

telephone directory drive was also for the same cause. The response was so enthusiastic the sheer numbers threatened to be an embarrassment—4,184 I think—nearly 5 tons.

50 Vith Formers volunteered for the Quadriplegic Door knock. Some of you will have met them. They raised \$434.89 on that Sunday morning. In addition to this, there are the collections. \$303 was sent to the Slow Learning Children's Association, \$365 to Bishop Hand in New Guinea to assist in the work of the Training College, \$520 was collected in a special drive using several novel ideas for the Lord Mayor's Meckering Appeal and, finally, \$534.17 for the Save the Children Fund. Some 40 boys from the Vith Form have also volunteered to assist with the Save the Children Fund Street Appeal.

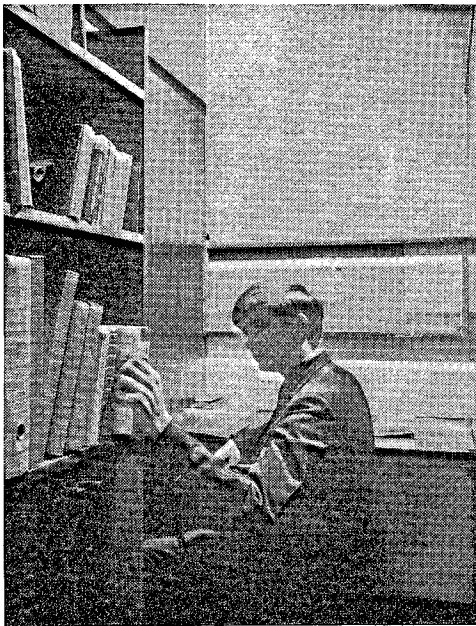
Within the school community there are many boys whose names are not on any committee list or honour roll, who are involved in every day activities. The supervision of the swimming pool is carried out by volunteers who hold the Bronze Cross of the Royal Life Saving Society. 50 day boys cover the weekdays and boarders are responsible over the weekends. The cleaning and maintenance of the pool is largely in the care of Queenslea House boarders but there are 9 boys who call for special mention—R. Strickland, M. Giles, J. Jennings, P. Sandford, L. Lefroy, E. Barrett-Lennard, R. A. Mills, R. Walker and John and R. Butcher. Life Saving is one activity we expect all to take part in and the awards totalled 365. In August I was told of the decision of the Royal Life Saving Society to present an award to the school which had made the greatest contribution to Life Saving in 1968 and that Christ Church had won it. There is work being done in the Library, the sports pavilion, the boatshed and elsewhere, but I have no time to deal with it.

In the field of games it has been a good year but a frustrating one. Teams have trained hard and we have not won a major sport. We were, however, second in swimming, rowing, hockey, football, rugby and third in athletics. It is obvious we tried. We also had a very good year in gymnastics, taking all major placings except one, and finished third in shooting.

Building Programme

I would like to say what an asset the swimming pool has proved and 'Sandover' has made a wonderful difference to the life of boarders and day boys. The plans for the School Chapel are well under way—we hope to begin building in March next and to dedicate it towards the end of October. I had planned to talk about the place of the Chapel in school but it must be left to a more appropriate occasion except to say that, if through it we achieve just fifty per cent of our hopes, it will revolutionise school life. During the Christmas vacation extensive alterations and renovations will be carried out in Queenslea House which will bring vastly improved study facilities, common rooms and living conditions.

We have pushed ahead as fast as we have been able with our building pro-



SINGLE SIXTH-FORM STUDY UNIT, QUEENSLEA

gramme. We hope to complete the Physical Education Centre in 1970-71 and are planning the replacement of the senior school building. You will appreciate that our facilities for music, art, the crafts including workshops for mathematics, science, radio, are sadly overtaxed. We have outgrown them. Our library needs to be at least three times greater in size and suitably equipped and furnished. I mentioned this in last year's Report.

