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THE HEADMASTER'S REPORT 1979

Your Grace, Sir Laurence, Lady Street, Ladies and Gentlemen,

It is with great pleasure that we welcome as our guests today Sir Laurence and Lady Street. Sir Laurence is not only a prominent citizen within the State of New South Wales, but also a member and former chairman of the Council of Cranbrook School. For many years Sir Laurence took a very energetic part in the government of independent schools generally, only retiring from this active leadership when the demands of office of Chief Justice and Lieutenant-Governor required more of his time. We record the thanks of this School for all the work he has done and continues to do in matters of independent schools and hope that in the future he will still be able to give some of his time to our affairs.

But we have a second reason for welcoming him and one which is probably unique in the history of this School. Sir Laurence's father was also Chief Justice and Lieutenant-Governor and honoured us by being our guest at Speech Day in 1961. We have had many father and son performances of note in the life of this School, but not perhaps as Speech Day guests!

This year has been the ninetieth anniversary of the foundation of the School. Celebrations of this anniversary have naturally led to thoughts of the centenary and the type of education the School should provide then, and at the turn of the century ten years later.

Australia has probably changed more in the last five years than in any period in the last fifty years. Suddenly the national community has become very pluralistic in composition and attitude as a result of ethnic minority immigration, and of enthusiastic minority opinion barrow-pushing. In 1919 the population of Australia was 98 per cent of British birth or descent; in 1949 the percentage was very much the same. In 1979 approximately eleven per cent of the total population are from non-English-speaking backgrounds. So there has been a consequent break-down of traditional Anglo-Saxon habits and customs which have been the mark of Australia for nearly two centuries. The demands of these ethnic minorities are at times regrettably far out of proportion to their total numbers in the population. Yet these same demands have resulted in a valid reconsideration of many previously accepted customs and practices in the community itself. Such a reconsideration will continue for the next decade at least and will make Australia a different place from what it is now, both socially and educationally.

In education in particular, the demands to teach their own foreign languages to migrants, correctly but paradoxically, are out of proportion to the whole community's general attitude towards the teaching of foreign languages to second or third generation Australians. Indeed, the monolingualism of traditional Australians is forcing foreign languages even further into the background. Again, the demands of some minority opinion holders are putting pressure upon such diverse matters as the social composition of schools and the academic content of books being used for instructional purposes. In another field discussion about the composition of schools at times reaches irrationality in the arguments being put forward. For example, there are adequate reasons for having coeducational schools just as there are adequate reasons for having single sex schools; but the irrationality of the coeducational argument appears when a minority, demanding in a pluralistic society the right to express its views, denies to persons of another opinion the right to hold other views. If it is right, as some wish, that coeducational schools should be provided, it is also right that single sex schools should be provided for those who want them.

Similarly, the pointless pursuit of sexism in schools by some persons merely fails to recognise that there are two sexes in the human race, that the sexes are different and

that no pursuit of equality will ever make them the same. However, these facts are no reason for failing to give adequate emphasis to the parts played by both sexes in the normal life of the community.

Admittedly, for example, school history books in the past have tended to stress the political and economic life of the nation in which males played a more dominant part. Admittedly also, past history syllabuses have not given adequate attention to the social growth of the nation nor to the part played by females in building this community. The imbalance in this presentation is now rightly being redressed, and new text books are being written which give a truer picture of the events. So the energies of minorities would now be better directed to such helpful tasks rather than to consistent griping and demonstration!

Thoughts of the School's centenary also lead to the place which independent schools should hold in the future. The more pluralistic the society becomes, the more there is need to have independent schools which can express a range of alternative opinion in education and which can offer a set of values acceptable to certain sections of the pluralistic society. There will always be some people who want a secular education, just as there will always be others who want a religiously based education such as is provided by schools such as this. Those who presently oppose independent schools as divisive are therefore illogical in their argument because their denial of the right of such schools to exist denies the very pluralism which they claim is the feature of Australia today and tomorrow.

So for reasons of pluralism, as well as for many other reasons, this School must continue to exist and to develop in order to hold its place in the nation and to fill its role as a Christian foundation providing for the education and spiritual well-being of those who choose to support it. But it will be necessary to ensure that the education it provides in the future is adequate and suitable to the requirements of 1989 and 1999.

But what will be adequate in twenty years time? Certainly there will still be a demand for sound scholarship; but in which subjects and in which academic areas? For example, will it be in computers, as many believe one area will be? If it is, then a great deal of money will need to be spent in order to provide the equipment required and the buildings in which to install the equipment. Will term fees be expected to provide for such a huge capital expenditure? If not, where will the capital be found for such purposes? Again, which games will be played by boys in twenty years time? Will the cost of equipment, already very high in some games, become prohibitive and demand a change in emphasis? Will a shortage of petrol make the present arrangements of travelling to Northbridge impossible or impracticable, thereby demanding either that the School transfer its teachings areas to Northbridge or that suitable games facilities (such as tennis and basketball courts) be built at North Sydney? Where will the finance be found for either or both of these alternatives?

Again, what stress is to be given to the spiritual and religious teaching to be given to boys in the next twenty years? How many periods per week should be given to such teaching? As Sir Francis Rolland wrote over forty five years ago: "To a boy religion can easily seem a passive thing . . . but it is quite possible for boys to find an active religious life, to recognise that a sportsmanlike act on the cricket field is religion, that to be honest to their parents and give them back in work something of their sacrifice is religion, that helping another is Christ-like, that bullying is atheism . . . and that to train their mind and enlarge their outlook is their duty towards God as well as towards their fellow men". Will such a belief be acceptable in 1989?

It is not hard therefore to foresee some of the difficulties of the next ten to twenty years which will face the next headmaster and his governors. It is also not hard to see that the future of the School can only be guaranteed by the continuing strong support of a school community who believes in its purpose and who is convinced that it must continue to exist despite changes in society, beliefs or politics. If this School is to exist

to its centenary and to the millenium, *positive financial steps must be taken in the next decade to endow it so strongly and so generously that it is never in danger of falling by the wayside.*

But what form should such an endowment take? I should like to see a foundation behind the School which would not so much keep fees down — laudable and necessary though this aim is — but rather which would provide that the School has at least five supernumerary masters on the staff. With additional members like this it would be possible to arrange for members of staff in rotation: to enter the workforce for a term and so update their knowledge of the world of work, e.g. the use of computers in business and industry; to participate in a period of genuine research into matters of education, e.g. remedial needs of children, literacy or numeracy; to write text books or courses of study for use in the School; to take short but full time courses at tertiary institutions, to gain personal spiritual refreshment, and to renew the technical knowledge of their teaching subject; to have time to think of social, cultural, personal and spiritual changes which face a boy during his adolescent years; and finally, to effect teacher exchanges with other schools at home and abroad.

