

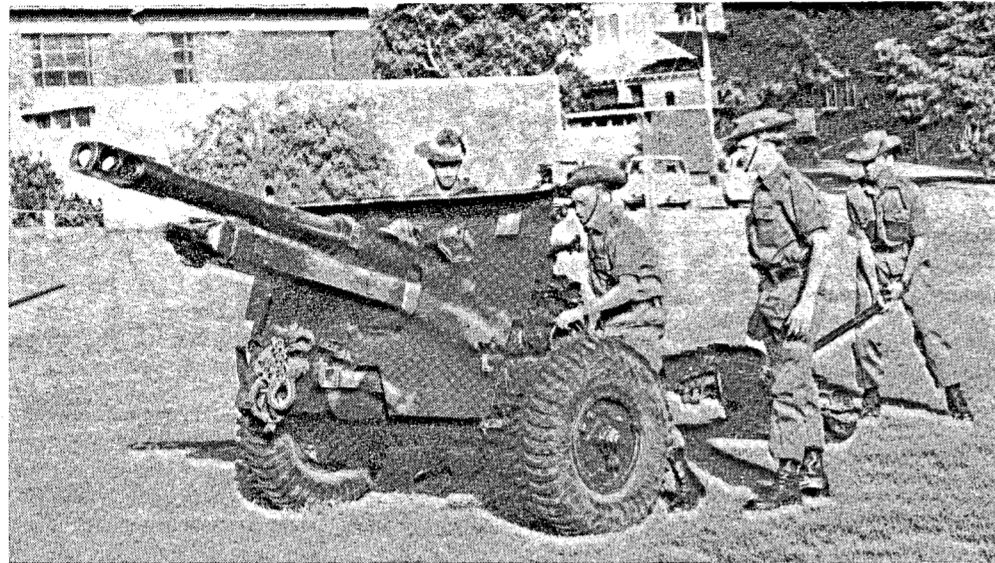
Mr. Chairman, in this report I have tried, by posing a series of questions, to present a clear concept of what this School is and where it is headed. We can look back and be grateful for past achievements but in this Diamond Jubilee Year we have been planning and creating an educational environment which will give boys that stability, and their

lives that purpose and meaning, which will enable them to cope with this world as it is, and I trust, that the vision and the wisdom to understand and do something about the problems which cause the inequalities and brutalities of life.

At this point I must add what may perhaps sound rather like a post script, I

would like to draw your attention to the Jubilee edition of the "Mitre" which we received today. Much of what I have been saying concerning education is expressed in diverse ways in this magazine.

It remains for me Mr. Lord, to thank you and the Fellows of Council for your guidance and friendship over the year.



3rd Field Regiment display for the Cadet Unit

THE CHAIRMAN'S REPORT, SPEECH NIGHT 1970

It is our privilege tonight to welcome as our guest the Honourable Mr. Charles Court, Minister for Industrial Development and the North-West. As many of us are aware, the Honourable Minister is extremely busy with major plans and problems associated with the development of this State and we are grateful that he was able to accept our invitation to present the prizes. I trust that you, Sir, and Mrs. Court will enjoy the evening with us as much as we enjoy having you.

The School lost a friend of very long standing when Mr. James Battye passed away last week after a very long illness. When the Church had approved of this School having its own Council in 1951, Mr. Battye became its first chairman. It was during his twelve years as Chairman that the foundation was laid for the School we have today. The School family extends its deepest sympathy to Mrs. Battye and family.

Tonight, it is with regret that we farewell Mr. Tom Flintoff who is retiring from the Council early in the New Year. Mr. Flintoff has been a member of Council for eight years and for the last four years Chairman of the Buildings and Grounds Committee. In this capacity he has taken a very keen and active interest in the School and we shall miss his presence on the Council very much.

We trust Mr. Flintoff will continue his long-standing association with the School, which has covered school boy, Old Boy, Parent and Member of Council.

For several years the Council has been without a Fellow with legal experience. This year we were fortunate in having

Mr. Ian McCall, a senior lecturer in Law at the University, join the Council. Already he is proving a very valuable member.

This new location for Speech Night illustrates the progress which has been made with the building programme outlined in our Appeal some three years ago. The Swimming Pool and School Chapel have been completed, while preliminary planning is well ahead with the Physical Education Centre, the construction of which should begin during 1971.

Following the pattern of these times the cost of these buildings is proving to be higher than anticipated so I would ask those who generously supported the Appeal to complete their commitment, if at all possible, and we should welcome further support if anyone is able to assist.

In order to maintain the educational standard which has been set at this School, it is essential to keep tutorial salaries comparable with other schools. Also there have been increases granted by arbitration to wages staff together with an increase in costs of services and equipment. As a result it has been necessary to raise fees again, and it would appear such action will be necessary each year while these conditions prevail.

It has been reported in the Press that this School is a beneficiary in the redevelopment of the Cloisters site in Perth. This is so, and for many years this School has received about \$10,000 per year from this source. This is our only income other than fees, and the money from our recent Appeal and gifts.

