



Sydney Church of England  
Grammar School  
North Sydney

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December, 1981

# Sydney Church of England Grammar School

Speech Day—10th December, 1981

*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  
Professor J. M. Ward,  
M.A., LL.B., F.A.H.A., F.A.S.S.A., F.R.A.H.S.  
Vice-Chancellor and Principal  
The University of Sydney

Vote of thanks by the Senior Prefect

**Benediction**

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*Tea will be served in the School Grounds*

## COUNCIL

### President

THE MOST REV. SIR MARCUS LOANE, K.B.E., M.A., D.D.  
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, B.A., Th.Schol.  
Rev. R. T. PLATT, B.D., Th.L., Dip.R.E.  
Dr. IAN W. HOLT, M.B., B.Sc., D.Phil., F.Inst.P., F.A.I.P., F.I.R.E.E.,  
Prof. L. W. DAVIES, A.O., B.Sc., D.Phil., F.Inst.P., F.A.I.P., F.I.R.E.E.,  
F.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.  
Dr. B. J. AMOS, M.B., B.Sc., F.R.A.C.P., F.A.C.M.A.  
P. D. DAVIS, B.A., M.Ed., M.A.C.E.  
R. M. BLANSHARD, A.A.S.A., A.S.I.A.

### Clerk of the Council and Bursar:

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

## STAFF

### Headmaster:

B. H. TRAVERS, O.B.E., p.s.c., B.A.(Syd.), M.A., B.Litt.(Oxon.),  
F.A.C.E., F.R.S.A., F.A.I.M.

### Senior Master:

P. R. M. JENKINS, M.B.E., B.A.(Syd.), M.A.C.E.

### Master in Holy Orders:

Rev. D. G. DUCHESNE, B.A.(N.E.), M.A.(Syd.), 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. DOIG, 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 (Terms 1 & 2)**  
 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. G. PULLER, Phys.Ed.Inst. (formerly R.A.N.)  
 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.), **Housemaster, School House (Term 3)**  
 N. A. WEBB. B.A.(N.E.), T.C.(Syd.)  
 M. B. FERGUSON, B.A.(Syd.)  
 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)  
 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.)  
 P. B. STOREY. B.A., Dip.Ed.(N.E.)  
 D. W. STEWART, Dip.Teach.(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.C.A.E.)  
 K. M. GILMOUR. M.A., Dip.Ed.(Syd.)  
 P. C. GILCHRIST. B.Com.(N.S.W.), **Master of Lower School**  
 F. J. L. DALE. M.A.(Oxon.), Cert.Ed., R.S.A., Dip.T.E.F.L.\*  
 Mrs. H. B. VALLANCE. B.A.(Syd.), Dip.Ed.(M.A.C.E.),  
 Grad.Dip.Ed.Stud.(Reading)(K.C.A.E.)  
 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.)  
 D. H. COURTNEY, B.A., Dip.Ed.(Syd.)  
 J. J. WILKINSON, B.A.(N.S.W.), Dip.Ed.(K.C.A.E.)  
 D. S. MASON, Cert.C and J.(M.T.C.)  
 G. KOROCZ, Dip.Teach.(K.C.A.E.)  
 R. A. CLARKE, B.A.(Syd.)  
 Mrs. M. CROFT, B.Sc., Dip.Ed.(Syd.)  
 L. R. LILIAN, B.A.(N.S.W.), T.C.(M.C.A.E.)

\*On Leave

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

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

Sergeants Major: M. SINCLAIR (formerly R.S.M., A.R.A.) and  
 T. PARVIN, Major R.A.C.M.P.(Ret.)

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

### VISITING STAFF

Tennis: V. EDWARDS TENNIS SCHOOL  
 Woolclassing: Mr. R. G. SWANBOROUGH  
 Guitar: Mr. S. BRACEGIRDLE  
 \*Cello: Mr. T. BLOMFIELD  
 Clarinet: Mr. P. DICKINSON  
 Flute: Mr. J. LANCKEN  
 Trumpet: Mr. S. ROWE  
 Saxophone: Mr. P. DICKINSON  
 Piano: Mr. J. BOSTOCK, Mr. B. EVANS,  
 Mr. J. LANCKEN, Mr. P. DICKINSON

### PREFECTS:

Senior: M. J. AMOS; Second: P. A. EMERY.

Prefects: R. D. CLARKE, T. J. DOWSETT, R. A. K. NUGAN.

Sub-Prefects: P. G. WATSON; J. C. BACON, R. M. GALLAGHER, S. A. GRAY-  
 SPENCER, R. J. D. GREAVES, D. A. HACKWORTHY, E. R. MACDONALD,  
 R. C. NEALE, A. W. REED, J. R. C. ALLAWAY, M. M. P. ALLEN, T. J. BREDEN,  
 R. J. CAMERON, D. A. B. CHRISTIE, D. G. DOWEY, R. F. FRANCIS, F. R.  
 A. GEDDES, M. R. HUMPHREY, N. R. JOHNSTON, G. A. JOYCE, J. MOR-  
 RICE, J. F. N. ROBINSON, P. A. STOKES, E. R. SZETO, I. L. VIVERS, S. T. BAT-  
 TEN; D. J. AMOS, S. P. S. BANNISTER, R. A. DUDDY, R. C. EATON, P. H.  
 ENGLAND, T. J. FREEDMAN, A. N. GODDARD, B. P. HARDY, M. P. HIM-  
 POO, G. M. LITCHFIELD, M. H. MILLER, R. J. NELSON, R. J. STOWE.

### ORDER OF MERIT, 1981

#### UVI Form

1. I. C. Cope
2. D. A. Whittle
3. R. A. Black
4. E. R. Szeto
5. A. F. Myles
6. M. M. P. Allen
7. R. W. M. Chye
8. F. M. Chen
9. M. J. Amos } aeq
- R. C. Neale }

#### LVI Form

1. D. R. Legg
2. T. J. Freedman
3. R. J. Freudenstein
4. M. J. Kyriagis
5. D. J. Dyer
6. R. L. Garnett
7. R. C. Eaton
8. R. J. Stowe
9. M. J. C. Feetham
10. M. D. Bampton

## SCHOLARSHIPS 1981

A.B.S. White Scholarship.....	M. J. AMOS
Old Boys' Union Scholarship.....	R. A. K. NUGAN
S.C.E.G.S. Association Exhibition No. 1 .....	{ R. C. EATON E. R. SZETO
S.C.E.G.S. Association Exhibition No. 2 .....	{ R. J. NELSON M. I. ROBERTSON
S.C.E.G.S. Association Exhibition No. 3 .....	A. F. MYLES
S.C.E.G.S. Association Exhibition No. 4 .....	R. D. CLARKE
Old Boys' Club Exhibition .....	M. H. MILLER
Open Entrance Scholarship No. 1	
Oswald Stanton-Cook .....	B. C. COX
Hodges .....	D. A. WHITTLE
Christina Campbell.....	N. J. FREEDMAN
Council Junior .....	M. D. BAMPTON
Grainger.....	G. I. McCONNELL
Graham.....	R. J. D. SANDILANDS
	{ P. E. MACCALLUM
Open Entrance Scholarship No. 2 .....	{ A. J. NICKLIN
	{ K. S. LORD
	{ D. R. LEGG
	{ R. J. H. HAMMETT
	{ A. R. MURDOCH
	{ N. P. WOLFE
	{ D. G. DOWEY
Junior Open Scholarship.....	{ M. A. CHARRETT
	{ E. C. WRIGHT
	{ T. J. FREEDMAN
	{ I. D. LEIJER
	{ H. W. D. STOWE
	{ J. A. BRÖGAN
Junior Close Scholarship.....	{ A. J. G. PAULL
	{ D. C. McCREDIE
	{ S. J. BLEECHMORE
	{ R. R. SIMPSON
	{ M. K. CONDON
	{ A. J. H. HARPUR
Bruce & Eldon Beale Prize .....	{ G. I. CAMERON
	{ A. H. F. B. BEEHAM

