



Sydney Church of England
Grammar School
North Sydney

December, 1982

Sydney Church of England Grammar School

Speech Day — 9th December, 1982

*Visitors are requested to be seated before 2.45 p.m.
The Official Party will arrive in the
marquee at 3.00 p.m.*

OPENING SERVICE

National Anthem

Prayer

Lesson:- I Peter, ii, 11-25

Hymn

O God, our help in ages past Our hope for years to come Our shelter from the stormy blast, And our eternal home!	A thousand ages in Thy sight Are like an evening gone, Short as the watch that ends the night Before the rising sun.
Beneath the shadow of Thy throne Thy saints have dwelt secure; Sufficient is Thine arm alone, And our defence is sure.	Time, like an ever-rolling stream, Bears all its sons away; They fly, forgotten, as a dream Dies at the opening day.
Before the hills in order stood, Or earth received her fame, From everlasting Thou art God, To endless years the same.	O God, our help in ages past, Our hope for years to come; Be Thou our guard while troubles last, And our eternal home!

Prayers

PRIZE GIVING

The Chair will be taken by
J. E. M. Dixon, Esq.,
O.B.E., B.Ec., A.A.S.A.
Chairman of the School Council

Summary of the Headmaster's Report

The prizes will be presented by
The Most Reverend Donald Robinson, M.A., Th.D.
Archbishop of Sydney
President of the School Council

Vote of thanks by the Senior Prefect

Benediction

Tea will be served in the School Grounds

COUNCIL

President:

THE MOST REV. D. W. B. ROBINSON, M.A., Th.D.
ARCHBISHOP OF SYDNEY

Chairman:

J. E. M. DIXON, O.B.E., B.Ec., A.A.S.A.

Hon. Secretary:

D. H. PLAYFAIR, M.B.E., E.D.

Hon. Treasurer:

J. SEDGWICK, B.Ec., F.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. G. S. GARDNER, B.A., Th.Schol.
Rev. R. T. PLATT, B.D., Th.L., Dip.R.E.
Rev. T. J. HAYMAN, Th.L.
Dr. IAN W. HOLT, M.B., B.S., D.T.M., D.T.H.
Prof. L. W. DAVIES, A.O., B.Sc., D.Phil., F.Inst.P.,
F.A.I.P., F.I.R.E.E., 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.
Dr. B. J. AMOS, M.B., B.S., F.R.A.C.P., F.R.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.
G. E. BUTCHARD, M.I.P.M.

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. 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., Registrar
 D. G. SPURR, B.A., Litt. B., M.Ed. Admin., Dip.Ed. (N.E.), M.A.C.E., (9)
 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.,
Master of Lower Sixth Form
 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**
 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.), P.G.C.E. (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. Teaching (Hamilton)
 P. P. GRANT, B. Ec. (Syd.), B. Ec. (Lond.), M. Ed. (Columbia)
 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.)
 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.C.A.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., **Master of Lower School**
 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, A. Mus. A., (7)
 G. O. UEBERGANG, B.A. (Qld.), Dip. Teach.
 J. R. LECKIE, B.A. (Syd.)
 A. J. BIRD, B.A. (N.S.W.), 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.)
 P. L. ROBERSON, Dip.Teach.(N'cle)
 C. M. WAGSTAFF, B.Mus.(Syd.)
 J. J. WILKINSON, B. A.(N.S.W.), Dip.Ed.(K.C.A.E.)
 D. 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.)
 A. M. LAING, M.A., P.G.C.E.(Cantab.)
 A. M. WATTS, B.Sc., Dip.Ed.(Syd.)
 D. B. GATES, B.A.(Syd.), Dip.Ed.
 G. O. MUGGLETON, B.A.(Syd.)
 R. H. W. CROUCH, B.A.(Syd.), Dip.Ed.
 T. M. PITMAN, B.A., Dip.Ed.(Macq.)
 *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 Councillor: 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, Piano, Saxophone, Concert Band: Mr. P. DICKINSON

Flute: Miss E. EGAN

Brass: Mr. P. GRAY

Piano: Mr. J. BOSTOCK, Mr. B. EVANS,

Mrs. H. TOMPSON, Miss D. PATTON

Movement: Mrs. E. PELUSO

PREFECTS:

Senior: P. A. EMERY; Second: R. J. STOWE.

Prefects: D. A. B. CHRISTIE, H. MACKAY-CRUISE, A. C. D. PETERSON;
 S. P. S. BANNISTER, R. A. DUDDY, P. H. ENGLAND, A. N. GODDARD,
 M. G. GREEN, M. P. HIMPOO, G. M. LITCHFIELD, R. J. NELSON.

Sub-Prefects: D. J. AMOS, R. C. EATON, T. J. FREEDMAN, B. P. HARDY,
 M. H. MILLER; S. D. BANKS, G. J. BOND, D. J. DYER, J. M. ELDERSHAW,
 R. J. FREUDENSTEIN, D. M. HUGHES, R. H. JORDAN, D. R. LEGG,
 C. R. POWELL, T. R. D. SCOTT, A. M. W. TALBOT, R. A. WOODS;
 A. L. BERKELEY, B. S. BURGE, J. W. MURRAY, D. S. SMITH,
 J. A. STANLEY, G. M. TAYLOR; S. P. AMBROSE, B. W. D. BARNIER,
 R. W. DOWSETT, M. H. ENGLAND, R. J. H. HAMMETT, S. J. HILL,
 A. C. R. KENCH, G. B. T. LOVELL, D. H. McCATHIE, G. I. McCONNELL,
 G. L. SPRING, P. R. WARING.

ORDER OF MERIT, 1982

UVI Form

1. G. J. Bond
2. D. R. Legg
3. R. J. Freudenstein
4. D. J. Dyer
5. T. J. Freedman
6. R. L. Garnett } aeq.
 M. J. Kyriagis }
8. D. A. B. Christie
9. P. R. Waring
10. M. J. C. Feetham

LVI Form

1. G. I. McConnell
2. I. D. Leijer
3. M. H. England
4. D. C. Lindsay
5. A. E. Collins
6. W. S. Hargreaves } aeq.
 M. L. Neale }
8. S. H. Williams
9. S. R. Siddle
10. R. T. Taylor

SCHOLARSHIPS 1982

A.B.S. White Scholarship.....	P. A. Emery
Old Boys' Union Scholarship.....	{ P. H. England M. P. Himpoo
S.C.E.G.S. Association Exhibition No. 1	{ R. C. Eaton R. T. Taylor
S.C.E.G.S. Association Exhibition No. 2	{ R. J. Nelson G. B. T. Lovell
S.C.E.G.S. Association Exhibition No. 3	R. J. Freudenstein
S.C.E.G.S. Association Exhibition No. 4	D. J. Amos
Old Boys' Club Exhibition	M. H. Miller
Open Entrance Scholarship No. 1	
(Oswald Stanton-Cook)	B. C. Cox
(Hodges)	M. R. Friend
(Christina Campbell).....	N. J. Freedman
(Council Junior).....	M. D. Bampton
(Grainger).....	G. I. McConnell
(Graham).....	R. J. D. Sandilands
Open Entrance Scholarship No. 2	{ P. E. Maccallum W. E. Jasprizza K. S. Lord D. R. Legg R. J. H. Hammett A. R. Murdoch
Junior Open Scholarship	{ N. P. Wolfe S. B. Docker M. A. Charrett E. C. Wright T. J. Freedman I. D. Leijer H. W. D. Stowe
Junior Close Scholarship	{ J. A. Brogan M. N. J. Storey D. C. McCredie S. J. A. Bleechmore R. R. Simpson M. K. Condon A. J. H. Harpur
J. H. & A. G. Dixon Scholarship	C. W. Menzies
Bruce & Eldon Beale Prize	{ A. F. Myles I. C. Cope

