

CHRIST CHURCH GRAMMAR SCHOOL
CLAREMONT, WESTERN AUSTRALIA



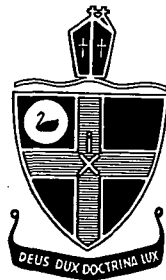
THE MITRE

JUNE, 1967

THE MITRE

The Magazine of
CHRIST CHURCH GRAMMAR SCHOOL

Claremont,
Western Australia.



Vol. XVIII

No. 3

JUNE, 1967

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Rowing: Captain, M. S. McHenry; Vice-Captain, P. F. Nixon.
Swimming: Captain, K. R. Watts; Vice-Captain, J. M. Moncrieff.
Tennis: Captain, W. D. Harrington; Vice-Captain: K. P. L. Hamilton.
Senior Cadet Under Officer: R. I. Eddington.
Senior Chapel Prefect: R. B. Porter.
Senior Library Prefect: J. F. Steere.
Pavilion Prefects: I. R. Bayly, N. P. Reynolds.
Tuck Shop: A. Gibson.

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Queenslea: Mr. Burns, Mr. Watkins, Mr. O'Hara; Captain, R. Merrells; Vice-Captain, D. Sands.
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THE SCHOOL COMMITTEE

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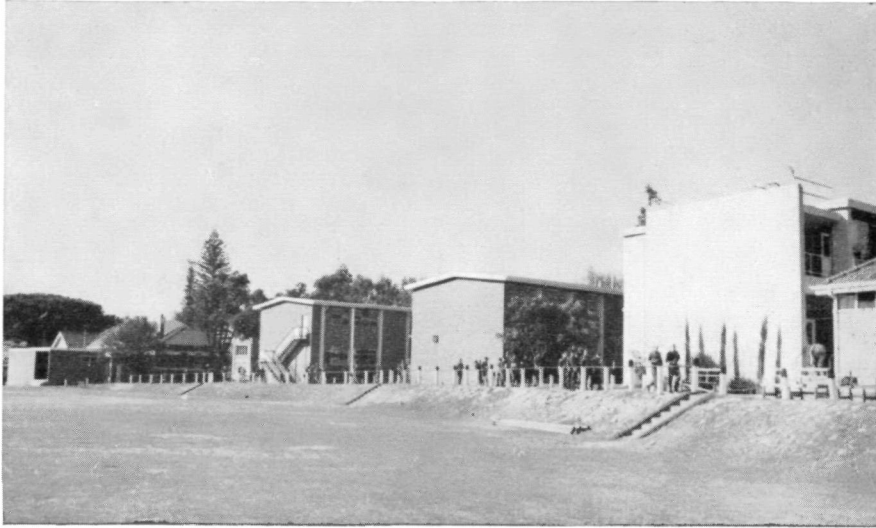


PETER GEOFFREY EDWARDS
Rhodes Scholar, 1967

Mr. Edwards attended Christ Church Grammar School from 1950 to 1962. He was Dux of the School in 1961, and Captain of School in 1962.

He is the first Old Boy of the School to be awarded a Rhodes Scholarship.

Photo by courtesy of "The Pelican"



T. Dunn

The School, facing North, with the Advanced Science Wing on the right, the Memorial Block and the Fourth Form Block.



T. Dunn

An unusual view of the Boarding Houses, taken from across the river with a telephoto lens.

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EDITORIAL

The ratio of three-score years and ten to the few years we have left at school is a large one. And we only go to school once.

It is difficult to visualise the effects of a good or bad education on the outcome of our lives, but we cannot afford not to be long-sighted, for the difference is surely enormous.

And this process—of education—is happening here, and right now.

The aim of a school is to educate: to develop character, and intellectual ability. But a school can only provide the means; it has no recipe for “instant education”: the student must use what is in front of him. He must use the teachers, and the books, and himself. It is up to him, and him alone.

How does one “use” a teacher? What do we want from a teacher?

A teacher teaches a subject because he has had a certain insight into it; because he sees, and delights in, what it is, and what holds it together. If a boy can gain the same insight, be fired with the same

enthusiasm, then the teacher’s job will have been done. This, in fact, is what teaching is about.

The use of books is also important. We should not be slaves to books; rather, books should be slaves to us. There is a library full of them: they can satisfy our curiosity, be sources of pleasure, and give a fuller understanding of what we are taught. And when we have used them all, it is our duty to add to this heritage of knowledge the fruits of our own life work.

Finally, there comes oneself. The aim should be to tap the current of enthusiasm, so that once this is flowing in us we will feel not only the satisfaction of doing something well, but also the excitement of finding out new things, and gaining a deeper understanding of a subject. With this insight, all future learning becomes a pleasure.

And why must one do all this?

To find the reason, one must first carefully consider another question:

“What do I want from myself?”

SPEECH NIGHT, 1966



CHAIRMAN'S ADDRESS

I should like to welcome The Bishop of North West Australia, the Right Reverend Howell Witt. We appreciate very much his acceptance of our invitation to be present with us this evening, particularly as he has only a short while ago taken over such a large and active Diocese as the North West. We trust, my Lord, that your time with us this evening will be enjoyable and rewarding for the effort you have made to be with us.

Before asking the Headmaster to present his Annual Report, there are several items on which I should comment.

In recent weeks the School Council has lost by resignation two very important and valued members.

The former Chairman, Mr. Gresley Clarkson, resigned in November, on being appointed a Judge of the Supreme Court of Papua and New Guinea. We record our congratulations to the Honourable Mr. Justice Clarkson for the honour which has been bestowed upon him, but it is with regret that we lose his valuable services. He has served on the Council for 11 years, during the last five of which he has been Chairman, and he has given freely of his time and efforts for the betterment of this School.

Mr. Frank Gamblen, whom I am pleased to see with us this evening, has resigned from the Council prior to proceeding overseas on extended leave. Mr. Gamblen joined the original Council of Church of England Schools in 1948 and was a foundation member of the Council of this School when constituted in its present form in 1951. Over this extended period the School has benefited greatly by his presence and his advice, particularly in the field of education. We thank Mr. Gamblen sin-

cerely for his great work and look forward to his continuing interest in the School.

Once again the School has been forced, reluctantly, to raise the fees. The Council, half of whom are parents of boys attending this School, is fully aware of the problems associated with this action.

The educational standard achieved in recent years is considered to be one of the reasons why so many parents send their sons to this School. The Council is determined to maintain this standard and to improve it where possible. In order to do this, we must ensure that the salaries of our tutorial staff are such that the School can keep talented and efficient teachers despite competition from other educational institutions both tertiary and secondary, and **also** we must improve facilities at the School. It has been decided to limit the enrolment to the present total of about 850 boys and to improve the staff-student ratio by appointing two additional masters in the Senior School. In addition we are faced with the normal spiralling costs of supplies and services, with which we are all acquainted.

To ascertain the opinions of the Parents and Old Boys on the future development of the School, a questionnaire has been sent to all concerned. If you have not already done so, may I request that you complete and return the form as soon as possible so that **your** thoughts and ideas may be available to the Council for future planning.

The Council wishes to record its appreciation of the continued support and service given to the School during 1966 by the Headmaster, tutorial and other staff, the Parents' Association, the Old Boys' Association and the many friends of the School.

HEADMASTER'S REPORT

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

It is a pleasure My Lord, to join with the Chairman of Council in extending to you a very warm welcome and to thank you for accepting the invitation to be our guest of honour this evening and to present the prizes. Your diocese extends over hundreds of thousands of square miles and covers areas in which stirring developments are taking place. You have here this evening some parents and boys from your diocese and I trust you will have the opportunity at supper to meet them.

The Chairman has referred to the contributions which the Honourable Mr. Justice Clarkson and Mr. Frank Gamblen have made to the School. I shall miss them greatly for at all times I have had the benefit of their wisdom, experience and kindness.

With increasing mechanisation and automation and the impersonal nature of our mass society it has become more vital than ever for the School to have greater concern for the individual. We ought to be concerned with educating boys to live full and balanced lives, providing them with the time and the opportunity to understand themselves and their needs as human beings. Education is neither a preparation for earning a living, nor a preparation for citizenship nor even a preparation for life. As L. J. Jacks has said in his book "Total Education": "If we attend properly to the child as he is now, he will then be able to grow into the man that he should be tomorrow; tomorrow will inevitably blossom from the seeds of yesterday and the buds of today, but only if the growth of the whole plant is fostered at every stage. Education can never be practised merely as a means to an end, it must be practised as an end in itself, and thus it will be found to be both the end and the means." Our purpose is not merely to teach boys to

pass examinations or primarily to impart knowledge to them. It is to provide the environment in which the boy may achieve a balanced wholeness in relation to God and in relation to mankind.

I stated our concern is for the individual. The words individual and individualist should not be confused. An individualist is a person "who has an intensive and exclusive regard for his own personal interest." He is exclusively concerned with his own affairs. He is the very worst product to my mind of any school or educational system. On the other hand an individual is a "being incapable of separation or division without destruction of its identity." This definition implies—in relation to human beings—the need for a certain wholeness in the individual. Our task is clear — it is to nurture the qualities and attributes which make for this individuality. Nevertheless it must be said that no man can preserve or develop his individuality unless he is "constantly and positively relating himself to some point of reference greater than self, some person or some principle greater than self interest—whether it be the service of other men, or the service of God, the common source and spiritual energiser of life."

If it is agreed that the growth of individuality is our immediate concern then we must examine our curriculum to ascertain whether there is a true balance in regard to physical, intellectual, aesthetic, moral, social and spiritual activities and the time allotted to them. "An education which over stresses intellectual studies because of the pressures exerted by competition and university quotas, and neglects the emotional, spiritual, moral and aesthetic elements of man's nature is not only not education but can be a prelude to disaster." This may sound pessimistic but does the frightening and increasing incidence of breakdown and failure in adult life — physical, mental and social — suggest that our education in the home and school is adequate for this age of mechanisation and automation which is already with us?

There must be this opportunity for creative work. The act of creation is a significant religious experience for by it one aspect of God is intelligible to the child — that is God the Creator. So often we allow the child to think of his religion as a matter of Sunday services, divinity lessons, and formal prayers and fail to show him that most of the significant experiences of his life are an integral part of his religious — his spiritual — growth and life.

Creative work provides the scope for the two basic impulses. The first is the impulse towards mastery. The boy who learns to make something well is a happy individual. Too often we adults are content with a bare fifty per cent. achievement and more interested in keeping the boy out of mischief. "One of the greatest lessons of life is to achieve mastery through acceptance of the limitation of our material." The struggle towards perfect achievement calls for self discipline, perseverance and understanding. It toughens the sinews of the spirit and brings us in touch with real values. It teaches humility. Those boys who have sat at the potter's wheel with their lump of clay will understand perfectly what I mean.

The second impulse is that of service and it is the fulfilment of the first. We use our mastery in the service of something greater or more important than self. The mature person will not rest till he knows that his life is related to the needs of the community — and to the source of all life. Perhaps I can explain it thus. The boy achieves mastery of his musical instrument — the clarinet — and satisfies the impulse towards individual perfection. It is only when he places his mastery at the disposal of the conductor of the orchestra that he reaches complete freedom in community — the impulse of service which is the characteristic and a condition of Christian life.

I have tried to put into words something which has caused me considerable concern and in doing so I have drawn considerably on the experience of others and

especially on that of the late T. F. Coade, the Headmaster of Bryanston. I realise it is inadequately expressed for in what Kurt Hahn, the founder of Gordonstoun, called "the unseemly haste" of modern life, a headmaster does not seem to have time, in term time, "to think a thought or feel a feeling to a logical conclusion."

The year, while it has not been without its difficulties and serious problems, has been one of vitality and creative purpose and achievement. Academically the School has maintained its standards for 56 boys matriculated for entry to the University and in all 80 distinctions were gained. Twenty-eight Vith Formers received Commonwealth University Scholarships, three Advanced Level Scholarships and Richard Thompson, the 1965 Dux of School, James Trevelyan and John Anderson were awarded General University Exhibitions of which only 20 are given each year, and Trevelyan also received the Shell Scholarship. At Junior level 110 boys gained certificates and a further 20 passed in four subjects, 28 were awarded Commonwealth Secondary Scholarships and 2 Technical Scholarships for entry to Muresk Agricultural College. The standard in some Junior subjects is now lower than in past years and this accentuates the increasing gap between the Junior and the Leaving examinations and gives the student an inflated idea of his capacity. This creates problems at sub-Leaving and Leaving levels.

The Dux of the School for 1966 is John Allen-Williams. He has achieved a high level of scholarship and no doubt has been stimulated by S. F. Morrisby, H. P. Martin and W. B. Munyard.

There is today a new approach and new look at much that we have traditionally included in our curriculum and syllabi for centuries. The Student of today is educated for a life to be lived in the future by people who were taught and influenced by those who belonged to a generation before them. If the School is to encourage creativity, originality and spontaneity in the boy it must encourage it in the mem-

bers of staff. Creative teaching, guidance and leadership mean time for the teacher to read and explore, to develop or find new materials and aids, and time to spend with smaller groups.

In the field of mathematics the chief aims are to teach mathematics as a language; to show the practical applications of the work to real problems; to give the boy a share in the excitement of research and discovery by treating the subject as a growing body of knowledge rather than one in which all the ideas were established in antiquity; to encourage reading in the subject to increase the boy's awareness of the vastness of the subject; to feel an active participation in the subject through projects such as making models and constructing simple computers; and to become familiar with modern calculating aids such as the slide rule, adding and calculating machines, and the programming of computers.