We have not, nor will we, let these difficulties hinder our progress and experiments. I am indeed grateful for the wonderful support of Parents and Old Boys in our Building Programme. Mr. K. W. Edwards for the Award for Service; the Parents who have made donations to the Library; the Friend of the School who presented the lifebuoys to the swimming pool; the Prefects for the three Awards; the Parents' Association for the time clock for the Pool, and others. Of course, I hope and pray that there may be someone interested in the arts and music who may be moved to help. There was reference earlier to field excursions, geological surveys and similar activities. For more than three years the School has been searching for an area of land accessible to vehicles and within a hundred miles radius of Perth. The most suitable type of country would be rugged, very rugged, with some timber, preferably not low scrub, with running water at least in winter but the quality of soil is completely unimportant. Our purpose is to use the land for bivouacs, field work in geology, geography, biology, general bush craft, language and music camps and conferences for such groups as the Inter-School Christian Fellowship. I would invite any Parent, Old Boy or Friend of the School who is interested in this project and thinks he may be able to help by either leasing or giving some land, to write or see me.

Mr. Shanahan, Mr. Spiccia, Mr. Lundh, Mr. Best, Mrs. Batterham and Miss Cook are leaving us and I do wish to thank them for their contribution to school life. We have already welcomed home our Senior Chaplain, Mr. Eccleston. We were indeed grateful when he offered to get

down to work immediately and take up his Chaplaincy when Dr. Lee left for England on a short visit. Mr. Keeley and Mr. Matthews are returning to us having been abroad, and two Old Boys, Mr. Laurent and Mr. Gifford, will join us having been granted the right to serve their bonds with us. I believe this decision of the Government is a generous and wise one.

Appreciation

Once again, I must express my appreciation to Mr. Fraser, Mr. Norton, Mr. McKenzie, Mr. Goldie and Mr. Black, who have coached teams.

The Parents' and Old Boys' Associations have maintained their interest and activities in the School and the Mother's Auxiliary has continued to run the Luncheon Service and help with many sporting functions. I can assure them that their help is not taken for granted.

We have appreciated the interest of the Rector, Mr. Edwards, and his Assistant Priest, Mr. Greg. Harvey, and thank the Rector and Vestry for allowing us to use the Church daily.

No school year is ever the same except that there is never time to do all one wants to. I have appreciated the work of the Staff and their loyalty. There are members of staff involved in all the activities outlined in this Report. It would be most remiss of me not to thank especially, Mr. Blackwood, the Deputy Headmaster, Mr. MacLeod, Mr. Leach and Mr. Drok, Mr. Burns and Mr. Hammond who have completed their first year as Senior Master Administration, Director of Studies and Housemaster. To the Bursar and his staff, to Miss Carver, my secretary, and the members of the Boarding House Staff, Matron and the Housemothers, the Grounds and Maintenance, Kitchen and cleaning Staff, I say thank you.

My appreciation goes to the Prefects led by Peter Barnett and all members of the Vith Form who have worked well, played hard, developed new avenues of service and interest and added to the reputation of the School by providing good leadership and a fine example.

Mr. Chairman and Fellows of the Council, thank you for your guidance, advice and fellowship.

DATES TO REMEMBER

June 18-21: Inter-School Drama Festival at Scotch College.

June 25: Mid-Year Exams begin.

July 12, 13, 14: Mid-Term weekend.

July 30, 31: Commonwealth Secondary and Technical Scholarships for Vith forms.

August 9: P.S.A. Finals — School Gymnastic Championships.

August 13, 14: School Drama Festival.

August 20: Term Ends 3.40 p.m.

Christ Church Chronicle

THE HEADMASTER'S REPORT, 1968

HEADMASTER'S REPORT, DECEMBER 9, 1968

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

When I was thinking about this report I asked myself the basic question—education for what? Before attempting to answer this question so that I can make some sort of evaluation of the school year, I had to begin by providing my philosophy of education. I would state that education is the provision of the "opportunity for the nurture of the full growth of the person as one in whom there is a uniquely developing self". This statement would not be acceptable to many for the emphasis is on the individual not on the community, institution or State. If I am concerned first with persons, it is because I believe that the sort of persons we are will determine the sort of community we live in. If you agree with me that a questioning mind, judgement, integrity, understanding and compassion are desirable qualities of the person then we can expect such persons will create a society in which the mind is "unfettered" and free to question and there is tolerance and involvement, not indifference and indecision.