PRIZE LIST, 1982

	DIVINITY	GENERAL PROFICIENCY	GENERAL MERIT
	PREPARATORY SCHOOL		
Form I	A. J. M. Gill	A. J. M. Gill	A. J. Doyle
Remove B	S. R. Amm	A. A. McAuley	R. Pulman
Remove A	R. D. Doyle	J. D. Storey	J. A. Lane
II B	J. J. Winkworth	J. D. C. Longstaff	D. C. Brockhoff
II A	(R. W. Mountstephens)	(G. R. MacPherson)	J. A. Cordukes
	LOWER SCHOOL		
IIIC	A. A. Brown	F. W. C. Pols	B. W. Shirley
IIIB2	T. A. Blomfield	R. J. Judd	C. E. Conti
IIIB1	J. J. Shellshear	S. C. Dale	C. G. Mendel
IIIA2	J. M. Rodger	M. J. Williams	W. G. R. Sheil
IIIA1	T. J. E. Longstaff	(S. B. Docker)	P. C. Williams
SC	T. J. Mayne	T. J. Mayne	P. K. Craig
SB2	W. R. Bloore	C. P. Rose	C. J. Stevenson
SB1	S. A. McCann	I. A. K. Shilling	L. C. Simpson
SA2	M. J. Bragg	M. J. Bragg	A. M. Thorpe
SA1	A. H. England	(N. P. Wolfe)	(P. E. Maccallum)
	MIDDLE SCHOOL		
IVC	L. E. MacKinnon	J. A. Ditchfield	S. J. Hansman
IVB2	E. W. Ball	P. A. S. S. Davenport	D. A. M. Chapman
IVB1	P. H. Carter	M. I. D. Stratton	J. Jarvis
IVA2	T. P. Pickles	C. J. Huxtable	A. F. Gillfillan
IVA1	(K. S. Lord)	(K. S. Lord)	(S. T. H. Beard)
VC	A. O. Litchfield	R. J. McDonald	T. D. Bright
VB2	A. H. Hardy	G. L. Brown	S. Wong
VB1	(P. J. Judd)	(P. J. Judd)	J. A. R. Street
VA3	(T. C. Capelin)	(T. C. Capelin)	T. W. Stiel
VA2	S. J. P. McDowell	J. F. Walldorf	C. J. Stevenson
VA1	J. G. Robertson	(H. W. D. Stowe)	(R. J. D. Sandilands)
	UPPER SCHOOL		
	Lower VI		Upper VI
General Merit	D. C. Lindsay		(T. J. Freedman)
			(D. A. B. Christie)
			(R. J. Stowe)
General Studies			M. J. C. Feetham
Economics	(I. D. Leijer)		R. J. Freudenstein
Ancient History	(A. M. Truswell)		(D. J. Dyer)
Geography	M. M. Ferris		(A. M. Sved)
Science	(G. I. McConnell)		(G. J. Bond)
			(G. J. Bond)
			(C. J. Gressier)
Modern History	(S. H. Williams)		(P. R. Waring)
German	(G. I. McConnell)		(D. R. Legg)
French	M. H. England		(R. L. Garnett)
Latin	not awarded		not awarded
English	(G. I. McConnell)		(M. J. Kyriagis)
Mathematics	(G. I. McConnell)		(D. J. Dyer)
			(G. J. Bond)
Divinity	S. L. Eakin		(G. J. Bond)
Second in General Proficiency	(I. D. Leijer)		(D. R. Legg)
First in General Proficiency	(G. I. McConnell)		(G. J. Bond)

SPECIAL PRIZES

ART:		
W. M. N. Stewart Memorial Prize (Preparatory School)		H. C. Lister
Junior Prize		P. J. Judd
E. T. Thring Memorial Prize		S. D. Banks
CATECHISM:		
Uther Prize		R. W. Mountstephens
GENERAL KNOWLEDGE:		
Lower School		P. E. Maccallum
Middle School		R. J. D. Sandilands
John Jamieson Memorial Prize (Upper School)		A. M. Sved
MUSIC:		
Theoretical Junior		R. D. Glasson
Theoretical Senior		G. J. Masselos
Practical Junior		B. C. Cox
Practical Senior		D. G. Molesworth
R. G. H. Walmsley Memorial Prize		G. J. Masselos
CHOIR:		
Junior Prize		A. S. Mulready
Senior Prize		S. J. Gibson
		W. S. Hargreaves
David Davies Memorial Prize		T. J. Freedman
WOODWORK:		
Junior Prize		G. D. M. Holman
G. R. and R. V. Kierath Prize		A. W. Kierath
WOOLCLASSING:		
Riverina O.B.U. Group Ray Holmes Memorial Prizes		R. T. Bóotle
		N. A. Jones
		J. R. Sampson
ORIGINAL CONTRIBUTION TO THE SCHOOL MAGAZINE:		
"The Torch Bearer" Prize		A. M. Truswell
DEBATING PRIZES:		
		D. R. Legg
		J. W. Murray
		T. J. Freedman
LIBRARY:		
The Boer War Contingent Memorial Prize		R. H. Amirputra
HISTORICAL ESSAY WRITING:		
The Asia Prize	Lower School	not awarded
	Middle School	not awarded
	Upper School	G. J. Bond
GENERAL ACTIVITIES (awarded for service to the School)		
V. Form:	Robert John Hardwick Prize	T. C. Capelin
	Frank Cash Memorial Prize	M. K. Condon
	Old Boys' Club Prize	A. M. Litchfield
LVI Form:	J. H. Moore Prize	R. J. H. Hammett
	John Martin Burgess Prize	M. G. Andronicus
	Margaret Black Prize	I. R. Humphris
UVI Form:	Jack Kingsley Minnett Prize	G. M. Litchfield
	Hugh Barker Memorial Prize	A. N. Goddard
	Old Boys' Club Prize	B. S. Burge
	Old Boys' Union Prize	S. P. S. Bannister
		R. A. Duddy
	D. J. Richards Memorial Prize	R. J. Stowe

PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize	R. W. Mountstephens
John Scott Memorial Prize (IIA Form)	J. T. C. Read
	G. R. MacPherson

THIRD FORM:

Far West O.B.U. Group Prize (English)	R. L. Barker
Daryl Loddington Hall Memorial Prize (Languages)	S. B. Docker
Alan Ludowici Memorial Prize (IIIA1 Form)	S. B. Docker

S FORM:

George Gordon Black Memorial Prize (English)	A. D. Helm
Hunter Stephenson Prize (French)	A. R. J. Ford
Selby Prize (Science)	N. P. Wolfe
Tamworth O.B.U. Group Prize (Mathematics)	B. C. Cox
Alan Ludowici Memorial Prize (SA1 Form)	N. P. Wolfe

FOURTH FORM:

Frank Bennett Memorial Prize (English)	D. W. Williams
Roy Milton Prize (French)	N. J. Freedman
L. R. Benjamin Memorial Prize (Science)	D. W. Williams
Tamworth O.B.U. Group Prize (Mathematics)	M. A. Charrett
Geoffrey Cohen Memorial Prize (General Merit)	S. T. H. Beard
Alan Ludowici Memorial Prize (IVA1 Form)	K. S. Lord

FIFTH FORM:

Harry Eames Budd Memorial Prize (English)	M. K. Condon
Hunter Stephenson Prize (Mathematics)	G. N. Ferris
Eric Mileham Litchfield Memorial Prize (General Merit)	R. J. D. Sandilands
Alan Ludowici Memorial Prize (VA1 Form)	H. W. D. Stowe

LOWER SIXTH FORM:

Far West O.B.U. Group Prize (Science)	G. I. McConnell
Hodges House Prize (Mathematics and Science)	G. I. McConnell
R. B. Hipsley Prize (Mathematics)	G. I. McConnell
Stewart Caldbeck Memorial Prize (English)	G. I. McConnell
M. A. Ilbery Prize (Modern History)	S. H. Williams
Stewart Caldbeck Memorial Prize (Second in General Proficiency)	I. D. Leijer
G. H. Broinowski Prize (First in General Proficiency)	G. I. McConnell

UPPER SIXTH FORM:

David and Elizabeth Carment Prize (Mathematics)	D. J. Dyer
Donald Muston Memorial Prize (General Merit)	R. J. Stowe
Russell Sinclair Memorial Prize (General Merit)	D. A. B. Christie
The Lodge Torchbearer Prize (Ancient History)	D. J. Dyer
Desmond Hum Memorial Prize (Geography)	A. M. Sved
Lorimer Dods Prize (Biology)	C. J. Gressier
John Kingsmill Phillips Memorial Prize (Chemistry)	G. J. Bond
Monteith Cowper Wood Memorial Prize (Physics)	G. J. Bond
Ian Menzies Memorial Prize (History)	P. R. Waring
Herbert Kendall Memorial Prize (French)	R. L. Garnett
David Cowlshaw Memorial Prize (Latin)	not awarded
J. S. Wilson Memorial Prize (English)	M. J. Kyriagis
Charlton Divinity Prize	G. J. Bond
Harold Dean and R. S. Reid Prizes (Mathematics)	G. J. Bond
Percival Sharp Memorial Prize (UVI Form)	G. J. Bond
A. H. Wade Memorial Prize (General Merit)	T. J. Freedman
War Memorial Prize (Second in General Proficiency)	D. R. Legg
Burke Prize and United Services Prize (First in General Proficiency)	G. J. Bond
Brian Pockley Memorial Prize	P. A. Emery

THE HEADMASTER'S REPORT, 1982

Your Grace, Mrs. Robinson, Mr. Chairman, Ladies and Gentlemen.

For two reasons the School is particularly pleased to welcome your Grace and Mrs. Robinson today. First, this is your initial visit to the School as President of the School Council, so we are pleased to welcome you as our President, and at the same time we are honoured that you have agreed to present the prizes at this, your first Speech Day as President. Secondly, we wish publicly to congratulate you as an Old Boy of the School upon your election as Archbishop of Sydney. If to be proud is a personal sin, perhaps the School can be forgiven when it says that it is intensely proud that an Old Boy has attained one of the highest offices in the Anglican Church. The School community wishes you every success in your office and prays that your leadership as Archbishop will direct the Diocese to the furtherance of God's work in accordance with His will.

