



AUCKLAND GRAMMAR SCHOOL
Founded 1869

SABBATICAL REPORT

TO

MINISTRY OF EDUCATION

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Headmaster
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August 2007

Sabbatical Report
John Morris
Term 2
2007

C O N T E N T S

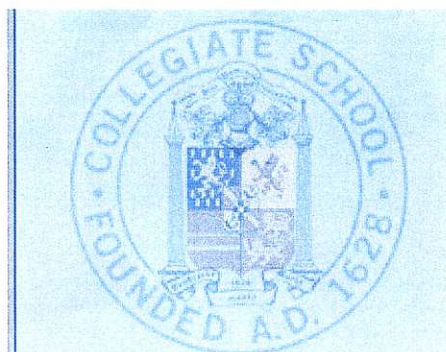
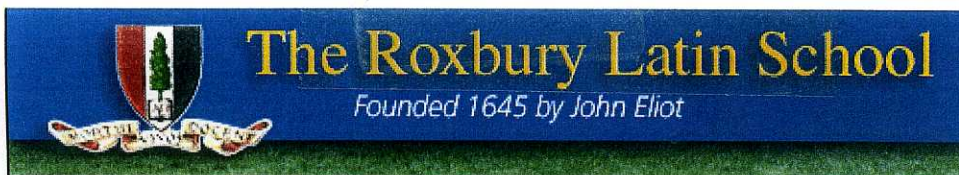
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THE PERSE SCHOOL



Bolton School
Boys' Division



Bolton School (Boys' Division)

Bolton School (Boys' Division) was founded in c.1516 as Bolton Grammar School for Boys. In 1913 Sir William Hesketh Lever (later to become the first Viscount Leverhulme) re-endowed both Bolton Grammar School and Bolton High School for Girls on condition that the two Schools be administered under a single foundation known as The Bolton School. This is now one of the largest day school sites in the country, with approximately 2300 students and employing over 500 staff.

Bolton School (Boys' Division) is a leading independent non-denominational day school, the current Head being a member of the Headmaster's and Headmistresses' Conference (HMC) and of the Large Independent Day Schools (LIDS) group. The School is also represented at the Association of Governing Bodies of Independent Schools (AGBIS).

The Boys' Division consists of the Senior School, located in magnificent buildings on a 34 acre site just north of the town centre (the site is shared with the Girls' Division of similar size) and the Junior School, located in a separate building on the perimeter of the main site. Currently there are 1072 boys in four sections:

Upper School (years 12 & 13)	235 boys
Middle School (years 9, 10 & 11)	376 boys
Lower School (years 7 & 8)	274 boys
Junior School (years 3, 4, 5 & 6)	187 boys

The School is selective, described by the Independent Schools Inspectorate as having an intake equivalent to that of a state grammar school. Recruitment into Year 7 is strong; each year some 280 candidates take the entrance examination for 130 places. Almost all boys proceed from Year 11 to A Level courses in which success is high (last year 81% of A Level grades were at A or B). In recent years all leavers have transferred either directly or after a "gap" year to first degree courses in higher education, most to their first choice. The Boys' Division received a successful inspection by the Independent Schools' Inspectorate in 2006, who called it "a remarkable school with many notable features".

The teaching staff consists of 69 full and 16 part-time members supported by a generous complement of secretarial, technical and other specialist colleagues, including games coaching professionals and instrumental music teachers. Their loyalty, commitment and dedication ensures that the strong academic programme is richly complemented by an unusually wide range of extra-curricular activities and an annual programme of over 60 foreign and residential visits.

Beyond the main school site in the near vicinity the Foundation owns further playing fields and a school scout group headquarters building. It also leases Patterdale Hall, a 60-bed converted Victorian mansion in its own estate on the shores of Ullswater in

northern Cumbria, the Foundation's fully staffed outdoor pursuits and field study centre. All boys visit the centre every year as part of the curriculum.

The Governors are about to embark on an ambitious building programme, which will provide new accommodation for the Infant School and for Junior Girls, a redeveloped Junior Boys' site, a shared Sixth Form Centre and a shared all-weather surface.

The financial administration, estates, personnel management and other technical aspects of the Foundation are under the control of the Clerk & Treasurer; The Headmaster and the Clerk & Treasurer are directly responsible to the Governing Body. The Clerk & Treasurer is assisted by a Services Bursar and Heads of sections including Estates, Finance, ICT, Development and Personnel. The Foundation operates as an educational charity but has its own related limited company, Bolton School Services Limited, as its trading arm.

Management of the Foundation is organised through two committees; the Executive Committee concentrates on strategic matters and involves the three executive officers and a liaison governor; the Management Committee deals with operational issues and involves the executive officers and their deputies. The Head of the Boys' Division chairs both committees for a three year period, in rotation with the Head of the Girls' Division.

As an educational charity a cornerstone of the Foundation's ethos is the view, strongly held by the Governors, that any boy or girl from the age of 11 upwards should be able to benefit from the educational experience the School offers, regardless of parental means. This ideal was maintained prior to 1976 through the Direct Grant Scheme and from 1981 by the Assisted Places Scheme. More recently, after the demise of the Assisted Places Scheme, the Governors have introduced Bolton School Foundation Grants, funded from appeal and now extended through the support of many Trust funds. There are currently 269 pupils, across both divisions, in receipt of such support. The current fees are £8109 p.a. in the Senior School and £6084 p.a. in the Junior School, all fees being inclusive of school lunches which are taken by all boys. Fundraising activities organised by the Department office are extensive.

Overall Conclusions: Latest Inspection Report

This is a remarkable school with many notable features. Through strong leadership, it achieves its aims and serves well its pupils and their parents.

Pupils of all ages are confident and take a pride in their work and in their school. By the time they leave the school, they have become mature, articulate young men, well prepared for higher education and service to the wider community.

The commitment of staff to all aspects of their pupils' educational experience is characterised by warm relationships, which make for an atmosphere of trust that is supportive of learning and encourages open exchange and sharing of ideas. Throughout their time in the school, pupils are well known and very well cared for.

A substantial programme of extra-curricular activities extends and enhances pupil learning and achievements. Outdoor pursuits, team building and personal development activities form a significant and influential part of every pupil's curriculum, based on the school's outdoor-pursuits centre.

Areas for development include the need for more systematic monitoring of the quality of subject and departmental management and a continuation of the curriculum review.

Under new leadership, the school has seen considerable improvements since the last inspection. In the junior school, these include entry at 7+, to enable provision of the whole of the Year 7-11 national curriculum; provision of a new, on-site dining room facility, introduction of PSHCE; improved ICT resources; Introduction of a junior school parents' group; and the strengthening of pastoral care through the appointment of heads of year. In addition to some up-grading of facilities, improvements to the senior school have included: a more detailed committee structure that supports wider consultation and involvement of staff and closer co-operation with the girls' division; some development of subject option choices; monitoring and tracking of pupil performance in Years 12 and 13; improved consultation with pupils and parents; extension of extra-curricular activities; and wider community involvement.

The Perse School, Cambridge

Overview:

The current roll is around 600 boys and 50 girls in Form 6 and all are day pupils. The School is a Form 1 to 6 school but it also has a co-educational pre-prep school called 'Pelican' and a junior school from ages 7 to 11. The overall size of Form 6 is over 170 and it is a non-denominational fee-paying school.

Academic:

Academic standards are rigorous and fairly traditional, and class sizes average around 20 - 24 with the majority of teachers being male. There is a distinct bias to the Sciences and consistently excellent Maths and Physics A Level results.

Over recent times both Art and Classics have declined in numbers while there is no formal Special Needs teaching in the school nor any ESOL.

Co-curricular:

The School is built on 28 acres of prime Cambridge green belt and there is compulsory Rugby while Hockey is also growing as a result of a new all-weather pitch. Chess and Bridge are thriving and there is a very strong CCF or Community programme.

Music is improving its standard and most recently the HODs introduced a Music Technology course.

Background:

The Perse School, a fee-paying school, was founded almost 400 years ago by Stephen Perse, a Fellow of Gonville and Caius College though the endowment he left has sadly long since been embezzled. Despite its historical background the School is now based in a 1960s purpose built red brick premises in the Cambridge margins and it certainly did not have a feel of a traditional historic boys' school.

All the School, apart from Form 6, are in uniform while Form 6 have a dress code in order for the School to be able to "compete" with the very strong State Form 6 college down the road which is non-uniform.

Pastoral Care and Discipline:

The School has a tutorial system. A group of prefects are appointed each year as "mindes" to individual younger classes. This is used in order to detect and prevent bullying. There is considerable emphasis spent on boosting the weaker academic end of the School.

Pupils and Parents:

Until 1999 Perse School provided the last bastion of all-boy secondary education in Cambridge. At that time girls were introduced into Form 6 as part of the School's strategic plan to go fully co-ed by 2010.

About a quarter of the intake are sons/daughters of Cambridge associated professionals while the backgrounds of other boys include teachers, farmers and employees of the Cambridge Science Park. The catchment area of the School is around a 35 mile radius.

Entrance Requirements:

Each year around 80 boys are admitted at Age 11 based on IQ, Maths and English as well as tests and interviews. A further 30 also are accepted at age 13. The bulk of these new entrants come from the associated Prep School and the rest from local Primary Schools.

Those who are accepted at Form 6 level (currently girls and a few boys) need a minimum of six GCSEs at Grade B or better.