One may say that all this can be done now during term or vacation time. But one can rarely think clearly about principles and aims when one is teaching a full programme and giving the whole-hearted pastoral care to a group of boys, in the classroom or on the field, which the good schoolmaster does every day. As T. B. Whight used to say "the best form of pastoral care is to teach well in the classroom". The better teachers the masters of Shore become, the better educated will be the boys of Shore; the better qualified and trained are the masters, the better teachers they will become.

For the centenary of this School then we need a foundation to guarantee its future. With these thoughts in mind, aroused by the successful celebrations of the School's ninetieth anniversary, the Shore Centenary Endowment Fund should be established now. And if each person, Old Boy, parent or friend, for whom the School has an address were to undertake to give at least \$1000 over the next ten years, the Centenary Endowment Fund would be over seven million dollars by 1989!

In 1978 the School Certificate was retained in the same form as 1977. A comparison between the two years showed that in general the results were better than in the immediate preceding years. However, there is still plenty of evidence to show that boys are not working as hard for the School Certificate as they are able to do and that the better boys academically do not regard the examination as any worthwhile challenge. Such an attitude is extremely misguided and personally degrading to the boy who feels this way. For the development of character always comes by the acceptance of a challenge and its mastery; loafing or under-performance never develops any quality of mind or soul.

The argument about public examinations at School Certificate level has reared its head again. Perhaps a brief and simple history of these examinations as seen by a schoolmaster is worth setting down. Many of the older generations will remember that early in the century one's progression up the school and educational ladders was determined by a series of passes at public examinations. Before World War I these were known as the Junior and Senior examinations, the latter being the entry to the university. Prior to these examinations entry to the university was by means of the university's own matriculation examination. After World War I progression was by passing the qualifying certificate so as to move out of primary school into the secondary school, either academic or technical. Then a student sat for the Intermediate Certificate and finally the Leaving Certificate, which had replaced the Junior and Senior, the latter being accepted for entrance to the university.

This state of affairs continued until just after World War II when the Intermediate

Certificate became an internally marked examination as a result of pressure of candidate numbers. As soon as it became a school based examination, variety of academic standard appeared: such a variety that *eventually the examination had no validity across the State* despite close check by Department of Education inspectors. To examine this problem a committee of enquiry was set up in 1953 under the chairmanship of Dr. H. S. Wyndham.

The Wyndham committee finally reported in 1957, but the State Government did not adopt its recommendations until 1961. After 1962 there were to be twelve years of education, six primary and six secondary, with an examination for the majority of pupils after Year 10, the School Certificate examination. It was reckoned that at this age most school children would leave and enter the work force: *a School Certificate would therefore be a valuable assessment, across the State, of a pupil's relative ability* in a core of academic and cultural subjects. For the truly scholastic minded two further years of education would be tested by the Higher School Certificate examination which would act as a measure of judgement for entry to the universities and other tertiary institutions. Since it was thought that all children would go on to the School Certificate, the Qualifying Certificate for entry from primary to secondary education was to be removed altogether. The overall concept was a sound one educationally.

However, two factors upset the concept. First, there was a huge growth of population in the late 1950's and early 1960's which made demands for new schools, more teachers and wider curriculum offerings. The second factor was the unexpected social demand for academic qualification by persons in the community who had never before been interested in higher tertiary education. To satisfy these demands the governments, state and federal, entered the education field in a big way, originally as a proper financial service to the citizens but soon as a method of winning voters at elections. So the educational system became a political football. The numbers of pupils who sat for the School Certificate soon became so large that the cost of mounting the examination became enormous — as much as \$2 million it was claimed. Some progressive educators then claimed that this large sum of money could be better spent on physical facilities in schools or on curriculum development. Others claimed that public examinations were psychologically unsound for many types of pupils, causing undue mental anguish in pupils and unnecessary social stress in families. The change in social habits caused by more children staying longer at school resulted in wide ranges of academic abilities and tastes being found in classrooms with a pursuant demand for a less academic curriculum; so the emotional term of "relevance" was raised, to become the bugbear of syllabus committees for the next decade.

The clamour for curriculum changes and academic relevance was now to be satisfied by a proliferation of elective courses of study with the consequent stipulation that there be "parity of esteem" between the new subjects and the traditional subjects, parity not only in teaching time but also in mark allotment for purposes of entry to tertiary institutions. Hence the scaling of marks to achieve matriculation entry — with all the attendant problems.

But simultaneously, many teachers claimed that they knew their pupils' academic performance better than could be discovered by any impersonal external examination; schools, they said, can assess a pupil's ability better. So the curriculum moved from the compulsory core and few electives of the Wyndham scheme to one of a smaller compulsory core and many, many electives. To the argument that examinations were costly, bad educationally, and stultifying to pupils was now added the idealistic but unproven claim that this new and wider curriculum was much more "relevant" to the late 20th century, and to the wide-variety of academic abilities of the pupils now in the schools.

So school assessment became the fashion, the external examination was denigrated and downgraded in importance; an internal assessment was begun; and soon we were

back to all the weaknesses of the internal Intermediate Certificate of the 1940's, with all the arguments about falling academic standards and variable standards across the State. *Plus ça change, plus c'est la même chose.*

Now it appears that the School Certificate examination is to return to a 50% school assessment, 50% external examination as a compromise between the best of both worlds: that is, if the Minister of Education accepts the results of the public submissions for which he called during late 1978 and early 1979. However, the last of the matter has apparently not yet been heard, since Cabinet decided on 8th November to set up yet another committee — a select committee of the NSW parliament — "to examine the requirements and procedures currently governing the award of the School Certificate". All this despite the many submissions which have already been made to the Minister.

