

APPLIED TECHNOLOGY

Applied Technology was introduced into the Year 11/12 course of studies at the beginning of the 1979 school year. The course endeavours to provide students with a solid grounding in the principles of engineering and design! It is intended for those boys looking to a future in the technical industries, either at trade or tertiary level.

The Applied Technology course recognizes that ours is a highly industrialized society where the products of technology are all about us. It also recognizes the interdependence of the scientist and the technologist, and the desirability of accepting and applying scientific data to problems of a technological nature at secondary school level, both as a facet of general education, and also as a preparation for future studies.

The course is designed to further the boy's interest in creative activities, to introduce him to, and acquaint him with many phases of his environment; phases which can best be presented through direct experience with materials, their nature and structure, the physical, chemical and mechanical properties, and the relevant operations and processes by which materials are put to personal and industrial use. Included too, is the study of the influences of technology and automation upon society, together with the evaluation of man's needs with regard to well designed goods and services. It also establishes a bridge between the social sciences and the pure sciences in a technological age.

With the introduction of Applied Technology a new classroom and materials testing laboratory was built, as a part of the extensions to the Brooking Manual Arts Centre. The classroom offers an ideal environment for design studies, with its spacious layout and well appointed fittings. The laboratory is equipped with a tensile testing machine, a hydraulic compression machine, a hardness testing machine and heat treatment oven. This equipment allows students to gain a practical knowledge of the properties of various engineering materials, and their relevance in engineering manufacture and construction.

The course is not only theoretical, half of the student's time is spent in the work shop, developing skills in woodwork, metal work and allied materials. During

the past year boys have gained valuable experience in small craft construction, building and fitting out two fibreglass Canadian canoes. With the increase in class sizes the school workshops have had to be fitted with more machinery so it can offer a wider range of industrial experiences. A new pedestal drill was purchased for the metal work room at the beginning of the year, and a new machine metal lathe has just been purchased for the centre by the Parents' Association.

An important aspect of the course is the design phase, the main point of this is for boys to learn design and manufacture following a logical step by step procedure and to understand that good design is not just an accident. Year 12 students have to design and make a major project as part of their T.A.E assessment—the work involved is very demanding both in the standard required and the time which the boy has to put into his work.



The Chaplain cracks a joke over the barbecue at Koorinal.

BURSARY FOR SONS OF FINANCIAL OLD BOYS

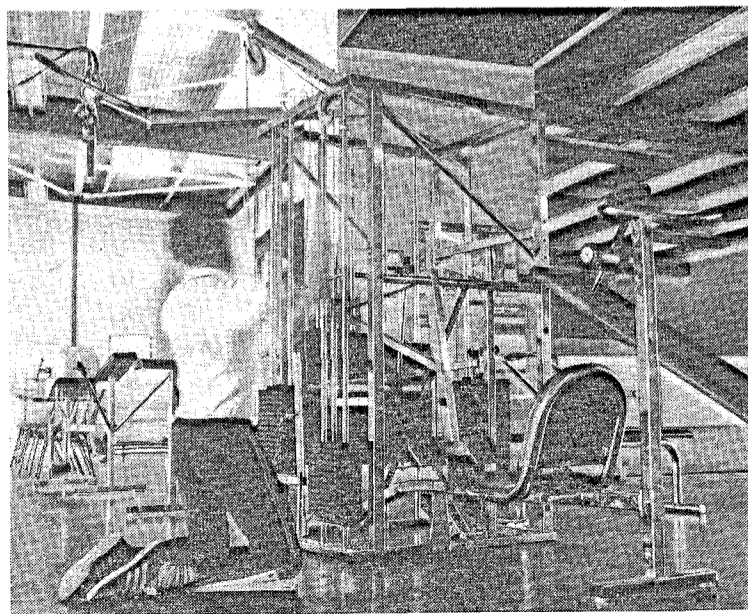
A bursary will be available to a son of an Old Boy who will be entering Year 11 in 1982. The bursary is intended for a boy who is a member of a family where there is definite need for financial assistance.

The value of the bursary is equivalent to one term's fee annually and is tenable for two years subject to satisfactory reports on the boy's work.

Application forms are available from the Headmaster's Secretary, to whom enquiries should be directed.