Exit:

Virtually all students from Perse go to universities. A vast majority go to London followed by Bristol and Cambridge.

Fees:

These are kept to a very moderate figure by UK standards at £10,000 p.a. The School does not have many scholarships but did used to have over 50 assisted places which have disappeared since the change to legislation in 2000.

Latest Inspection Report:**What the School Does Well:**

The school is outstanding in many respects but the most notable are listed below:

- The system of pastoral care which supports the personal development of the pupils;
- The quality of learning and teaching;
- The level of academic attainment;
- The provision of extensive extra curricular activities;
- The development of well-rounded, assured and articulate young people;
- The leadership of the headmaster, the management of the senior team and the strategic support of the governors.

What the School Should Do Better:

The school is aware that the following could be improved:

- The library is short of space and up-to-date stock. The use of the libraries is unsatisfactory. Plans for a learning resources centre incorporating an improved library, private study and ICT facilities should be implemented.
- The arrangements for performance management and professional development should be monitored and made more rigorous.
- A comprehensive data base, which stores all information needed for monitoring pupil development, should be established.
- A strategy should be devised for developing further the ICT facilities and their use.

Bedford School

Overview:

Bedford School is an independent HMC School, one of five schools maintained by the Bedford Charity (The Harpur Trust). It is a single sex school for boys. There are some 640 pupils in the Upper School from 13 to 18 years of age, with approximately 280 in the Sixth Form. Some one third of the boys are boarders who are accommodated in six houses. A Preparatory School of 450 pupils caters for the 7-13 age range. There is one junior boarding house of 30 boarders. A Development Programme is on-going with the building of a new Library and Music School in recent years.

The School is academically selective with GCSE and GCE A Level pass rates which approach 100%. Nearly 73% of A Level candidates gained grades A or B in Summer 2006; the percentage of A*+A grades at GCSE was just under 60%. 85% of IB students scored A/B equivalents and the average mark was 37/45 last year. The vast majority of leavers go on to Higher Education, mainly at the traditional universities. Thirteen boys have been offered Oxbridge places for 2007.

The School Campus:

The School estate of over forty acres is situated in the heart of Bedford and the links between the town and the School in the fields of community work, the arts and sport are strong. Bedford is a busy, expanding town with a population of 90,000 within easy reach of London (50 miles), Oxford (50 miles) and Cambridge (25 miles).

The main School is a striking Victorian gothic building and is set amidst the School's playing fields.

Recent developments in the Upper School include: a new Music School (2005) and new Library (2003); refurbishment of the Art Department; an Observatory and Planetarium; a new IT suite; all-weather pitches; refurbishment of the Theatre and substantial renovation of the Bodley Chapel which re-opened recently. The interior of the main building of the School was entirely renewed after a major fire in 1979; it includes a particularly fine Great Hall which is regularly used for concerts. The Erskine May Hall, on the Prep School Estate, is available for whole-School use. The boarding houses have also undergone considerable refurbishment recently.

Boarding:

There are approximately 265 boarders accommodated in five senior boarding houses, one Sixth Form House and one Junior Boarding House. Houses are well maintained. Full and weekly boarding is available. Most of the houses are on the School campus with two off site but within five minutes' walk. All meals are taken in the School dining halls on site.

Study Centre:

Bedford School Study Centre (BSSC), the British Council accredited international study centre, is a separate operating unit within the School which caters for boys and

girls. The Study Centre provides residential courses for foreign students preparing to enter British secondary schools or universities. In addition to termly courses, it also runs shorter courses during the summer holidays. The Study Centre can accommodate up to 30 students and courses are generally fully subscribed. BSSC makes a valuable contribution to the School's revenue.

The International Baccalaureate Diploma (IBD)

The IBD was introduced relatively recently at the School with the first teaching starting in September 2003. The first cohort therefore had their IBD results in the summer of 2005; these results were exceptionally pleasing, with over 90% of the grades being at the A+/B equivalent of A level. Two boys gained the maximum 45 points. The IBD has therefore been successfully introduced and numbers have been stable at between 60 and 70, counting IB1 and IB2 together. Recent data (for 2007/8) indicates a further upward shift in demand. The introduction of the IBD marks a new direction for the School's post-16 curriculum and sits comfortably with the School's emerging view of the importance of a complete education, as far as is possible, up until a time when pupils leave at the age of 18.

eSchool:

Great emphasis is placed on ICT in teaching, learning and administration within the School. Email is extensively used for organisation and some 95% of parents have registered email addresses with the School. ICT is used across the curriculum and expertise is being developed on the use of MOODLE as a virtual learning environment. Video Conferencing is used to enable pupils to participate in university lectures. This is a major project, funded by the Sutton Trust.

Research Initiatives:

Two areas of research in which the School is currently engaged are:

- The ELLI Project (Extended Life-Long Learning Inventory), in conjunction with Bristol University, seeks to identify the relationship between learning styles and pupil under achievement.
- The School's Observatory and Planetarium is being developed further to include the use of the radio astronomy facilities for teaching and learning.

Sport:

The School takes sport very seriously and is proud of its fine sporting reputation both at School level and in the national arena. The major sports are Rugby, Hockey, Cricket and Rowing. Some 30 sports are offered in total. The School emphasises maximum involvement in these sports and puts out a large number of teams and crews. Minor sports available at Bedford include Fencing, Basketball, Swimming, Tennis, Athletics, Squash and Fives.

Sports coaches supplement the teaching staff in providing expert instruction. In addition to the playing fields immediately adjacent to the School there are two artificial pitches at Gordon Field on a separate five acre site, a Sports Centre, swimming pool, Cricket Pavilion and Boathouse which is shared with other Harpur Trust Schools.

Pastoral Matters:

The School operates a house system with the six senior boarding houses twinned with six day boy houses. Each house has a Housemaster and team of tutors to manage house activities and to monitor the pastoral care and academic development of individual pupils.

The vertical tutorial system within each house brings valuable continuity to the pastoral care of the individual. The Chaplain, School Counsellor and Medical Centre underpin the pastoral provision.

Cultural Activities:

The School offers a large number of clubs and activities on an extra-curricular basis. Much importance is placed on the creative and performing arts: Music, Drama and Art. These all play a central role in the life of the School and boys are encouraged to participate. A termly calendar is produced to advertise events.

- Music: The new Music School's splendid and extensive facilities provide unrivalled opportunities for boys to participate in a wide variety of musical activities. The Upper School runs two orchestras, dance band, brass ensemble, Chapel Choir and numerous other ensembles, groups and bands. Major concerts take place each term including a Choral Concert in association with the two girls' schools in the Bedford Charity. The House Singing Competition is one of the principal events in the School calendar and engenders great enthusiasm. Music Technology is a new innovation to the School and well provided for in the new Music School. The Music Department is supported by a charity funded Composer in Residence.
- Drama:
The School Theatre seats 250 and has adjacent rehearsal space. Major School productions take place every year while house plays and performances in foreign languages all contribute to the programme. The Theatre is also used regularly by touring companies and hired by local amateur dramatic clubs.
- Art:
The Art Department is well established in the Grade II listed Howard Building. Painting, still life drawing, digital art and ceramics are all offered and high standards are achieved. Exhibitions both by pupils and staff, and by selected artists, are held in the Foyer Gallery of the Main Building on a regular basis. The Bedford School Trust owns an impressive collection of works of art including modern sculpture and prints by contemporary artists which are used for educational and decorative purposes. Many are exhibited within the School.

Outreach:

Outreach, defined as the inter-action between the School and local and broader communities, is developing in importance. All elements of the School are encouraged to develop links with groups in the community whilst the School welcomes the participation of pupils from the "maintained sector" in a number of activities including the video conferencing lecture programme and special educational concerts. The School's Charities Committee is actively engaged in fundraising and the boys respond

well to initiatives. An Outreach audit is now produced annually by the staff member in charge who is referred to as the Outreach Co-ordinator.

Access Award and Scholarship Scheme:

The concept of the Access Award and Scholarship Scheme is to allow financially supported entry to the School using tests designed exclusively for the School by Durham University to distinguish between scholarship candidates on aptitude and potential. The Bedford School Test is taken on line at Bedford. Candidates cannot be coached or prepared for this test. Those successful in the test will be granted awards entirely on a means tested basis. (Those designated as Scholars will receive a 10% award minimum). It is intended that support funding in the region of some £1,000,000 will be disbursed each year.

This is an innovative approach to Scholarship and Bursaries which will challenge the independent sector's traditional thinking on the subject. The scheme is presently being introduced on a transitional basis for September 2007, whilst entry from September 2008 will be totally under the new arrangements.

Bedford School Foundation:

The Foundation was established in 2002. It is an independent charity with the single object to support the School. It is also incorporated as a company limited by guarantee. The Foundation has its own board of trustees which include two nominated School Governors and the Headmaster. To date the Foundation has raised in the region of £2.5M and its contribution of £1M to the Music School project was pivotal in enabling the School to embark on this impressive building.

Bedford School Trust:

Bedford School Trust is also a distinct charity and totally independent of the Bedford Charity and Foundation. It is also incorporated as a company limited by guarantee. The objects of the Trust are the provision of support for pupils, staff and former pupils, the School estate and a number of school institutions including the Chapel, CCF and Boat Club. Established in 1926 the Trust holds property and investments in excess of £5M. Its trustees allocate grants and bursaries to the value of about £80K per annum.

