



Sydney Church of England  
Grammar School  
North Sydney

---

December, 1980

# Sydney Church of England Grammar School

Speech Day—11th December, 1980

*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 The Most Reverend M. L. Loane, K.B.E.  
Archbishop of Sydney, Primate of Australia  
President of Council

Summary of the Headmaster's Report

The prizes will be presented by  
R. Ludowici, Esq.,  
Member of the School Council from  
September, 1951 to July, 1980

Vote of thanks by the Senior Prefect

Benediction

*Tea will be served in the School Grounds*

## COUNCIL

### President

THE MOST REV. M. L. LOANE, K.B.E., M.A., D.D.  
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.  
Dr. IAN W. HOLT, M.B., B.S., D.T.M., D.T.H.  
Prof. L. W. DAVIES, A.O., B.Sc., D.Phil., F.Inst.P., F.A.I.P., F.I.R.E.E.,  
S.M.I.E.E.E., F.T.S., F.A.A.  
K. 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.  
B. J. AMOS, M.B., B.S., F.R.A.C.P., F.A.C.M.A.  
P. D. DAVIS, B.A., M.Ed., M.A.C.E.

### 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. DUCHESNÉ, B.A.(N.E.), Th.L.

### Masters:

J. W. BURNS, B.A.(Syd.), (2), **Housemaster, Barry House**  
R. BLOMFIELD, B.E.(Syd.), Dip.Ed.(Melb.), M.A.C.E.  
R. K. DOÍG, A.S.T.C., (8)  
J. K. MORELL, B.A., Dip.Ed.(Syd.)  
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. H. 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. Comm.(N.S.W.I.T.),  
**Master of Middle School**  
 B. J. EDWARDS, T.C.(Tas.), F.R.H.S.  
 Rev. R. F. BOSANQUET, B.A.(Syd.), Th.L., M.A.C.E.  
 S. W. GILLESPIE  
 Rev. R. E. EVANS, B.A.(Macq.), Th.L., M.I.A.A.,  
**Master of Lower Sixth Form, Registrar**  
 D. G. SPURR, B.A., Litt.B., M.Ed.Admin., 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**  
 J. R. GORHAM, B.A., Dip.Ed.(Syd.), M.A.(Macq.)  
 C. W. HAWKINS, B.A., M.Sc.(Macq.), T.C.(Wollongong), A.R.A.C.I.  
 R. J. McINTOSH, M.A.(Syd.), Dip.T.G.  
 R. A. EVANS, M.I.A.  
 R. G. PULLER, Phys.Ed.Inst. (formerly R.A.N.)  
 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. LA FLAMME, B.Sc.(Oregon), Dip.Civil & Structural Eng.  
 (Lane Community College), Dip.Ed.(M.C.A.E.)  
 F. G. COOKE, M.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.), B.A.(Cantab.)  
 F. E. SHARPE, B.A.(Macq.), Dip.Ed.(N.E.), (5)  
 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.)  
 A. D. CAVILL, B.Sc.(Syd.), Dip.Ed.(N.E.)\*  
 D. I. WALKER, B.Sc.(Syd.), Dip.Ed.(Keele)  
 P. B. STOREY, B.A., Dip.Ed.(N.E.)  
 A. R. WHEELER, B.A., Dip.Ed.(Syd.)  
 D. W. STEWART, Dip.Teaching(Hamilton)  
 P. P. GRANT, B.Ec.(Syd.)\*  
 L. R. DOBB, B.Sc.Agr.(Syd.), Dip.Ed.(N.E.)  
 R.C. PETERSON, B.A., T.C.(Syd.),  
**Master of the 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.), Dip.Ed.(M.A.C.E.)\*  
 K. M. GILMOUR, M.A., Dip.Ed.(Syd.)  
 W. G. COCKELL, LL.B.(Syd.)  
 P. C. GILCHRIST, B.Com.(N.S.W.), **Master of the Lower School**  
 G. L. PEARCE, B.Comm.(N.S.W.), T.C.(Wollongong)  
 Mrs. H. B. VALLANCE, B.A.(Syd.), Dip.Ed.(M.C.A.E.)  
 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.), Dip.Ed.(K.C.A.E.)  
 M. M. BISHOP, B.Sc.(Syd.), Ph.D.(Cantab.), A.R.A.C.I.  
 J. A. MEAKINS, B.A.(N.S.W.), Dip.Ed.(N.R.C.A.E.)  
 S. F. RUSSELL, B.A.(N.S.W.), Dip.Ed.(Syd.)  
 R. A. SHIRLAW, C. of W.(N.S.T.C.)  
 R. A. FOX, (7)  
 G. O. UEBERGANG, B.A.(Qld.), Dip.Teach.

J. R. LECKIE, B.A.(Syd.)  
 A. J. BIRD, B.A., Dip.Ed.(Syd.)  
 T. P. DEVIN, B.A.(Macq.), Dip.Ed.(Syd.)  
 D. L. ANDERSON, Dip.T.G.  
 R. C. DICK, B.Ec., Dip.Ed.(Tas.)  
 D. S. ELDRIDGE, B.A., Dip.Ed.(Natal)  
 P. L. ROBERSON, Dip.Teach.(N'cle)  
 C. M. WAGSTAFF, B.Mus.(Syd.)  
 J. J. WILKINSON, B.A.(N.S.W.), Dip.Ed.(K.C.A.E.)  
 D. H. COURTNEY, B.A. Dip.Ed.(Syd.)

\*On Leave\*

**Senior in:** (1) English, (2) Classics, (3) Modern Languages, (4) History,  
 (5) Mathematics, (6) Science, (7) Music, (8) Art,  
 (9) Geography, (10) Economics & Commerce, (11) Games, (12) Library.

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

**Sergeants Major:** M. SINCLAIR (formerly R.S.M., A.R.A.)

T. PARVIN, Major R.A.C.M.P.(Ret.)

**School Medical Officer:** Dr. G. R. ELLIOT, M.B., B.S., F.R.C.S., F.R.A.C.S.

### VISITING STAFF

**Tennis:** V. EDWARDS TENNIS SCHOOL

**Wool Classing:** Mr. R. G. SWANBOROUGH

**Guitar:** Mr. S. BRACEGIRDLE

**Violin:** Mr. A. ALLEN

**Cello:** Miss M. WAUGH

**Clarinet:** Miss A. HARWOOD

**Flute:** Miss L. J. MAGSON

**Trumpet:** Miss L. BACON

**Saxophone:** Mr. P. DICKINSON

**Piano:** Mr. J. BOSTOK, Mr. S. DAVIES

Miss A. SWALWELL, MISS L. MAGSON, Mr. P. DICKINSON

### PREFECTS

**Senior:** G. H. BURROW; **Second:** M. J. AMOS.

**Prefects:** J. W. BURSTAL, A. J. AMBROSE, W. R. B. BARNIER, H. R. COOKE,  
 D. W. HART, G. C. O. LITCHFIELD, S. O. D. MEARES, D. B. BUCKLAND,  
 G. D. CORDNER, C. A. LEVITT, R. A. LONG, C. C. REYNOLDS, D. R.  
 WOLFF.

**Sub-Prefects:** J. H. BADGERY, H. R. COOKE, M. J. COOMBES, A. D. IRONS,  
 I. R. LYALL, D. J. MURPHY, P. G. WATSON, M. A. L. BIDDULPH, T. P.  
 BRAY, A. J. BULMER, J. A. JAMIESON, S. M. LE MESSURIER, B. M. S.  
 MIDDLETON, A. R. WILSON, J. S. ZEHNDER, P. A. BIRCH, K. Y. CHEE,  
 R. G. W. FERRIS, M. A. GRAY-SPENCER, A. R. HACKWORTHY, J. S.  
 PARKER, M. I. WILLIAMSON, J. C. BACON, R. D. CLARKE, T. J. DOW-  
 SETT, P. A. EMERY, R. M. GALLAGHER, S. A. GRAY-SPENCER, R. J. D.  
 GREAVES, D. A. HACKWORTHY, E. R. MACDONALD, R. C. NEALE, R.  
 A. K. NUGAN, A. W. REED.