Building on the work in mathematics in the Preparatory School we introduced new Maths courses in our IVth Forms this year and this will be carried into the Sub-Junior groups in 1967. By 1968 all boys will take these new Maths units for their Junior including, we hope, the new geometry which is being pioneered by us. The Public Examinations Board has agreed in principle to this: The Mathematics Society has met regularly once a month over the past two years and we hope to form a junior branch during 1967. The average attendance at Society meetings (held on Friday evenings) has been about 35, and boys and girls from both Independent and State Schools have been invited to all meetings. Two other schools have now formed similar societies and returned the invitations. The standard of papers read at these meetings has been remarkably high. The boys are assisting with the building of electric and eventually electronic calculators and a number of projects have been completed. By the middle of next year I hope to have a room for a small workshop in which the models and calculating aids can be built and boys get practice on the various adding

machines and desk calculators we have been given or purchased. Next year it is planned to work with the astronomy and radio clubs to encourage further co-operation between the Mathematics and Science Societies. It is worth recording that the Astronomy Society completed the grinding of the 8" mirror, and the Sydney firm who silvered it complimented the boys on the quality of their work. The assembly of this Reflecting Telescope is practically complete.

The foreign languages department under Mr. Drok has been reorganised this year and with Mr. Owens as Senior Classics Master and Mr. Lelong as Senior French Master it has proved possible to push ahead. Boys have attended French and German language camps but the number of places is limited and the variation of standards within the camp is often too great for effective work. The results in Deutsch Australischer Sprachverein were excellent for of the 30 entries 28 passed, 8 with distinctions, and J. W. Derham was first in Division I. In the Alliance Francaise the pass rate was over 80 per cent. with S. S. Spencer and R. S. Silvester being awarded prizes. It was particularly encouraging to note the excellent results at Sub-Junior level — 7 distinctions and 16 passes in a group of 27 boys. Greater emphasis is being placed on the cultural approach, and in the modern languages on the literature and social life of the people. To assist with the oral work new equipment such as tape recorders and projectors have been purchased and in February next year we should have a Phillips language laboratory installed. Progress in the teaching of Malay had been limited owing to the time available but it is probable that we will make different arrangements next year.

Each year sees the Senior School Library becoming more and more an integral part of school life, serving both an educational and a recreational function. The astonishing growth in the use of the Library can be illustrated by comparing the daily issue records, for in 1963 the average figure was 38 and this year it is 87. The total

number of books borrowed during this past year was 13,374 representing an increase of 3,132 over last year's figure. During the year over 500 books were added to stock and we are indeed grateful for the donation of books and money to purchase books by parents and friends of the School. We are endeavouring to build a collection of books which will satisfy the interests of the boys outside the School normal curriculum as well as within it. These interests range from outrigger canoes, to cookery books, to Maori and Aztec legends, to information on the building of guitar amplifiers. The implementation of this policy is important for otherwise boys will tend to associate books and libraries as serving only a more narrow educational purpose. One of our major aims is to show them what a rich source of pleasure and enjoyment books can be both now and in the future. Naturally there are problems — the "wear and tear" on the books has become much heavier and the maintenance and replacement of existing stock has reduced our expenditure on new books. With the cost of both books and periodicals rising we have been buying less but yet are issuing more books. However, the library allocation from fees will be increased for 1967 for both Senior and Preparatory School libraries and we will be able to make further progress. The Librarian, Miss Corry, is doing a magnificent job and her interest in the boys and their needs has been appreciated.

In the Preparatory School the policy of adjusting the curriculum to the child rather than the reverse has been continued. I referred earlier to mathematics and to the foundation laid in the Preparatory School. Gradually we are implementing a programme which is more challenging and demanding than the old "telling and drilling" type of approach. Additional material now in use includes the Individual Mathematics Programme and the Mathematics Workshops. After the introduction to Mathematics through Cuisenaire Arithmetic in the early grades, we use a variety of materials through to P.7. Our aim is not to cover a specified amount of ground by Grade 7, but rather

to produce students who are capable of thinking deductively and who are imbued with a sense of enquiry. The programme is necessarily much broader and deeper than the traditional one. In order to cater for differences in mental abilities and in special aptitudes a multi-level developmental programme is essential. This we are attempting to organise through the use of programme learning materials such as Reading and Spelling Laboratories and the Mathematics Workshops. There are however indications that this does not go far enough, and so we are planning the introduction of cross grading in the Junior section of the Preparatory School. Cross grading should enable us to adopt a more individual approach to curriculum.

With the more generous staffing next year the remedial work will be extended. Students who have major problems and weaknesses require both special diagnosis and treatment and these can seldom be met within the normal classroom. During the year we established a remedial centre in the Preparatory School. Next year the centre will be on a sound footing and we will be able to cope with the retardation at many levels — primary and secondary. In order to diagnose specific weaknesses as early as possible, tests in reading, spelling and mathematics will be applied very early in the next academic year and those who need assistance can receive it immediately.

We have also been investigating writing: throughout the State the cursive style is used with its traditional loops, slopes and flourishes. I have not the time to give you the arguments and reasons but next year we will introduce a linked script in the Preparatory School.

There is one further aspect of academic life of the School which cannot be omitted: this is the lead this School is giving in organising courses and In-Service Courses for teachers from the Church Schools. Mr. MacLeod has been the driving force. Last May a two day course was run for which 170 teachers registered but 200 attended from 67 schools. During this term

a pilot course on the New Maths at Middle School level was organised and Mr. Pemberton was the lecturer. Next year courses are planned covering primary and secondary level work. Within the next three to four years the Mathematics courses from primary to Leaving level will be changing and teachers must be trained, and mathematics is only one of the fields in which we can expect major advances.

The Arts Centre is a new venture and has two main purposes. There is the pottery workshop and facilities for other ceramics and silk screening, and the Music rooms. More and more boys are discovering latent talents. In music we can now offer tuition on all orchestral instruments. There are 70 boys learning various instruments within the School — 100 per cent. increase — and of course there are many learning outside. Our aims are to obtain the right balance between music and other activities and to make it possible for boys to discover whether or not they have ability to express them in these terms; to build and develop a school orchestra of some 40 or more members — at present we have 22; and to develop the art of ensemble playing. To encourage boys in the making of music the School has purchased a number of instruments, which are available to beginners, free of charge, for a period of one year; after which time it should be apparent whether or not a boy is potentially a reasonable performer. At the end of the trial year any boy who wishes to continue would be expected to purchase his own instrument.

In this report it is not possible to deal with the activities of the Film Society—its production of films and the constructive criticism of the new developments in cinema. It is by no means an entertainment, television viewing group. There is also the newly formed Exploration Club and the expeditions to the Stirling Ranges in May, and in August to the North East up the Canning Stock Route to Number Six Well. Each expedition had a definite aim and many botanical, animal, reptile and geological specimens and samples were brought home and presented to the

Museum, University and King's Park. We are grateful to the Museum staff for the instruction in methods of collecting, marking and packing of specimens.

To obtain a fuller picture of School life I suggest you glance through the School magazine, "The Mitre." You will find mention of the Social Service Group and the Independent Schools Christian Fellowship and their contribution to the community at large. The Cadets are dealt with very fully but special mention must be made of the leadership of J. D. Hewett, the Senior Cadet Under Officer who was first in the State in the Under Officers' Course, commanded the Combined Schools Cadet Unit Parade at Northam in August and played a major part as Captain of the Shooting Team in its being placed second in the 5 Cadet Brigade Challenge Cup Shoot. Some fifty schools participated.

In our physical activities we have enjoyed a good year. On Thursday and Friday afternoons all Preparatory and Middle School boys take part in inter-School or internal games, on Saturdays over 200 Upper School boys would be representing the School in various sports. We won the Rugby and shared the Hockey with Aquinas and in all sports our standards were higher. There are some who think we do not place enough emphasis on this field. Australians, we are informed, are a sport loving nation and I note it is proposed to build a stadium to hold 150,000 people who can watch weekly 36 players. The School's aims are clear. We will provide as far as possible the opportunity for every boy to take part in games and I include gymnastics, basketball, etc. We will aim at excellence in all we do but we will strive to maintain a balance between intellectual and cultural pursuits and especially aim to develop those which call for creative talent. To our critics I would say that statistics show that of the 18 Senior School teams which play in official P.S.A. winter competitions 8 finished first or first equal, 3 were second and 4 were third. All this information you will find in the "Mitre," produced by a committee under the direction of Mr. Pate, the Senior

English Master. The Editor and his staff are members of the Sub-Leaving group and Frank Venn, the Editor for 1966, has written a thoughtful, forthright editorial. He, like many of his peers, is not bored.

Having said this I record an inner feeling of disquiet for I know there are boys who enter the School and pass through it without having done anything and without having had anything done to them. They slip through unnoticed and unrecognised. There is a quite silly story of the railway guard who, just about to start a train, found himself unable to do so because the small pellet had dropped out of his whistle. A porter was sent to find another but he could only find a half pellet. This half pellet was inserted, the whistle blown — and half the train moved off. The moral to this stupid story is obvious. We are using a whistle with half a pellet and the consequence is that only a proportion of our students move off. A considerable number pass out of our School only half awakened to the splendid possibilities of life. They leave "with a primitive conception of religion and with little knowledge of the wealth of experience accessible in books, Art, music, and in relationship with mature adults. They have perhaps acquired a certain habit of life, some superficial sense of values but not a vital Christian philosophy of life. There is therefore little reason to be complacent and I return to my original theme, "The School Community is the more perfect, the higher developed the individuality of its members is. On the other hand, the individuality of a person is the fuller and nearer to wholeness or perfection, the more deeply the boy is rooted in the community."

In our Chapel services we had talks on the Ecumenical Movement from speakers of the other Christian denominations and in the third term the theme was "vocation" in so far as it affected the Christian Church. One of our special speakers was Rabbi Ruben of the Temple David. Toleration is not a matter of indifference but understanding which leads to respect. We were unable to find speakers to deal with

Hinduism, Buddhism and Islam. Under the Colombo Plan we give to the countries of Asia material aid. The handing out of gifts sometimes causes embarrassment, humiliation and loss of self respect. I am sure we have much to learn from our Asian neighbours and perhaps the Commonwealth Government might ask that scholars in these great world religions visit us.

The Rev. A. T. Pidd, the Rector of Christ Church, has resigned and this will be his last Speech Night with us. The School records its gratitude and appreciation to him for allowing us to use the Church as our Chapel each morning. The School Chaplains have been given the opportunity of celebrating at Holy Communion on Sundays and at the mid-week early service. We wish the Rector and Mrs. Pidd good health and happiness in their retirement.

I wish to thank the Parents' Association for their continued interest and help. The Luncheon Service has been a great success and the work of the Mothers' Auxiliary in this and at sporting functions is appreciated. The close co-operation which exists and Mrs. Ransom's keen interest and advice is most helpful to me. The Fete was once again a great success and the gross proceeds were \$4,700. The Old Boys' Association has established a committee to assist with Careers Week and organised an effective evening this last week when forty Counsellors attended. The Association has further plans in hand both for helping the School and young Old Boys.

I was delighted to accept a new endowed prize. It will be known as the Harold N. Boys prize and will be given for Mathematics at IVth Form level. Mr. H. N. Boys was an original member of the School and this year his grandson Alan was enrolled. He is therefore the first third-generation of a family to attend Christ Church. To mark the occasion I have agreed to the Old Boys' suggestion that we present Alan Boys with a small plaque to commemorate it.

A further prize—the Beresford Memorial Prize—has been endowed by friends of the family and will be presented annually to the outstanding Cadet Under Officer. Major Brian Beresford was an Old Boy of Christ Church and St. Peter's College, Adelaide. He was Brigade Major of the 30th Infantry Brigade and was killed in action during the Kokoda campaign. I knew Brian Beresford well for at the time I was Staff Captain of the same Brigade. It was therefore of great interest to me to find that I had his son as a pupil when I took up the Headmastership of this School.

In regard to buildings I must report that we opened the new Preparatory School Library and the additional classroom in February and 30 new boarders moved into McClemans House. During this year a new playing field has been levelled at Mt. Claremont and by next February the McClemans House Study rooms and Housemaster's flat will be completed. The House will have accommodation for 60 boarders. However I repeat the School enrolment will not be increased.

I cannot let this opportunity pass without thanking those who have helped coach teams — Mr. Don Fraser, Mr. Norton, Mr. Lewington, Mr. Pennock, Mr. G. E. Dawson and Mr. Jimmy Allan. We are delighted indeed to have Mr. Allan with us again. For a period he could not help for health reasons. To show our appreciation for all he has done over a period of ten years the new Four will be named "Jimmy Allan."

During the year Mr. A. F. Blackwood was appointed Deputy Headmaster. Mr. Hutchison, because of the increasing responsibilities as Assistant to the Headmaster, relinquished the position of Senior Science Master to which Mr. Burns was appointed. We also established a Senior Masters' Committee to study and advise

in academic matters and curriculum. It has been in some respects a difficult year owing to serious illness on the Staff and Mr. Crago leaving to join the R.A.N. However we were fortunate in the new members of staff — Mr. Dixon, Mr. Jess and Mr. Marrion. I would like to say how much I have appreciated the loyalty and work of the staff throughout the year. Especially I would thank Mr. Blackwood, Mr. Hutchison and Mr. MacLeod for their patience, leadership and understanding. Several members of Staff will be leaving us. Mr. Walsh, Mr. Walker and Mr. Hall are going overseas to gain experience, Mr. Russell is planning to gain geological experience in the field and the Rev. H. F. Floate will be moving to a parish. We thank each one for his contribution and wish him every success. I am pleased to report that next year Mr. John Leach, Mr. Bowker and Mr. Salmon will be rejoining the Staff having gained experience abroad or added to their academic qualifications.

I would particularly like to express the appreciation of all staff and boys to our Captain of School, Michael Ewing. He has provided leadership and example and won the respect of all. To the School Prefects, to Library, Chapel, House and Pavilion Prefects and to all who have carried their responsibilities I say thank you. My gratitude goes to the Administrative Staff, the Grounds, Maintenance and Boarding Staff and especially to Mrs. Edmunds who for 18 years has been the Headmaster's Secretary.

Mr. Chairman, Fellows of the Council, Parents and boys — The School has a magnificent opportunity to play its part provided that we believe in the importance of developing the individuality of each member, and that we ourselves are able to appreciate the significance of the past, keep abreast of current ideas, and nourish that quality of imagination that is capable of foreseeing and welcoming the future.