## PRIZE LIST, 1981

	DIVINITY	GENERAL PROFICIENCY	GENERAL MERIT
	<b>PREPARATORY SCHOOL</b>		
<b>Form I</b>	J. D. Storey	J. D. Storey	S. G. Crowther
<b>Remove B</b>	J. D. C. Longstaff	J. D. C. Longstaff	A. M. Grady
		D. C. Brockhoff	
<b>Remove A</b>	R. W. Mountstephens	R. W. Mountstephens	G. R. MacPherson
<b>IIB</b>	C. A. Sutton	D. C. Taylor	I. C. Frost
<b>IIA</b>	(M. N. J. Storey)	(M. N. J. Storey)	A. G. Valder
	<b>LOWER SCHOOL</b>		
<b>IIIC</b>	T. J. Mayne	C. P. Rose	A. S. Johnson
<b>IIIB2</b>	R. S. Madgwick	G. A. Kierath	P. J. McCook
<b>IIIB1</b>	S. A. McCann	R. T. I. Morrison	C. R. C. Read
<b>IIIA2</b>	S. C. Rutherford	M. J. A. Cook	A. H. England
<b>IIIA1</b>	I. T. Bloore	(N. P. Wolfe)	P. E. Maccallum
<b>SC</b>	L. E. MacKinnon	I. A. Ditchfield	S. J. Hansman
<b>SB2</b>	E. W. Ball	P. R. Duncan	C. T. Fenwicke
<b>SB1</b>	J. J. Jarvis	P. H. Carter	P. J. Rodger
<b>SA2</b>	C. J. Huxtable	A. C. Ward	A. D. M. Lloyd
<b>SA1</b>	(D. W. Williams)	(K. S. Lord)	E. C. Wright
	<b>MIDDLE SCHOOL</b>		
<b>IVC</b>	L. G. Hogbin	P. M. A. Warner	B. J. Sedgwick
<b>IVB2</b>	A. H. Hardy	M. D. Lloyd	A. H. Morgan
<b>IVB1</b>	P. V. Berner	P. B. Atkinson	A. J. Henderson
<b>IVA2</b>	S. J. F. McDowell	D. T. Bannister	A. W. Kierath
<b>IVA1</b>	J. R. L. Wallace	(H. W. D. Stowe)	(M. K. Condon)
<b>VC</b>	R. O. J. Roberts	M. A. R. Gregory	A. J. R. Yuncken
	R. V. F. Swain		
<b>VB2</b>	N. K. M. Allen	I. R. Humphris	S. A. Bolles
<b>VB1</b>	(J. F. Gilfillan)	A. F. Muir	S. A. Walker
<b>VA3</b>	P. D. Booth	R. G. Macoun	A. R. Pritchard
<b>VA2</b>	A. J. Wright	A. M. Truswell	M. P. Bohlsen
<b>VA1</b>	R. J. H. Hammett	(G. I. McConnell)	(R. T. Taylor)
	<b>UPPER SCHOOL</b>		
	<b>Lower VI</b>	<b>Upper VI</b>	
<b>General Merit</b>	R. C. Eaton	(A. F. Myles) (E. R. Szeto) (M. M. P. Allen) (R. J. D. Greaves)	
<b>General Studies</b>		(M. J. Amos) (R. A. Black) (M. R. Evans) (D. A. Hackworthy)	
<b>Economics</b>	R. J. Freudenstein	(I. C. Cope) (I. C. Cope) (G. W. McKee) (P. G. Truswell)	
<b>Ancient History</b>	D. J. Dyer		
<b>Geography</b>	D. J. Amos		
<b>Science</b>	(T. J. Freedman)		
<b>Modern History</b>	(T. J. Freedman) (M. J. Kyriagis)		
<b>German</b>	(D. R. Legg)	R. C. Neale	
<b>French</b>	D. J. Dyer R. L. Garnett	(M. I. Robertson)	
<b>Latin</b>	Not awarded	(R. A. Black)	
<b>English</b>	(M. J. Kyriagis)	(R. A. Black) (I. C. Cope) (M. P. Hanks) (D. A. Whittle) (I. R. Carmichael)	
<b>Mathematics</b>	(D. R. Legg)		
<b>Divinity</b>	D. J. Amos		
<b>Second in General Proficiency</b>	(T. J. Freedman)	(D. A. Whittle)	
<b>First in General Proficiency</b>	(D. R. Legg)	(I. C. Cope)	

## SPECIAL PRIZES

<b>ART:</b>		
W. M. N. Stewart Memorial Prize (Preparatory School)		J. S. Shoppee
Junior Prize .....		J. F. Gilfillan
E. T. Thring Memorial Prize .....		G. W. McKee
<b>CATECHISM:</b>		
Uther Prize .....		B. C. Cox
<b>GENERAL KNOWLEDGE:</b>		
Lower School .....		K. S. Lord
Middle School .....		S. J. A. Rigby
John Jamieson Memorial Prize (Upper School).....		D. A. Whittle
<b>MUSIC:</b>		
Theoretical Junior.....		B. C. Cox
Theoretical Senior.....		D. B. McDonald
Practical Junior .....		J. M. Corbett-Jones
Practical Senior .....		M. R. Huckstep
R. G. H. Walmsley Memorial Prize .....		I. R. Carmichael
<b>CHOIR:</b>		
Junior Prize .....		S. T. H. Beard
Senior Prize .....		M. H. Baird
David Davies Memorial Prize.....		T. J. Dowsett
<b>WOODWORK:</b>		
Junior Prize .....		S. G. Nuthall
G. R. and R. V. Kierath Prize .....		J. F. Gilfillan
<b>WOOLCLASSING:</b>		
Riverina O.B.U. Group Ray Holmes Memorial Prizes:		
Lower School .....		N. H. L. Smith
Middle School .....		J. R. Sampson
Upper School .....		P. D. Stevenson
<b>ORIGINAL CONTRIBUTION TO THE SCHOOL MAGAZINE:</b>		
"The Torch Bearer" Prize .....		S. R. Siddle
<b>DEBATING PRIZES:</b>		
		D. A. Whittle
		R. J. D. Greaves
		G. A. Joyce
<b>LIBRARY:</b>		
The Boer War Contingent Memorial Prize .....		G. J. M. Roberts
<b>HISTORICAL ESSAY WRITING:</b>		
The Asia Prize	Lower School .....	not awarded
	Middle School .....	R. T. Taylor
	Upper School .....	G. J. Bond
		M. J. Kyriagis
<b>GENERAL ACTIVITIES: (awarded for service to the School)</b>		
<b>V Form:</b>	Robert John Hardwick Prize.....	R. W. Dowsett
	Frank Cash Memorial Prize .....	M. H. Baird
	Old Boys' Club Prize .....	A. C. R. Kench
<b>LVI Form:</b>	J. H. Moore Prize .....	D. R. Legg
	John Martin Burgess Prize .....	J. W. Murray
	Margaret Black Prize .....	R. J. Stowe
<b>UVI Form:</b>	Jack Kingsley Minnett Prize .....	R. A. K. Nugan
	Hugh Barker Memorial Prize .....	R. D. Clarke
	Old Boys' Club Prize .....	S. T. Batten
		R. M. Gallagher
	Old Boys' Union Prize .....	T. J. Dowsett
	D. J. Richards Memorial Prize.....	P. A. Emery



**PREPARATORY SCHOOL:**

John Scott Memorial Mathematics Prize.....	M. N. J. Storey
John Scott Memorial Prize (IIA Form).....	M. N. J. Storey

**THIRD FORM:**

Far West O.B.U. Group Prize (English).....	N. P. Wolfe
Daryl Loddington Hall Memorial Prize (Languages) ..	N. P. Wolfe
Alan Ludowici Memorial Prize (IIIAI Form).....	N. P. Wolfe

**S FORM:**

George Gordon Black Memorial Prize (English).....	D. W. Williams
Hunter Stephenson Prize (French).....	N. J. Freedman
Selby Prize (Science).....	K. S. Lord
Tamworth O.B.U. Group Prize (Mathematics).....	K. S. Lord
Alan Ludowici Memorial Prize (SAI Form).....	K. S. Lord

**FOURTH FORM:**

Frank Bennett Memorial Prize (English).....	H. W. D. Stowe
Roy Milton Prize (French).....	J. G. Robertson
L. R. Benjamin Memorial Prize (Science).....	N. A. Comanos
Tamworth O.B.U. Group Prize (Mathematics).....	G. N. Ferris
Geoffrey Cohen Memorial Prize (General Merit).....	M. K. Condon
Alan Ludowici Memorial Prize (IVA I Form).....	H. W. D. Stowe

**FIFTH FORM:**

Harry Eames Budd Memorial Prize (English).....	G. I. McConnell
Hunter Stephenson Prize (Mathematics).....	G. I. McConnell
Eric Mileham Litchfield Memorial Prize (General Merit).....	R. T. Taylor
Alan Ludowici Memorial Prize (VA I Form).....	G. I. McConnell

**LOWER SIXTH FORM:**

Far West O.B.U. Group Prize (Science).....	T. J. Freedman
Hodges House Prize (Mathematics and Science).....	T. J. Freedman
R. B. Hipsley Prize (Mathematics).....	D. R. Legg
Stewart Caldbeck Memorial Prize (English).....	M. J. Kyriagis
M. A. Ilbery Prize (Modern History).....	T. J. Freedman

Stewart Caldbeck Memorial Prize (Second in General Proficiency).....	T. J. Freedman
G. H. Broinowski Prize (First in General Proficiency) ..	D. R. Legg

**UPPER SIXTH FORM:**

David and Elizabeth Carment Prize (Mathematics).....	M. P. Hanks
Donald Muston Memorial Prize (General Merit).....	A. F. Myles
Russell Sinclair Memorial Prize (General Merit).....	M. M. P. Allen
The Lodge Torchbearer Prize (Ancient History).....	M. R. Evans
Desmond Hum Memorial Prize (Geography).....	D. A. Hackworthy
Lorimer Dods Prize (Biology).....	G. W. McKee
John Kingsmill Phillips Memorial Prize (Chemistry) ..	I. C. Cope
Monteith Cowper Wood Memorial Prize (Physics).....	I. C. Cope
Ian Menzies Memorial Prize (History).....	P. G. Truswell
Herbert Kendall Memorial Prize (French).....	M. I. Robertson
David Cowlshaw Memorial Prize (Latin).....	R. A. Black
J. S. Wilson Memorial Prize (English).....	R. A. Black

Charlton Divinity Prize.....	I. C. Cope
Harold Dean and R. S. Reid Prizes (Mathematics).....	I. R. Carmichael
Percival Sharp Memorial Prize (UVI Form).....	D. A. Whittle
A. H. Wade Memorial Prize (General Merit).....	I. C. Cope
War Memorial Prize (Second in General Proficiency) ..	E. R. Szeto
Burke Prize and United Services Prize (First in General Proficiency).....	D. A. Whittle
Brian Pockley Memorial Prize.....	I. C. Cope
	M. J. Amos

## SPEECH DAY, 1981

Your Grace, Professor Ward, Mrs. Ward, Ladies and Gentlemen,

It is a great pleasure today to welcome Professor Ward and Mrs. Ward as our guests. For me, as a graduate of Sydney, it is a particular pleasure to welcome the newly appointed Vice Chancellor and to wish him every success in his office. Professor Ward has been on the staff of the University of Sydney since the middle 1940s, being Challis Professor of History from 1949 until 1979 when he became Deputy Vice Chancellor. Not only is Professor Ward a distinguished scholar and historian, but also he is very distinguished in the administrative circles of the University, having been Dean of the Faculty of Arts and Chairman of the Professorial Board. We welcome him and Mrs. Ward and express our pleasure that they are able to be with us today.