### ORDER OF MERIT, 1980

UVI Form	LVI Form
1. K. Y. Chee	1. I. C. Cope
2. A. H. F. B. Beeham	2. E. R. Szeto
3. M. J. Coombes	3. D. A. Whittle
4. G. I. Cameron } aeq	4. R. A. Black
G. C. Lindsay }	5. A. F. Myles
6. G. H. Burrow	6. M. I. Robertson
7. J. S. Parker	7. R. C. Neale
8. S. E. Vozoff	8. G. C. B. Lloyd
9. B. R. B. Evans	9. R. W. M. Chye
10. G. D. Cordner	10. M. M. P. Allen

## SCHOLARSHIPS 1980

A.B.S. White Scholarship.....	G. H. BURROW
Old Boys' Union Scholarship.....	{ J. H. BADGERY D. R. WOLFF
S.C.E.G.S. Association Exhibition No. 1.....	{ G. C. LINDSAY E. R. SZETO
S.C.E.G.S. Association Exhibition No. 2.....	{ D. J. MURPHY M. I. ROBERTSON
S.C.E.G.S. Association Exhibition No. 3.....	J. W. BURSTAL
S.C.E.G.S. Association Exhibition No. 4.....	R. A. LONG
Old Boys' Club Exhibition.....	H. R. COOKE
Open Entrance Scholarship No. 1	
Oswald Stanton-Cook.....	S. E. VOZOFF
Hodges.....	D. A. WHITTLE
Christina Campbell.....	N. J. FREEDMAN
Council Junior.....	M. D. BAMPTON
Grainger.....	G. I. McCONNELL
Graham.....	R. J. D. SANDILANDS
Open Entrance Scholarship No. 2.....	{ G. D. CORDNER A. J. NICKLIN K. S. LORD D. R. LEGG R. J. H. HAMMETT A. R. MURDOCH
Junior Open Scholarship.....	{ M. J. COOMBES A. R. HACKWORTHY D. G. DOWEY M. A. CHARRETT E. C. WRIGHT T. J. FREEDMAN I. D. LEIJER H. W. D. STOWE
Junior Close Scholarship.....	{ M. J. AMOS A. J. G. PAULL D. C. McCREDIE S. J. BLEECHMORE R. R. SIMPSON M. K. CONDON A. J. H. HARPUR
Bruce & Eldon Beale Prize.....	A. D. CHARKER N. M. M. HARDWICK

## PRIZE LIST, 1980

	DIVINITY	GENERAL PROFICIENCY	GENERAL MERIT
		<b>PREPARATORY SCHOOL</b>	
<b>Form I</b>	R. W. Mountstephens	P. E. J. Davies	D. J. T. Sandilands
<b>Remove B</b>	D. J. Alexander	D. J. Alexander	J. L. E. Barnes
<b>Remove A</b>	H. E. Collins	M. N. J. Storey	D. B. Lane
<b>IIB</b>	P. J. McCook	S. A. McCann	P. J. Henderson
<b>IIA</b>	(N. P. Wolfe)	(N. P. Wolfe)	J. A. Brogan
		<b>LOWER SCHOOL</b>	
<b>IIIC</b>	K. A. Mitchell	A. H. C. Prott	P. M. Watson
<b>IIIB2</b>	C. T. Fenwicke	A. F. Gilfillan	P. H. Carter
<b>IIIB1</b>	P. F. Gregg	P. C. Donnelley	A. G. E. Barraclough
<b>IIIA2</b>	S. T. H. Beard	S. T. H. Beard	R. M. Jamieson
<b>IIIA1</b>	R. T. Bootle	(N. J. Freedman)	D. W. Williams
<b>SC</b>	I. J. W. Cottrell	R. A. Woodley	J. L. Malcolm
<b>SB2</b>	A. H. Hardy	D. A. Skipper	M. B. Farmer
<b>SB1</b>	A. C. Hoholt	P. B. Atkinson	(J. R. Sampson)
<b>SA2</b>	C. J. Stevenson	N. J. Bird	M. J. V. Cameron
<b>SA1</b>	(M. K. Condon)	(H. W. D. Stowe)	R. J. D. Sandilands
		<b>MIDDLE SCHOOL</b>	
<b>IVC</b>	G. L. Spring	G. L. Spring	I. C. Cathels
<b>IVB2</b>	G. E. Ohlsson	G. E. Ohlsson	M. S. E. Butler
<b>IVB1</b>	P. D. Booth	R. G. Macoun	A. C. Sloan
<b>IVA2</b>	A. M. Truswell	A. L. Lamble	A. J. Dunlop
<b>IVA1</b>	W. S. Hargreaves	(G. I. McConnell)	(I. D. Leijer)
<b>VC</b>	I. B. Docker	R. J. Lewarne	L. E. Moore
<b>VB2</b>	(R. A. Duddy)	R. J. Donnelley	A. I. Adare
			A. D. B. Hughes
<b>VB1</b>	S. Senior Smith	R. H. Amirputra	S. J. Twyble
<b>VA3</b>	P. A. Westerholm	W. A. Cox	D. H. McCathic
<b>VA2</b>	D. S. Smith	D. S. Smith	B. S. Burge
<b>VA1</b>	D. J. Dyer	(T. J. Freedman)	(R. L. Garnett)
		<b>UPPER SCHOOL</b>	
	<b>Lower VI</b>		<b>Upper VI</b>
<b>General Merit</b>	A. F. Myles		(G. C. Lindsay)
			(G. I. Cameron)
<b>General Studies</b>			(J. S. Parker)
<b>Economics</b>	(R. A. Black)		(G. S. W. Y. Chan)
<b>Ancient History</b>	M. R. Evans		C. I. Cudlipp
<b>Geography</b>	R. M. Gallagher		(A. R. Winkworth)
<b>Science</b>	(I. C. Cope)		(D. K. Shearwood)
			(K. Y. Chee)
<b>Modern History</b>	(D. A. Whittle)		(A. H. F. B. Beeham)
<b>German</b>	R. C. Neale		(G. H. Burrow)
<b>French</b>	M. I. Robertson		S. W. Cropper
<b>Latin</b>	(R. A. Black)		(G. D. Cordner)
	(E. R. Szeto)		(M. J. Coombes)
<b>English</b>	(R. A. Black)		(M. J. Coombes)
<b>Mathematics</b>	(D. A. Whittle)		(S. J. Lockyer)
			(K. Y. Chee)
<b>Divinity</b>	(I. C. Cope)		(K. Y. Chee)
<b>Second in General Proficiency</b>	(E. R. Szeto)		(A. H. F. B. Beeham)
<b>First in General Proficiency</b>	(I. C. Cope)		(K. Y. Chee)

## SPECIAL PRIZES

### ART:

W. M. N. Stewart Memorial Prize (Preparatory School)	J. A. G. Ledger
Junior Prize .....	M. B. Young
E. T. Thring Memorial Prize .....	B. M. S. Middleton

### CATECHISM:

Uther Prize .....	D. C. L. Hardwick
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### GENERAL KNOWLEDGE:

Lower School .....	S. D. Ascroft
Middle School .....	A. M. Sved
John Jamieson Memorial Prize (Upper School).....	J. M. I. Gibbs

### MUSIC:

Theoretical Junior .....	not awarded
Theoretical Senior .....	P. J. Mumford
Practical Junior .....	A. G. Hutton
Practical Senior .....	not awarded
R. G. H. Walmsley Memorial Prize .....	G. S. W. Y. Chan

### CHOIR:

Junior Prize .....	J. McM. Blanshard
Senior Prize .....	not awarded
David Davies Memorial Prize .....	G. A. Joyce

### WOODWORK:

Junior Prize .....	A. W. Kierath
G. R. and R. V. Kierath Prize .....	A. V. Dixon

### WOOLCLASSING:

Riverina O.B.U. Group Ray Holmes Memorial Prizes:	
Lower School .....	J. R. Sampson
Middle School .....	G. O. Jones
Upper School .....	not awarded

### ORIGINAL CONTRIBUTION TO THE SCHOOL MAGAZINE:

"The Torch Bearer" Prize .....	not awarded
<b>DEBATING PRIZES:</b>	
	M. J. Coombes
	C. C. Reynolds
	S. E. Vozoff

### LIBRARY:

The Boer War Contingent Memorial Prize .....	R. A. Black
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### HISTORICAL ESSAY WRITING:

The Asia Prize	Lower School .....	not awarded
	Middle School .....	R. J. Freudenstein
		R. L. Garnett
	Upper School .....	M. J. Kyriagis
		M. J. Coombes

### GENERAL ACTIVITIES: (awarded for service to the School)

<b>V Form:</b>	Robert John Hardwick Prize .....	R. C. Eaton
	Frank Cash Memorial Prize .....	M. P. Himpoo
	Old Boys' Club Prize .....	R. A. Duddy
<b>LVI Form:</b>	J. H. Moore Prize .....	T. J. Dowsett
	John Martin Burgess Prize .....	R. D. Clarke
	Margaret Black Prize .....	R. A. K. Nugan
<b>UVI Form:</b>	Jack Kingsley Minnett Prize .....	T. F. Burns
	Hugh Barker Memorial Prize .....	H. R. Cooke
	Old Boys' Club Prize .....	J. A. Jamieson
		R. A. Long
	Old Boys' Union Prize .....	D. W. Hart
		C. C. Reynolds
	D. J. Richards Memorial Prize .....	M. J. Amos

## PREPARATORY SCHOOL

John Scott Memorial Mathematics Prize .....	N. P. Wolfe
John Scott Memorial Prize (IIA Form) .....	N. P. Wolfe

## THIRD FORM:

Far West O.B.U. Group Prize (English).....	N. J. Freedman
Daryl Loddington Hall Memorial Prize (Languages) ..	N. J. Freedman
Alan Ludowici Memorial Prize (IIIA1 Form).....	N. J. Freedman

## S FORM:

George Gordon Black Memorial Prize (English).....	M. K. Condon
	H. W. D. Stowe
Hunter Stephenson Prize (French).....	G. N. Ferris
Selby Prize (Science).....	N. A. Comanos
Tamworth O.B.U. Group Prize (Mathematics) .....	H. W. D. Stowe
Alan Ludowici Memorial Prize (SA1 Form) .....	H. W. D. Stowe

## FOURTH FORM:

Frank Bennett Memorial Prize (English).....	G. I. McConnell
Roy Milton Prize (French).....	G. I. McConnell
L. R. Benjamin Memorial Prize (Science).....	G. I. McConnell
Tamworth O.B.U. Group Prize (Mathematics).....	G. I. McConnell
Geoffrey Cohen Memorial Prize (General Merit).....	I. D. Leijer
Alan Ludowici Memorial Prize (IVA1 Form) .....	G. I. McConnell

