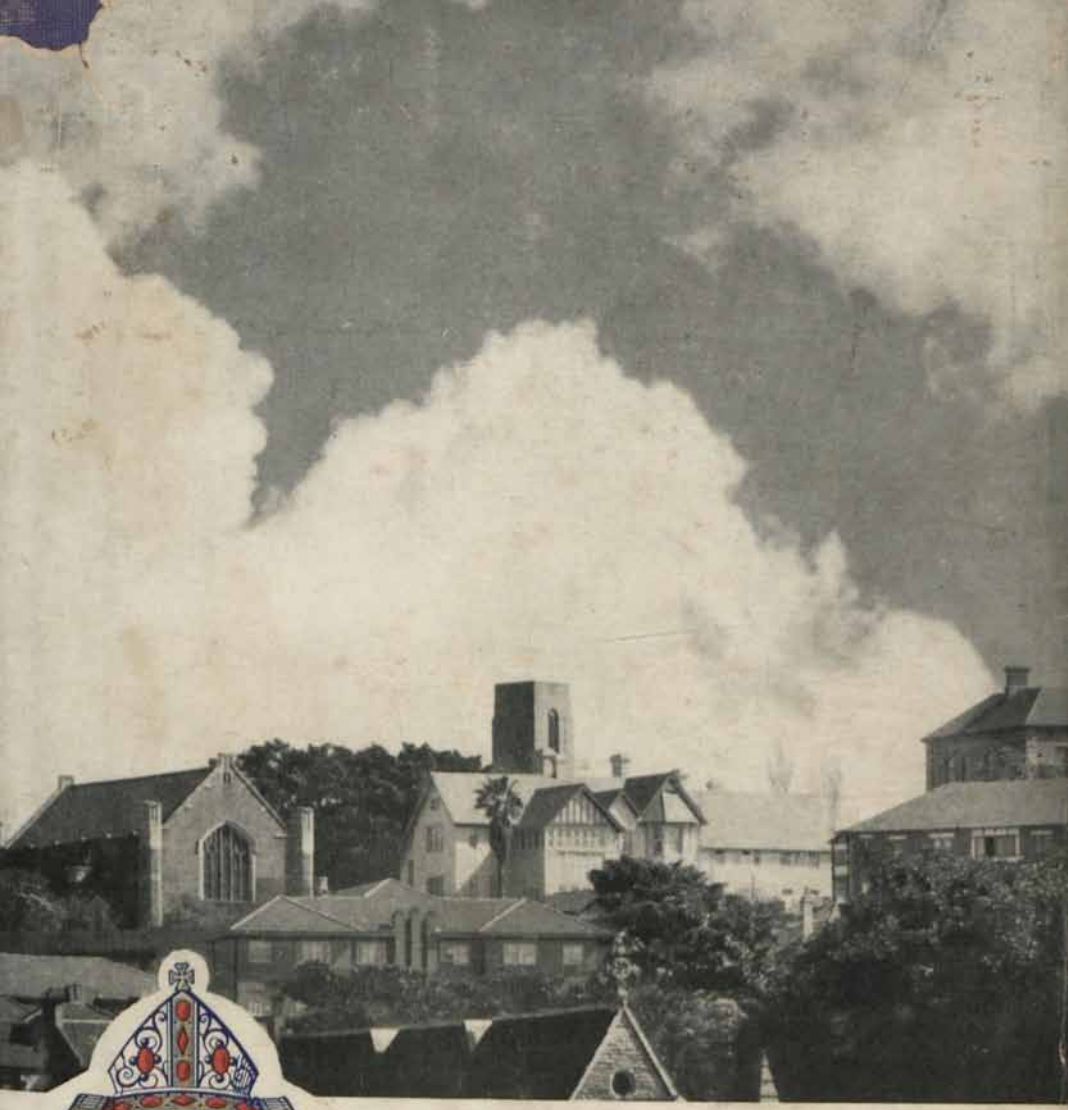

"SHORE"

The Sydney Church of England Grammar School

by E. R. HOLME, O.B.E., M.A.

With a Foreword by His Grace The Most Reverend the Archbishop of Sydney

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"The Sydney Church of England Grammar School, from its first Headmaster, Ernest Riff Robson, and the staff he gathered, learnt to be just what was expected of it, that was another representative, out of England, of that famous type, peculiar to the English people, called the English Public School. Now past its sixtieth year, it has taken a full share in developing the Australian form of the inherited tradition."

These are the opening words of Professor E. R. Holme's book about the school, Shore (as it has come to be known), with which he has been closely associated ever since he joined the teaching staff as a young man. He had been educated mainly at The King's School and he describes himself as an old boy of Shore by adoption and courtesy. Professor Holme has known all the headmasters of the school, and for almost fifty years he has been a member of the School Council. His interest in Shore has increased with his knowledge and he is undoubtedly well equipped to write about most of its phases—especially in its earlier life—and generally about its adversities and achievements. Chapters in this book deal with the founding of the school, the founder and the first headmaster, the

(Continued on back flap)

D. J. Robers
16 Provincial Road
Lindfield

$50

"SHORE"

The Sydney Church of England Grammar School

INTERIOR SCHOOL CHAPEL

Photo: Hall and Company

"SHORE"

THE SYDNEY CHURCH OF ENGLAND GRAMMAR SCHOOL

THE FOUNDATION
AND
FIRST HEADMASTERSHIP

Viewed from the School's Sixtieth Year

BY

E. R. HOLME, O.B.E., M.A.

Professor emeritus, University of Sydney
Member of the original committee of the Old Boys' Union
and for over fifty years Member of the School Council

With a Foreword by His Grace
The Most Reverend the Archbishop of Sydney
President of School Council

ANGUS AND ROBERTSON
SYDNEY · LONDON

First published 1951

BOTH the Author and the School will be grateful for information that supplies the names of persons who had to be left unnamed in the photographs used. Detail of relevant school history which has been omitted, perhaps accidentally, will be welcomed. The title of the book indicates its scope to be limited, in the main, to the beginning of a school which is now conscious both of its growth to maturity and of corresponding rights and duties.

SET IN LINOTYPE GRANJON

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Foreword

"SHORE" is fortunate to have this history of its first Headmaster, written by Professor E. R. Holme. A Sydney man, a son of the Rectory, and an educationalist, he has been able to appreciate the significance of the founding of "Shore" as a Church of England School, and as the fulfilment of Bishop Broughton's desire to establish two "King's Schools".

Throughout the life of the School Professor Holme has been closely identified with it, first as a member of the Staff, and then as a member of the Council. The following chapters on its early history are proof of the trouble he has taken to secure all available information. Much of the book is based on his own vivid personal recollections, the writing of which has obviously been a labour of love. Many of those who played a leading part in the early years of the School come to life again in these pages. This book will enable all "old boys" of "Shore" to realize how much the School owes to its first Headmaster. Professor Holme by writing it has placed the School under a further debt of gratitude to its faithful friend —the author.

HOWARD SYDNEY.

St Peter's Day, 1951.

Thoughts on History

A history in which every particular incident may be true, may on the whole be false. . . . The perfect historian is he in whose work the character and spirit of an age is exhibited in miniature. He relates no fact, he attributes no expression to his characters, which is not authenticated by sufficient testimony. . . . he gives to truth those attractions which have been usurped by fiction.

MACAULAY, 1828.

I do not think that the most valuable function of the historian is to trace back the institutions and ways of thought which have survived, as if we were at the end and climax of history. It is at least as important to retrieve the treasures that have been dropped on the way and lost, which, if restored, would enrich our civilization.

ANDREW GEORGE LITTLE
in *Proceedings of the British Academy, 1945.*

I. To Members of the School, Past and Present

THIS book is for all who have any interest in "Shore" past or present. Upon knowledge of all the School's history, it deals mostly with the past as that was in the writer's youth. He has had a long life and the School has been one of his main interests, almost throughout.

His own school was "King's". His first service as a teacher was at "Shore", under the command of Ernest Iliff Robson. After about three years there, he became a lecturer at the University of Sydney. Those years made him a teacher for life and for love of young life, as he gradually came to know it in more and more of its good representatives.

He was quite early elected a member of the School Council and has been one practically ever since. He has had the honour of knowing all its Headmasters and working with them.

This book was first read in manuscript by the present Headmaster. It contains some matter derived, for its purposes, from him.

It is intended by the writer to be a contribution to School history by himself, i.e. a survivor who has known most of the facts and persons concerned in the early part of that history. This contributor then, is one of the few remaining who have a personal knowledge of what it was to be a member of the School almost anywhere in the first ten years or so of its existence when it began prosperously but ended with a change of Headmaster, that the Council thought necessary.

The writer accepts a responsibility, which he could not delegate, for this initial piece of School history. He sees the School and its first Headmaster as like those eighteen men of Siloam on whom the tower fell—that is as a sort of victim

of forces beyond control though in the School instance there was something to be added of human error which is, in this story, taken into full account but not without due respect.

"THE OLD NORTH SHORE HAD ITS POETS"

The old North Shore had its poets, among them a lady, Miss Madeline Messiter, one of the School's most constant friends. In a letter, written in 1914, during the headmastership of Mr Purves, she looked back to the original "Robson" time to call it "the good old Robsonian days". That suggested to this author a title for the book, though not all those days were good in the experience of the School. Such a name proved impossible, as begging the question that had to be faced. But there was truth as well as poetry in the idea of such days: a large proportion of them were indeed worthy of the eulogy. A most happy start was made then, and, to it, all interested in the School looked back hopefully, even in the unhappy time which, when it passed, had never to return. The best of the old "Robsonian days" were then to prove typical of many others to come—and the partly unhappy ones have had only their historic import.

II. To other Readers

THIS begins from a piece of Shakespearian dialogue: "What manner of man is he?"—"An old man"—"What doth gravity out of his bed at midnight?" (Writing books perhaps)—"Shall I give him his answer?"—"Faith! and I'll send him packing."

But, in this particular story, it is an advantage that the author is old, even old enough to have had some part in events that dated from fifty to sixty years ago, and are of importance to the School of today.

He has known every Headmaster the School has had. He began with it as a member of its teaching staff, quite young and so young-looking that the boys nicknamed him accordingly. Ever since and even elsewhere the name that implied perpetual boyishness has stuck to him. First tolerated, it became pleasant as a reminder of his having, at least, been young once—and ageing men profit if reminded of that, with the good-fellowship it brought them, as "Sonny" has profited.

For fifty years the author has been a member of the School Council. From the coming into existence of the Old Boys' Union he has been allowed its membership. He ought then to know something about his subject. The School is still young and it helps now to give him some pleasant illusions of youth.

Whenever Sir Philip Sidney heard that old war song of "Percy and Douglas" his heart was moved as by sound of a trumpet. So this author when he hears, even in his memories, the sound of the old School Song "Here's to the fellow that loves the School" feels a glow of pride, and gratefulness for the goodly company of Shore boys who still live in his memories of its old days along with Headmasters, and colleagues, school families, and other friends whom he owes to the School.

He does not mind if anyone satirically classifies him under the Australian title of "The Sentimental Bloke", for what other equal good can schools do if they do not make their members love them? He admits that Shore did that for him, and the simple old School Song together with its excellent and original tune has been continually in his memory as he wrote of good or bad experience for others who also loved the School, and so live with it: *Tradunt Lampada Vitai.*

The rest of the author's greetings will be left to the imagination of his more generous readers. They will, perhaps, sometimes say, in the ancient rhyme, and about this book of past times that some of them shared:

If ye take good will therewith
It hath in it some pith.

E.R.H.

Acknowledgments

THE author expresses his very deep appreciation of the offer made by His Grace the Archbishop of Sydney, President of the Council of the School, to begin this book with a Foreword.

He has to thank the Council of the School, and its Executive Committee for their interest in the work for which he himself accepts full responsibility.

Such gratitude is also due to the Headmaster for help given as the substance of the book was submitted to him for criticism and suggestions; and to the School Chaplain for his own account of the part taken, in the daily life of the School, by the Chapel.

The authority of classical scholars had to be sought in dealing with the record of the main subject, the First Headmaster. The chief obligations are to Professor R. E. Smith (Latin) of Sydney University, himself a Cambridge man, and the Reverend Edgar Iliff Robson, B.D., also of Cambridge.

In biographical particulars the principal help came, for family matters, from the Reverend E. I. Robson, his sister

Mrs E. O. Davies (Louise Robson) and Sir Robert Garran, G.C.M.G., all of whom have seen copies of the Manuscript and have approved the use made of their information. Mrs C. H. Hodges also sent helpful information from abroad.

Some of the few surviving "Old Boys" of the original Headmaster's time were asked by the author to check his impressions by their own. He is especially grateful to Mr. W. Branthwaite Clarke and Mr. J. F. (Eric) Fitzhardinge for the help they gave in this, to him, important comparison. The Honorary Treasurer of the School Council, Mr. A. D. Fisher, also an Old Boy, has been of further and great help through his understanding of both early and present times and relationships.

Old Boys of the School have not often chosen literature for their profession. To one of the best known, Mr G. E. W. Harriott, the author submitted his manuscript and had from him criticism that improves the book in part of its form.

To University friends, and others who have assisted in various ways, including criticism, also out of the resources of the Royal Australian Historical Society and the Mitchell Library, the author feels very obliged. The collection of photographs is from various sources and should prove interesting. Though miscellaneous, all of it has relevance.