After he had presented the prizes, the Bishop of North West Australia, the Right Reverend Howell Witt, addressed the assembly. In a brief and witty speech, which gained as much from the humorous dramatisation of its anecdotes as from the accuracy of its comment upon human nature, the Bishop spoke on the topic of "Individuality".

The Bishop explained that individuality today could be wellnigh impossible. There was, for instance, the effect of commercials, perpetually bombarding the public on mass media. The "euphoria of advertising fantasy" was not conducive to true individuality.

There were two points one had to remember, particularly as a school-leaver. Firstly, there was the question of what one was going to do: parents usually want their sons to aim at security, but individuality would be lost if occupations were selected purely on a "menu-price" basis, that is, selecting job preferences in descending order of salary-scales. The point was made that God should be the one to choose one's occupation. Secondly, there was the question of where one was going to live: one should go where God called him.

The Bishop concluded by urging the young men leaving school to go forward, ". . . not to security, but to individuality" for, as he pointed out, "God wants you to be you!"

CAPTAIN OF SCHOOL'S MESSAGE

After Mr. Cann had thanked the Bishop for his address, the Headmaster invited the Captain of the School, Michael Ewing, to speak.

Ewing took the theme of "self-satisfaction" — the directing of energies, and the finding of the outlets for these energies, in activities which would give a proper fulfilment, instead of smugly sitting back and "rubbishing" those who were showing some enthusiasm. He pointed out that there were too many of these self-satisfied people in the School: a minority group, but destructive.

Schools were too insular. The United Nations had an organisation through which school-students could work, and this was the thing to join.

Finally, he thanked the Prefects for their loyal co-operation through the year, the Administrative and Ground Staff, the Tutorial Staff, the Parents' Association (and in particular, the Ladies' Auxiliary), and Mr. Moyes for his guidance through the year.

AWARDS, 1965

Commonwealth University Scholarships:

Albany, C.	Charlesworth, D. J.	Laurie, D. I.	Rudyard, R. J.
Anderson, J.	Courtney, C. J.	Lee, G. K.	Thompson, R. I.
Bibby, M. A.	Dowling, M. E.	Moss, N. C.	Trevelyan, J. P.
Blackburn, G. V.	Grigg, P. J.	Oliver, D. R.	Varley, B. E.
Campbell, R. A.	Hamilton, S. G.	Partridge, K. R.	Walker, R. McA.
Cann, G. M.	Herbert, A. F.	Peet, R. W.	Winlo, L. R.
Caro, J. C.	Hopkin, P. A.	Perlman, D.	Witham, E. P.

Leaving Certificate (*) and Matriculation (†):

Ablett, C. J. †	Dowling, M. E. *†	Laurie, D. I. *†	Royce, J. G. *
Albany, C. *†	Eyres, A. J. †	Lee, G. K. *†	Rudyard, R. J. *†
Anderson, J. *†	Godkin, R. A. *†	Lefroy, M. B. *†	Sands, R. A. *†
Ball, M. J. *	Grigg, P. J. *†	Loh, J. W. †	Scott, S. G. *†
Best, J. B. †	Hamilton, S. G. †	Lumsden, M. J. †	Sedgman, B. *
Bibby, M. A. *†	Hammond, E. R. *	Maguire, R. D. †	Silbert, K. J. *†
Blackburn, G. V. *†	Herbert, A. F. *†	Macdonald, G. L. *†	Statham, P. G. *
Brislin, B. W. *	Hickey, M. M. *†	Moss, N. L. *†	Taylor, N. C. †
Burridge, R. S. *	Hollingsworth, F. M. †	Newham, I. A. †	Tennant, J. P. *†
Campbell, R. A. *†	Holmes, T. A. *†	Oliver, D. R. *†	Thompson, R. I. *†
Cann, G. M. *†	Hopkin, P. A. *†	Partridge, K. R. *†	Trevelyan, J. P. *†
Caro, J. C. *†	Humphries, D. N. *†	Paterson, T. G. *	Varley, B. E. *†
Chalmers, D. I. *†	Johnson, I. W. *†	Peet, R. W. *†	Walker, R. McA. *†
Charlesworth, D. J. *†	Jordanoff, S. *†	Perlman, D. *†	Williams, D. J. *†
Clayton, D. M. *†	Kerr, R. M. †	Porter, M. R. *†	Winlo, L. R. *†
Courtney, C. J. *†	Laurent, G. J. †	Rischbreth, W. T. *†	Witham, E. P. *†

Commonwealth Secondary Scholarships

Apthorp, D. N.	Derham, H. T.	Lane, J. A. K.	Stephenson, P. H.
Bagley, S. P. S.	Dewing, W. M.	Packer, R.	Synnott, I. H.
Batty, J. H.	Eddington, R. I.	Rickard, J. D.	Taft, D.
Blake, D. W.	Howe, R. W. J.	Sefton, M. A.	Tucker, R. J.
Clarkson, B. D.	Hurley, D. M.	Sholl, M. E.	Turnbull, R. L.
Cook, C. S.	Ireland, M. A.	Sides, H. G.	Watts, K. R.
Cox, J. R.	Kirton, P. J.	Spencer, S. S.	Venn, F. S.

Commonwealth Technical Scholarships:

Lloyd, T. R.	Savage, D. W.
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Junior Certificate:

Apthorp, D. N.	Drew, N. G.	Lane, J. A.	Seabrook, A. P.
Anderson, J. H.	Eddington, R. I.	Le Breton, P. E.	Sefton, M. A.
Bagley, S. P.	Fletcher, E. R.	Lefroy, J. U.	Sholl, M. E.
Baston, K. C.	Garnsworthy, R. Y.	Leroy, P. F.	Sides, H. G.
Batty, J.	Gibson, A.	Lewis, R. A.	Snook, G. K.
Bayly, I. R.	Goyder, P. B.	Lloyd, T. R.	South, C. R.
Blake, D.	Greaves, J. R.	MacDonald, M. S.	Spencer, S. S.
Bower, K. D.	Hall, J. MacK.	Marsh, C. R.	Stanmore, G. R.
Breheny, V. M.	Halpern, R. L.	Mathews, T. J.	Steere, J. F.
Brent White, C. S.	Hamilton, K. P.	McComb, P. F.	Stephenson, P. H.
Brine, A. E.	Hancock, G. D.	McLaren, J. S.	Stewart, C. K.
Burke, J. W.	Harley, P. C.	McPhail, N. M.	Stewart, K. R.
Campbell, R. B.	Harrington, W. D.	Meyer, J.	Synnott, I. H.
Campbell, R. J.	Harrison, M. L.	Morrison, J. A.	Taft, D. F.
Chellow, J. A.	Hodge, P. A.	Murchison, R. G.	Taylor, M. E.
Clarkson, B. D.	Hohnen, M. A.	Nixon, P. F.	Townsend, R. W.
Coe, J. F.	House, K.	Orgill, G. G.	Treadgold, T. R.
Coleman, L. D.	Howe, R. J.	Packer, R.	Tucker, R. J.
Collins, G. J.	Humphreys, W. A.	Pickerill, D. J.	Turnbull, R. L.
Colquhuon Denvers, N. J.	Hurley, D. M.	Pope, B. R.	Turnbull, R. S.
Cook, C. S.	Hutchison, S.	Potter, G. G.	Turner, S. R.
Cox, J. R.	Ireland, M. A.	Pound, I. F.	Venn, F. S.
Cramond, N. A.	Jeanes, P. R.	Prosser, I. G.	Watts, K. R.
Cubitt, M. W.	Johnson, R.	Reynolds, D. G.	Webber, N. I.
Cuming, A.	Jordanoff, I.	Reynolds, N. P.	Wilson, J. MacK.
Dawson, A. J.	Kempees, M. G.	Rickard, J. D.	Wotzko, G. D.
Derham, H. T.	Kirton, P. J.	Sands, A. D.	
Dewing, M. W.	Knight, R. S.	Savage, D. W.	

University General Exhibitions: J. Anderson, J. P. Trevelyan, R. I. Thompson

The Shell Scholarship: J. P. Trevelyan

Advanced Education Scholarship: A. J. Eyres

Council Scholarships:

The Canon W. J. McClemons (Founder's Memorial) Scholarship: Derham, H. T.

Ada Lucy McClemons Scholarship: Eddington, R. I.

Entrance Scholarships, 1966: Raybould, S. A. Woodliff, D. R.

Swimming	McGlew Cup	Open Champion	J. F. Elliott
	H. N. Giles Cup	Under 16 Champion	K. R. Watts
	Healy Cup	Under 15 Champion	J. S. Moncrieff
	Curtis Burking Cup	Under 14 Champion	S. M. Martin
Athletics	Staff Cup	Under 13 Champion	A. H. Boys
	Jennings Cup	Open Champion	D. W. Dunn
	Bowers Cup	Under 17 Champion	R. E. Merrells
	McLaren Cup	Under 16 Champion	G. G. Potter
	Carter Cup	Under 15 Champion	D. G. Tregonning
Gymnastics	Lattice Cup	Under 14 Champion	G. W. Bogle
	Henderson Cup	Under 13 Champion	R. S. Parry
	Maclagan Cup	Open Champion	C. B. Redcliff
Tennis	Walker Cup	Under 15 Champion	K. L. Millband
	W. A. Hockey Association Cup	Open Singles Champion	P. S. Holten

Beatty Cup (Best All Rounder)	W. B. Munyard
E. B. Kerby Cup (Outstanding Sportsman)	K. J. Harrison
Cramer Cup (Best All Round Cricketer)	E. F. Gifford
Hill Cup (Best Fieldsman)	T. F. Atterton
Flintoff Cup (Best Footballer)	M. A. Ewing
Norrie Cup (Best Rifle Shot)	J. D. Hewett
Lord Cup (Best Rugby Player)	M. J. Lumsden
Andrews Cup (Best Hockey Player)	P. J. Price
Beatty Cup (Champion House)	Queenslea House
Eagling Cup (Best House Scholastically)	Romsey House
The Giles Shield (Champion House Preparatory School)	Romsey House
Potter Cup (Best All Round Junior)	C. S. Witt
Beresford Memorial Prize	J. D. Hewett
Alexander Todd Memorial Trophy	G. P. Simpson
Hubert Ackland Medal for Citizenship	I. B. Turton
The Calthrop Cup (Leadership and Influence)	M. A. Ewing

HONOUR BLAZERS AWARDED

M. A. Ewing	M. J. Lumsden	K. J. Harrison
P. S. Holten	K. J. Skipworth	C. J. Courtney
G. T. Ferrero	J. D. Hewett	I. B. Turton

HOUSE COLOURS, 1966
(Awarded in December, 1966)

CRAIGIE	QUEENSLEA	ROMSEY	WOLSEY
Anderson, D. N.	Price, P. J.	Allen-Williams, A. J.	Atterton, T. F.
Anderson, J. S. B.	Hohnen, D. J.	Arkle, J. V.	Bower, K. D.
Davenport, J. F.	Van Dieren, J.	Busch, R. C.	Cox, J. R.
Hammond, E. J. R.	Munyard, W. B.	Colquhoun-Denvers, J. A.	Holten, P. S.
Gillett, P. J.	Hewett, J. D.	Ferrero, G. L.	Hutton, B. W.
Gribble, M.	Rudyard, T. C.	Gregson, R. P.	Ledger, A. E.
Marshall, L. G.	Lauri, G. C.	Hagen, E. L.	Menzies, R. J.
Nisbet, P. S.	Snook, L. P.	Hugall, P. C.	Meyer, J.
Potter, G. G. L.	Howe, R. W. J.	Knight, R. S.	McHenry, M. S.
Skipworth, K. J.	Sands, A. D.	Lovegrove, T. D.	Redcliff, C. B. W.
Turton, I. E.	Harley, P. C.	Porter, R. B.	Townsend, R. W.
Verios, L.	Hutton, I. M.	Price, P. F.	Turnbull, R.
	Totterdell, G. F.	Rickard, J. G.	Watts, K. R.
		Simmons, G. J.	
		Simpson, G. P.	

Prize List, 1966

PREPARATORY SCHOOL

P.4.	English Divinity General Merit	P. R. Johnstone C. B. Boulton S. L. Greenway M. J. Hodge B. K. Savage N. P. Silberstein	P.5	English Divinity General Merit	M. D. Greenway C. D. Robinson V. A. Dempster C. J. Gardner J. C. Holland P. N. Payne
P.6 (M)	English Divinity General Merit	M. M. Rawlinson R. J. Jewkes C. G. Brittan J. M. S. Manners-Sutton H. D. Pearse R. P. Silberstein	P.6 (K)	English Divinity General Merit	S. A. Forward J. A. E. Hodder R. T. Crommelin C. S. Lemann M. S. McGibbon R. A. Payne
P.7 (B)	English Divinity General Merit	C. R. Leedman E. G. Barrett-Lennard P. A. Collin A. W. Jewkes R. D. B. Lefroy D. R. Meager	P.7 (C)	English (E. N. Browne Divinity General Merit)	Cooper Prize) I. C. Richmond D. S. Curry K. W. G. Holt N. M. H. Johnson R. V. Meyer
	Music Prize	I. R. Derham			

MIDDLE SCHOOL

IV B2	Dux Divinity English General Merit	P. M. Green P. T. Bowers W. J. H. Jacobs S. C. Cubitt D. N. Lyall I. K. Watson	IV B1	Dux Divinity English General Merit	S. J. Heymanson S. J. Heymanson D. S. Plummer P. A. Carter P. M. Clifton J. A. Langford
IV A2	Dux Divinity English General Merit	C. G. B. Heath P. C. Thomson R. G. Shand R. I. B. Butcher F. R. Howie R. I. F. Lane	IV A1	Dux Divinity English Mathematics (Harold N. Boys Prize) General Merit	C. H. Curry I. J. Maley M. W. Robinson D. L. Bowen A. M. Cummins B. D. Lake D. R. Woodliffe
S.J.D.	Dux Divinity English General Merit	B. G. Jones G. B. Dellar V. L. Webster I. L. Jones F. K. O'Halloran R. D. Piesse	S.J.C.	Dux Divinity English General Merit	R. J. O'Hara J. H. Bettes C. A. Richards M. J. Milner H. J. Poultney R. A. Strickland
S.J.B.	Dux Divinity English General Merit	C. M. Henfry G. L. Starke N. D. R. Cock J. R. Gardam H. R. Robinson J. A. Rowe	S.J.A.	Dux Divinity English Music General Merit	R. I. Charlesworth R. I. Charlesworth J. C. G. Buxton (O. C. Trimby Memorial Prize) P. G. Hewton M. T. Coate N. J. Derham G. R. Forward