There is another, but sadder, duty to perform today, namely to farewell His Grace the Archbishop and Lady Loane; for this is the last official public occasion on which His Grace will be here as our President. We hope that His Grace and Lady Loane will realise that they will be always welcome here, not only as former parents but also as advisers, helpers and friends.

Many parents in the School today may not realise His Grace's long standing connection with Shore. The fact that he is a King's School Old Boy has never been held against him here, as his brothers came to Shore. Further, His Grace's son was a Shore boy also; perhaps some could take a point here! His Grace was a member of Council from October 1960 before he became President by virtue of his appointment as Archbishop. Not only is His Grace a member of this School's Council, but also he has been a prominent advocate of the true place of Church schools within the Diocese—as he still is, as his most recent address to Synod made clear. He was a member of The Archbishop's Commission from 1959-1964, a commission which, inter alia, enquired closely into the place of Church schools in the Diocese of Sydney. As Mr. J. M. Dixon was also a member of that commission, it was during that time that His Grace and Mr. Dixon forged the personal links which have been so beneficial to the governance of Shore since His Grace became President in July 1966.

It is at Speech Day, therefore, that it is proper to record the School's grateful appreciation for all His Grace has done for the School over 22 years. Further, I should like to express publicly my gratitude for the wise guidance and advice and the firm support His Grace has given me during my headmastership. All at Shore pray that Your Grace and Lady Loane will have a long and satisfying retirement.

There is no further information concerning the four-term year at the moment. Parents will be aware that the Minister sought opinions from the community, and particularly from parents, immediately prior to the State elections; but no further statement has yet been made. A meeting for parents was held at the School on 3rd August, 1981, to discuss this matter; since only approximately 30 parents attended, the School has assumed that parents are happy to allow the School to make appropriate decisions in this important matter. Eventually, after great persuasion, a copy of the Working Party's published report on The Four-Term Year was received in the School. The report recommended "by majority decision" that the four-term year be implemented. It is extraordinary that this report made no mention of the fact that a minority report had been submitted by members of the Working Party. The burden of this minority report was that the Working Party did not observe its terms of reference or follow its guidelines, nor did it hold the needs of scholars paramount in its deliberations. It seems that it will be 1983 before any change can now occur. Parents will be notified of any further developments.

The other possible change in education mooted in 1981 concerned the School Certificate. The reports about the four-term year and the possibility of converting the School Certificate curriculum into one of a semester nature coincided. One can be excused for being somewhat cynical about the political timing of these two reports and one can well wonder whether a *fait accompli* was intended since there was a certain degree of common membership of both committees!

It is, however, surprising that the report on the School Certificate has not yet been released to schools, and this despite repeated requests from schools for a copy. Although the former Minister stated that the report would be released, no release was made prior to late November. Curriculum changes recommended in the report are therefore still not known in schools so that it is extremely difficult to make any accurate judgement of the curricular validity or educational value of the report and of its recommendations for change.

A series of questions immediately can be raised. The semester concept is based upon 20 weeks' work, that is, half a normal school year. One can reasonably ask: what is valid about 20 weeks, and why is 20 weeks of any more significance than any other length of time? When talk of a 20 weeks' semester is allied with talk of a four-term year of 10 weeks a term, one can be a little sceptical of the educational opportunism of the two reports. Supposedly there is no relationship, but one may wonder at this stage why neither the four-term year report nor the School Certificate report has been widely released so that schools and parents can make judgement on their joint educational use. Yet schools have recently received a pamphlet on "The assessment of student achievement" which seems clearly to be a preparatory statement of the introduction of school assessment in the place of a public examination! One wonders when *schools* will be consulted about the *school* certificate!

Apart from these uncertainties there is at this stage nothing new to report about the School Certificate. For 1982 it has been stated that the system in use in 1981 will be continued and that any change, if it comes, will occur in 1983; beyond that no comfort can be given to parents whose children will reach Year 10 in 1984 or 1985.

The Higher School Certificate results in 1980 were very good. A high matriculation rate was achieved, and this was a fine reward for the hard and disciplined work which the boys had demonstrated. It is pleasing to report signs of a revival of scholarship in the School with the increase in the number of boys studying three and four unit subjects and in the successful return to the study of science subjects as separate disciplines. Boys entering the Upper Sixth in 1982 will do well to follow the examples set in 1980 and 1981 when the Upper Sixth worked hard at a high and disciplined level of scholarship in preparation for their Higher School Certificate.

Much publicity in the community is given to the scaling of marks and to aggregates, and particular attention is being focused by certain groups on the community languages. It should be understood that in the 1980 Higher School Certificate, only 235 candidates studied 13 ethnic languages, while another 1686 candidates studied the six more traditional ethnic languages (Indonesian, Chinese, Italian, Japanese, Modern Greek and Spanish)—a total of 1921 candidates out of a total candidature of 34 921 students. As most candidates sit for at least four subjects (i.e., they sit 139 684 examination papers) and there is a total of 180 873 candidates sitting for 52 different subjects, the 1921 examination papers in 19 ethnic languages represent 1.37% of the examination papers in four subjects or 1.06% of the total papers to be marked and scaled. It is hard to understand therefore how such a small percentage can justifiably alter to the extent demanded scaling procedures which have been reasonably successful over the years. In general the methods for scaling of marks and for production of the HSC aggregate are sound. Naturally there will always be ways in which any system of scaling can be improved; however, this School is satisfied that in general

boys do achieve marks in proportion to the work that they have done throughout the year. If variations occur, there is usually a good reason for them.

All boys, but especially those in the Upper School, are reminded of the statement made by Professor Karmel at the ACER conference in August 1980. "High levels of unemployment among the young which have been evident over the past five or six years are likely to remain with us . . . Youth unemployment is, and will continue to be, concentrated among certain groups of young people, in particular *among those who left school early with low achievement and poor motivation.*"

It is clear, now as it has always been, that boys must work consistently and long in order to achieve reasonable results at any stage of education. It is also clear that the achieving of reasonable results in public examinations is part of a guarantee towards suitable employment after leaving school. Indeed, the renewed pressure for standards of scholarship and for success in public examinations is a welcome return to proper education of the young. As a nation we cannot continue to allow attitudes of mediocrity in scholarship to prevail.

It is interesting also to note that recent research by Professor D. Drinkwater of the University of New South Wales has confirmed what schoolmasters have always known: pupils who persist with set homework gain good results; and there is no real substitute for "good old fashioned sweating". It is hard to relate the increasing community demands for higher and longer physical preparation in order to play games successfully with the increasing nonsensical suggestions that one does not need to work hard and long to gain academic success. It should be understood that, provided a boy works consistently throughout his time in the School, he has little to fear from any public examination or from the consequences of the examiners' marking.

In the Mathematics competitions varying successes were gained. In the Australian Mathematics Competition prizes were won by F. M. Chen, M. A. Charrett and B. C. Cox; 47 distinctions and 35 credits were also gained. In the IBM Mathematics Competition book prizes were won by R. W. M. Chye, A. J. Gluskie and M. W. Young and a certificate by R. C. Neale. In the Alliance Française, 27 boys were successful while six boys received prizes.

It is rather disturbing to see the decline among boys in enthusiasm to take this language test. More boys should accept the challenge of being graded in the speaking of a foreign language. Indeed, it is concerning to see the overall decline in the study of foreign languages throughout Australia. It seems that Australia is now the *only* country in the world where the *compulsory study of a foreign language* is not part of the secondary curriculum. Such a state of affairs is extraordinary when one considers the multi-racial nature of the Australian population today with its demand for foreign languages in daily living, but more so when one considers what rabid overseas travellers Australians have become in the last decade. As a nation are we becoming known as the "ugly Australians" because nowhere else in the world do people speak Strine?

Two matters affecting scholarship have been of concern throughout the year. Considerable time and energy have been consumed in all schools in endeavouring first to understand and secondly to implement the provisions of the new copyright laws. Whilst the amendments to the Act may well have made what is done when teaching in schools more legal and more in accordance with the Act, these same amendments have laid a heavy, and seemingly unnecessary, administrative and clerical burden upon schools. Generally speaking, teachers have not in the past and do not at present breach copyright deliberately; the main copying they do is associated always with homework, testing and examining. Moreover, many articles—written or recorded—which a teacher wishes, and indeed has, to use are often quite unprocurable at short notice, or even at long notice. Despite all the inconvenience of the Act the School

is, however, fulfilling completely its obligations under the Act. Boys are to be complimented upon their intelligent attitude and constructive co-operation in learning to cope with this new unnecessary law. They have been conscious of the difficulties to be overcome and have attempted cheerfully to cope with vapid legal restriction.

Nevertheless, the argument about copyright brings into being a fascinating consideration about free speech. In bygone years what a person spoke or uttered in words was lost forever except in the minds of his audience, who remembered and wrote down the speaker's gift of phrase, simple expression of ideas and felicitous combination of sentences. One can but wonder what copyright payment Sir Winston Churchill would expect for his "blood, sweat and tears"!

The release of the report of the Committee of Pupil Behaviour and Discipline is drawn to the attention of parents. The report entitled "Self Discipline and Pastoral Care" is well worth study, particularly for the 20 recommendations which were made. It is a pity to see that there has been an emotional discussion of only one recommendation, that on corporal punishment, which has taken out of all proportion the main thrust of the committee of enquiry. The committee dealt with *all* aspects of pupil behaviour and discipline and expressed many positive and supportive opinions about the present state of pupil behaviour. There is some very good advice on many matters, especially self discipline, compulsory attendance, pastoral care and counselling of pupils. Beside these constructive suggestions the brouhaha about corporal punishment is out of all proportion. Since a very small minority is forcing its opinions upon the whole community in this respect, parents are advised to consider the education of their children, particularly in accordance with their responsibilities as outlined in the Bible. The traditional quote comes readily to mind; but St. Paul reminds us all: "Discipline no doubt is never pleasant; at the time it seems painful, but in the end it yields for those who have been trained by it the peaceful harvest of an honest life." The report recommends that schools consult with their school community. Parents will be aware that this is constantly being done through our normal methods of pastoral care.