Parents and employers who want an academic standard on a State-wide basis must keep close watch upon the coming actions of parliament; or the wrong decision may be made once again, and another generation of children will be left without educational goals to aim for and hurdles to jump. For let us have no doubt that part of a child's education is to jump hurdles set by others so that he learns to weigh himself against others in life. Just as it is nonsense to say one can learn to play physical games without playing competitive matches, so it is nonsense to say one can develop academically without testing one's learning in the competitive situation of an appropriate examination.

The 1978 results in the Higher School Certificate showed two distinct declines compared with previous years. First, the results in matriculation were the lowest for many years, mainly because many boys in the middle and lower ranges of academic ability failed to work hard enough to achieve their potential. Secondly, there is a very evident decline in the total number of units being studied by each boy. This decline was foreshadowed in 1978 and marks an alarming feature of academic pursuit by the present generation. To sit for the H.S.C. examination at 2 unit level when one is capable of attaining 3 unit grades show a moral and mental slackness and a failure "to learn and labour truly" as the Catechism requires. There is ample evidence, especially from overseas, of the consequence of taking soft options as preparation for entry to tertiary education, when the boy should be stretched as much as possible by the challenge of the work at school. Parents will be fully aware of the argument that there has been about 3 unit English and will not, therefore, be surprised at the reluctance of boys to enter the 3 unit level. However, the advice of the Board is still sound academically when it says: "Schools are encouraged not to dissuade capable candidates from attempting 3 unit courses". Certainly this School does not discourage boys from attempting the harder courses. The Dean of Admissions at Stanford University expresses the position well when he writes: "A rigorous secondary school preparation remains the best means by which students can be assured of maximizing the benefits to be derived from a rigorous and challenging (university) education . . . we will continue to enrol students who are not only well prepared academically but who, in addition, evidence a high level of energy by virtue of their accomplishments outside the classrooms". Parents are strongly advised to ensure that their children take the harder courses wherever possible.

There is, however, a further area of scholarship which is alarming, namely the persistent decline in the study of foreign languages. Reference has already been made above to the paradox in Australia of school children learning less and less foreign languages as the nation becomes more and more ethnically pluralistic. How can we as a nation justify our failure to learn languages when we are constantly being exhorted to develop export markets overseas, especially in South-East Asia? One may argue: "Well, teach Indonesian, Malay and Japanese". But what about Chinese, Spanish and Hindi? Obviously a school cannot teach all languages, but a person who has genuinely attempted to learn at school one foreign language such as French or

German can easily learn another later in his life. Believing language teaching to be important the curriculum offerings in languages are being revised from 1980 onwards so that more boys will be encouraged to learn Latin and German and so that classical Greek can be offered once again.

Recently there has been so much discussion about scaled marks and the methods of obtaining the aggregates that certain other facts about the H.S.C. have been obscured from parents. The first is that the estimates given by the School on no account will be revealed to boys or parents. The reason for this is quite obvious. However, parents should understand that the estimates given by the School are based upon the boy's work over the whole of the Upper Sixth year and not solely upon his performance at the trial examination in August. Secondly, experience has shown that few applications for revision of the marking of papers after the examination have been successful. Last year, of 48 applications only 13 were successful, and the variation was only by one or two marks. In no case was this change of one or two marks vital to the boy's entry to a higher education institution. Thirdly, future entry to tertiary institutions, particularly to some faculties, will not be any easier than it has been in the past. A solid academic grounding in the last two years of secondary education is still an absolute essential for the completion of a satisfying tertiary course of study.

In the annual Mathematics competitions D. A. Whittle and R. J. Cameron gained prizes in the Australian Mathematics Competition while 40 boys obtained distinctions and 30 boys credits. In the University of New South Wales competitions B. R. B. Evans, R. K. McNeill, M. J. Vaughan in the Senior division and D. A. Whittle in the Junior division gained prizes and R. C. Neale and A. J. Nicklin gained certificates. In the Alliance Française 53 candidates were successful, while 12 boys gained a certificate in the *Concorde de La Pérouse*. M. G. Cripps was selected to compete in the final of this competition.

One alarming manifestation of behaviour affecting academic work this year has been the increase in absenteeism and the increase in deliberate truancy for part of a day in order to avoid weekly tests or to avoid carrying out instructions given. After any absence a boy is required to hand in a note from his parent setting out the reason for absence. It must be said that some of the reasons given are far from valid, indeed even specious. Moreover, there is increasing evidence that some boys are forging notes for absence. The School proposes to tighten up the system of checking absences, and if in doubt to question the absence note by telephoning parents. It is hoped parents will realise that any such questioning is merely to remove all doubt of impropriety by the boy himself. For there is evidence that boys are using industrial strikes or delays as excuses for being late, when in fact they are in one of the increasing number of coffee shops down Shore or are gossiping with girl friends on railway stations or at bus stops. There is also evidence that boys are walking out of classes claiming they are ill and so wishing to go to Matron when they really have the sole intention of missing the rest of the particular lesson. Also it seems that the industrial "sickie" has now entered the life of schoolboys, especially senior boys, many of whom take a day off every so often, with parental approval apparently, claiming they can work better at home than at school where their train of thought is interrupted by the master's teaching! Parents are asked to look more closely at any of their son's absences and to keep a record of the actual days of the week on which absence occurs, so that a check can be made whether a boy is continually avoiding a particular subject or master. Parents are also requested not to make successive dental and medical appointments at the same time on the same day of each week; such consistency results in a boy's missing the same lesson each time with a consequent decline in his learning.

The performance at games throughout the year has been more successful than usual, the School having been premiers in three games. The quality of sportsmanship

has been particularly high in all matches and boys are to be congratulated upon their performance in all respects.

Some parents have complained that their sons have not had a sufficient number of games in a season. The School endeavours *every week to provide a match for every boy in every game*. However, it is difficult to do this when the rostered school provides a lesser number of teams. Matches with other schools outside the competition roster are then sought, not always with success unfortunately.

In cricket the season was one of above average success. In Term I 156 matches were played, 69 were won, 39 drawn and 48 lost. The 1st XI was third in the competition while the 2nd XI was fourth equal. D. G. Pratten as Captain and M. I. Williamson were selected in the G.P.S. 1st XI. It is pleasing to report that 'F' ground has developed sufficiently during 1979 to be able to be used for cricket later this year. The School thanks those mothers who provide teas at Northbridge so frequently.

