methods of teaching. That it has survived and coped is due mainly to many in the profession of education, both persons and institutions, who have had the courage to stand firm and to continue to demand in a disciplined environment quality in performance, the pursuit of excellence and a vision of greatness from their pupils in the face of community demands for soft living, for easy academic options and for moral bankruptcy—it is hoped that this school has been one such institution, standing firmly.

If, as many claim today, education has deficiencies, the blame for these must be shared equally: by professional weakness in the teaching profession; by parental inadequacy in the bringing up of children; by disaffection of a part of the teaching profession with its militancy for the political objects of some teachers' unions; and



by a lack of real concern by the business world for the true education of the young. It is profitless to blame one particular part; it is even more profitless to lament the mistakes made in the past twenty years. In an attempt to redress these mistakes it is fruitless to attempt to impose a single, sole form of education, say through one type of school throughout the whole nation; it is even more fruitless to attempt to destroy good schools which are already in existence (e.g. selective high schools) to satisfy some ideological belief which has not an educational goal but rather the political purpose of achieving social power over people.

What is needed now is a *continuing national unanimity of endeavour to improve our present education so that mankind may evolve in the future into the type of person God intended him to be*. But such an endeavour must be free of political wirepulling or ideological pressure and must be based upon a return to moral virtue and courage. For it does not require the talent of a seer to realise that many of the factors which will influence life in the next twenty years are already discernible. Nor does it demand supernatural powers to determine which factors will cause which results.

Probably the most crucial factor is air travel, which is making the world so much smaller, thus bringing the peoples of the world into much closer contact with each other. For travel to other nations demands consideration of one's personal beliefs towards such countries and also brings into relief economic development at home and abroad. Such travel also demands that the teaching of foreign languages must once again be given a prominent, if not a compulsory, place in the curriculum of schools. Yet the decline in the supply of oil will coincide with this coming increase in travel; so, just as we will be coming to grips with the social and educational consequences of cheap air travel, there may be no air travel at all! Already experts forecast that the next twenty years will be the "phase of restrictions" during which time the demand for oil will begin to exceed supplies. Education will thus have to cope with an increase of, yet a decline in, international social contacts as well as with other changes in the way of life. The question of nuclear energy will have to be faced, for example, despite the refusal of some conservationists.

In the recent Menzies Oration at Sydney University Lord Hailsham forecast a second crucial factor. He stated that "the democracies of the west are halting between two inconsistent opinions . . . one, the false one, as I believe, centralised democracy or elective dictatorship . . . the other, the true one as I believe . . . the theory of limited government or better still, the belief in freedom under the law". He pointed out that the nations of "the Centre Right" (as he called the democracies of the West) are "the true guardians of human freedom".

The history of mankind has shown that **the greatest periods of the education of man have always been achieved in times of freedom**; in times of tyranny and dictatorship education has always languished, and sometimes even perished. "Anarchy and permissiveness," stated Lord Hailsham, "are part of the same process as tyranny." Thus education in the future must search after freedom. "Leave to live by no man's leave underneath the law," Kipling wrote.

A third factor in education in the next twenty years is the curriculum itself. What sort of curriculum should a school have to cope with the age of the micro-computer? Calculators and computers are now commonplace and no doubt will help to make life easier. But both are machines which must be programmed by the brain of man. Pupils will have to become familiar with computer-chip technology and with the seeking of knowledge by using data banks instead of books. It is possible that written texts may become obsolescent! Hence the education of man must still teach him to think logically, an aim of education which is not new or different! Reasoning skills, logical concepts, mathematical and literary discrimination will be just as important as they ever were; they may perhaps be achieved by learning binary mathematics rather than by a detailed study of the classics!

But methods of study will not alter; there will still be a need for academic quality, for the pursuit of scholastic excellence and for the recognition of the special abilities of talented pupils. Pupils will still need to have the moral values by which to judge what is good and what is evil and the academic courage by which to select what is true and what is false. Schools will still have to have a sense of direction and an awareness of the goals they are trying to achieve. They will still have to attack intellectual nonsense of the type which metrication has demanded: "Botham's belligerent innings ended when he collapsed on his stumps like 1,016.0416 kilograms of bricks. He had been unable to 1.8288 metre the complexity of Simpson's googly and his onslaught slowed after being struck painfully on the left 30.48 centimetres!"

It is being said today that the school curriculum must "educate for leisure". What is new about this? Education has always included leisure pursuits, for what are reading, painting, drama and music? Certainly teachers will have to ensure that their instruction extracts from their pupils all the flexibility of thinking and creativity of which they are capable. Again what is new? Certainly such great principles of education will not be achieved by teaching courses such as are being taught in some schools at present: snooker; cooking with herbs and spices; and elements of self defence. Nor will the true principles of logic and creativity be achieved by studying courses such as "Great Assassinations", a subject which its writers claim "lends itself to individual project work"—one hopes not for individual practice or pursuit in depth!

It is certain too that as the hours of the working week are shortened by the increasing use of computerised machinery the community will have to decide how long children should stay at school and what they should study. Already some children are staying at school too long, only to leave and join the unemployed. Have the benefits of arbitration awards priced the young from employment for ever? This is but one more area where decision will have to be made.

The point is that those in authority in education will have to endeavour to produce the curriculum most suited to the coming years, whatever they may involve. And the curriculum **must** be, as it has always been, based upon principles, not upon personal conceits or political fads. Hard work will be just as essential in the year 1998 as it is today; sound scholarship will still demand the removal of ignorance and the pursuit of excellence, which will still not be a spectator sport as some think it is today; good manners will still require far-sighted tolerance and thoughtful personal behaviour; and right conduct will still be based upon the Christian heritage of the service of God. The blending of these four ingredients will be the future curriculum, as it has been the past curriculum in this School. How they will be blended, in which proportions, in which academic subjects, in which leisure pursuits, is unknown at present. But as Pericles said in 424 B.C.:

"The bravest are surely those who have the clearest vision of what is before them, glory and danger alike, and yet notwithstanding go out to meet it."

Twenty years ago at Speech Day I quoted Dr. Charles Raven who said then: "The future seems to belong not to the predatory or the immune but to the sensitive who live dangerously." This is still true today. But as ever, one cannot be sensitive without a deep understanding of the power and majesty of God who educates and guides us all, now and for ever.