

THE ACADEMIC RECORD
(Continued)

tions and attendance at Summer Schools has been at its usual high level.

In the Humanities, extension has been achieved for example, through model construction activities in the Middle School, and by extensive field study work, camps, visits to Parliament and historical buildings. Guest Speakers have broadened the spectrum for History students and the 1976 Interstate Study trip was a highlight in this area.

Economics and Commerce students at Year 12 level are tackling the Snare game and at Year 11 the Rotary Essay Competition.

The ideals generated in each subject area spill over into other areas when the staff meet informally and formally as in the School Academic Committee, where a major function is to keep staff members aware of and working at new developments in the general education field. In this way at Christ Church we hope to see that each student receives the fullest opportunity to develop his unique potential and to enter manhood with both knowledge and understanding.

THE PREPARATORY SCHOOL

The Preparatory School is concerned with the formative years between 5+ and 12+ when a child begins to develop the all-important skills, values and attitudes that he needs in order to develop his full potential. To this end there is a strong emphasis on the basic language and number skills, but not to the neglect of moral, social and spiritual values.

The language arts programme is a comprehensive one planned in every detail to help pupils become competent readers and spellers. Along with the normal programme there is extension work for the bright students and special programmes for those experiencing difficulties. From the earliest stage the students are encouraged to use the Preparatory School Library and many also use the Selwyn Prior Library.

Just as the language programme is individualised, there is careful provision for ability differences in mathematics. From Year 4 onwards boys are cross-graded, so that they are able to move forward at the fastest possible pace. Along with the normal programme, there are opportunities for extension such as the Mathematics Project Competition which encourages the pupils to explore

and investigate the structure and the beauty of the subject themselves. Similarly in Science and Social Studies there are special projects involving model-making and experimentation.

From Year 1 onwards strong emphasis is placed on the need for neatness and legibility in printing and handwriting. The Preparatory School uses a linked print-script style but new boys coming in at the top end of the primary school are not expected to change styles if they already have a neat legible hand.

Every child has within him some creativity waiting to be developed. Regular classes in music form a basis for this development, but apart from this there are opportunities from Year 3 onwards for boys to learn string or wind instruments as a follow-up to the work in percussion and singing in the first two years. Creative work in Arts and Crafts also is encouraged as part of the normal programme and the Year 7 boys do additional activities, particularly Woodwork, in the Brooking Manual Arts Centre.

It is very important that the primary school child learns to accept himself as a worthwhile individual and also as a contributing member of a group. This is achieved in the Preparatory School through the House Competition which permeates every aspect of school life. Points are allocated for classroom achievements and attitudes, for games, for playground cleanliness and tidiness and so on. Competition is keen, with enthusiasm coming spontaneously from a deep satisfying involvement of both students and staff. The pupils have opportunities for leadership, while genuine participation in decision-making enables them to better understand how school rules and regulations contribute towards the development of self-discipline and self-respect.

An important part of the House Competition is the regular Friday morning House Assembly when the work and play of the week is reviewed. This is conducted by the pupils themselves who lead the prayers and the hymns and then report on the week's activities. At this assembly Honours Certificates are presented and usually one class entertains the rest with a dramatic or musical item. Finally, and most importantly, the results of the House Competition are announced.

The work of the Preparatory School culminates at Year 7 and it is in this year that the students' programme is extended beyond normal syllabus boundaries. The boys produce a monthly paper with school news, literary contributions and so on and usually during Third Term they produce a film or do some film production. It is the Year 7 boys who are

called upon to lead Houses, to be Chapel Monitors, School Librarians, Sports Monitors and so on. They are expected to contribute fully to school life and the contribution they make is of considerable intrinsic value.

The Preparatory School is fortunate in having the total facilities of the school campus available to it, as this situation serves to open vistas of broader experience for the pupils. The interaction with other sectors of the School also serves to ease the transfer from primary to secondary school. There is also a bonus in the use of facilities not normally available to primary school pupils. The senior Library with its audio-visual components is a case in point. Apart from the access to books and materials there is provision for Preparatory School involvement with central audio-visual facilities. These are concerned with production of materials and with recording and duplicating radio and T.V. programmes and the Audio Visual Centre also acts as a distribution point for a reticulated audio-visual system which has outlets in the Preparatory School classrooms.