Mr. Froude instructs on the new lathe.



Centurian machine—Gift of the Old Boys.

Christ Church Chronicle

THE BOARDING SECTOR: THE CHANGING SCENE

In Third Term this year the McClemons boarders will move into their new accommodation. At the same time the boys from Parry House will transfer across into the vacated McClemons and Parry, better known to older members of the School community as Romsey, will then be demolished.

All three Houses will have their own recreation room with space for games such as table tennis and pool, for hobbies and television as well as facilities for making hot drinks. They will also have separate music practice rooms, laundries and Housemothers' rooms with every requirement for the storing and general upkeep of the boys' clothing.

In the planning of what has been a long and complex undertaking such decisions as to the type of accommodation to be provided, the study needs, the quality and extent of recreation and support facilities only result after much discussion on the philosophy behind boarding life and its place in the School.

When cubicle accommodation was provided in Walters in 1979 the reaction of the boys was most interesting. The majority welcomed the greater privacy and better study atmosphere, but later some felt that there was a loss in the sense of community that dormitory living had given. This influenced the planning of the recreation room completed last year with its open area for shared activities.

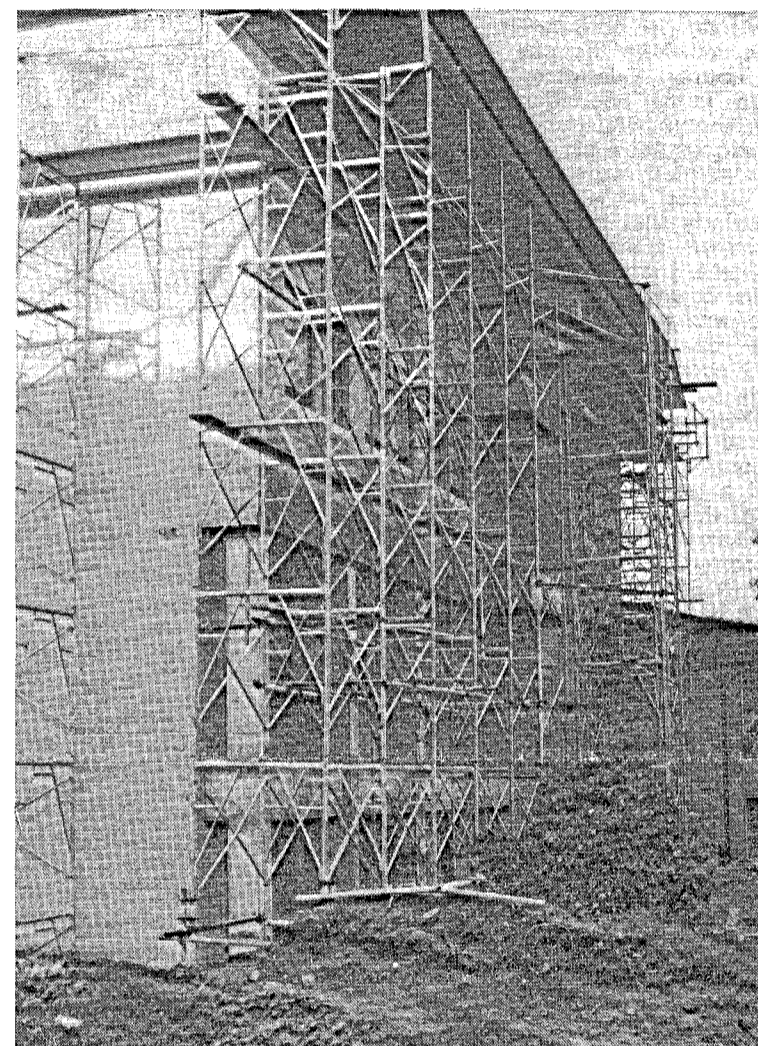
In planning for the younger boys who are to occupy the old McClemons building, the open dormitory system was retained because it was recognized that it gave a greater sense of belonging, a feeling of security and a fuller opportunity for shared experience which younger children, in particular new boys, need. The closer supervision called for at this level is also much more effective in the dormitory situation as it is in the group study area which is also planned.

The dormitories are being designed to allow for small groups to be accommodated with plenty of free space, built-in beds, lockers and clothing cupboards.