Old Boys continue to achieve high grades of excellence in academic work. G. R. D. Jones, who gained athletic and rowing colours in 1975, 1976 and 1977 and football colours in 1976 and 1977, has been selected as Rhodes Scholar for 1982. A. C. Cameron gained the University Medal in Architecture, and J. D. Sinden gained the University Medal in Physiological Psychology. Old Boys continue to excel in many fields, but none perhaps so much as in Art where no fewer than seven Old Boys have now achieved prominence: Tom Carment, Stephen Earle, Tim Johnson, A. Goldston Morris, Angus Nivison, Gary Shead and Tim Storrier.

The School has performed particularly well in games this year. In the First teams we were joint premiers in cricket, premiers in tennis and small bore shooting, second in football, shooting and swimming, and winners of the senior pennant in rowing. In the Seconds we were premiers in tennis and rifle shooting. In all age groups teams have played with good sportsmanship but yet with vigour and determination; and all teams have accepted their wins and losses with proper humility. Boys are to be congratulated upon their excellence in playing and upon their dedication in training.

It is, however, alarming to see how often boys are being given poor examples of sportsmanship by senior players, of all games, especially professionals. Admittedly the televising of games (football, cricket, tennis and golf particularly), allows closeup pictures of competitors and so reveals the stress of competition. But there is no excuse for the tantrums and bad manners so frequently seen in tennis and cricket and for the hugging and kissing in football, especially soccer. Younger boys must realise that such behaviour and the garish dress adopted by some seniors are not acceptable at

any time. Sporting commentators and journalists have much to answer for when they continually give replay publicity to such outbursts by seniors and when they continually give interviews to players whose behaviour is no example whatsoever to the younger generation.

One consequence of this behaviour by senior players is the increase in the questioning of an umpire's decision by younger players. Not only are some boys beginning to think that it is part of the game to disagree openly and verbally with any decision given against them, on or off the field, but others are even reluctant to accept the decision of selectors who choose the teams. Parents can help to counterbalance the poor examples of senior players in both cases by insisting that their sons always accept the umpire's decision and the selectors' choice. Some parents, too, need to be reminded that school teams are picked carefully and thoughtfully and always after full consideration of all the talent available; parental questioning of such selections does not help either team or boy.

In cricket the 1st XI were joint premiers with St. Ignatius' College. Though the team had several weaknesses, it was the excellent team spirit of the players which resulted in their overcoming these faults. P. A. Emery, as vice captain, and M. C. Woodley were selected in the GPS 1st team while R. J. Nelson was selected in the GPS 2nd team. The 2nd XI were fifth in their competition. This year more junior cricket was played as the wickets on F ground at Northbridge came into full use. Internal tournaments were held among the 13 Years teams when external opponents could not be arranged. These matches have proved very useful in providing opportunities for younger boys to display their talents. Thanks are due to the many mothers who provide afternoon teas at the cricket and do make the matches more enjoyable.

The rowing season was a successful one. For the third year in succession the School clearly won the C. D. Taylor Trophy, which has been donated by Sydney Grammar School for the senior pennant for GPS crews in races prior to the GPS regatta. In the junior pennant we were second. In the GPS regatta crews had mixed fortunes on the first rainy day that anyone can remember for more than 20 years. The 4th IV was third, the 3rd IV fifth, the 2nd IV first, the 1st IV sixth, the 2nd VIII first and the 1st VIII seventh. By winning the 2nd IV race the School has now won the Alan Callaway Trophy three years in a row and is the only winner of this trophy since its inception. The winning performance of the 2nd VIII was excellent: they had won all races but one during the season and with 300 metres to go at Penrith were clearly *not* in front; to win the L. C. Robson Trophy by two feet was therefore a fine effort. The School would like to thank the many Old Boys and fathers who help in so many ways throughout the season. Also thanks are due to the untiring efforts of the many mothers who work so willingly preparing thousands of meals for boys in the two rowing camps. The boys deeply appreciate all the help so freely given.

The football season was the most successful for many years. 568 matches were played. 329 were won, 26 drawn and 213 lost. The only undefeated team was the 15Bs, though the Preparatory School 10As and the 16Cs drew two games. The 1st XV was second and the 2nd XV was fifth in the GPS premiership, M. J. Amos, I. L. Vivers were selected in the GPS 1st XV, R. D. Clarke, P. A. Emery, J. R. C. Allaway, V. R. Brown in the 2nd XV, A. L. Berkeley, R. F. Francis, R. A. K. Nugan, M. R. Humphrey in the 3rd XV, while S. A. Gray-Spencer was a reserve, M. J. Amos was selected in the NSW Schools 1st XV, while R. D. Clarke and I. L. Vivers were selected in the 2nd XV, R. D. Clarke was selected in the Australian Schools R.F. Union team to tour United Kingdom in December 1981. The School has now had at least one representative in every major overseas touring schoolboy team. Thanks are due to the many masters, Old Boys and boys who referee each week. 18 boys gained referee's badges; and of the 280 home matches, boys refereed 70%, the majority being refereed by Upper Sixth Form boys. Thanks are again due to the many doctors who are parents

and who help in so many ways with first aid and with injuries. The work of H. A. Mackay Cruise and J. Sakker as "zambuks" must also be remarked upon: they were energetic and always present.

Once again an injury survey was carried out, but only over 488 games. The survey was published in The Shore Weekly Record on 18th September, 1981, and shows that injuries in the game are relatively few in number. It is, however, alarming to see the undue publicity given in the media to injury in games, including death, especially in rugby union and rugby league. On 3 October, 1981, The Sydney Morning Herald gave prominence to an article in which statistics showed from April 1977 to October 1981 there had been 11 deaths in rugby league and six deaths in rugby union. The same newspaper gave *no* publicity at all to the nine deaths which had occurred on NSW roads on the two days 3rd-4th October, 1981; or to the 17 who were killed on the roads over the full October weekend—"mostly young people", the radio reported! The question of safety needs constant attention; but not only in games; and the amount of danger in schoolboy games is *considerably* less than the danger on the roads or from other risks! The NSW Director of the National Safety Council of Australia, Mr. C. Reece, reported recently that 10 people every day are killed on Australia's roads, while 350 drownings occur every year. To put safety in perspective Mr. Reece points out that *Australia's casualties in the ten years of the Vietnam War represent one month on our roads and one week in our factories.*

It is not generally realised how large the athletics teams now are. Over 160 boys prepared for the GPS events and finally 60 boys competed. The quality of the season is reflected in the persistence of all these boys who trained so well. The Senior and Junior athletics teams did very well both coming third in their respective competitions. Neither team was really strong but they trained enthusiastically under the fine leadership of T. J. Breden and performed to the best of their ability in the GPS carnival. In the relay races all age groups ran particularly well. H. G. Drinan broke the GPS record in the Under 15 100 metres hurdles. Thanks are due to the many coaches who helped to prepare the teams and also to the mothers who helped during the athletic camp and with afternoon teas.

In tennis both the 1st and 2nd teams won their premierships, both being undefeated throughout the season. Unfortunately they are not regarded as champions as one match was washed out. The 4th team also was undefeated. C. R. McIvor, as Captain, and J. S. Weston were chosen in the GPS 1st team, while P. B. Andrews was chosen as a reserve for the 2nd team. The quality of the School's tennis was largely due to the fine example set by McIvor both on and off the court.

In basketball the 1st team was fifth while the 2nd team was second in the competitions. The 15A and 13A teams won all their matches during the season. I. L. Vivers was selected in the GPS 1st team while E. R. Macdonald and N. W. Lyne were selected in the 2nd team.

In rifle shooting the 1st team was second and the 2nd team were premiers. The 1st team won the NRA Shield with a record score beating the old record by 10 points. P. C. Hobson, who won the Venour Nathan Shield, was again selected in the GPS 1st team. Considering that the teams were young and inexperienced these performances were good. The small bore shooting has suffered a set back this year: TAS withdrew, while SGS were forced to suspend shooting while building operations were taking place. Despite these problems the 1st team was first again. The School has now won the small bore shooting every year since 1977. In 25 matches the School has won 24 and been second in the other match.

The School was second in the GPS swimming competition. It is being suggested

that if the swimming carnivals were held on Friday evenings more boys would be able to compete. The School, therefore, is making this suggestion to the AAGPS in the hope that a rearrangement of the calendar can be made.

The golf team performed well in the NSW Schoolboys' championship qualifying for the final. Eventually the team was fifth in the state. D. R. Legg and C. R. Selman were 31st and 38th respectively in the individual scores.

The problems of surf life saving referred to last year are gradually being resolved. The value of having boys trained as has been done by the School since 1960 is gradually being realised by the SLS Association. While the School has no desire in any way to downgrade any standards, it hopes that the Association will continue to see the value of schoolboys being trained in the surf life saving requirements and that the Association will continue to discuss with the School ways in which this can be made practicable. Boys must realise that since the standards are now much more demanding, they must be prepared to give more time to preparation for their SLS examinations.

Adventure training is progressing satisfactorily. Parents can be assured that adequate training is given to boys in the preparation for, and in the precautions necessary when, walking in the bush. Leaders are taught to have a clear sense of purpose and to consider the physical condition of any group. They are also taught to be sceptical of any claims to expertise made by other boys and so to place the safety of the group ahead of the whims of individuals. The staff involved have been through suitable training courses and regularly check all gear. If there is doubt, gear is destroyed and replaced: regularly ropes and mechanical equipment are tested fully; and boys are trained in the proper care and maintenance of all equipment. It is realised that adventure training involves an element of risk but every possible step is taken to ensure that boys learn not to take improper risks at any time. The parents' weekend at Linden for adventure training has now become a regular feature. Parents of boys participating in adventure training are invited to be present on such occasions when the weekend is notified. The School wishes to thank Mr. E. C. Banks for his help in surveying the property.

