

Combined M.L.C. and Christ Church Orchestra rehearsing in the Chapel.

We have a responsibility to redress the balance in our schools by widening the activities and opportunities. Not all schools should be the same and in each there should be allowance for differences. Furthermore, each school has its obligation to provide for those who are handicapped—disadvantaged if you wish—whether it be physically, mentally, or environmentally. It is always a matter of deepest concern to Council, when fees have to be raised, that this will reduce the broad spectrum from which the boys come, who attend this School. We do attempt through the Remedial Centre and special classes, bursaries, rebates and scholarships to discriminate positively to help. We are indeed grateful for the increased assistance given by both State and Commonwealth Governments to parents who are facing rising educational costs. The greatly increased living away from home allowances which will operate from next year will help those who are isolated and disadvantaged, whatever school the children attend.

The environment educates. I believe we readily understand that without obedience there can be no freedom. We can fly or send a ship into space, not by ignoring the laws of gravitation, but understanding them and using them to advantage. We actually enter into communion with nature. We find it much more difficult to enter into communion with each other and to establish a relationship for this involves acceptance of authority, obedience and mutual respect.

Yet, the framework of authority and the security it gives enables a climate to be created in which individuality flourishes allied with social responsibility. It is an atmosphere in which young people learn to tolerate individuality in each other and to see that there are a large number of possible ways of both being human and of

achieving excellence. We walk a tight rope. There is conflict here between authority and the expression of individuality, and freedom easily deteriorates and becomes licence. Much more could be said on this subject if time permitted.

#### APPRECIATION

I come now to the final section of the Report—an expression of appreciation to many who in one way or another have assisted the School during the past year. To the Parents' Association guided with much wisdom by Mr. Fisher, I express my gratitude. It has been a happy year and a fruitful one, not only for the money raised but for the effective co-operation and help I have received. Mrs. Dorothy Ransom has been associated closely with the School for many years as a member of the Committee and as President of the Mothers' Auxiliary. We do thank her for her leadership and efforts on behalf of the School. The fete organized this year by Mr. Ray Alderson, was run to raise funds for the Physical Education Centre. I think it was the happiest affair ever and the setting delightful. It was, too, a huge success financially, the net proceeds being \$5,500—a record. On behalf of the Council and the School, we say thank you to Mr. Alderson, the Fete Committee and all the Mothers and Fathers who helped.

The Old Boys' Association has re-founded the Bursary Fund and presented a speed boat to the School for the Boat Club. A group of Old Boys provided a "Four" which was named "T. R. C. McKenzie" and others have assisted with the coaching of games. I wish to record my thanks to Mr. Julian, Mr. John Moncrieff, Mr. Alan Boys and Mr. Simon Martin in the swimming, to Mr. Kim Harrison and Mr. Norman Wright in hockey, and Mr. McKenzie in the rowing. To the Parents and Friends who coached, namely, Mr. Fraser, Mr. Norton, Mr. Chrystal, Mr. Slee and Mr. Fortune, we express our gratitude.

I am indeed grateful to Mr. P. J. Dodds for his generous donation to the library for the purchase of Australian. He advised us on the purchases and in time we hope to build up a worthwhile collection of books on Australia. We do appreciate the thoughtfulness and generosity of those Parents who have established the Kim Morrison Memorial Prize.

To all who have assisted the School in the past year and with apologies for any omissions, I say thank you very much indeed.

Mr. Pate, Mr. Bowker, Mr. Potts and the Rev. Richard Appleby are leaving and we wish them success in their new positions or in further studies. I do thank you for your contribution to the life of the School.

It would be remiss of me not to record my appreciation of Mr. Bowker's work as Sportsmaster and of his loyalty to the School, of which he is an Old Boy. Mr. Pate is also an Old Boy and has been a member of staff for 13 years. His work in the Cadet Unit, in drama and in all aspects of English teaching has been most valuable.

Miss Heales, Housemother of Romsey since May, 1955, is retiring after nearly 17 years of service. It is difficult to express adequately my appreciation of her work. Her kindness to numerous young boys, her sense of humour, her pride in her work and her enduring interest in those who have been in Romsey, have marked out for her a lasting place in the memory of all of us. She has used her talents to help the boys—banners and house flags were made by her. Her gift to the Chapel, two fine white cushions, will be appreciated by all who are married there.