It is in the new McClemons that some of the most innovative planning is apparent. Due to a combination of factors to do with building regulations, the groundspace available and the size of the building programme itself, the new boarding house has four storeys.

Sixty seven boys are to be housed here in single and double cubicles, sixteen on the main access floor and seventeen on the other three. This main floor has a reception area for parents near the Duty Master's office and it is here too that a separate room has been provided for the Captain of House who will act as the support for the Master on Duty. There will be a resident Assistant Housemaster on each of the floors and his task will be to oversee that group of boys.

The comparatively small number of boys on each floor lends itself to the setting up of the family-type groups and present thinking is that such families will



The new McClemons under construction.

be made up of boys from each Year. All Year 12 boys will share the responsibilities of duties and the overall care of the younger members but in fact each boy will be encouraged to show towards his fellows the concern which we would all hope to find in a family. Each "family" will also be responsible for the care and management of its own facilities. This ideal will be fostered by the design of the floors themselves which have sufficient open space for boys to sit in groups. In addition, each floor has its own showers and lavatories and so can be quite self-contained.

The larger community of the whole house is admirably catered for in the recreation room of the same design as that provided for Walters House. It is the entire first floor of the two storey building to the rear of the accommodation block, its ground floor being occupied by the Housemother's room, laundry and music room and an open undercroft. It is here that the whole house will mingle to make a cup of coffee, to play a game of table tennis, or just to sit and chat or watch television.

During this year we have endeavoured to foster a greater awareness of the rights and needs of others and to encourage a more caring attitude towards one another. It is hoped that the facilities being provided for each of the boarding

houses will enable us to further that particular philosophy and make life for the boarding student just that much more rewarding.

R. H. DIXON,
Senior Housemaster.

OPEN DAY

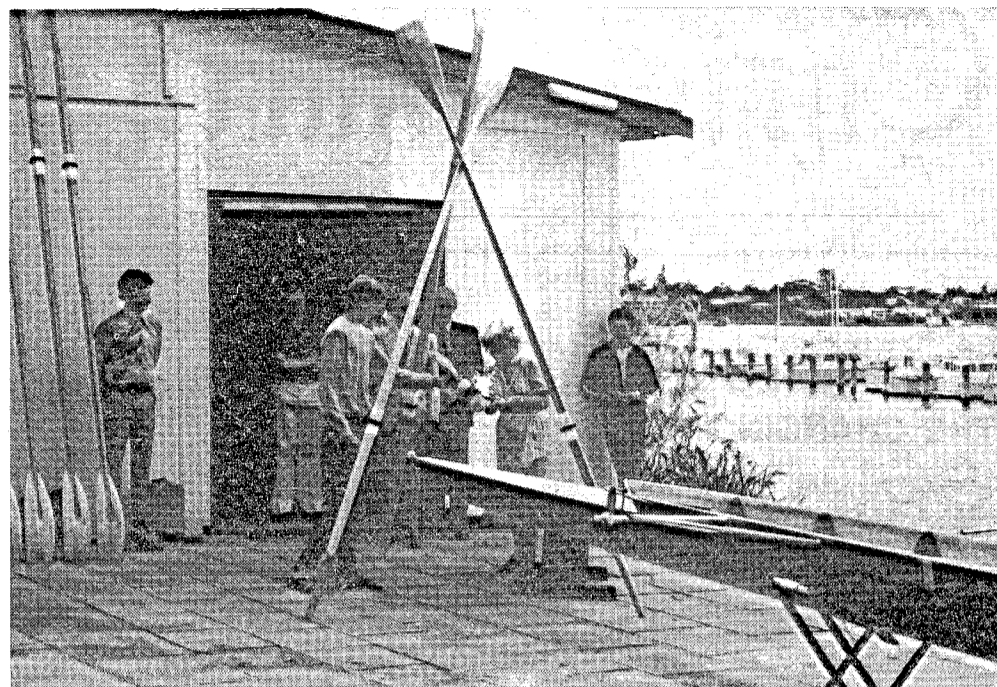
Parents, Friends and Old Boys and those interested in future enrolments are invited to see the School on
WEDNESDAY,
7th OCTOBER, 1981
1.30 p.m. - 4.30 p.m.