Remarks:

Gritty and purposeful traditional boys' school with a good following, good social mix and outstanding facilities. Low profile, but much admired by educationalists and now becoming well-known for its International Study Centre.

Overall Conclusions: Latest Inspection Report

The educational experience that boys receive at Bedford School is entirely consistent with the school's aim, which are central to its planning and success. The school has many strengths, and some outstanding aspects. In a few areas, necessary steps have been identified and taken to improve further the quality of education and better meet the needs of pupils. Testimony to its success is the outstanding personal development of the boys, the very good achievement of the large majority of boys in public examinations, and the high quality of their wider education. Boys are considerate and positive learners who strive for greater achievement, aided by good and, at times,

outstanding teaching. They are excellent ambassadors for the school. The exceptional range of extra-curricular activities, particularly in sport and music, is much appreciated by the boys and their parents. Sixth form IB programmes are providing an extra dimension to the approach of both staff and boys, as are a number of innovative educational initiatives. Provision for boarders is very good indeed. The school's boarding culture has a very positive impact on the education provided for all pupils. The leadership provided by the Headmaster is strategic, driven by the needs of the boys and highly successful. He is passionate about maximising boys' educational opportunities whilst at Bedford. Excellence and enjoyment are key characteristics of much that is taking place.

When the school was last inspected by the Independent Schools' Inspectorate in 2000, a number of minor issues were identified. Most of these have been dealt with well and the school has made good progress overall. The teacher review and development system, was not being fully implemented at the time of the last report. A new system has been introduced after a period of focus on appointment procedures, but is not working at full capacity. This is restricting the progress being made in ironing out unhelpful inconsistencies in practice. A good response has been made to the few boarding issues identified by the Commission for Social Care Inspectors.

The Roxbury Latin School, North America

Founded in 1645, The Roxbury Latin School (termed in the original charter simply "a free schoole in the said towne of Roxburie" and called by a variety of names until 1860) is the oldest school in continuous existence in North America.

The Reverend John Eliot, "teacher" of the church in Roxbury and later renowned as "Apostle to the Indians" and translator of the entire Bible into the Algonquin language, persuaded nearly every Roxbury landowner to pledge an annual donation to underwrite the costs of such a School. The school that opened in the fall of 1645, with a handful of the sons of these donors (including Eliot's own nine-year-old son John), was modelled on the English "grammar school" with which these recent immigrants were familiar - schools dedicated to "giving instruction in the classics and producing Christian citizens."

In those early years, the school was defined not only as a "grammar school" but as a "free school" - a school free from tuition fees, subject to no church or state control beyond its governing board, and open to all who wished to attend. While admission was limited to sons of those who had pledged donations, Eliot subsequently persuaded those founding families to defray tuition for students whose families could not afford such donations, and years later, even as those original benefactions began to dwindle, the trustees granted free admission to all applicants from the confines of the original town of Roxbury - a decision that ensured a weak stream of annual revenue and thus had serious financial ramifications throughout the 18th and 19th Centuries.

Despite the era's long history of fiscal crises, William Coe Collar, Headmaster from 1867 to 1907 and commonly known as "the Second Founder," managed to quadruple the size of the student body, to hire specialist teachers in Physics, Chemistry, Modern History and German (subjects then required for admission to Harvard), to put Roxbury Latin in the national educational spotlight through his own and his colleagues' textbooks and through pioneer methods in teaching Science, and to introduce extracurricular activities - a School newspaper, student dramatic productions, and athletic teams in Football, Baseball, Track and Hockey. Nevertheless, whatever the academic advances and extracurricular innovations he shepherded, Collar continued to insist, as had his predecessors and as would his successors, that the greatness of the School lay in its "ideals" of character training.

The School maintained these ideals even as it continued to suffer from its longstanding financial woes through the late 19th and early 20th centuries - the ongoing result of its urban location, its limited physical facilities, and its policy of tuition-free attendance for local boys. In the mid-1920s, finally, a bold and persistent capital campaign raised close to half a million dollars to procure a 50-acre estate in West Roxbury and permitted the School's move to its present campus in 1927. The School commissioned eminent architect William Perry of Perry, Shaw & Hepburn to design the new school building

(the firm would later - in part due to their success at Roxbury Latin - be entrusted with the restoration of Colonial Williamsburg). The stately new building opened in the fall of 1927 with 157 students in attendance and with enviably ample facilities: the spacious Rousmaniere Hall, a dining room, large classrooms, separate laboratories for Biology, Chemistry and Physics and three ample athletic fields.

The nearly eighty years since that move have seen the addition of numerous wings and buildings, as well as the acquisition of adjoining acreage for new fields. In 1957, a long-needed gymnasium was constructed, named for R.L.'s longest-serving Trustees and oldest living alumnus, Albert H Gordon '19. This building is now part of the Albert H Gordon Field House (2000), which includes a double gymnasium, two wrestling rooms, a weight room and cardiovascular equipment, locker and training facilities, and a reception hall that hosts a number of school functions. The growth of the School following World War II led to the Ernst Wing (1964), an extension of the original building designed to reflect Perry's architectural vocabulary. By the 1960s the School also had done away with its geographical discrepancies in tuition; financial aid has since been decided solely on the basis of need, allowing Roxbury Latin to admit a diverse and able student body without regard to a student's ability to pay.

Thanks to the generosity of the School's alumni and benefactors, Roxbury Latin's physical plant has quadrupled in size over the past 20 years. The more recent additions have all sought to emulate the spirit of William Perry's work, an architectural reflection of the School's staunchly classical tradition. Architect William Buckingham of Keefe Associates in Boston has designed each of the School's additions, beginning in 1987 with the Mary Rousmaniere Gordon Wing, which contains the current Student Centre, Library and Great Hall. The Smith Arts Centre (1992) houses the School's arts program and features a modern 300-seat theatre, an art studio and a music room that provides ample space for classes and rehearsals of the School's three singing groups, jazz band and chamber music ensembles. The Bauer Science Centre, dedicated in 1999, features four state-of-the-art laboratory/classrooms with attendant mini-labs, preparation rooms, storage facilities and offices, as well as a 60-seat lecture hall. The aforementioned Gordon Field House opened in 2000, and in 2004 the Jarvis Refectory (given in honour of Tony Jarvis, Headmaster from 1973 to 2004) became home to the School's dining facilities, Classics Department and Development Office.

The student body, fewer than ten in 1645, has grown to 290, the faculty, once a single master to 36. Athletic teams abound: the arts flourish; extracurricular activities blossom. Indeed, the school that Cotton Mather described in the 1690s as "that little nursery....from [whose] spring....have run a large number of the 'streams which have made glad this while city of God" seems to have achieved, in its physical and fiscal health, at any rate, a solidity and stability that would astonish many of the masters and students and trustees who have sustained it over the past 362 years.

Facts about the Roxbury Latin School:

Students:	290 boys representing 48 communities and 10 neighbourhoods of the City of Boston.		
Minority Students:	67 boys		
City of Boston Students:	93 boys		
Number of students receiving Financial aid:	100 (34.5%)		
Average Financial Aid Grant:	\$13,400 (75% of tuition)		
2006/7:	Budgeted cost per student:	\$29,311	
	Tuition:	\$17,900	
	Difference per student:	\$11,411	
Sources of Funds:	Tuition:	45.5%	
	Endowment Yield:	36.3%	
	Annual Fund:	17.9%	
	Other:	.3%	
Class of 2013 Admission to Roxbury Latin:	42 boys representing 19 communities; Yield 93%		
Overall Admit Rate (all classes)	13.42%		
Faculty:	36 (14 of whom have been at RL for 20 or more years)		
Student: Faculty/Staff ratio:	6.5 : 1		
Faculty Median Salary:	\$94,500		
2006/7 Annual Fund:	100% Parent participation	Goal:	\$1,750,000
	53% Alumni participation	Realise:	\$2,270,000

Academic Achievement:

Over the past five years (2002-6), 247 Roxbury Latin graduates have matriculated at 58 colleges and universities, including the following at which more than one student matriculated.

Amherst	7	Georgetown	9	Trinity	7
Boston College	12	Guilford	2	Tufts	6
Bowdoin	9	Harvard	34	Union	2
Brown	3	Holy Cross	4	U. Miami	2
U. Chicago	3	Middlebury	5	U. Penn	3
Colby	3	MIT	4	U Wisconsin	3
Columbia	6	Morehouse	3	U. Virginia	4
Cornell	4	NYU	2	Vanderbilt	8
Dartmouth	11	Notre Dame	2	Wake Forest	2
Duke	9	Princeton	12	Washington	2
Emory	5	Georgetown	9	Williams	9
George Washington	2	Stanford	9	Yale	14

- From among 247 graduates over the last five years (2002-6), 59% received National Merit awards.

Semi-finalists: 66

Letters of Commendation: 79

- In the last ten years, three graduates of Roxbury Latin have been named Rhodes Scholars.
- Two Roxbury Latin students have won first place in the Siemens Westinghouse Competition in Maths, Science and Technology, one in 1996 and one in 2003.
- A member of the Class of 2007 is one of the 141 United States High School seniors to be selected as a Presidential Scholar.
- Jared Diamond '54 won the Pulitzer Prize in 1998.

Collegiate School, USA

A Brief History:

Collegiate School, a day school for boys, is the oldest independent school in the United States. Tracing its origins to 1628, the School was established by the Dutch West India Company and the Classis of Amsterdam, the parent ecclesiastical body of the Dutch Reformed Church for the colonists of New Amsterdam. Only once in more than three centuries were the School's doors closed. When the British occupied the city during the American Revolution, most of the Dutch, including the schoolmaster and the students, had to leave the city.

