



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.