UPPER SCHOOL

V D.	Dux Divinity English Woodwork Bookkeeping General Merit	R. G. L. Perman R. G. L. Perman R. M. Sainsbury R. J. Lego J. D. Grant T. Carew-Reid P. N. Henwood R. E. Payne	V C.	Dux English Divinity Art Agric. Science General Merit	D. K. Holten C. G. Reynolds W. L. Chellew A. C. Nelson N. W. Henderson K. J. F. Craig G. L. Hancock A. D. Jones
		V B.	Dux History Divinity English General Merit	A. W. Dodd A. W. Dodd A. J. Drury K. Royce S. B. Brown G. C. Lithgo L. G. Woods	
V A.	Dux English (The Roy Gibson Memorial Prize) Mathematics (Old Boys' Association Prize) Physics (Eggleston Science Prize) French (Alfred Sandover Prize) German Divinity Latin (Alfred Sandover Prize) Chemistry (Eggleston Science Prize) Geography General Merit				T. Falkner T. Falkner T. Falkner T. Falkner T. Falkner T. Falkner C. R. Pye D. S. O'Sullivan M. R. Gorman D. A. Kirkman B. W. Paulik R. N. Simpson T. H. Strahan
VI B.	Dux (R. H. Parry Memorial Prize) Mathematics (R. Simonsen Memorial Prize) Chemistry (The Richborough Prize) Physics (A. R. Baxter Cox Memorial Prize) Divinity (Bishop of the North West Prize) English (K. Calthrop Prize) French (Alfred Sandover Prize) German Music Geology Geography Latin (Alfred Sandover Prize) History (Fraser Calthrop Prize) Biology (Endowed Prize) Economics Accountancy General Mathematics Art General Merit				J. D. Rickard J. D. Rickard J. D. Rickard R. W. J. Howe D. M. Hurley D. M. Hurley S. S. Spencer S. S. Spencer S. S. Spencer K. House K. House W. M. Dewing R. L. Simmonds D. W. Blake R. I. Eddington C. S. Cook T. R. Lloyd N. A. Cramond D. N. Aphorp J. R. Cox H. T. Derham E. R. C. Fletcher M. A. Ireland C. I. McGown P. F. Nixon G. T. Tilbrook R. L. Turnbull F. S. Venn N. I. Webber



SENIOR SWIMMING TEAM

Fourth row (l. to r.):

B. K. Tregonning, I. K. Watson, A. H. Boys, R. C. Harris, D. M. Craig, R. G. Yull, A. J. Armstrong, S. M. Martin, R. S. Parry, C. H. Curry, S. Abbott.

Third row:

B. A. Greatrex, C. M. J. Hodge, P. A. Hodge, J. McK. Hall, M. S. McHenry, K. D. Bower, R. S. Knight, R. A. Constantine, R. E. Martin.

Second row:

D. G. Tregonning, S. A. Olifent, G. W. Bogle, J. W. Finnie, K. R. Watts (Capt.), C. G. Hammond, Esq., J. S. Moncrieff (V.-Capt.), K. N. Pallot, S. C. Cubitt, J. K. Stokes, C. R. Etherington.

Front Row:

M. B. O'Hara, J. T. Webb, A. G. Brooks, G. C. Pallot.



CRICKET 1st XI

Standing (l. to r.):

A. J. Drury, N. P. Reynolds, K. J. F. Craig, D. E. Townsend, R. W. Townsend, P. R. Jeanes, V. M. Breheny.

Seated:

A. J. Allen-Williams, M. L. Harrison, J. R. Cox (Capt.), A. F. Blackwood, Esq., L. G. Marshall (V.-Capt.),

R. I. Eddington, K. D. Bower.



ROWING 1st VIII

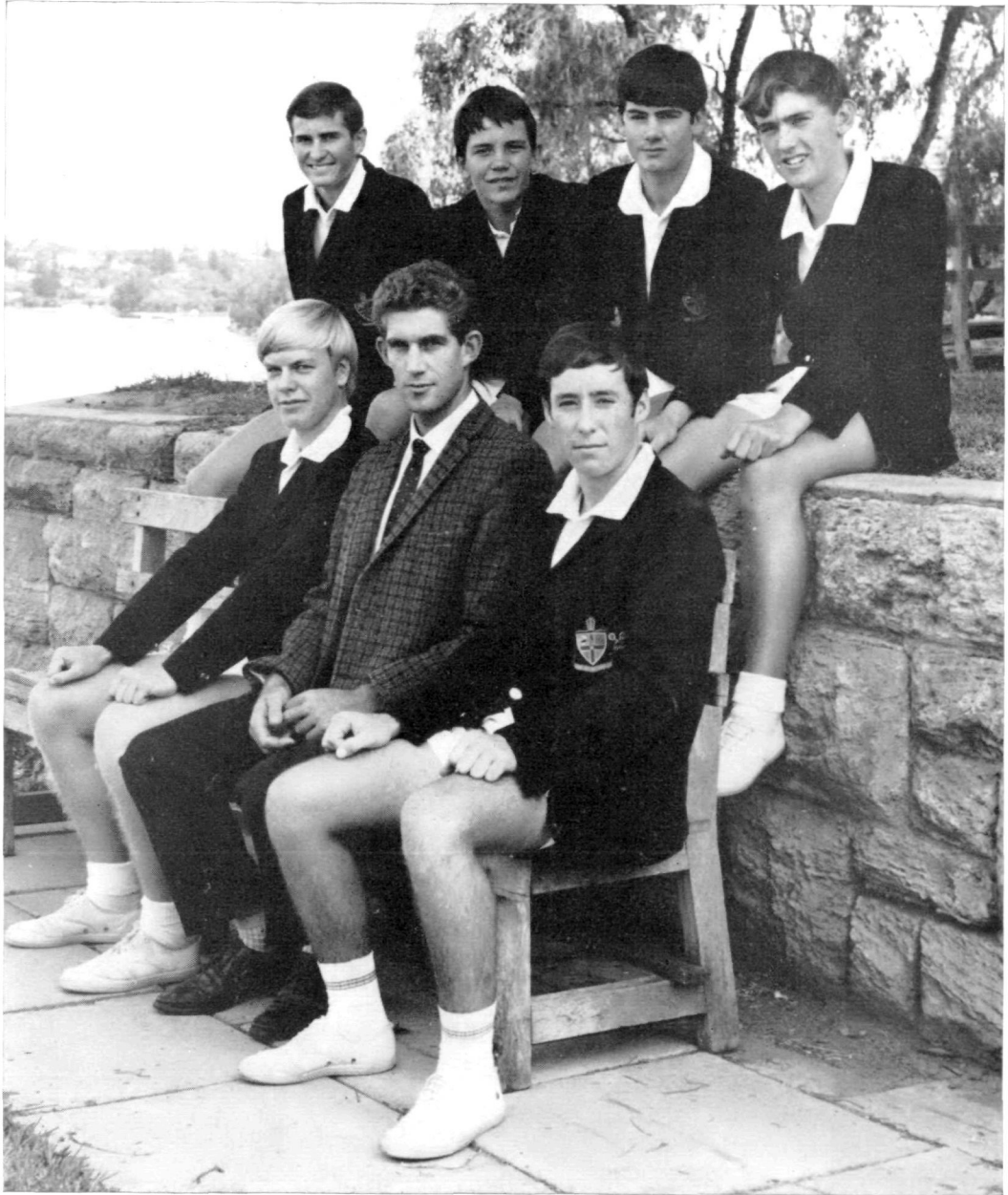
Standing (l. to r.):

A. D. Sands, J. Meyer, R. B. Porter, D. M. Hurley.

Seated:

M. A. Hohnen, G. J. Simmons (Stroke), D. H. Fraser, Esq., M. S. McHenry, P. F. Nixon.

In front: I. L. Jones (Cox).



TENNIS 1st VI

Back row (l. to r.): G. G. Potter, S. P. Spencer, P. C. Harley, W. L. Chellew.

Front row (l. to r.): K. P. L. Hamilton (V.-Capt.), C. H. Watkins, Esq., W. D. Harrington (Capt.).

SCHOLARS Past and Present

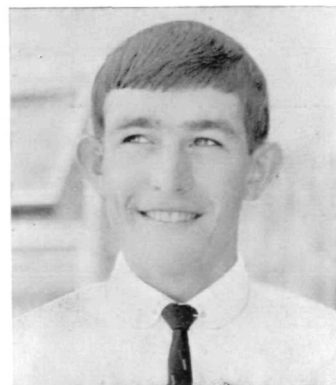
A. J. ALLEN-WILLIAMS

1966 Dux of School. Matriculated Nov. 1966 (7 subjects, 6 distinctions). University General Exhibition. First in State in Maths A, equal first in Maths B. Subject Exhibition in Mathematics. Commonwealth Scholarship. Moss Mining Scholarship. B.H.P. Matriculation Prize. 1967 Captain of School.



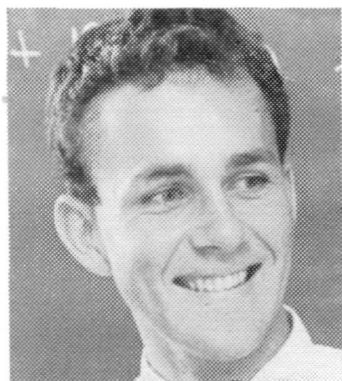
H. P. L. MARTIN

Matriculated Nov. 1966 (7 subjects, 7 distinctions – first boy from School to achieve this). Commonwealth University Scholarship.



P. F. PRICE

Matriculated Nov. 1966 (7 subjects, 5 distinctions). University General Exhibition. Australian National University Scholarship.



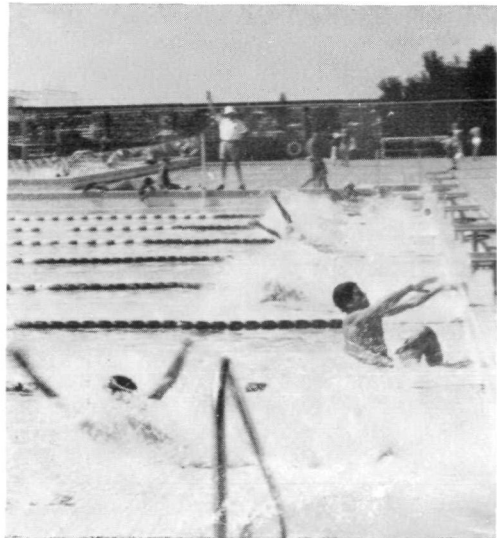
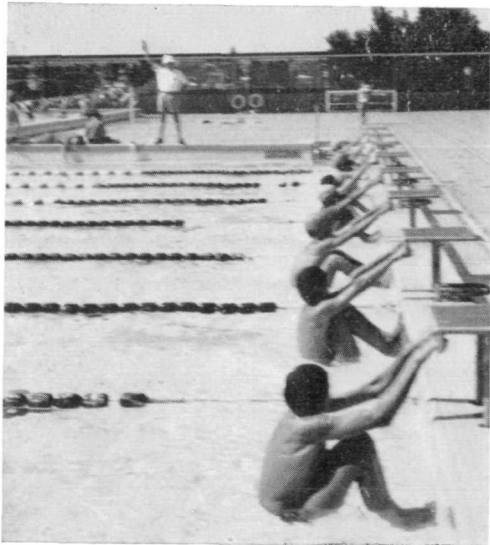
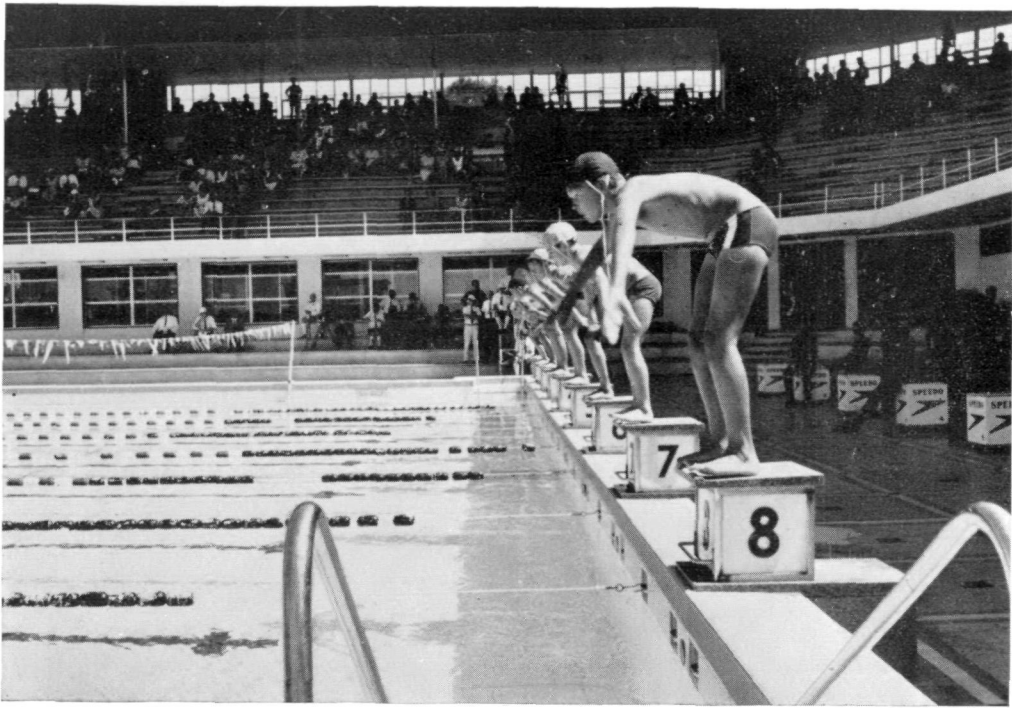
A. F. BENNETT

Matriculated Nov. 1962 (6 subjects, 4 distinctions). 1962 University General Exhibition; Science Talent Search Award. 1963-66 Distinctions in all subjects at University. Grad. B.Sc. First Class Honours in Mathematics. J. A. Wood Memorial Prize.