Beginning with Adam Roelanstien, 28 headmasters have guided Collegiate "so that first of all in so wild a country, the youth be well taught and brought up." As New York City expanded to the north, the School moved from its original quarters on the southern tip of Manhattan Island. Prior to 1892 the School occupied a number of different locations. In 1892 it settled at its present site next to the West End Collegiate Church. In its new quarters, Collegiate took on its modern form as an all boys' school and continued to develop its college preparatory programme.

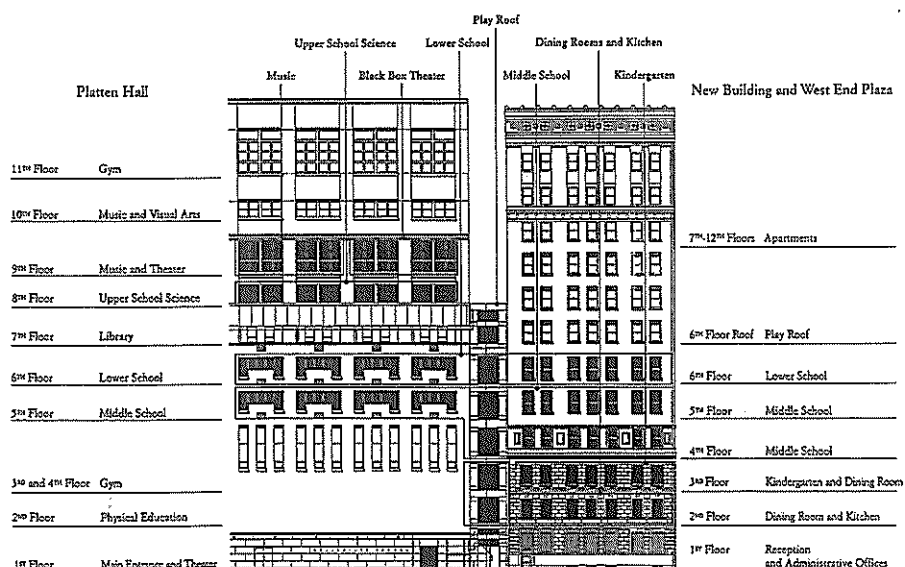
Incorporated in 1940 as a non-profit organisation under the Education Act of the State of New York, Collegiate School is governed by a 25 member, self-perpetuating Board of Trustees composed of alumni, parents, friends of the School and representatives of the Consistory of the Reformed Protestant Dutch Church of the City of New York. While Collegiate is no longer a church-directed institution, the School maintains its historic association with the Collegiate Churches and shares some facilities with the West End Collegiate Church. A non-denominational school, Collegiate attracts a diverse group of boys, families and faculty that has characterised the School for many years. Collegiate takes a leadership position in many aspects of teaching and learning and looks to the future with a stable enrolment, strong faculty, significant financial resources and expanded facilities.

Campus:

Over the years, Collegiate's acquisition and integration of several buildings surrounding a common courtyard have provided the physical space for growth and expansion. Renovations and improvements throughout the complex support the goals of the School's comprehensive, liberal arts curriculum. The schoolhouse on West 77th Street is, together with the adjoining West End Collegiate Church, an historic landmark in the City of New York. Platten Hall, located on West 78th Street, was completed in 1967 and expanded to 11 stories in 1990. In 1977, Collegiate purchased the West End Plaza Hotel at West End Avenue and 78th Street and began to link it with other Collegiate facilities. Apartments on the upper floors of the building were made available to faculty members. New construction in 1997 utilised valuable space between West End Plaza and Platten Hall, significantly enlarging the campus. From the Platten Hall entrance on West 78th Street, a reception area leads to all Collegiate facilities.

Lower and Middle School students spend most of their school day in Platten Hall and West End Plaza. The Kindergarten occupies the third floor of West End Plaza and enjoys two large, sunny classrooms adjoining a block/project room. Lower and Middle School classrooms are located on the 4th, 5th and sixth floors of the attached buildings. Platten Hall houses facilities used by all grade levels. In addition to a 267 seat Theatre/Auditorium, administrative and support offices, and two dining rooms, Platten Hall includes two gymnasiums, a fitness centre, a "black box" Theatre, a music studio, several practice rooms, an extensive library and Upper School laboratories for Physics, Chemistry and Biology.

The school house on West 77th Street was built in 1892 and provides space for the Upper School. In addition to classrooms for Upper School, the building includes a student centre, departmental offices for faculty and college counselling, an Upper School computer laboratory, and a ground-floor gymnasium with access to the courtyard and Platten Hall.



Enrolment and Admissions Policies and Requirements:

Approximately 630 boys are enrolled at Collegiate each year. Normally, new students are admitted to the School in Kindergarten and Classes V, VI, VII and IX. When openings in enrolment occur in other Lower, Middle or Upper School grades they become opportunities for new applicants. Through eighth grade, the boys are divided into heterogeneously grouped homerooms. In Classes VII through XII, teaching sections vary in size according to the subject being taught.

Collegiate seeks to enrol boys of sound character and educational promise. Much of the strength of Collegiate comes from the diverse backgrounds of its students. The School does not discriminate on the basis of race, colour, religion, national and ethnic origin, sexual orientation, disability or other legally protected class. A generous financial aid programme enables the School to welcome families of various financial resources.

Interviews, tests, recommendations and school records are used to select students. None of these sources of information is given arbitrary weight by the Admissions Committee. Collegiate looks for students who will profit from its enriched programme and who will be able to contribute their own special talents, abilities, imagination and curiosity to the School community.

Tuition Information:

Collegiate School bundles its fees into one, all-inclusive charge. With the exception of athletic clothing and Advanced Placement examinations, all books, supplies, and overnight trips are included in this single billing. Also included are lunch, musical instrument rental, student accident insurance and tuition refund insurance for early withdrawal or dismissal.

Tuition at Collegiate is among the lowest of comparable independent schools in the New York area, due largely to the generosity of alumni, parents and friends past and present. Revenue from endowment and annual giving supplies over 20% of the School's budget, providing opportunities for enrichment to the programme.

Tuition is payable in three instalments: 15% upon registration, 60% on 31 July and 25% on 31 December. An eight-month payment plan is available through Academic Management Services.

Tuition 2006-7	Kindergarten - Class XII	\$27,100 US
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Financial Aid:

Collegiate School supports a financial aid programme for families of students who are unable to meet all tuition costs. While there is an expectation of some tuition payment from all families, no family should assume that a Collegiate School education is out of reach for financial reasons. Approximately 20% of the student body receives financial aid which may include tuition support as well as consideration for various Collegiate programmes that enrich the experience of the student and encourage the participation of his family in the life of the School. In determining an applicant's merit, there is no distinction made between aid and non-aid candidates for admission to the School.

The determination of financial aid awards is based on the financial need of each family and the availability of funds. Collegiate School attempts to fund the difference between the cost of educating a student and an individual family's ability to pay tuition. Each award is a result of analysis by Collegiate School and the School and Student Service for Financial Aid (SSS).

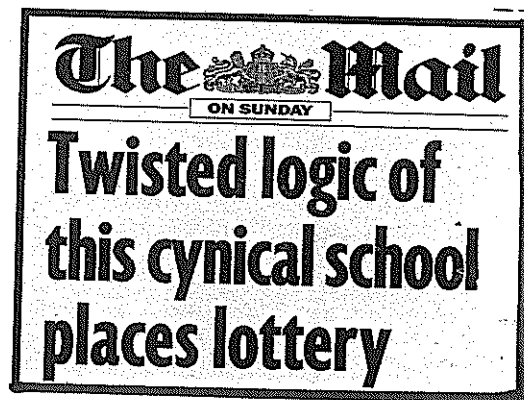
**CURRENT EDUCATIONAL
ISSUES
IN THE
UNITED KINGDOM**

**John Morris
Headmaster
Auckland Grammar School
August 2007**

Current Issues in the UK

- English newspapers are regularly full of education news and issues. There is no doubting that the profile of education and interest in it is greater than in New Zealand.
- Key matters raised by the press in the month I was in the UK included:
 1. Enrolment issues
 2. Politicising of education
 3. Exam/Coursework debate
 4. The Grammar School debate

1. Enrolment Issues:



Private intake doubles, house prices threatened

SCHOOLS TO SELECT PUPILS BY LOTTERY

Key features of this policy being implemented in Brighton and supported by the Labour Government include:

1. Living near a good school will no longer guarantee a place.
2. Expelled pupils and recent arrivals to get priority - and all schools to admit "fair" share.
3. Places at good schools to be awarded by lottery.
4. Children to be bussed cross cities, as in USA.

The intention behind this policy states clearly: "to promote social equity and community cohesion." Comment by the press included:

- "its purpose is social engineering first and education second."
- "this measure will only influence class hostility, envy and resentment."
- "the lottery scheme threatens to widen rather than narrow divisions between the haves and have-nots."
- "Random allocation in the state sector is not exactly going to harm independent schools."