Your Grace is no stranger to the School, but perhaps may be a stranger to many in the School today. As a boy His Grace entered the School in 1936 after winning the Archbishop's Exhibition. He became a member of the School Council in 1960 and then served from 1962 to 1975, only leaving the Council as he took up the duties of Bishop in Parramatta when he became involved as a council member in "another place".

We welcome Mrs. Robinson also. Mrs. Robinson is no stranger to the School having been at one time or another, a mother of two Shore boys, the wife of an Old Boy and Council member and the mother of a member of the teaching staff. We hope that you both will come to the School as often as duties allow, knowing that you are always welcome here.

1982 has been a year of interruption to routines caused by the building programmes in Benefactors, the Library basement and the Dining Hall kitchen. The roof of Benefactors building needed attention, so it was decided to combine the necessary repair with the addition of a floor of classrooms. The plan allowed the science laboratories designed in 1961 to be remodelled and improved at the same time as essential extra teaching space was provided. Local government regulations, however, demanded changes in the fire escapes, so an additional stairway has been built on the western front of the building. The project was an awkward one, requiring difficult organisation by the builder while the school occupied the rest of the building. Apart from noise, the project has not caused unexpected upheaval.

The area below the library has been closed in and will become the stack room and archives room of the library. Already this space has been occupied.

Work has begun on the remodelling of the Dining Hall Kitchen and it was hoped that this would be completed by the end of the year. However, some unforeseen structural problems have been encountered and work has proceeded more slowly than expected. The kitchen itself is being completely remodelled, the middle floor will provide a function room whilst the top floor will provide needed residential accommodation.

As a result of these alterations, two areas will need landscaping: in Alma Street and under the L.C. Robson reading room; and between the Chapel porch and the new entry being made to the upper floors of the Dining Hall.

In addition to this major work, more renovations have been carried out in School House in order to improve the accommodation for boarders there. It has been decided to limit the numbers in School House to 64 thus making available for recreation, space which had been previously used as a dormitory.

Also during the third term the ground floor of Benefactors was used as the boarders dining hall. It worked surprisingly well being much larger than many had believed. The boarders co-operated excellently with the unusual arrangements, while the Dining Hall staff have been marvellous in coping with the difficulties of a makeshift kitchen. What a useful space the ground floor of Benefactors has been: at various times it has been a boarding house, a boys' common room, a computer room, a chess club, an audio visual room and now a dining room! And it is still available for use in 1983!

The four term year has been the centre of much discussion this year. The Minister of Education has decided that government schools should adopt the four term system for a two year experiment in 1985-86 after which the system would be evaluated. It should be clearly stated that *non government schools can choose to remain on a three term year and do not have to follow the government terms*. Obviously some parts of vacations must be common to both government and non government schools. There are some advantages no doubt in being in line with government schools, but equally there are many disadvantages in altering the three term year in non government schools. It is interesting to note that non government schools were using a three term year from 1919 until 1929 while the State schools had a four term year.

The major argument for alteration to the four term year has been the length of the winter term and the absence of pupils and staff due to illness during that term. *But no educational justification for changing the number of terms in a year has been given at any time*. It has been stated that a curriculum of a semester nature is better for learning but there is no evidence to justify this at all. In fact, for many reasons the experiment in semester teaching undertaken in The Entrance High School has ceased. In Queensland where semester teaching is the pattern there is now *no* public examination equivalent to the H.S.C., so the two states are not completely comparable.

One is therefore left with the view that a close examination of all aspects as they affect an independent day/boarding school is necessary prior to rushing into acceptance of the four term year.

One major problem is finance: how are the school fees to be divided over four terms especially when the fourth term will *not* exist for the upper Sixth forms? Another problem is that the government schools average 202 school days per annum, while independent schools average 184 days, the difference in teaching time being that independent schools do not have sports afternoons. The average independent school term would thus be 46 school days or 9 weeks schooling, vacations will be different in any case — as they are now.

Much nonsense has been written about the four term year vacations. Who wants a three week holiday in the middle of winter; where does one go at that time of year? How can schools commence as early as 20th January, right in the heat of summer when many commercial and industrial firms are still on vacation? How can the school year commence in January when all year 12 pupils will have left school at the end of Term III because the H.S.C. will start in the first or second week of Term IV?

Arrangements were made by all schools in AHIGSA and HMC to consult parents to find out their views on this matter. Clearly it will not be feasible for one or two schools to stand alone. It is also clear that after two years of experiment in 1985 and 1986 there will be alterations to the scheme now being suggested — already there seem to be second thoughts in governmental circles.

In any case, the survey of Shore parents (including 705 replies received by 18th November) revealed *92% in favour of retaining the three term year*. Based on this result Shore proposes to retain a three term year at present.

There is no further information concerning the future of the School Certificate. It appears, however, that any changes that are to be made are to coincide with the introduction of a curriculum based on semesters, and on a four term year. To a certain extent the School Certificate has lost its academic value, but the present economic recession may well restore it as a qualification necessary before pupils leave school. Boys should not treat the examination in an off-handed fashion but should endeavour to get the best possible pass at all times.

There is a rumour abroad that the Board of Senior School Studies and the Secondary Schools Board, which are both established under the Education Act 1961, as amended, are to go out of existence in the future; and it has been suggested that their duties will be taken over by the Education Commission. Parents should be aware that independent schools have no representation on the Education Commission and that by the Act establishing the Education Commission, the Commission has no authority over independent schools nor can it prevent direct access to the Minister in matters concerning independent schools. It is alarming therefore to hear the rumour that there is an endeavour to remove from existence, the Study Boards which allow all schools, government or non government, to have some say in the establishment of the curriculum studied by all children in secondary education.

The H.S.C. results in 1981 were very good and reflected the hard and disciplined work by all boys. A high matriculation rate was achieved once again. It was interesting to note that many boys who were leaders in the wide variety of games and in the extra curricular activities provided by the School gained good results while some boys who were not fully occupied out of school hours did not do as well as they had hoped. The 1981 H.S.C. results clearly showed once again that a boy can take a full part in the life of the School and yet gain high aggregate marks at the examination: 29 boys gained over 400 marks.

In 1981 the Board of Senior School Studies published for the first time the names of the top 1% of the candidates in the State for the 1981 H.S.C. It is a pity the statistician of the Sydney Morning Herald could not count correctly, for there were in the list, the names of 313 candidates: 159 from non government schools and 154 from government schools. The list included 195 boys (non government schools 101) and 118 girls (non government schools 58) and also included eight boys from this School. They were in order of merit: D. A. Whittle, I. C. Cope, A. F. Myles, F. M. Chen, G. C. B. Lloyd, R. W. M. Chye, C. P. Marquis and E. R. Szeto (aeq). This was a very fine performance indeed.

However, not only did the top boys do well, but also the performances by the middle and bottom were exceptionally good. The ten or so boys at the bottom were some fifty marks ahead of other years. It was indeed a vintage year in many ways.

There was some concern that there were mistakes made by the Board of Senior School Studies in the conduct of the examination and in the aggregation of marks. A committee of enquiry (of which I was a member) established that errors had been made not by any negligence but rather as a result of the complexity of the scaling process. In 1981 there were 30,283 candidates who sat for a total of 178,412 examination papers. There were 1,500,000 candidates' answers to be corrected, marked, entered in the computer, aggregated according to a prearranged scaling system and published to the candidates on a set date in January. Statistics such as this have been normal at the H.S.C. for many years now; that there have been so *very, very few mistakes* speaks highly of the dedication and hard work of all involved in the setting and distribution of examination papers, the collection and marking of answers, and the entering and collation of marks. It is all too easy to criticise; it is much harder to give praise where it is due.

The mistake in the 3 Unit English paper was a genuine mistake in computer processing in which all normal checks were made. The mistake in Modern Greek involved finally nine candidates only in that subject — a very small number out of the total of 178,412 candidates who sat for examination papers.

The problem of the H.S.C., however, lies in the genuine endeavour of the Board of Senior School Studies to give *parity of esteem* to all subjects in order to gain an aggregate mark which is suitable for entry to tertiary institutions. How, for example, does one mathematically equate the performance of candidate A in English with that of candidates, B, C, D and E in Mathematics, History, Latin and Croatian? In its endeavour to be fair to all candidates the Board has *over the years and on the advice of statistical experts* devised a scaling system which is now so very complex that few but the experts can fully comprehend its intricacies.

At this school for the last few years, we have been using the Board's statistical processes to obtain our own orders of merit and it has been interesting to see how closely they co-ordinate with the final results at the H.S.C. However results are compiled mathematically, boys who work hard always do well while those who loaf or misbehave do not do well. The sporting adage "as you practise, so you will play" applies equally to scholastic work.

Strong comment must be made about the increasing misbehaviour associated with the final days of schooling prior to study leave for the H.S.C. The fact that a boy is sitting for the H.S.C. is no reason whatsoever why he should consider he has the permission or the right to act in a barbaric, uncouth manner in the last few days either in school, or out of school or in a neighbouring school. Parents *must* take action to stop the increasing beach/breakfast parties and midnight visits to other nearby schools, government and non government, which are occurring in the last week prior to study leave. Boys must expect to be disciplined if they come to school under the influence of alcohol, whether they are of legal drinking age or not. *It is time this nonsense ceased completely*; parents and boys must not condone and must positively refuse to take part in such misbehaviour.