In addition to this effective media support, back-up facilities available through the total campus situation include the Gymnasium and Swimming Pool, the Special Education Centre, science and language laboratories, the manual arts centre and the school computer. Along with this goes the support of the specialist staff in subjects such as Music, French and Physical Education. Another important benefit is the common use of grounds and sports equipment and the availability of Koorringal, which provides the students with opportunities for environmental studies in a natural bush setting. Classes from Year 4 upwards take full advantage of this chance to come to grips with natural surroundings first-hand.

The teachers in the Preparatory School are concerned with the personal development of each boy and this concern does not cease when the bell goes at 3.25 p.m. The stability of staffing and the experience of the teachers ensure a healthy and stimulating educational environment through a flexible lively organisation. There is an atmosphere of encouragement and support that serves to promote initiative and resourcefulness. In this connection the School Chaplain has an important role to play. Apart from organising and directing the Religious Studies programme and the Chapel Services, the Chaplain is available to all members of the school for consultation and advice. His influence is an integral part of the pastoral care which is central to the Preparatory School community.

Christ Church Chronicle



FROM THE HEADMASTER

Since the last Chronicle was published in September 1976 we have been taking a hard look at a number of matters of concern to all of us. It is no bad thing that a School should examine every aspect of its work and even consider the essential purpose of its existence. We should not be afraid to subject it to scrutiny, whether it be the academic courses, the games, the clubs and societies, the cultural activities, the facilities available and the use of them, the administration and above all, the organization of pastoral care. The objective is to achieve a balance between all the competing elements; at the same time to allow each boy to pursue excellence in whatever area he is stimulated. It is important therefore to create the environment in which this can happen. This means not only buildings but also teaching and administrative staffs.

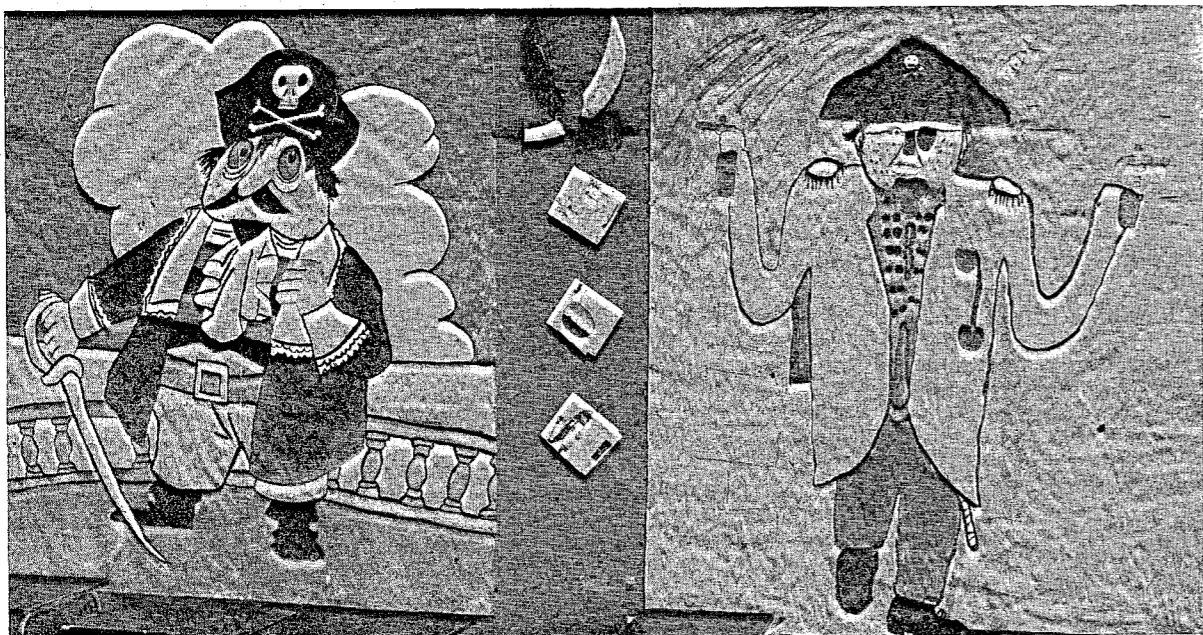
During the past two years there have been significant additions and changes in the physical plant. During 1977 the Boarders' Recreation Centre came into use and the Brooking Manual Arts Centre was completed and opened in August. In 1978 the impetus has been even greater: hard cricket practice wickets were ready for use in the First Term and all six hard courts should be available