## FIFTH FORM:

Harry Eames Budd Memorial Prize (English).....	M. J. Kyriagis
Hunter Stephenson Prize (Mathematics).....	D. R. Legg
Eric Milehan Litchfield Memorial Prize (General Merit)	R. L. Garnett
Alan Ludowici Memorial Prize (VA1 Form).....	T. J. Freedman

## LOWER SIXTH FORM:

Far West O.B.U. Group Prize (Science).....	I. C. Cope
Hodges House Prize (Mathematics and Science) .....	D. A. Whittle
R. B. Hipsley Prize (Mathematics).....	D. A. Whittle
Stewart Caldbeck Memorial Prize (English).....	R. A. Black
M. A. Ilbery Prize (Modern History).....	D. A. Whittle
Stewart Caldbeck Memorial Prize (Second in General Proficiency).....	E. R. Szeto
G. H. Broinowski Prize (First in General Proficiency).....	I. C. Cope

## UPPER SIXTH FORM:

David and Elizabeth Carment Prize (Mathematics)....	S. J. Lockyer
Donald Muston Memorial Prize (General Merit) .....	J. S. Parker
Russell Sinclair Memorial Prize (General Merit).....	G. I. Cameron
The Lodge Torchbearer Prize (Ancient History).....	A. R. Winkworth
Desmond Hum Memorial Prize (Geography).....	D. K. Shearwood
John Kingsmill Phillips Memorial Prize (Chemistry) ..	K. Y. Chee
Monteith Cowper Wood Memorial Prize (Physics).....	A. H. F. B. Beeham
Ian Menzies Memorial Prize (History).....	G. H. Burrow
Herbert Kendall Memorial Prize (French) .....	G. D. Corder
David Cowlishaw Memorial Prize (Latin) .....	M. J. Coombes
J. S. Wilson Memorial Prize (English) .....	M. J. Coombes
Charlton Divinity Prize.....	K. Y. Chee
Harold Dean and R. S. Reid Prizes (Mathematics)....	K. Y. Chee
Percival Sharp Memorial Prize (UVI Form).....	M. J. Coombes
A. H. Wade Memorial Prize (General Merit).....	G. C. Lindsay
War Memorial Prize (Second in General Proficiency)	A. H. F. B. Beeham
Burke Prize and United Services Prize (First in General Proficiency) .....	K. Y. Chee
Brian Pockley Memorial Prize .....	G. H. Burrow

## THE HEADMASTER'S REPORT 1980

Your Grace, Mr. Ludowici, Mrs. Ludowici, Ladies and Gentlemen,

It is with particular pleasure that we welcome our guests today, for in this way we hope to honour a man who has served the School very faithfully for many years. Mr. Ludowici was an Old Boys' Union representative on the School Council from September 1951 until his retirement in August this year. During these twenty-nine years Mr. Ludowici was Honorary Secretary of Council from 1952 to 1964, a member of the Executive Committee almost the whole time, and a member and often chairman of the Building Sub Committee of Council during the great physical expansion which has taken place in this School since World War II.

It is not the long service, however, for which Mr. Ludowici will be known, but rather for his wide ranging, creative imagination in attempting to find solutions to the School's problems. In the early 1960s Mr. Ludowici was a proponent of remedial academic teaching for weaker boys, and a supporter of the counselling of students by investigative intelligence testing. In both these fields Mr. Ludowici was expressing ideas now common to education, but then considered to be strange and unconventional. As Honorary Secretary he became well known to the School's community for the gentleness with which for many years he phrased the notices concerning fee increases. As a member of Council he was known to his colleagues as one able to express the layman's point of view in matters spiritual and to interpret the clergyman's point of view in matters temporal; he was indeed often the bridge of compromise which unified the whole Council in its approach to the very delicate and difficult matters of education and administration which have faced the governors of this School in the last twenty-nine years.

We record therefore our deep gratitude to Mr. Ludowici for what he has done for the School and we thank him for his leadership. We also welcome Mrs. Ludowici today and express our pleasure that she is able to be with us today when we honour her husband.

It is with regret also that we record the resignation of Mr. J. G. Denton from the Council. Mr. Denton has served as a Synod representative of Council from October 1972 until this year, serving on the Executive Committee for the last five years. His wise guidance, and his knowledge as a senior administrator within the Diocese and the wider areas of the Church, has enabled him to give valuable service to Council's deliberations.

Mr. R. Ludowici's place on Council has been taken by Dr. B. J. Amos who was at school from 1947 to 1952 and who is a present parent. Mr. Denton's place has been taken by Mr. P. D. Davis. We welcome both governors to their first Speech Day today.

Two decisions affecting the 1981 academic year were taken a few weeks ago in mid October 1980. It was decided that the four term year would not be instituted in 1981, at least. It was also decided that the HSC examination would remain on the same day in 1981 as in 1980 and that it would not be brought forward one week as had been suggested as necessary in some circles. Parents may be assured that they will be fully informed by the School about the four term year before any decision is made to adopt it in this School. It is to be hoped also that parents will be consulted by the present Minister for Education—as his predecessor promised—before any decision is taken. Change to four terms would involve a *considerable* administrative reorganisation, which may not justify the change.

What can be said about the School Certificate in 1980, other than there is still uncertainty about its future? Even though it has been announced that the 1981 School Certificate will be conducted on the same pattern as 1980, there is still a large element of doubt about the future of this public examination at the end of the tenth year of secondary education.

It is time a simple decision was made: will a *public external State-wide examination* be held at the end of Year 10; or will it be an *internal school assessment*? The evidence available to date is that the majority of the business community, the majority of parents and the majority of teachers want a public, external, State-wide examination; yet a minority of people have been able to manipulate enquiries to make it look otherwise. The filibustering which has gone on in this matter in order to achieve a totally internal school assessment is positively improper. What is now necessary is a decision, one way or the other, which will be adhered to for at least five years, so that schools can settle down and really plan a curriculum suitable for Year 10 students.

At present schools are regularly being criticised with the charge that the curriculum being offered to pupils is irrelevant to today's living. Committees of inquiry have met to determine a "relevant" curriculum; the Curriculum Development Centre has even planned a new curriculum for all schools in the nation. Yet none of these offerings can be used in schools in New South Wales because no school can with certainty plan any future curriculum development. How can a school plan a relevant curriculum when the community does not know whether it wants "basics" or not, or when the Curriculum Development Centre plans a national curriculum which has a whole new series of terms which parents may not want, and certainly do not yet understand—and indeed which many teachers do not understand? Two titles of school courses, apparently relevant to 1980 and already found in some schools, are: "You'd better toe the line"; and "Does the family have a future?". Both these courses have recently been offered in one State as suitable sociological studies for school children in Years 11 and 12. One can wonder do students of such courses have a future! It has even been suggested that surfing be included in the curriculum—presumably because it is relevant to summer holidays!

A recent Times Education Supplement stated a suitable curriculum for the year 2000 to be: "improved reading skills, a better grasp of number, greater oral and social skills as crucial to school leavers being released into an increasingly technological and bureaucratic world. . . . Rather than facts children should be taught the skills necessary for gathering and applying knowledge". This seems to say in several lines what has in the past been said by: "reading, writing, arithmetic, understanding, and love thy neighbour". Admittedly there are many technological advances which must be coped with; but are they any greater or more difficult to cope with than were some advances of the past such as the combustion engine, the motor car, the aeroplane, the radio, the washing machine or television?

The point is that the theorems and axioms of mathematics, for example, are still as essential to our understanding of mathematics as they were in Pythagoras' day. Axioms do not change in truth, nor do they lose relevance because they are now transferred to a computer. Similarly, the grammar of a foreign language is still the same whether it is taught from an old fashioned text book or by a modern audio-lingual machine. Again, before one can programme a cat-scanner for medical research one must know the elements of the physics necessary to put into the machine to make it work.

The truth is that the drudgery of basic knowledge *still* has to be *endured* by any pupil in order to gain an understanding of any subject or "area of knowledge" as it is now called. To say that all teaching will be made easier by computers is to deny the experience gained in the USA in the decade 1965-1975 when enormous sums of

money were spent, unavailingly, in the belief that the machine would replace the human in the classroom and so allow more time for relevant teaching programmes to be constructed by teachers.

Somehow or other, every modern schoolchild still has to learn the rudiments of subjects, just as he ever did in the past. Where the relevance comes in is that the schoolmaster must endeavour to show how these rudiments relate to today's living and today's technology. To do this in today's classroom is often extremely difficult, mainly because it is so hard to answer the questions: what is every day living today? and what technological advances will there be in the '80s? Moral values, religious beliefs, social standards are changing regularly, and often day by day, as disgruntled groups, vociferous minorities and political barrow pushers demand committees of inquiry, public and private, into their pet theories and personal dissatisfactions.

So how can a school curriculum keep up with such variables when the essential part of educating the young is now, as it has always been: to provide a stable, caring community in which the child may grow, mature and develop? How can schools be accused of being irrelevant and outmoded when today's society is so fragmented by the personal bitchings and the individual selfishness seen so much in the community today? When listening to these attacks on the relevance of the curriculum one is tempted to reply: "physician, heal thyself".