Indeed, far too much media publicity is given to the H.S.C. and its so called "trauma". On 22nd October the Sunday Telegraph carried a prominent story about preparation for the H.S.C., only to admit a week later — after the damage had been done — that it had "discovered that a story in last week's edition regarding the H.S.C. English paper may have misled some students . . . some students and their parents were concerned that if the information in the story was correct, it meant that students may have not prepared properly for the exams". So three days before the H.S.C. some person not at all connected with schools set himself up as an expert in the H.S.C. — to the detriment of students! The H.S.C. is an examination at the end of year 12 which can easily be coped with by a student who has worked consistently through the year and who has been prepared by those who teach him and who know what they are doing. There is no need for trauma or "panic" or "outside interference" — a fact which all must understand.

A feature of the academic work this year has been the increased absences for minor ailments and appointments. More and more routine medical and dental appointments are being made in school hours, appointments which should and can be made in vacations. Far too often are boys missing games practices because they were ill "with a cold" two or three days before. Far too many parents allow their sons to remain at home "to study in preparation for examinations" or to recover "because he was tired after we had arrived home late from the weekend journey". A survey of absences in the first five weeks of Term III i.e. until the Upper Sixth left on study leave is most revealing. In this period there were 24 school days, the average daily absence for the Senior School (936 boys) was 2.82 per cent, while the absence in the Upper Sixth was 4.91 per cent! Put another way, only 57.1 per cent of all senior boys had no absences, whereas in the Upper Sixth there were only 42.3 per cent with no absences. Such attendance is very poor for the whole school, but appalling for the Upper Sixth in the weeks immediately preceding the H.S.C. Admittedly a few of these absences were for job interviews; the contradiction of demanding H.S.C. passes of high quality as an essential for a post when the demand is made in the week before the H.S.C. starts seems to show a lack of reason by personnel officers who demand interviews at short notice in school time just before the H.S.C.!

Every time a boy misses periods in these ways he is bound to miss new work or valuable revision, and it is quite unfair for the boy (and also his parents) then to expect the staff to give such a boy special attention and tuition so as to make up the lost ground. The increasing belief too in the Upper VI that no new work is done in revision time prior to the examinations, trial or H.S.C., must be refuted. A boy of any age has the obligation to attend school every day unless he is so ill that it is impossible to do so. We are in danger at present of becoming a soft, groaning school, full of childish ailments and dental appointments.

In the Australian Mathematics competitions many more boys than usual entered. Prizes were won by S. B. Docker, B. C. Cox, M. A. Charrett, K. S. Lord, A. J. H. Harpur and G. I. McConnell; 58 Distinctions and 46 Credits were also gained. In the I. B. M. Mathematics competition, N. A. Comanos won a prize in the junior division while M. W. Young won a certificate.

In games it has been a successful year. The 1st Rifle Team were premiers, while the 2nd Teams in cricket, football and shooting were also premiers. All games have been played with dedication and in the right spirit while senior boys have set a good example for others to follow.

Mention must be made of the growing disregard for school matches being shown by those administering games at the national level. The cavalier treatment of G.P.S. regatta by the Australian Rowing Association in 1982 is one example, but such treatment is not confined to any one game. In rugby there is now an increasing tendency to have two international touring teams during the season and then to demand that schools do not play on those Saturdays when international matches, whether tests, provincial or metropolitan, are played. Also the failure to provide sufficient adult umpires or referees in all games means that schools have to rely more and more on their own resources and so have become more disregarding of whatever the national body is organising.

Those in national control of games must realise that their particular game continues to exist at the international level because schools of all types continually provide players to fill up club teams and crews. Those in charge of soccer have realised the value of school teams and support them fully; what are those in charge of cricket, rowing, rugby and athletics doing in this way? When for example, did anyone in rugby last consult schools — not the Schools Rugby Union — about the problems of the laws of the game or of the organisation of a season? When did those in charge of cricket last run a course on wicket preparation for groundsmen? Why cannot schoolboys sit for cricket umpire badges as they do in rugby? What is happening about over rates in cricket in schools?

Unless some thought is given by national bodies to the grass roots, schools will gradually move more and more to play those games which are truly supported at school level.

Comment was made last year of the poor examples of sportsmanship being set by some senior professionals. It is alarming to report that, as a result of watching modern cricket, not only in one day but also in test matches, the over rate in 1st XI matches in the G.P. S. competition has seriously declined. Indeed it seems to have become a deliberate tactic to slow the over rate rather than to rely on the skill of the bowler himself to restrict scoring; such an approach is negative and contrary to good sportsmanship.

Investigations have shown that in the three years, 1980 to 1982, the Shore over rate has declined from 20.74 overs per hour to 17.58 overs per hour, while our opponents' rate has dropped from 19.22 to 16.72. Thus, in the usual seven hour playing day in G.P.S. cricket about 20 overs fewer were bowled in 1982 than in 1980: that is

approximately one hour's less play was possible. In 1982 in three matches our opponents bowled less than 16 overs per hour while in one match it took one hour and twenty-seven minutes to bowl the compulsory last 20 overs of the day.

It is interesting to reflect upon this decline in the over rate in international cricket and to consider that had Bradman begun his career in 1970 rather than 1928 he would have scored about 20% fewer runs than he did — simply because that represents the fall in the number of balls bowled in an hour since Bradman's time. Is the game better for this slower over rate and for the negative field placing so commonly seen now? Is it because fast bowlers bowl more now than in the past? Or is it that the young are more unfit than in other years?

Attention must also be drawn to the reluctance of referees in senior rugby games to send off players who commit illegal offences. Television coverage clearly shows just how much unnecessary hacking and kicking there is in the game at present. The future of all games depends upon all players playing according to the spirit of the game itself; illegal interference with an opposing player has never been part of any game.

All games are based on faith: faith by the player that the referees will interpret the law consistently in the true spirit of the game; and faith by a referee that the players will not cheat nor deliberately play illegally. If a referee demands — as he rightly can — that his judgement and interpretation of the laws be accepted by all, player and spectator alike, then he must be prepared to accept criticism of his performance when he allows illegalities of play or variations of law interpretation within the same match. Referees should know that they will be supported fully by schools in the matter of illegal play; but equally they should know that some of their performances at present are, to say the least, poor.

The standard of cricket throughout the school is now very strong. All teams play in the true spirit of the game, endeavouring to score more runs than their opponents without resorting to defensive fields, slow over rates and delaying tactics. A close check is kept by coaches to see that all teams play energetically and yet responsibly. The 1st XI were second in the G.P.S. competition while the 2nd XI were joint premiers with The Scots College. P.A. Emery, as captain, and R. J. Nelson, were selected in G.P.S. 1st XI while P.D. Booth and G.B.T. Lovell were selected in the G.P.S. 2nd XI. Lovell is 12th man for the G.P.S. 1st XI. Emery was selected in the N.S.W. under 19 squad, thus becoming a state representative in two games, cricket and rugby.

The rowing season was shorter than usual this year as a result of an arbitrary decision of the Australian Rowing Association. It seems that the Kings Cup and other national titles are always held on the Saturday before Easter. The G.P.S. regatta is held on the first Saturday in April except when this is Easter; then the regatta is held on the second Saturday in April. This has been the position for many years. Yet despite these facts and despite the fact that the school calendars had been decided, the Rowing Association ordered the G.P.S. from the Nepean River on 3rd April; it did suggest that the G.P.S. regatta could be a curtain raiser to the Kings Cup! The schools were therefore left with the options of the week after Easter or the last week in March, the latter being chosen. The result was not only a short rowing season but also the inconvenience of very short seasons in cricket, tennis, basketball, swimming and surf life saving.

The rowing season, however, was reasonably successful. The junior crews won the Doug Bowden Trophy for the junior pennant, the three junior eights all being successful at the Riverview regatta. In the senior pennant the G.P.S. crews were second. In the G.P.S. regatta, the 1st VIII was third, the 2nd VIII second, the 1st IV second, while the other forms were fourth, fifth and sixth. The School thanks the

coaches, parents and especially the mothers who help so readily to make the rowing season possible.

The School learnt with regret of the death of Mr W. G. Thomas during the August vacation. Not only was the late Mr. Thomas a famous Old Boy oarsman, but he was coach of many successful School crews in the early 1950's. To his family the School expresses its sympathy.

The football season was again a successful one. There was an extra Saturday this year because the G.P.S. regatta was held so early; consequently 606 games were played, 339 were won, 28 drawn and 239 lost. This is the first time the School has played over 600 games, the previous highest number being 570 in 1976. There was no undefeated team, but the Preparatory School 11A's had one draw, the 16C's had two draws while the 2nd XV, 3rd XV, 4th XV, 5th XV and 15A's lost one match each. The 1st XV was sixth equal, while the 2nd XV were equal premiers with S.J.C. P.A. Emery as captain, and A.C.D. Peterson were selected in the G.P.S. 2nd XV while A.L. Berkeley, R.W. Dowsett and D.M. Hughes were reserves. Emery was selected in the N.S.W. Schools Union 2nd XV.