This final acknowledgment is due to one no longer in this life. She was Miss Cecilie Purves, a daughter of the third Headmaster, born while he held office in the School. She graduated, with Honours, in the author's department at the University and afterwards became Secretary to that Department. After good service she resigned, partly in order to do honorary clerical work on this book. As it was being finished, her health failed and her life ended. She had been more a collaborator than a secretary. Her close friendship with school families, her literary sensibilities, her experience of academic community life, fitted her for the great part she took in the work. To this author she lives now in the tradition of her father's school, and it is hallowed by her memory, also.

VITAI LAMPADA TRADUNT.

(Sydney Church of England Grammar School.)

E. ROBSON. JULIUS LANGHANS.

1

Here's to the fellow that loves the School,
Be he schollard, or dullard, or wit, or fool;
If he never allow his love to cool,
Tradit lampada vitai.

2

And here's to the fellow who works like a black,
At his books, in the field, or at three-quarter back
May it never be ours such workers to lack—
Tradunt lampada vitai

3

Here's to the fellow who never says die,
Though his oar may be sprung, or our bowling awry,
Five lengths to make up, or four goals to a try—
Tradit lampada vitai.

4

And here's to the fellow who, facing the foe,
Showed the stuff that is reaped from the seed that we sow
For the King's and the Old School's honour aglow—
Tradit lampada vitai.

5

Here's to the Primate, the Council and all,
Who consult for our welfare; right gladly we'll call
Three cheers for them too while we muster in Hall—
Tradunt lampada vitai

6

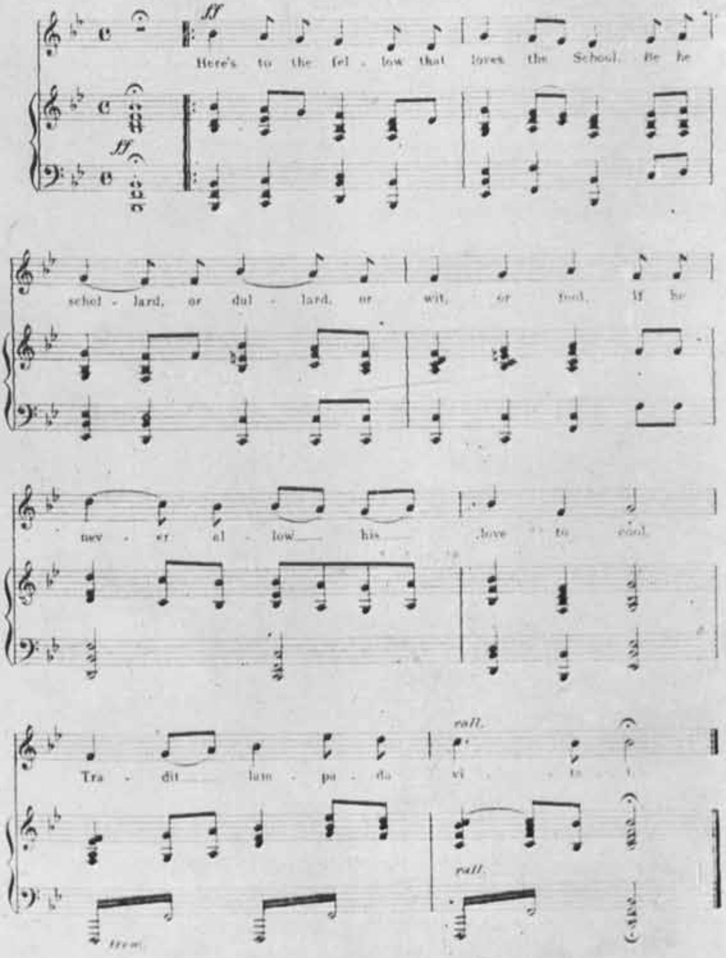
Here's to the King; may he long live to reign
O'er this land where Old England is youthful again.
O'er an Empire as wide as the world-circling main—
Tradit lampada vitai.

VITAI LAMPADA TRADUNT.

(Sydney Church of England Grammar School.)

E. ROBSON.

JULIUS LANGHANS.



Preface: From Robson to Robson

THIS is an appropriately brief record, mainly of the first period of headmastership—1888 to 1900—of the Sydney Church of England Grammar School. It was, for external causes mostly, a troubled period, very dangerous for the beginning of any such venture. The School became imperilled after it had been in existence only six or seven years. In 1901 there was a change of Headmaster.

Circumstances, too, then began to change. They fortunately became less unfavourable. Since that time there has never been equal cause of alarm for the finances of the School. The anxiety attendant upon maintaining religious education is largely financial. Great benefactors are needed if high fees are not to be charged.

Now, after sixty years, passed under the control of four Headmasters, all of eminent qualities and qualifications, with English and Australian educational experience of the right kind for their time, the scholastic foundations are hardened to withstand almost any shock or to carry any additional burden for which due endowment is provided.

The Headmaster at present in office is Leonard Charles Robson. He began young, with many high distinctions, including that of Rhodes Scholar, also Senior commissioned service, and the Military Cross, in the First World War. He had experience as a boy in one great Australian school and, as assistant master, in another. Under him, all interested have seen his school making giant strides to numbers unequalled in its history and to new developments required to deal with changes in accommodation, staffing and curriculum. His period of office, still undetermined, will ultimately need a special record. In it justice should also be done to the labours of his greatly successful immediate predecessors, the late C. H. Hodges and the late W. A. Purves.

That he himself has the family name of the first Headmaster, without any relationship existing, is a curious coincidence.

The original, and late Ernest Iliff Robson, and the present Leonard Charles Robson may be difficult to distinguish for readers of school history some centuries hence, but the difficulty does not exist now. The first of the name stands at the beginning, that is at what became a most unfortunate time in the School's experience. The other marks a climax of good records in later, still difficult yet more prosperous times, so far as the history now extends.

Between these two Robsons lies the strengthening progress made under Hodges and Purves. All these Headmasters' names have their own power to fill the Old Boys of the School with pride and feelings of loyalty and affection for their beloved "Shore", under whatever guidance it has been.

As a first record out of the School's history this has had more sources of help than can be shortly acknowledged, and more living authorities than can now be named.

A school's chronicler has to make inquiry among "old boys", and to be wary of offending some. These will not publicly admit being the source of some valuable and true addition they made to the facts or interpretation of their school's record. A historian has to take upon himself a certain responsibility for statements of the truth of which he is satisfied, though the evidence he holds is not allowed to be completely given. That sort of omission may be much the more regretted because it carries with it a necessity to omit other names too from the evidence.

Old Boys of the first headmastership, have, all the same, a moral right to be thanked, in general, for their part in this history. It is a part which extends beyond those who would allow themselves to be mentioned. It includes those who in casual conversation at Old Boys' dinners, and on other School occasions, have fallen into converse about members of the

early staff, thanks to the presence of a survivor with whom they could naturally talk over their memories.

Some of those informants have seen parts of the MS. of this book, and given general approval to what they read. A few others have gone through it as it neared completion, also accepting its statements of fact. It has in addition been subject to the criticism of the few who know most about the original School, perhaps to an extent sufficient for the interests of accuracy and for testing a general soundness of judgment in its writer.

Citing of such critics' names is not always necessary. Some contributors can be and perhaps have been thanked on behalf of the School, by the action of the Headmaster who referred to their authority for advice on the manuscript as he first received it. The author asks for correction even now of anything that is an error of any sort, though it may be only one of omission, presumed to have been accidental, as it probably is.

Another debt that must be recorded is that to the Royal Australian Historical Society for use of a manuscript in its keeping which throws light on the very early history of education in Australia. It is a piece of research by the late Mr Ransome T. Wyatt, called "Thomas Hobbes Scott Archdeacon; of N.S.W. 1824-1829", which, except for its author's inapposite main title, is worthy of the Society and has been gratefully used by this writer for some facts, and inferences.

When all such debts are acknowledged, there are others still outstanding, in the two common meanings of that word. One is to the only survivors of the original Headmaster's family: his sister Mrs E. O. Davies (Louise Robson) and his brother the Rev. Edgar Iliff Robson, B.D., and the representative now of the deceased sister Hilda, her husband Sir Robert Randolph Garran, G.C.M.G.

All these have read the first completed form of the manuscript and found it generally correct from their own points of view. They were also helpful in their criticism. Without

a checking from them, of both fact and opinion, some parts would have been too great a responsibility for the writer.

As experienced authors, themselves, the two men relatives of the late Headmaster concerned were of particular helpfulness, though they are not charged with responsibility for all ideas expressed.

Mrs Davies was but a schoolgirl at the time she was resident in her eldest brother's house, but she shared the ability to observe in an independent way the facts of their common life. As the family proverb expressed it "Louise is always looking down another street"; she already made her own observations. That was really characteristic of them all, even the youngest.

There remains, beyond "old boy" readers of the manuscript "without prejudice", the present Headmaster of the School to thank for his help, including that of the School's compiler of recorded minutes, Mr G. A. Dickinson (himself an Old Boy).

Both contributed material, Mr Dickinson of fact, and Mr L. C. Robson of fact and inference. The latter was specially important as able to characterize the administration of a predecessor from the point of view of an inheritor who knew from intuition as well as experience what value it had. The admiration of the first Robson by the second, that began to grow after twenty years and more, and found striking expression after nearly fifty years had elapsed since the record of the first in the School had closed, has a value beyond cavil. This is by reason of his experienced estimation of what constitutes successful school leadership.

Again, it is recorded that Sydney Grammar School's longer history has certain intervals in which that of the Sydney Church of England Grammar School has, so to speak, been sighted. As, for example, when the future "Shore" came to set up its sign not actually in the same neighbourhood as "Grammar" but away on the North Shore. There it was, comparatively, like the poet's "Traveller", "remote, un-

THE FOUNDER: BISHOP BARRY

Photo: Mitchell Library, Sydney

E. I. ROBSON
About the time of his appointment to the School

B. O. HOLTERMAN
The original owner of the School property

friended, melancholy, slow". So now, when Shore's longest headmastership is held by an S.G.S. Old Boy, it would seem fitting to begin its early history with a salute to the older institution.

It is therefore recorded that the recently retired Headmaster of S.G.S., Mr F. G. Phillips, M.A., while that of S.C.E.G.S. was on leave, kindly took the trouble to read the almost complete MS. of this book and contributed some valuable criticism which has since been duly considered and turned to good account in various improvements.

Johnstone's important *History of The King's School, Parramatta* tried to give the story of that oldest of our schools for the first century of its existence. The author, the Reverend S. M. Johnstone, M.A., F.R.H.S. (later made Archdeacon of Sydney) faced, as the greatest difficulty in his task, "the circumstance that for the first fifty years of its existence that school seemed to have preserved no records of its own". Yet out of other material diligently collected and well appraised, he made in due proportion a stately volume of more than 400 pages worthy of the first Centenary of the first Public School of the English tradition as established in Australia.

No equal problem of vanished records existed in the sixtieth year of the Sydney Church of England Grammar School. The earliest form of it was thought of also as a "King's School" but in Sydney. That one promptly died and could not be revived under the "King's" title. The ultimate "Sydney Church of England Grammar School" has almost nothing essential missing from its records of sixty years' existence. For that important fact it can thank its honorary secretaries and treasurers, in particular, with its Council in general, also certain salaried officers and some practising accountants. On the arrival of its Centenary, it should have a fairly clear record of its whole course.

It then might well think gratefully again of the pioneer work of the eventual Archdeacon Johnstone. It owes him

thanks not only for his example but also for the interest he took in the history of the Sydney Church of England Grammar School at its Diamond Jubilee. A great deal of this portion of that history, when the state of his eyes did not permit him to read, he listened to, with careful attention. He helped also to improve it with his special knowledge, both historical and ecclesiastical, as with exercise of his good critical faculty. He used all liberally for the advantage of this study of times past in the service of religion and education.

SO FROM ROBSON TO ROBSON

On April 14th, 1951, about half a century had passed since Ernest Iliff Robson left Shore. He had been the first of its Headmasters. His was the honour of making it. One of his successes was a tradition of its eminence in rowing. After his retirement he joined in the congratulations due when it "won again", as long as his life lasted.

Such occasions were frequent under the fourth Headmaster, also a Robson, though unrelated. So the headmastership of Leonard Charles Robson had a special link with that of the first of the name, in the traditonal School activity of Rowing.

But that is only one of the traditional activities. It has attracted more public attention than others and to the School itself is particularly dear. Every Headmaster since has had the responsibility of continuing other varieties of the whole original Robson tradition.

On the rowing side there has been a great development of a School sport. It is best represented by that "Great Public Schools Regatta", last held on April 14th, 1951. In that, and before many thousands of spectators on the banks of the Nepean River, and with very many more listening to and visualising, the radio accounts of the racing, all given in much detail, Shore had the distinction of being "placed" in every kind of race. In 'Fours' rowing, it came third in the grade called "First's", won the "Second's", was third in the "Third's" and second in the "Fourth's". Then it won

the "Championship Eights", in which eight crews competed. That was the great race of the day.

Thus the rowing tradition of Shore, begun so boldly by Ernest Iliff Robson and continued, successfully in both the flourishing and the troubled days of his Headmastership, has been maintained and extended in the greatly developed School of his latest successor, and namesake.

That is a fact of general significance. Ernest Iliff Robson had to contend against misfortune involving the whole Australian community. He was a victim of exterior forces as well as of his own idiosyncracy, as great and good men may be.

But there was the ultimate promise of success in the character of his school and in the characters of the boys it trained. Only a few of his Old Boys remain. But the School as a whole is the monument of all who have made it, among them its beginner, Ernest Iliff Robson, for ever one of its makers of most loyal memory.