This income from the Cloisters is a very small, but helpful, portion of our budget of over \$600,000 per year. If you have gained the impression that the redevelopment will solve the financial problems of this School, unfortunately you would be disillusioned. It would appear at this stage that there will be no substantial increase in our income from that source for the present.

The Headmaster's report will show, in my opinion, the continued progress of this School in all facets of education and the Council wishes to record its appreciation of the splendid service given by the Headmaster, and the tutorial and other staff during 1970. Also it is grateful for the continued loyal support from the Parents and their Association, the Old Boys and friends of the School, all of which augurs well for the future of Christ Church.

Prior to my asking the Headmaster to present his report, I should like to record that this year Mr. Moyes completes his 20th year as Headmaster of this School. Looking back at the development of this School over this period one realises how fortunate the School was in obtaining his services and I feel sure you will all join me in thanking him for his dedication to his duties during this period.

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Christ Church Chronicle

CHRIST CHURCH GRAMMAR SCHOOL
SENIOR SCHOOL

THE HEADMASTER'S REPORT 1970

Mr. Chairman, Fellows of the Council, Parents, Old Boys, Members of Staff and Boys.

I wish to join the Chairman in extending to the Honourable Charles Court a very warm welcome and on behalf of the Staff and boys I thank you, Sir, for accepting the invitation to be our Guest of Honour on our Diamond Jubilee Speech Night.

On a personal note we are delighted to have you with us as a parent of a young Old Boy.

The Chairman has spoken of Mr. Battye. I wish to add a few words, for he was not only my Chairman for twelve years but until his death a wonderful friend. His deep interest in education, his understanding of people, his far-sightedness were invaluable and above all his thoughtfulness and selflessness.



Mr. J. E. D. BATTYE

60th Anniversary

The year 1970—the Sixtieth Anniversary of the School—has been notable for new developments and a diversity of events and activities. "Education can only be assessed in the sum total of its many activities." This statement I made in my 1951 Report: it had been a year of stocktaking and evaluation by the new School Council. Each year since then has brought us nearer the fulfilment of our objectives. By 1960—our Fiftieth Anniversary—the enrolment had reached 665 compared with 259 and the Senior School was four times greater; academically the school had forged ahead; at Mt. Claremont land had been purchased for playing fields; in music, arts and crafts, there were small beginnings; and some eight building projects had been completed. On Speech Night 1960 our Guest of Honour was the Premier, then the Hon. David Brand.

An environment for growth

I will not weary you with the story of the Sixties for this has been written up in the "Chronicle" and the "Mitre". The point is that a school has been created—it has developed a character and individuality of its own. In it we have striven to create an environment in which a boy may grow in wisdom and stature, in which there are people, facilities and physical activities which enable him to create, to reason, to use his imagination, to feel, and to learn to adapt himself to ever changing situations. In adolescence the physical and physiological changes are obvious but the cognitive development is not quickly apparent or indeed is not accepted by some.

• Does it expose the boy to experiences which will lead to a better understanding of the community and the world and his place in it?

• Does it encourage the boy to develop a sense of values, and a philosophy of life?

• Does it provide experiences which will enable the boy to choose a vocation which is in keeping with his self-identity?

• Lastly, does the school give the boy the opportunity to develop initiative, responsibility, self-confidence and the ability to make decisions?

The nature of education

There is no doubt that a school can lose the power to see itself clearly. As the American Educationalist Phillip Coombs put it in his book, "The World Educational Crisis":

"If it clings to conventional practices merely because they are traditional, if it lashes itself to inherited dogmas in order to stay afloat in a sea of uncertainty, if it exalts inertia to the plane of first principles—that school is a satire on education itself". The point to be made is that traditionally education has been thought of as what goes on in the classroom between 9.00 a.m. and 3.40 p.m. Equally, it has been the conventional practice to regard such things as religion, worship, music, art, drama, social service, current affairs and the physical activities as frills or fringe subjects. I would stress **they are integral**; of the very essence of education. It is within these fields that the adolescent should find self-awareness; it is **here** that he should challenge, question and experiment. This is the reason for my posing the seven questions which relate to exposing boys to new experiences and providing the environment and climate which stimulate and motivate.

I cannot place too much stress upon this aspect of education. This year two pieces of legislation have been enacted by our State Parliament which to my mind impart to the whole matter a sense of urgency. The Liquor Act has lowered the age at which a person may drink in public places, from 21 to 18. More recently the voting age has been lowered to 18.

It is logical to expect that in the foreseeable future, consideration will be given to the **age of majority** becoming 18. Only a year ago it was possible to say that a boy would reach his majority three to four years after he completed his secondary schooling. Schools could be excused for thinking that the responsi-

If this concept of adolescence is accepted then the school ought to be asking a number of questions:

• Does the school provide the climate in which the intellect is challenged to the very limit?

• Does it provide the boy with experiences which develop self-awareness and help him establish his self-identity?

• Does it provide an environment in which creativity, sensitivity and imagination may grow?