In my statement of philosophy I emphasised "individual uniqueness".

It was Martin Buber who wrote:

"God does not do the same thing twice. Every man is unique and his uniqueness is given to him so that he may unfold it and make it flower. Every person is a new thing in the world and he should bring to perfection that which makes him unique."

I have already referred to the nature of the community—the sort of community created—for it is in this environment that the self develops, responds and realises its own essential nature. Moreover, as Martin Buber wrote: "the more truly unique he is the more he can give to others". The purpose of uniqueness is not for separateness but for contribution to the health of the whole community. This, in turn, depends on the community for it must not only appreciate uniqueness but foster it and through it reach towards excellence.

My concern is whether this School is a community which gives recognition to individual uniqueness, which promotes "diversity rather than uniformity as the seed bed of excellence", which spurns rigidity and espouses flexibility and which acknowledges the need for developing a social conscience. Our hardest critics should be our selves.

Creative Activities

John McLaren in his recently published book "Our Troubled Schools" writes: "Earlier Australian traditions leave their mark on the schools in a distrust of individual excellence, except in the approved form of piling up marks, an aversion towards heterodox behaviour, and a disliking for any intellectual enthusiasm". While there is some truth in this, it is dying, for such an attitude stems from ignorance, intolerance and a sense of inadequacy of the critics themselves. The unusual, the peculiar, "the way out" interests, the enthusiasms and the striving after perfection are more acceptable. "All men are born unique"—and the uniqueness creates interest provided indeed that all concerned have learnt tolerance based on understanding and respect for other persons and their uniqueness. It is with this thought in mind that the opportunities for creative activities have been encouraged and increased. The number of boys who have entered for the Maths Talent Quest, the Science Talent Quest and the W.A. Geographical Society Essay Competition is greater than ever before. The work involved in each entry demands those qualities which are essential in any research, namely, application, thoroughness, enthusiasm and the capacity to interpret. The subjects covered a wide range, for example, "a computer programme for solving a problem in number theory", "the mapping of a cave system discovered in the

laterite above Chittering Valley, and an examination of the geomorphology of the cave", and, thirdly, "A geological analysis of the Aeolian Limestone south of Fremantle".

There is interesting work in silk-screening, art, pottery and T. R. Chirchiglia's sculpture was a new and valuable contribution in this department.

The Maths Workshop has been open three days a week and has been well attended by boys from all sections of the School. They have learned how to use desk and electronic calculators. Each year further equipment is purchased and it is hoped to start work on a simple digital computer next year. A very successful course on computer programming was organised by Shane O'Sullivan of VIA and those who attended were allowed to use the University 1620 and PDP6 computers to test their programmes.

The Astronomy Club has continued its work and over the weekend on clear nights one can hear the members at work on the astronomy platform. Three boys are constructing their own telescopes, including the grinding of 8 inch mirrors.

The Exploration Club this year investigated the coastal region between Yanchep and Shark Bay. 20 boys and 4 masters made up the party and studies in the fields of Geology, Geomorphology, Biology and Human Geography were carried out.



THE CHAPEL AND FORECOURT LOOKING TOWARDS THE RIVER.

Inspired by the enthusiasm and drive of Lawrence Groom and his Committee, the Natural History Club has had its best year. In addition to the guest speakers, members of the Club have given talks on their own specialties. Moreover, they have organised

field trips over weekends.

The increase in the number of boys taking an active part in music is most encouraging and there are now 100 learning instruments in the school. There are the string and wind groups from which the Orchestra of 38 is drawn. Much more could be said of this rapidly increasing section of School life which will grow with the improving facilities and new policy.