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Illustrations

An Introduction from Earlier History

THE Sydney Church of England Grammar School, from its first Headmaster, Ernest Iliff Robson, and the staff he gathered, learnt to be just what was expected of it—that was another representative, out of England, of that famous type, peculiar to the English people, called the English Public School. Now past its sixtieth year, it has taken a full share in developing the Australian form of the inherited tradition.

The type is of great antiquity and historically most nearly associated with the Church of England. That very typical English Public School everywhere known as Harrow is the subject of a recent publication, produced with assistance from its Headmaster. It dates the school's beginning from the consecration of St Mary's Church, Harrow-on-the-Hill, by St Anselm, Archbishop of Canterbury, in A.D. 1094. Yet it was not the earliest. The original of the type is said to go back to the time when St Augustine landed in Kent and, after converting the King, set up schools in his new See at Rochester and Canterbury, thus beginning English education and the English Church at the same time, in A.D. 598-650.

It was actually the precedent of Canterbury begun in its own "King's School" that formed the basis of the original attempt made by the Church of England at establishing an English Public School in Australia. The plan was to found two King's Schools, one at Parramatta and the other at Sydney. The date was 1832 and The King's School, Parramatta, has already celebrated its centenary.

The King's School, Sydney, also began in 1832 but failed almost at once. It had the misfortune to lose its first Headmaster, the Reverend George Innes, before its first year was over. But it is said to have had only eight pupils, and had been forced to find its housing in unsuitable premises, a "subscription library". It also had to meet competition

from two other educational ventures. These were the "Sydney College", closed in 1848 and afterwards merged in Sydney Grammar School, and the "Australian College", closed first in 1841 and finally in 1854. Both were rather ambitious projects. The latter had shareholders and an "undenominational" character that included its promoter's hostility to the Established Church.

Such competition was formidable and beyond whatever the Parramatta school had to face. The latter had the advantage both of voyaging in calmer educational waters and being in a place that an earlier observer, for some unrecorded reason, had described as "an extraordinary place for children". Whether that was a tribute to the town's healthiness or merely to its fecundity, it suggested that The King's School that was partly a boarding school was sure of survival there if provided with a good Headmaster able to last a good many years. It was so provided. The Reverend Robert Forrest held office for over seven years and retired then only because his successful work had been too much for his bodily strength. His reputation as teacher followed him into retirement and he still took pupils while he was incumbent of a parish. Then, in 1848, he resumed charge of the school for another five years, because it had need of him. He again did it the same service. His portrait is still treasured by the school and he has due share in a valuable commemorative scholarship, the "Broughton and Forrest".

There was no such luck for the Sydney King's School. Forrest's appointment is said to have been an Imperial one and he was not an academically warranted scholar. He was still the right man for headmastership and himself a right good teacher, and those are essential qualifications that are not necessarily implied by University degrees and distinctions. It was long before the Sydney King's School was to find an equal headship, and its name was different then. So for the time being it had to fail, and the history of secondary education in Sydney does not contain an early

proof of a success worthy of the Church of England. It is true that St Catherine's School for Girls, originally for daughters of the clergy, is now approaching its centenary, but it was for long on a somewhat narrow foundation.

The required boys' school to balance the King's School, Parramatta, was not finally achieved until 1889 and was then very much belated. The causes of the delay go back to the earliest days of settlement in New South Wales when the British Government thought one chaplain was sufficient provision for the service of religion in the community that it was establishing, and the Society for the Propagation of the Gospel (the famous S.P.G.), moved by the representations of that chaplain, Richard Johnson, sent him means thought sufficient for four schoolmasters. He had to wait for five years after the landing to get a church built and then is said to have done much of the work on it himself, even financing it.

In about ten years there were six schools, and in fifteen years there was a Governor—King—who was helping Samuel Marsden, Johnson's colleague and successor, to get and use more money from the S.P.G. When he went back to England, Governor King was able to report three schools in Sydney and two outside. In 1806, Marsden, who gave his whole life to his colonial service, was in England hunting for schoolmasters, with Governor Bligh supporting his quest. In 1810 there was a government day school in St Phillip's, and Governor Macquarie was showing his approval of a policy King had begun of even exceeding a Governor's power to use Government funds for education.

In 1817 a "Classical School" was opened by Dr Lawrence Halloran, and what with orphan schools for boys and girls and some private school-teaching as well to add to the short supply of Government "public" schools, there was no very culpable neglect of the claims of the children, according to standards of the day.

But Macquarie's administration drew upon itself the

official inquiry made in 1819-21 by Commissioner Bigge. It interrupted Macquarie's plan for getting some more clergy and more schoolmasters and spending more money on their work. His period lasted from 1810 to 1821 and was overlapped by the devoted chaplaincy of Marsden which ran from 1794 to 1838. It also saw the appointment of two Roman Catholic chaplains, and it benefited by the Church and Schools Corporation, instituted by order of the Home Government to provide means with which the Established Church, the chief agency responsible for such work, could serve the religious and educational needs of the Colony.

Then came the Commissioner to examine Macquarie's policy in action. He reported unfavourably and Macquarie's rule ended.

The Commissioner, Thomas Bigge, had a secretary, Thomas Hobbes Scott, whose special qualification for the secretarial duty may have included his being a brother-in-law of the Commissioner and also of the Earl of Oxford. But however he arrived at his work—and he does not appear to have arrived by appointment from the English Diplomatic or Civil Service—he was to prove himself an able man with good qualifications. These included experience of business—he had been a wine merchant—with that of having had a good education and belonging to a family whose head was in Holy Orders of the Church of England.

After his return to England from Australia he took Orders himself and became rector of a parish in Northumberland. He was a graduate of Oxford. He had arrived at his new profession by a curious route that may imply a motive of ambition, yet one that included nothing that was not honourable. In Australia, as secretary, he learnt that an ecclesiastical senior officer was required to direct the affairs of the Church with more authority than that of a chaplain and with more status of a political kind. The Bishop responsible for church affairs in Australia was the Bishop of Calcutta whose headship was far more theoretical than effective.

After Bigge's Report, an archdeacon was provided and given authority represented by his ranking after the Governor and Lieutenant-Governor. When the time came for appointing the archdeacon, Scott was qualified for the new position, not only by a clerical status but also by full knowledge of the report and all the evidence and considerations upon which it was based. His own ability must have been shown to be high, in the course of his secretaryship. He might well have had an honourable ambition to return to Australia as its first archdeacon and one trained in its problems.

He did return in 1824, and neither his motives, nor those of Earl Bathurst who was responsible for the appointment, are to be suspected. From the educational point of view, it was indeed very promising. Scott's idea of religion as a necessary element in education was traditional in his family, no doubt sincerely held by himself, and very acceptable to the Government at home. His purpose of securing educational development through schools for every kind of children, even the aboriginal, had approval as Government policy. Nevertheless the consequences for Scott himself were most unpleasant and for the Colony deplorable.

Scott's career as archdeacon proved that to have the right idea may be useless if wrong methods are applied in support, or in contravention of it or, as was here the case, in both ways at once. This first Australian archdeacon fell into the category of those who carry "the stamp of one defect". His defect was that of having been Bigge's most confidential officer. In "the general censure" of colonial press and politicians hostile to the report, he "took corruption from that particular fault". The better his service to Bigge, the worse the opposition to himself.

He was scrupulous in recognizing the higher status of his Diocesan in far Calcutta. He was diligent in the work he had undertaken. His sincerity and zeal in the cause of religious education were not to be denied. But the facts of

his appointment lent themselves all too readily to an accusation of self-seeking. He did get £2000 a year and permission to charge travelling expenses up to another £3000. He got a grant of land. He could, and in the opinion of malicious critics he would, seek to profit to the limit of his opportunity.

After less than four years in office Scott returned to his original parish of ordinary folk in Northumberland, leaving a position for which, if he had aspired to it, he had misjudged his own fitness, or, if he had not aspired, he ought to have declared himself unfit in comparison with others of more experience but bearing no stamp of a defect such as his own. If, for example, Marsden had been chosen in place of Scott, the duty of the archdeaconry might have been better done by one experienced in that of chaplaincy, also by one whose work in New Zealand too was to show not only greater strength of character but even much greater resource.

The times about and after Scott's departure, in 1829, were made excessively difficult, partly through his self-will, inability to cultivate a wise passiveness and haste to effect change by authority where persuasion might have prevailed. He was accused of making other religious bodies entirely subservient to his own Church. That Church was the Church by law established and charged with a special responsibility for the new Colony. It was, again, by action of the Home Government, provided with a fund represented by lands reserved for the uses of Church and Schools. So he was not fairly thought to aim at oppressing other religious bodies. Perhaps he saw himself acting in accordance with his duty as representative of a State religion. He could have claimed to be doing his duty, whatever difficulty he might have in proving his charitable spirit.

It is perhaps just to leave the controversy, merely saying that Scott failed, through lack of patience and tact, in a difficult task, gave up in disgust, then departed.

There arose afterwards a situation in which education in

Australia became so complicated by religious differences that the Roman Catholic Church was caused to aim at a complete system of primary and secondary schools of its own. The Church of England came finally to acquiesce in a State primary and secondary system with an ideal of a completely free, public and secular character. The movement was moderated for a time by the influence of a few primary schools on a religious basis. After that a few more secondary schools of its own and of other Churches exercised a religious influence in their different and characteristic forms.

Three years after Scott left and had been replaced by Archdeacon (later Bishop) Broughton, the two Anglican "King's Schools" began their existence—a very fleeting existence in one case—with their intended reference to the archetype, Broughton's own ancient school at home, the King's School, Canterbury, and not to any modern royalty.

It happened that Scott had been liberal of the modern King's name for other reasons, some of which also did credit to his earnestness in education though there too he meant to suggest existing royalty's patronage for himself and his own purposes. He sought and got for himself an appointment as "King's Visitor" of schools, and on one occasion had to be, or at any rate was, restrained by the Supreme Court from pushing his official advantage under that title to some extent that the Court disapproved—another disappointment.

Scott also participated in the actual foundation of a different and humbler sort of King's School. It was one having no "secondary" ambition and requiring no distinguished appointment to its headship. Yet it was an honour to the modern King's name as well as to Scott's own. It was founded at Port Macquarie, a place which Governor Brisbane is reported to have likened to Kew Gardens turned into a penitentiary. The care that Scott gave to that school in his planning shows him diligently using some right methods

and exercising discretion in selecting the best means he had at his disposal. This "King's" school was to be free to both civilian and military children who could not pay a fee. It was to have an infants' class on a plan, then in use at Sydney, by which children under five years of age would be prepared for the primary school "by learning habits of order, which is desirable more than the elements of education at such an age" —a sage remark before the nursery school and its like had been devised. The girls were to be instructed in needlework and, until appointment of a chaplain, there was to be a little school religious service consisting of the General Confession, General Thanksgiving, Lord's Prayer and other Prayer Book items, with a "short and plain lecture".

That was a school of some importance then, formed with upwards of seventy children in attendance. The Headmaster was a certain E. MacRoberts, a private soldier, a member of a regimental band and known to be possessed of more instruction than the average soldier had then. He was treated with due consideration, got leave from his regiment at Parramatta and with his wife and family was given passage in a Government vessel. He had a special salary and the duty of keeping the usual registers. His pay came partly out of "the Church and School revenues", his wife's service in the school being also allowed for on that account.

This humbler King's School at Port Macquarie, founded by Scott, may stand for a type of good deed equal in its way to that of Broughton at Parramatta. Both men had the cause of religion in education well at heart.