The rowing season was the most successful for many years, not only in the results gained in regattas but also in the team spirit within the boat shed itself. The School clearly won the Senior pennant for G.P.S. crews in races prior to the G.P.S. regatta, while the junior crews were second in the Junior pennant. Two crews were undefeated by any other school crew throughout the whole season, namely the 2nd VIII, who are therefore G.P.S. champions, and 'B' Tub. Such performances have been very rare in recent years and the crews deserve to be congratulated not only for their wins but also for their modesty in success. It was in the G.P.S. regatta, however, that the season reached its peak. Of the six races the School won five and the 1st VIII was fourth in the sixth race. No other school has won five out of six (or six out of six) since the introduction of the 2nd VIII's race in 1968. It was a fine reward for the dedication both of rowers and coaches. Once again, the School's thanks to the many mothers who helped with rowing camps and to the many Old Boys and fathers who help in so many ways throughout the season.

The football season was the best in recent years, there being more wins throughout the School than in any previous year; however, the losses were not the lowest as there were fewer drawn games than usual. 505 matches were played, 294 were won, 15 drawn and 196 lost. The most successful teams were the 15D XV and 14C XV which both played eleven and won eleven games scoring 317 to 40 points and 419 to 24 points respectively. The most successful age group was the Under 15 years. The School would like to thank the many Old Boys, masters and boys who refereed so many games and the many doctor parents who assisted with first aid during the season.

The 1st XV came fifth in the G.P.S. competition while the 2nd XV came second. Both teams had disappointing games at critical times but invariably rose from the depths to face the next match. Although physically very strong, their great contribution to the School was their strict adherence to fairness and sportsmanship and their continual determination to achieve physical fitness. Younger boys in the School can well look at their example and in future years can follow the lead given to them by the senior teams in 1979. G. J. Irons was selected in the G.P.S. 1st XV; A. J. Ambrose, W. R. B. Barnier, T. J. M. Crawford, M. G. Cripps, G. M. Irving in the 2nd XV; W. D. Matthews, S. H. Walker, D. B. Weaver in the 3rd XV; and D. G. Pratten was a reserve. G. J. Irons and M. G. Cripps were then selected in the N.S.W. 1st XV and W. R. B. Barnier in the N.S.W. 2nd XV; A. J. Ambrose and T. J. M. Crawford were selected as reserves for the N.S.W. teams. Later G. J. Irons and W. R. B. Barnier were chosen for N.S.W. against the England Schools Team, while G. J. Irons and M. G. Cripps were both chosen twice for Australia against England Schools.

The quality of the sportsmanship displayed by the 1st, 2nd and 3rd XV's cannot be over emphasised. In recent years rugby union at international and club level has become far too physically rough and unnecessarily brutal. Unfortunately referees

have not always taken firm control of games to prevent such play or taken steps to send from the field illegal players. Nor have all coaches always coached teams in "the sporting spirit", which is one of the expressed objects of the game. So there have been increasing and more serious injuries, to the alarm of many supporters of the game and of many parents of junior boys. Indeed, the game is now regarded by some parents as unsuitable for boys because of the possibility of serious injury. However, the fact that the School played so many games and had so few injuries shows that rugby can be played in the right spirit without any more danger than is normal in schoolboy sport.

The School's coaches are all very conscious of their duty to teach games correctly, both technically and psychologically, and to see that players do not lose their sense of proportion over a win or a loss. Beside the learning of fair play and of true sportsmanship, the winning of a competition or of a particular match is unimportant. Parents may be assured that such matters have been looked at very closely in 1979. And the 1st and 2nd XV's under the captaincy of G. J. Irons and G. H. Burrow respectively should be congratulated for their fine examples to the rest of the G.P.S. players and to the boys of this School.

Regrettably, however, the School's task is made harder by the unnecessary attention given by the media, especially by TV replay, to rough and illegal play in club games in all football codes. The media has a duty to the community not to give pictorial or replay publicity or biased reporting to incidents of unfair play or bad sportsmanship. The media must register that the young in the community follow winter games very closely and perhaps in a one-eyed manner. The young rightly have their heroes among the players or they support their particular club; so they tend to follow slavishly the playing examples they see on TV or hear and read about on radio and in the press. As soon as the media regularly decries dirty and cheating play, the sooner it will disappear from all levels of all games. Senior players also have an obligation to junior players to pass on the game in as good shape and repute as it was given to them years before; therefore they must consider the way in which they behave both on and off the field.

Once again the athletic season has been notable for its fine team work and dedicated training. The Senior team was fourth while the Junior team was second. Very fine individual performances were given by several boys but the team work was the striking feature of the season. All boys trained with perseverance and dedication throughout the season. Two G.P.S. records were gained: H. G. Drinan in the under 13 80 metres hurdles and J. A. Clifton in the Open 800 metres. However, if the School is to win these premierships many more boys need to participate in order to increase the pool of athletes from which the final team is selected. The School would like to thank the many Old Boys and parents who helped coach the teams and the mothers who provide the afternoon tea so willingly.

In tennis the 1st team was fifth and the 2nd team was third. C. R. McIvor was selected in the G.P.S. First Team and M. P. Hardy in the G.P.S. Second Team. 87 matches were played, 51 were won, 10 drawn and 26 lost. The Under 15 group was the most successful, the 15A and 15B teams being undefeated. It is pleasing to report that inter school Tennis is now well established as a regular part of the games programme and that more boys are able to be catered for than was the case a few years ago.

In basketball the 1st team were champions and the 2nd team was third. 62 matches were played, 40 were won, 1 drawn and 21 were lost. M. G. Cripps as Captain, R. E. Puller and S. J. Puller were selected in the G.P.S. 1sts and J. B. Snashall was selected as a reserve for the 2nds. R. E. Puller was selected to play in the Australian championships in the N.S.W. Under 20 Basketball team. S. J. Puller was selected in the Under 18 N.S.W. team while E. R. Macdonald was selected in the Under 16 N.S.W. team.