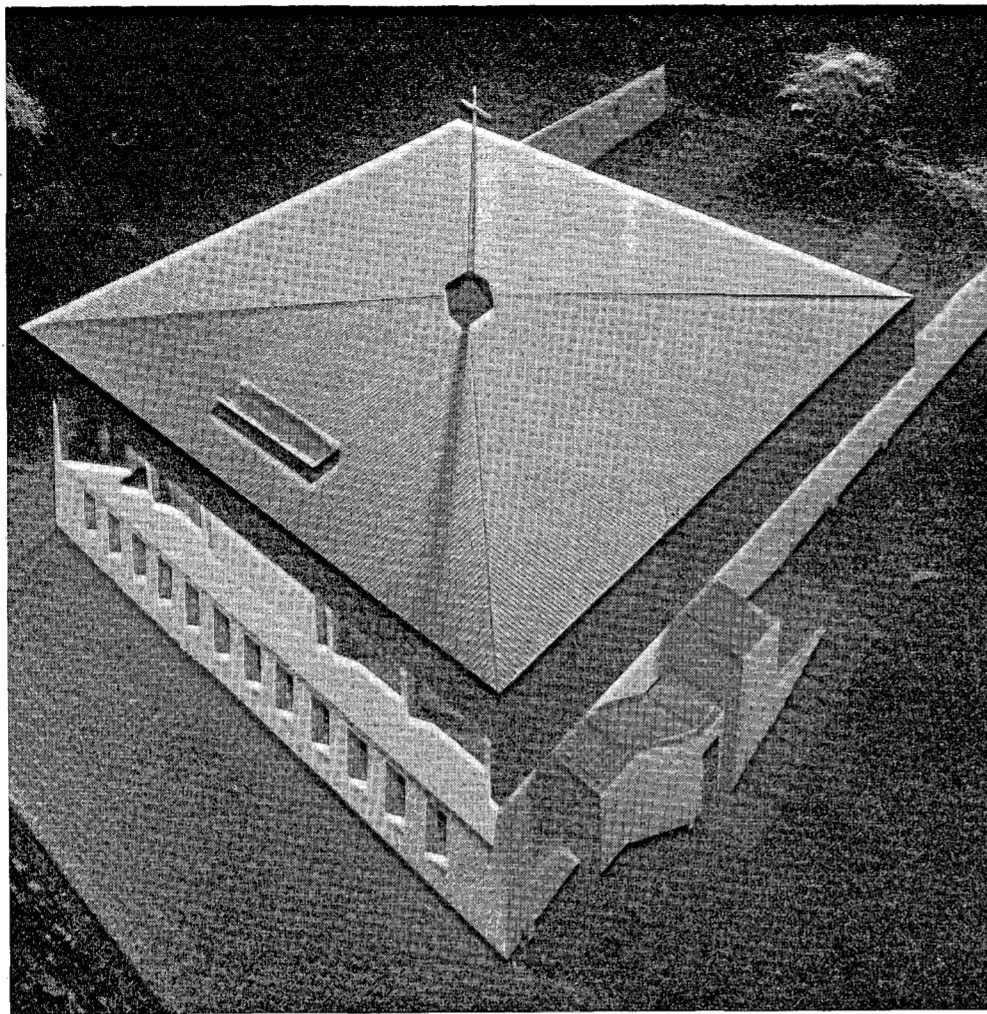
I have not the opportunity to deal with the drama, the radio club, the Cadet Unit, the French and German Camps, the Inter-School Christian Fellowship, the Debating and Mathematics Societies and the Crozier. All answer a need—some for 4 to 6 boys, others are all embracing and involve over a hundred. There is diversity, there is the recognition of individual uniqueness, there is concern for the development of potential.