David Ransom, the Captain of School, and the Prefects have provided fine leadership in every aspect of School life and I am most appreciative of their efforts. There are indeed many who have positions of responsibility and duties, which they carry out well, though their work may not be recorded the School is a better place for their efforts. I think of those who run the Tuck Shop, or the Pavilion, those who help maintain the swimming pool week by week and others who act as life savers, those who assist in the library and the Chapel and many others.

I wish to express my sincere appreciation to Mr. Blackwood, Mr. MacLeod, Mr. Carnachan and all members of the teaching, administrative, grounds, maintenance, cleaning, boarding house and kitchen staffs for their work and co-operation during the year.

Mr. Chairman and Fellows of the Council, thank you for your interest and support throughout the year and for your friendship.

# Christ Church Chronicle

## THE HEADMASTER'S REPORT 1971

The theme which constantly recurs in the reports of past years is that of the growth of individuality and that no man can preserve or develop this without positively relating himself to some point of reference greater than self—some person or some principle greater than self interest. In the School there have been an increasing number and a widening of activities and opportunities to encourage the development of the individual human personality.

By contrast in the community at large and more recently a new emphasis on individuality is enlarging the opportunity for youth to 'do its own thing'. Sociologists who put this forward believe that the present day spirit of equalitarianism is more understandable in the light of this new emphasis on individuality. Elites or select groups in a community must be challenged and questioned. There is here an important and interesting conflict between equality and individual liberty. In our society, which is becoming increasingly democratic, and I do not limit this to politics, there is the need to reconcile its equalitarian tendencies with a recognition and fostering of excellence and individual differences coupled with a strong sense of social responsibility. It is against this background of conflict and uncertainty that the overall objectives of education are under scrutiny, as are public examinations, the availability of tertiary education, constraints on the uniqueness of the individual and the acceptance of authority. A paper could be written on this subject. Some aspects of it will be dealt with in this report.

#### THE ACHIEVEMENT CERTIFICATE

This report is divided into three parts, the first is concerned with work and activities of the year 1971. We are now completing the second year of the Achievement Certificate and have taken advantage of the opportunities offered. The senior subject masters have prepared courses of study in all areas and these have been presented to the Board of Secondary Education. We are pioneering courses in Mathematics, Science and in the social studies fields of Geography and History. In some cases we are planning to work with a group of schools. In other subjects we have a particular emphasis to suit the needs of our students and to achieve our objectives. It has been possible to extend our reading and practical work, carry out investigations, projects and field work, broaden the areas of study and at the same time to maintain our standards. We do not place the boys in levels until second year except in exceptional circumstances, so fulfilling a further objective of the scheme, namely that decisions which could limit future opportunities should be deferred until individual patterns of development are clearer. Moreover, the transfer of boys from one level to another and in particular from Intermediate to Advanced level is a practical possibility.

parability is questionable. They are a form of external testing which is open to the same criticism as is the Junior Examination. The importance of comparability entailing as it does moderators, approval of syllabuses, regional meetings and comparability tests appears to be dominating the Achievement Certificate. Added to this are administrative decisions such as period allocations for subjects, methods of recording detail and forms, all of which tend towards a rigidity and standardization which is alien to the whole spirit of the Dettman Report and the Achievement Certificate. To overcome these disadvantages it appears to me that schools which satisfy certain criteria should be accredited by the Board of Secondary Education. The school would assess students and a certificate approved by the Board would be issued when the student completed his schooling. The certificate would record what the boy had achieved. For the time being the certificate would cover the first three years of secondary schooling.

What I have said is not to be taken as an indication of general dissatisfaction but of concern that the objectives and spirit of the scheme may be lost sight of for the reasons outlined.



The site of the Physical Education Centre.