On 13th June, 1981, Mrs. Dorothy Brown died. At Northbridge since 1945 Mrs. Brown had served lunches and teas to cricket and football teams and to the staff. No Shore First team member in cricket and football will forget Mrs. Brown's kindness and service and her loving support for the School. For 37 years Mrs. Brown watched boys come and go and she remembered many of our sporting triumphs and disappointments. The School expresses deepest sympathy and sincere thanks to her family for all she has done over the years.

All connected with adventure training have been most interested to read of the success of an Old Boy, A. Henderson, in his climbing in Nepal and China. Henderson was the first Old Boy to climb Mount Anyemachen, an unclimbed mountain in China, and on a separate occasion another unclimbed mountain in the Himalayas. Such a performance is well up to any international standard of the highest level. So an Old Boy has taken the School's name into a farthest place where it has never been known before!

It is pleasing to see so many Old Boys taking such prominent parts in several games, especially at international and interstate levels. It is not so much that they have won representative honours as that they have given a lead in good sportsmanship, sound self discipline and solid training. The School congratulates them all upon their performances.

M. J. Mathers and M. J. Hawker have played international football and are at pres-



ent in the U.K. with the Wallabies. G. R. D. Jones was a member of the Australian Coxed Rowing Four which did so well at the World Championships at Munich. I. Robilliard was in the Australian Basketball Team. A. C. Burns was in the NSW Junior Rifle Team while N. J. Kannegieter was the NSW Junior Rifle champion. D. R. Cowlshaw and P. J. Medway played for Sydney Rugby XV, while O. P. Wood, G. J. Irons, I. J. Reid, W. H. Freeman, D. Coady are regular first graders in rugby. In cricket S. B. Wiesener, S. G. Campbell, M. N. Falk and D. H. Johnson were chosen in the state cricket squad while A. J. Tapp and R. A. McGregor regularly play in first grade. D. G. Pratten played for NSW Country Rugby Union and was chosen as sportsman of the year at the University of New England. G. A. Clinton and S. J. Goddard were leading in the Two Handed Offshore Yachting races at the end of the second round. And to show that it is not only the young Old Boys who excel, Ross Selman gained a silver medal rowing in the Australian Eight at the World Veterans' Rowing Championships in Europe in September!

Extra curricular activities continue to flourish and are widely supported. Indeed, more boys are involved than in previous years and it is interesting to see the enthusiasm of all ages as they participate in these activities.

The debating teams had only an average season. The first team won three debates and lost four while the second team won two and lost five. D. A. Whittle was selected in the GPS team. In the Lawrence Campbell Trophy R. J. D. Greaves was third. These results do not, however, truly reflect the hard work and good manners of the boys whose good conduct was always commented upon. If they are to improve junior teams need to devote more time and energy. Thanks are due to many mothers who helped with suppers, and to staff, parents and Old Boys who acted as adjudicators. In 1982 it is planned to have a debating season lasting from mid March to end of Term II. As the GPS debating is spreading to the lower age groups it is hoped to have two teams each in III, S, IV, V Forms and one team each in the Sixth Forms.

The drama productions this year were of an extremely high standard. The musical "Fiddler on the Roof" was produced in Term I thereby breaking a long standing tradition of holding this main feature in Term II. The innovation proved very successful in many ways: the preparations were begun in a drama camp in the last week of the Christmas vacation; rehearsals were held in daylight saving time, which was a great help to actors and parents; and some Upper VI form boys felt that they were able to participate more fully as their HSC work was not so much interrupted. The production was greatly assisted by many mothers who helped with the wardrobe arrangements, make up and suppers. The girls from Wenona took a full part whilst many Old Boys and Old Girls of both schools helped in the orchestra. The School wishes to thank all these persons for their generous help. When the numbers of boys from art and craft classes who produced the scenery are added to the 109 boys and girls who acted, over 150 persons were involved in the production—apart from the many adults who helped. It was indeed a major production, and the leadership and performance by S. T. Batten were first class and worthy of record.

The second production "On Our Selection" was a testing one for the cast, yet it was carried out with verve and good humour. It was a pity that this effort was not so well supported by the School as is customary. The work of the mothers in these productions and in the provision of meals and suppers was again deeply appreciated by the casts of both plays. Thank you once again for making the drama seasons so successful.

One disturbing feature concerned with "Fiddler on the Roof", and to a lesser extent with "On Our Selection", however, was the thoughtless conduct, on three nights, of groups of girls and boys, mainly it seems old scholars of both schools, who talked and giggled in the gallery. The noise was such that even the actors on the stage at

the other end of the Hall were upset. Many of these disruptive persons were dressed in fashions more suitable to trips to the beach; and an unfortunate number of girls walked about the School barefooted. While the School welcomes support of any age group for its activities, it does not welcome support which by its nature is derisive and ill-mannered, or noisy and lacking in the behavioural standards normally accepted here. It is a sad day when the School has to consider asking Old Boys and their girl friends to leave the School premises because their behaviour is objectionable!

Indeed, the growing desire of the younger generation to consider that it is good taste and fashion to wear sloppy and untidy clothes and to go barefooted with shoes in hand when visiting another person's house is beyond comprehension. Why is it necessary for girls to wear football jumpers that are too large for them, and to which in any case they have no right? Why do boys give their football jumpers to their girl friends and so imply that membership of the School is for all and sundry? Why are not the School colours worn with pride by those who are entitled to wear them; and why do persons not so entitled wish to abrogate the rights of others? Fashion can be exciting and provocative without being thoughtless and untidy; and boys should know this as well as girls. There is after all a time and a place for correct fashion and dress, and part of a boy's (and indeed a girl's) education and growing up is to know what is proper and acceptable on which occasions.

Seventeen boys, together with 12 girls from several schools, took part in a presentation of "The Magic Fruit Tree" at the International Youth Music Festival in Melbourne in August. This operetta had originally been composed by the boys and girls themselves when they were in primary school and had been further developed under the direction of Richard Gill, Esq. of the NSW Conservatorium of Music. The performance was very well received in Melbourne, while the behaviour of all, particularly the boys, was the subject of much favourable comment. Thanks to many parents for their support in this unusual venture.

The orchestra continues to wax and wane in accordance with the musical capacity of its members. At the present it is very strong and has performed not only for the drama productions, but also with the chapel choir. It is strange that some boys claim there is little opportunity to develop their musical talents at Shore when the orchestra is continually seeking recruits. Since it is possible for a boy to be in both the cadets and the orchestra if he is prepared to make time available, can it be that there is an unwillingness on the part of these claimants to give up their spare time? Why do not boys use lunch times for orchestral rehearsals and performances?

The Preparatory School Concert was well supported and revealed a wide variety of talent. The School Concert demonstrated the variety of taste and ability of the boys of the School when they organise the concert themselves. It was, however, regrettable that a few boys behaved so poorly that it was necessary for the compère to remind them of what was acceptable behaviour at such gatherings.

It is with great regret that it is necessary to report an increasing loss of books in the Library. Boys must realise that they have an obligation not only to check books out but also to return them on time. In the event of late return of books boys are fined; these fines are then used for the purchase of books and magazines which boys themselves consider would be valuable additions to the library. The improper removal of books, however, also shows a selfishness of behaviour quite apart from the immorality of stealing. Books are so readily available to boys that there is no need for any illegality of this sort. The School wishes to thank the many "Library Mums" who work so hard repairing and maintaining books. Their efforts are of an extremely valuable nature and without them the expense of the Library would undoubtedly increase considerably.

The school archives are growing larger and are providing now some valuable displays as the breadth of the collection is revealed. The School thanks the many Old Boys and parents who have made donations of photographs, programmes and other memorabilia. Only by such donations can the archives be built up to a suitable size so as to meet the demands of the centenary year in 1989.

The Duke of Edinburgh's Award Scheme needs a rejuvenation on the part of the boys. A large number of boys begin awards, but fail to complete them in a reasonable time. Are they too lazy to do so? One reason for the decline in the number of boys completing an award may be that the boys have many other outside activities and so do not plan a sufficient time to do all the sections of the Award Scheme. Some boys want the award, yet often they are not prepared to exert themselves fully to gain it. One boy, for example, did a bicycle expedition and then wanted cycling as a physical interest, and bicycle repair as a skill; which was naturally turned down. Another boy also wanted to claim participation in the cadet band, with no rank advancement, as his service. Such an approach shows a complete misunderstanding of the breadth required by the Award Scheme. This Scheme requires effort and enthusiasm on the part of the participant; therefore persistence is an essential requirement to complete an award. It was *never* the purpose of the scheme that a boy should be *pushed to complete*; the urge to complete must come from himself. Boys participating in the Scheme are therefore encouraged to review their efforts in the light of this basic philosophy of the Scheme and are urged to consider the thorough completion of something that they have undertaken voluntarily. It appears, however, that the trend in today's society may perhaps be away from such voluntary activities as this which broaden one's outlook and expertise towards the more self-centred ones of self gratification, of TV watching and of personal pleasure.

An Old Boy, I. G. Leask, as a gold award holder, won the first nation-wide Space Academy scholarship which gives a subsidy towards his training as an air pilot.

Throughout the year an increasing number of boys have taken part in the chapel choir and in the activities of the Crusader Union. Many boys have done all sorts of other things in addition to taking part in the spiritual activities in Chapel and Crusaders. An example of this is the group of boys who formed The Torch Club this year in order to raise funds in the National Year of the Disabled. They have continued their efforts throughout the year and have at all times kept their goal clearly in front of them. Regrettably, the boys who have been assisting in Graythwaite have been unable to do so this year because physical building changes are being made there. The Chapel Vestry continues to discharge its responsibilities in a thoughtful manner.