S. F. MORRISBY

Matriculated Nov. 1966 (7 subjects, 4 distinctions). University General Exhibition. Commonwealth University Scholarship.

Block by courtesy of "The West Australian"



The Inter-house Swimming Sports at Beatty Park

T. Dunn



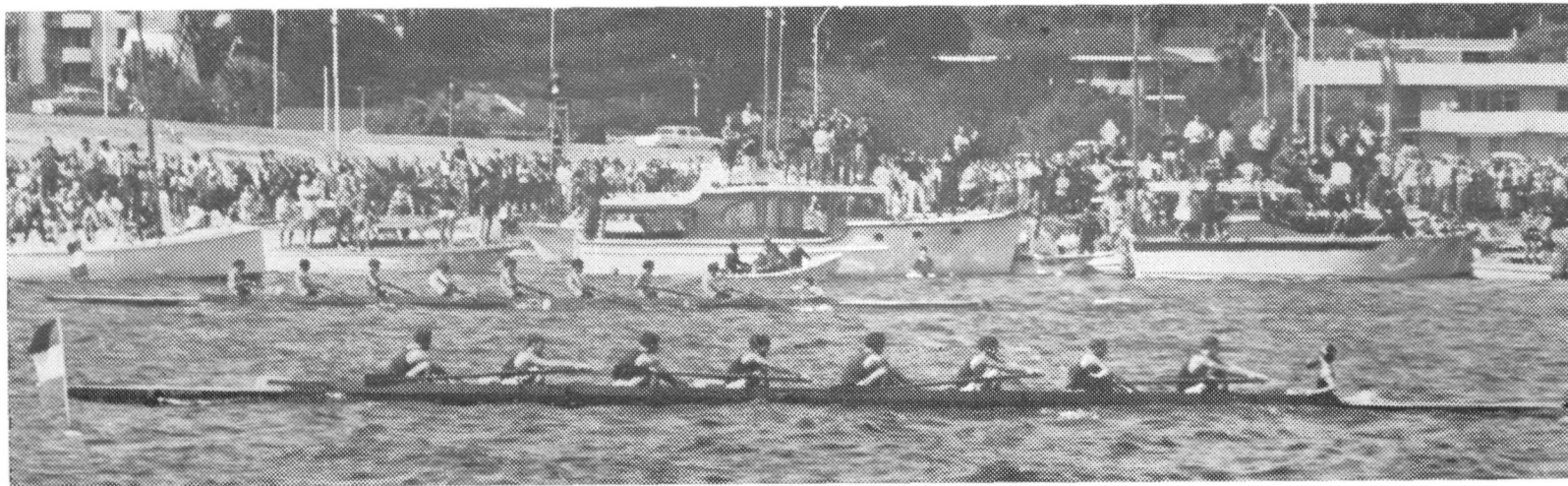
T. Dunn

M. Harrison glances a ball for four in the final match of the Darlot Cup. Harrison was also the School's top bowler.



Mr. Allan (left) looks on as Mrs. McHenry christens the "Jimmy Allan"

R. Dunsire



The finish of the Head of the River, 1967 (See Rowing Notes)



The winning strokes, G. J. Simmons (right) of Christ Church and R. W. Knox of Scotch

Blocks by courtesy of "The Sunday Times"

EXPLORATION CLUB
Hamersley Expedition 1967



Bat collected in Yampire Gorge



One of the 24 flat tyres that occurred



Refuelling



Packing the bungarra



Illgarari Camp



Photographs by
D. Parry, T. Strahan, A. S. B. Anderson

PREPARATORY SCHOOL



Cricket on the Top Oval. Taken with a telephoto lens by T. Dunn.



A tense moment during one of the Hobbies Periods

T. Dunn



Collectors' items

T. Dunn



The prize-winning Shell Collection

T. Dunn



PREP. SCHOOL SWIMMING TEAM

Fourth row (l. to r.):

I. D. Anderson, P. C. Rowland, B. A. Knight, D. J. Olifent, M. S. Fagan, J. A. E. Hodder, C. S. Knight, P. W. Christie, M. C. Horwitz, M. S. McGibbon.

Third row:

H. M. Speirs, P. R. Johnstone, T. R. Lipscombe, I. D. Dadour, G. P. Nicol, M. C. Meikle, D. A. Craig, M. G. Pixley.

Second row:

V. A. Dempster, B. G. Stephens, I. E. Gregory, R. J. Jewkes, A. G. Leggat, J. J. L. Wade, B. E. Barns, W. Roberts, M. Houlahan, G. B. McCreery, M. V. Taylor.

Front row:

A. P. Salvaris, R. J. Tregonning, S. R. Hunn, M. R. Dawson, S. D. Bibby, G. Matthews, Esq., R. H. McComb, R. P. G. Doyle, R. D. Braidahl, M. H. Bingemann, P. W. Hill.

VI A.	English (O. C. Trimby Memorial Prize)	H. P. L. Martin
	Mathematics (Dean Foster Prize)	A. J. Allen-Williams
	Physics (A. R. Baxter Cox Memorial Prize)	A. J. Allen-Williams
	French (Archdeacon L. W. Parry Memorial Prize)	A. J. Allen-Williams
	History (Fraser Calthrop Prize)	A. J. Allen-Williams
	Music	A. J. Allen-Williams
	Chemistry (The Richborough Prize)	S. F. Morrisby
	Geography (Mercer Prize)	R. D. Sharpe
	Geology (St. Peter's Old Collegians (W.A. Branch) Prize)	J. F. Clarke
	Biology (K. Calthrop Prize)	E. L. Hagen
	Latin (Archdeacon L. W. Parry Memorial Prize)	G. J. Silbert
	Economics	G. P. Simpson
	Accountancy	G. F. Totterdell
	German	J. W. Derham
	Art	J. H. Kirwan Ward
	General Mathematics	D. A. Oehlers
	General Merit	D. N. Anderson
		D. G. Barsden
		G. R. Ewers
		G. T. Ferrero
		E. F. Gifford
		D. R. Hillman
		R. E. Merrells
		W. B. Munyard
		P. F. Price
		P. J. Price
		J. P. Van Dieren

Dux of the School (R. H. Parry Memorial Prize) A. J. Allen-Williams

MATRICULATION - 1966

Allen, L. K.	Ferrero, G. T.	Ledger, A. E.	Ransom, J. A.
Anderson, D. N.	Gifford, E. F.	Lovegrove, T. D.	Redcliff, C. B. W.
Arkle, J. V.	Gregson, R. P.	Marshall, L. G.	Rudyard, T. C.
Barsden, D. G.	Hagen, E. L.	Martin, H. P.	Rutter, K. R.
Bowers, C. J.	Hammond, E. R.	Mason Jones, D. N.	Silbert, G. J.
Busch, R. C.	Harrison, K. J.	Menzies, R. J.	Simpson, G. P.
Clarke, J. F.	Hewett, J. D.	Merrells, R. F.	Snook, L. P.
Court, G. W.	Hillman, D. R.	Morgan, P. F.	Thurn, B. J.
Davenport, J. F.	Hobley, A. J.	Morrisby, S. F.	Totterdell, G. F.
Derham, J. W.	Hohnen, D. J.	Muhling, R. P.	Turton, I. B.
Eckersley, B. S.	Holten, P. S.	Munyard, W. B.	Van Dieren, J. P.
Elliott, J. F.	Hutton, B. W.	Nilsen, B. O.	Verios, L.
Ewers, G. R.	Hutton, I. M.	Price, P. F.	Allen-Williams, A. J.
Ewing, M. A.	Lauri, G. G.	Price, P. J. S.	

University Subject Exhibitions, 1966: A. J. Allen-Williams (Mathematics).

University General Exhibitions:

A. J. Allen-Williams	P. F. Price	S. F. Morrisby
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B.H.P. Matriculation Prize: A. J. Allen-Williams.

Commonwealth Scholarships (University):

Anderson, D. N.	Ewing, M. A.	Merrells, R. E.	Silbert, G. J.
Barsden, D. G.	Ferrero, G. T.	Morrisby, S. F.	Simpson, G. P.
Bowers, C. J.	Hammond, E. R.	Muhling, R. P.	Turton, I. B.
Clarke, J. F.	Hillman, D. R.	Munyard, W. B.	Van Dieren, J. P.
Court, G. W.	Hobley, A. J.	Price, P. F.	Allen-Williams, A. J.
Derham, J. W.	Hutton, I. M.	Price, P. J. S.	
Ewers, G. R.	Martin, H. P.	Rutter, K. J.	

Commonwealth Government Scholarships, 1966—Junior Tenable, 1967-8:

Barnett, P. B.	Gorman, M. R.	Lusky, P. E.	Simpson, R. N.
Chambers, W. T.	Greenacre, G. S.	Moncrieff, J. S.	Southwood, C. M.
Clifton, P. J.	Hillman, M. O.	O'Sullivan, D. S.	Strahan, T. H.
Cooper, R. Q.	Kirkman, D. A.	Paulik, B. W.	Thorley, R. I.
Draper, J. M.	Ley, J. R.	Pye, C. R.	Mayor, A. G.
Falkner, T.	Lord, T. H.	Robertson, A. P.	Tasker, B. L.

Technical Scholarships: Gorringe, W. T.
Council Entrance Scholarships: Summers, J. C. R. Tucker, W. J.
Entrance to R.M.C. Duntroon: D. N. Mason Jones.
Commonwealth Technical Scholarship: R. D. Sharpe.
Cadetship, Agriculture: J. F. Elliott. M. A. Ewing.
BP Cadetship: G. P. Simpson.
A.N.U. Scholarship: P. F. Price.

COUNCIL SCHOLARSHIPS

Canon W. J. McClemons Scholarship: T. Falkner.
Ada Lucy McClemons Scholarship: P. B. Barnett.
Moss Mining Scholarship: N. I. Webber.

HONOURS AND COLOURS

FIRST TERM, 1967

Honour Blazers

A. J. Allen-Williams G. J. Simmons

Swimming

Honours: R. E. Martin, J. S. Moncrieff, K. N. Pallot.
Colours: K. D. Bower, D. M. Craig, C. M. Hodge, P. A. Hodge, R. S. Knight, R. E. Martin, J. S. Moncrieff, M. S. McHenry, K. N. Pallot, K. R. Watts, R. G. Yull.

Cricket

Honours: J. R. Cox, R. I. Eddington, M. L. Harrison, A. J. Allen-Williams.
Colours: K. D. Bower, V. M. Breheny, K. J. Craig, A. J. Drury, R. I. Eddington, M. L. Harrison, P. R. Jeanes, D. E. Townsend, R. W. Townsend, A. J. Allen-Williams.

Rowing

Honours: M. A. Hohnen, D. M. Hurley, J. Meyer, M. S. McHenry, P. F. Nixon, R. B. Porter, G. J. Simmons, A. D. Sands.
Colours: M. A. Hohnen, D. M. Hurley, I. L. Jones, J. Meyer, M. S. McHenry, P. F. Nixon, R. B. Porter, G. J. Simmons.

Tennis

Colours: W. L. Chellew, K. P. L. Hamilton, P. C. Harley, G. G. L. Potter, S. P. Spencer.

LIFESAVING NOTES - 1967

Once again, Mr. Kovacs did an excellent job in organising lifesaving instruction and examinations this year. And it was not in vain. No less than 13 boys gained the "Award of Merit", doubling last year's figure. This fact and the increase in "Bronze Medallion" and "Bronze Cross" passes shows the high standard the school has reached in Lifesaving Instruction.

The number of Instructor's Certificates gained has not altered much although I feel that in some cases these Instructors did not pass only by their own enthusiasm but also by the enthusiasm shown by most of the boys placed under them. Nevertheless the standard is high and most of us should be able to rescue "a damsel in distress" from our metropolitan beaches should the time arise.

Lifesaving Results

AWARD OF MERIT	13	PROFICIENCY CERTIFICATE	26
INSTRUCTOR'S CERTIFICATE	34	ELEMENTARY CERTIFICATE	21
BRONZE CROSS	69	RESUSCITATION CERTIFICATE	8
BARS TO BRONZE MEDALLION	1	WATER SAFETY CERTIFICATE	4
BRONZE MEDALLION	136	SAFE SWIMMERS CERTIFICATE	2
INTERMEDIATE STAR	99	SURVIVAL CERTIFICATE	6

Award of Merit	J. S. Moncrieff	R. A. Constantine	W. D. Harrington	R. K. McLaren
T. I. Bonifant	P. F. Nixon	C. E. Dermer	N. W. Henderson	C. Packer
A. J. Brockis	K. N. Pallot	W. M. Dewing	M. A. Ireland	R. E. Payne
P. Canaway	W. K. Witt	A. W. Dodd	R. Johnson	C. R. Pye
W. L. Chellew	Instructor's Certificate	T. Falkner	C. Keys	C. R. Robinson
D. A. Craig	A. S. B. Anderson	R. Y. Garnsworthy	J. A. K. Lane	M. Sholl
D. M. Craig	P. B. Barnett	R. J. Gee	R. A. C. Lewis	G. K. Snook
R. L. Lewis	T. I. Bonifant	M. R. Gorman	G. G. Leyland	P. H. Stephenson
B. Maguire	Mr. D. C. Bowker	G. S. Greenacre	C. R. Marsh	R. G. Yull
R. E. Martin	A. J. Brockis	G. L. Hancock	M. B. Maguire	



SWIMMING

Captain, K. R. Watts
Vice-Captain, J. S. Moncrieff

As in previous years the House trials were held at the school jetty. Many promising swimmers took part and the good times which resulted set the stage for the keen competition to follow in the Inter House sports. The sports were at Beatty Park and there was a marked improvement in the standard, with four records being broken and two being equalled. K. Pallot broke the Under Sixteen Freestyle record; J. Moncrieff the Under Sixteen Breaststroke; A. Brooks, the Under Thirteen Breaststroke and the Romsey team the Under Sixteen Relay record.