2. Politicising of Education:

WITH TEAM TELEGRAPH

Monday, June 11, 2007

No 47,281

Learning 'ruined by political meddling' in schools

The Daily Telegraph

Established 1855

Parent power should
replace the curriculum

The major debate over this issue included:

1. School curriculum has become estranged from the challenge of educating children.
2. Issues that are integral to education have become subordinate to the imperative of social engineering and political expediency.
3. Schools have become a battleground for zealous campaigners and entrepreneurs to promote their message.
4. Increasingly the curriculum is regarded as a way to promote political objectives and for changing the values, attitudes and sensibilities of children. Citizenship education is the clearest example of this corruption of the curriculum by adult prejudices.
5. Values-led education has helped create a situation where children learn that the Holocaust was awful, but do not know which country suffered the greatest number of casualties in the Second World War.

It will produce children who know that the slave trade was bad, but who are ignorant about how the right to vote was won in Britain.

Increasingly, educators insist that there is no such thing as the truth and children are instructed that often there are no right or wrong answers. If the meaning of the truth and the status of knowledge are negotiable, then so is the curriculum.

Studying a subject is rarely perceived as a good thing in itself. More importantly, the diminished status assigned to knowledge has encouraged a relativistic orientation towards standards.

6. Another destructive trend is that the striving for standards of excellence is frequently condemned as elitist by apparently enlightened educators. Forms of education that challenge children and that some find difficult are denounced for not being inclusive.

One of the most disturbing features of contemporary pedagogy is the radically new way that children are perceived by educators. Children are regarded as fragile things who cannot be expected to cope with real intellectual challenge. At a time when schools face difficulties in providing a good education, they are to be charged with providing happiness lessons.

Educators who have concluded that it is easier to help children feel good than to teach them maths, reading and science have embraced emotional education.

Solutions to this increasing problem include:

- (a) Education needs to become de-politicised: politicians need to be discouraged from regarding the curriculum as their platform for making statements.
- (b) Society needs to challenge the tendency to lower the status of knowledge and of standards. Anti-elitist education is a masquerade for social engineering. It needs to be exposed for its destructive consequence on standards in schools.
- © We need to take children more seriously and provide them with a challenging curriculum that upholds their capacity to engage with knowledge. That is the best way to make them feel good.

The Daily Telegraph editorialised this:

"The national curriculum is meant to ensure that all children emerge from school with some rudimentary knowledge. It has failed. As we report today, a devastating study by the think tank Civitas shows that it is possible to leave school with almost no knowledge of English literature and only the merest acquaintance with British history. The report deserves to be taken seriously. Civitas is more than a generator of ideas. It is deeply involved in education, spreading its gospel among schoolchildren, raising money for bursaries, even running its own schools. Its staff are less like modern policy wonks than like the Victorian social reformers they so admire. When they say that the system is broken, they speak whereof they know.

The problem is that, as this newspaper has argued again and again, schools cannot be improved by government diktat. The national curriculum is a neat demonstration of why. It was introduced in 1988 to prevent Leftist teachers from filling their charges' heads with nonsense. As this report shows, it has been captured by the very people it was designed to constrain: the type described by the *Mikado's* Executioner as "the idiot who praises with enthusiastic tone... every country but his own". Children thus emerge from school knowing a good deal about global warming, Mary Seacole and litter, but little (if anything) about Cromwell, Milton or Brunei.

Instead of depending on a handful of ministers and civil servants to improve our schools, we should entrust those with the strongest possible interest in the success of our schoolchildren; their parents. Allow schools to teach what they like, how they like, and for as long as they like, and leave parents free to choose the most successful of them. Their millions of individual decisions will be a far more potent force than the directives of a Whitehall bureaucracy. There is overwhelming evidence that most parents want their offspring to concentrate on assimilating hard knowledge; hard both in the sense of "difficult" and in the sense of "having right and wrong answers". They want children to learn the essential precepts of mathematics, science, grammar and spelling. They want them to understand the country in which they are growing up: where it came from and why it is as it is. Experts have tried and failed to police the system; it's time to give parents their chance."

3. Exam/Coursework Debate:

- GCSE (Form 5) coursework will be scrapped to stop students getting help from parents or using the internet, to cheat.
- Instead, students will complete projects in the classroom under supervision. ("Controlled assessment")
- This change, introduced by Qualification & Curriculum Authority, will be introduced in nine of the most academic subjects including Mathematics, English Literature, History and Geography.
- There will also be changes to the way coursework is prepared. In future exam boards will set all coursework and controlled assessments, as well as the exams. Teachers will continue to mark work but regulators say the new system will allow more effective moderation.
- Majority of head teachers welcomed this move.

An end to
internet
plagiarism
for GCSEs

4. Grammar School Debate:

This issue became big news again after Tory leader, David Cameron, spoke publicly about his party's policy towards selective secondary education.

WHAT THE TORY LEADER WAS SAYING LAST WEEK	...AND WHAT THE TORIES WERE SAYING YESTERDAY
<p>'A pledge to build more grammar schools would be an electoral albatross.'</p> <p>- David Cameron, May 20</p> <p>'It is delusional to think that a policy of expanding a number of grammar schools is a good idea.'</p> <p>- David Cameron, May 22</p>	<p>'Where there is demographic change, then to maintain the status quo we would look at allowing more grammars to be built.'</p> <p>- Tory Party spokesman, May 31</p> <p>'We will look at it on a case-by-case basis.'</p> <p>- Tory education spokesman Nick Gibb, May 31</p>

Cameron's original policy stance (May 20) was followed by a huge public outcry and division within his own party. Some newspaper headlines were:

"Cameron stages the great grammar school U-turn"

"Grammars sacrificed on the altar of compassionate Conservatism"

"Conservative front bench is right on grammars"

"Mr Cameron is ready to sacrifice the History Boys"

"Exam results boosted by the grammar effect"

What are they thinking of?"

Why are grammar schools back in the news?

It all began with the Conservative Party, which announced last month that if it won the next general election there would be no return to grammar schools on the grounds that they do little to benefit children from poorer backgrounds. Instead, the party has promised to continue Tony Blair's flagship education reform and support the expansion of the academy schools programme - independent state schools sponsored by business.

Since then, there has been a flurry of opinion on the subject, both in favour of and opposing a return to the 11-plus and selective education.

The Economic Research Council became the latest group to come out in favour of grammars, claiming in a report that an increase in the number of grammar schools would improve the "dire" education standards of the UK. The thinktank also calls for the creation of cheap, private schools at nursery, primary and secondary levels to increase competition.

A report earlier this month from the London School of Economics said allowing children from working-class backgrounds into grammar schools would boost their results and overall national performance.

Why all the fuss about the Tory announcement?

The Conservatives have decided to use their opposition to grammar schools - whose intake is based on selection according to academic ability - to prove their "new Conservative" political credentials. It's a political gamble which they have probably worked out is worth the risk. There are still 164 grammar schools left in England - mostly in the home counties (although there are pockets around England) - and 69 remain in Northern Ireland. The party has calculated that there are potentially more votes to be gained in declaring there will be no more grammar schools than there is in promising to expand them.

This isn't new, though. The party leader, David Cameron, promised 16 months ago on a visit to Essex that there would be no return to the 11-plus or to grammar schools under a Conservative government.

Is this stance on grammars a first for the Conservatives?

No. In the 1970s, Margaret Thatcher - herself a grammar school girl - opened the door for local councils to decide themselves whether their schools should retain their grammar status when she was the education secretary. She, like Cameron, took a political gamble. She believed that grammar schools were safe and popular with parents and councils, who would want to retain them.

But it proved to be a political misjudgement as many councils took the opportunity to rid their towns and cities of selective state education. The grammar schools that exist today are left over from that era: their councils stood firm in retaining selection.

Didn't Labour promise to get rid of grammar schools too?

Up to a point. David Blunkett, while education secretary, promised that there would be no more selection under New Labour, which is one way of saying "no grammars". But despite the rhetoric it was a battle that he was unwilling to take on. One look at a map of England gives a big enough clue to the thinking behind that decision - most of the 20% of English local authorities which still have grammar schools are of in the key political battlegrounds of the home counties. Labour probably felt it was too risky to take on middle England.

Why has Cameron decided to take on grammars?

He's not actually taking them on. The Tories have promised that the existing grammars are safe, thus avoiding any potential confrontation with and loss of votes from angry parents of grammar school pupils. Cameron is hopeful that the party's decision not to return to grammars, while promising to carry on with Tony Blair's school academies programme if the Conservatives win the next election, will help him win the votes of former Labour supporters and take him into Downing Street. He wants to be seen as the natural successor to Tony Blair. To do that, he has to inherit some of the Labour leader's flagship reforms and bury others traditionally been associated with his party which have now become politically expendable.

After a huge internal debate the policy is no clearer. This was especially so after Tory leadership on 1 June reassured rebels that some new grammar schools could be built. As the row entered its 16th day, shadow education secretary David Willetts said a Tory government would allow their creation in areas which already have academic selection. His remarks came after Dominic Grieve, a highly respected member of the shadow cabinet, spoke in favour of opening more grammar schools.

Mr Grieve said:

"We must also ensure that if further grammar or secondary schools are needed they can be supplied within the county."

Mr Willetts told BBC Radio 4's The World at One: "Dominic has said absolutely nothing that is out of line with Conservative party policy. I am fully aware that in a place with rapid demographic change, like Buckinghamshire, you are inevitably going to face questions about whether you need to build more schools."