The Air Cadets have been active throughout the year, taking a full part in the 40th anniversary of the foundation of the Air Training Corps. Verbal permission has recently been received to increase the number of cadets in the flight; so it is hoped that boys who have interests in this way will now be able to join. In the Cadet Under Officers' course G. A. Joyce was Dux and P. R. Waring gained a credit. In the Junior NCO courses, R. Sakker was second, R. L. Garnett was fourth and W. S. Hargreaves and D. G. Molesworth sixth. Various Old Boys, C. C. Reynolds, T. Blomfield, I. G. Leask, have continued to serve in the NSW AIRTC squadron since they left school.

The Army Cadet unit has become larger than ever. It is now the largest, we are informed, in Australia. The hierarchy of command by boys has now been fully re-established after all the disruption of the mid 1970s. Such a statement may be misunderstood by many outside the School; the point is that cadets are an activity for boys conducted by boys, not an activity to extend the command of some adults, whether civilian or military. Believing this to be the correct way to run the unit, the ceremonial parade this year was organised and commanded entirely by the boys themselves. The

performance was of a particularly high quality, even allowing for the musical vagaries of human nature on the day itself. The cadets are to be congratulated upon this parade.

However, the assistance from the Army and the RAAF is considerably smaller than it used to be, so that cadets now flourish almost entirely as a result of the energies of the School itself. Indeed, the Government's assistance to cadets needs to be reconsidered urgently. The lack of governmental support for both army and air cadet training by schoolboys has become very noticeable in the last 12 months. It seems almost as if there is a resolve at certain levels, either within the Department of Defence or within the Armed Services themselves, to make it impossible successfully to run cadets in schools. Although Government has undertaken to supply uniforms and equipment for cadets, rarely now is the full allotment readily available. For example, the RAAF has equipped air cadets with an "all seasons" uniform but does not produce sweaters for cadets in winter; because there are financial restrictions the Army has agreed to support camps but only in the May and September vacations! If a school cadet unit wishes to go to camp in December—as this School has done for very good educational reasons, and with Army and Air Force support and approval, for over 50 years—the School must now look after itself. This year the Army provided camp stores; but the tentage was at Moorebank and the remainder of the stores were at Singleton. And the School had to collect both!

Schools are very willing to help themselves in running cadets and fully appreciate that cadets now have a low priority in the Armed Services. Schools, realise, too, that cadets may be an easy target for governmental razor gangs. But schools are becoming very disillusioned at the failure of the Armed Services to provide the assistance, *promised by Government*, in the form of training and stores and to provide reasonable logistic and training support in times of camps. Many people outside schools, indeed many people in the Armed Services, may not, or do not want to, understand the educational value of cadet training in the upbringing of boys. The value is not military but social, while the leadership training it offers cannot be duplicated in any other school or youth activity.

Governments must realise that *cadet units readily provide a form of youth activity* which is valuable socially and suitable educationally. Either they accept this and support school cadets willingly and sensibly, or they withdraw support completely and replace this national youth activity with some other form of youth movement which assists the young people of the nation to grow in personal stature and leadership. Since cadets in schools have now been subjected to a yo-yo like existence for almost a decade, it is time the powers that be, Government and service, decide whether the movement is of value or not. Having decided, a final resolution must be made: support them fully or close them down at once! The present situation is depressing!

T. J. Freedman was selected as one of 100 students throughout Australia to attend the Queen Elizabeth II Silver Jubilee Trust National Capital seminar held in Canberra. This seminar was to discuss all matters of interest in national issues of the Australian system of government. It was a high achievement on Freedman's part to be chosen.

General Synod of the Anglican Church met once again at the School in the September holidays. This Synod was historic in that the name of the Church in Australia was altered. It is therefore of interest to know that six boys, B. S. Burge, I. R. Dewey, J. M. Hanson, D. G. Molesworth, S. J. Moore and D. J. Stiel, acting as runners and messengers, took part in this piece of history within the Anglican Church.

To mark the School's continuing association with St. Joseph's College on the occasion of their centenary, the School presented a lectern for use in the new St. Joseph's

College assembly hall. Many Old Boys and parents of both schools have expressed their pleasure at this gift.

The School wishes to express its thanks for many gifts and endowments throughout the year. Two donations have been made to the Library: Mr. R. V. Pockley has woven a tapestry of the school badge; Dr. and Mrs. J. S. Scougall have presented a handsome clock as a memorial to their son Marcus. The family of the late Sir Lorimer Dods has endowed a prize for Biology. The late J. H. Dixon, former Sergeant Major of the School, left a bequest to establish The J. H. and A. G. Dixon Scholarship which became available for the first time this year and was won by C. W. Menzies. The late Neville Conroy made a generous bequest to the Shore Foundation, while Mr. D. Taylor has increased his endowment for the Asia History Prize. Mrs. Janet Webster established a fund in memory of her son, David A. Webster, to maintain the inscriptions on the honour boards at the rowing shed, while Messrs. P. and J. Madgwick have donated many books and microfiche readers for use in the School Library, Old Boys of 1956 who held a reunion recently have made a donation to purchase books in the Library, while the Far West Old Boys' Group has added to the endowment of their prizes.

The continuing efforts of the Shore Foundation to assist the School and the constant and increasing ways in which the S.C.E.G.S. Association assists in the development of the School cannot be allowed to pass. Under the driving leadership of Mr. K. G. Smith the Shore Foundation is slowly overcoming some of the problems of endowing the School financially so that future generations of Shore boys will have improved conditions, both physically and financially, in which to be part of the School. Mr. Smith's patient reminders to all connected with Shore that the School's future must be endowed are as remarkable as his generosity to the School itself. All at the School hope that he understands how much we appreciate his efforts on our behalf.

The way in which the S.C.E.G.S. Association annually increases its efforts on behalf of the boys of the School leaves us within the School in amazement. Each year it is said that the S.C.E.G.S. Association cannot do better; yet each year it is a pleasure to report that the members have done better! All in the School hope that members of the Association know how much the School appreciates their efforts and how deep are the School's thanks for their donations. Thank you all so very much!

Some Old Boys seem not to be aware that the Old Boys' Committee has now transferred the administration of the Old Boys' Union to the Bursar's office. In so doing there was, and is, no suggestion whatsoever of any take-over by the School of the Union's affairs, despite what has been said by a few Old Boys. The School is merely acting administratively in order to facilitate the actions of the Old Boys' Union and to help it in its keeping contact with its 4095 members. The management of OBU affairs still remains fully, as always, in the hands of the OBU Committee.

The leadership of the School Council must be recorded again. Though to some there may appear to have been little physical change in facilities in the last two years, there has been a great deal of planning for the future, especially financially. In 1982 there will be extensions to the Benefactors building by the addition of one floor. The efforts of the Chairman, Mr. J. M. Dixon, in maintaining the freedom of independent schools against the incursions of governmental interference must be recorded. Mr. Dixon has been a very strong campaigner in political circles for the freedom and independence of schools such as this. He has devoted many hours to the preparation and presentation of submissions to government so that the independence of non government schools is preserved and so that uninformed persons in positions of political authority understand why schools such as this exist. The time taken to do this governmental work has often taken Mr. Dixon many hours not only in time but in travel. The thanks of all in independent schools are expressed to Mr. Dixon for this work.

We welcome to the School Council Mr. R. M. Blanshard, A.A.S.A., A.S.I.A., as an Old Boys' Union representative. Mr. Blanshard replaces Mr. R. A. Hammond to whom the School expresses thanks for his expert financial guidance and wisdom during his term as a governor of the School.

There have been staff movements throughout the year. Mr. P. R. M. Jenkins, the Reverend D. G. Duchesne and Miss D. Simpson went on leave; Mr. A. D. Cavill returned from leave. At the end of this year Mr. D. H. Courtney has resigned to take up an appointment with the Crusader Union; Mr. D. S. Eldridge is returning to South Africa; Mr. G. L. Pearce has moved to The King's School. In 1982 the Reverend R. F. Bosanquet, Mr. N. A. Webb, Mr. P. C. Gilchrist and Mr. J. K. Morell will be on leave. while Mr. D. L. Anderson will be teaching in the Senior School. Mr. A. M. Watts, B.Sc., Dip.Ed., Mr. T. M. Pitman, B.A., Dip.Ed., Mr. G. Muggleton, B.A.; Mr. D. B. Gates, B.A., Dip.Ed., and Mr. R. H. W. Crouch, B.A., Dip.Ed. will join the staff next year. Mr. T. P. Devin is going on a year's exchange to Wellington College, U.K. and Mr. A. M. Laing will be coming from Wellington. Dr. M. M. Bishop will become Master of the Lower School in place of Mr. Gilchrist, and Mr. C. W. Hawkins Master of the Lower Sixth Form in place of Rev. R. E. Evans, whose duties as Registrar have become more onerous.

It is with regret that the deaths are reported of Mrs. E. M. Bagot on the 11th June, Mr. J. N. Pascoe on the 30th June and Mrs. P. H. Eldershaw on the 22nd July. Many boarders of Barry and Hodges will note with regret the passing of these two ladies who had such an influence upon their growing up. Mr. Pascoe's death will be regretted by many in the Canberra/Goulburn district where he was prominent in the recent years, quite apart by all those whom he taught for so many years at school. The School expresses to all the families deepest sympathy.

It is not proper to allow the year to conclude without thanking the various staffs of the School, especially the teaching staff for their continuing energies in the academic sphere, the clerical staffs, the Bursar's staff in the financial sphere, and the domestic, maintenance and grounds staffs in the upkeep of the property. Their continuing hard work in all areas makes the quality of this School what it is. Boys, and parents also, express to all these staffs great appreciation of their efforts.

The Bursar's office has recently installed a Data General MP 100 computer system to utilise a software package provided by Data Link Pty. Ltd. The first function to be put on the computer will be the 1982 Term 1 fees. Other office functions will progressively be transferred to the computer: for example, the development office will use the computer to store address lists and to produce labels for general mailings of Shore Reports and other school publications and invitations. Although all reasonable care will be taken to smooth the transition to computer records, it is probably inevitable that some problems and errors will arise especially in the early stages. Old Boys, parents and friends are requested to bear with any errors whilst the School sets up a system which is expected eventually to result in improved efficiency in the School's business administration.