THE PREPARATORY SCHOOL

Our society is in a constant state of evolution and no school can afford to ignore important changes in relationships or in technology. For this reason a school must constantly be evaluating its activities to ensure that they are relevant. The recent change in Handwriting in the Preparatory School illustrates the concept of the evolving curriculum.

Despite technological developments such as typewriting, Handwriting remains an essential skill for an educated person. The traditional style taught in schools has been the Manuscript or Copperplate style which evolved from the use of a stylus pen on copper. Central to such handwriting are loops and flourishes. Recent developments in handwriting styles and techniques show styles closer to the regular printed word and this trend can be justified on a number of grounds, particularly that it avoids unnecessary confusion in the early stages of schooling. Some years ago a linked print script was developed in the Preparatory School and this style has been used until this year. The linked script was reasonably successful, but difficulties arose with new boys coming into the School at Year 6 or 7. Because the style was unique to our school, it became an additional burden for new boys to adjust to at a late stage in the primary school. For this reason a new style of handwriting has been introduced this year. The Modern Cursive style which was developed in Scotland after a good deal of research has been used throughout the Preparatory School during this year with a most encouraging degree of success. Basically it is similar to the linked print script, but it is less stilted and it seems much easier for new boys to adjust to than its predecessor. This development is in the experimental stage still and it is being constantly evaluated so it is an apt illustration of the constant growth that must happen if a school is to be in step with the society it serves.

This year the Gifted and Talented Education programme, introduced experimentally into the Preparatory School during 1980, has been carried a step further. The identification procedures have been refined and improved to enable the screening process to be as accurate as possible. All students from Year 5 upwards are given both verbal and non-verbal standardised tests to select possible candidates for extension classes. Teachers are then asked to supply information concerning EACH student's motivational and learning characteristics, his

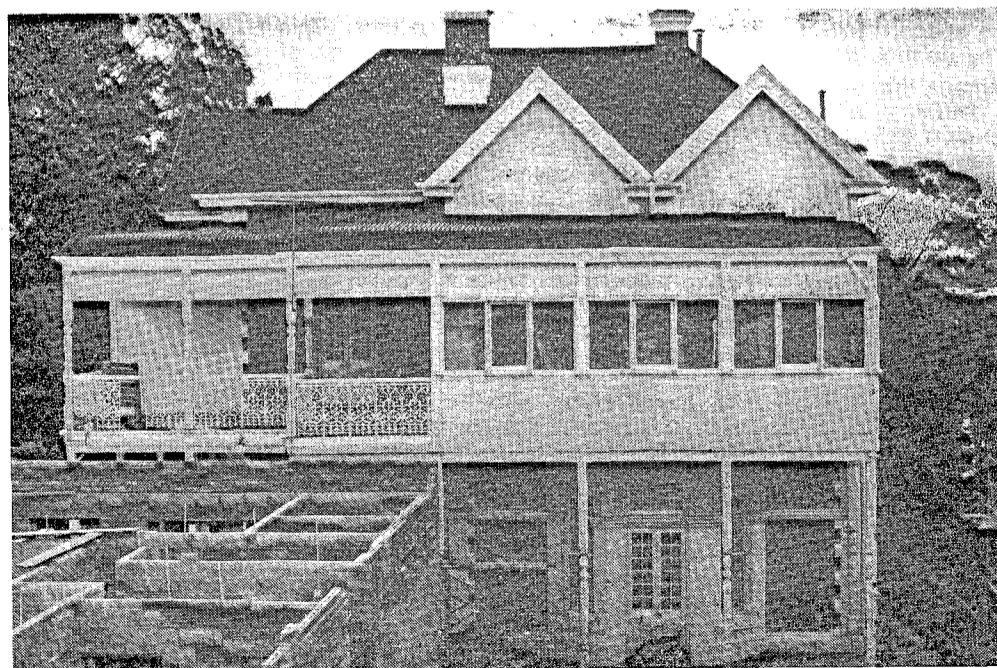


Mrs. Fraser names the "Don Fraser".

leadership qualities and his creativity. With the help of the school counsellor, the students are then selected for the programmes. Extension classes for the Year 6's and 7's in English, Mathematics and Science were started in April. These classes take place in the Secondary School and teachers who are specialists take the classes and develop and evaluate the programmes. In addition to these groups, two more extension classes are now operating in the Preparatory School itself and catering for students in Years 5 and 6. These are taken by Preparatory School teachers and are not so subject orientated. Some thirty pupils are taking part in extension classes at this stage, but the lists are not finite and will be subject to change. For many years the school has provided for the intellectually disadvantaged students through the Special Education Centre and now the aim is to look at the other end of the educational spectrum and develop appropriate courses for the intellectually able pupils.