School curricula will be considered to be much more relevant so soon as it is realised that most schools are still properly endeavouring to teach children to obey the law (not to flout it), to accept the umpire's decision (not to grumble about it), and to live with their neighbours by subordinating their personal whims, hates and impulses to the wellbeing of others. For it is a fact of history that all educational systems reflect the values of the current society, and that great teachers are those filled with the burning desire to impart new knowledge and the pursuit of excellence, not the pursuit of equality and mediocrity. It is also a fact of history that the curriculum at any time must be flexible and offer a broad range of subjects with an appropriate mixture of new knowledge and aesthetic and creative experiences, both in and out of school. Each student therefore has still to become an independent learner guided and stimulated by his teacher, just as Socrates stimulated his pupils.

Should the School Certificate ever settle down, it is certain there can be quickly produced a suitable curriculum which will provide for the child a zest for learning and building, a craving for adventure and exploration, and a yearning for self expression aesthetically and creatively. Further, when talking of instituting a new curriculum, one must always remember that a complete education takes twelve years—six primary and six secondary years—so that, even if changes were made in 1981, it will be 1992 at least before the full effects of such changes can be seen. And when designing any new curriculum for the future one must do so in a possible scenario of a three-day working week for adults. Mr. Tom Clarke, past president of the Royal Town Planning Institute, UK, wrote in July 1980: "Dare I suggest that we set our sights on creating two three-day working weeks out of one old calendar week? This would be a great way to distribute free time . . . Above all, we should be developing a new climate of opinion about the use of time". How relevant does, or can, one make a curriculum when children are at school five days a week while their parents work three days a week? Mr. Clarke's suggestion is another example of the Williams committee's "five day weekend". And the teaching of the Fourth Commandment is very relevant to this idea of a shorter working week!

Moreover, any curriculum must offer to a pupil an academic challenge, not merely a hunt for aggregate marks which has now become the hallmark of the Higher School Certificate examination. The seeking of the last two or three marks needed to reach

some arbitrary cut-off point for entry to a tertiary institution is reducing scholarship from the search for exciting excellence to the pursuit of unambitious mediocrity.

Investigation of the aggregate marks reveals that the majority of boys are not penalised by studying at 3 unit level; on the contrary it reveals that often a boy achieves a better unit score because he is truly interested in the subject. Therefore from the point of view of the aggregate nothing is lost by studying at 3 unit level. But from the point of view of scholarship a great deal is being lost when the better boys study only at 2 unit level in the hope of gaining more marks. A comparison of entry for the Higher School Certificate in 1967 and 1979 shows how aggregate marks have been pursued at the expense of scholarship. In the table below a few of the main subjects are examined. It must be realised that the total candidature for the Higher School Certificate in 1967 was 18,336 and 34,921 in 1979. Not every candidate does every subject, but most do English and Mathematics. However, the table shows clearly how the pursuit of scholarship at the highest academic level increased from 1967 to 1972 only to decline shockingly from 1976 to 1979.

**Percentage of All HSC Candidates  
Sitting at the Highest Academic Level in the Particular Subject**

Subject	Year					
	1967 %	1972 %	1976 %	1977 %	1978 %	1979 %
English	12.49	16.58	10.07	5.79	4.51	3.84
Mathematics	5.16	8.04	3.39	1.87	1.95	2.41
Modern History	13.79	26.53	16.30	9.03	6.82	7.09
Geography	11.28	24.99	13.68	6.99	4.63	5.12
Latin	41.63	62.54	37.80	21.89	14.52	19.68
French	17.33	39.71	29.82	18.19	14.89	12.49

Should it be thought that the study of languages has held up extraordinarily, it should be noted that the numbers of candidates have dropped from 1967 when Latin had 2008 and French 6709 to 1979 when Latin had 188 and French 2489! Science is not included here because there is no valid comparison between 1967 and 1979 as the courses of study have been altered greatly in that period. However, it seems that in 1981 candidates in Science will not study any branch of the subject at the equivalent of the old honours level, while the academic quality of 4 unit Mathematics is to be even more diluted and down graded than it is at present.

This chase for a better unit score has also caused a decline in the numbers of better qualified candidates who should follow courses involving a high number of units (say 14 to 17 units) in order to study at the highest academic level. In the whole state the percentage of the total candidature studying 15 units has declined from 6.18% in 1976 to 0.103% in 1979. Even at this School the percentage of candidates studying 15 or more units has declined from 3.13% in 1977 to 1.20% in 1980. This decline may seem insignificant, but it is not so when it is realised that in both years over 30% of the boys had an IQ range which placed them in the top 5% of the candidates in the state. The hunt for aggregate marks therefore is leading to the pursuit of mediocrity in scholarship. For these reasons prizes in UVI at this School are given to those who study at the higher levels.

The pursuit of the aggregate has also produced another undesirable feature of education, namely the exaltation of marks at the Higher School Certificate trial examinations in August. Now that the School's estimate counts as part of the final Higher School Certificate aggregate, many boys view the trial examinations as a fully fledged examination with all the attendant psychological emotions. Nothing is farther from the fact; the trials are just that, trials, and merely make up one part of the

School's estimate. The School makes its estimate after considering two factors: the boy's performance in the total course i.e. where applicable over two or one year's work, but certainly over the whole year's work in the Upper VI including the trial; and his likely performance in the actual Higher School Certificate. Based upon a review of these factors an estimate is made of the mark the boy is likely to achieve in the Higher School Certificate, provided that he performs to his ability in the examination. The School has been required to put in an estimate in this way for more than thirty years; and we are reasonably good at the procedures. Indeed it would be very pleasant if we could estimate games results so accurately! For parents therefore to allow their son to take time away from school for study in preparation for the trials is giving to these tests an emphasis out of proportion to their academic weight in the year's work.

Another cause of unnecessary absence from classes is caused when boys are allowed to take one or two days off to have so called "job experience". The concept of job experience does have some merit but it also has considerable demerit when it interrupts a boy's teaching programme and makes him miss new work taught while he is absent. On the whole the vacations are the times when job experience should be undertaken.

Indeed, the increasing number of boys who have no valid reason for absence from school, but whose absence is condoned by parents, is alarming. Far too many parents of boys in all years allow their son to stay at home to study prior to term examinations or to take time off for some reason, or else request the School to grant leave for early departure from school at boarders' weekends or at the end of terms—in many cases merely to fit in with excursion air fares! Parents should realise that boarders' weekends begin at 3.00 p.m. and that terms end about noon on the Thursday and begin at 8.30 a.m. on the Tuesday so that suitable travel arrangements can be made in the actual vacations. Term dates are notified at least ten months in advance so that suitable travel arrangements can be made without there being any need to miss school. Indeed, why should the School's integrity be compromised by its being requested so continually to approve leave which has no other purpose than to increase the length of the vacations? One can but speculate what will happen should the four term year be instituted!

In the annual Mathematics competitions D. A. Whittle, G. I. McConnell, A. G. Harpur, K. S. Lord and M. A. Charrett gained prizes in the Australian Mathematics Competition. In addition 52 boys obtained distinctions and 18 boys credits. In the University of New South Wales competition D. A. Whittle gained a Third Prize, R. J. Cameron a Certificate in the Senior division, R. D. Beard a Minor Prize and a Certificate and D. R. Legg a Certificate in the Junior division. A. F. Myles and D. A. Whittle were selected to attend the Australian Mathematics Summer School over the Christmas vacation. In the Alliance Française 62 boys were successful with M. K. Condon, G. I. McConnell, M. J. Kyriagis, S. C. Fortey and J. S. Parker each winning a First Prize in their group. I. J. Macdonald won the prize for the best performance in Japanese at the Higher School Certificate in 1979.

An article in *The Shore Weekly Record* earlier this year referred to the fact that the School was always coming second in games. Although in 1980 we have had few wins in the premierships, the consistency of the School in all games in which we have been placed very highly, and in many cases second, shows that the all-round performance and the attitude towards the playing of games are extremely good. Boys are to be congratulated upon the excellence of their sportsmanship in all teams and upon the enthusiasm and dedication of their training.

In cricket the season was a good one; both the 1st XI and 2nd XI were third. In

the season 1979-80 272 matches were played, 156 were won, 48 drawn and 68 lost. M. J. Amos, G. C. Litchfield, P. G. Simpson and M. I. Williamson were selected in the GPS 1st XI, while M. A. Biddulph and P. A. Emery were selected in the 2nd XI. P. A. Emery was selected to play with GPS 1st team in the schoolboy championships at the end of the year. Once again the School places on record its thanks to those mothers who help with the teas at Northbridge.

The rowing season was a successful one. The School clearly won the senior pennant for GPS crews in races prior to the GPS regatta. In the junior pennant we were third equal. The GPS regatta was held on the Nepean commencing at 11.30 a.m., after consultation between GPS authorities, the New South Wales Police and Penrith Municipal Council. It was hoped that by finishing the regatta by approximately 1.45 p.m. the stupid behaviour, mainly of young old boys of all schools, which has been so prevalent in recent years, would be overcome. It is pleasing to record that starting the regatta at this time was a sound innovation and made the day much more pleasant for all concerned. At the GPS regatta the 1st, 2nd and 3rd IVs were first, the 4th IV was second, the 2nd VIII was fourth and the 1st VIII was fifth. The work done in the rowing camps by many Old Boys and fathers who help with transport and in other ways, and the hard work done by the many mothers once again places the School in the debt off all these people. It is not possible now to run a rowing season without having assistance of this type and the School deeply appreciates the help so many persons give so readily in order to make the season successful.