The work of the prefects throughout the year has been first class. The leadership of M. J. Amos has been calm, sensible and continuous. He has been ably supported by P. A. Emery and the other prefects. The Upper VI also showed admirable self discipline and restraint during the tense last weeks prior to the Higher School Certificate. The fine conduct of these senior boys, however, is in direct contrast with the behaviour of a few boys in the School who have shown a despicable propensity to steal the academic work notes of other boys.

Though this sort of stealing has occurred before it was mainly only occasional and then only in the Upper Sixth. Regrettably, however, the tendency to take another

boy's work, especially near the HSC examination, is increasing and has spread not only to younger boys but also to term and trial examinations. Not only is this stealing deplorable, but the investigations which must follow the stealing place an unfair burden upon others especially upon the prefects who have the first duty of investigation in such matters. Why should a boy who has worked hard all the year lose the result of his labours at critical stages to a lazy or immoral boy? Why should prefects and staff have to spend time investigating such matters when the honour of the boys themselves should make such a situation impossible to occur?

Often it seems evident that many boys do in fact know who is responsible for such stealing, but they refuse to report the wrong doing because misconception of their so called "schoolboy's honour" prevents them from doing so. Boys must at all times take a strong stand against all forms of immoral and undesirable behaviour and must not allow their schoolboy concept of honour to lead them from the truth. May I quote from my Speech Day report in 1960 which was repeated in 1971:

"A schoolboy's honour—so mistakenly called—often prevents him from reporting obvious and wilful instances of extreme misconduct, thereby condoning the offence by taking no action to prevent its re-occurrence. I am not suggesting that boys become tattlers; but there must be a standard of conduct which is acceptable to any community; all conduct which falls below this standard must not be accepted; and steps must be taken to improve it. If one boy sees another behaving in an improper or reprehensible manner, it is the former's duty so to exert his personality that the misbehaviour ceases. If he fails to prevent the misbehaviour, he must enlist the aid of friends of like beliefs to help him in his task. If this group of boys, all of whom consider the conduct in question to be reprehensible, fails to prevent the misconduct, then the group must report the incident to the proper authority—his parents, or the school, or the police if necessary. To adopt such a line of action demands moral courage. And to deal with such a situation demands courage by the authority. Far too often at present misbehaviour is condoned by persons in authority because it will cause too much upheaval to do otherwise. Far too often parents condone illegality or aid directly in its committal, by consistently asking for the School's approval for their sons not to obey the school rules. Demands for special leave or privileges are a tacit undermining of the School's authority since they imply the idea that rules are made to be broken and that the breaking of them is not of serious import. Youth is no excuse for impropriety or for special regulation: Christian principles are the same for us all, no matter what our age."

Further, today's frequent and vociferous demands for change in society and for a "magna carta" for students, especially primary students, which are now so widespread in the community—mainly because of media publicity—do not excuse stealing at any time. Nor do they allow condonation of unchristian behaviour. Boys must be fully aware that honesty, truth and loyalty never change. As His Grace the Archbishop recently said to Synod: "We must maintain high spiritual standards and moral values. And we need to remind ourselves that there will always be a line beyond which we must not permit ourselves to go. That line may be invisible; there is no rule of thumb to say just where it lies."

There is occurring another change in society which is basically technological in action, yet sociological in implication. The best example of this change is in the microelectronics industry which is gradually encroaching upon every facet of life: microwave ovens, digital watches, videotape recorders, microcomputers and autobank tellers are but a few illustrations. Such technological advances are having far reaching effects upon the way of life of the nation, the consequences of which affect everyone: voters, unionists, managers, workers, public servants, political leaders. Moreover, judging by recent strikes in commerce and industry it is thought by many that this technological change—one should say advance—will so upset the

traditional "master and servant" relationship that resistance to any change, with its attendant high level of job insecurity and demand for Luddite-like strike action, is the only answer. Yet it is only by the thoughtful adoption of technological innovation and change that economic resurrection will be achieved; a myopic clinging to the managerial activities and industrial actions of the past can do nothing but lead to social decline and decay. Stubborn refusal to adapt or to alter can mean the slow erosion of all that is of worth and of all that is of true value, while undue haste to modify and to convert may equally cause unnecessary and hurtful social upheaval.

The new technology seems to indicate that in future the labour force required will be divided into smaller units than has been the case in the last 50 years or so; it also seems that there may have to be a return to the highly skilled craft guilds of the type seen in the late middle ages. Indeed, it seems possible that the present agglomeration of gargantuan trade unions may well be as far behind the developmental economic times as the brontosaurus was in the Metazoic age. What seems to be needed in the future are small groups of highly skilled, yet thoughtful and very professional, persons who not only will be able to cope with the technological advances which will occur but who also will be so educated as to be able to explain to other persons the purposes and the merits of the particular new technology. Such highly skilled groups, however, must not use the control given to them by this technological advance to achieve personal, social, political or financial gain or change; they must not hold to ransom the rest of the community for selfish purposes as is happening in some areas at present. The challenge is to combine new technology with traditional industry and to use technological advance to achieve social improvement for all; for this, a blinkered stubborn memory of the past, technologically or socially, will be neither sufficient nor adequate.

The same challenge of relating the future to the past needs to be answered when considering the preservation and conservation of the national heritage and environment, whether flora or fauna, whether physical or architectural. There is no modern axiom which states that old is necessarily beautiful while new is essentially ugly; there is no axiom which states that architectural horrors are a modern preserve while all buildings of Federation times or earlier are stupendous. There is, however, an axiom which does state that non-sense is still non-sense no matter what the era; and nonsense must be attacked now as in all other ages.

But one may rightly ask: where does education stand in an era of such technological and environmental change? Secondary education has the task of preparing pupils in the basic axioms of all teaching subjects. It is not, and it has never been, the task of secondary education to push back the frontiers of academic or technological knowledge; that has always been, and still is, the duty of research in tertiary institutions and in commercial and industrial laboratories. Nor has it been the task of secondary education to indoctrinate pupils with the personal beliefs of individuals, whether political or preservational, whether conservational or constructional; that is the task of society outside schools. But, in the future, secondary education will have the additional task of making pupils more aware of the fact that in the pursuit of technological knowledge and expertise there is a career of value and importance; namely, the formulation and solution of technical problems; the designing and making of new products and machinery; the organising of their full use in society; and the understanding of where these technologies will fit into national life in the next two decades. Not only will it be necessary for schools to teach the basic fundamentals of any academic subject, but also it will be essential that schools leave clearly in the minds of their pupils the fact that *persistent retraining will be necessary throughout their working life* so as to be able to cope with technological changes that are certainly going to occur in the next decades. Such retraining may well in the future be effected in private homes by computer-assisted learning from central banks of knowledge stored in computers.



And yet in that sentence alone is incorporated one of the most socially concerning features of all new technology: he who controls the computer programme may well control the citizen's mind! For have we not already seen in the last two decades how "instant television" has come to dominate and to regiment the thinking of so many of the population? In his book "Wild Justice" Wilbur Smith rightly calls television: "the mind bending electronic substitute for thought, that deadly device for freezing, packaging and distributing opinion." So, the future division of the labour force into small groups or guilds demanded by new technology will impose upon individuals the need for a strength of character and of intellect, both individual and collective, to maintain individual freedom of action and personal independence of thought, while the future demand for preservation of the heritage will demand clarity of goal and control of emotion. The warning words of Pericles come readily into mind: "But if only the choice is between submission and loss of independence, and danger with the hope of preserving independence—in such a case it is he who will not accept the risk that deserves the blame, not he who will . . . You should know, too, that liberty preserved by your efforts will easily recover for us what we have lost, while, the knee once bowed, even what you have will pass from you."

The real task of education therefore is to teach: imagination to cope with the changes of the future; knowledge to be able to use the technology of the future, and character to resist the insidious encroachments foreshadowed by microcomputer learning. For such education schools will need not only costly, sophisticated machinery, but also spiritually resolute staff so that the proper balance between machine and man, between preservation and change, can be taught to the young. Technology must be used in an educationally valid manner; yet education must be provided for a technological but socially valid purpose. Should the balance between the two be wrong, human beings will be the sufferers—not the machines! Fear of change, lack of vision, clinging to old patterns will downgrade the life style of man; but lack of balance, over enthusiasm and wild pursuit of the new will equally cause repulsion and violent opposition. Parents of younger children must therefore be aware that education may change greatly in the next two decades. Equally schools must consider how their curriculum will fit these changing technological advances. Without a proper balance between home and school boys will not be adequately educated.

Furthermore, it seems necessary to remind boys that their education will still include also a duty to serve the community after they leave school. Though one hesitates to talk of wars and rumours of wars, there is no doubt that one of the best forms of readiness to deal with the threat of war is for the nation to have a reservoir of trained soldiers with which to defend itself. By tradition the defence of Australia has been undertaken by volunteers who have prepared themselves by service in the citizen military forces in times of peace. Boys should give deep consideration to devoting a reasonable amount of their time when they first leave school to service in the Citizen Reserve Forces. Everyone has a duty in this respect; and it is always better to be prepared than to attempt to catch up when it is too late.

Indeed, the use of time, especially leisure time, is becoming one of the most important social issues in the community. Flexitime and shorter working hours should mean that parents have more time available to be with their children. Why then are increasing numbers of youth organisers being appointed by municipal councils to run youth seminars and youth activities? In the 1980s what is the duty of a parent in the education of a young person? Who has the prime duty to educate, to amuse, to occupy and to encourage a youth—parent or state?