The School's football is very strong now and it is pleasing to report that boys are playing the game in the right spirit. The organisation of practices and matches and of referees is quite an onerous task. Without the willing co-operation of all concerned the season could not be so successful. Thanks are due to the many masters, Old Boys and boys who referee each week and to the many doctor-parents who give so freely of time and help in the event of injury. Comment must be made again of the help given by "zambuks" under the leadership of H. Mackay-Cruise.

The athletics season was marked by the enthusiasm of the large number of boys who prepared for the final meeting. The III and S form standards were again conducted immediately at the end of the football season. They resulted in a keenness on the part of junior athletes which led to a big team of over 170 boys training for the G.P.S. In the G.P.S. carnival both the senior team and the junior team were fourth. Most competitors produced their best performance on the day.

A feature of the G.P.S. athletics this year was that it was held on a Monday on the E.S. Marks Field, after it had been postponed from the Sports Ground on Saturday. Heavy rain demanded the postponement, and the experiment of meeting on the "tartan" track produced a reasonable result considering the inexperience of athletes on that type of surface.

In tennis both the 1st and 2nd teams were each fourth in the premiership. P. B. Andrews was selected in the G.P.S. 1st team, while R.C. Eaton was selected in the 2nds. In all 108 matches were played, 70 were won, 5 drawn and 33 lost.

The 1st team in basketball was fourth while the 2nd team was second. Both teams were young and inexperienced but should do well next year. H. G. Drinan was selected in the G.P.S. first team while A. J. Dunlop and G.L. Spring were selected in the seconds. Altogether 60 games were played, 39 were won, 1 drawn and 20 lost.

In rifle shooting both the 1st team and the 2nd team were premiers. The 1st team won the Rawson Cup and became premiers by being a good all round team. D. S. Bernerius, and T. H. Kannegieter were selected in the G.P.S. team while P.J. Stratton was selected as non shooting captain of the team. The School last won both premierships in 1978, a rare feat in the last 20 years of G.P.S. Shooting. Small bore shooting has developed further and there will be seven schools competing in 1983.

In Surf Life Saving five boys qualified for the Bronze medallion and two boys gained the Advanced resuscitation certificate. Patrols were maintained on Queenscliff beach as usual throughout the season; so it is good to be able to report that boys have coped successfully with the new standards set by the Surf Life Saving Association.

C. O. Judd won the Cadet Beach flags race in the N.S.W. Championships of the S.L.S.A. and was also in the final of the Cadet Beach Sprint.

The swimming team was second in the G.P.S. races. Regrettably the idea of holding carnivals on a Friday evening has not yet been accepted by other schools. However, it is proposed to hold Shore's invitation carnival on Friday evenings in future.

Adventure Training has been continuing as normal. Many boys have taken up the challenge of this game and find enjoyment in it. Use is made of the School's property at Linden for basic training and to initiate boys in correct habits in bush walking.

Once again many Old Boys have been prominent in the games on the national level. M. J. Hawker was selected for the Australian Rugby Team to tour New Zealand. G. J. Jones was selected in the four to row in the world championships. D. H. Johnson and S. G. Campbell are included in the N.S.W. State Cricket Squad. A. C. Burns, D. S. J. Stratton, N. J. Kannegieter and D. J. Kessell have been prominent in under 25 state and university rifle teams while N. H. S. Parker and P. R. Hammond have shot in the university and Australian combined university teams.

It is pleasing to report that there has been a revival of debating amongst junior boys. Debating is now held on Friday evenings in accordance with the draw for the football season. We have not been strong in G.P.S. debating in recent years, but are improving rapidly as more boys gain skills necessary for this activity. In all 63 debates took place. 28 were won, 1 drawn and 34 lost. Thanks are due to the many parents and Old Boys who have assisted as adjudicators and chairmen and who help in so many other ways.

The drama productions were of very high standard. In Term I with the help of girls from S.C.E.G.G.S. Redlands, "The Crucible" was produced. This was an extremely difficult play for young people to attempt, so it was quite a feat to produce such a high performance. In Term II a group of Lower Sixth boys with girls from Wenona ably performed and fully enjoyed "The Real Inspector Hound". The help so freely given by many mothers was fully appreciated by both casts, and the School thanks them for all their generous help. In Term III the Middle School Play Day was held, thus reviving an activity which has not taken place for some years. This proved very enjoyable and was appreciated by the rest of the School who acted as audience.

The School has a fine tradition in drama, one not always recognized within and without the School. Over the recent years there have been many changes in emphasis and approach in the production of drama. These changes have created difficulties in using the War Memorial Hall, built in the 1950's, as a stage for productions designed for the 1980's. To meet this problem a review of the ways in which the War Memorial Hall can be best used is now taking place.

The music in the School took a different form this year when the classical side of the School concert was presented separately from the jazz and rock music. In the chapel a choir of 53 boys and masters with an orchestra of nine adults and six boys presented a choral and instrumental evening. Part of Handel's Messiah preceded instrumental items, but the main feature was the "Missa Brevis" by Mozart. The quality was extremely high. Unfortunately the audience was not as large as expected; but since this was the first venture of this nature for many years, perhaps few parents had realised the concert was taking place.

The chapel choir has performed with distinction on many occasions throughout the year, disproving the commonly held belief in the school that this pursuit is not a worthwhile one. It is a pity the "choir knockers" do not come to a few rehearsals to see how demanding mentally and physically is the presentation of a large anthem. It is a pity also that more senior boys do not have the manliness to stand again these knockers by joining the choir and so increasing its quality.

The jazz and rock concert was well attended and enthusiastically — at times vulgarly — applauded. Many boys took part although occasionally volume of sound drove out tuneful melody. The money raised at this concert was given equally to the School concert fund and to the St. Andrew's Cathedral Restoration Fund, the second donation the boys have now made to the Cathedral Fund.

The School places on record its deep appreciation of the work done by the "Library Mums". Without their help, repairs and renovations of the books would be very much more costly. Thank you again for the help. The major interest in the library this year has been an endeavour to put on to the computer owned by the school various records and statistics in the use of the library. Certain boys have been very active in setting up these programmes; and it is interesting to see the advances being made in this way. The library has been increasingly used by boys though a few boys persistently keep books longer than the allotted time. The work necessary to chase these "overdues" is time consuming and unproductive. Boys are encouraged to co-operate more positively with normal library procedures and parents are urged to encourage their sons to return all books on time, even after they have left school!

The Duke of Edinburgh's Award Scheme has been progressing. S. D. Banks, E. R. McDonald and R. M. Middleton have gained Gold Awards. It seems, however, that members preparing for awards need to be more energetic and enthusiastic about the completion of their awards. Many seem to commence but do not persevere unto the end.

The Crusader houseparty was not so well attended this year as in the past. 33 boys and 30 girls from Abbotsleigh and Wenona met at the centre in Galston. The decline in support for this activity suggests that it should only be held every second year instead of annually. Boys should think more positively about supporting the houseparty which is after all a logical part of the Crusader Union activities in the School. Three Crusader groups, organised and led by boys, have met regularly but the attendance has varied somewhat this year.

The AirTC held its 40th ceremonial this year. The parade was of high standard considering the difficulties of slow marching on grass. The Army Cadet Band played for the ceremonial. The Flight has now been equipped in the new uniforms and as a result dress and appearance have improved. In courses of promotion Sgt. M. H. Baird was first in the junior N.C.O. course, Cpl A.R. Macoun was awarded a gliding scholarship and Sgt. D.G. Molesworth gained his restricted pilot's licence.

During the year command of the Army Cadet unit changed when Lieutenant Colonel B.J. Edwards relinquished command to take up a posting on 2 Cadet Group Support unit. Colonel Edwards had commanded the unit for 18 years, during many difficult changes of governmental policy and during, at times, much social opposition to cadet training. When Colonel Edwards began as CO, cadets followed army programmes of training, but now cadets follow mainly adventure type training. Throughout the period the School unit has maintained its traditions of service to the nation, of disciplined leadership by boys, and of valuable educational experience for all ranks. For, despite the beliefs of many, cadets are not, and have never been, a militaristic institution devoted to purposes of war; rather they are a worthy educational means of allowing boys to learn man management and leadership in a way which no other educational programme can provide. It is intriguing that those who now advocate so vociferously that school pupils should have more say in the school curriculum are often those who oppose violently the cadet movement which is entirely pupil oriented and pupil organised.

The school places on record its deep appreciation of the leadership and the work of Colonel Edwards during his years as Commanding Officer. Lieutenant Colonel D. G. Spurr has taken over as CO, a properly due promotion to one who has been in the unit for many years.