by this coming November. We will move into the ground floor of M Block this September, when five new classrooms, two staff workrooms and a locker area will be finished. The English Department will be located here, as will the School Chaplain. Finally, the builders will move into Walters House in the final week of these holidays to carry out major renovation and an upgrading of the boarding facilities. To this list I can add the renovation and redecoration of classrooms in the Preparatory and Secondary Schools, the building up of equipment for use in all departments of the School e.g. the Physical Education Centre, the improvements to Koorringal, the Music School and Parry House (the Junior Boarding House) and changes in the kitchen and dining room to allow us to change to cafeteria-type service and choice at midday and evening meals. It must be recorded that a great proportion of these works have been carried out by our own maintenance and teaching staffs with the help of the boys in some projects.

These developments have enabled us to add to the School curriculum, that is its organized programme of studies and

activities. Members of staff have been invited to write articles on aspects of the School. There will be some disappointment for we have had to omit articles on the Selwyn Prior Library, Drama, the Computer Centre, Debating and Gymnastics. I would draw your attention to the brief articles on the School Fete and the School Archives. Finally, there are the notices announcing Open Day and the Annual General Meeting of the Old Boys' Association. The date for both is Wednesday, 27th September.

OPEN DAY
Parents, Friends, Old Boys and those interested in future enrolment are invited to see the School on **WEDNESDAY, 27th SEPTEMBER, 2.00-5.00 P.M.** With the completion of the new buildings there will be additional vacancies in 1979



Class room display, Children's Book Week.

KOORINGAL

1978 marks the third year of full-time operation for Koorringal—our "home by the water". During that time, and including projected visits up to November of this year, the camp will have been enjoyed by over 1,750 boys from all age groups from P5 through to Year 12.

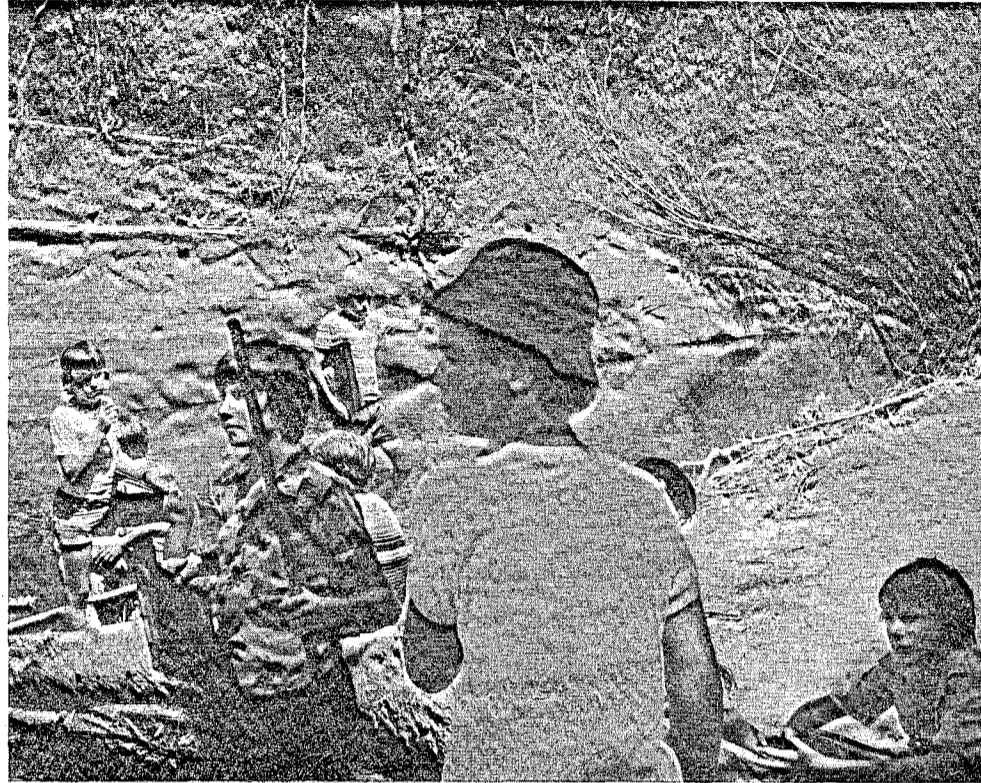
Class groups remain in residence for an average of three days with study programmes centred on area geography, biology, ecology and environmental studies including bushcraft survival, map and compass work and lighting fires for cooking under difficult conditions.