### THE SENIOR SCHOOL

The quality of work in the senior school is sound and there are many indications and achievements which are encouraging. There is evidence of disciplined effort, of enthusiasm and interest, of perseverance and of a high standard in independent work. In the Science Talent Quest, C. R. Leedman and Robin Wansborough of Penrhos were awarded the second major prize and R. J. Jewkes the third. S. Parkinson, K. J. McIntyre and C. P. Stevenson also received awards. In the Mathematics Quest, A. J. P. Hill received the major individual award and J. C. R. Summers the third. The W.A. Geography Society announced their awards recently and S. Parkinson and K. J. McIntyre received the first prize and G. R. Koski the second. While the number of boys receiving awards is very encouraging and pleasing, it should be noted that many others have completed projects and entered them receiving special commendation. Others have yet to complete their investigations. J. H. Graham was one of the five Western Australian students chosen to attend the International Science School of the Science Foundation for Physics held in Sydney in August and G. L. Cullingford was selected for the State Seminar, 'The Explosion of Science'. During the Christmas vacation Lung Fey Yu will attend the National Mathematics Course in Canberra and G. L. Cullingford and J. H. Graham the W.A. Mathematics Enrichment Programme.

At the Final Assembly I handed out 83 Fourth Year Certificates, 128 distinctions; two boys gained 6 and five boys 5 distinctions.

The Dux of the School for 1971 is C. R. Leedman.

### ACADEMIC RESULTS

In the Leaving Examination last year there were 124 distinctions at Leaving level and 70 of the 88 boys with matriculation courses were successful—that is 80%. Forty boys received University Scholarships and 11 Advanced Education Scholarships. Thus of the 102 boys in Fifth Year one in every two received a scholarship. Three boys, David Bowen, Richard Lane and Ian Maley, received General University Exhibitions, William Porter a Commonwealth Agricultural Scholarship, and Christopher Curry the Winthrop Scholarship at St. George's College. At Third Year, 31 boys received Commonwealth Secondary Scholarships.

### PHYSICAL ACTIVITIES

In physical activities—games, gymnastics, life saving and physical education, we have had a good year. In football we shared the Alcock Cup

with Aquinas and it was the first time we have held this trophy. We were second equal in swimming and rowing and third in hockey. School teams won both the Under 14 and State Junior events in gymnastics, and C. S. Witt was State Junior Champion. Both Campbell Witt and Richard Payne were chosen to represent the State at the Australian Championships. In Lifesaving, there were 554 awards including 150 Bronze Medallions, 55 Bronze Crosses, 54 Instructors' Certificates and 13 Awards of Merit. For the third time in four years, the School received from the Royal Life Saving Society the award for the School making the greatest contribution to life saving.

There are those who question the value of games. I believe it would be worthwhile to investigate more thoroughly the function of physical activity and sport. Lorenz, the biologist, would assert that a main function lies in providing an outlet for the aggressive urge as well as being of great importance in keeping people healthy. One of the values of games is that it educates man to a conscious and responsible control of his own behaviour; another is the discipline imposed by the demands for fairness.

### OTHER ACTIVITIES

The Art Department in the Preparatory and Senior Schools has made its contribution in almost every School activity: programmes for drama and music, posters for School events, stage properties and scenery, the School magazine and other publications, the fete and social service activities. The highlight was the Annual Art Exhibition. Of this, the best I can do is to repeat the review in the "West Australian". There were "nearly 600 pieces and the collective result was excellent. There were outstanding examples in every field—painting, pottery, printmaking, sculpture, wall-hangings, batiks and leatherwork, to mention some. Though some work was notably sophisticated (a big painting, an admirable batik and a series of cast aluminium heads come to mind quickly) the general spontaneity was the dominant impact. This obvious enthusiasm ran through all divisions . . .".

The developments in the Music Department have broken new ground. Early in the year it was decided that in instrumental music M.L.C. and Christ Church should work together. We have now a First and Second Orchestra with members from each school and the Preparatory School has its own orchestra. The numbers learning instruments continue to grow. In drama, too, we combined with M.L.C. to put on the "First Born" by Christopher Fry.