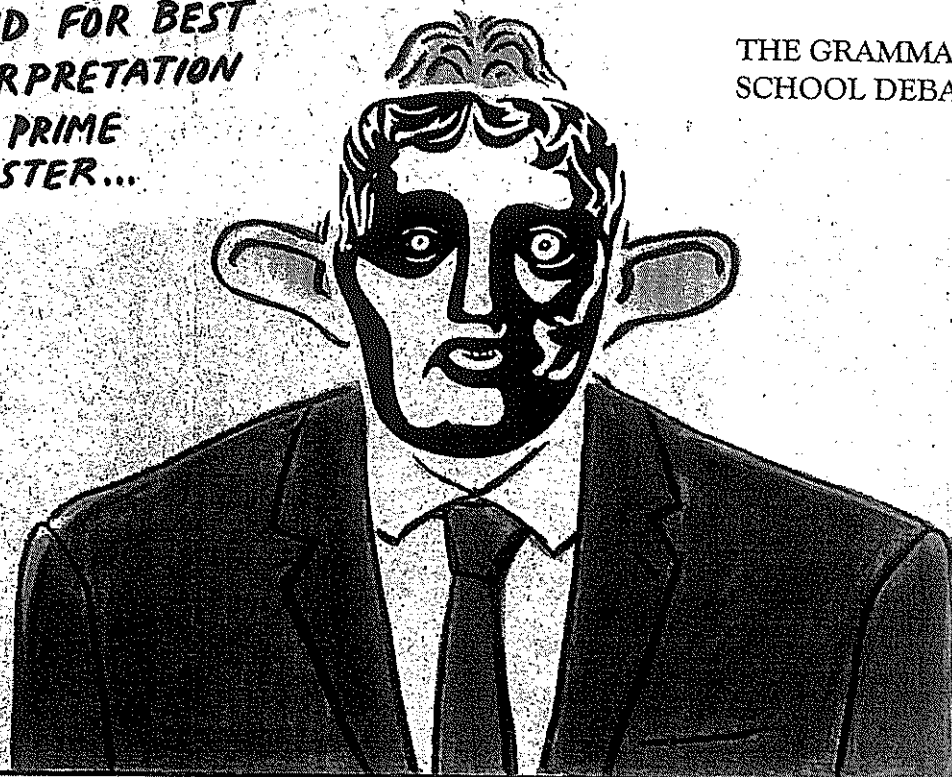
A Tory spokesman said the party's position had not changed and that it had always accepted population growth might make new grammar schools necessary in areas which already had academic selection.

But Lord Blackwell, the chairman of the Centre for Policy Studies, described it as a change of position and frontbenchers suggested it was a "very important" reassurance for angry MPs.

Alan Johnson, the education secretary, said the Tory leader had been forced into a humiliating climbdown. "After two weeks of pressure from his unchanged and unreformed party, David Cameron has caved in."

...AND FOR BEST
INTERPRETATION
OF A PRIME
MINISTER...

THE GRAMMAR
SCHOOL DEBATE



THE LAST WORD?!

Academic selection," the Conservative spokesman on education David Willetts announced last week, "entrenches advantage, it does not spread it."

The truth is that grammar schools have contributed more to social mobility than any other institution this country has known. In the 1940s and 1950s, when there was a grammar school in every town, more young people from disadvantaged backgrounds won places at top universities than before or since. Head teachers at public schools wondered about their future. Why, they asked, would parents continue to pay huge sums of money for their child's education when a similar or better education was available at no cost in state grammar schools?

Then in 1965 Anthony Crosland vowed that if he did nothing else he would abolish every grammar school in the land. The cull began and the independent sector flourished. Now grammar schools survive, just, in Northern Ireland and in a handful of local education authorities in England.

Grammars constitute just 5% of state schools and they routinely dominate the league tables. As, of course, given their selective intake, they should. But research shows that children at grammars make better progress than their peers at comprehensive schools. In Northern Ireland pupils of all abilities routinely outperform pupils in England at GCSE and A-level.

Not so long ago Willetts, acknowledging these results, declared that he was a strong supporter of selective education. He has now changed his mind. Why? Because, he says, new evidence shows that grammar schools do not contribute to social mobility. I do not believe him.

His U-turn stems more from his party's desire to rebrand itself than it does from the pursuit of a serious policy on secondary education. Grammar schools have been jettisoned because they are thought to smack of a right-wing Conservative past. The interests of bright children from disadvantaged homes have, in one of the bitterest ironies of modern politics, been sacrificed on the altar of compassionate Conservatism.

Chris Woodhead

EDUCATION IN UK

The state we're in

1944 Education Act establishes free primary and secondary education to the age of 14 for all. Previously only free primary education was guaranteed. The new act created a 'tripartite' system: grammar schools for the academically able; technical schools for the vocational and secondary moderns for the rest. All children sit the 11-plus

1948 The first two experimental comprehensives built in Middlesex

1949 Anglesey becomes the first fully comprehensive education authority

1964 Labour wins power promising to abolish 11-plus and introduce comprehensive education

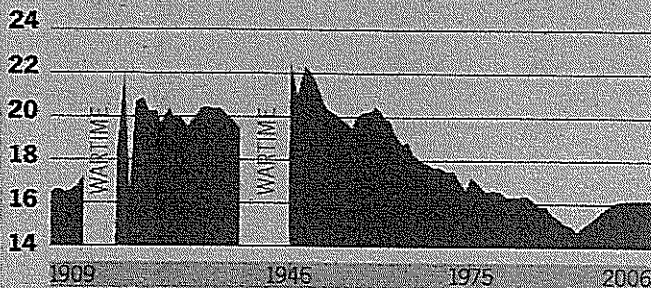
1970 Margaret Thatcher opens more comprehensives than any education secretary past or since

1979-96 Tory government introduces league tables, grant maintained schools and greater parental choice

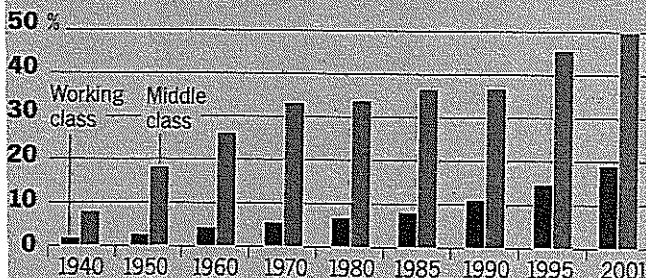
2007 Blair government increases school funding, starts new school building programme and creates city academies



Number of secondary school pupils per full-time teacher in the UK 1909-97



Proportion of students entering higher education by social class



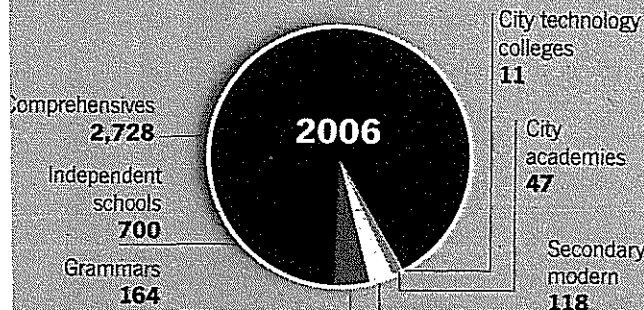
Literacy

The 1876 report of the registrar general noted that 16% of men and 22% of women could not sign their name

In 1974, about 2m adults (6% of the population) had insufficient literacy skills to cope with everyday life

In 1999, 16% of pupils (100,000) left school unable to read or write adequately for the demands of daily life

How today's secondary schools break down



Grammars and secondary moderns peaked in number in 1964. There were 1,298 grammars and 3,906 secondary moderns at the time. Only 36 technical schools were ever built. More than 150 grammar schools went private rather than becoming comprehensive after 1964

TRENDS IN UK EDUCATION

FREER LEARNING

Both Labour and the Conservatives now see merit in allowing schools more freedom and diversity than the "bog standard" comprehensive has. These are some of the initiatives being pursued or considered:

Trust Schools

Many schools are run by local education authorities, but the government is encouraging them to bring in outsiders and set up trusts to run schools with more autonomy. The trusts would own the school buildings and the schools would have a greater say over admissions. The policy has been described as "academies-lite". So far, around 100 schools have shown interest.

Specialist Schools

Labour has put in place a programme to encourage schools to specialise in one (or possibly two) of 10 areas: arts, business and enterprise, engineering, humanities, languages, mathematics and computing, music, science, sports and technology.

The government says the programme helps schools "to build on their particular strengths, establish distinctive identities and raise standards". The schools must still teach the full national curriculum.

Vouchers

Both parties have toyed with the idea of giving parents vouchers to pay for education. This would take the money the government provides for every child's schooling, but allow parents to spend it on whichever school they liked. Children from poor families could get higher value vouchers, suggest the Tories.

However, critics say such a scheme would only work well if there were more good schools to choose from.

CITY ACADEMIES

What is an academy

Academies are state-maintained independent schools set up with the help of outside sponsors. The Prime Minister, Tony Blair, established academies in 2000 to drive up standards by replacing failing schools in struggling education authorities. Originally called city academies, the government has dropped the word "city" because it wants to introduce them in struggling rural areas as well as the inner city.

How are they funded?

To become an academy, a school must raise \$2M, usually from a private organisation, such as a faith group. The government then contributes typically about \$25M. The private organisation runs the school outside of the local education authority's (LEA) funding control, but still operates it within all the national requirements for curriculum and standards.

How many academies are there?

Currently 46 academies have been opened and there are 100 more in the pipeline. The first three opened in September 2002, nine in September 2003, five in September 2004, 10 last year and 19 this year.