The football season was an average one. 506 games were played, making the fifteenth successive year in which over 500 games have been played. 258 were won, 27 drawn and 221 lost. The undefeated teams were the 15Bs and 14Bs. The 1st XV was second and the 2nd XV was fourth in the GPS premiership. W. R. B. Barnier, G. H. Burrow and A. J. Ambrose were selected in the GPS 1st XV, C. A. Levitt and M. J. Amos in the 2nd XV, R. D. Clarke, J. H. Badgery and J. B. Walter in the 3rd XV. A. J. Ambrose was selected in the N.S.W. Schools 2nd XV. W. R. B. Barnier as hooker and G. H. Burrow as reserve prop were selected in the N.S.W. Schools 1st XV and both later were selected in the same positions in the Australian Schools XV which defeated both the Ireland schools and the New Zealand schools. Of 213 games played at Northbridge Old Boys refereed 30, members of the staff 31 and boys 152. Eleven boys gained their N.S.W. Junior referee's badge while three gained the Sydney Referee's Association senior badge. In all 40 boys now hold a referee's badge. The thanks of the School are given to the many Old Boys and masters who referee the games and to the many doctor parents who assist with first aid during the season.

The School has been finding it increasingly difficult to obtain a match for every team each Saturday. In order to provide regular matches new methods of competing are being considered. This year two 7-side competitions were held, one within the School and one with other schools. This has proved to be a valuable experience and will be developed further next year. The same problem occurs in other games and it is hoped to develop the football experience so as to improve the number of matches in other games.

A survey of injury was carried out over the 311 games played during the seven rounds of the GPS football competition. Details of this survey were published in The Shore Weekly Record on the 12th September and copies were sent to several doctors *outside* the School who have been taking a close interest in injuries in sporting activities, particularly Rugby Union. Various articles concerning injury in rugby have been published in the last two or three years in the Medical Journals of Australia and the United Kingdom. A copy of the School's injury survey was sent to Dr. Peter Myers who conducted the most recent survey in Queensland and who published his findings in the Medical Journal of Australia in July 1980. Dr. Myers' comment after examining

the survey from this School was that there was a "very low" incidence of injuries per match or per player hour. Parents should be aware that the School conducts surveys of this type regularly and keeps in close touch with current investigation being made within the medical profession about this matter.

The athletics season has been notable for its fine team work and dedicated training. The Senior team was fourth while the Junior team was third. The team trained with enthusiasm and so it was pleasing to note that almost all boys produced their best performances at the GPS meeting. The School wishes to thank the mothers who helped during the camp and also with afternoon teas at the weekly meetings. Thanks are due, too, to the many Old Boys and parents who help with coaching.

In tennis the 1st team was sixth and the 2nd team was fifth. C. R. McIvor was selected in the GPS 1st team. After discussion with boys playing tennis an appropriate tennis uniform has been chosen. This will be worn by all boys representing the School in future years. The supplier will bring the uniform to the School even though the items may be purchased at any departmental store. The 1st and 2nd team won the Riverview Centenary Cup in an all-day tournament involving all GPS schools.

In rifle shooting the 1st team was second and the 2nd team was fourth. The 1st team won the N.R.A. Shield and P. C. Hobson and I. R. Lyall were selected in the GPS 1sts. In the small bore shooting competition the Open team was first for the second year in succession, while the Under 16 team was second. Interest in this shooting is increasing rapidly with five schools now competing.

In basketball the 1st team was second equal, while the 2nd team was third. R. E. Puller and S. J. Puller were selected in the GPS 1sts, while M. S. Penfold was selected in the GPS 2nds. 56 games were played, 37 were won and 19 lost. R. E. Puller was selected in the N.S.W. and the Australian Under 20 team while S. J. Puller won an athletic scholarship to Lower Cape School, New Jersey in U.S.A.

In swimming the 1st team again won the GPS competition; their performance in the various relays was particularly good. The team trained with enthusiasm and fully deserved their win.

As reported last year, the standards of surf life saving have been altered. It took boys some time to reach the demanding standards which are now necessary. The physical requirement for some of the younger boys is very difficult, so arrangements are being made to improve their physical preparation in order to overcome this. Six boys passed the Instructors' Certificate, seven the Advanced Resuscitation Certificate, three the Bronze Medallion and twelve the Qualifying Certificate.

A change in the industrial awards of the Public Transport Commission has demanded that the special buses to Northbridge depart from North Sydney at 3.03 p.m. each day. This early departure will cause a change to the day's routine which will come into action next year. It is to be hoped that other future PTC changes will not cause the school day to finish too early! Perhaps the problem is merely a forerunner of the problems which the School will have to face if the supply of petrol becomes really short.

In every year in which there are Olympic Games—boycotts or not—persons who are uninformed about schoolboy games invariably try to alter the purposes and emphases of schoolboy physical activities. Media releases and stories about some new elaborate electronic equipment for timing results in the Olympics bring immediate demands that such equipment be used in schoolboy games. Since various Olympic contestants have also used some new or revolutionised training methods or some vast physical research laboratory equipment in their pursuit of this or that gold medal,

there are further demands that these methods be used immediately in the training of school children whether the methods are suitable or not for children, or whether they are over-demanding of the training time required.

Demands of this nature for new and expensive equipment and for more full time training schedules merely make nonsense for schoolboys when the true educational purpose of games in a school is considered. Naturally a boy should pursue excellence of games performance by personal endeavour to improve himself physically and technically; but he must put into the total perspective of his life the reason why he is playing games at school. It is a school's educational task to develop "the whole boy", not just to develop, say, either solely a university medallist in physics, or solely an Olympic Games competitor in swimming. It is also a school's task to show a boy how physical exercise and personal health fit into his life's routine, just as it shows him how proper personal behaviour and honest regular toil are essential to his duty as a citizen of the nation and as a member of the smaller community where he will live and work.

When playing games therefore a school must never lose sight of its educational goals, nor must it allow itself to be pressured by enthusiastic organisers and committee men of national sporting bodies—be they parents, or Old Boys, or members of parliament, or even members of the teaching profession—so as to believe that some expensive specialised equipment is needed by school children who in the main are not interested in top grade sporting performance. The school has the task of developing in *all* school children an understanding of the importance of regular physical exercise of a type suitable to the capacity and ability of each person; to recognise what is suitable for *each* person is part of the art of schoolmastering. However, in the case of the extraordinary child who has the ability to reach the highest sporting standards, the school has a further duty to develop within him the mental determination necessary to undertake more suitable and careful training in the hands of an appropriate coach, who possibly may not be a schoolmaster. But such outside coaches also have a duty to realise that the complete personal development of such a gifted child is just as important as the coach's desire to win a gold medal for his pupil. The damage that can be done by coaches and parents who master-puppeteer a child in games or who sublimate their own inabilities by intensive professional coaching and parental barracking can be clearly seen in some of the recent results at Olympic Games level.

This demand for high grade performance has also recently been put out of proportion by the growing belief that protective helmets are now essential when playing cricket. Why do we need helmets in 1980? Why was a team of 9 year olds all dressed in helmets recently? What has changed in the game of cricket that has lasted in schools for over one hundred years to make it suddenly dangerous to bat without a helmet? The answer is obvious: the bowler is once again deliberately bowling at the batsman's body, and even at times is deliberately bowling a no-ball bumper in order to overcome the law concerning short pitched balls. Such play is outright cheating; and it must be openly labelled so. The answer to the demand for helmets surely lies not only in the personal attitude of all players towards fair play and good sportsmanship, but also in stronger courage by all coaches and selectors who must omit from teams those who cheat in this way. The demand that close-in fieldsmen wear helmets is even more totally wrong, as it is using an artificial means to bring psychological pressure to bear on the opposition (the batsman) by displaying a false personal courage—all points which should be anathema in any games, schoolboy or adult!

Surely the time has come for that great majority of spectators who have played games in their youth to express their complete disapproval of the way in which all games are becoming spiteful, unfair, under-refereed, and over-governed by committees which have forgotten what is, after all, the true purpose of games and sports—

namely personal recreation, not international war. And it is time players of all ages in all games were reminded of what was written about footballers over one hundred years ago in the Marlborough College magazine: "a truly chivalrous football player was never guilty of lying, deceit or meanness, whether of word or action" (The Marlburian 1867). Indeed strong action is needed at once in all games to prevent the spread of this kind of cheating.

In approaching this question of courage and fear one does well to remember two things. First, all children growing up have to learn to live with danger in the course of their lives. So they have to learn to control their fright and still to go ahead with their purpose in life. Secondly, there is a difference between fear and fright as the collect for the Second Sunday after Trinity states: "... Keep us, we beseech thee, under the protection of thy good providence, and make us to have a perpetual fear and love of thy holy name ...". How can one have a "love" and yet a "perpetual fear" of a person at the same time? Obviously "fear" here does not mean *to be frightened*, but is used in the sense that the word is used in the school lesson: "Fear God. Honour the King". It means to stand in awe of God or to regard Him with reverence and awe.