While the study programmes are important, so too is the social benefit gained by groups who have to get right down to the "grass roots" of studying and living together, sharing all cooking, working and camp hygiene duties. The few lazy or selfish members of a group soon realise that to be accepted they have to contribute to their group's effort and thus can share in the pleasure of achieving goals together.

The popularity of the camp motivates students to work willingly at their study and leisure programme upwards of ten hours a day and experience has proven that considerable social and academic benefits are gained by such willing work.

The year at Koorringal began with a weekend seminar for the new Prefects and, to date, the camp has catered for the Cadet Officer and N.C.O. Course, visits by all of Year 8 classes and most of the Preparatory School groups. It has acted as a base camp for the cadet bivouac and a weekend home for the Special Education Centre and parents. Projected visits for the remainder of this year up to the examination period include a four-day camp for the last of the Preparatory School classes, two separate weekend camps for all the boarders of McClemons and Walters House and finally, a mixed German Language camp for language students from Perth College and Christ Church, complete with appropriate menus.

New ideas are constantly being suggested and tried and currently Mr. Burns is heading a group of staff members who have the task of re-appraising the objectives of the camp and its study and leisure programmes. A number of suggestions from staff, Prefects and students and the findings of that group, will result in changes and improvements in the programme and living arrangements for 1979.



Year 8 boys at Koorringal.

CHRIST CHURCH SCHOOL CHOIR

During the latter part of 1977 the Preparatory School Choir and the Choral Society were amalgamated to form The School Choir. This meant that boys from Year 4 through to Year 12 had the opportunity to get to know each other and sing together through belonging to the one organisation.

Much hard work has been maintained since then with boys singing Treble rehearsing Wednesday and Friday mornings before school and the Altos, Tenors and Basses on Monday and Thursday mornings. In addition a full practice takes place every Thursday afternoon after school.

There have been concerts at the end of Third Term 1977 and First Term this year, when works ranging from Bach, Handel and Mozart to Ray Charles and Swingle arrangements of Bach's music have been performed. The standard of performance has improved as the choir has become more established and it was

most pleasing that a number of the items at the concert at the end of First Term were unaccompanied. This is quite outstanding when one considers the short time that the majority of boys have been receiving choral training.

The concert planned in Second Term was choral with no orchestral items which was quite a challenge to the members of the choir. However, this concert was quite a memorable event in that the School Choir was joined by the St. George's Cathedral Choir. The programme consisted of items from each of the two choirs, who then joined forces to sing the Hallelujah Chorus from Handel's Messiah, a fitting finale to the afternoon's performance.

A number of staff are now singing in the choir, particularly Mr. John Pemberton and Mr. Harry Woodall. These two staff members really uplift the bass line!! The choir also benefited very much from the help received from Messrs. Dudley Gabriel and Mark Dale on the tenor line.

The standard is high and it's hard work but the rewards of singing with a group of young people who are all trying to do their very best, is well worthwhile.

SCHOOL ARCHIVES

The School Archivists are appealing for help. Although increasing attention has been paid to the collecting and cataloguing of material relating to the School's past, there are still gaps. This is especially so in the case of information regarding two of the School's Headmasters; Mr. Noake and Mr. Walters.

Perhaps Chronicle readers may know of the existence of photographs, letters or documents which would help our research—perhaps even their old school reports.

Even the loan of such material for displays being planned would be greatly appreciated.

One such display will show the history of cricket at Christ Church and here again we would be delighted to receive relevant material, from photographs to cricketer caps.

Very often some small item which may seem comparatively unimportant can add considerably to the picture of the past which it is the archivists' task to restore.



School archivists at work.