Who are some of the sponsors of academies?

So far, academies have been set up by Sir Peter Vardy, a Christian philanthropist who has been accused of advocating the teaching of creationism in science in the schools and Graham Able, the head of the prestigious Dulwich College in London. Other names coming forward to sponsor schools include BT, Channel 4, University college London, Microsoft, the BBC, Manchester Airport, UBS and charities such as United Learning Trust.

Are academies raising standards?

The government claims the average increase across all academies of pupils getting five good GCSE results is nearly 8%, outstripping the national average of 2.6%. Academies are, however, starting from a low base because all were failing schools.



INTERNATIONAL BOYS' SCHOOLS COALITION

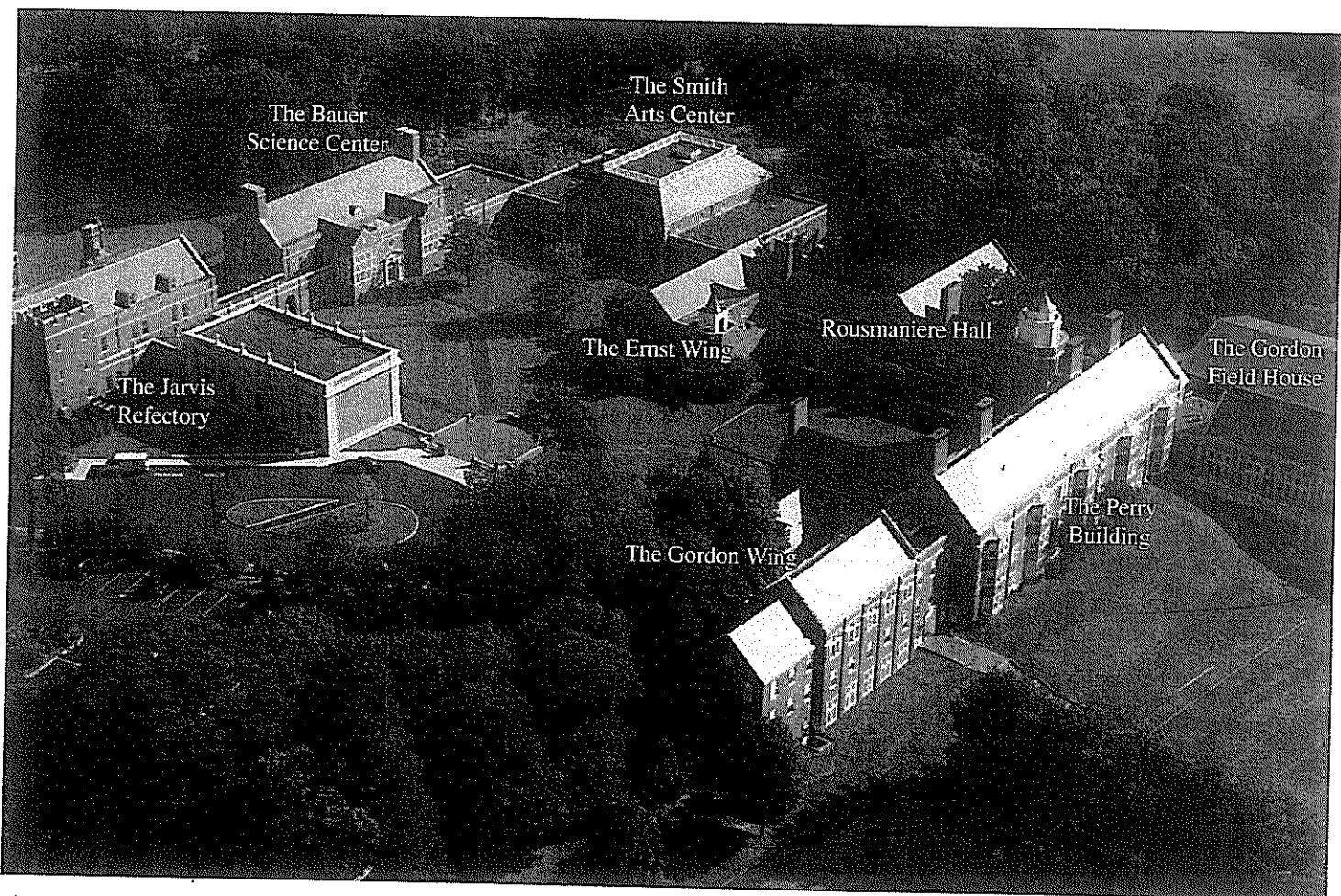
14TH ANNUAL CONFERENCE

BOSTON | JUNE 24-27, 2007

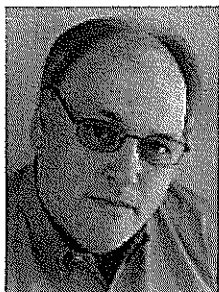
THE ROXBURY LATIN SCHOOL

CONFERENCE PROGRAMME & SCHEDULE

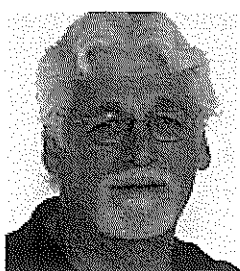
IBSC 14th Annual Conference: Boys and Their Worlds
The Roxbury Latin School, Boston, MA, USA



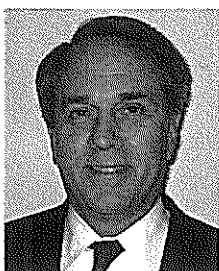
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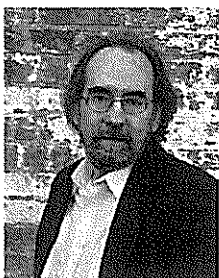
Adam Cox, a leading advocate for the social and emotional well-being of youth, initiated the *Mighty Good Kids™ Workshop for Social and Emotional Development*. This programme helps children with learning or attention problems, Asperger's syndrome, and other behavioural challenges develop social skills in a focused, supportive environment. He is the author of *Boys of Few Words: Raising Our Sons to Communicate and Connect*. In this work, Dr. Cox probes the reasons for and consequences of boys' relative difficulty in communicating their feelings. Further, he explores how nature and nurture combine with common "boy" issues like shyness, withdrawal, anger, and aggression to discourage the development of broad, deep, and verbally dexterous social and emotional vocabularies. As a practicing clinical psychologist, author, and lecturer, he helps parents and teachers apply the insights of scientific research to the everyday challenges of raising healthy children and adolescents.



Joe Ehrmann is an inspirational and dynamic speaker and seminar leader, who works with organisations and associations to promote growth, teamwork, effectiveness and individual responsibility. As an educator, motivator, professional speaker and coach for over 25 years, Mr. Ehrmann is a champion of causes, change and compassion. A former All-American football player at Syracuse University and former professional player for the Baltimore Colts, he now devotes his life to teaching boys and young men a new definition of masculinity, "strategic masculinity." This definition is based on two things: relationships and having a cause beyond yourself. He seeks to promote in young men the desire to excel as fathers, husbands, sons, and friends by helping them develop the capacity to love and be loved, by teaching them empathy, kindness, respect, compassion and appreciation. Mr. Ehrmann and his wife Paula are co-founders of the *Building Men and Women for Others (BMWÖ)* organisation, which addresses these issues of masculinity as well as the issues of violence and child advocacy.



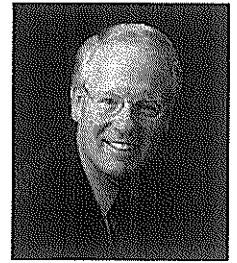
Rob Evans, Executive Director of *The Human Relations Service*, is a clinical and organisational psychologist who has served at HRS since 1974. A former high school and pre-school teacher, and a former child and family therapist, he has worked with families and schools for 30 years. He has consulted to nearly a thousand schools and districts around the country, working with teachers, administrators, boards, and parents. Dr. Evans' research interests have focused on the challenge of leading change in schools and on changes in the family and in the home-school relationship. He is the author of many articles and two books, *Family Matters: How Schools Can Cope with The Crisis in Childrearing*, and *The Human Side of School Change*.



Stephen Hall is the author of *Merchants of Immortality* and three other acclaimed works of science reportage. His latest work, *Size Matters: How Height Affects the Health, Happiness, and Success of Boys-and the Men They Become*, explores the biological, psychological, and cultural aspects of human growth, and grew out of Mr. Hall's experience of childhood and adolescence as a smaller-than-average boy. Mr. Hall illustrates that people, consciously or not, attribute positive qualities to tall boys and men – qualities including charisma, leadership, intelligence, dependability, sex appeal, and the ability to provide. As Mr. Hall puts it, height matters because it "has an impact on social perceptions, romantic interactions, workplace hierarchies and our self-perception long after we've stopped growing." He writes frequently for the *New York Times Magazine*, *Discover*, and other magazines.

KEYNOTE SPEAKERS

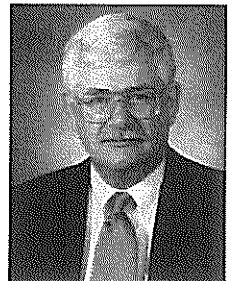
Rushworth Kidder is the founder and president of the non-profit *Institute for Global Ethics*. He is widely known as a provocative speaker and stimulating author and brings more than 30 years of insights to his discussions of corporate and global ethics. The tools Rush Kidder provides help people challenged by situations with no easy answers see through the complexities and moral dilemmas to make the best decision. Dr. Kidder's latest book, *Moral Courage*, uses real-life stories from business, education, government, sports, and other areas to explain what moral courage is, what it does, and how we can develop it. Through his lively, compelling, real-life stories, he illustrates the fact that our toughest choices are not matters of right versus wrong but of right versus right. He is the author of seven other books, including *How Good People Make Tough Choices*, and also serves as executive editor of *Ethics Newsline*™, the world's first weekly, Internet-based, ethics information service.