Certainly when we are playing games we should have an "awe" for the ability and technical capacity of our opponents. However, we should not be "frightened" of them, nor of what they can do. And there is no reason why parents should assume that games, which are properly coached and controlled, should in the 1980s demand protective gear any more than they have in the past. Today the coach still has the task of making the player aware of the risks that are always present in any game; but he also has the task of teaching him the technical skills to overcome these risks. And a schoolmaster always has the task of teaching a boy to overcome his personal fear in any circumstances, whether on or off the field. No coach, be he schoolmaster or not, has the right to lead his players to believe that they should be frightened of the opponents and therefore have to wear protective gear; and no coach has the right to encourage his players to seek to make the opponents afraid by using protective gear to gain an unfair advantage. The answer to this increasing demand for protective gear therefore lies in better coaching and better sportsmanship. Certainly all connected with games—coaches, players and parents—must realise that, as Lord Rothschild has said in the Dimpleby Lectures: "There is no such thing as a risk-free society ... (but) we are much more conscious of risks today than people were 100 years ago ... What does make the difference is the speed and ubiquity with which information about (disasters) is now disseminated ... that is why we are so conscious of risks ...". Boys must realise there are risks and must be prepared to meet the risks of any game; and they should be able to do so knowing that the game will be played fairly by both teams.

Another alarming feature of recent years is the increasing interference of advertisers of commercial and sporting goods in the individual life of the young games player. It is now almost impossible to buy any article of clothing, equipment or footwear for games without being required to carry, and so to wear, a vulgarly large advertising logo designating the manufacturer of the article. The fact that this "walking advertisement" syndrome is an infringement of an individual's right to determine where his personal sponsorship shall lie does not seem to have been realised by those who are the so-called protectors of personal liberty and privacy! It is bad enough that it is becoming to be believed in the community that games for adults cannot be played unless they are expensively financially supported by commercial sponsors, but when the same sort of sponsorship intrudes into secondary and primary school games, the moral strength of the younger members of the community will soon be severely sapped. Why is it necessary to have track suits for children covered with advertising? Or boots of special colours and stripes? Or shirts with pocket emblems? Why is it

so hard to have simple school uniforms made without a boy being used, against his understanding, as a latter day "sandwich man"?

A further change in games is also coming with the increasing intrusion of "professionalism" into schoolboy games. To be a "professional" by one of the word's definitions means to be one who "makes a business (or livelihood) of what is ordinarily followed as a pastime". Far too many persons are attempting to make school games, which are pastimes, into businesses. Reference has already been made to new equipment, new methods and advertising. But professionalism can also be seen in the increasing intrusion of financial payments to schoolboys by means of gifts of equipment and scholarships, or in the use of paid professional coaches in the preparation of schoolboys for school games. Few of such coaches seem to understand how games fit into a boy's education and how the coaching of games must be wholly in accordance with the particular school's educational aims and philosophy.

It is pleasing to report the many Old Boys who are taking part in all games. One can note the success of M. J. Mathers and M. J. Hawker for New South Wales and Australia in rugby union and of P. G. Medway and D. R. Cowlshaw, whilst younger Old Boys are playing in the Colts teams; indeed M. E. B. Playfair captained the University of Sydney premier Colts side.

The extra curricular activities of the School have again been very varied, the drama production of "The Diary of Anne Frank" being particularly noticeable for the quality of its presentation and production. The School also took part in Wenona's production of "The Boy Friend". Particular thanks should be given to the many ladies who work so willingly in the preparation of plays, especially in the wardrobe and make-up areas. It seems to be necessary, however, to remind everyone concerned with drama that, whilst there should be a struggle for excellence in performance, there is a need not to be over-professional in a production by the use of elaborate and expensive costumes, scenery and lighting. There are people present today who can remember concerts of high quality held in the School Dining Hall where, on one notable occasion, the ballet consisted of six very good forwards who entered the stage backwards through a side window and with great skill performed to the tune of "Lily of Laguna"!

Changes have been made in the debating competition. In effect each school now debates against every other school on Friday evening in Term II, the draw being coincidental with the football draw. The 1st team won two out of seven debates, the 2nd team was first equal with Riverview. There is, however, a need for more boys to take a more active interest in debating. The leadership of M. J. Coombes in the activities of debating has been very striking for many years now; he started to debate when in junior forms and has always taken a prominent part since. Younger boys could well follow his example.

In music it has been a varied year. The school orchestra performed at the request of the Manly Council as part of the launching of its campaign "Do the right thing". Later the Prep School concert was of high standard, while the School concert once again showed the versatility that is available. The music of the School (especially the choir) is an area in which there could be much greater leadership by senior boys and an area where the enthusiasm of senior boys could organise more musical activities during lunch time which might provide entertainment for other sections of the School. It is pleasing, however, to see that the number of boys learning to play instruments is increasing again.

Service by boys in the Library has again been good. Boys do much of the work involved in the day to day routine and in processing of books. However, boys who

choose library as Monday service must realise that their duty does not end on Monday afternoon, but continues throughout the week. No boy should regard library service as a soft option or means of avoiding some other form of service such as cadets. Only boys with a genuine interest in library work should choose library service. But all librarians—indeed the whole school—should realise what a responsible duty it is to serve the School in this way. The whole School would wish to thank the many "Library Mums" who work so willingly at repairs and in the archives. Their dedication is an extremely valuable example to boy librarians. Without their generous help library costs would be greatly increased and the library would not function so satisfactorily.

The Duke of Edinburgh's Award Scheme has been progressing soundly. Twenty-one boys who had previously obtained their Gold Award were presented to Prince Philip, whilst R. B. Blackwell, C. Stanley, M. J. Raleigh, S. O. D. Meares, H. D. Harley, I. G. Leask, T. P. Bray, A. R. Wilson and N. J. Foord have all gained their Gold Awards since last Speech Day. The Duke of Edinburgh's Award Scheme guidelines have been altered under the new programme, "The Scheme for the 80s", and more boys should consider accepting Prince Philip's challenge for energy and enthusiasm and perseverance.

Regretfully it has been decided to close the Venturer unit. It has become virtually impossible to obtain qualified persons on the staff to run the unit or to find adults who can run the troop at times which are suitable and convenient to the School. Moreover, the demands of the Scout Association have become increasingly unreasonable in relation to the running of a "school" troop. Accordingly, the Venturer unit will close at the end of this year. Support for scouts has been declining within the School over recent years; so it is felt that boys really keen on scouting can be associated with a local troop which will meet at more suitable times. D.B. McDonald gained his Queen's Scout Badge.

The Crusaders held their annual houseparty which was well attended. It is interesting to see the growing interest in this activity and the increasing interest being shown in the Crusader scholastic houseparties held during the August holidays at which study facilities are made available for Higher School Certificate boys.

In cadets the Air Training Corps mounted the ceremonial parade this year for the first time since 1973. The parade was of high quality. The Army cadets provided the band music for the parade. It is to be hoped that the small increase in AIRTC establishment and the provision of new uniforms promised in 1981 signal a return to full support of air cadets by the RAAF. At present the School and the cadets themselves provide so much from their own resources by way of funds for weapon training and bivouacs. Cadet Under Officer T.J. Dowsett was selected as one of two cadets for an overseas exchange with the Civil Air Patrol in USA.

The Army cadets are having increasing difficulties in the problems of camp. The academic year in this School has always been geared so that the cadet camp takes place in the last week of the school year. Consideration has been given on several occasions over recent years to altering the time of cadet camp, but it is felt that it is best to have it at the end of the year. The problem now is that cadet camps are predominantly out of doors away from standing Army camps and, therefore, are subject to all the restrictions of fire bans and movement in forest areas. The lack of logistic support given by the Services also places on the School a heavy load to organise and conduct camps. However, the educational value of camps is considered to be of such worth that efforts should be made and expenses provided to continue them at this time of the year. Parents should realise that boys must attend camps, and should not request early leave so that boys miss camps. A boy missing camp not only loses valuable educational experience but also misses sound social training by his association with his peers in the unusual living conditions of camp life. Parents should also realise

that the army equipment which is issued to a boy now is the property of the School and must therefore be looked after and fully accounted for. The problem of its replacement is extremely difficult and boys, hence parents, are charged for any unnecessary and avoidable damage.

The School acknowledges with gratitude the various donations and endowments received throughout the year. The S.C.E.G.S. Association generously added to the P.E. equipment which they donated in 1979. The Far West Old Boys' Group has added to its endowment for the Lower VI Science Prize, while during a dinner to celebrate the fiftieth anniversary of Hodges House residence on its present site, Hodges House Old Boys endowed a prize in Mathematics and Science to mark the service of the former housemasters. Both these prizes will be given for the first time this year. Mr. David Taylor has increased his endowment of the Asia Prize for historical essay writing, while Mr. J.H. Moore, a former member of the school staff, has endowed a General Activities Prize. The family of the late G.H. Broinowski has increased the endowment for the prize in his memory. Dr. P.M. Hanks donated an Allis Chalmers fuel cell demonstration kit and Mr. H.F. Wilson, an Old Boy now living in Ivanhoe, Victoria, donated a school flag.

Parents and Old Boys of the School will be interested to know that, to mark the centenary of St. Ignatius' College and the continuing good relationships between the two schools, the Council of this School has endowed, at St. Ignatius' College, the Shore Prize. This will be awarded for the first time in 1980.

The Shore Foundation continues to develop, regrettably somewhat more slowly than may be wished. However, the School deeply appreciates the silent but continuing fundraising efforts of the Foundation throughout the year and the persistence of the Foundation in its efforts to endow the School. It would be good if more persons supported the Educational Trust Fund of the Foundation through testamentary bequests or through other donations.

The School would like to thank the many people who have helped in so many ways throughout the year, especially those members of the Old Boys' Union committee who have been giving lectures about careers, and the many parents who help in so many ways. Special mention must be made of the S.C.E.G.S. Association whose members continue to work so hard for the boys of the School.