Queenslea won quite easily from Craigie and Romsey with Wolsey in fourth place.

The champions in each age group were:
 Open: R. Yull; Under 16: J. Moncrieff;
 Under 15: S. Martin; Under 14: A. Boys;
 Under 13: M. O'Hara.

QUADRANGULAR SPORTS

Although many of the swimmers were already training in pools, the remainder of the squad settled down to a strenuous training programme. All members of the team applied themselves enthusiastically during training and by the night of the "Quads" we had a fit team with a lot of depth and exceptional team spirit.

The team was well supported by the boys and lived up to all expectations by beating Wesley convincingly. Our victory was due to an all-round team effort; however, special mention must be made of the Under 16 division. The swimmers in this age group filled both first and second places in each event except the 220 yards, where they came second and third.

This year Christ Church swimmers set four new records during the meeting. J.

Moncrieff broke the Under 16 Breaststroke record; S. Martin, the Under 15 Backstroke record and A. Brooks, the Under 13 Breaststroke record by a remarkable five seconds. The Under 16 Relay team did equally as well, beating the old record by four seconds.

The final scores were: Christ Church, 500; Wesley, 462; Trinity College, 362 and St. Louis, 268.

INTER SCHOOL SPORTS

The team trained for the last week at Beatty Park and reached a peak of fitness for the "Inters". Once again the support given to the team by the school was overwhelming, and it provided a great deal of inspiration to all of the swimmers.

As with the previous year, the sports were dominated by Hale and Guildford. But Christ Church was doing exceptionally well, contesting third place with Wesley. Both of these tussles were very close and the final result depended on the last race of the night.

Again our Under 16 division was the outstanding one in a very fine team. R. Martin broke the Under 16 Breaststroke record. J. Moncrieff won each of his four individual events and was also a member of the Under 16 Relay team (J. Moncrieff, K. Pallot, D. M. Craig, C. Hodge) who also established a new record.

Other swimmers to do well were R. Yull, second in the Open Backstroke; K. Pallot, second in the Open 220 Yards Freestyle and third in the Under 16 Backstroke; S. Olifant, first in the Under 15 Backstroke; A. Brooks, second in the Under 13 Breaststroke and G. Pallot, second in the Under 13 Backstroke and third in the Under 13 Freestyle.

The final points were : Hale, 340; Guildford, 330; Christ Church, 247; Wesley, 245; Aquinas, 192; Scotch, 161.

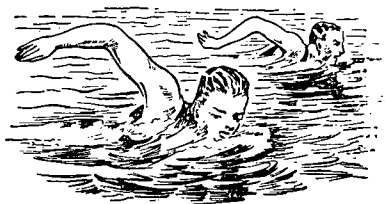
Hale deserved their excellent win and all members of the Christ Church team would like to congratulate B. Shenn, the Captain of Swimming, and all the boys who helped Hale to victory.

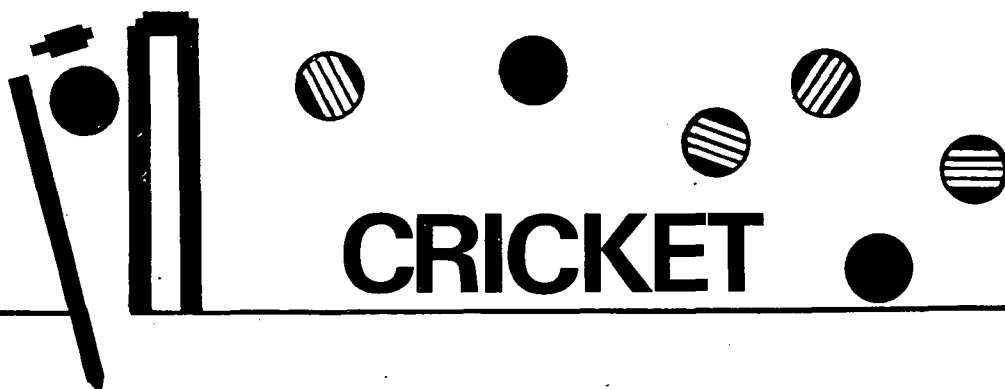
Our team, the best for many years, must also be congratulated, for third is the best place Christ Church has ever attained in the swimming "Inters".

Finally, on behalf of all the team, I would like to thank Mr. Hammond for coaching us this year and Mr. Boys, who also gave up much of his time to help us.

RECORDS

Under 16	110 yds. Freestyle	K. N. Pallot 64.3
Under 16	55 yds. Backstroke	K. N. Pallot 34.3
Under 16	110 yds. Breaststroke	J. S. Moncrieff 86.1
Under 13	55 yds. Breaststroke	A. G. Brooks 43.6
Under 13	55 yds. Backstroke	G. C. Pallot 40.5
Under 16	4 x 55 yds. Relay	Romsey 2 min. 2.7 secs.
Under 13	4 x 55 yds. Relay	Queenslea 2 min. 32.0 secs.





1ST XI

Captain: J. R. Cox

Vice-Captain: L. G. Marshall

The 1967 season saw the introduction of a fifty over limit for each side. This was a successful move as it put the emphasis on fast scoring and thus produced good cricket. Christ Church had a good season, winning three out of the five qualifying games. This left us equal second with Aquinas. 1967, however, also saw the introduction of a final round and as we lost to Aquinas in our qualifying game, we had to play off with Guildford for third place.

The season opened on a dismal note with Christ Church being sent into bat on a rain-sodden Aquinas wicket and were soon bundled out for 51. Aquinas had to struggle to reach this total but made 8 for 79 off 50 overs. For Christ Church Allan Drury made a useful 17 and Mark Harrison bowled exceptionally well, taking 5 for 18.

Christ Church batted well against Scotch compiling 7 for 187, Rod Eddington and John Allen-Williams being not out for 58 and 51 respectively. John Cox also did well, scoring 47. Scotch in reply, collapsed against excellent spin bowling by Mark Harrison (5 for 32) and Rod Eddington (2 for 34) to be all out for 89.

Hale won the toss and batted on a perfect wicket and piled up 7 for 214, Rod Eddington taking 3 for 49. Christ Church

were soon in trouble against good bowling, but a fine rear-guard action by Mark Harrison (33) and John Allen-Williams (30) brought the total to 9 for 166, not enough, however, to win.

Mark Harrison again bowled excellently against Wesley, taking 7 for 31 and being instrumental in dismissing them for 98. Christ Church in reply lost several batsmen cheaply, but a fine partnership by John Cox (23) and Kim Craig (32), enabled us to reach 120.

Christ Church started slowly against Guildford, but quick scoring by John Allen-Williams (43) and John Cox (35), ably supported by Keith Bower (22), built up a good total of 169. Guildford began well, and at 2 for 56 were in a good position, but spirited fielding by Christ Church and good bowling by Rod Eddington (4 for 30), Mark Harrison (2 for 26) and Allan Drury (2 for 21) dismissed them for 117.

In the final round we again played Guildford, to decide third place. Christ Church batted first and reached 183, mainly due to good batting by John Cox (37), John Allen-Williams (35) and Rod Eddington (33). Guildford, at 6 for 133, looked like overtaking Christ Church's total, but collapsed, to be all out for 146. Mark Harrison was again the most successful bowler, taking 5 for 60.

Our thanks go to Mr. Blackwood for the time and effort he has put into coaching us, and also to the mothers who provided

us with excellent lunches and afternoon teas. Congratulations to John Cox for a fine job of captaincy and also to Hale and Aquinas for sharing the Darlot Cup for 1967.

2nd XI

This season the 2nd XI met with a fair amount of success, winning three out of five matches (two outright), and defeating Guildford in the final round match to finish third overall. The team combined well with Captain Craig McGown, good batting performances being given by Bagley, Marsh, Campbell R. J., Abel and Reynolds (before being promoted to the 1st XI), Coleman and Campbell R. B., giving fine all round performances. Reynolds, Coleman and Campbell took most of the wickets, well supported by Hall and McGown. The team would like to thank Mr. Salmon for the time he spent in coaching us this season.

Under 16A

The Under 16 A's had a fluctuating season winning three and losing two matches. Charlesworth and Crockett batted very consistently backed up well by Lumsden, but on the whole the batting lacked depth. Stenhouse and Lumsden bowled extremely well, taking over 40

wickets between them, while Malcolm, Maskiell, Jenkinson and Parry performed creditably. The season was capped by an exciting five-run win in the final, which placed us third. The team would like to thank Mr. Burns for his enthusiasm throughout the thoroughly enjoyable season.

CHRIST CHURCH CRICKET RESULTS

1st XI:

C.C. 51, lost to Aquinas 8/79.
C.C. 9/166, lost to Hale 7/214.
C.C. 8/169, def. Guildford 117.
C.C. 7/187, def. Scotch 89.
C.C. 120, def. Wesley 98.
C.C. 183, def. Guildford 146.

2nd XI:

C.C. 42 and 4/57, lost to Aquinas 96.
C.C. 83, lost to Hale 151.
C.C. 188, def. Guildford 185.
C.C. 163, def. Scotch 64 and 53, outrt.
C.C. def. Wesley outrt.
C.C. 7/144, def. Guildford 142.

U/16 "A":

C.C. v. Aquinas, washed out.
C.C. 91 and 0/51, lost to Hale 108.
C.C. 77, lost to Guildford 162.
C.C. 9/168, def. Scotch 77 and 3/29.
C.C. 3/160, def. Wesley 114.
C.C. 9/175, def. Hale 169.

U/16 "B":

C.C. v. Aquinas, washed out.
C.C. 111, lost to Hale 2/113.
C.C. 4/83, def. Guildford 79.
C.C. 101, def. Scotch 92.
C.C. 68, def. Wesley 46.

ROWING

A rowing camp in January marked the start of the 1967 rowing season. The majority of the boys who attended formed the nucleus of the first eight. It not only benefited the crew's rowing but also helped to build the tremendous spirit which was a feature of this year's first eight. Perhaps the fact that the school had not won a race for two years was an incentive for the crew to get out and put the first notch on the "D. H. FRASER".

With the return of Mr. Allan, foundations were laid for the future. The arrival of a new four was a fitting tribute to Mr. Allan's long and valuable service to rowing in the School. The "Jimmy Allan" was christened in March and soon won its first race at the Hale Regatta.

Christ Church had little success in the Hale, Wesley and Canning Regattas, but this only made all crews the more anxious to improve their positions.

Through the term, the first eight were trained hard by Mr. Fraser, who spent a tremendous amount of time with the crew except for two weeks when G. C. Dowling kindly helped the crew train. Hale Regatta was the first race for the crew and had

not Mr. Fraser returned that morning, the result would have been disastrous.

This was the last race the crew had, so the majority of pace work was done against the second eight. On April the 15th the main worry was the weather, but the gale forecast did not arrive and perfect racing conditions prevailed. The crew went away to a good start and at the half mile only Scotch were beside us. Approaching the Brewery, Scotch drew away a little, but a steady rating and a concentrated effort pulled our crew level again. Over the last thirty strokes the crews were locked together, making the first-ever dead heat. The race was also rowed in record time, an achievement which has eluded the School since it began rowing.

Again our thanks to Mr. Fraser for his time, and the tremendous work he put into the crew. Also, Mr. Norton, who spent many hours with the second eight; Mr. Ashby as Master in Charge; Mr. Arndt and Mr. Holmes training the fours. A. C. Dowling and J. D. Curtis also helped in training members of the club. Repairs were capably carried out by Theo Mathews, who gave up many hours so that boats could be used.

	1st VIII	2nd VIII	1st IV	2nd IV	3rd IV
Hale Regatta	4th	—	1st	—	—
Wesley Regatta	—	4th	—	4th	5th
Canning Regatta	—	4th	5th	2nd	3rd in heat
Head of the River	Equal 1st	3rd	6th	4th	4th



Captain: W. D. Harrington

Vice-Captain: K. P. L. Hamilton

The P.S.A. voted this year to increase the number of players in a team to six. This made a more interesting season's competition, enabled more boys to gain a place in the first team, and of course made the interschool matches more of a team effort.

This year we welcomed the three new courts, situated next to McClemons Boarding House, as they proved a great asset to the training programme and interschool matches by providing greater opportunities for practice.

Although it was not the best of seasons, there were a few moments in which the matches could have fallen either way. Close matches were played against Guildford, Wesley and Hale. Although the match at Hale resulted in a 7-2 win to the home team, the match was extremely close and cannot be judged by the scores. We came close to winning three matches but seemed to lack the final impetus to win. We were frequently confronted with 6-5 set victories, all falling to the opposing teams. The team itself played well against Wesley, who won the Slazenger Cup this year and only went down six

rubbers to three. The Captain of the Christ Church team, W. Harrington, caused an upset when he defeated Wesley's No. 1 player 6-2, 6-2. The Wesley Captain only lost two matches all season.

G. Potter and P. Harley blended to make an excellent No. 2 pair, losing only one match for the season in their doubles.

The team as a whole would like to thank Mr. Watkins for his coaching and support of the team throughout the season. Also Mr. Davies who, in Mr. Watkins' absence, substituted and did an excellent job of coaching.

Three young players in this year's team, namely W. Chellew, S. P. Spencer, and P. French, will enable the 1968 school team to do better due to their experience.

The team for the year consisted of W. Harrington, K. Hamilton, G. Potter, P. Harley, W. Chellew, S. Spencer and P. French.

The final results are:

- C.C. v. Aquinas—Lost, 8 rubbers to 1.
- C.C. v. Hale—Lost, 7 rubbers to 2.
- C.C. v. Scotch—Lost, 7 rubbers to 2.
- C.C. v. Wesley—Lost, 6 rubbers to 3.
- C.C. v. Guildford—Lost, 6 rubbers to 3.