In 1836 Broughton became first, and only, Bishop of Australia. In 1847 his title changed to Bishop of Sydney. He left an honoured name even among those with whom he had to differ. He has perhaps his chief distinction in the whole idea represented in the great word charity. After the failure of the Sydney King's School he was not deterred from trying again, and so on 30th March 1838 he advertised in the *Australian* the opening of a "Grammar School" in

HOLTERMAN'S TOWER, FROM THE SOUTH-WEST

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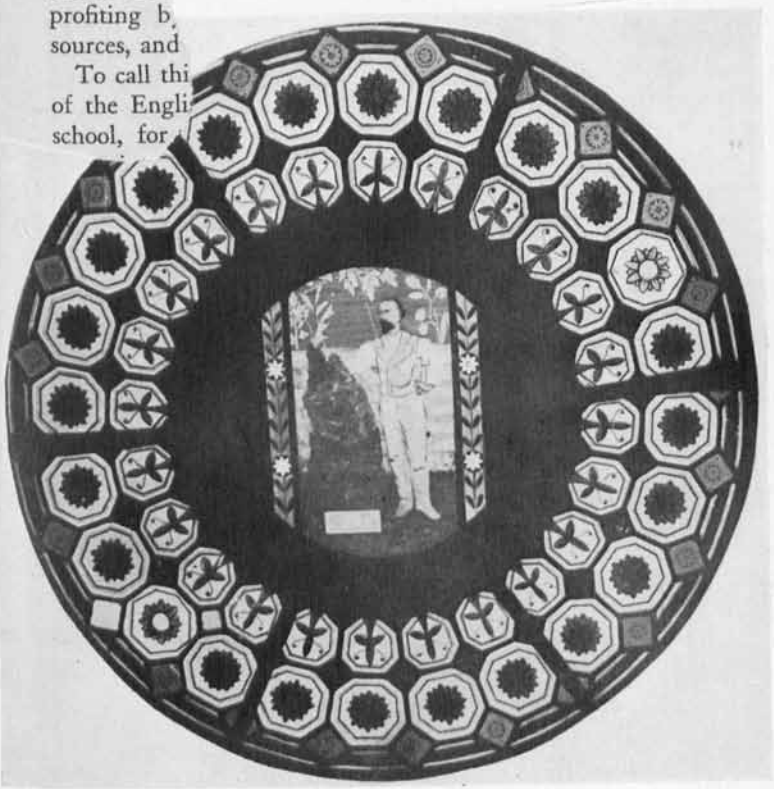
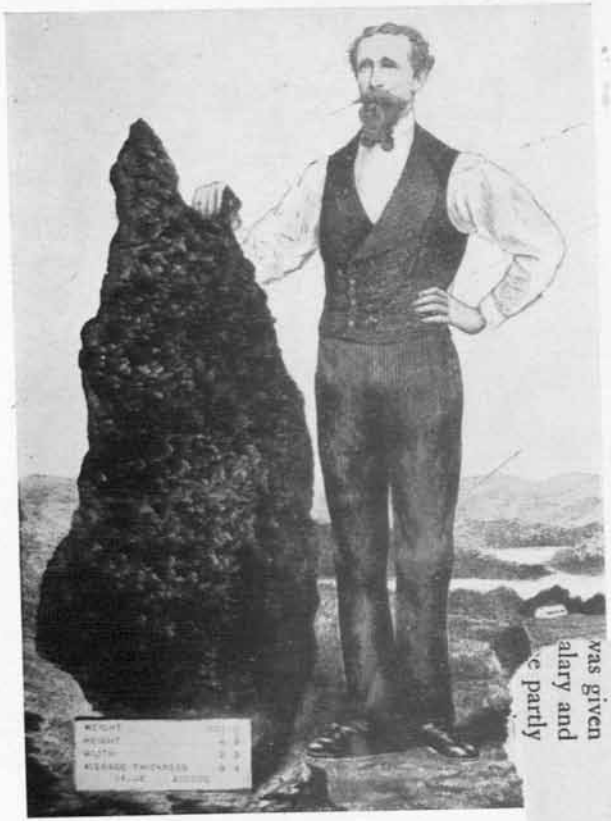


HOLTERMAN'S WINDOW IN TOWER
Showing nugget of gold with himself

Photograph taken by a boy of the School Camera Club



THE HOLTERMAN NUGGET WITH ITS FIND
As recorded in geological history

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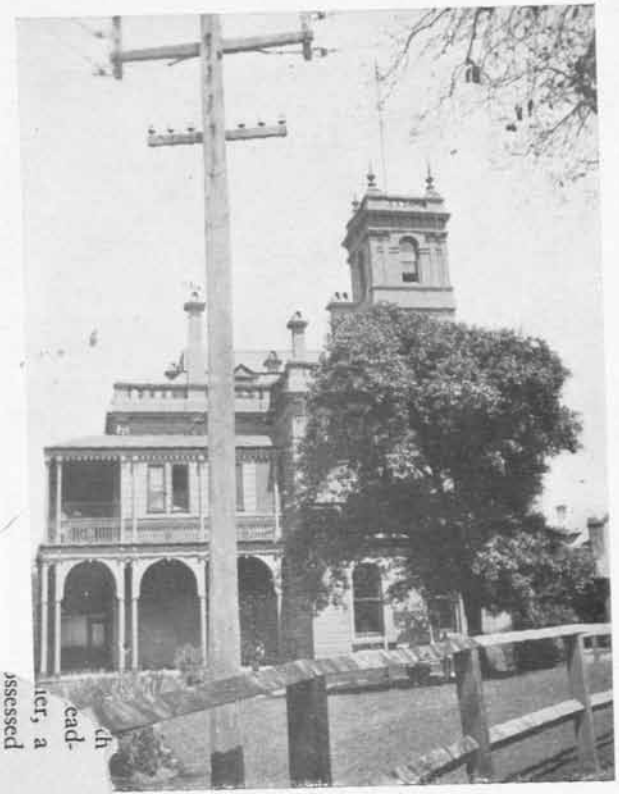

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IGINAL HOLTERMAN'S TOWER (FROM THE EAST)
Before rebuilding by the School

St James's Schoolhouse in Elizabeth Street, the headmaster to be John M. McLure, of King's College, Aberdeen. There was to be an undermaster as soon as the number of pupils required. The course of study was to follow the lines of The King's School, Parramatta, and the religious instruction given was to be in charge of the Reverend G. N. Woodd, B.A., of Wadham College, Oxford. The announcement was unluckily made just before a financial depression occurred, and that caused some delay.

The opening of the new school actually took place in 1841 and under the headmastership of the Reverend Robert Allwood. The variation of title from "King's" School to "Grammar" School is of particular interest because change of name seems to imply a change of purpose. The new school was to be no longer just a sister school to the one at Parramatta, and, unlike that, was to be attached to a parish church. It was schemed as parochial, and legitimately profiting by direct relationship between itself, parish resources, and any parish primary school.

To call this a "Grammar School" was to make early trial of the English tradition of that generally classical type of school, for which the name of "Secondary" had not yet come into use. It was to renew the effort at a higher education with whatever advantage one of the principal parishes could give. The emphasis of the title was just as much on "St James's" as on "Grammar".

The fulfilment of Broughton's original purpose was thereafter forgone and a quite new start was made. A later event, the Government resumption of the St James's schools long after Broughton's day, caused a revival of the original purpose and made the foundation of an equivalent to The King's School, in Sydney, not only feasible on resumption money, but also due to Broughton's memory. Further tracing of the fortunes of St James's Grammar School is therefore almost as unnecessary as would be the relating of those of another such school that existed, at St Phillip's, to this

brief sketch of the origins of The Sydney Church of England Grammar School.

Mention might be made here of a natural confusing of the tradition of a Sydney King's School with that of a St James's Grammar School. They were sufficiently akin to give rise to the incorrect supposition that the final blow to the King's School project in Sydney was the opening of Sydney Grammar School in 1857. It would be more in accordance with fact to say that the Sydney King's School had ended before St James's Grammar School was begun—only to run its brief and unimportant course.

When the idea of a *Sydney* Church of England *Grammar* School arose, there were two main causes for it, at least in the mind of its founder, Bishop Barry. One was the great service rendered for centuries by Grammar Schools in England, which, at that time, by custom only, had Headmasters in Holy Orders of the Church of England. Another was the need for a title that specified more clearly than "The King's School" title could do, in Australia, the high educational scope that the school was intended to have. In regular English practice a "Grammar School" was, above all, a *classical* school, a place intended not exclusively but particularly for the higher range of school studies, those that are now called "Secondary"—a new and vaguer term. To Bishop Barry, in Australia, "Grammar School" meant both Classical School and Public School.

The opening of the secular "Sydney Grammar School" which was not at all a "Sydney King's School", which also was not the first in Australia to aspire to the "Grammar" name, might have helped to close the St James's School which was less fitted for serious competition under the "Grammar" title. Sydney Grammar School from the first was an impressive rival. Its Headmaster, Mr W. J. Stephens, had taken a first-class in classics at Oxford and had been Senior Tutor of Queen's College there. He afterwards held a professorship at Sydney University, not in classics, but in

natural history in which he spoke with recognized authority, also, in respect of classical studies. He has been described by one of his most eminent colleagues there as "a fine scholar, a stimulating teacher and one of the most lovable and honourable of men".

His Grammar School staff was partly chosen by experts in England. There was much about that new competitor among the schools that might have seemed dangerous to the St James's Grammar School, and to make the foundation of any Sydney Church of England Boys' School an enterprise of increased difficulty. But, with all its advantages, Sydney Grammar School itself nearly came to grief. Its first Headmaster, great as were his qualifications, and most appropriate as was his character, after a time had such serious differences with staff and trustees that he withdrew, along with not a few of his pupils, and set up his own school. He was followed in the headship by Mr A. B. Weigall, whose name will ever stand high amongst the most potent and successful of headmasters in the whole history of Australian education.

Appointed in 1866, Weigall was successful from the first, and in 1889 when the Sydney Church of England Grammar School was established and in work, he was at the height of his fame. He became Headmaster at the early age of twenty-six, from a well-known Melbourne school by which he was not specially attracted nor perhaps fully appreciated. He was the son of an English rector, had attended an English Grammar School, entered Oxford on a college scholarship, taken a good degree and accepted that assistant-mastership in Melbourne, at the age of twenty-three. For the headship of a potentially great Sydney *Church of England* Grammar School he would have seemed to possess all the right qualifications, if to be in Holy Orders were not one of them—as, when the time came, much later, it was not.

It is a curious fact that Weigall, all his long life closely associated with the Church of England, in due course

proved to be of eminent gifts for both teaching and school control, himself the product of an English Grammar School training, should have come to Australia for the advantage of its climate, and there found his first teaching opportunity in a Presbyterian school whose management did not suit him well and was likely to see him turn homewards again. It is also strange that when he offered for Sydney Grammar School headmastership, modestly thinking that he would be regarded as "too beastly young" for it, he had not been discovered by his own Church.

Like all strong men born to a particular kind of work, he was not frightened by the odds against him. Sydney Grammar School in 1866 looked, to some interested, to be a dying school. It is said that the trustees, as honest men, warned him they might have to close the school in another year. But he probably enjoyed, as a quite young man should, being called to be "a daring pilot in extremity". His ship was never imperilled.

Weigall lived to see many changes in the educational history of Australia, among them the arrival, at long last, of the Sydney Church of England Grammar School, in 1889, when he had had twenty-three years of uninterrupted success and had as much more still to enjoy. The new school was not fated to find so long-enduring a headship in its first sixty years. But few indeed are the schools that human endurance, and their own courage in making a very "young" appointment, can assure of effective headship lasting for forty-five years—though Shore's present Headmaster is now over the half-mark towards that goal, was little older than Weigall, his own Headmaster, at his own appointment, and has seen even greater changes in education already.

CHAPTER ONE

The Making of the School

THE subject of this essay in school history is essentially the first headmastership of the Sydney Church of England Grammar School. School records divide most naturally into periods of headmastership. In its whole sixty years of life this school has had four headmasters, three of them occupying an average of just over ten years each, in a total of thirty-three years. The fourth has now been in office for twenty-eight years and still is not near the usual age of retirement. The dates are, with school attendance to nearest hundred:

Ernest Iliff Robson	1889-1900	100
Charles Henry Hodges	1901-1910	300*
William Alexander Purves	1910-1922	500*
Leonard Charles Robson	1923-	800*

The first headmastership is here chosen for separate treatment, because it represents the School at its inception during Australia's worst financial crisis and as it remained, under all differences of rule, educational policy, and development, always devoted to the principles in its foundation and observant of sound traditions begun by its first Head. It has continued essentially—though without hindrance to subsequent free direction—of the kind it was in its earliest days. There has been growth that has made the sum total of boys contained during the first headmastership less than the annual attendance in many of the succeeding years and now hardly equal to the number seeking admission from year to year.

Near the beginning of its first period the School had to face difficulties quite external to itself but adverse in most

*School full.

important ways. Its Headmaster therefore could not be so fully the maker of the fortunes of his school as his successor of a more prosperous time might be. He was one of those entitled to make Hamlet's parting request: "Report me and my cause aright." The School is now doing that, through this book, in honour and loyalty as well as frankness. So its present Headmaster has already done, both at the Speech Day following close on his first predecessor's death, in December 1946, and again in a memorial address at Evensong in Chapel, on an Old Boys' Sunday in 1947. This study of the first headmastership will draw from both those sources in an independent attempt to report aright an original maker of the School.

It has been said that history is "philosophy teaching by examples". That idea was current at the time when a leading English biographer was producing historical essays, in one of which he viewed Gibbon's *Decline and Fall of the Roman Empire* as "surveying the march of events from the standpoint of a philosopher", though the great writer of that book had said of history in general that it was "little more than the crimes, follies and misfortunes of mankind". Even those things may be a philosopher's concern, and, in recent times, the great Italian philosopher, Benedetto Croce, has spent much of his long life on incessant thought about the nature of history, concluding that it is "in its essence, identical with philosophy" though, at one stage, he identified it with art.

One of Croce's English commentators trying to illustrate Croce's ideas, lighted upon a typical name for what is not real history but actually neither art nor philosophy. He called it "tombstone history"—"bare records" of which one may read plenty, also in graveyards. Tombstones are, in fact, simply types of all other bare records which serve the historian as documents but by themselves are not history. History springs from an attempt to make a dead past live again —become what Croce has called "contemporaneous"—some-

thing that is "the past living again in our present interest".

Even the history of a school, in a short period of its whole time, should be the object of an attempt to make that school live again in the "present interest" of its surviving members and all others concerned with its welfare.

When a school has reached its sixtieth year, there is many a name in its records, even among those of its pupils, for which the close of life must be indicated or presumed. The Original Council "appointed in accordance with the St James's School Compensation Trust Act of 1887" was, according to Synod Report of 1888, Appendix Number XXIII: The Most Reverend the Primate (Bishop Barry), Chairman; the Venerable the Archdeacon of Cumberland; the Venerable the Archdeacon of Camden; the Reverend Canon Sharp; the Reverend A. W. Pain; the Reverend J. D. Langley; the Reverend H. L. Jackson; the Honourable Edward Knox, M.L.C.; His Honour Mr Justice Foster; Professor Gurney; Mr T. A. Dibbs; His Honour Judge Wilkinson; Mr William Day.