This year the whole concept of Surf Life Saving has been altered; standards have been raised making it more demanding physically for boys to obtain their bronze

medallions. Despite the increased physical demands, it is pleasing to report that in Term I four boys passed the qualifying certificate, eight boys the bronze medallion and six boys the instructor's certificate. For the first time boys sat for the advanced resuscitation certificate and eight boys passed. In the last 19 years since Surf Living Saving has been a regular game 1170 boys have gained some certificate of life saving, an average of 61 boys per annum. At the moment it is uncertain just how the changes in the Surf Life Saving movement will affect what schoolboys can do in this game. The School intends to keep the group in being so long as it is possible to do so. Details will be clearer next year.

The Rifle Shooting teams had a good season, the 1st team being premiers while the 2nd team was second. The performance of the 1st team was particularly good as they rose to a challenge on the second day after shooting poorly on the first afternoon. P. A. Birch as Captain, D. J. Kessell and W. R. B. Barnier were selected in the G.P.S. Rifle Team, while D. J. Kessell was the best shot in all the schools in 1979. At the annual match between the G.P.S. and the Universities of Sydney and New South Wales it was interesting to note that the captains of the three teams were Shore boys and that of the 30 shooters competing in the three teams no fewer than 13 were Shore boys.

Small bore shooting has been continuing with postal shoots between schools. This is becoming an increasing interest for many boys and it is one which boys can carry out without giving up other sporting activities. The cost to each boy is relatively small. Six schools are now involved in the competition. The School Open and Under 16 teams both won all four matches, both teams shooting a record score.

In swimming the first team again won the G.P.S. competition. Their performance in the diverse relays was particularly good. However, boys will have to train much harder in future if they are to retain the present leadership. In various carnivals held throughout the season boys in all age groups performed soundly.

It is pleasing also to report that many Old Boys have been taking a prominent part in all games in senior clubs. M. J. Mathers was selected for the Wallaby tour of the Argentine, and G. N. Pollard has recently been elected president of the N.S.W. Lawn Tennis Association. By being selected captain of the N.S.W. team and eventually of the Australian Under 20 team to play in the world basketball championships in Brazil last August, Ian Robilliard became the first N.S.W. player ever to captain an Australian basketball team. D. H. Johnston has again been selected to play cricket for N.S.W. while A. J. F. Watson won the Australian championship in the modern pentathlon.

The extra curricular activities of the School have again been very varied. Boys from the School took part in the Billy Graham Crusade in May this year. Many boys went forward to make a commitment which was later followed up by one of the several counsellors who are on the staff of the School.

The highlight of the year in music was the ninetieth anniversary church service held in St. Andrew's Cathedral. This service of praise and thanksgiving was the first time the School has been together since the 75th anniversary and was well up to standard. However, it was interesting to note that it was only after considerable practice that the whole School realised the excitement of congregational singing.

A review of the last 25 years of drama production shows that there have been 45 major school productions during that time; 10 were musicals and many have involved girls from Wenona, SCEGGS Redlands, SCEGGS Darlinghurst and Abbotsleigh. A list of the 35 plays performed since 1964 shows a wide variety between Shakespeare, modern plays and comedies. The performance of "Guys and Dolls" this year involved well over 100 people. The production was of sound quality, the actors, both boys and

girls, being more inexperienced and younger than usual. However, their performances were such that productions in the immediate future should be very good indeed.

Debating has been strong this year, the team reaching the final of the G.P.S. competition. In the Lawrence Campbell Trophy M. J. Coombes was placed second, a very good performance in the circumstances.

Adventure training has been developing normally. Perhaps it has taken a back seat once again now that cadets have been reraised. However, many boys gain enjoyment from this pursuit.

It is disappointing to have to report that the number of candidates for awards under the Duke of Edinburgh's Scheme has declined since the cadets have been reraised. It appears that many boys are now not prepared to devote a portion of their own spare time to the energy necessary to achieve an award. The award scheme offers a challenge to those who participate and demands from them perseverance and effort in order to gain achievement. Such demands are valuable builders of a boy's character, particularly as the scheme is entirely voluntary and so requires that the boy himself works to complete the award. More boys should consider accepting the challenge of the Duke of Edinburgh's Scheme especially as it can be completed simultaneously with participation in all sorts of other school activities. J. M. Foord, E. D. Gillespie, I. J. Macdonald, I. F. Middleton, B. M. O'Sullivan, J. G. Raftesath and D. W. Shearman have gained gold awards this year.

The Venturers have become firmly established now and work very solidly towards the requirements of the Scout movement. C. D. Milne and K. J. Raupach gained Queen's Scout Badges during the year.

The Army Cadets have progressed though there are still difficulties in obtaining suitable stores for training purposes. The annual ceremonial was held again in October but it took an amended form because weapons are not easily available for regular practice. After a march past and inspection a display of training was given to those present. The standard of the parade was exceptionally high, considering that there was very little experience of ceremonial drill in the corps. All ranks are to be congratulated upon restoring to its former quality this part of the School's activities.

On the other hand, the RAAF has been much more realistic about providing suitable training for the AirTC. Training stores and facilities are much more easily obtained. In the annual courses of promotion T. J. Dowsett and S. T. Batten were first in their respective Junior NCO Courses, D. W. Hart was first in the Senior NCO Course and C. C. Reynolds was fifth in the Under Officers' Course.

The School acknowledges with gratitude various donations and endowments received throughout the year. Once again the S.C.E.G.S. Association has been very active and the boys wish to thank all the mothers for their continuing generosity. The donation of the PE equipment has been deeply appreciated.

The Riverina Old Boys' group has perpetually endowed the prize for wool classing in memory of Ray Holmes, an Old Boy of the School and for many years President of the Riverina group. The Far West Old Boys' Group has finalised the endowment of their prize for III form English and has begun the endowment of the Lower VI Science prize. Mr. David Taylor has not only again increased his original endowment for the Peter Fomenko Athletics Prize, but also has generously endowed the Asia Prize for Historical Essay Writing which is to be given for the first time this year. Mrs. G. C. Minnett has endowed a prize in memory of Jack Kingsley Minnett for a boy in the VI Form who has made an all round contribution to school life. The School expresses its thanks to all these donors for their gifts.