W. Chellew.

RHODES SCHOLAR, 1967

In March this year, MITRE was fortunate enough to gain an interview with P. G. Edwards (see frontispiece). Here are the main points which emerged.

Mitre: What do you have to do to become a Rhodes Scholar?

Edwards: This seems to be one of those eternal mysteries. One goes through a rather nerve-wracking selection procedure and one finds oneself being shaken by the hand by His Excellency the Governor and being told one is the Rhodes Scholar for the ensuing year, whereupon one is besieged by various pressmen asking all sorts of sensible and ridiculous questions.

Mitre: Your University degree?

Edwards: I've just finished a Bachelor of Arts Degree, majoring in History, with First Class Honours. It's a four-year course with a pretty wide scope of study, particularly the last two years, covering a fairly wide range of historical and political topics. I wrote a dissertation on Australian political parties, did a fair amount of study in Malaysian history in comparatively recent times, European history, Russian and American politics, some small amount of work in political theory, and that's about it for the last two years.

Mitre: And have you always been interested in History? Did you show this interest while you were at school?

Edwards: No, to be quite honest I was quite bored with history at school. In fact I dropped it after Junior. Perhaps this should be deleted from the tape? . . . but I didn't do any Sub-Leaving or Leaving History at school. At that stage I was far more interested in Literature and languages. In fact, I carried this on to First Year University, where I took English, French, German and History. Then the reaction set in. I got rather bored and tired of literary matters and

trying to study poetry in three different languages at once, and this was when I started to get interested again in history and politics. These subjects have retained my interest ever since.

Mitre: And what do you see in Politics that grips your imagination?

Edwards: It's just a fascinating study in the way people behave under certain circumstances.

Mitre: Could you tell us something about the origin of the Rhodes Scholarship?

Edwards: It originated from the will of Cecil Rhodes, the great empire builder in southern Africa, who left the money for the scholarship. It has been expanded in scope in past years and now covers, as well as the United States of America, most countries of the Commonwealth.

Mitre: Does sport play any part in it at all?

Edwards: Yes, there is a certain emphasis, particularly on team sport. Cecil Rhodes considered that taking part in sport was a character-building activity, and he was apparently seeking people who would be leaders in their various fields in later life, and he considered that, as well as academic success, some interest in, though not necessarily great success in, sport was desirable.

Mitre: And what's your sport been?

Edwards: While I've been at Uni, rugby during winter and track athletics during summer . . . not very noted in success at either.

Mitre: At school, were you an athlete?

Edwards: I believe I was the slowest person ever to have won the Under Seventeen Hundred and Two Twenty at the school sports. They were the only trophies I ever won.

Mitre: And rugby?

Edwards: I played Australian Rules football all the time I was at school. I took up rugby when I went to university partly because my eyesight has gradually been getting worse. Short-sightedness is less of a handicap in rugby than it is in Australian Rules; although I'm starting to find it, now, in rugby, an increasing annoyance.

Mitre: Are you doing any research at the moment, or are you waiting till you go overseas?

Edwards: I'm just trying, in the little time I have left between tutoring and the Guild, to get a little bit of background material in the sort of field that I want to do research in when I do go overseas. And some of the general background material is available in the University Library.

Mitre: How long have you been interested in Guild politics?

Edwards: Since the second half of 1964. For the first one and a half—or nearly two—years that I was at university, I was almost the typical apathetic student who did very little other than go to most lectures, play rugby on Saturday afternoons, and precious little else. Then I suddenly got the urge to get interested in student affairs and student politics, particularly on the sporting side, and I started off by standing at the end of 1964 for Secretary of Sports Council. There was no opposition so I got that. The following year I stood for President of Sports Council, and again there was no opposition. And then, pushing my luck to the limit, I tried the third time for Guild President — and there was opposition, but the momentum carried through.

Mitre: And has your "student politicking" given you a real satisfaction? Do you feel that it has enabled you to have accomplished something?

Edwards: Yes, it has given me a good deal of satisfaction. Whether I've accom-

plished anything is very hard to say; one never knows what would have happened if somebody else had been doing the job. I've found it of great interest, and of great value to me personally. Although it is very demanding in many ways, I think it is more interesting than some people have suggested, and in the long run perhaps more valuable than one's formal education at the University.

Mitre: Do you think that, for the Sub-Leaving and Leaving boy, extra-curricular activity is a necessity — or is it a luxury?

Edwards: This varies tremendously according to the individual concerned. There are some people who get so wrapped up in their studies, and especially in some particular field of study that attracts them, that they don't feel any need for outside activities. They're quite happy and satisfied in themselves to devote themselves to one particular aspect. This applies to the Sub-Leaving and Leaving forms at school and it applies to some University students. I think it would be desirable if such people were to have some outside interests. One is in danger of getting an unbalanced and one-sided outlook on life unless one has a fairly broad range of interests. But for most students, and I think this applies to Sub-Leaving and Leaving students and even more so to University students, it is pretty well true to say that it is not a luxury, it's fairly close to a necessity, to have at least one or two interests of some sort outside one's fairly narrow and usually (and increasingly) specialised field of formal education. Thinking back I can remember taking part in a wide range of activities, including Sports Editor of the MITRE. I remember taking a good deal of enjoyment and participation in school plays of one sort or another, and I can still sing the occasional snatch from a Gilbert and Sullivan operetta — only in the shower, of course. Sporting activities, of course, are the predominant interest with many schoolboys, and possibly this in-

cluded myself. But it would be very hard to point to one single activity and say, "This, and this alone, had a particularly dramatic effect on my development." Possibly this is the sort of thing that one can't say about oneself, but someone else might be able to point to it with more accuracy.

Mitre: What are you searching for in these post-graduate studies?

Edwards: I suppose if anything I'm trying to clarify my own views. I'm seeking first to acquire enough knowledge in both some breadth and depth, to be able to formulate some intelligent views on recent and current events, in what I hope might be a constructive way.

Mitre: Why?

Edwards: Well, I suppose one is, perhaps I should say, arrogant enough, to think that in some small way one might be able to contribute to the sum total of human knowledge in some field. I suppose this is something which is inherent in me and I daresay in a good many people.

Mitre: Do you mean you hope to say something people will take notice of?

Edwards: I mean I hope to be able to say something which will be of sufficient value for people to take note of.

Mitre: But you're not concerned at this stage whether they'll take note of it or not?

Edwards: Perhaps you should come back and ask me that question in ten or fifteen years' time.

Mitre: So this scholarship is a training period, a fitting-out period, and somewhere in that period you'll make your mind up as to how you can use this training?

Edwards: Yes, I suppose that's true. I'm continually trying to work out just what I do want to do in life—if there is any particular field in which I might be of some use. I haven't found the final answer yet, but while I'm in England I'll be continuing to look for it.

Mitre: Do you have any doubts at all that you'll be able to find the—outlet, shall we say—in Australia? Do you feel you'll have to go to England or the United States, to get yourself into a position where what you've trained yourself for and fitted yourself for can be given an outlet so that people can benefit from it?

Edwards: No, I don't think I'm one of those people who says, "Australia is not big enough for me to do what I want to do in life". I think there's tremendous room for people to do constructive things in Australia, without having to trek half-way across the world just, to use your phrase, to "seek their outlets".

Mitre: Do you think there'll ever come a time when you'll go to the country where the pay is right?

Edwards: I think any person is looking for satisfaction and not merely wealth. Of course, some of the things which help to give us a satisfying life are aided by money, but there are other things which it's corny but nonetheless true to say that money can't buy.

Mitre: Such as?

Edwards: Job satisfaction. Satisfaction in one's work lies in such factors as being convinced that this is the right field that one should be working in, that one is working with the sort of people one likes to work with.

Mitre: And that this is the right cause for which one is working?

Edwards: Yes.

Mitre: As a final word, which of the happiest days of your life (which are meant to be "school-days", in case you had forgotten) stand out in your memory?

Edwards: Well, I'm afraid I'm going to throw a spanner in the works here, by saying that I don't think the happiest days of my life were my school-days; I've enjoyed the last few years at University more. And if I could put this down to any one reason I suppose it

would be the fact that I've taken an interest, and taken an active interest, in a fairly wide range of things. I've always been extremely busy. I think this gives one the sort of satisfaction that I've been talking about. If I made any mistake at school, it was not throwing myself hard enough into a wide enough range of activities. I was interested in a fairly wide range of things—I took part with varying degrees of success in quite a number of sports, in debating and plays, in writing for the MITRE, and so on; but I think unless you throw yourself into a good many things (as well,

of course, as trying to keep up with the formal requirements within the education course) one can't really get the satisfaction and happiness out of one's life that one should.

Mitre: Well, thank you very much for giving up your time like this. On behalf of the School, congratulations once again on gaining your Rhodes Scholarship. We wish you all the very best success in the years to come, and may you find what you have set out to find in life.

Edwards: Thank you.

ANZAC DAY SERMON

Delivered by Rev. David C. Woodroffe, and reprinted with his kind permission.

Whatever Australian people will be doing today, no matter how busy they are, and no matter where they will be in the world, they will find time to stop and think.

They will stop, look up from their busy lives and remember. They will remember with respect and gratitude the suffering and deaths of many Australians, indeed of many British and also men of other nations, given in the cause of humanity, progress and peace. They will remember the sacrifices, and we hope, the heritage of the good life which we enjoy at this point in time, which they have passed on to us.

Perhaps we would begin our respectful remembrance by thinking of those who were killed, maimed, shocked, widowed during that inglorious war in the years 1914-1918. Then we will think of those Australians who suffered and died, and who lost loved ones in the last World War 1939-1945. But we cannot stop there in our remembrance, for we think of other men; other mothers' sons; other nations. There were civilians, too, caught up in the tragedy of the conflict. There were three million Jews deliberately exterminated.

We cannot stop there either in our sober reflections of the cost of our modern society — its progress, freedom and peace. For we have to recall other wars, other conflicts, such as Korea, Malaya, and now Vietnam. Here also, soldiers, civilians, women and children were and still are maimed, blown up, burned, shot, starved — for war is no longer glorious or a respecter of any person, if it ever was.

A Remembrance Day such as this is a grim time, a day for sober reflection upon the cost in human suffering, degradation and death, which has been paid for the life we now live with our cars, TV sets, tennis, yachts, barbecue pits and bowling greens.

But if this day is going to be used effectively and given full depth of meaning, then what we stop and think about and what we remember must be expanded. It needs to include all men, all women who have sacrificed themselves and their lives in order to push human life and civilised living along the road of progress. Anzac Day is a symbol of the sacrifices of man for the sake of man. We are reminded that what has been is what will be, and what has been done is what will be done; and there is nothing new under the sun. Is there a thing of which it is said, 'See, this is new'?

Should we not remember, for instance, the great martyrs for religious liberty of the 16th and 17th centuries, from whose sacrifices has come our concept of individual liberty, freedom not only of worship and conscience, but also freedom of speech and the press?

Should we not remember those who suffered and worked and worried themselves to death to bring about social reforms, decent pay, education, health and high standards of living?

Should we not remember men and women who gave their life's work and sometimes their lives in the cause of scientific progress and technological achievement — the results of which in medicine, communications and travel we enjoy so much today?

People such as Madame Curie who died from radiation sickness in order to discover the properties of radium, or the three American astronauts who died in the cause of man's knowledge of outer space.

Yes, we remember. We remember this life we have with all its wonders, pleasures and benefits, this wonderful heritage and realise it has been paid for in terms of struggle, suffering, loss, anguish and death by many men and women. It didn't just happen, nor come out of a hat. It has been the result of "blood, toil, tears and sweat".

Yes, we remember, and pray God that we will not take it all for granted, but that as we accept the heritage of a good life, we may accept also the facts of the historical cost to past generations.

In yesterday's paper in a two page advertisement concerning Anzac Day I noticed a short verse:

"See that you hold fast the heritage
that we leave you

Yea, and teach your children its value
That never in the coming centuries
their hearts may fail them

Nor their hands grow weak."

"See that you hold fast the heritage
that we leave you." This is a day not only

of sober remembrance and acceptance of the past contribution to our present, but it is a day of challenge.

Especially is this a challenge to you young men, for into your hands will be placed this tremendous heritage.

Never before has the heritage been so great. Never before has the power and possibilities placed in men's hands been so vast. You young men in front of me and you boys behind me — it will be into your hands that this power will be placed. Power of mass media, of press, radio, T.V.; the power of consumer industries; economic power of iron, copper and oil; nuclear power; power to heal with medical science; technological power; power of knowledge in education. Into your hands is given the responsibility of how these aspects of power can be used for the benefit of all men and not merely for individuals.

You are to be given also the heritage of human freedom — the value of the individual person; the importance of truth; the Christian values of faith, trust, mercy and the knowledge of God — again for which many men and women have died.

And so I could go on — but I think you get the message.

The question is — what are you going to do with all this? Accept it or reject it. Will you accept it? That is, see that it is valued, and seek to increase its importance and use for mankind. Or will you reject it? That is, merely enjoy, and consume the benefits of this heritage without thought for others. Jesus tells a story of a man who, on going away, gave his managers gifts of money. On his return he found that one had increased his gift tenfold, the second had increased his gift fivefold, but the third had buried it. This third man rejected his talent. By his irresponsibility he rejected his gift. By not working on it, using it, valuing it — he neglected his opportunity and as a result his gift was taken away from him.

This is a parable of crisis and challenge and has an apt message for you particularly in whose hands is going to be placed all this vast wealth and opportunity of our modern society.

You boys are going to be the next generation's doctors, dentists, managers, directors, politicians, soldiers, churchmen, engineers, scientists, TV producers and authors. In other words, you are the leaders and pace setters of the future. All of you no doubt will be in positions of leadership and responsibility. The challenge of today and tomorrow is, will you use the heritage won at such great cost to increase its value — or will you reject it by apathy, indifference and irresponsibility? Will you merely enjoy the benefits of such privileges given by your forefathers and do nothing to further them — or will you give, work, and sacrifice in order to progress the life of mankind?