The Council hoped that the School would open "after Christmas next", subject to the framing of a Constitution and the engagement of a Headmaster. Note was added of two vacancies already occurring—one by the death of Mr Day and the other by the resignation of Mr Justice Foster. The vacancies were supplied by the election of Professor M. W. MacCallum and Mr J. R. Street, M.L.A. Council also elected the Rev. H. L. Jackson its Honorary Secretary and Bursar, two offices that long remained united. Some time after their separation the Bursar became a salaried officer within the School. Mr Jackson afterwards graduated D.D., and was Hulsean Lecturer at Cambridge.

A diligent search was made for a site to hold the new school. At that time Sydney had much outlying vacant land which is now well within the city. But in those days of more old-fashioned transport—steam-trams, horse-buses, and cable-trams for the most modern—distance was calcu-

lated on a different measure. Attendance of day boys at a new metropolitan school specially intended for them had to be the subject of very careful calculating of distances and means of transport. The first requirement for such a "city school" site was a central position. That was why the Committee that searched for one found itself continuously disappointed, though it had a number of offers which it, happily, declined. The most attractive was the site near St Phillip's Church where that church's own school had been. It had many attractions, among them a central position and an elevated one. It has come much more into prominence since the Harbour Bridge was built. The Committee saw its qualifications but rightly judged it as of quite inadequate area, and felt frustrated.

Then it looked across the harbour's more or less "salt, unplumbed, estranging sea" to the other side, as one should say now "just across the bridge"—the bridge that wasn't until the school was fully grown. All that distance away, "out of town", on the "North Shore" in a pleasant residential suburb that water made remote from the crowded city, there was a prominent churchman interested in the work of the Committee, who had a property of which he wanted to sell a portion. It contained a landmark, on its highest point, a big house with a tower.

The School, for its boarders, really needed a big house; it was not to be only a day school. And the tower was legendary, already, for its "lucky gold-miner's window". So the Committee was encouraged to go right "out of town", across the water, even, and speculate on that property, with all risks, among them being the risk of criticism for helping that prominent churchman get rid of his superfluous land.

But necessary precautions, to meet such criticism, were no doubt taken. The transaction was, itself, just and wise for the Committee. It made the best bargain it could with the churchman concerned, Mr T. A. Dibbs, who wanted some of the land for his own purposes and duly carried them out

to the advantage of his family. The plan incidentally made the School, in course of time, buy back from his representatives houses and land which it could not do without. There was nothing to regret in the bargain that the Church made in that transaction, except that a family interest could not be sacrificed for it. A site most valuable for the Church's purpose had properly been obtained.

Looking back from the present day the trouble taken by the original Council to find a site for the School seems entitled to more consideration than the bare minutes of its decisions can show. Council was influenced not merely by the absence of what it wanted on the city side of the harbour, nor by a hope of getting a reasonable substitute on Mr Dibbs's superfluous acreage on the north side. The circumstances of the time actually were pointing to possible advantage to be gained by a site "over the water", at any rate in the opinion of those who had eyes for what the future might hold. The Bishop should have had them. So might some of his clergy who had gained experience in choosing sites for churches and in financing the purchases required. Such laymen as Mr Edward Knox and Mr Dibbs himself had expert knowledge of investing with long views of Sydney's probable development. Mr Day was one of the councillors who knew the past of the North Shore enough to have good hope of its future.

The time itself stimulated some able men to forecast great northside development. It was the time of Australia's first Centenary—the attainment of the hundredth year of its British colonization. It was a time that demanded some great achievement, somewhere, in celebration of a great event. In N.S.W. and Sydney, that meant the erecting of another of the world's "wonders", the Sydney Harbour Bridge. Unfortunately the time and the place could not just then be accommodated to the finances of the Government of New South Wales. The ideal form of celebration had to be temporarily forgone, though nearly the whole century had been

passed in bridge imagining, particularly on the North Shore itself. Such imagining now became a part of State policy with sincere governments professing their devotion to it.

The School had been founded, and had been calling itself "Shore", for over forty years before the bridge was actually built. Yet the hope of the bridge was partly in the making of the School. That the School was successful without aid from a bridge was only another tribute to its site and its first headmasters.

Even before aid from the bridge, the natural development of the North Shore area proved to have justified the choosing of the site. In forty and more years of steady though bridgeless development, the North Shore area grew into great popularity, to which the School itself was contributing.

Educationally, before the School came to it, that collection of small municipal organizations had no eminence in Sydney's record. It had none even for population. It was not until 1890 that three smaller bodies of the North Shore were grouped under the title of "North Sydney", and their total population was under 20,000. It was only in 1893 that Mosman got its quite separate identity and developed apace into one of Sydney's best models of municipal government.

Now "Shore" has become the typical great Church Secondary School of the whole North Shore of Sydney Harbour. It is, as it was designed to be, mainly a day school though it has been forced to develop its boarding part beyond the original expectation. Its day boys come from the whole of the communities on the north side of the harbour. Other great schools have since been formed at various points within its sphere. But that sphere has grown so much in extent and population that they have all been successful in their particular purposes. Yet Shore remains unable to accommodate all the pupils that would attend it and be welcome at it if it had only room for them.

Allowing for the general growth in Sydney's population in the last sixty years, it is still possible to doubt whether,

on any other and more expansive site elsewhere, Shore would have been equally successful. But it is also possible to maintain that the decision to open it on the North Shore and at Holterman's Tower was well made and indeed a lucky choice for the work it was meant to do.

Information kindly furnished by the Commissioner for Railways for use in this history seems to show conclusively how happy was the choice of "Holterman's Tower" and hill for the site of the new Grammar School. Through the station now called "North Sydney", which is at the mouth of a tunnel driven through the hill itself and passing underneath school property, there is railway communication, over the bridge, with all stations situated south of the harbour as well as with all to the north and west. The members of the School's original Council had no idea, perhaps, that railway development in Sydney would quite as aptly crown their choice of a site but it has done exactly that, so far as the most important means of transit can do so. A letter from the Secretary for Railways, authorized by the Commissioner, in response to a request from the author of this book, very kindly gives the following information and asks for a copy of the work for which it was requested:

1. The line between Hornsby and St Leonards was opened on 1st January 1890, and St Leonards ceased to be the terminal point on 1st May 1893 when the line was extended to Milson's Point. Milson's Point was finally closed to passenger traffic on 24th July 1924.

2. The present North Sydney station first came into use on 20th March 1932.

3. The temporary station known as Lavender Bay, at the ferry wharf was opened for two periods, viz. 30th May 1915 to 18th July 1915 (when the Harbour Bridge proposal was under consideration), and 24th July 1924 to 19th March 1932 (when the line from Waverton was under construction).

4. Waverton, which was known as Bay Road prior to 20th May 1929, was never the terminal point of the line.

The interpretation of that letter in terms of this study is that the original and exclusively North Shore line itself did not operate to bring day boys towards the School until 1st January 1890, a little after the site was occupied and in use. Then it left a certain number of those in attendance to alight at St Leonards and complete their journey on foot through a "Crow's Nest" then mostly "bush". Again, it was only on 20th March 1932 that boys from the North Shore line could get out of the train at North Sydney station, just three or four minutes' walk away from the School, even for those who like Shakespeare's schoolboy (if there are any such recalcitrants now) "creep, like snail, unwillingly to school". Yet again, it was that 20th March which was the happy date on which across the bridge might come by train boys from the southern, western and Illawarra lines, if they pleased, equally to the foot of the School's own hill.

Already between 30th May and 18th July 1915 Shore boys could travel down the North Shore line to the temporary station at Lavender Bay, near the ferry wharf. So they might have done from 24th July 1924 to 19th March 1932 when that approach from Lavender Bay was again open to them. An appropriate old-time fact is that it was to Lavender Bay that some of the original boys (the few of them who then came by ferry) used to arrive from Sydney. One of these has written, as an elderly man, now resident in London, a reminiscence of how, with two other little fellows, returning to town, he met Miss Robson* as she got

*Miss Gertrude Robson, as the lady of her Headmaster-brother's house, was more familiarly known than himself in the homes of many of his schoolboys. That poetic lady who talked of "the good old Robsonian days" had her rather particularly in mind, knowing the affection she inspired among the boys and the families to which they belonged. The English family in the Headmaster's house was just another household of "local people". They made friends easily and had no ulterior ambitions. Through them, too, the School grew in favour. But matters of public concern were bringing it also under less gradual influences that were to help it grow.

off the boat on her way back to the School, and was greeted by her with a smiling "Hullo! Three little boys from School are we"—a very characteristic story of the charm of her personality seen framed in a once delightful setting of the old North Shore harbour-side, and heard through a musical phrase applied with the speaker's own humour and full of her loving-kindness that the School knew so well.

While the bridge was still a far-off achievement, the population of the whole of the North Shore areas began to develop apace. Census after census revealed notable increases in the whole North Shore district from North Sydney itself to Mosman, Lane Cove, Willoughby, Ku-ring-gai and Hornsby. In 1891 there was a total population of nearly 23,000. In 1901 it was over 43,000 and in 1911 it had more than doubled that. In 1921 it was nearing 140,000. In 1933 the total had passed 180,000 and in 1947 it was over 231,000. Next census is expected to show generally increased numbers. The School saw, in its immediate neighbourhood of North Sydney, a population of 15,649 in 1891 turn into one of 60,379 in 1947. Whatever objection there might have been against the Holterman's Tower site, there was no possibility of complaint against any lack of sufficient accessible population in all the first sixty years of the School's existence. For that reason the original Council can be said to have founded it in a locality in which it would find continually increasing opportunity for the service it was to render Church and State. Following are the figures as they were most kindly contributed by Mr S. R. Carver, Government Statistician.

The figures will suggest yet other considerations to those more expert in their interpretation than this author. He thinks they are a final tribute to the good and able men who dared to cross the harbour and choose a home for the new school, which if not spacious enough to be ideal for some of its purposes was, at least, an approach to the ideal

POPULATION OF "NORTH SHORE" AREAS, 1891 TO 1949

Municipality	*Date of Incorporation*	*Population*						
		Census 1891	*Census* 1901	*Census* 1911	*Census* 1921	*Census* 1933	*Census* 1947	*Estimate 31st December* 1949
North Sydney	1890	15,649	22,040	34,646	48,438	49,752	60,379	60,500
Mosman	1893	1,457	5,691	13,243	20,056	23,665	27,562	26,750
Lane Cove	1895	1,115	1,918	3,306	7,592	15,138	19,817	21,660
Willoughby	1865	2,296	6,004	13,036	28,067	42,511	51,945	54,440
Ku-ring-gai	(*a*)	1,429(*c*)	4,644(*c*)	9,458	19,209	27,931	39,874	43,880
Hornsby (Shire)	(*b*)	931(*d*)	2,981(*d*)	8,901	15,287	22,596	31,816	34,110

(*a*) Constituted as a shire in 1906. Same area incorporated as a municipality in 1928.
(*b*) Constituted as a shire in 1906.
(*c*) Aggregate of "localities" within the area.
(*d*) The localities of Hornsby, Beecroft and Pennant Hills only; the shire was not in existence at this time.

in beauty of surroundings and in its outlook on them and from them. By an apt conjunction of chances, the first Headmaster was expert in the art of rowing as well as in classical philology and literature and two modern languages. The sight of that famous harbour outstretched below his school offered him immediate opportunity to institute the only great manly sport that needs but a few boys to play in it expertly. So Shore began in its third year, and with only a handful of boys, to win the School Championship in rowing that it was to hold again in its sixtieth year and has held and is likely to hold in many other years. The sight of means to do great deeds can make great deeds done. Thus the Sydney Church of England Grammar School became a champion in its infancy.

That is mainly the story of the Sydney Church of England Grammar School's finding of its local habitation. Away in some vast expanse in the country, or in any suburban remoteness, it might never have built up the very large attendance of day boys for which the Church was providing, of special intention. The site elsewhere might, also, not have been so apt for something like the Biblical "city upon a hill, that cannot be hid" as this actually was, in the landscape of one of the world's most beautiful harbours.

The School had the distinction of site that was invaluable to it while it had no other distinction, and one that still contributes to all others it has since gained. Shore has also become even what Shakespeare calls "very spacious in the possession of dirt" needed for its "dry land" sporting purposes and situated not too far away, no further indeed than the also spacious waters upon which it exercises its talents in rowing, with use of what is free for all.

It is curious how things often regroup themselves when they are disturbed. The impression of beauty that Lavender Bay made on early visitors to the "North Shore" school has changed. Yet the new sight when the arrival is made by the bridge, has become at least in extent and variety of beauty

and interest some compensation for loss of the old simple loveliness of "the Bay". And the School Tower counts for some of the most pleasant in the widened view; the eye naturally travels up to the meeting of earth and sky and the dignity of the School's work is enhanced.

"Shore" itself has become a sort of "territorial" title appertaining to the School and adding dignity to site and function. True, the beauty of the Lavender Bay shores has gone. They are, mainly, crowded with flats. The bay gardens have ceased to intrude their pleasantness. The bay itself has given up all attempt at good looks and gone in for what is more profitable, though sometimes ugly. The ferries use it for docking or lounging between runs. They too are more business-like in their structures and their courses. In the old days they were simpler craft, and moved less importantly. They offered less shelter to their passenger, even much less to their skipper—he might be protected against the weather by a canvas stretched round the wheel. The passenger had little more protection, and it sufficed. Nobody seemed to suffer. And the sound of those little steamers, on a summer night, would mount right up to the School Tower as a gentle sighing or an even, easy breathing by a good runner.