In Old Boys' Union matters it would not be proper to allow the retirement of Mr. T. A. Langley from the firm of Fisher and Macansh to pass unnoticed. Mr. Langley has

worked for many, many years on the School's affairs as a labour of love not only in an honorary capacity but also in his professional capacity. His attention to detail and his painstaking efforts on the School's behalf for over thirty years have been largely responsible for many successful purchases of property and developments of the School's land.

The School would also like to thank Mrs. H. Mansell and Mrs. R. Birney for their donations to the Chapel. Mrs. Mansell embroidered two book marks for the Honour Rolls books in the Chancel, while Mrs. Birney sketched the Chapel in 1979, the 65th year of the Chapel's foundation.

There will be several changes of staff at the end of the year. Mr. K. D. Anderson, who retired from teaching some years ago, but has been the School Registrar in a part-time capacity, has decided to retire from active duty. He has devoted 40 years to the service of the School. Not only has he been a first class teacher but he has been responsible for the successful enrolment of boys for more than half that time. His meticulous attention to detail in enrolment matters and his unfailing courtesy towards all who have come to the School to enrol their children have resulted in the School's reputation standing very high over many years. His place as School Registrar will be taken by the Reverend R. E. Evans. Mr. J. K. Morell will give up the duties of Master of the Lower School and his place will be taken by Mr. P. C. Gilchrist. Mr. M. T. McKaughan returned to the staff in Term III after several years teaching overseas and Mr. M. H. Howard will return at the beginning of 1980 after his secondment to the State Development Committee. Mr. N. J. Curran, Reverend B. C. Maxwell, Mr. J. H. Moore, Mr. A. R. P. Steele and Mr. A. Kingsford Smith leave the staff and we wish them success in their new ventures. In 1980 Mrs. Hart, Mr. Morell and Mr. Rossell will go on leave at various times. Mr. M. B. Robinson will return from leave overseas, while Mr. G. O. Ubergang, B.A., T.C., Mr. J. R. Leckie, B.A., Dip.Ed., Mr A. J. Bird, B.A., Dip.Ed., Mr. T. Devin, B.A., Dip. Ed. and Mr. D. L. Anderson, Dip.T.G. will join the staff. Sergeant Major R. V. Crosby also retires at the end of this year after nine years in the post.

The leadership of the prefects has been extremely good this year. Their level-headedness and hard work and the concentration with which they have carried out their duties have been quite striking. Considerable praise for this must be given to the Senior Prefect G. J. Irons and the Second Prefect, A. S. W. Playfair.

No year can ever be allowed to pass without reference to the help of all the staffs working in the School. The devotion of the Matrons and Boarding House staffs, the efficiency of the maintenance and ground staffs and the enthusiasm of the Bursarial and clerical staffs all help to make the School a much more pleasant and satisfying place in which to work and to teach. During the year several of the Matron's staff and maintenance staff have retired after many years service, and many generations of the boys wish to thank them, especially Matron Carson, Mr. G. Dodds and Mr. L. Collett for their efforts over the years.

To the academic staff thanks are also due. Teaching has become a very exasperating career in recent years with so many changes of syllabus and curriculum, of academic emphasis and relevance. Yet despite this the staff has worked energetically for the welfare of the boys.

The School Council also deserves congratulations for its leadership in times of political argument and indecision and in times of uncertainty about the future of independent schools. As A. D. Lindsay, the former Master of Balliol College, has said: "So long as a sufficient proportion of people in a democracy are willing to pitch in and keep its values alive, then it will survive". Certainly this statement applies to independent schools in general and to this School in particular.

Probably the most concerning feature of education in 1979 has been the proliferation of committees of enquiry and of research into various aspects of education. The increasing intrusion of the clauses and regulations of the Privacy Act and of the Anti-Discrimination Act is making it extremely difficult for schools to maintain the age-long personal relationship of pupil to master which surely transcends all acts of parliament. A pupil chooses to go to or to remain at a particular school when he reaches the age of discretion — governmentally determined as 15 years of age. He then entrusts his academic education and his intellectual development to certain teachers. Of necessity education is a one-to-one process which demands that the teacher intrudes upon the privacy of the pupil. However, education does not demand that the teacher intrudes upon the privacy of the pupil by investigating his behaviour in buses and trains, in public streets and parks and at social gatherings and sporting functions. Too often is the School now expected by the community in this sense to break the Privacy Act and to act as criminal investigator of private behaviour.

Similarly, by its very charter an independent school enrolls pupils of a certain type, and therefore by the Act's definition, discriminates in the enrolment of its pupils. Why is it unlawful to have only Anglican children at an Anglican school? No one is compelled to come to an independent school; he does so by choice. Therefore he should be allowed to be discriminating, just as he is allowed to buy a Holden rather than a Mercedes. Once any government takes away from any citizen this freedom to choose democracy is replaced by tyranny.

Again, the Schools Commission began an enquiry into the "School experiences of 15-16 year olds". However, the enquiry soon had discussion headings which included: curriculum assessment, school governance and administration, school practices, school resources and design, educational standards, transition, student/teacher relationships and school and community — headings which intruded into the very administration of the school rather than were relevant to the topic of enquiry.

The Schools Commission investigation was contemporaneous with a National Inquiry into Teacher Education, a State Inquiry into Teacher Education, a State Inquiry into Pupil Behaviour and Discipline, a State Inquiry into the Four Term Year and a Senate Committee of Enquiry into "The effectiveness of Australian schools in preparing young people for the workforce, with particular emphasis on literacy and numeracy". One wonders whether one is numerate enough to count all the questions to be answered and literate enough to read and answer them!

And this is not all. There are purely political activities such as the High Court Case which is deciding whether financial aid to non-government schools is constitutional or not. There is the establishment of the N.S.W. Education Commission which states that non-government schools are not involved. "The Education Commission will not alter the present nature of the relationship between the government and non-government sector. The N.S.W. Government fully accepts that the non-government sector exists as a fundamental right guaranteed by law, with its own autonomy, freedom and development" the Minister for Education's press release of 7th June, 1979 states inter alia. Yet the same release also states that the statutory Education Boards will "remain statutory bodies with direct access to the Minister; the legislation will provide, however, that they *consult* with the Education Commission before placing recommendations to the Minister on matters which would have implications for overall planning or allocation of resources". A Parthian arrow this is! And moreover at the time of printing this report, it is not certain that the draft legislation does exempt non-government schools. So much for ministerial guarantee!