The social services group, through its committee, plans its programme for the year and all requests for help are passed on to it for consideration. The work at Lucy Creeth and Claremont Hospitals has continued, the boys organizing their own rosters and drivers: requests for help from the Red Cross, the Salvation Army, Austcare, Aboriginal groups, St. Bartholomew's House, Legacy, the Royal Life Saving Society, the Braille Society, the Walk against Want, have been answered. For our term collection, the Committee tried to select charities which were local and received little other help. The charities this year were an aboriginal youth centre, the Braille Society and the North Fremantle Kindergarten. The Braille Society arranged a display of its work in the Chapel which aroused considerable interest and as a result of this, arrangements were made for a blind student to receive help in physics from two members of Fifth Year. The committee is sponsoring three children at the North Fremantle Kindergarten—the cost is \$100 per child. The Preparatory School has organized two special appeals—Pakistan Flood Relief and S.C.F. Rice Bowl Appeal. They have raised over \$300 and this is in addition to the weekly collections. By the end of the year the boys will have been responsible for donating or helping to collect something in excess of \$3,500.

The new arrangements for the Remedial Centre have worked well. The Centre has a special role within the School and it is unique. However, it is not possible to extend this work although the demand for places is considerable. We are most grateful for the co-operation of members of the medical profession, the Guidance and Special Branch of the Education Department and Miss Drummond of the University of Western Australia.

We have attempted to carry out the concept of the Chapel, using it in such a way as to show the Christian concern with the whole of life. The weekly pattern which developed included

- a speaker, not necessarily from outside the School,
- the arts—poetry reading or music;
- a worship "service", and
- a less traditional attempt at worship—education.

On the fifth morning the School Assembly is held. Our speakers have come from Tanzania, South India, and South East Asia. Others have talked to us about the World Council of Churches, Immigration, Religious Education, Home Missions and Bush

Church Aid. Mrs. Campbell spoke on pottery, Mr. Guy Grey-Smith on painting and Mr. Davey on drama. Richard Harris, an Old Boy, spoke of his stay in the United States on a Field Scholarship. Boys from all levels of the School and staff have addressed us on their interests and activities. Much remains to be done, especially in the area of the services. We hope we are fulfilling some of our objectives—there is a respect for individual differences; there is a strong sense of social responsibility, but whether the development of understanding, tolerance, humility, compassion, and integrity is leading to a greater awareness of God and His creation, I cannot judge.

While it has been possible to point to the work in art and crafts, music, clubs and societies, investigations and projects in science, mathematics and geography, there has in the past been little creative writing beyond that in the School magazine. This year the Preparatory School has made considerable strides. The "Prep Paper" started in 1970 has flourished. It was the boys' idea: they collected the copy, edited it and did the typing and art work themselves. Now the Preparatory School have a new creative magazine which they have called "Freshwater". The Senior School, largely through the effort of one boy, produced the first edition of its paper "Spout Forth". It has taken two years to get it off the ground and I hope we will have further editions in 1972. A literary magazine is also planned for next year.

### THE FUTURE

Now I come to the second part of the report. It is concerned with the future and the examination by the Council and School Committees of policy, activities and plans. The Education Committee of Council considered once again the size of the School. It confirmed the policy laid down in 1958 and 1963 that the enrolment of the Senior School should be 600 plus or minus and the Preparatory School 270 plus or minus with a total enrolment of approximately 900, under the present organization of primary and secondary education. For the information of Parents and Old Boys, I have included a table showing enrolments from 1950 to 1971.

In the first part of the Report, I referred to the developments in music, drama and physical education in which M.L.C. and Christ Church have been working together. The Council recognizing the value of these activities decided that there were advantages to be gained in the extension of the range of contacts beyond those already made. I understand from Mr. Shepherd, the Principal of M.L.C., that

his Council has expressed pleasure at what has been done and is in favour of co-operation being continued in the future. In the discussions on co-institutional education, it was noted with interest that there is no record of any research in Australia into co-education and R. T. Fitzgerald, the Chief Research Officer of A.C.E.R., wrote recently "Despite the widespread acceptance of co-education within the State secondary systems, no rationale underlying its introduction has been made explicit. In pragmatic fashion, the practice of combining the sexes within the primary school and the country high school has, since 1945, been generally extended to the metropolitan area". These pragmatic reasons are not pertinent in our present situation. There are some arguments, mostly social, to support the case for co-education. However, our situation here is ideal. I believe the best of both worlds can be achieved in a co-institutional educational programme.