Such things added to the charm that was in the clear waters of the bay and in the well cultivated shores with their beautiful trees, vines and flowers. The inhabitants themselves had other sport, such as the morning athletics along the steep paths leading downhill to the boats that were not punctiliously punctual but still more or less on time. But the glory departed in later years, with the shift of old residents to the populating of the North Shore line, and to more heavenly regions still, and the bay lapsed gradually to its present less pleasing condition.

Yet up at Holterman's old tower—rebuilt—there is still the air to look into for marvels that the old days did not know, beauty in the sky that comes of human devising, as

From his tower, looking east

Looking west

Looking south-east, showing Milson's Point

PORTIONS OF A PANORAMA OF SYDNEY HARBOUR
TAKEN BY B. O. HOLTERMAN

A NUCLEUS OF "SHORE"—THE NORTH SHORE GRAMMAR SCHOOL

Back row: Mr Morgan (Second Master), Eb. Abraham, J. H. M. Abbott, Mr Austen (Headmaster), H. W. Kendall, F. Adams, W. B. Clarke.

Second row: A. J. Reid, A. J. Williams, O. Green, Frank Cliff, Macartney Abbott, G. R. C. Clarke, Norman Cox.

Third row: N. Trevor-Jones, W. Abraham, Randall Carey, Ted Cox, H. Liggins.

PLAYGROUND SHOWING OLD CONDITIONS

well as the old glories of creation itself still unobscured, because the School is there. The flats have not triumphed everywhere. The contrast between Lavender Bay as it was about 1890 and as it is now is not repeated at the School which still has a modest comeliness at least.

The Constitution of the School was adopted at a meeting of Council on 9th April 1888. It defined the rights and powers of the Council as general government of the School, and of the Headmaster as having, under general control of the Council, the full direction of the teaching and discipline of the School. It also dealt with the tenure of office of both Headmaster and Assistants. There were, in addition, regulations for the licence of boarding houses and for their government.

At the Synod of 1889 the opening of the "new Grammar School on the North Shore" was recorded with the name of its Headmaster, an assurance of completed arrangements by Council, and due note that no estimates were yet possible of its prospects.

The early records varied a little on the title of the School, partly because it was in the district then always called "North Shore", which local name made insistence on "Sydney", as part of the title, essential because it linked school with diocese. In later years, "North Sydney" made "North Shore" go out of official use and so suffer a great restriction. Then the insistence upon "Sydney" in the School title might have seemed less necessary because the address became "North Sydney". But the full title "Sydney Church of England Grammar School" has always been carefully maintained and the short and informal title "Shore" has become even more useful, and from a "war cry", as the first Headmaster once termed it, has developed to be indispensable.

The full original title of the School owed its preservation mainly to the original Headmaster who, in his first prospectus, dated 13th June 1890, calls the new school "Sydney

Church of England Grammar School", and in his first report to Council uses the same form with the additional address-mark "North Shore".

The practice at the School in the early days frequently included the less specific title "Church of England Grammar School", with the same address-mark "North Shore". That was simply economical of words at a time when there was only one Grammar School with the specific reference to its Church of England proprietorship. The "Sydney" prefix was, however, essential even then. It was a tribute to the care of the first Headmaster that whatever careless naming the School was subjected to, it always had the right naming from him.

As "North Shore" dropped out of general use in its struggle against "North Sydney", the essential word "Sydney" had to come back to School use but often in a wrong place and qualified by "North". The School title, however tediously long, had begun and had to remain, always, if properly used, with "Sydney" alone as its first word. It was some humorist who knew the Headmaster's insistence on "Sydney" in its proper place, who sent him, all the way from England, a letter addressed:

"E.I.R.
"S.C.E.G.S.
"N.S.
"N.S.W."

which letter arrived without delay—a credit to all the post offices it had passed through.

In the course of its sixty years, the long official title has been, unofficially and in common usage, almost replaced by "Shore", under which, or its full name, the School has been known always as a religious foundation, the property of the Church of England, in the Diocese of Sydney.

As a Church school, it ought to have had a chapel much earlier or even from its beginning. Difficult times in which

it was involved almost immediately after its foundation caused it to remain without one for more than twenty years, and until the time of the third Headmaster. By that serious deprivation it escaped, and for all too long, the charge recently brought against religious schools of showing "the weakness" of "school chapel religion".

That religion has been described by an English Professor of Education as "often nothing but a nostalgic and characteristically adolescent sentiment which can be resuscitated by revisiting the scenes of one's schooldays". It is only "professor's language" some would say, but luckily a rare specimen, in which "nostalgic" vaguely implies a distaste for something suggestive of homesickness, and is reinforced by other words such as "adolescent" and "sentiment" that convey a contempt itself as puerile as it is unjust.

A Church of England school without a chapel has sometimes to exist, but is never complete. Shore, having survived its early misfortunes crowded into the time of its first headmastership, carried on towards the original Headmaster's personal ambition, inculcated in all those who surrounded him, to provide itself with a chapel. That ambition was achieved, but only after its first quarter of a century. Now that more than thirty additional years have elapsed, the School has begun the rejoicings over its diamond jubilee first of all in Chapel. Into that have gathered Old Boys, pupils, parents, masters, and friends of all other sorts for which room could be found at alternate services. Most opportunely, one of the officiating clergy was a representative of a senior English Public School, on exchange duty at Shore for a lay master which it had sent for English experience at the senior, Shrewsbury. The former English Public School boy, Ernest Iliff Robson, Shore's first Headmaster, had not lived to see a day that he would greatly have approved.

As Headmaster of a Church of England school without a chapel, Mr E. I. Robson took care to appoint among his

assistant masters one not only expert in a school secular subject, mathematics, but also qualified by admission to Holy Orders. He himself led in the general preparation of divinity lessons so that the importance of the subject should be emphasized in the whole system of the School. The "chaplain", the Reverend David Davies, M.A., Oxford, who was for so long without a chapel for his chief ministrations, held office for the rest of his active life and had the happiness of exercising his functions, as such, in Chapel for a number of years before his retirement from all school duty.

Mr E. I. Robson himself had no share in that satisfaction, but his full personal co-operation in the divinity lessons gave typical example of his care for the religious side of the teaching as well as proof of his own devotion to the School's religious principles and purpose. From its opening, he set its course straight towards the attainment of a chapel. It was part of his greatest unfulfilled purposes.

Inevitable delay in the building of that chapel was to be one of the main disappointments of the School's early history. If the rule of Bishop Barry had continued in the diocese, no effort of his would have been spared to put Sydney Church of England Grammar School on an equal footing with The King's School in respect of such an essential as a chapel. If the first Headmaster had not been stopped by the financial crisis, he would have led in that way. But not even the great and immediate success of the second headmastership could yet have triumphed in a movement towards a chapel, so long delayed, though a design was obtained and everything possible was done to keep the idea in mind. Then, under the third headmastership, when the School was at last securely triumphant, and already over twenty years old, a confident effort could be prompted to that one overdue piece of equipment that should no longer be delayed. That effort was successful, and the School at last entered into possession of its own sanctuary, on a new and much better design.

Not one of the three men who, as Headmasters, had longed and worked for the attainment of the Chapel would have accepted the opinion of any Professor of Education, were he never so contemptuous of "school chapel religion". This one spoke, curiously enough, out of the shadow of one of England's greatest and most hallowed of cathedrals. He did so, again, in a book neither contemptuous of religion in education nor perhaps altogether unjustified in a certain distrust of what the book calls "the pragmatic and humanistic" view of Christian religion conceived in terms of "man's spiritual aspiration and moral progress" rather than in terms of its own "redemptive function".

School chapels, like parish churches, exist to supply a need in community life. A school like Shore, in the full sense, is a community organized to live its own life, as such. It may be Christian and, if it is, it ought to have religion in its community life, as well as in the individual lives. That, at least, is the theory and practice of the English Public School. That again explains why Shore strove until it got its chapel, knowing itself incomplete meanwhile. Its religious needs were never neglected. They were met by daily services in Hall, by attendance at the parish church, Christ Church, St Leonards, or otherwise as opportunity offered. Even a Bishop was known to preach to the School in its own dining hall, and the first Headmaster, E. I. Robson, was diligent in all respects over his duty to make his school founded in religion, with or without a chapel.

That was one cause why he was careful not only to have a master in Holy Orders, on his staff and in a senior position, but also to let his own light shine on the Divinity side of school work. A typical instance of his care in this particular was his sketching of lessons to help other laymen of his staff who might feel religious teaching to be too high for their qualifications. He "briefed" them, as it were, also by using the service of a junior master, who had access to a very good

theological library, to collect relevant material for their use. That co-operation was felt to be successful but it is recorded now only in proof of the steady endeavour of the first Headmaster to make his school really one in which religion was taught, as the Bishop had provided, whether it had or had not a chapel, as both he and the Bishop always intended it should have, one day, and soon.

The present Chaplain, the Reverend N. a'B. Backhouse, B.A., has kindly furnished the following note on how boys learn some of what the Chapel does in the process of their education and to aid in their after-school lives.

THE SCHOOL CHAPEL

Religion in the Life of the School

By N. a'B. Backhouse,
SCHOOL CHAPLAIN

What are the impressions of a new boy on his first entry into the Chapel?

The organist is playing with skill and inspiration; the Headmaster and members of the staff walk unobtrusively to their seats; the prefects make a formal entry.

While all are standing the Chaplain enters and the service begins.

The congregation joins reverently in the Lord's Prayer, and the responses. Psalm xv follows. The psalm speaks of spiritual inspiration and integrity of character. The psalm is chanted with strength and sincerity of feeling. Then follow the hymn, "Lord, Behold us with Thy Blessing", the Benediction, and the National Anthem.

There is no undue emotionalism, but an atmosphere of reverence. From the first, the boy sees the beauty of the Chapel; the East Window with its theme "Through Suffering to Glory", the "Triumph of the Saviour over Evil"; the memorial brasses dedicated to the glory of

God, and in memory of gallant Old Boys who gave their lives for King and country.

The boy is permeable to atmosphere; he is influenced insensibly by his environment, as he in influenced by his human associations.

Can he fail to catch something of a sense of Divine Presence, a glimpse of truth, beauty and goodness which lifts up his personality to a higher pitch?

Free from self-consciousness as the days go by he finds it natural to kneel beside the boys with whom he works and plays. He begins to realize that a Church school is a community in which there is scope for his talent, and an outlet for his energy. He begins to understand that to be religious is to be manly, that it means more than singing hymns, and saying prayers, that it implies reverence in worship, industry and honesty in the classroom, true sportsmanship on the playing field, and happy companionship with others in all these activities.

As the months go by he finds that there is a clearly defined plan in the Chapel worship, that the services are arranged in accordance with long-established Church tradition, that the nativity, life, death, resurrection, ascension of Our Lord and the gift of the Holy Spirit at Pentecost are vividly presented by sacramental observances in the orderly course of the Church year, and that each week the lessons, hymns, and addresses illustrate and emphasize one clearly defined theme.

In due course there arrives the time of preparation for Confirmation which culminates in an act of consecration and worship strictly in accordance with the tradition of the historic Church. He finds that the religious life of the School is not isolated from that of the wider community.

He attends services at which parents and Old Boys are present. On these occasions visiting clergymen are generally the preachers, and often he may hear stories of the Church abroad told by missionaries from New Guinea or Africa or other mission fields.

During the year on Anzac Day or Remembrance Day or at the special Old Boys' service he has the opportunity of sharing in a solemn act of commemoration in honour of

Old Boys and others who served and in many cases died in the wars.

He finds that certain customs have been established by tradition such as the "Offering of the Polished Pennies" adopted upon the suggestion of the late Mr J. L. Pulling, an act to symbolize keeping bright the memory of those who died. Or the daily observance in which the prefect who reads the lesson turns over a page of the Book of Memory as he goes to the lectern while all remain standing as an act of respect.

On All Saints' Day he may make his communion with day boys and boarders who are confirmed; and realize that he is linked in one communion and fellowship with the blessed company of all faithful people.

All these services are enriched by the singing of about sixty members of the robed choir and by sets of singers belonging to many forms both senior and junior who are trained by the school organist.

That the Chapel is not forgotten by Old Boys is indicated by the fact that since 20th June 1918, when the first marriage was solemnized in the School Chapel, six hundred and fifty-one Old Boys have been married there. (The present Chaplain has officiated at four hundred and ninety-two of these marriages and has assisted at a great number of others.)

In the same period seven hundred and forty children of Old Boys have been baptized in the Chapel. (The present Chaplain has officiated at five hundred and forty-one of these baptisms; nearly all services were for individual children.) That these ministrations have been valued by the Old Boys is shown by the fact that they have donated over £1700 to the Chapel Fund which is used mainly for the advancement of the Chapel.

It should be noted that in connection with these ministrations approximately four thousand people visit the Chapel each year. Many come from other States and countries. Thus the good name of the School spreads far afield; and the Torch of Life shines ever more brightly.

The School Chaplain has given some of his own experience of the religious life of the School in its Chapel. He has mentioned how Old Boys are, and feel themselves to be, privileged to come back to it for weddings and christenings. He has shown how it has been made the repository of Books of Remembrance of members of the School who fell in the Great Wars of the time of its beginning. Funerals of those who had worshipped there as boys have begun there with a Chapel service or have been followed by one of commemoration. Confirmation is among the rites regularly administered there.