The Army Cadet camp has been held in the Holsworthy Training area. The considerable improvement in the support given by the ARA made the camp very much more successful. Preparations are still being made, however, to use Linden more fully not only for adventure training and bushwalking, but also for cadet training.

Graythwaite grounds once again became available for the School to use in the middle of the year. A dozen boys from IV to Lower VI forms regularly visited Graythwaite on Monday afternoons to talk to, to play cards and games with and to walk patients around the grounds. A small number of boarders also visit on Sunday mornings, largely to escort anyone from Graythwaite who wishes to attend the 9.30 a.m. Chapel service, but also to talk and take round tea to the many there who have no family visitors at all. Being able to bring wheelchairs into the Chapel has made a great difference.

An innovation concerning health this year was the dental survey conducted by the Health Commission. All boys who so desired were examined by members of the Schools Dental Service, notes being sent home to parents if dental treatment was necessary. The survey proved of value to those parents who chose to take part.

In addition attention has been given to training both boys and staff in first aid. Five members of staff and thirteen boys gained Red Cross First Aid Certificates.

To mark the Sesqui-centenary of The King's School and the original common act of foundation of the two Schools by Archdeacon Broughton, the School presented a hymn board for use in The King's School Chapel.

Old Boys of School House will be pleased to know that the new junior prep-room, created in old Bottom dormitory, has been named the Matron Ware Preparatory Room to recognise the many years of service of Miss Eleanor Ware as matron in the House.

The School thanks Mr. David Taylor for a further donation towards Asia History Prize and Mr. R. C. Hobson for his donation of new muffling boxes for the small bore range. Several donations have been made to the library: the Old Boys' Union have presented a trophy case; Messrs P. and J. Madgwick have donated books once again; while Mr. David Voss presented memorabilia belonging to his father Kerrod Voss. The Far West Old Boys' Group has added further to the endowment of their prizes; the mothers of the 1982 Upper VI have donated generously to the Shore Foundation Educational Trust Fund. The School thanks all these donors. The School also records its appreciation of the endowment of the James March Hardie bequest.

Each year it becomes more difficult to thank the S.C.E.G.S. Association. Despite economic difficulties, the American Tea was again a huge success and arrangements were made to hold an auction two days ago. The School hopes that members of the S.C.E.G.S Association will realise how greatly the boys appreciate the work the Association does for the School. It is without doubt one of the great team efforts displayed each year. Thank you very much for your help. To mark the School's appreciation for this help given by members of the Association it was decided to name the new rowing eight "S.C.E.G.S. Association". May those who row in the boat bring as much pleasure to the School as the members of the Association always do!

It is not possible to conclude any year without recording the willing and dedicated service given to the School by the various staffs. The domestic and maintenance staffs have dealt with a particularly difficult year with all the building renovations and repairs. The ground staffs have coped well with problems of little rainfall while the Bursar's staff, the clerical staff and the teaching staff have accepted changes of routine, noise and dust with equanimity. Thanks to them all for their forbearance and patience.

During the year there have been several changes of staff. Mr. J. K. Morell resigned in February after serving the school since 1955. He had worked mainly with junior secondary boys where his Christian leadership and character had a marked effect. Mrs. G. M. Perry, the Headmaster's secretary resigned in May after many years of great help. Mr. N. A. Webb resigned during the year while Mr. R. K. Abbey, Mr. D. R. Alexander and Mr. P. D. Butler have resigned from the end of the year. Mrs. P. Berry who has worked in the library for eleven years has also decided to leave at the end of the year. We thank them all for their service to the School over so many years. Mr. R. K. Chambers, who has been School Counsellor for twenty-three years, leaves to become founding headmaster of Northolm Grammar School. We wish him success in his new venture; we shall also greatly miss his wise guidance of boys in need and his sound professional knowledge in psychological and remedial matters.

In July Mr. P. P. Grant returned from leave after three years in United Kingdom and United States of America and Mr. P. C. Gilchrist returned from leave in August. In September, Mrs. P. Wyles joined the staff as part time teacher librarian in the George Smith Greenwell Library in the Preparatory School. In 1983 Mr J. A. Meakins will be on exchange in USA and Mr. R. Blomfield and Rev. R. E. Evans will be on leave. Mr. T. P. Devin will return from a year's exchange at Wellington College UK and Mr. A. R. P. Steele will rejoin the staff after a period in the field of opera. Mr. A. M. Laing will return to Wellington College, and it is hoped he has enjoyed his exchange here. Mr. P. J. Cameron, B.Sc. will join the staff to teach Mathematics.

It is with regret that the deaths of three former members of staff are reported. Judge L. C. Furnell who died on 28 December 1981 was on the staff from 1927 to 1933 before he began a very distinguished legal career. Mr. W. N. Dowling who died on 24 March 1982 served the School from 1939 to 1967. He was known for many activities connected with games and drama and for his pleasant, skilful teaching. When Mr. C. S. Tiley died on 18th April, 1982, a link with the School's earliest years was broken. Mr. Tiley had been at School before World War I and had been on the staff from 1917 to 1957. He taught Physics but he coached rowing, cricket and athletics; he was Housemaster of Robson House and finally Senior Master. To commemorate such service one of the renovated laboratories in Benefactors has been named the C. S. Tiley Laboratory. Each of the three men in his own way contributed greatly to the development and character of boys; and who can forget the 67 years of service given by them to the School?

There have been several changes in the School Council. Mr. K. N. Nott resigned when his company posted him overseas. Mr. Nott's advice in the development of the use of computers in administration and in education was deeply appreciated. The Rev. Dr. W. G. Dumbrell also resigned at the beginning of the year. Dr. Dumbrell's wise advice in all matters will be missed. In their places we welcome the Rev. T. J. Hayman Th.L., rector of St. Stephen's Willoughby, and Mr. G. E. Butchard, M.I.P.M. Governing independent schools is not becoming easier in recent times, so it is proper to record gratefully the School's appreciation of the dedication of all members of the Council in the performance of their task here.

The work of the prefects during the year has been quiet and pervading. The leadership of P.A. Emery and R. J. Stowe has been sound and has been backed up solidly by the prefect body. The Upper VI showed a distinctive capacity to think individually at times to the extent that their belief in "doing their own thing" led them to some false hypotheses. It will be interesting to see their results later. On the whole, however, the sixth form have set a calm, though at times perfunctory, leadership for the rest of the School to follow.

Applications for entry to the School continue to be steady and for many years ahead. Since 1950 the School has been booked out, in most years, at least twelve

years ahead; demand is still strong for many years ahead now. Already we have bookings for 1998 and soon will be enrolling boys for the 21st century. Old Boys, parents and friends of the School are reminded that they should enrol their son early, preferably before he is *nine months old*, in order to have some certainty of a place. All the School then asks parents to do is to keep the Registrar informed of their home address so that in due time final contact can be made nearer the actual date to complete the enrolment. This School does not ask for a deposit, nor any other commitment than that the family keeps in touch with the School. But even with early booking it is often necessary to put applications on a waiting list, the reasons being that there must always be seats in classrooms for boarder applicants and that there are often more applications for one particular age group than there are places. The School's policy is not to divide a family if possible; therefore, younger brothers may sometimes be given preference over an earlier application. The foresight required by the Registrar demands the wisdom of a Solomon, but decisions are always made in the light of enrolment experience over the past thirty years and in accordance with long standing policies which have worked well on the whole.

Two alarming features of education have become apparent in 1982. The first is the use of school reports made by personnel officers when interviewing applicants for a job. Many firms require, *quite improperly*, that a boy produces the last three or four reports sent by the School to his parents. A term report is what its title says: a report from the school to the parent on the boy's performance during the term. If it is to have any value educationally, it must be frank and forthright, critical yet constructive, fearless yet fair. The purpose of a term report is also to discharge the responsibility of the School to the parent by giving him a confidential statement of the boy's strengths and weaknesses. Should employers continue to ask for school reports there is a likelihood that the report will consist only of innocuous comments which will tell a parent little or nothing and will tell the employers even less.

Employers must realise that effective character training at School level requires that mistakes be frankly reported on, put right and subsequently forgotten. It is a serious matter for a boy if a shortcoming at school, occurring during a particular phase of his development, is later held against him because it is recorded on his report. Employers should devise their own form of reporting for schools to complete, as is done already by some universities and by the three armed services.

The second alarming feature has been the resurrection of the "state aid" issue by persons who have willfully and untruthfully distorted the facts involved. On 25 August 1982, the Sydney Morning Herald published an article based on a state government committee report on future school enrolments. The article stated: *"the committee says that it has been only the generous funding available through state aid which has allowed private schools to keep up — and even increase — their enrolments over the past few years, during which there has been an overall drop in student numbers."*

Yet the same article showed in a table that the numbers of students at non government schools have remained about 22% of the total enrolments in the state since 1901. (Other research by the Commonwealth statistician confirms that the percentage varied between 1914 and 1960 from a low 19.86% in 1924 to a high of 25.45% in 1946). The N.S.W. committee table, however, which gives figures every ten years since 1901, shows that in 1901 the non government school percentage was 22.4% dropping to 19.4% in 1921 and 1931, increasing to 24.8% in 1961 *before state aid was paid by governments. In 1971 it was 22.4% again rising to 23.1% in 1981.* It is difficult in logic to associate the government aid argument therefore with the present increasing enrolments in non government schools.