Together with the pressures, political and social, of Parents and Citizens Federations, of teacher unions, or arguments about scaled marks and university matriculation, of disagreement about the content of social science syllabuses, the new word in education "accountability" pales into insignificance. Independent schools have always been accountable to their parents. But the danger now is that schools are

becoming so accountable to government and government committees, to unions and pressure groups and to educational fads and fancies, that they have too little time to be accountable to those to whom they are really responsible: the pupils. The administration of schools is becoming bogged down in questionnaires, paper warfare and government interference, to the detriment of academic teaching, pastoral care and pupil inspiration which can only be given in a school by good teachers who are left free to devote all their energies to their prime community task: the schooling of the young. Far too much teacher energy is now being dissipated in dealing with new syllabuses, new curricula, and new methodologies, energy which would be better devoted to *active present teaching and pastoral care in the classroom*. After all, "Which of you, by taking thought, can add one cubit unto his stature? and why take ye thought for raiment? Consider the lilies of the field, how they grow; they toil not, neither do they spin . . . wherefore, if God so clothe the grass of the field which today is and tomorrow is cast into the oven, shall he not much more clothe you, O ye of little faith?"

All this change is being demanded in the belief that all education must be altered to cope with the demands of the 21st century. But who can tell what will be good academic education at the millenium? What is certain, however, is that boys will need to be honorable and honest, energetic and ethical, thoughtful and tolerant, disciplined and dedicated. Such virtues are taught only by good pastors, in the home, in the church and in the school; and these virtues need no acts of parliament and no committees of enquiry to discover of what they are composed, or how they are taught: there is at least 2000 years of experience available already.

It is nevertheless proper to pose this question once again in 1980: what is a school and what is its purpose in the community it serves? The Schools Commission in its Report for 1980 highlights the dilemma which today's society has in answering this question when it states: "It is not yet clear which of two solutions is the better. A more varied and comprehensive secondary school able to issue vocationally relevant qualifications would be one solution. Alternatively, further education institutions might take on the broad role of preparation of young people for the workplace. What is clear is that there is a very real problem of structure at the secondary level which has not yet been thought through."

And once again the Schools Commission compounds the present error within the community by the implication that *the school* is the determinant of the future of the individual. *It is the obverse: the individual with his parents is the determinant of his own future*; the school is merely *one* of the means of assisting him in making his decisions.

Far too often in the last few years has it been forgotten that schools are for schooling and that they are in existence by government democratic decree in order to provide basic and elementary education for the nation's children between the statutory ages of six and fifteen years. Beyond these ages — at either end — *children are at school by choice*, either theirs or their parents'. What are needed for the children outside these compulsory ages are schools of varying special types: pre school, or baby minding centres for working mothers, before the age of six years; and at the other end of the scale, a variety of institutions which provide the types of education, academic, vocational, trade, even military, demanded by society.

The mistake which has been made by the nation in the last ten to fifteen years is to believe that only academic education is suitable from age fifteen to eighteen years. This mistake was compounded by industry and the trade unions when the age of apprenticeship was increased. Thus it became necessary for potential apprentices to stay longer at school in a basically academic course which to many at this age is boring and wearisome — a stay which develops intellectual idleness and disinterest, two habits which are hard to break when learnt at age sixteen or seventeen. A further

mistake was made when technical high schools were ousted from secondary education in the mistaken belief that technical education was for adults only or in the mistaken egalitarian belief that all children should have the same educational instruction at the same age.

So the place of the school in the social structure of the nation must be clearly thought out once again. If the school is only to teach basic academic skills, then it should be allowed to do so without also being required to be a society mixmaster, a marriage guidance bureau, a job employment service, or a means of social engineering by indoctrinating unproven political aspirations and aims. If the school is only to be society's method of overcoming youth unemployment or of preparing youth for work experience, then it will have to change markedly from the position which most parents presently expect it to hold in society; and such a change will be financially hugely costly and politically intensely divisive. If the school is for schooling only, then it should be allowed to press on with its main task without being asked to execute fringe social benefits.

The point is that only when the nation fully understands and accepts both that a child grows by stages throughout his life, and that associated with each stage of his growth there is to be achieved an amount of learning, social and academic in all years, even perhaps political and economic in late adolescent years, will the true purpose of the school in society be decided. *In this vital decision, which is being taken now by governments almost in a surreptitious manner because the importance of this decision is not being made clear to the citizens of the nation, parents have a fundamental task.*

Parents alone have the prime responsibility to educate their children while reaching these stages of human growth; school, society, government, church merely assist in the suitable way at the proper time. Whenever parents relinquish to a government, or to a school's commission, or to an education department, or to a single school their parental duty to educate, the sooner they are condemning their children to becoming automatons in the brave new world of 1984 inventions and politics. As Mr. Justice Kirby recently wrote: "We are now on the brink of great social changes, the consequences of which we can but dimly perceive . . . the position of the individual, his integrity, liberties, privacy and satisfaction as a member of society may be put at naught, disregarded by the onward rush of the latest invention". The price of freedom is eternal vigilance; the price of individuality is moral integrity. Freedom and moral integrity are the manifestations of the difference between man and other animals. Possession of freedom and of moral integrity is given to man by God in His loving grace and infinite wisdom; and this possession is therefore not to be cast aside "unadvisedly, lightly or wantonly" by parents.

Furthermore, parents cannot absolve themselves of their duty to bring up their children "in the nurture and admonition of the Lord" by speciously arguing that they pay taxes to the government and therefore the government has the duty of educating their children. Let there be no doubt that there are persons in the nation who believe that parents have *no* right to determine the future, or indeed any, education of their children. The Schools Commission itself, in its Report for 1980, recommends "that the Government *commission a full scale review*, either by the Task Group on Youth Affairs or by a specially convened broadly based committee, of the current policy framework of public spending on youth for income support and schooling *and propose an integrated youth policy*". By what right does the Schools Commission usurp a parent's God given right and duty to determine an integrated life for his child?