RELIGIOUS STUDIES

(Continued)

declare their commitment whilst allowing the student freedom of choice. This will mean that those who teach have the right to exercise their responsibility as Christians to resist those who may wish to impose, or even have imposed, their world view on the rest of society. This is not to claim a favoured position on behalf of the Christian faith.

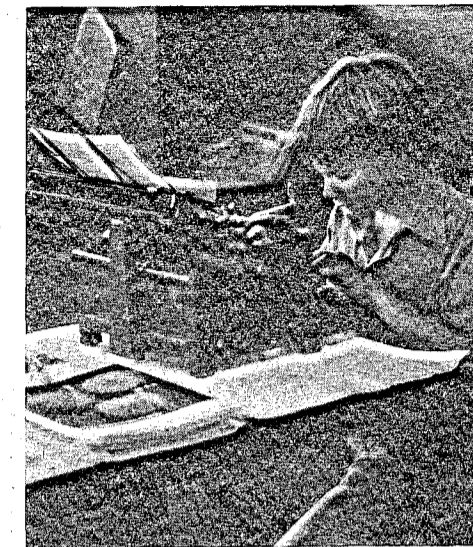
The only alternative is ideology in the worst sense, be it materialism or sectarianism. The Christian faith is not an ideology. Jesus shunned the use of earthly power. He showed the way of servanthood. Thus the Church school is concerned with education not primarily to build up the life of the Church, but to bring wholeness to those who truly seek to be educated.

THE SPECIAL EDUCATION CENTRE

The Special Education Centre continues to be a "special" part of the School. The philosophy of its approach to the education of children who are learning-disabled is arousing a great deal of interest in educational circles. It is the only independent school that offers such education facilities to children with a significant degree of learning disability. The whole child is considered so that attempts are made to provide for basic competencies in literacy and numeracy, but also social and communicative skills are developed, and recreational activities are encouraged. To achieve these objectives the resources of the whole school are needed, as the learning, behaviour and interaction with others must generalize beyond the confines of the Centre. The co-operation and involvement of staff and student members of the school is helping to bring this about.

With a changing enrolment, and a group that is heterogeneous in age and type of disability, the programme is broadly based and very flexible. The boys in the Centre receive tuition individually, in small groups and in the normal stream. The senior boys are working on a contract system of learning to develop independence and organisational skills. A course in Practical Mathematics and Science for senior boys is being developed. A final-year student, majoring in Mathematics, from the Secondary Teachers' College is working in the Centre under the Assistant Teacher Programme. Her contribution has had a motivating effect on the study of the subject, and the boys have had an increased opportunity for personal assistance. A Practical English course for Special Education students and senior boys requiring intensive instruction is conducted in the Centre and is proving most successful. Typewriters purchased for the Centre have been put to good use in encouraging written language efforts, assisting in the teaching of spelling and providing manipulative practice. An overhead projector has also been provided and it is hoped that the boys will soon be involved in producing their own learning material.

The Special Education visit to Koorringal co-incided appropriately with Foundation Day and World Environment Day. What better place to appreciate the heritage and natural beauty of this state? The theme of our week-end was "Kinship" with special reference to the Bibbulmun tribe who once lived in the Murray River area. The story of the Battle of Pinjarra, painting in the aboriginal



Concentration.

style, macrame, compass and measuring work, a camp-fire concert, a bush church service and many hikes provided an enjoyable and productive week-end for us all. Leadership of the groups was shared among parents and staff. We are especially proud of the wall hanging made by community effort under the expert guidance of Mrs. Ansell.

Special Education students have a great deal to learn, but they can also teach some pertinent lessons in tolerance and perseverance to all of us and make a contribution to the life of the school, where we hope all will learn and grow.

THE ACADEMIC RECORD

If one has been in the Christ Church community for any length of time, it is possible to take for granted its high standards of scholarship, its continued emphasis on excellence in the academic field and its firm standing, recognized throughout Australia, as one of the country's most successful schools.

It is no accident however that these things are so, for they result from a resolute implementation of the school's philosophy in which the development of an individual's skills, so that he may realise his true self in his vocation, is recognized as being of paramount importance. Moreover, the continuing success of the School in this field is dependent on a realisation by staff and boys alike that however good the reputation of a school may be, the individual's progress and results are still largely the result of his application and attitude to study, his motivation and the guidance he receives.