The amounts of government aid in 1982 were recently made clear in an official Commonwealth Government information circular: *"Although 77 per cent of students go to Government schools, they receive 89 per cent of total Government*

funds, State and Federal. While 23 per cent of students go to non Government schools, they receive 11 per cent of total Government funds”.

Government aid to non government schools is confused, deliberately by some people, by a failure to understand that it is of two separate types.

First, there are *per capita grants made to parents* for the education of their children. The federal government pays a per capita grant of up to 40% of the standard cost needed to educate a child in the government school; state governments pay additional amounts varying widely from state to state. These per capita grants are paid to the schools direct who act as collecting agents for the parents and convenient clearing houses for the governments. All non government pupils receive per capita grants.

Per capita grants are paid because, until now *all* political parties have agreed that a parent has a right to receive some money from his taxes to educate his children and that there should be an alternative type of education to that offered by state governments in government schools. All parties have agreed that it is a proper use of revenue to provide per capita grants to pupils who attend non government schools.

Secondly, there are *grants made to schools*. These grants are for capital purposes where the clear need of the school in question has been demonstrated to a committee of the School's Commission. Many schools have received grants in this way; some schools have not received any grants at all over a twenty year period. Some schools, however, have been assisted by interest subsidies on long term loans which the schools have arranged privately.

It seems that the ALP's *new* policy on government aid to non government schools, announced in mid November, will alter radically what has been done in recent years. In the past the policy has been based upon *the needs of parents*; now it is to be based upon *the needs of schools*. Grants will now be received by some parents but not by others because these latter parents have chosen particular schools which the ALP claims “charge high fees . . . have significant other sources of private income . . . have income available per pupil which is on average greater than that available to government schools”. Non government schools “which set tuition fees above approximately \$1800 per annum at the primary level and above approximately \$3000 per annum at the secondary level” will not receive a level of subsidy which takes them above a community standard of school resources to be based upon the resources available to children in comparable government schools” — such resource standards will be determined by the Schools Commission. (It should be noted that the Schools Commission has already decided that the standard costs for 1983 are \$1789 per student for government primary schools and \$2840 per student for government secondary schools. i.e. \$11 less in the case of a primary student and \$160 in the case of a secondary student).

Such a policy is of course discriminatory against certain groups of parents. Further, having removed per capita grants in this way from some groups of parents it will become easier in the future to remove them from all parents who chose non government schools.

At the same time the N.S.W. Labour government has changed its policy to one of “needs” as against “per capita grants”. It has frozen the per capita grants at present standards for all level one schools. But the savings of this freeze are so small that they will not solve the problems of government schools which are so loudly proclaimed by certain sections of the community at present. The transfer of funds does, however, demonstrate the ALP's determination to move away from a policy it has espoused for over a decade.

The danger now is that *choice in education which is a parental right will be whittled away* not only by gross distortions of truth as have been seen this year on

certain television advertisements about education but also by the new educational policies of the Australian Labour Party which will further destroy the fragile independence of parents to choose where they send their children to school.

Moreover, the ALP's new policy on schooling adopted in July 1982, states, inter alia, that the Schools Commission will have regard to:

"the necessity for adequate consultation between government and non government school authorities in the planning and provision of school facilities so as to assess the impact of new schools on existing schools and so as to ensure the economic use of resources . . .", and, "the need to ensure that systems and schools in receipt of Commonwealth funds pursue policies designed to combat bias and discrimination on the grounds, of sex, race, or ethnic backgrounds".

It seems a very strange quirk of democracy if any political party can decide on economic grounds that a new enterprise, whether commercial or educational, should *not* come into existence because it may have an "impact" on existing enterprises. Surely in education, political parties are *not denying the right of parental choice* — a fundamental right under the universal Declaration of Human Rights! Surely political parties are not going to *discriminate against a parent who exercises this choice* and enrolls his children at a school whose educational resource standards have been judged to be better by the Schools Commission! Surely such discrimination is an attack on the *private effort* of those parents exercising their fundamental right of choice.

In these days when it is constantly being said that Australia is a pluralist, multicultural, multiracial community, it is hard to understand the drive to make the educational structure of the nation monopolistic and exclusive. One can wonder whether those wanting a new society for party political and ideological reasons are endeavouring to bring it about by changes in the educational system. Such a view seems to be confirmed by a more recent paper issued by the Australian Teachers' Federation which stated that: "*the growth of private schools had cost state school teachers their significant political influence on what is taught in the classroom . . . Far from providing advancement for the working class (the socialist view) or the development of social consensus by provision of opportunity for upward mobility for favoured working-class individuals (the social democratic view) this corporate viewpoint (i.e. that the swing to private schools is part of an international trend to put education and other roles of the public sector into private hands) seeks to reduce the education of the mass of the population to limited vocational purposes, plus minimum training (flag, country, Queen) and extensive experience of discipline and docile working habits.*" (Sydney Morning Herald, 19th October, 1982).

If choice in education is to be denied, will the same lack of choice apply to religions, to political parties, to trade unions? A major change in the educational system such as is being foreshadowed by some represents a major change in the social structure of the nation, and even in its constitution. Do we want this, as well as all the other visible changes in society occurring already?

Moreover, it is difficult to follow the logic of the political argument that an independent school is "divisive because it is established to serve a particular group in Australian society", when the same argument is used to establish the right of ethnic groups to have their own language, culture and customs recognised and taught in schools, or the right of specialist unions to represent certain groups of workers in industrial matters. A pluralist society, such as Australia now is, must allow all types of schools to be established to meet the demands of the citizens. If it is wrong to have independent schools based on religious denomination, then it is wrong to have separate schools for Aborigines or for Japanese migrants — and such a concept is of course nonsense!

Non government schools are happy to be accountable; we always have been and still are, to parents and to various educational acts of parliament. And we know,

more than government schools, that if we are not efficient we shall disappear. However, we should very much like to get ahead with our job without constantly having to restate the truth about ourselves and to defend the rights of parents to choose the type of education they wish for their children.

The attempt in a free society to remove independent schools and to allow only state schools to exist is a return to attitudes of the sixteenth and seventeenth centuries when the only Church allowed was the State Church. One can justifiably ask the question: is the opposition to non government schools based on educational reasons or on sociological grounds? One can equally justifiably ask: does not the present moral state of the nation demand that the energy and leadership of all schools, government and non government alike, be fully devoted to their prime task, that of educating the young, so as to produce a united, ethical community which respects "the honesty of authority" (to use His Grace the Archbishop's phrase) and which trusts in the freedom and rights of all citizens.

Indeed, it has been the breakdown in respect for authority on the one hand and for traditional values, moral and social on the other hand, which has been the most noticeable feature of 1982. Sir David McNee, Commissioner of the London Police has said: "without law we have anarchy or tyranny; without enforcement law is ineffectual". The changing face of today's community surely is its failure to give full and strong support for the penal sanctions necessary to uphold the law of the land. Rather than seeking to uphold, it is now fashionable violently to confront, or to dodge, law and order and customary values and beliefs, on the argument that because they are traditional they must be wrong.

This *age of confrontation* can most clearly be seen in the parliaments of the land where "argument by vigorous assertion" (to use Sir Herman Black's term) and vitriolic confrontation rather than reasoned governance and sensible co-operation seem to be the ideals. Denigration, debunking and defamation are the norms rather than compassion, consideration and commendation.

The Book of Proverbs (Chapter 30 verse 11-14) reminds us:

"There is a sort of people who defame their fathers and do not speak well of their own mothers; a sort who are pure in their own eyes and yet are not cleansed of their filth; a sort — how haughty are their looks, how disdainful their glances! A sort whose teeth are swords, their jaws are set with knives, they eat the wretched out of the country and the needy out of house and home".

But this *age of confrontation* is merely one of three other ages: *the age of the image*, *the age of information*, and *the age of minorities*, all of which will positively affect education in the future.

In April 1982 Professor Leonie Kramer added to Sir Herman Black's "argument by vigorous assertion" the "argument by slogans, labels and cant phrases . . . we live (she said) in the *age of the image*." She pointed out how "the appearance of the debaters and their instant ability to create an impression of reliability, or cleverness, or even geniality in the eyes of the viewer (on TV) has replaced the power of reasoned argument to register in the mind." TV advertisements today fashion taste and thought and even undermine traditional values by placing emphasis on certain personal aspects of rudeness or bribery. Other TV programmes play openly upon greed with huge monetary prizes, some of which are won without any display of skill or knowledge. Professor Kramer's "image-making or image-worshipping" causes a need for a renewal of clear thinking and critical logic in education. But such training will *not* be achieved by soft child-centred subject options or vocational studies which the theorists in education, who are only marginally interested in subject disciplines or the daily problems of actually teaching in schools, demand must be a prominent part of today's school curriculum.