Paul G. Kirk, Jr. is a founding Board Member of the John F. Kennedy Library Foundation and currently serves as Chairman of the Board of Directors. He is Co-Chairman of the Commission on Presidential Debates. He is also affiliated with the law firm of Sullivan & Worcester LLP of Boston, Massachusetts, with offices in Washington, D.C. and New York City. Further, he is Chairman and Chief Executive Officer of Kirk & Associates, Inc., a business advisory and consulting firm. From 1985 to 1989, Mr. Kirk served as Chairman of the Democratic Party of the United States, and from 1983 to 1985 as its Treasurer. He also served as Chairman of the National Democratic Institute of International Affairs from 1992 to 2001 and is the recipient of several awards for his civic leadership and public service. He attended The Roxbury Latin School and graduated from St. Sebastian's School.



Thomas Mortenson, Senior Scholar at *The Pell Institute for the Study of Opportunity in Higher Education* in Washington, DC, is also the editor and publisher of *Postsecondary Education OPPORTUNITY*, a monthly research letter devoted to analysis and reporting on the demographics, sociology, history, politics and economics of educational opportunity after high school. Mr. Mortenson's policy research focuses on opportunity for postsecondary education and training and the ways public policy fosters or impedes access to that opportunity. He has a special concern for populations that are under-represented in higher education — most especially populations that have been denied access and opportunity in the pursuit of higher education.



Steven Pinker is the Johnstone Family Professor in the Department of Psychology at Harvard University. Until 2003, he taught in the Department of Brain and Cognitive Sciences at MIT. Dr. Pinker's academic specialisations are visual cognition and language development in children; he is most famous for popularising the idea that language is an "instinct" or biological adaptation shaped by natural selection rather than a by-product of general intelligence. Pinker's experimental research on cognition and language won the Troland Award from the National Academy of Sciences, the Henry Dale Prize from the Royal Institute of Great Britain, and two prizes from the American Psychological Association. He writes frequently for publications such as the *New York Times*, *Time*, and *The New Republic*, and is the author of six books, including *The Language Instinct*, *How the Mind Works*, *Words and Rules*, and *The Blank Slate*.



Workshop Sessions Attended

The Importance of Tradition in a Boys' School

John Demeny, Head of Middle School, St Bernards School, USA

In his splendid *The Art of Teaching*, Gilbert Highet describes the way tradition shapes the mind. Tradition offers encouragement: what others have done, the new generation can do as well. Tradition offers a range of possibilities: the young can see what others have accomplished and emulate those whom they admire. Tradition offers a sense of order: generations have come and gone, and yet the school continues, staving off "spiritual anarchy." Along with a sense of order, tradition encourages responsibility: a sense of solidarity with humanity, a feeling that helping others is a noble ideal. And finally, and perhaps the greatest of all of these, tradition offers challenge: as Highet puts it, "successful rivalry with the past." This workshop examined the questions: how do boys' schools use tradition to shape their students' minds? Attendees learned about the many traditions of St Bernard's, a K-9 school in New York City, and there was ample opportunity for discussion.

Achieving Excellence in Boys' Schools through inclusion

Andrew Baker, Deputy Headmaster - Academics, St Stithians Boys' College, South Africa

Gladys Ayaya, Head of Academic Support Department, St Stithians Boys' College, South Africa

In six years, St Stithians Boys' School has moved from being an exclusive and highly selective school to an inclusive school that celebrates diversity. The teachers have had to change their teaching mindsets in order to accommodate boys with diverse needs. Culture and practices have changed, in terms of enrolment, teaching methods, assessment, integration of diverse learners, teacher training, and leadership styles. But in return, their success has been great. Academic results, school ethos and student discipline have improved, and the boys are more motivated.

Boys in their Boarding Worlds

David Anderson, Senior Boarding Housemaster, Shore School, Australia

Antony Weiss, Housemaster, Shore School, Australia

In this workshop, two experienced boarding housemasters identified and discussed 'best practice' in boarding. To make the workshop a truly international learning experience delegates who intended attending the workshop were requested to e-mail discussion points to David and Antony before the 14th IBSC conference. Discussion points were researched, prepared and presented by the housemasters from Shore School. The presentation of each discussion point was followed by group discussion to allow time for a healthy exchange of ideas and perspectives. Those present were also invited to discuss an action plan for continuing collaboration among IBSC boarding schools.

The CSBL Boys' Audit: Taking the Personal and Scholastic Temperature of Boys in School Settings

Richard Hawley, Writer/Consultant, Headmaster Emeritus, USA

Michael Reichert, Psychologist/Director, Centre for the Study of Boys' Lives, USA

Supported by a five-school consortium of schools and in conjunction with University of Pennsylvania, the *Centre for the Study of Boys' Lives (CSBL)* is a non-profit organisation founded in 2001 and devoted to understanding and improving the lives of boys. Its research and educational programmes promote possibility and integrity in the lives of boys. This workshop reported on the *CSBL Boys' Audit*, and recent projects in two boys' schools. The audit process investigated how boys saw themselves and their school experience, and assessed how school staff perceived the boys' dimension of the school. It also attempted to identify and then improve upon a school's distinctive and best practice for teaching, counselling and coaching boys. The goal of this workshop was to heighten awareness of concrete practices that are demonstrably effective with boys, as well as to indicate how faculties might get into an "inquiry mode" that would enable them to identify those practices in their schools.

4. Evaluation

The opportunity to take a term off with my wife and travel to the Northern Hemisphere was tremendous.

After nearly 18 years as a Head of two schools, I certainly needed the chance to get away from our busy lives and do some personal research, visit some notable boys' schools in two different countries, and also meet new colleagues at the IBSC Conference.

In between this activity we had a superb holiday in Spain and Portugal, two countries I had never visited previously, and met Auckland Grammar School old boys in both London and New York at very successful dinner functions.

The school visits were enlightening in several ways but the impression that will stay with me for ever is the huge commitment in the USA to philanthropy. Both US Schools had significant endowments, one in the vicinity of \$250 million (US).

There was also a very strong English public school bias in these US schools; in some ways they were more English than the schools I saw in UK, especially Roxbury Latin School (the Union Jack was still flown every day, and "Jerusalem" sang at assembly!)

However, in essence I believe that what we offer as a well resourced state school is comparable except in the teacher:student ratio (1:6 in US).

Compared to state schools I have previously visited in UK, New Zealand's State education system is light years ahead and is something we should be proud of and strive to retain.

The English public schools were quite different. Bolton School (my home town until I was 13 years old) is the pre-eminent public school in the North West along with Manchester Grammar, and shares a campus with a separate girls' school but operates under the same foundation. It is a very successful and traditional school.

Perse School was an enigma. A school with a long history and great tradition, it didn't seem to have the same strong boys' school feel that both Bolton and Bedford had.

Maybe it was the recent introduction of girls at Form 6 and the intention to become fully co-ed by 2010 that made it have a different feel.

Certainly there is a homogenising of England's public schools and a consequent watering down of the schools' original strength and character as they strive to provide all things to all people.

It is purely observation but over the last 10 years I have visited a number of schools in the UK and it seems to me that the very few single sex public schools left are so good - they seem to pull together more, have a more common aim and be more comfortable with their identity. I guess they stick to what they are good at and are not distracted by fads or trends that may or may not be worth while.

Certainly Bedford School was in this category - a very traditional, confident, successful boys' school which turns out terrific all-rounders (sport, music and academic all strong). Their music department facilities were superb and their cricket wickets unbelievably good!

I have previously commented on the current educational issues in the UK.

The conference was interesting and I loved Boston as a city.

The conference was dominated by schools from USA, UK, Australia and South Africa.

However, there were six schools from New Zealand, all state funded except for Dilworth - Auckland Grammar School, Palmerston North Boys' High School, Christchurch Boys' High School, John McGlashan, Shirley Boys' High School.

In fact the only state schools present were from New Zealand; all the rest were independent.

The Conference focus was really centred around pastoral care, ethics and philosophy.

It was not essentially a conference for Heads but rather for anyone interested in boys' education, and in trying to be so broad it perhaps didn't have the focus I was looking for.

Nevertheless, it was interesting, helpful with networking, allowed time to get to know better my colleagues from New Zealand schools, and opened my eyes to a number of different ideas and approaches.

In 2009 this conference organised by IBSC will be held in New Zealand and hosted by Lindisfarne College in Hawkes Bay. No doubt all boys' schools in New Zealand will be called on to help, and having attended this one in USA and a previous one in UK, I am sure New Zealand can host a superb conference and learn from our experience this year in Boston.

This Ministry initiative is a superb way of allowing long-serving Heads to reflect on education generally, on their school in particular and on the future, things we do not have time for usually in our busy existence.

I also conducted my own personal research on an issue that interested me personally but have not included this in my report, but am happy to elaborate further if required.

All told, a wonderful experience and my thanks to the Ministry for the award. It was for me a time of research, reflection and re-invigoration.

John Morris
Headmaster
Auckland Grammar School