The Council has approved a new School Prospectus based on the Handbook; it reviewed the work of the Music Department and Remedial Centre and in line with an earlier decision it was agreed that a full-time member of staff be appointed to teach the Manual Arts.

The School Service activities have been under consideration for some time and the policy of offering more options at Third Year has been extended. It is not possible to deal fully with the proposal this evening, but the options listed for Third Year are the Cadet Unit, Drama Workshop, Writers' Club, Art Service and Social Service. In each activity there will be a maximum and a minimum number of places. The options at Fourth Year are more numerous and in the Cadet Unit the emphasis will be on adventure-type training, field engineering, medical services and communications.

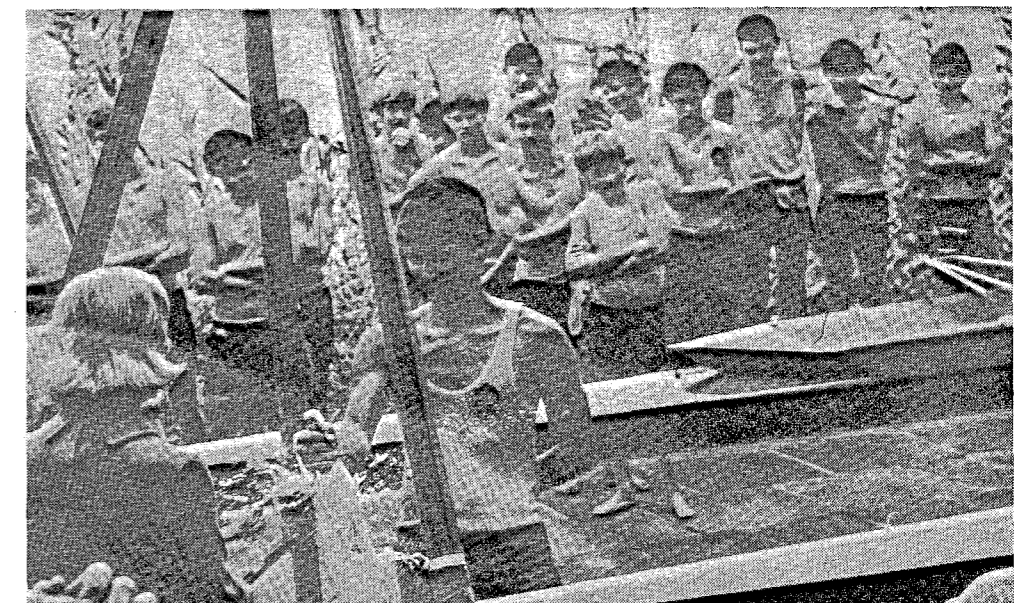
It is hoped that the property on the Murray River in Scarp Road—named "Koorringal"—will be ready for development and use in 1972. Koorringal is an aboriginal word in the dialect of the district and we understand it means "home near the water".

The Physical Education Centre should be completed early in Third Term, 1972. No doubt it will have a major impact on the School community and we must plan ahead. I would hope that we can extend our work in physical and health education and in life saving and introduce new activities.

Finally, there is the planning for the new Senior School and Administration building. During this past year, we have accumulated a great deal of information and I personally have visited some twenty schools looking at new libraries, audio-visual centres and accommodation for Fifth Year students. By the end of 1972 I would hope our plans will be well advanced.

### SOME PROBLEMS

In this, the third part of the Report, I return to my introductory remarks and one or two of the problems posed. The whole environment educates, not just the school. I think we are beginning to appreciate this situation. We have been expecting too much from education in the sense that however equal we make educational opportunity and however much we improve the standards of the schools their influence is not predominant when compared with that of the home and of the peer group in which the child lives. We cannot talk about equality of opportunity when we compare the homes of children in one of which there are books, good conversation, interest in education and community activities, and in the other there is an indifference to community activities, disinterest in schooling and ignorance.



Members of the Boat Club watch Mrs. Crommelin name the T.R.C. McKenzie "Four".