As a direct result of the increased enrolments in the lower part of the school, Years 1 and 2 will be separate classes in the coming year and another teacher will be added to the Preparatory School staff. Later this year Parry House will be demolished and when this occurs the School Council will be considering the possibilities of replanning the Preparatory School to include the additional area which will become available. The Council is hopeful that finance may be available to redesign and add to the total primary section, building additional classrooms, a library resource centre with extra workrooms for special groups such as remedial and extension classes together with science activity areas, art and craft facilities, an interviewing room, and a more adequate staff room. The additions are not expected to occur immediately as much planning needs to be done. Nevertheless, the Council's intentions are clear, so the coming years should be developmental ones for the Preparatory School.

D. MacLeod.



The New rises in front of the Old.



Parents and Friends at the opening of Koorungal Cottage.

ENROLMENTS

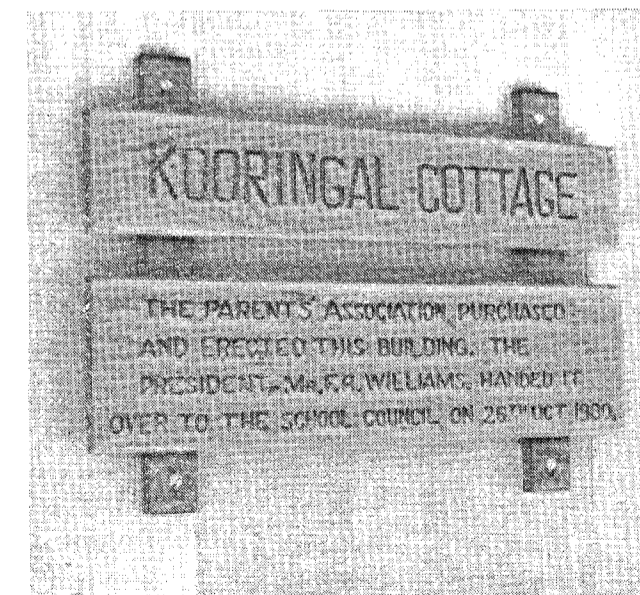
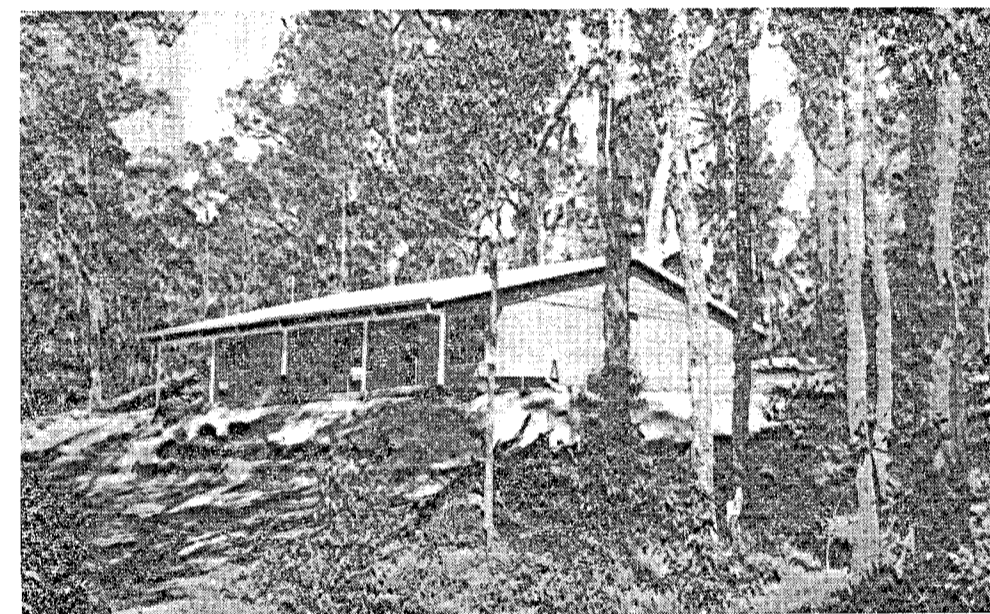
TO HELP PARENTS AND TO AVOID MISUNDERSTANDING AND DISAPPOINTMENT, IT IS NECESSARY TO CLARIFY SEVERAL MATTERS.