Not for nothing does the commandment say: "For I the Lord thy God am a jealous God, and visit the sins of the fathers upon the children unto the third and fourth generations of them that hate me". Not for nothing does history also show that in those times when man has failed to think with reason, with integrity and with determination, in the same times there have been dark ages of political tyranny and spiritual disintegration. As His Grace said recently in his charge to Synod: "What this

country needs, at every level, in private and public, is a renaissance of moral integrity". Such a renaissance must start with the parents who procreated their children and who thus have the responsibility to provide for them a caring and loving family in which they may grow in wisdom to love and fear the Lord. The parental duty is clear and involves a *daily continuing* relationship with, and interest in, all that the members of the family are doing: their health, their work, their dress, their friends, their games. At present far too many parents do not know their own child and are content to pass to others, especially the school, the prime pastoral duty of bringing up the child.

But there must be in addition a *renaissance in political integrity in the nation*. Those who represent the citizens of the nation in the various parliaments of the land, i.e. the politicians, must cease their increasing usurpation of the individual's power and rights. At present politicians are using the fallacious argument that an individual's resources must be commandeered by governments so as to be redistributed equally among all. This egalitarian-redistribution philosophy is as dangerous as any other produced in history by tyrannical ruling elites of political intelligentsia. The Associate Editor of *Fortune* gave an example of such increasing governmental interference when he wrote on 26th February, 1979: "in a pluralistic society . . . it has been expected that a convincing and overwhelming case must be made before government infringes upon the beliefs, practices and preferences of any sizable segment of the population . . . (however) the food safety laws, models or effectiveness in their time, have long since been converted into a meat-axe of antique legalities, the weapon of groups with special aversions to risk, or special political objectives. By dint of energy, organisation and political prowess, these groups have proved themselves capable of imposing their preferences upon those who do not share these views or aims." So it has become with many parts of life, especially with education, in Australia; governments and politicians are increasingly usurping the individual's power to make a decision about his own education and academic future.

Governments and members of all parties in parliaments must come to realise that they are not the repositories of all wisdom and power, and that, in a pluralistic democracy of the type which is supposed to exist in Australia, they do not have the right or the power to take away from any individual his opportunity to be different from another citizen in his intellectual ability, physical shape, economic capacity, or political opinion. The more diverse the nation is, the more varied must be the political decisions provided by governments. The more varied the nation is, the more tolerant of differences must the individual be.

In education it has been a phenomenon of the last quarter of a century that governments in Australia have more and more intervened, supposedly to obtain uniformity of syllabus and curriculum, but really to stifle intellectual excellence in individuals and independent initiative in schools. The endeavour of the Schools Commission in recent years to combine all independent schools into one system of schools for centralised authoritarian convenience is but one example of this sort of governmental Orwellianism. The result of such big brother action has been to destroy the variety in education which had existed in the past by making all schools the same. Recently, however, it is being realised by politicians that such endeavours have been fruitless socially and academically. Perhaps soon they will realise that the endeavours are politically sterile too.

Yet instead of giving back freedom of action to the individual, the present endeavour (despite all experience elsewhere in the world) is to make all schools comprehensive in the hope that this solution will provide for individual differences, and yet retain philosophical and administrative centralism. So, once again the solution is based upon the false educational premise that the school is the kernel of education, whereas the true fact is that it is the individual pupil who is the centre of education. Governmental support therefore should be given to the individual and not to the school. Indeed one can well pose the questions: what is the competence of the

State to function as an educational ruler or leader; where does its authority lie; and on what democratic power is it based?

Thirdly, there must be a *renaissance in economic integrity*, or to use a more well known term, there must be a renaissance in the work ethic — not only in life but also in schools. Why is it no longer accepted that *the right of citizenship carries with it the duty of adding to the wealth and productivity of the nation either by one's intellectual endeavour or by one's economic exertion*? Why is it thought necessary in 1980 that a person must have a cradle-to-grave financial and social security provided by the government rather than by his own personal effort? Why is it no longer believed, that a youth *should* start at the bottom of the employment ladder and *should work* his way up, rather than he should expect to be placed many rungs up the ladder just because he happens to think the world owes him a living or because he has just left school or university with some certificate of education?

If individual liberty is the highest political value a citizen can have, then the wealth obtained by personal work and effort is the highest economic value available to the individual. It is the "interdependence of economic wealth and political liberty which makes a nation prosperous; what keeps the nation prosperous is production and technological innovation . . . (national) wealth emerges, not from government offices or politicians' edicts but (from the efforts of citizens) in a market place which is free". So writes William E. Simon in "A Time for Truth". He also argues that the concept that the absence of wealth is some sort of virtue is fallacious for "poverty may result (not only) from honest misfortune, but it also may result from sloth, incompetence and dishonesty . . . the distinction between deserving and undeserving poor is important".

Such ideas are no doubt unfashionable with some today; but *unless there is a true renaissance in the spirit of man — moral, political and economic — there is no way this nation will survive to the millenium*. Further, this renaissance must start in the family and with the youth of the nation. Whether marriage is fashionable or not, the family is the nub in the life of man; and it is in the family that children are procreated, nurtured, educated and developed. The integrity of the family therefore determines the integrity of the individual; and the quality of the individual determines the integrity of the nation. The family is the small vertical unit with the wisdom, the training, the experience and the example, which must provide for the children not only an acceptable reason for the continuation of proven standards of conduct and behaviour (with all their unwritten codes and laws) but also an alternative in the shape of a positive set of values, so that the children can gain some form of personal identity in a society which is becoming far too big and formless and far too dominated by governmental interventionism.

As Christopher Bernsford writes: "For someone with an inquiring mind (such as a young child) it is not easy to find faith or a sense of purpose in life when so much is uncertain . . . The process of education is the process of transferring cultural standards. Despite the confusion in our world, our heritage of culture, moral understanding and good learning is what will keep our civilisation in existence. If human endeavour means anything, then it must mean that each generation will add to the accumulated wisdom of the past. It thus becomes the function of education to show what men have taken to be of value, to explain why this is the case, and to provide the means of communicating what is worthy in such a manner that the next generation understands." Such a statement contains enough to aim for at the millenium; and it does not need new syllabuses, new methodologies and new systems to interpret its contents, What are needed are dedicated parents who will bring up their child in the nurture and admonition of the Lord, and dedicated teachers who will support the parents in this their duty.

"For so is the will of God that with well doing ye may put to silence the ignorance of foolish men."