The kind of doctor, scientist, priest or manager you become and the way you work, speak and act will be very important. You are challenged by this day to use whatever leadership and power you get as an important member of the community, not for selfish ends — money and status — but for the betterment of your fellowmen — to do this even if it costs you money, position, property and even your life. After all, this is what others have done for you, isn't it?

Now the men and women of history, your forefathers were not angels. Your present day adults are not angels either. We are all sinful men. We are all faulty and selfish. And so not all of what we pass on to you is good. Along with the good life and many great spiritual values and standards are also many bad standards and corrupt attitudes. These are being foisted on to you — and some of us are very aware of this and regret it.

For instance such attitudes as:

"Blow you, Jack, I'm all right".

"I couldn't care less".

"I'm out for Number One."

"Why should I do anything for anyone else?"

We regret these are being passed on to you. Such bad standards as our excessive drinking, our bad driving, our sharp practice, corrupt advertising and dishonesty in business dealings are continually being presented to you. Irresponsibility to law, religion and morals go along with a pre-occupation with materialism and status, which is detrimental to the spiritual values of faith, truth and love.

So, today you are faced with a double challenge.

To accept the responsibility of increasing the value of all the good that is in our society, which has been paid for at such high cost in human suffering — to work on it, and indeed to suffer for it too.

But also to accept the challenge of rejecting what is bad. Don't accept things merely because we adults do it. Have the courage to reject an attitude and a standard when it conflicts with what is true and honourable and what you feel in your bones to be right.

I know this is difficult. To sort out the good from the bad is yet another burden that we pass on.

And so in my closing remarks may I give you some guidance as to how you may do this. I point you to Christ. A person who suffered and died for mankind and whom I believe is largely responsible for the liberty, health and knowledge in which we stand.

Let His attitude of tolerance and forgiveness be yours.

Let His standards of caring for people be yours.

Let His striving for truth and honesty be yours.

Let His living spirit be in you so that you may receive the heritage of your forefathers and increase it tenfold.

God bless you all.

Amen.



CRICKET 1st XI

Standing (l. to r.):

A. M. Rose, T. J. Eyres, M. S. Fagan, J. F. Manners-Sutton, T. F. Dewing.

Sitting:

A. G. Leggat, S. R. Hunn, C. H. Knight, Revd. H. Booth, B. A. Knight, S. A. Forward, I. D. Anderson.



TENNIS 1st VI

Standing (l. to r.):

C. H. Knight, B. A. Knight, R. Morrison, Esq., M. S. McGibbon, H. D. Pearse.

Kneeling:

C. S. Lemann, R. P. Silberstein, S. R. Hunn, M. A. MacLeod

PREPARATORY SCHOOL

Editorial

"A change is as good as a holiday."

We have all heard this aphorism many times, but, as with most sayings, we tend to accept it without examination. Over the past year there has been a great change in the Preparatory School, but for the Staff, and possibly the boys, it has been anything but a holiday.

It all began with the "new" Maths (which is really a misnomer, for it is really the "old" Maths in a new presentation).

This "new" Maths encourages the pupil to think for himself, to find his own method of solving a problem, and the solution could be (and often is) a far quicker and more logical one than that of the teacher, whose mind is likely to be less flexible because of the training he received in the "old" Maths.

This has caused us to take a look at all subjects.

If the boys work better at their own pace in Maths, and with reading laboratories in English, would they not do better work in other subjects if they worked at things that interested them, and under the guidance of the teacher, rather than all working at the same thing at the same pace?

We, as teachers, have been guilty for years of under-rating the intelligence of the children we teach. We have allowed them very little freedom of thought. We have tried to press them into the same mould, and then have been surprised when they reacted against us. We have expected them to have independence of thought at University level without having given them any training in how to achieve it—training that must begin in the Preparatory School.

It is to be hoped that this change will be as good as a holiday, and that it will bring the freshness of thought and work that a holiday is supposed to bring.

PREP. SCHOOL SWIMMING SPORTS

The Preparatory School's House Swimming Sports were held at Claremont Baths on February 23rd. Competition between the four houses was very keen and close for the first half of the programme, but Romsey and Wolsey drew away in the latter stages, resulting in a win for Romsey. In second position and only two points behind was Wolsey, followed by Craigie and Queenslea.

D. Olifent was the most outstanding swimmer, winning two events and establishing two new records in the Under 12 Freestyle and Breaststroke. M. Bingemann was very successful in the Under 9 division, winning the three events and setting a new record for breaststroke. R. Jewkes, A. Salvaris and M. Horwitz each broke one record.

Event	Winner	House	Time	Record Holder	Time	Year
U/13 Freestyle	Knight, B. A.	Wolsey	37 secs.	Leyland, G. A.	35.8 secs.	1963
U/13 Backstroke	Knight, B. A.	Wolsey	40.0 secs.	Leyland, G. A.	46.4 secs.	1963
U/13 Breaststroke	Anderson, I. D.	Romsey	54.4 secs.	Leyland, G. A.	49.3 secs.	1963
U/12 Freestyle	Olifent, D. J.	Romsey	34.5 secs.	Olifent, D. J.	34.5 secs.	1967
U/12 Backstroke	Jewkes, R. J.	Queenslea	44.5 secs.	Jewkes, R. J.	44.5 secs.	1967
U/12 Breaststroke	Olifent, D. J.	Romsey	46.0 secs.	Olifent, D. J.	46.0 secs.	1967
U/11 Freestyle	Salvaris, A. D.	Wolsey	40.7 secs.	Salvaris, A. P.	40.7 secs.	1967
U/11 Backstroke	Horwitz, M. C.	Wolsey	48.0 secs.	Horwitz, M. C.	48.0 secs.	1967
U/11 Breaststroke	Meikle, M. C.	Queenslea	56.0 secs.	Thompson, B. J.	53.2 secs.	1966
U/10 Freestyle	Lipscombe, T. L.	Wolsey	20.4 secs.	Wade, J. J. L.	16.0 secs.	1966
U/10 Backstroke	McComb, R.	Craigie			20.2 secs.	1964
	Thurn, D.	Romsey	26.5 secs.	O'Hara, M. B.		
U/10 Breaststroke	McComb, R. J.	Craigie	27.4 secs.	Meikle, D. L.	22.0 secs.	1963
U/9 Freestyle	Bingemann, M.	Romsey	21.2 secs.	O'Hara, M. B.	18.7 secs.	1963
U/9 Breaststroke	Bingemann, M.	Romsey	24.9 secs.	Bingemann, M.	24.9 secs.	1967
U/9 Backstroke	Bingemann, M.	Romsey	26.7 secs.	O'Hara, M. B.	21.7 secs.	1963
Open Dive	Knight, C.	Romsey				

TENNIS

The School Championships held at the end of third term 1966, produced some fine tennis. Those successful were:

Singles: C. Witt beat D. Young 9-2.

Doubles: C. Witt and D. Young beat C. Knight and B. Knight 9-8.

For the first time this year, courts have been made available to us after school, so boys have taken advantage of this extra practice.

Two teams were entered in the competition for Primary Schools.

1st Round

"A" Team v. White Gum Valley, No. 2.

Christ Church, 5 sets, 49 games. White Gum Valley, 1 set, 27 games.

C. Knight and B. Knight, won 9/5. H. Pearse and C. Lemann, won 9/5. B. Knight, won 9/2. C. Lemann, won 9/3. C. Knight, lost 5/9. H. Pearse, won 9/3.

"B" Team had a walkover against St. Louis, No. 2.

2nd Round

"A" Team v. St. Louis, No. 1.

Christ Church, 3 sets, 33 games. St. Louis, 3 sets, 43 games.

C. Knight and B. Knight, lost 0/9. H. Pearse and C. Lemann, won 9/5. B. Knight, lost 6/9. C. Lemann, lost 0/9. C. Knight, won 9/7. H. Pearse, won 9/4.

"B" Team v. White Gum Valley, No. 1.

Christ Church, 1 set, 22 games. White Gum Valley, 5 sets, 49 games.

M. McGibbon and M. Germain, lost 2/9. M. MacLeod and S. Hunn, lost 5/9. M. McGibbon, lost 0/9. M. Germain, lost 3/9. S. Hunn, lost 3/9. M. MacLeod, won 9/4.

INTER PREPARATORY SCHOOL SWIMMING SPORTS

This competition took place at Guildford Grammar School on March 9th. Guildford, Hale, Aquinas, St. Louis, Scotch and Christ Church competed against each other (no points are awarded). Although Christ Church only won one event, we did quite well on second and third placings. On a break down of the results Guildford emerges as the strongest team, followed closely by Hale.

	G	Aq	Hale	St L	Sc	C.C.
Firsts	12	9	6	3	3	1
Seconds	7	10	5	2	2	8
Thirds	8	5	3	4	3	11
Fourths	4	4	6	9	4	7

Event	1st	2nd	3rd	4th	5th	6th	Time
FREESTYLE							
50M U/13 B	G	A	C.C. 41.2	H	S.L.	S	36.7
A	G	S.L.	C.C. 38.1	A	S	H	36.8
50M U/12 B	A	C.C. 36.8	H	G	S	S.L.	36.0
A	H	C.C. 34.7	A	S.L.	G	S	33.8
50M U/11 B	G	A	H	S.L.	S	C.C. 43.0	37.9
A	S.L.	C.C. 38.0	A	G	H	S	37.9
25M U/10 B	G	A	C.C. 19.5	S	H	S.L.	18.7
A	A	G	C.C. 18.9	S.L.	H	S	17.9
25M U/9 B	G	S.L.	C.C. 24.2	A	H	S	21.2
A	S	G	C.C. 18.8	S.L.	H	A	18.1
BREASTSTROKE							
50M U/13 B	A	G	S	H	S.L.	C.C. Disq.	52.1
A	A	H	G	S.L.	C.C. 58.1	S Disq.	53.0
50M U/12 B	H	C.C. 49.6	G	A	S	S.L.	49.3
A	A	C.C. 49.4	G	H	S.L.	S	43.0
50M U/11 B	H	A	S.L.	S	G	C.C. Disq.	51.3
A	A	H	S.L.	G	C.C. 57.2	S	49.6
25M U/10 B	A	G	S	C.C. 27.5	H	S.L.	24.8
A	A	C.C. 26.0	G	S	H	S.L.	22.2
25M U/9	C.C. 24.8	S	G	S.L.	H	A	24.8
BACKSTROKE							
50M U/13 B	G	A	S.L.	C.C. 52.2	S	H	48.0
A	S.L.	C.C. 48.2	A	H	G	S	45.8
50M U/12 B	G	H	C.C. 49.2	S	A	S.L.	46.9
A	H	G	C.C. 45.5	S.L.	A	S	43.1
50M U/11 B	G	A	C.C. 47.9	H	S.L.	S	46.8
A	H	G	C.C. 51.8	S.L.	A	S	44.9
25M U/10 B	S	A	G	C.C. 27.2	S.L.	H	24.5
A	A	S	S.L.	G	C.C. 26.9	H	21.1
25M U/9	S	C.C. 24.4	G	S.L.	A	H	23.0
RELAYS							
6 x 50M U/13	G	A	C.C. 4'49.6"	H	S	S.L.	4'6.7"
6 x 50M U/12 B	G	A	H	C.C. 4'42.2"	S	S.L.	4'26.5"
6 x 50M U/12 A	H	G	A	C.C. 4'14.6"	S	S.L.	3'52.3"
6 x 50M U/11	S.L.	H	G	A	C.C. 4'39.8"	S	4'15.9"
6 x 14M U/10	G	A	S	C.C. 56.1	S.L.	H	49.5
6 x 14M U/9	G	H	A	C.C. 68.3	S	S.L.	55.5

CRICKET

This season's cricket was not particularly bright.

There were many good individual performances but the batting was marred by lack of aggressiveness. The teams do not seem to be the same as the ones which practise at School. At the nets we see bold stroke-play and forceful batting generally, but when the teams play other schools, they seem to forget all the lessons they learnt at practice, and play so carefully, that they either get out very easily, or the game bogs down.

The bowling was of a much higher standard. Our bowlers showed plenty of determination, and used the ball most intelligently. In the Under 11 match against Scotch, Philip Durack took six wickets, while John Holland took the other four; and in the same series, David Holland in the Under 12 took 5 wickets for 3 runs, and made 16 runs.

Perhaps typical of the need for more concentration during batting was the Under 11's match against Hale School. The team's score of fifty-three runs was disappointing when placed against Hale's seventy-five. The problem seemed to lie in the matter of concentration. Members must learn to play themselves in as quickly and safely as they can, getting the feel of the bowling and the field, and then start wearing the bowlers down by punishing anything that is at all loose. Even the First Eleven, which played and beat Hale that same day, produced nothing in the shape of really pleasing strokesmanship. The only bright spots of the game were Holland's five wickets for 11, and MacLeod's three for 14.

Perhaps next season will see the School place rather more emphasis on its batting at all levels, and maintain and improve its already strong bowling.

RESULTS SUMMARY

C.C.G.S.	AQUINAS	SCOTCH	HALE	ST. LOUIS
1st XI	Lost C.C. 10/21 A. 2/65	Lost	Lost	Won S.L. 7/25 C.C. 10/29
U/12		Won S. 6/31 C.C. 3/79	Won	Won S.L. 28 C.C. 95
U/11	Drew A. 7/60 C.C. 4/50	Won S. 32 a.o. C.C. 7/49	Lost H. 75 C.C. 9/53	Won S.L. 34 a.o. C.C. 5/53
U/10		Won S. 3/52 C.C. 7/48	Drew H. 38 C.C. 38	Lost S.L. 5/36 C.C. 2/32

OUTSTANDING PERFORMANCES

U/11	versus	Scotch	Durack 6 wkts., Holland 4 wkts.
U/10	versus	Scotch	Mackay 29 not out.
U/12	versus	Scotch	Holland 5 for 3.
U/12	versus	Hale	Holland 5 for 11, MacLeod 3 for 14.
1st XI	versus	St. Louis	C. Knight 3 for 14, Hunn 3 for 7.
U/11	versus	St. Louis	Durack 4 for 0, Bryan 22.