The second age, the *age of information* has been evident for some years but has become more conspicuous in the last twelve to eighteen months. In this time it has become clear how much knowledge and administration are being stored in computers — it is even being said: "the written word will be superseded by various audio-visual devices".

The effect of cable television which will decentralise the life of man has not yet been discussed at all in responsible educational circles. It is now claimed that a person will be able to *sit at home, and by means of cable television*, shop, bank, pay bills, even educate himself. In fact, the TV will even come on to the screen to remind this troglodyte that he has *not* paid his bills. Surely this is the "Brave New World" in which man, the gregarious animal, is controlled entirely by master programmers and computer technicians!

And these latter few persons are part of the next age: *the age of minorities*. For it will be the minorities who will control the images and the information; it will be the minorities who, agreeing with Professor Joad, will say, "we affirm those beliefs to be true which further our own purposes"; and it will be the minorities which will place individual freedom and liberty even further under attack than they have ever done in the last decade.

What then should education of the near future be? Some questions can be readily posed. Can the growth of vandalism and crime in the young be in proportion to the nation's decline in a belief in moral principle and in law and order? Do the young see murder and rape in the same light as they see company tax evasion because the sentences for both given by the courts are now virtually the same? Do the young fail to obey law and regulation because every day of their lives they see both blatantly broken or disregarded on the industrial front? Do those who protested concerning nuclear bombing at Hiroshima wish to remember what went before such a bombing? Do those who possess control of the media — the press, the radio, the television — realise how these instruments are hourly being manipulated by a few persons in order to present only *one* side of any argument? How many in the nation really understand: what education is; and that education given at school must not be indoctrination but rather the teaching of logical consideration of all facts in any matter followed by careful decision based upon fact not fiction, upon principle not prejudice, upon probity not protest?

Moreover, what is the purpose of any governmental regulation and its consequent bureaucracy if it is not primarily to improve the quality of life of the citizens of the nation? Yet, so often today regulations, which are instituted at the behest of a particular minority group to overcome a specific problem, merely alter the balance of social and industrial life, thus creating new problems which in turn need even more regulation and bureaucracy. Soon the norm will become over-regulation which, unless vigorously opposed by the majority of citizens, will soon reduce the individual citizen to a cipher! With computers to document these requirements for regulations, freedom is rapidly departing from the life of every individual.

Such questions point clearly to the *ambivalence* and *ambiguity* which faces education in the next few years.

Yet before considering the exact meaning of those two words, an educational hare which is off and running already in 1982 needs to be stopped in its tracks. 1984 was a year at which many have aimed for a long period of time for obvious reasons; now the year 2000 has become the target. But what really is needed is a plan for 1983, 1984, 1985, 1986 and 1987; because unless correct and proper decisions are made in the next five years, there will be little education of any value in 2000. Indeed we now are in danger of spending so much time in *planning* that we forget about *doing*.

Education is to question and to discuss, to challenge and to listen; it is not to fancy and to romanticize. So many today question and challenge, romance and

dream, but do not listen and discuss. So many talk in a dream world of twenty years ahead but forget to take note of the changes made by the technological advances of the last twenty years. So many have forgotten the admonition of John Phillips, the founder of the great American schools at Exeter and Andover, who said 200 years ago: "goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous; and both united form the noblest character and lay the surest foundation of usefulness to mankind". So many have forgotten that the pursuit of excellence in education is a quality of character which demands flexibility yet patience, clear thinking yet consummate thoroughness, capacity to hear discussions yet ability to share ideas.

So many have forgotten that education is a *qualitative* process in which a boy learns to cope with abstract ideas, values, virtues such as truth, beauty, honesty, loyalty, liberty, justice; it is not a *quantitative* process based on statistical evidence produced by a computer or measured in terms of aggregate marks. Education involves "a curiosity which impels you from one idea to the next . . . it involves values and qualities of character . . . not just qualities of mind" as Robert Shapiro has written.

So what is necessary in 1982 is: to look at the *ambivalences* and *ambiguities* of community life which are affecting today's education; and to find some way of overcoming them immediately in the next few years. By definition *ambivalence* means "having either or both of two contrary values, while *ambiguity* means, "wavering of opinion, doubt, uncertainty, capability of being understood in two or more ways".

At present society is both ambivalent and ambiguous in its attitude towards the education of the youth of the nation. This is clearly seen in the thinking of governments, academics, parents, old boys, who all cannot decide what sort of teaching should be undertaken today by schools: should it be academic or vocational, subject centred or interdisciplinary, career oriented or child ordered? Professor John Passmore's recent statement is relevant to this question: "there is no period at which vocationalism was more stupid than it is now, because one has not the slightest idea what occupations are going to be available in twenty years. There has never been a time when the need is greater to turn out people who are extremely flexible, who have imagination and power to criticise and who have also a broad factor which will enable them more easily to change their job, to undergo re-education if necessary or even to move."

In the community itself there is the demonstrated ambivalence of the desire for tax avoidance and tax evasion in contrast with the persistent demand for increased welfare payments. Hours of work are shortening for adults, yet it is demanded the school pupils work longer and harder and at more subject matter. There is the ready supply of pornography available in bookshops in contrast with the fact that the TV production of 'A Town Like Alice' was rated as parental guidance recommended and the TV repeat of the film 'High Society' was rated R!

There is the ambiguity of small legal sentences for murder and rape and of the increasingly insistent demands that schools themselves discipline children for shoplifting and stealing, arson and drug pushing. There is the statutory requirement that children attend school between the ages of five and fifteen years, yet the demands by more and more doctors, dentists and job personnel officers that children be available through school hours for treatment and interview.

There is the demand that teachers be or become more and more highly qualified, yet the curriculum should be more and more determined by individual choice of the pupil. There is a demand for a standard of numeracy which cannot be achieved because there is to be so much more time spent on computers and calculators, sex education and car driving, vocational skills and community languages.

There is the constant complaint of the poverty of command of the English language which school children have when the media and the public speakers can make statements such as: "language is being reduced down to a minimum of at least incomprehensibility limited hopefully at this point of time to only a marginal but yet substantial amount of selective word play and phraseological reconstruction". There is a demand for accuracy of expression and vividness of description when day by day the community is reducing the great variety of English words to four letters of which *mate* seems the most widely used. No-one has a christian or surname any more apparently!

There is the ambiguity of the legal responsibility of the teacher to exercise "duty of care of his pupil" as defined by the High Court which conflicts with the prime educational task of a teacher of encouraging initiative and personal experiment as the basis of curious scholarship. To have an understanding of the environment, city pupils should be encouraged to bush walk but not at the legal risk of becoming lost overnight!

There is the demand that schools act as surrogate parents in families where parents are not prepared to make customary parental decisions. "You discipline my son; I cannot control him. But you cannot beat him."

Schools are expected to provide discipline, stability, morality, but are not supported in their efforts by parents who take children away early for vacations or early for weekends in order to gain financial travel discounts or to fulfill personal desires.

There is the ambivalent duty imposed on the schools of teaching national unity and patriotic loyalty in times of aggressive bipartisan politics, of conflicting federalism and statism in government, and of constant constitutional argument. A boy "must be able to choose" freely, but yet he should study *compulsorily* social science courses most of which are pure political indoctrination.

There is a demand that the boy have complete freedom of action, and yet schools are blamed because children no longer do what they are told to do.

Education today is being strangled by such ambivalences and ambiguities, and by demands that schools become places of social engineering; and yet schools are not fully supported by parents or community. It is said that schools should get closer to their communities; what qualifications do many of the critics of schools have to make decisions affecting schools and education?

Education is in danger of degenerating because there is a lack of any national unity of morality, ethical or political, religious or humanist. The task in the next five years must surely be to realise that many of our present national difficulties are caused by the fact that we as a nation, in the words of the General Confession, have "erred and strayed" from the ways of Almighty God and "have followed too much the devices and desires of our own hearts" so that "there is no health in us".

Also, we should remember what already we do possess in Australia, as the new Prayer of Thanksgiving so vividly states: "gifts so freely bestowed on us, for life and health and safety, for power to work and leisure to rest and for all that is beautiful in creation and in the lives of men".

The task of schools throughout the nation is to work willingly, readily and enthusiastically to unite this country so as to overcome the bickering of today, so as to teach honesty and incorruption, so as to produce persons of quality and determination. *Each particular school, government and non government, has its part to play in this task.*

The *part of this school* was ably stated by Bishop Barry at its opening on 4th May, 1889, when —

“he earnestly hoped that God’s blessing would rest upon this school: and he felt that under right guidance it would go on and prosper so that when this colony came to celebrate its second centenary there would be living generations of men who had been trained in this school according to the old traditions of the State and the Church of England, who would be loyal servants of God and their country, true to both the Church and the State”.

Let us hope that the education in this School in the next five years will indeed produce in boys a spirit of wisdom and understanding, a questing for counsel and truth, and finally a knowledge and fear of the Lord, so that they will always *“labour truly . . . and do (their) duty in that state of life unto which it shall please God to call (them).”*