The task or role of the School does not finish at this point. If it accepts its responsibility to give every boy equal opportunity for the development of his potential then it should try to reduce handicaps and overcome the obstacles that hinder the boy. Some handicaps are inherited—physical, mental, emotional—and others are environmental. We have gradually extended the counselling and pastoral work of the School Chaplains and in a number of instances established valuable contact with rectors of parishes. The Council has also approved the appointment of a full-time remedial specialist who will work in both the Senior and Preparatory Schools with small groups of one to six boys depending upon the particular problems. The experience gained during the past two years has encouraged us to continue our work in this field and to extend it. Nevertheless, I must sound a note of caution. There are points beyond which we cannot go—there will be situations and cases which we will not be equipped to handle. We must recognise these limitations and advise parents to refer to a specialist.

A further decision of Council to extend the opportunities in music in the wind and string instruments, in woodwork and technical drawing by making the tuition fee inclusive, is of real educational significance. These activities will continue as at present after school and there will need to be some regulations, as now exist, regarding the age at which a boy may begin to participate and a limitation on the number of subjects which may be taken. The only other limitations will be our present facilities and staff. These cannot be increased for the time being. Nevertheless, it will be possible to cope with an increase of at least 50 per cent in the number of boys learning string or wind instruments.

Cross-grading

In recent years it is possible to trace at primary level a real change and these changes would flow naturally from the



LOOKING DOWN ON THE CHAPEL FROM THE SOUTH-EAST CORNER

philosophy of education I enunciated in my opening remarks. It takes note of individual differences and rates of progress, it aims to build a stimulating environment. During the past decade in our Preparatory School there have been major experiments in reading, the new mathematics, science, music, remedial work, the developing of our own handwriting and more recently cross-grading, screening tests for perceptual difficulties at P.1 level and now the subject 'social studies' is under scrutiny. I want to deal briefly with cross-grading.

Cross-grading has been taken a further step this year and all the 'skill units' are now cross-graded. There have been difficulties in organisation, and the timetable test procedures and school reports were all affected. Far more flexibility is required, both on the part of the student and staff, but there is no doubt that the more homogeneous groups in the skill subjects have created more efficient learning situations. One of the dangers was the possible 'loss of identity' or 'sense of belonging' among the boys at the lower grades for they no longer had the same teacher in control of the class all day. However, this has not occurred to any great extent and where it has modifications have been made.

The positive gains are first that the boy is working in skill subjects at levels determined by educational capacity, not at levels determined by age. Secondly, ability is related to attainment and the brighter students are extended both in depth and breadth while the slower moving or less mature boy is given time to understand,

consolidate, revise and drill. The proposal for next year is to cross-grade from P.3 to P.7, then gradually to bring the mature P.2 boys into the scheme. With the additional staff groups can be limited to 30 and with the extension of the remedial work, further progress should be evident.

It is at secondary level that there is most frustration. It is vital that secondary education be recognised as an integral part of the educational system—is first and last a time for the exploration of interests. It is not just a 'preparation for' this or that or 'life'. After all, the secondary school student is already living; it is only the system which dries him up—crushes or impairs his uniqueness. We have tried and will go on trying to fulfil our aims. We have been experimenting with cross setting for years and our entire Fourth and Fifth Years are cross set. The progress in French is self-evident and the value of the language laboratory as an aid in the hands of the right person is unquestioned. In the Alliance Francaise the very high standard of the oral work, the excellent pass rate and the fact that of the 91 prize-winners 10 were from Christ Church speak for themselves. We plan to introduce the audio-visual method for German next year. For sometime we have dabbled in the teaching of Malay but I hope to introduce Bahasa Indonesian into the curriculum next February. We are piloting a course in mathematics up to Third year and planning more practical work. The important thing to do is to give the student the equipment to find out for himself—to make discoveries. It was Dr. van Praagh of the Nuffield Science Project

who stated: 'What we need today are students who know less but understand more'.