We must therefore continue to monitor our results, compare them with our School's results in the past, and other schools in the present, and bring them to public notice and scrutiny, to ensure that we still make the pace, and not just keep the pace in the modern educational world.

One of the best ways to gauge the level of present achievement and try to assess whether results are being maintained at the desired level is to examine records of student success in the public examinations over recent years.

These must be viewed with two factors clearly in mind. The first is that the Leaving class at Christ Church represents a decreasing proportion of students entering for the examination each year as

the state population expands. In fact it becomes increasingly more difficult to win competitive awards such as Exhibitions, each year. Secondly the retention rate for students from Year 8 to Year 12 is still well over twice the state average.

Let us first look at the really top results, recognized by general exhibitions of which twenty are awarded annually and by subject exhibitions in the ten subject areas. In the past eighteen years 1960-77 there have been 42 general exhibitions and twelve subject exhibitions awarded to Christ Church students. No other school approaches this record.

In the past seven years J. H. Graham (1972) and M. J. Millward (1975) topped the state. J. M. Silberstein (1976) was placed second in the state.

In 1977 the School Dux, D. J. Sullivan obtained a General Exhibition and A. J. M. Donald obtained the Subject Exhibition in Economics, whilst H. Mortlock topped the state in both Physics and Chemistry papers—although in each case there was an alternative syllabus, and the candidates topping the alternative papers were awarded the Subject exhibition.

While it is important to know that the best students are able, at Christ Church, to extend themselves and show their full potential, the overall level of results is far more significant.

Under the present certification scheme it is no longer possible to deal with the simple statistics of pass and fail. Nevertheless we have histograms of results in all subjects which enable comparison with the total state entry for each subject over the whole range of performance.

Each year these are closely studied. They show a consistently better than state average for virtually all subject areas, and when it is realised that about 90% of our first year high school (Year 8) entry go on to sit for the Tertiary Admissions Examination in Year 12, these results must be regarded as satisfactory.

Important though examination results may be however, it has never been the policy of the School to concentrate its efforts on this area alone. Rather the policy has been to extend the student by providing a range of activities in each subject area and by encouraging students to participate in projects and competitions beyond the confines of the course.

In the languages, which students are encouraged to pursue, their activities have taken the form of drama, language camps, tours and entries in Alliance Francaise and DAS examinations.

Visits to plays and films and participation in dramatic productions, at times with other schools, increase the scope of the English courses, while the strength in debating continues with A. B. McGowan and S. J. Annear, reaching the level of state representation.

In Science, entries are again being prepared for the Talent Quest, students have attended "environment" conferences, continued with field trips and excursions—C. J. Codd carried on the fine record of Christ Church students when he was one of five students selected to attend the International Science School in Sydney.

A new Middle School Mathematics Club (in conjunction with M.L.C.) now flourishes alongside the Computer Club and students in this subject area continue in active membership of the Schools' Mathematic circle. Large numbers of entries are received for the IBM and the National Mathematic Competi-

Continued overleaf.

THE SCHOOL FETE

Five years have passed since Christ Church Grammar School held a Fete and on that occasion approximately \$7,000 was raised.

On Saturday, October 28th this year, we are again holding a Fete on the Junior School Oval, between the hours of 10.00 a.m. and 3.00 p.m.

Perhaps, as overall conveners, we are ambitious in hoping to raise \$15,000 to \$20,000. However, with support and co-operation from all members of the School we believe this can be achieved.

Proceeds from the Fete are to pay for three of the six new all-weather tennis courts.

A full report of stalls and activities planned was listed in the July issue of the School Newsletter.

We look forward to your participation to help make Fete 1978 a tremendous success both financially and socially.

Margaret Smyth,
Fred Williams,
Co-conveners Fete 1978.



Mrs. Grose names the new eight, assisted by Captain of Boats Steven Annear and supervised by coach Mr. Mountier.

CADETS

The Adventure Unit of the School continues to maintain its popularity and this year has attracted 177 Cadets into its rank and file, the largest number since the Unit became voluntary. It is currently the biggest single unit in the State. It is organized into a small Headquarters responsible for administration and the programming of unit activities, a junior company consisting of Year 10 boys, with Year 11 and 12 Officers and N.C.O.'s and a Senior Adventure Company of Year 11 and 12 boys.