WAITING LISTS

- The waiting lists for day boys and boarders are quite separate and the formulae for establishing priorities are different. Moreover the parents of a boy having been offered a boarding place and having accepted it on their son's behalf, cannot then prior to his entry transfer to the day boy list. It is expected that such boys would continue as boarders for that year.
- The Special Education Centre waiting list is quite separate from those for the main School. There is a special committee which considers applications and the medical, educational and psychological reports. There is a maximum enrolment of 16. There is no right of transfer to the Centre or priority for a boy from the main School.

POINTS OF ENTRY

- There are major points of entry to the School. There is only one class at each level in Years 1-4 and class size is 16 and 18 at Years 1 and 2, 22 in Year 3 and 26 in Year 4.
- Year 5 is a major point of entry for there is an additional class of 26 boys, making a total of 52. At Year 6 there is a very small increase to 56 with 28 in each class.
- The next major point of entry is at Year 7. There is an additional class, making three in all and a total enrolment of 87.
- Year 8 is a major point of entry and in all 60 places are offered at the present time, 30 boarding and 30 day boys. These figures include the Scholarship and Award places.
- There are very few places available at Years 9 and 10 for vacancies occur only when boys are withdrawn because of movement of families and transfers, usually of the father.
- At Year 11 there are about 10-15 places and these are mostly boarding.



BOARDERS

- There are a number of places set aside for boarders from Year 5 onwards, and especially at Years 7, 8 and 11.
- Boarding places may be offered to boys who have turned seven years of age. The desirability of boarding at this age is discussed with the parents.
- The Special Education Committee may consider and recommend that a boarding place be offered to an applicant for the Centre.

GENERAL

- Application for places in the School should be made at least two years prior to the year of entry required. The date of application is a vital factor in establishing priority. This also applies to sons of Old Boys and brothers of boys who are at the School or have attended.
- It is most important that the School has this information for once the priorities have been established and places are offered and accepted, it is not possible to take additional boys. There are limits on numbers in all classes.



Budding film stars in "South Pacific".

CHRIST CHURCH GRAMMAR SCHOOL MUSIC '81

"There is a great deal of untapped musical talent in this school!" someone remarked to me early on in the year, and as I stood conducting the orchestra on the last night of "South Pacific", I could not help but agree. Who would have imagined that Ian Van Driel, a mild-mannered, quiet respectable musician, would have been up there on the stage, heaving himself around in a quasi-belly dance, with the audience in absolute fits of laughter.

As I write this article for "The Chronicle" of 1981, I suppose that "South Pacific" takes first place in my thoughts of music at Christ Church since the beginning of the year. It certainly was an enjoyable production—and although it was in a sense a bold venture, in that we had barely a term to audition and stage the whole thing, it was thoroughly worthwhile. I found some untapped musical talent—in the chorus, in those who took solos, and in the dance line. Who would have dreamed that Christ Church year 10 and 11 boys had the potential to be good chorus line dancers? And yet, twice in the show, they wiggled their hips, and snapped their fingers and showed that with a lot of practice, and a little sense of rhythm, they could do it. Despite the last minute panics and the occasional sleepless night, "South Pacific" was indeed worth it.

But that was not the entire musical scene for the year. The orchestra was reformed at the start of the year, and after a few weeks, made its appearance in Friday assembly, where it accompanied the whole senior school in hymn singing. There were a few surprised faces on the first occasion—but once they realised that this group of boys could actually play in time and produce a tune, the faces changed. "We've never heard such good singing" said several people, and I must admit I was surprised to hear such good sounds produced from the senior school. It seems to be the thing for boys not to sing in chapel—and yet, after a short run-through, who could resist the temptation to join in the chorus of "Mine eyes have seen the glory"? There certainly is something about a group of several hundred boys attempting to lift the roof with their singing. The last service of First Term gave the school a chance to hear "Sweet Caroline" played by the orchestra—and what a good rendition it was too.