It is the Headmaster whose authority keeps it adapting itself to all such religious usage. The first one, Ernest Iliff Robson, who prepared the way for a chapel but could not achieve one, had been as devoted to the idea as even his namesake Leonard Charles Robson, at present in office, and the intermediate Headmasters who never ceased to strive for its attainment.

C. H. Hodges was limited by the necessity of first restoring the School finances after the great financial crisis had passed. To him the Chapel was an ideal to be honoured in every act and plan of his policy. W. A. Purves received the tradition and had the honour and satisfaction of achieving the structure, substantially as it is now—convenient, and comely, well sited, and ready for any other appropriate equipment and extension. Memorial and other gifts have brought to it a beautiful organ, and nearly the full number of memorial and other windows of pictorial stained glass. In the much longer headmastership of Leonard Charles Robson, now with its thirtieth year close ahead, the devotion of those predecessors has been marked by new achievement on the side of the Chapel, as elsewhere.

Perhaps the most important is a new attitude to certain subjects at school, particularly music. It is taught as a cultural activity treated partly to reinforce, in a scientific age, some of the old "humanities" with a subject of wide effect

on general culture and most important also from the point of view of Chapel services. Music has now its specialists on the School staff, regularly teaching their art and helping in the general training of boys to use their talent, vocal or instrumental. For Chapel activities a whole school interested in music is as valuable as it is rare.

The religious element in education has been always of paramount importance at Shore. It has given the main continuity to the work of the School. Other policies in other subjects may have varied with different Headmasters. This one has not varied. The Australian boy learning to be a citizen of his own country and empire learns best in an Australian-English Public School in which religion is a part of life that actively helps in constituting the first citizenship he gets to know—that of the School, that from which he proceeds to a larger one—of his nation.

That good humanist, Sir Richard Livingstone, discussing education for citizenship, asks where have the British had the teaching which makes them not, perhaps, expert in the "art and virtue of living in a community", but, "perhaps, more expert than most peoples"? He answers, as a good pragmatist very well may, that "much of the credit is due to religion". In respect of the English Public School as it exists in its Australian form, and within Sydney Church of England Grammar School, the answer is right, on the facts of one example, and its making at every stage.

The School's original building had been a private residence. It was of a somewhat elaborate character, with large verandas and balconies, some five or six spacious rooms on two floors, annexes, and a tower in which was a stained-glass window representing the original owner, a German miner named Holterman, standing by a nugget of gold, almost as big as himself, which he had unearthed at the diggings at Hill End. On it his fortune was based, and he was proud to be the owner of an estate in Sydney from which he could

look down on that thriving city and exercise some of his good instincts of neighbourliness and generosity.

When the School took the house and less than four acres of its original surroundings, by purchase from Mr T. A. Dibbs, the house itself was in need of repairs and adaptations for new purposes, and additional buildings too were required. Under the supervision of the Mansfield Brothers, architects, and a good Scottish builder, Duncan MacRae, all that was immediately needed was provided in a thorough way.

The new classroom accommodation was of very solid construction, and contained nine rooms, together with vestibule and cloakroom space. It was intended to hold classes totalling 160 boys. In the time of the third Headmaster, this classroom block was given an additional story. That its solid construction allowed it easily to bear, as it also enabled the roof to be lifted in one piece under the direction of the then school architect, Mr. H. H. I. Massie, and by his builder. The original School Hall was situated directly opposite the classroom block, right over on the west side of the ground. It was intended to be used not only for a place of general assembly and for services and concerts, but also for a dining-room for the boarders and teaching staff. The kitchens were kept in reasonable proximity to it, but not in the same structure. They were part of additions including sleeping accommodation for domestic staff. There was also such treatment of a wing of the old building as enabled dormitories for forty boys to be provided. The cost of all the new building was £7,000.

From the main block of classrooms an extension was made, west, in 1893, to form a laboratory for the specialist teacher of physics, and a carpenter's shop for another specialist in woodwork. The opportunity was taken also to add a new office for the sergeant-major who was also school clerk, together with some outdoor shelter for boys using

the playground. The new building was not quite harmonious or of equal quality with the original classroom block. Already in 1892 an extension from the Hall towards the main classroom block had been opened in consequence of a report from a Committee of Council in favour of increasing the number of boarders and providing studies, on the English Public School principle, as part of their new accommodation. Opportunity was also taken to add new bathrooms and quarters for the matron and her staff.

The additions made then provided space that would have been sufficient for a total of seventy boarders. In the time of the first Headmaster the maximum number of boarders actually came before this extra provision was made, and in 1893 it was only thirty-nine. In 1893 also the bank failures had begun and made the outlook for boarders, especially, less favourable. Their number in that year fell to thirty-three. Then, in 1894, it rose to thirty-seven, but after that fell again.

In 1892 steps were also being taken to get additional land on the northern boundary of the playground, and by the kind co-operation of two adjoining landowners, Mr Francis Adams particularly, that portion of the playground area was improved and a residence was found for the sergeant-major, who was also school clerk.

It was about the same time that the problem of obtaining a school chapel was being faced. Circumstances becoming even more adverse in Australian finance made the postponement of a solution inevitable during the remainder of the period of office of the first Headmaster. He himself was then housed in a rented dwelling situated below the site of the present Chapel. Long after his day that house was acquired by the School from an assistant master who had been using it as a boarding house for boys, under school licence.

In 1894 it was recorded that although Mr Dibbs had

kindly planted trees on the northern and eastern sides of the playground, the ground itself was in much the same condition as it had been in 1889, in particular having "water in large pools, and being full of holes". At the same time the Headmaster was complaining that the drive in front of the School House required repairing and much other attention was necessary for the surfaces of school property.

A picture published in the School Register under date 1st December 1905 shows the original buildings, the classroom block still only two stories high, with the laboratory and carpentry additions as well as the studies projecting eastward from the first Assembly Hall. Incidentally it reveals how much attention to the playground was still required at that date, even in the second Headmaster's time. It shows also the first War Memorial, put up in the gap between the studies and the laboratory building, after the South African and China wars which took place in the first Headmaster's time but too late in it for the memorial to be erected during that first period.

Other events concerning ground and buildings seem minor now but were important at the time, as for example in 1895 the removal of the Boat Club to new quarters in Berry's Bay, and the obtaining from Sydney Cricket Ground of some of its discarded turf for the improvement of school wickets, as well for match as practice use. So, again, it is recorded that in October 1898 two telephones were installed, and between 1899 and 1900 the School was connected with the sewer.

At that date, there is the further note that the Headmaster was "to resume his residence at the School House". The expense of a separate residence while the School was so diminished in its numbers was thought inadvisable. The reason so given was genuine but not complete. Retrenchment was necessary. But a more serious change was impending. The headmastership was to become vacant.

The full school lists were originally:

HEADMASTER: E. I. Robson, B.A. (Cambridge), M.A. (Melbourne); scholar of Christ's College, Cambridge; formerly Classical Tutor and Lecturer of Ormond College, University of Melbourne.

ASSISTANT MASTERS:

A. McCulloch Hughes, B.A., Exhibitioner, Oriel College, Oxford.

The Reverend D. Davies, M.A., Scholar of Jesus College, Oxford.

C. H. Linton, M.A., Edinburgh.

A. J. Kelynack, B.A., LL.B., Sydney.

W. McKay, school sergeant, late Company-Sergeant-Major, Royal Engineers.

J. Langhans, music master (later B.A., Hertford College, Oxford).

G. A. Thomas, drawing master.

ROLLS: Abbott, Macartney; Adams, Francis Charles; Amphlett, William; Avril, Sidney Marcel; Ballantyne, Lindsay; Ballantyne, Cedric; Childe, Lawrence A.; Clarke, William Branthwaite; Clarke, Gother Robert Carlyle; Clarke, Mordaunt Lindsay; Cliff, John William; Cliff, Richard C.; Cliff, Frank V.; Clive, Archie S.; Fiaschi, Piero Francesco Bruno; Fiaschi, Carlo Ferruccio; Hopkins, Albert J.; Trevor-Jones, Noel; Kendall, Herbert William; Pockley, Harold Campbell; Pockley, Eric Osbaldiston; Purkis, Arthur H. C.; Wallace, Stuart Barclay; Welch, Leslie St Vincent.

The distinction of having been the first boy enrolled was, according to school tradition, "disputed" between Herbert Kendall and Leslie St Vincent Welch, neither of whom is now among the survivors. At the School's sixtieth anniversary, the original roll call must be largely constituted of those who cannot still answer their names, even though they had lives of average duration. The memories stirred by old school lists must often be full of regret.

The School which was very well staffed, for its size, at its beginning, soon increased the number of masters, first of all in 1890 by the reception of Mr L. A. Baker who had a school of his own on the North Shore, closed it and transferred with most of its pupils to the new Church of England school in which he served from that time until his retirement at the due age. In 1890, also, Mr A. H. D. Purcell, B.A. (Oxford), joined, but very soon had to retire by reason of ill-health which ended fatally in 1895. In 1891, Mr A. D. Hall, B.A. (Melbourne), began his long and distinguished career, first as a member of the resident staff and, after his marriage, of the non-resident staff. From his senior colleagues, Messrs Hughes, Linton, Baker and the Reverend D. Davies, the staff traditions of the School had begun and they proceeded with his active assistance for the remainder of his life.

In 1891 there were further additions of members who had not such long service, for one reason and another, including passage to other appointments or professions. Of these, E. R. Holme who joined in 1891 became a Lecturer in English at Sydney University in 1894; G. H. Devonshire who was appointed in 1892 returned to practise at the English Bar in London in 1897; D. C. Selman, appointed in 1894, went on, after the retrenchment of 1899, to become Director of Technical Education in South Australia; F. A. A. Russell, appointed 1895, left in 1896, on admission as a barrister-at-law; K. ff. Swanwick, appointed 1896, transferred in the same year to Newington College, Stanmore, and afterwards had most of his career in Brisbane; H. C. Blaxland, appointed 1897, went to Melbourne Grammar School in 1899; E. T. Turnbull, who was only temporarily on the staff in 1897, left in 1898; he was already too old for permanent appointment but was valued for his character and his knowledge of modern languages. His death followed in 1900.

In 1897 H. E. Whitfeld, whose name was high on the

records of Sydney Grammar School and Sydney University, spent a year at Shore where, upon his very ingenious and profuse employment of the cyclostyle as an aid to lessons, he got from his colleagues the nickname of "Sike". In 1898 he began to add engineering to his other and manifold qualifications all of which ultimately brought him to be the first occupant of the executive Vice-Chancellorship of the University of Western Australia where he passed the rest of his life.

In 1897 an appointment of the first assistant master from Cambridge University was made in the person of A. C. Pilkington who came on an agreement covering three years, and left in 1900, the troubled circumstances of that year involving him personally in a way that made him and the Headmaster agree that the appointment should not be renewed. In 1899, D. P. Evans Jones, a distinguished Sydney graduate, served for a while before leaving for Sydney Grammar School where he had in one of his classes, as a very appreciative pupil, the present Headmaster of Shore. The last appointment made by the first Headmaster was that of F. N. Frith, in 1900. He afterwards had a school of his own.

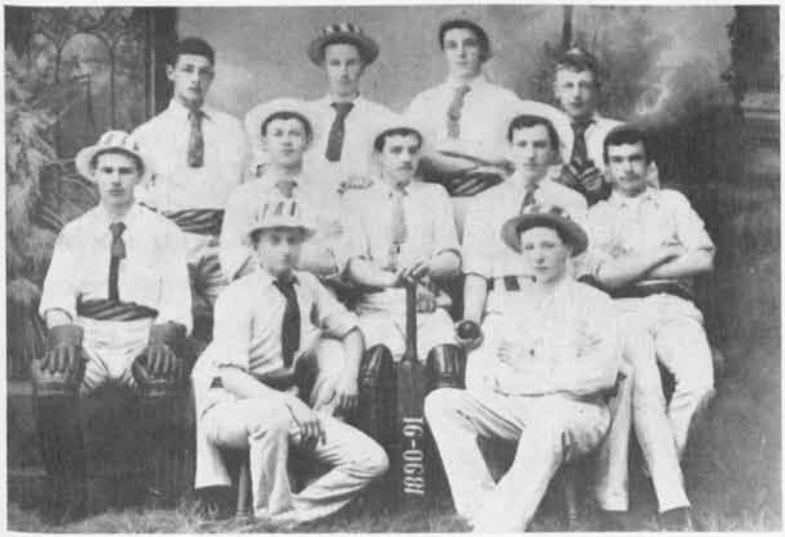
The original supplementary staff was varied in the time of the first Headmaster by the appointment of R. G. Burnside, R.A.M., in place of J. Langhans, as music master, which lasted till 1901. In 1893, G. B. Roskell took the place of G. A. Thomas, combining drawing and carpentry, until 1894, when W. Edgecombe became carpentry instructor. He retired under the retrenchment scheme.

The principal appointments on the household staff were those of Matrons.

Within the Church of England, a Headmaster of a boarding school would not often be thought suitable if unmarried. In this instance the qualification of marriage was not required. Mr E. I. Robson was able to put his eldest sister in charge of his home and, in addition, to allow two

FIRST XV, 1891

Back row: E. Abraham, N. Cox, Rev. D. Davies, W. B. Clarke, M. J. Dawson.
Middle row: N. Trevor-Jones, J. Mair, G. R. C. Clarke, R. Barton, H. C. Pockley, J. Walker.
Front row: W. H. Wilkinson, L. C. Jeanneret, E. O. Pockley, H. W. Kendall.