The first year Cadet syllabus is centred on first aid, map and compass techniques, safety with fire arms and shooting, bushcraft and the Duke of Edinburgh Award training programme to Bronze level. Cadets who volunteer for second year cadetships are posted to the Adventure Company and are trained in fibre glass canoe construction and handling, Civil Emergency and rescue techniques, radio operation, knots lashing and improvised river and obstacle crossing, advanced map and bushcraft and the Duke of Edinburgh Award programme to Silver level.

In the past two years the Unit has maintained a high level of instruction and training expertise by conducting its own Officer and N.C.O. Course at Koorngal over a period of eight days in January on subjects applicable to its own special programme. Other out-of-school activities include a four-day bivouac in April and an eight day camp at Northam in August.

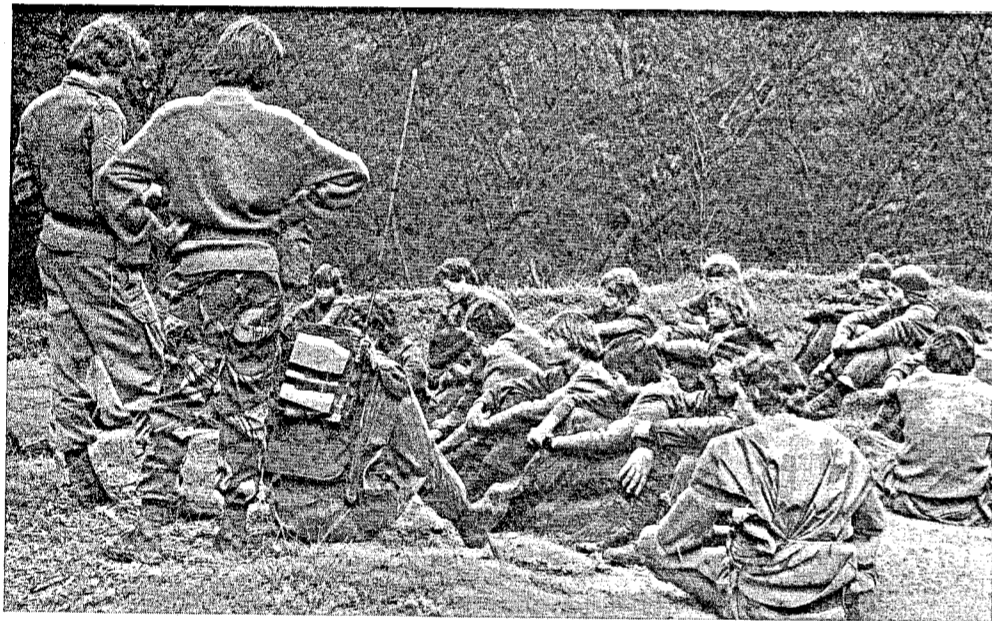
With the continued support and enthusiasm of all connected with the Unit, there seems no reason why it should not continue to go from strength to strength.

OLD BOYS' ASSOCIATION

The Annual General Meeting will be held at the School on Wednesday, 27th September at 12.00 noon.

This will be followed by a barbecue at 1.00 p.m.

All Old Boys are invited to see over the School during the afternoon of OPEN DAY.



Briefing at Northam Camp.



Future meteorologists in training.



Cutting with the oxy torch.

INDUSTRIAL ENGINEERING

This year saw the commencement of the Year 11/12 course, Industrial Engineering, which endeavours to provide education in technical subjects for students intending to pursue a career in Agriculture, Mining, the Automotive Industry, or any other form of mechanised industry.

The boys have already shown intense interest in these subjects and consequently instruction is aimed primarily at developing proficiencies in the basic skills required in these fields.

Whilst the major emphasis of the course is placed on developing a working knowledge of "Motors and Machines", the boys are progressively developing skills in the supportive subjects of lathe work, the correct use of hand tools (fabrication), Oxy/Acetylene Welding and Electric Arc Welding.

In addition they are acquiring the high standards of hand skills needed for work with tools—measuring and making calculations to the fine degree required in the use of micrometers and vernier scales; first principles in most manufacturing and modification processes.