There will be several changes to staff at the end of the year. Mr. R.A. Evans and Mr. A.R. Wheeler are retiring, Mr. B.R. Nicol is returning to England, whilst Mr. M.B. Robinson is resigning to enter Moore College. Mr. J.P. Kinny has been appointed master in charge of Mathematics at St. Andrew's Cathedral School. Mr. D.I. Walker has resigned to become Senior Science Coordinator at Kinross Wolaroi College. During the year Mr. H. Whyte resigned and was replaced by Mr. C.M. Wagstaff, B.Mus. Mr. P.D. Butler returned from leave and Mr. D.R. Alexander returns from leave next year. Mr. D.H. Courtney, B.A., Dip.Ed., Mr. J.J. Wilkinson, B.A., Dip.Ed. and Mr. D.S. Mason will join the staff. During part of 1981 Mr. P.R.M. Jenkins and Rev. D.G. Duchesne will be on leave.

It is with regret that the death of Miss Dorothy Hall was reported on the 19th February, 1980. Miss Hall had worked on the Bursar's staff since 1951. At all times in her relationships with boys, staff, Old Boys and parents she was most punctilious, yet hardworking and unassuming. Her devotion to the School was quite extraordinary; therefore it is proper to place on record at this time the School's deep appreciation of her work over so many years.

The work of the domestic staff, the Bursar's staff and the maintenance staff must

also be remarked upon, as it is now not possible to administer this large organisation without the help of so many people who are often not seen because their work for the School takes them out of the limelight. The boys would wish to thank them for their efforts.

The academic staff has to cope with changing syllabuses, scaled marks and innovations, all of which have been mentioned elsewhere in this report. Despite this, the staff has worked energetically and enthusiastically and has given good leadership to boys.

The prefects, too, have been quiet and unassuming and yet have carried out their duties very competently under the leadership of the Senior Prefect, G. H. Burrow and the Second Prefect, M. J. Amos. The even tenor of the School throughout the year bears witness to the prefects' leadership.

One alarming feature of the new decade has been the evidence of changing morality among the young. The increase of stealing and petty theft, the growing tendency to lie when caught *in flagrante delicto*, the propensity to argue that one is always right and the intolerance towards boys of another race reveal a definite change in the moral outlook of the society in which schoolboys are living today. One can to some extent excuse the "whining schoolboy" for his attitude when one considers the fact that criminals are no longer dealt with effectively or expeditiously and when the media become the regular portrayals of the deceitful, the pornographic and the vicious. Further, there is a school of thought prevalent in the community which states that a schoolmaster now has no right to tell a pupil, no matter what his age, what is right and what is wrong; he can only lead the pupil to an understanding of social values—a very hard task in the case of primary pupils or young adolescents! Today's young can, however, be excused for asking what sort of society it is when they are molested on railway stations, in trains and buses and even when near their own homes, when they see so much pornography regularly displayed in bookshops and newsagencies, and when drugs, especially alcohol, are made available to them so freely.

Nevertheless, the growing moral decadence of society does not excuse "lying, evil speaking and slandering", which has become far more prevalent in the School in recent years. Personal abuse, name calling, mental bullying and even racism are now far too widely accepted instead of being strongly opposed and vigorously rebuffed by boys of all ages. Indeed, it seems that too many boys are afraid to stand out against their peers in these matters. One can be excused for wondering how many parents condone such attitudes when one sees the surprise of the boy who is reprimanded for such unchristian behaviour, or when one reminds a boy of the need for compassion and sympathy in his dealings with his peers. Boys must develop the courage to stand against the "push" as Henry Lawson called the "ghouls . . . sloping round the corners of the blocks".

In fact, it has been a noticeable feature of the last few years that the influence of the "peer group" has replaced what used to be called "school spirit". Both concepts are somewhat ethereal and difficult to define; perhaps the main difference is that school spirit demands subordination of oneself and one's actions for the good of an inanimate object—the school—whereas the peer group demands subordination of one's liberty of thought and action as a result of the threats—moral or actual—of other persons.

The peer group has always existed; and its influence has always been apparent in schools, and in life. The attitudes of the "push" were clearly recorded many years ago in the poems of Henry Lawson and C. J. Dennis, showing that little is new in human behaviour. Indeed, one attribute of Lawson's "push" can be seen too often in this school lately:

"E'en his hat was most suggestive of the place where Pushes live,  
With a gallows-tilt that no one, save a larrikin, can give;  
And the coat, a little shorter than the fashion might require,  
Showed a (more or less uncertain) lower part of his attire . . .  
And he wore his shirt uncollared, and the tie correctly wrong;  
But I think his vest was shorter than should be on one so long."

In recent years, however, the influence of the peer group has shifted more to selfish goals, not to any new valid social goals; and an insufficient number of boys, indeed of adults, are prepared to stand out against their peers and to tell them they are wrong when they are selfish, undisciplined or immoral. As His Grace the Archbishop said recently to Synod: "each of us tends to do that which is right in his own eyes; we do not pay enough regard to the good of the whole body".

Alexis de Tocqueville in his essay "Democracy in America" written approximately 150 years ago, stated the problem: "No social body can exist unless *certain beliefs are held in common by all its members*. Of these common beliefs, however, few can ever be verified by any single individual . . . In a democracy to live at variance with the multitude is, as it were, not to live . . . The same equality that renders him independent of each of his fellow citizens, taken severally, exposes him alone and unprotected to the influence of the greater number" (my italics). Although de Tocqueville went on to insist on the freedom of the individual, he still saw the need for all in a democracy to have "common beliefs". In short, he felt that the proper exercise of individual liberty leads towards a national unity of spirit.

The alarming feature of today's society is that the young do not live in a nation which has "certain beliefs held in common by all its members". Consequently, the schoolboy does not understand that the concept of school spirit, so necessary to a happy and successful school education, is a vital and necessary part of his growing up so as to take his place in society later. One of the school's tasks, therefore, is to teach a boy that in life he is part of a group larger than his immediate family or his group of friends or peers; while at school he is part of a large institution, "the school".

Throughout life every individual at some stage will belong to some group or institution or business, be it hippie commune, church fellowship, or large industrial concern. He will find a need to identify himself with, say, the firm he works for, the church he attends, or the social club he joins. But will he identify himself happily and loyally; will he accept the rules and regulations governing these bodies willingly? He will only do this if he has learnt how to do it; and it is one of the tasks of the school to teach personal identification in this way. It is proper therefore for any school to encourage a boy to support a school activity, because "to live at variance with the multitude is, as it were, not to live". One could properly argue in certain circumstances that a school should compel a boy to take part in or to support an activity; however, that is another issue.

But let us apply this principle to Shore. It is not this School's policy "to set up a separate society of its own", nor is this policy encouraged. The School does not compel, and never has compelled, boys to attend any particular activity; however, it does encourage them to do so, because it believes that boys perform their activities better when they are supported by their peers. Support brings interest and identification; knowledge then follows. Experience shows that on many occasions a boy's original interest in, and later identification with, a particular activity was aroused by his watching a school performance.

Also the School has never endeavoured to turn its pupils only "into loyal Shore boys who 'will support the School' and continue on as loyal Old Boys who keep rely-

ing on the school society". The School's policy has always been to teach a boy to take part in, and to support the institution of which he is a member: while at school it is the school; when he leaves, it is whatever institution or group he joins or follows. So the School hopes that if a boy develops at school the habit of being loyal to the institution he chooses, he will maintain this habit throughout his life. And to be loyal to one's friends or to those one serves is not a bad habit to have in the changing mood of the 1980s.

Indeed, the major problem of any school today is to identify what is "the mood for the '80s". Already futurologists are talking about what will happen technologically, sociologically and economically in the decade of the '80s, or between now and the millenium. Kahn and Pepper of the Hudson Institute point out in their book "Will she be right?": Whether technology will benefit or harm society depends mainly on how it is used and what one's values are". The development of the micro chip is rapidly changing the technical facilities available to man while "new technology has . . . made robots cheaper and more efficient than many human counterparts". Soon it will be possible to beam some 50 to 150 television channels into the home, thus creating the moral problems of choice and censorship and the political problems of programme preparation and content. What will be the long range effects on society of the provision of more and more dole payments rather than of more and more work opportunities? What will happen when, as it appears it soon will, the nation reaches zero population growth? Has the late twentieth century concept of State-provided welfare produced a nation of "waiters", i.e. of citizens waiting for someone else to make decisions vital to their personal future? What kind of a community will it be in the decade of the 1990s? In short, what is to be "the mood for the '80s"?

Children at school now are not only the children of highly educated parents, but also the children of the age of affluence and of high technology. In addition, they are already children of the quiet revolution being brought about by means of minority protests and of the legalistic use of "political muscle", whether in arbitration or judicial courts or in the many committees of conservation, anti-discrimination and privacy. Trial by television—no longer by a jury of one's peers—is now the norm; witness what happened to this School earlier this year! Is it not extraordinary how often television cameras *just happen to be* at those out of the way places where a protest of some thirty or less citizens is taking place? It is remarkable, too, how often the tautological term "participatory democracy" is used to mean that what one or two individuals wish must take precedence over the wellbeing of the majority. And the *reductio ad absurdum* of similar minority complaints can be seen in the demand that the British Equal Opportunity Commission rectifies the oppression caused by the fact that all garden gnomes made in United Kingdom are of male design only!

