

Principal's Message

Spurring One Another Toward Love And Good Deeds

Scales.

Major followed by the minor keys, contrary-motion scales, next on chromatics, and then finishing off with arpeggios and dominant sevenths.

This was the routine I had to dutifully follow when I was learning how to play the piano. Before moving on to the 'exciting' pieces that would be more melodious and sometimes, popular in the realm of classical music, piano lessons for me always started with scales and arpeggios. There were days of sheer dread to go through them, but they were never absent during my piano-learning years. It became a regime and discipline that accompanied my music education in my growing years.

This is not unique just to music. Other disciplines like the learning of sports also undergo a series of rigorous warm-ups and needed routines during training. These core skills may build certain muscle groups essential for the sport, improve reflexes

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and sharpen players' ability to participate in the sport so as not to risk injury. They also serve as stepping stones to guide players through more complex settings in the sport.

More than just a routine, these sessions provide the learner with valuable skills that can be further developed as one grows from the novice to mastery level.

Hebrews 10:23-24 has been chosen as the theme verse for our 135th anniversary. Besides reminding us to stay anchored to God as our Hope, we are to also spur each other on toward love and good deeds.



THEME 2021

Let us hold unswervingly to the hope we profess, for he who promised is faithful.
And let us consider how we may spur one another on toward love and good deeds

- Hebrews 10:23-24

Anglo-Chinese School (Independent)

And this should start within the school community. While we must continue to motivate one another to serve others outside school, we must also not neglect the need to support and serve others **within** the school community. Beyond endeavours of school-based projects that express our appreciation for student or staff segments, the day-to-day interactions that we have with each other also go a long way at building ACS and the school family. In our exchanges with one another, can we be more gracious? Can we first take the opportunity to better understand the perspectives of our peers in school before we expect others to understand us? How can we better affirm and encourage one another in the school family toward love and good deeds for each other, as we advocate at serving communities outside of school?

The exchanges that occur in school sometimes lose traction, or they

become forgotten, as pursuits that gain greater visibility unwittingly displace them. One may assume them to already be in existence, or take them for granted, when there is more that we can do to build the school family.

But like the learning of scales and arpeggios, or warm-ups and training routines, they are fundamentals. The varied settings guide how one can better relate with others in school, thereby developing a suite of positive dispositions and habits that pivot us in the way we go about doing good work to fulfil our core purpose. For these school contexts are not just works set out for a stipulated duration of time, or for a purpose specific to the project, but a continuous day-to-day endeavour, that grows incrementally over time, and where repeated practice of these 'scales' can lead to a fuller, more developed ACSian ready to positively shape and impact society.