Subjects to be included over the two-year period include The Agricultural Tractor, Crop Harvesting Equipment, Specific Purpose Machines, Diesel Engines and Rotating Combustion Engines.

As with the introduction of all new subjects, "teething" problems are being experienced, particularly those relating to machines on which the boys can work to develop their knowledge and skill, it is hoped that by the end of this year the Centre will have at least two engines mounted on frames in a fully-operational condition; at present the boys are reconditioning two four-cylinder engines in an endeavour to prepare them for tuning, testing, adjustments and fault diagnosis.

With up to a maximum of 16 boys in the class, it is most pleasing to see the manner in which the boys accept these limitations and are prepared to tackle any task set before them. Already one 4-stroke lawn mower engine has been sectionized, painted and will be a valuable teaching aid for many years to come. An unserviceable 6-cylinder Holden engine is now being prepared for a similar purpose.

Without exception the boys have taken to Oxy/Acetylene and Electric Arc Weld-

ing with considerable enthusiasm and having progressed through the fundamental stage of familiarization with the equipment, they will commence more complex tasks of manufacture, bronze welding, oxy cutting and the industrial application of Electric Arc Welding.

The one small, metal, working lathe, although adequate as an introductory machine, has restricted activity in this area, however, the proposed acquisition and installation of a second by the end of Second Term will alleviate the problem here considerably.

At the commencement of the course the boys were advised that all aspects of the course would be covered by theoretical instruction and supported by homework and research assignments. Despite the fact that the latter met with an anticipated reaction of suppressed "horror", in the main they have accepted this well and frequently salient points from an assignment are dispersed to the class.



Bench testing.

Perhaps one of the most gratifying aspects of the subject is that as a result of the School Council's decision to proceed with the course in 1978 at a time when education is expanding in the field of technical education, Christ Church is well to the fore in introducing the course to Year 11/12 boys, and this is reflected frequently in responses from parents, teachers and the boys themselves.

Undeniably, we have a long way to go and any offer of assistance will be most gratefully appreciated (one parent permits us to use the metal off-cuts from his factory for welding and small model fabrication). Metal scrap, old engines, machines or machinery would be most welcome. The equipment need not necessarily be new, to be of educational benefit to the boys.

RELIGIOUS STUDIES

The most significant fact of the twentieth century is that we live in a world of ever-increasing change: Canute may still hold court but change commands both attention and response. Education is a dynamic process and is concerned with change; bringing about behavioural changes as the child develops skills, adopts new attitudes, acquires values, accumulates knowledge, learns how to learn. Educators are also concerned with change as the world itself grows in knowledge. Every parent has raced 'new mats', been astonished by the content of science programmes, been surprised by the English Literature reading list. No area of an alert school remains static. Changes are obviously not for the sake of change but are indicative of growth and development.

Religious Education is no exception.

Not so long ago, few would have questioned the validity of a denominational approach which was designed to instruct students and possibly overtly challenge them to commitment to the Christian faith within the parent Church. The very phrase 'religious instruction' revealed this authoritarian attitude. Divinity sounded like learned discussion of theological statements. At Christ Church the subject is now labelled 'Religious Studies'.

Religious Studies is meant to evoke a broad concept. To be concerned with man's search for a reality that is only to be found in an examination of mankind's ideas of God, belief and practice. It can be educationally justified simply because "There are certain fields of thought and experience of which no adolescent should be ignorant" (Wyndham Report).

This means we could restate the aims of our programme at Christ Church as one which seeks 'To give the knowledge essential to an understanding of our Christian heritage, of other great religions and of the relationship between religion and the significant experiences of life'.

Certain criteria will affect the planning of such a programme. First, one of the tasks of education is to equip people to live in a global and pluralistic society. Objections like "we can't sit for this subject in the Tertiary Entrance Admissions Examination" are in this light irrelevant, for we are concerned with education, not with consumerism. This is not to ignore the society in which we are set, we trust that we live in an open society which allows for openness in education. It is therefore axiomatic that religious education will be concerned with the larger issue of education in values in general.

Secondly, we need to consider the methods involved in this process. Open enquiry, the basic skills of analysis, criticism, evaluation and judgement are the key. They are summed up under the motto "Come, let us reason together". Teachers will seek to be impartial, but not become mere ciphers, thus they will

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