The provision of leisure time for parents, which has resulted from changes in the length of the working week and from technological advances, brings simultaneously an opportunity for parents to fulfil the duty of parenthood to educate children. Leisure time for parents does not mean absolution from parental duties; similarly,

leisure time for children does not mean irresponsibility, mischief and idleness. The family must accept its part and its obligation in the upbringing of youth and must endeavour constantly to improve the cultural and social quality of the younger generation by example, action and leadership. The younger generations, too, must be prepared to help to occupy themselves and to seek sensible outlets for their energies, without constant expectation of being organised by persons outside the family.

Moreover, leisure time does not bring with it more and more holidays. Far too frequently now is the school receiving requests for extensions of vacations, ostensibly to fit in with air schedules and off-peak fares, but really on many occasions to overcome a lack of early and adequate family planning. Term dates are notified *at least 12 months in advance* so that proper family planning can be effected; parents are requested to co-operate fully with these dates and *not* to seek early leave for their sons. It must be quite evident that some boys cannot have extra vacation time while others are in class.

Indeed changes in working hours have resulted in the challenging of the whole concept of a citizen's responsibility in a democracy so that it is now vital that the true meaning of the words *citizen* and *democracy* are once again fully understood, before the concepts of both are drowned under the weight of ill-formed protest and of irresponsible action.

By definition a *citizen* is "*an inhabitant of a city or (often) of a town, esp. one possessing civic rights and privileges*". The definition further means that one "*has the privilege of voting for public offices and is entitled to full protection in the exercise of private rights*". But it was as early as Roman times that the definition of a citizen was enlarged to include *responsibilities and duties* as well as *rights and privileges*. However, many of today's citizens do not realise the double sided nature of the definition and fail to carry out their duties and responsibilities when they "protest too much".

By definition *democracy* means "*government by the people; that form of government in which the sovereign power resides in the people and is exercised either directly by them or by officers elected by them*". In the original Greek usage of the word, democracy implied that *all* the people of the state (i.e., the citizens) would meet together and discuss the problem at issue, would make a decision and would then abide by the decision taken. The writings of Thucydides about the Peloponesian War give good examples of this democratic process at work.

However, as cities grew from small city status into larger aggregations of persons, democracy came to mean that the citizens voted for a smaller number of persons to represent them in the councils of state, whatever form the government of the country took. Later again, by custom and practice, democracy came to mean the will of the majority of the people voting in the appropriate way. And it was at this stage of development that the rights of the minority of people were guarded. The writings of Rousseau, Jefferson, Paine, Bagehot all deal with the problem of how each individual is able to ensure that his opinion is taken into account at the critical moment so that he may be able to persuade others to his point of view. History, of course, is full of instances where one individual's opinions or ideas have resulted in peaceful change, or physical violence, or war, or revolution.

But history records the *basic duty of a citizen*, namely that, if he wishes to be a citizen of the country, he will *follow the due process of law in all he does, especially in any attempts to alter the law of the land*. History also records many instances where individuals, either alone or in small groups, have altered the course of a nation by holding strongly to their views.

It is at this point that democracy becomes a frail instrument; democracy survives

because citizens believe in its *two basic tenets: that the will of the majority must prevail; and that only due process of law must be adopted to alter the will of the majority.* At present in our community these two basic tenets are constantly under attack, either by minorities who are protesting some personal belief which is nationally insignificant or manoeuvring for some personal profit and political gain, or by groups of persons positively working to destroy the democratic process of majority rule.

One can wonder whether those so aggressively protesting environmental issues really are aware that they are slowly destroying the very system of government which allows them to hold and to express such a protesting opinion. One can wonder whether those expressing such forceful political views upon the forms of parliamentary government understand that it is these very forms which offer the possibility of alternative views. One can wonder too whether the differences in human form and colour which God so clearly created for man to take can ever successfully be integrated or united so long as man exercises his individuality of mind so frequently and so forcibly. Only by compromise—or as the Catechism says “do to all men as you would they should do unto you”—can there be any hope for the future of democracy in this community. And compromise involves both majority and minority!

So, let us look a little more closely at the expressions of minority opinion in the history of mankind. The part played by minorities in stimulating the conscience of a nation or in developing the thinking of people can be traced back in history to many examples that have been beneficial to the countries and peoples involved. The greatest example of a minority influence at any time was that of Jesus Christ whose views were in opposition to the accepted thinking of His day. Yet it is clear that, while Jesus was a believer in free speech and independence of mind and in a person's right to express his opinion openly. He was also clearly a believer in law and order: “Render to Caesar the things that are Caesar's, and to God the things that are God's”. At no time did Jesus ever encourage the breaking of the law in order to gain His point of view; at no time did He suggest that force should be used to gain support for His views—on the contrary “when He suffered He threatened not”.

If this historical example were not enough to prove that minorities must not defy the law of the land in order to gain their ends, many other cases can be found where due process of law and order was followed to achieve the aim: Pericles in Athens, Cicero in Rome, Luther in Germany, Jefferson in America, are but a few examples. However, the warning to modern times which comes when pursuing this thesis of the influence of minorities on the life of nations is contained in the many historical examples which have resulted in revolution and wars: Brutus in the time of Julius Caesar; Henry VIII and the Church of England; Rousseau, Montesquieu and Voltaire and the French Revolution; Lincoln and the Civil War; Lenin and Communism; Hitler and Nazism—all these come readily to mind.

What then is the lesson for today? Surely it must be that there is an urgent need to resolve the conflicts between majority and minority, between minority and minority, and between democracy and individualism, by *an immediate return to a commonly accepted way of life.* For example, let us suppose that a totally environmentalist conservationist government was returned to power; would this government then remove all parked motor cars from residential and commercial streets so that traffic can flow freely, thereby considerably reducing pollution of the environment? The irony of the present situation is seen in the sticker “Save the Whales” found on the bumper bar of an old bomb of a motor car whose exhaust fumes can be seen one hundred yards away, or in the noise made by many souped-up cars bearing the stickers “I'd rather be sailing”.

Such pragmatic contradictions really show the dilemma of schools in this decade. Whose point of view is to be accepted: the pragmatist who claims that truth is that

which gives emotional satisfaction; or the idealist who claims that truth is based upon the spiritual and moral values of Biblical teaching? Who is to be responsible for the social education of the child: the school and the state; or the parent and the family? Who is to decide what should be written and recorded: media journalists and minority groups: or open discussions and majority thinking? Who is to decide which physical property is to be preserved and retained: the faceless National Trust; or the citizen owner of the property? Who is to decide what shall be taught in schools: the outside pressure group: or the school's governors who are following the charter of the institution?

The problem is the conflict that is growing between points of view of the majority and the determination of some individuals to impose their point of view, come what may. There must be a common ground upon which to base any decisions; it used to be democratic process as outlined above. Now, however, groups of people are saying that democracy is outmoded and that pluralism is the only method. History can show few examples where pluralism of government has succeeded, especially when it is associated closely with pragmatism, that theory which identifies truth with utility. Yet the alarming feature of modern life is that all decisions seem now to be taken on grounds of political pragmatism rather than on those of moral idealism. Far too often is the final decision taken by reference to expediency rather than by reference to principle: far too often is the final decision taken for reasons of politics rather than of morality: and far too often is the final decision taken with sole regard to rights and privileges of individuals rather than without regard to the responsibilities *and* duties of citizens.

If it is right to conserve and to preserve inanimate objects such as buildings and houses because they are aged and exemplary, why is it not considered right to conserve and to preserve the basic religious beliefs with their consequent moral principles and also the traditional political structures which have proven satisfactory for over 2000 years when used by citizens sensibly and thoughtfully? Were we as a nation to put the same energy into the conservation of truth and honesty as we have been putting into the conservation of houses and forests we should indeed be a very much greater nation. Were we as a nation to put the same energy into living by Christian principles as we have been putting into acting by party politics and industrial differences we should indeed be a very much happier nation. And were we as a nation to put the same energy into personal responsibilities and duties as we have been putting into demands for rights and privileges we should indeed be a much more united and therefore more effective nation.

The needs of the nation are *not* environmental or conservationist issues, political or industrial privileges, majority or minority rights, as the pluralists are claiming. Rather the needs are: to have the compassion to do what is just and righteous; to have the sensitivity to be cooperative yet imaginative; to have the integrity to stand against lies and slogans, cliques and fads; and to have the strength, both moral and physical, to be clear thinking yet creative, aggressive yet disciplined, independent yet democratic. History clearly shows what has happened when a nation has had compassion, sensitivity, integrity and inner strength, and what has happened when a nation has not had these virtues.

Writing about the years 1919-1939 in the United Kingdom, Lord Wavell said: "when the spirit grew tired and disillusioned and the body slack and soft . . . [when] the spirit of adventure which once ran so high in the young men . . . [when] they preferred to experience their adventure vicariously by way of Hollywood-made films and cheap sensational fiction . . . [when] it seems . . . that prosperity slackened our fibres and that we [the nation] are very definitely less tough in mind and in body . . . [these are] years that are better forgotten in the history of our people."

He expressed the view that many of Britain's difficulties in the 1940s grew out of the nation's lack lustre drive in the 1920s and 1930s. "It is a law of life" he wrote "which has yet to be broken that a nation can only earn the right to live soft by being prepared to die hard in defence of its living." Are we in Australia in the same danger today in the 1980s?

Magna Carta stated in 1215: "No free man should be taken, imprisoned, deceased, outlawed, banished or in any way destroyed, nor will we proceed against him or prosecute him except *by the lawful judgement of his peers and by the law of the land*". (My italics.) How much freedom do we as citizens have today when our liberty and our independence are being continually taken from us by strikes without the "lawful judgement" of our peers and by minority fiat outside "the law of the land"? How much freedom are we losing by our insistence on rights and privileges and by our failure to carry out duties and responsibilities?

The words of St. Paul to the Galatians are worth remembering:

*"You, my friends, were called to be free men; only do not turn your freedom into licence for your lower nature, but be servants to one another in love. For the whole law can be summed up in a single commandment: 'Love your neighbour as yourself'. But if you go on fighting one another, tooth and nail, all you can expect is mutual destruction."*