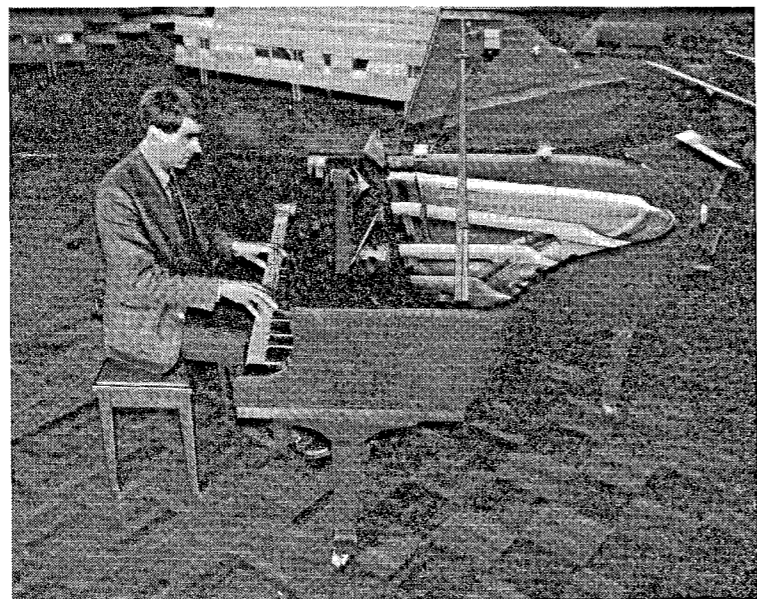
The music department was involved in some services during First Term—the most notable being for "Palm Sunday"—when we saw quite a large congregation present. There were anthems, descants and organ and orchestra in the hymns—quit a thrilling experience for some boys.

For some time, the Prep. School treble choir has been seen as the only choir. Early on in First term, auditions of all year 8 boys took place, and a group of 25 boys selected to form the year 8 choir, which met, on a voluntary basis on a Thursday afternoon. We began with some lighter, folk songs, but also included some hymns. This choir sang on Palm Sunday, and then performed their favourite "Sourwood Mountains" at a year 8 and 9 assembly. These boys actually seem to enjoy singing—or so their faces would indicate. There was the social side too—they combined with some of the Prep. School choir to play the Cathedral choristers at cricket—and won. And more recently, the year 8's soundly defeated the choir from Guildford Grammar School in a soccer match. There will be other such social games during the year.

The Parents' and Friends' Association very generously donated a Yamaha baby grand piano to the school, and this now resides in the chapel. Some of the other pianos have been shifted around—but this is by far our best instrument. It is used for chapel and assemblies—and for senior boys to practise. It is indeed a superb piano, and I am most grateful to the Parents and Friends for their gift. There will be two concerts during the later part of this year when the piano may be heard in recital.

The numbers of boys taking instrumental lessons increased drastically at the start of the year, following a letter sent out to every family, indicating what instruments were taught, and how the lessons system operated. There is still a goodly number of boys involved in lessons, although we have seen some changes in staff. We were sorry to lose Mrs. Wynter our string teacher and Capt. Brooks, who taught clarinet and saxophone. Since then, Mr. Done, who began teaching the electric guitar in first term has also resigned due to a full-time commitment at W.A.I.T., and Mr. Rowden, our brass teacher has also left. We were very fortunate in obtaining the services of Mr. Jim Hopkinson and Mr. Bob Nussbaum—to teach flute and clarinet respectively—these men are highly respected performers and teachers, and well-known in this state. The school is fortunate to have their talents Miss Taylor, (oboe), Miss Harvey (brass) and Mr. Collins (flute) have also joined the musical staff—and they too, are most competent teachers and performers. More recently, Mrs. Pam Henry has commenced work as string teacher. She has had a varied musical background, and I welcome her to this important post. As I write this article, I am still interviewing for electric guitar and saxophone teachers—and hopefully, will find two people who will be suitable. I would ask boys (and parents) to be patient—as it is most important that we obtain the best teachers, rather than those who might step in just to "hold the fort". The two concerts—one on August 7th and the School Concert on 23rd October, will give the more advanced boys, and some of the visiting staff, a chance to show their instrumental talents.