Examination Results

The annual examination Festival has just concluded. In a moment I will give you last year's results. Some Form of Assessment there must be for, as I have said before, each student must discover his strengths and limitations. He must face the fact that there are many careers for which he has not the capacity or aptitude. But I do ask you to consider whether there is one age, namely 17 years 7 months, and one time only in the year, namely November, when it is right and proper for a student to take an examination and, if he is unsuccessful, whatever that may mean, he is dubbed a failure. This is so irrespective of whether he is a late maturer, has suffered serious illness, has had an interrupted education or came from a home environment which was hostile or at best disinterested. The rigidity of the system impedes the opportunity for the nurture of the full growth of the person. On the other hand, I am conscious of the fact that such examinations provide the prospective employer with some sort of a yardstick. There is a need for a better understanding between those responsible for education and the employer. There must be better public relations. I am sure there is an answer to these difficulties and I would hope that a solution will arise from the ferment and discussion at present taking place.

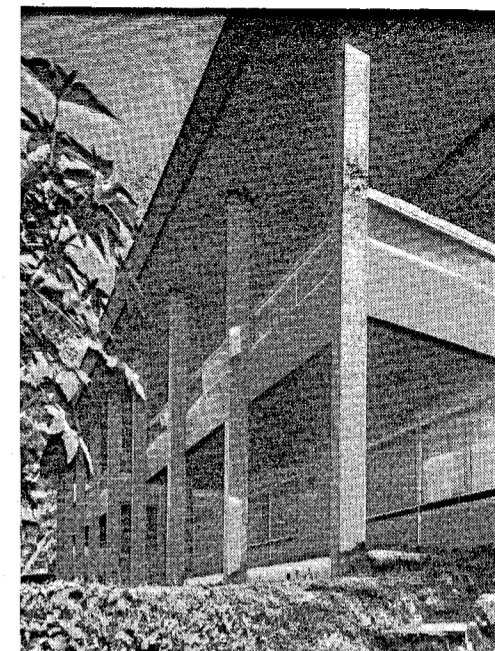
Academically 1967 was an outstanding year measured in terms of examination results and scholarships. Moreover, I am quite certain that achievements of this kind are not gained without those qualities which go to make a good student and a potential scholar. John Rickard, Scott Spencer and Michael Dewing each gained 6 distinctions and Derham, Eddington, Howe, Hurley, Tucker and Venn received five. In all, there were 116 distinctions which was 31 more than ever before. John Rickard was second

in the State in both Mathematics and received a General Exhibition, Scott Spencer 4th in French, 5th in English, was awarded the German Subject Exhibition and a General Exhibition, Rod Eddington was 2nd in Maths B, received a General Exhibition, a BP University Technical Cadetship and the Winthrop Scholarship at St. George's College, Frank Venn received the Wesfarmers Agricultural Scholarship and shared with David Apthorp the Phillip Roberts Memorial Scholarship at St. George's College. R. Merrells was 1st in Mathematics I, M. Dewing 2nd in Latin, D. Hurley 6th in Mathematics B, D. Townsend 5th in Chemistry, C. Cook 6th in Accountancy and H. Sides 2nd in History. 31 Vth Formers were awarded Commonwealth University Scholarships and 8 Advanced Education Scholarships, and 63 boys, or 70 per cent, matriculated. At Third Year level 31 boys were awarded Commonwealth Secondary Scholarships and 2 Technical Scholarships. This, also, was the best result ever.

During this year Nicholas Derham of VIB was one of two W.A. students selected to attend the 1968 International Science School held at the University of Sydney. He has also been chosen to attend the National Summer School for Mathematics. Four others—Michael Coate, Wayne Martin, Russell Goldflam and Peter Tooke—have been awarded places in the School Mathematics Enrichment Course to be held at the University in January. The Dux of the School is Mark Gorman. He was closely followed by Ross Simpson, Shane O'Sullivan and Peter Griffiths.