Further, it is deeply concerning how readily newly imposed, but considerably under-debated bills in parliaments have been made law so as to alter the parameters of the long accepted social customs and personal beliefs of the citizens of the nation. As recently as 5th October, 1980 Mr. Justice Kirby stated: "the danger to liberty in Australia is not from a frontal attack but from an *erosion of rights under the growing amount of government legislation . . . to this must be added the erosion of rights under the growing interference of minority groups and minority based legislation*" (my italics).

In the economic sphere Kahn and Pepper talk of the shift "towards public policies that distort market forces for non-market purposes, and generally interfere with social patterns". They show how "*educated incapacity*", viz. "the tendency for top level decisions increasingly to be made by highly educated persons *without experience in, or serious knowledge of the processes they administer*" (my italics), is intervening more and more to change society. They use the term "New Class" to describe this sociological category and express concern that the work of this New Class "is associa-

ted with a lack of practical experience that can easily convert even the most well intentioned goals into extremely counter-productive policies”.

If this is just criticism, what is needed to overcome this division in society and the bigotry and fanaticism which go with it? First, there is an urgent need for a new perception of what is rational and acceptable—rather than what is emotional, self oriented or party inspired—in the political processes which lead to government decisions affecting the whole nation. There must also be more widespread discussion and communication to take the place of the use of “educated incapacity” or of “political muscle” or of “minority based legislation”. As His Grace the Archbishop said to Synod: “We need genuine unity among ourselves and that will call for a humbler spirit on the part of us all. It is far too easy for the older to patronise the younger, just as it is for the younger to be impatient with the older; but each needs the humility to perceive that neither has all the answers”.

Over fifty years ago, about the time of the rise of Hitler, Kurt Hahn expressed a similar need for society when he felt he was participating in the decline of western civilisation. He expressed his concern in five ways: “the decline of initiative associated with ‘spectatoritis’; the decline of fitness as a result of modern means of locomotion; the decline of skill and care brought about by weakening the traditions of craftsmanship; the decline of concern about one’s neighbour as a result of the unseemly haste with which daily life is conducted; and the decline of self discipline due to the ever-present availability of tranquillisers and stimulants”. It is alarming to see how relevant these five concerns are today!

But not only do we need a new and humbler perception of the rational and the acceptable and a greater increase in discussion and communication, we also need to read again, and to comprehend once again, the definitions of the words “freedom” and “independence”. In our meek, unthinking acceptance of the growth of larger bureaucratic government, where everyone is now a mere computer entry, we seem to have forgotten not only that large is not perforce efficient and small is not necessarily good, but also that freedom and independence have to be guarded regularly, diligently and energetically if democratic processes are to continue to function correctly.

By definition, freedom means: “exemption or release from slavery or imprisonment; exemption from arbitrary, despotic, or autocratic control . . . ; the state of being able to act without hindrance or restraint”. Independence means: “the condition or quality of being independent; the fact of not depending on another; exemption from external control or support; freedom from subjection or from the influence of others”. So, by definition, freedom is a civil right; independence is a personal duty. And it is interesting to reflect upon one’s present “state of life” (as the Catechism says) in the decade of the ’80s when one looks at these definitions!

Far too often today can there be seen in public life either a corrupt use of knowledge or of public position to achieve personal ends, or a whingeing use of the media to present a point of view which has no true communal worth. Indeed, there is a very great danger that an over vigorous expression of minority opinion or personal dissent will merely lead to the dark voids of social nihilism and the yawning chasms of political anarchy, while a too zealous pursuit of equality (especially in education) will have (as Professor F. Hirsch says) “a stifling effect by removing incentives and enveloping society in a grey mist of boredom and sameness”. Similarly, a Luddite mentality of hostility towards computers and new technology will not solve the problems of unemployment or the displacement of labour caused by such technological advances.

Only by forthright dialogue between himself and the government that purports to represent him will the individual citizen once again subordinate to his personal

freedom the arbitrary despotic controls of compulsoriness (unionism, voting, taxation, education). Only by positive action will he preserve himself against the creeping invasion of his privacy and the subtle whittling away of his independence by the invisible, faceless persons controlling bureaucratic computers and the media which now so dominate any individual's life. For "the mood of the '80s" is already declaring itself to be: not only the decade when one's freedom is being taken away by one's being made more dependent on dole and health payments, on social and economic hand outs, and on union and tariff protection; but also apparently the decade when one's independence is forcibly being made subject to the opinions and views of others who espouse different beliefs and values.

Governments, political parties, statutory bodies and bureaucratic departments must be made to realise once again that they exist only because each individual citizen has granted to them, by deliberate personal democratic decision, a small portion of his freedom and his independence: these bodies of government do not exist by right; they only exist because independent persons allow them to exist. The danger today is that citizens are not standing up and demanding control of their own independence: citizens are tending to be lazy and to leave it to the "other fellow", or to "the party", or to the "group" to fight the battles of freedom and independence. By so acting individuals are giving away their freedom and are losing their independence.

So the community has a need for independent schools such as Shore, because they exist, even if for no other reason, to teach independence of thought and initiative of action within a framework of personal ethics and moral values as represented by the teachings of Christ.

There has been much discussion about what all schools should do in the next decade, about how they should teach and about the relevance of what they teach. All this is, of course, of concern to an independent school. But what is of even more concern to the independent school is its independence. By definition independence here means "not depending on another"; so independent schools must see that they *do maintain their independence financially as well as scholastically, morally as well as ethically, socially as well as politically.*

In the field of scholarship any independent school offers an alternative curriculum to that offered by the public system of education. By charter public education must be secular; by charter this independent school, Shore, must teach "in accordance with the principles of the Church of England". When recently Dr. McKinnon, the Chairman of the Schools Commission, publicly implied that independent schools were no different from government schools, he showed a complete lack of understanding of two points: first, the meaning of independence; and secondly, the place of a school's charter in its philosophy of education. By very definition, an independent school *is different* from a government school; whether it fulfills its charter or adheres to its independence is another matter. If Dr. McKinnon was criticising independent schools for not following their charters, fair enough; but if his criticism—as seems more likely—was to try to make independent schools into pale replicas of government schools, then he has failed to understand the way many citizens are becoming alarmed at the constant inroads being made by government into individual independence and liberty.

Schools such as Shore therefore do have an additional social task in the 1980s: to alert pupils to the growing loss of personal independence; and to teach them how to cope with the quiet revolution of pervasive change which is already occurring. For the "mood of the 1980s" will not be a visibly violent one as was the decade of the 1960s. The 1980s will be changed quietly from within: either by the skilful use of political muscle perhaps by political parties, or by industrial unions, or by minority groups; or by the clever manipulation of legalism to erode awards and agreements

by constitutional points of debate or by so-called participatory democracy in debates at the meetings of the ever increasing numbers of committees of enquiry. Individual independence will be subordinated to pluralistic control by such committees, i.e. by minority government, unless the great majority of citizens becomes aware that its independence, political, social and moral, is being whittled away.

We, in independent schools, therefore, have the moral duty to restate our reasons for existence, and to do so loudly and clearly, and *with parental support*, before it is too late, and our independence is gone. *Liberty, independence, freedom, call it what you will, must always be purchased dearly, either in social or financial terms; if necessary we shall have to, and we must, purchase it again during the 1980s.*

In doing so at Shore, we must not throw away our heritage of a sound education based upon the moral virtues of the Christian religion. We must not fall for the vacuous cry for relevance of curriculum by putting aside the pursuit of excellence or the struggle for truth and integrity, or the search for a proper personal relationship with and faith in God. Beside these three, excellence, truth and faith, the need for schools "to review and revise their teaching and curriculum" (as the Curriculum Development Centre suggests) is unimportant. The pursuit of excellence will result in clear innovative thinking which will enable the mental acceptance of technological change. Clear thinking will remove the Luddite mentality of hostility to technology which seems to be increasing in the community. The struggle for truth and integrity will cause the individual to prepare himself for his task in life and will teach him to learn academic skills which will result in his having a useful and satisfying job in life. And the search for faith in God will result in personal happiness and satisfaction, the gaining of which will make any person's life the more fruitful and valuable to the society of which he is part.

So the task of this School in the 80s is to develop in boys an understanding that, in order to overcome the corrupt use of knowledge and power, there must be in the community dynamic leadership based upon self discipline and sound morals, upon thoughtful reasoning and courageous decision, and upon civil freedom and personal independence. In "Anzac to Amiens", Dr. C. E. W. Bean wrote in 1946 about the first AIF in 1914: "if the cause that led Australians to enlist (in 1914) can be reduced to a single principle, it is the principle of protecting their homes and their freedom by sustaining a system of law and order . . . the British command of the sea had given us in Australia 126 years of freedom without fighting for it; and what was admirable in our conditions was the factor (or combination of factors) that during those peaceful years kept alive, and indeed apparently increased, the will and capacity of Australians to preserve that freedom . . . Only in conditions ensuring freedom of thought and communication can mankind progress; and such freedom can be maintained only by the qualities by which from Grecian times it has been won . . . [such as] the readiness at any time to die for freedom, if necessary, and the virility to struggle for it."

The School Lesson once more guides us:

"For so is the will of God that with well doing ye may  
put to silence the ignorance of foolish men:  
As free, and not using your liberty for a cloke of  
maliciousness, but as the servants of God."