The option system gives some boys the chance to work on musical activities, during school time. One group which has worked away diligently has been the Year 11 rock option group—who call themselves "Swindle" (for a variety of



The new baby grand piano.

reasons). They gave a first-rate lunch-time concert during first term, which raised a fine sum for the social service fund. This band contains some fine musicians—and although we might be ready to condemn them because of the sheer amount of noise which they produce (it was monitored during their concert on a dB meter!), we must admire their guitar-playing and drumming talents. One or two people who attended the concert consider them to be the best of their age group around the Perth area. I am pleased that they form part of the musical scene in the school.

Music teaching in the class situation has changed a little since the start of the year. We have now a full range of percussion instruments which are being used for class work. This includes tambourines, tambours (drums), triangles, rhythm sticks, castanets and maracas . . . these various instruments, which everyone can play—regardless of their musical background—enable rhythm patterns to be taught more easily. We still have a few more things to purchase, but now, every boy in a class can have his own instrument. We are concentrating more on aural work—as it is surprising what bad musical ears some senior boys have. Developing the aural ability of budding musicians is just as important as working on their theory or instrumental technique. We are entering 21 boys for A.M.E.B. examinations later in the year—not only for practical exams, but also for theory. It will be interesting to see how well they do under exam conditions.

Plans for the remainder of the year are quite exciting. For "Founders' Day" in August, the orchestra will play and a full four-part choir will sing "Zadok, the Priest"—from Handel's "Coronation Anthems". We will also be singing the Vaughan-Williams' arrangement of "All people that on earth do dwell". The week before that service, choir and orchestra will perform for the patronal festival at St. Steven's Church, Hollywood. It will be good for us to share our music with those who do not normally have a choir and orchestra in their worship. The concert on 7th August will give our three T.A.E. music candidates a chance to play one of their examination pieces to an audience. Next term, members of the choir and orchestra will be away for a short time on a music camp at Koorin-gal . . . a first ever. This will enable concentrated practice to take place for the school concert and other events in third term.

We will be taking part in the Royal School of Church Music's 25th Anniversary Eucharist at Guildford Grammar School in October, as well as preparing for our own Christmas services towards the end of third term. We hope to be visiting one or two country centres in third term, to provide a concert of choral and orchestral items. The places which we might visit are Northam, Carnamah and York. It is important for us to do our part to spread music in this state.

One of the most exciting projects is the release of a record and cassette of some of the Christmas carols from the Australian Hymn Book. Our choir has been asked to prepare half of a disc, for release in late October. This is a great honour—and although it will mean additional practices during the week, I hope that members of the choir will be enthusiastic about this opportunity to sing for a record which will be released Australia-wide. The Prep. School is embarking on its own small-scale musical "Pied Piper", for performance in third term—and there seems to be much enthusiasm about such a show. This will be staged with the Year 8 musical "Space Escape".

Musically-speaking, it has been an exciting half year—and it looks to be just as interesting for the remainder of 1981. I would like to thank those who have assisted in our various musical activities, including my 2 i/c, Mr. South-

well. I hope that even more staff and boys will become involved in some way in future projects.

L. W. HUTCHINSON,
Director of Music.

CHRIST CHURCH GRAMMAR SCHOOL OLD BOYS' ASSOCIATION

The Annual General Meeting of the above Association will be held on Wednesday, 7th October, 1981 (**Open Day**) at the school, in room L1, commencing at 5.15 p.m., to be followed by a "Sundowner" at 6.00 p.m.

Please endeavour to be present.

D. C. Bowker,
Secretary.

PETER MOYES' THANKSGIVING SERVICE 7.30 p.m. Sunday, 8th November

In the evening of 8th November, there will be a Eucharist to give thanks to God for the time Peter Moyes has spent at the School.

The Archbishop of Perth, Dr. Peter Carnley, will preside and preach at this service.

It is hoped that many parents, past and present students and staff will wish to attend this service. All the friends of the School are cordially invited.



Lunch time at Koorin-gal.