Social Conscience

I have discussed individual uniqueness, diversity, flexibility and scholarship. There remains the need for developing a social conscience. The Secretary General of the United Nations, U Thant, in his address at the inaugural meeting of the International Conference on Human Rights said:

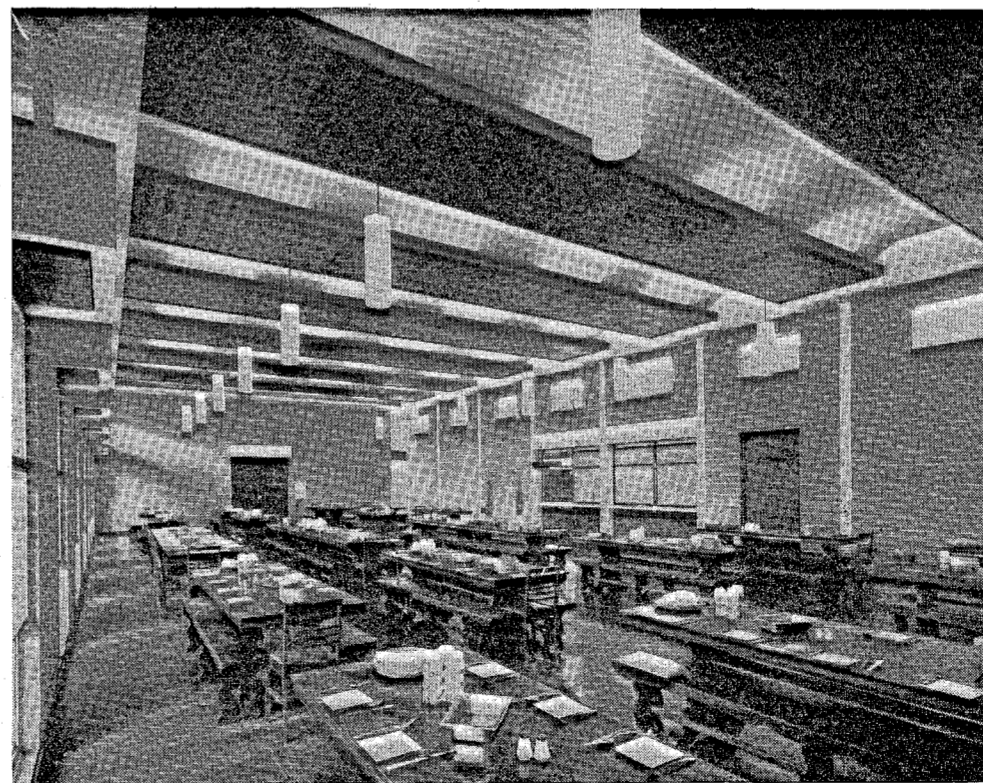


MCCLEMAN'S STUDY BLOCK FROM THE RIVER BANK

"Independently of international and internal conflicts, any observer of present day realities can hardly fail to be alarmed by the persistence or even the increase of violence and brutality in today's world. Massacres, tortures, arbitrary arrests . . . and summary executions are reported by information media so frequently that the natural human reaction to horror tends to be dulled". He continued: "in addition, violence seems to have been consecrated in many parts of the world as an essential element of the entertainment media, featuring prominently, for example, in television, movies, popular literature, to the point that it becomes a daily ingredient in people's lives. Such saturation of violence cannot but have grave consequences on the behaviour of communities and nations."

This is the sort of world we live in and a special responsibility rests with schools and other educating influences such as the Churches, Youth Clubs and above all the homes. We must consciously and deliberately inculcate a concern for people.

When I began this report I referred to the qualities we would hope to find in a community and that these would be the reflection of the people in it. In particular, I emphasised understanding and tolerance, compassion and involvement. Indifference and indecisiveness can only be overcome by positive thinking and thoughtfulness, well prepared information presented in a striking manner and action. This is the raison d'être for the Social Service Group—this is why it was formed. During the year the members of the Committee made themselves responsible for the weekly visit to the Lucy Creeth Home where they entertain the boys. I hope next year's Vth Form will develop this work further. Some 20 of them have visited the Home and attended a lunch talk on muscular dystrophy. The Group organised a waste paper drive for the Slow Learning Children's Appeal and collected 2½ tons in a fortnight. This waste paper collection continued throughout the year and each fortnight we filled a van. The



THE DINING HALL, SANDOVER