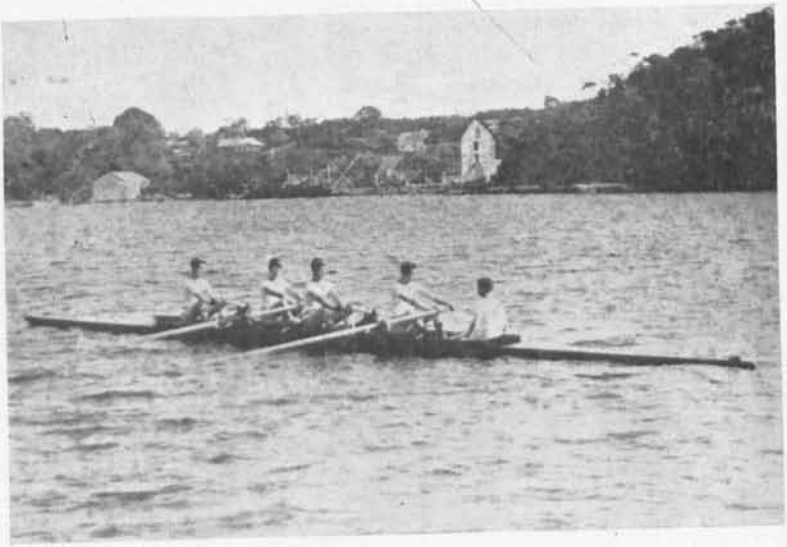


FIRST XI, 1891

Back row: L. C. Jeanneret, N. Trevor-Jones, S. B. Wallace, H. W. Kendall.
Middle row: H. C. Pockley, R. Barton, G. R. C. Clarke, W. B. Clarke, J. Walker.
Front row: A. H. Yarnold, W. J. Morson.

SCHOOL BOATSHED, BERRY'S BAY, 1891

Photo: W. B. Clarke



SECOND FOUR, BERRY'S BAY, 1892

M. J. Dawson (bow), H. W. Kendall (2), J. Mair (3), W. B. Clarke (stroke), W. N. Stevens (cox).

more sisters to live there and take an interest in the School. He also had power to appoint matrons on the house staff. Events proved that he was very fortunate in the honorary and salaried help thus derived from women.

The first matron was Miss Anne Christina Jago. After a while she was joined by her sister, Miss Robina Elizabeth Jago whom boys and staff called Miss Bina (Beena). They were members of a well-known North Shore family. Their father was the builder of St Thomas's Church. Among the Headmaster's stories of his early experiences, as such, was that of how he came to appoint that rather young and inexperienced Miss A. C. Jago. He showed her specimens of the duties to be performed. Among them was dormitory inspection and he chose a time when the beds would be occupied and the occupants awake. But a late-comer from the showers came carolling in without any clothes. It was the candidate-matron who spoke first and simply said "Get under the blankets or you'll catch cold." After that, the Headmaster thought, her appointment was inevitable. It was certainly successful. Her sister was retained as her deputy, apparently on the relationship that gave hope of like resourcefulness. She was, actually, no less successful though not so quick of mind.

What, if anything, Miss Robson had to do with the appointment of the School's domestic staff, is not recorded. But her interest in foreign missions might have made her concerned with the appointment of a Chinese cook. He was a credit to the establishment—a loyal, kindly creature and a good man at his job. But Miss Robson was not so successful when later she chose another Oriental for the Headmaster's own house. He was a Japanese, and one holiday she had to appeal to a young assistant master to go to her own establishment and throw the threatening alien out. He went, revolving in his mind whatever he had heard of "ju-jitsu" and the like, but succeeded, without more than ill looks to

encounter, along with the final taunt "Me not Chinaman" —the School would have appreciated that!

The original matrons together served the School well till Miss A. C. Jago left to be married. Her husband was a police officer named Henry Tylor Dunn attached to the staff at Government House as one of the four "Governor's orderlies"—mounted men, all of them. The residence of the Dunns was near the stables and Miss Robson, duly calling on the bride, found herself surrounded by flags and prancing horses. Her humour was as characteristic as her piety, and she innocently said, "Why, how nice! Is it a horse's birthday?" It wasn't, merely practice for all detailed for some parade through beflagged streets that might have got on the nerves of mettlesome steeds drawing, and accompanying, a Governor to some State celebration.

The two original matrons, like most of the staff of the School in their time, are no longer alive. Mrs Dunn lived to be eighty. Miss "Bina" died, a spinster still, at seventy-three. They began, in their department, a good tradition and should have their place among the School's pioneers.

A Public School could not have all its machinery in action before the appointment of prefects. This one had not long to wait for its first good supply. Already in September 1891 their names were given as Yarnold, Walker I, Clarke II, Kendall, Jones, Wallace I, Clarke I, Barton, Pockley I and Abraham I; later, also, Wilkinson. Whether the order indicates seniority does not appear from the announcement, though Yarnold was head boy of the School and probably the places are relative to form order. This would account for "Clarke II" preceding his elder brother "Clarke I". The two boys W. B. Clarke and G. R. C. Clarke, as they were in order of age, were not far apart in that. In general school rank and in sport they were also very near, but the elder had to concede just a point or two of seniority in form order to his younger brother. But as the cricket reporter said, they were inseparable sometimes, because "they both

bowled well". They were together among the boys who first gave honoured names to school history as in the above list which has now few survivors.

The ceremony for appointing prefects was devised by the first Headmaster and is still in use. In more recent years it has been conducted in Chapel, but a chapel was not built until the time of the third Headmaster. The fourth Headmaster, L. C. Robson, receiving the benefits of the Chapel left him by the third, has been responsible for transferring to it the ceremony for the admission of prefects which they both had received from the first. This is one of the most interesting examples of co-operation of the Headmasters in developing school traditions, from one to another, and through the Chapel as a focus of school life.

At the date of "Christmas 1889" the Headmaster circulated his first report. It is fortunately still extant, in printed form, and is an interesting example of the wisdom (of his time) with which he schemed the first few months of school work. It has to be read in the light of the requirements both for University entrance and for the general training of professional men sixty years ago. Circumstances affect educational policy and what a wise Headmaster did then in scheming his curriculum, he would not necessarily do now. In his own circumstances the first Headmaster certainly made a wise beginning. The report which covers only six months' work reads, without the detail of allotment of duty amongst staff and of classification of pupils, as follows:

> Beginning in July with twenty-four boys, the School in October increased to thirty. These boys have been divided into four forms, divisions and sets, for classics, general work, mathematics with physics, and French, respectively.
>
> In working the School our chief difficulty has been in classification, but this difficulty will to a very large extent disappear as soon as we can form the nucleus of our upper forms of boys whom we have ourselves grounded in the lower part of the School. A new school must of

necessity suffer from the diversity of its pupils' attainments; it is only our large staff that has enabled us to combat this difficulty.

As regards the work of the School, there was at first much to discourage us. It is difficult with only a few boys to appeal to ambition as an incentive to work, while the smallness of the classes renders systematic discipline somewhat hard to keep up. An inspection of our detention sheets will give full proof of the truth of this. But the examination just held has done much to encourage us. I do not say we have attained high results, but we have not attained bad results.

In divinity three of our forms show an average of 60 per cent, 58 per cent and 54 per cent respectively. And it was this subject that caused us most discouragement at first. Many boys came to us with no idea of the truths that are generally said to be learned "at a mother's knee". If we have to some extent supplemented the deficiency we may claim to have done a little. In English two forms show an average of 54 per cent, while in another form that has as a whole, from lack of material, done poorly, we find one boy with 84 per cent of marks in this subject. In Latin we can show two forms with an average of 66 per cent and 64 per cent. In history, I must confess, results have not been good, but there is a great difficulty in getting boys to write anything in the way of connected answers without more practice than we have had time, in six months, to give. Still one or more boys in each form have gained 60 per cent or over in this subject.

In geography we have endeavoured to make our teaching as interesting to the pupils as possible, and by giving a considerable amount of attention to physical geography to lay a sound foundation for future study. At our last examination two forms attained an average of over 50 per cent in difficult papers, and the upper forms show a grasp of general principles which is decidedly encouraging.

The mathematical papers show a decided improvement on those of last term, both with respect to neatness and results. In Divison I Clarke II got 91 per cent for his Euclid, while the average for the class was 65 per cent.

In algebra, Clarke II got full marks, and Trevor-Jones 83 per cent, and the class an average of 68 per cent. In arithmetic Ballantyne I got 72 per cent and the class an average of 56 per cent. In Division II, Wallace got 72 per cent for his Euclid and Adams sent up a very fair paper. In algebra, Ballantyne II got 60 per cent and Adams 55 per cent. In arithmetic, Cliff II and Pockley II sent up very fair papers. Divisions III and IV showed a very fair knowledge of the elementary rules, the papers of Uther and Shaw, in Division IV, being particularly good, and the whole division had an average of 51 per cent.

In science we have throughout the School confined ourselves to physics. We have not been able to do much more than inculcate general principles, but boys have by this time a good grasp of these, and we hope next term with a laboratory, which will receive new apparatus as required, to encourage some amount of individual work in a subject in which boys take a great interest.

The papers in French throughout the School give evidence not only that sound work has been done, but also that there is generally a healthy interest taken in the subject. In two sets a class average of 59 per cent and 57 per cent was obtained on the papers, and individually two boys reached the high standard of 80 and 75 per cent, results which in any school must be held as unusually good. On the value of French as a branch of education, at the present time, when modern subjects are coming so prominently to the front, it is unnecessary to dwell, but it may be added that the system of instruction followed here is calculated to give every boy speedily a thorough and practical knowledge of French without undue attention to the mere technicalities of grammar; and the results obtained undoubtedly justify the course pursued.

Our small classes in Greek and German are in a fair state of elementary advancement. I am convinced that without one or other of these languages no one can be considered to possess a literary education; and though, owing to the industry of the nation who speak the latter language, our clerks do not need to learn it, still with

Germany bent on colonizing the remaining portions of Oceania, we should be preparing ourselves to carry on business with our neighbours in their own tongue. To the scientist, in every department, German is indispensable.

In elementary music and drawing, in which it is intended to give instruction throughout the lower school, we may be fairly satisfied with the progress of the respective classess. At present they are somewhat unwieldy, but when subdivided, we may hope for really good results in two subjects so valued in the English and German schemes of education.

It should be my privilege, as the Headmaster of a new school, to announce the names of the numerous private benefactors. But they are only few. One friend has offered an annual prize for English history, which I hope to award as soon as we deserve it. Otherwise the only benefactions to record are a few donations to the library, for which I here beg to offer thanks, and to mention the name of Professor Cheyne of Oxford, to whom we are indebted for several volumes.

I wish further to place on record my obligations to the school staff, to whose efforts what success we have obtained is in a great measure due. It is to be hoped for their sakes, as well as for other reasons, that they may soon be provided with larger fields of operation.

ERNEST ILIFF ROBSON.

That report of "Christmas 1889" has nothing to say of athletic triumphs. With school numbers that had "increased to thirty" there could have been no more than a little playground sport. But already in 1891 that new Sydney Church of England Grammar School had begun its great series of victories on the river, a series that has lasted, little broken, through the years. Other victories, in the cricket and athletic sports fields, soon followed. Progress had to be slower in football. The bank crisis then interfered with the increase in numbers, upon which the larger teams were dependent. But football had its place in school sport and it

was, soon, at least the cause of a very interesting photographic record as fresh in appearance today as ever before.

That record was made in 1891 or 1892 and represents for the first time the Shore team. It seems to have been accompanied by the making of another photograph of the ladies and children assembled to see the young school team play a match. The photographer was present for recording the team, no doubt, but the ladies were induced to give him the opportunity of recording them also as beholders of the game. The two photographs are perfect in every detail, though now, nearly sixty years after, many of those depicted are only a memory.

The first interest of the record thus taken is to show what certain people looked like when as boys they were doing their best in games for the School, and what sort of company the School attracted. In the non-playing group are the women of the Headmaster's household—his sisters: Miss Robson, among the seniors in the middle of the back row, Miss Hilda Robson with another grown-up girl, a friend, now a school grandmother, on one extremity of the row, and the schoolgirl Louise Robson sitting, demurely, right in the front row near other youngsters.

All of the sisters were present, with those ladies and children gathered to see the boys they were interested in at play. That was the general motive of the gathering. There was nothing particular in it, but there is something noteworthy in the attendance of those of the Headmaster's own household. It means that they had an interest in the boys of the School, as such, and that they had their friends mainly among friends and supporters of the School. They were, in their different ages and diverse interests, constantly making friendships among school families. They had so much regard for their brother's work that they, spontaneously, lived in and for the School as he himself was in duty bound to do. As theirs was voluntary service, it charmed the people whose boys were benefiting by it.

The School, while Miss Robson was the lady of the Headmaster's house, gained much of its popularity from the interest that the women of the Robson family showed in its boys, and from the special capacity, more and more revealed by Miss Robson herself. It was a gift for understanding boys and helping them to develop their moral and intellectual natures. Her association with the early years of Sydney Church of England Grammar School was of really great importance in the warmth of feeling created for the School among the women of the district.

The School had first to become respected for good social qualities in order that it might grow into a general high repute. The initial requirement was that it should form a good community. Its speed in doing that was a warrant as well as a promise of success.

The possession of a tower on a commanding site made interested people very early feel the necessity for a school flag embodying the School's own colours. The first attempt to supply the need was recorded in June 1892 when Miss Lizzie Old presented "a very neat little flag with the mitre beautifully painted on each side", which was found useful at the boatshed from which the school crew trained, at Mortlake. It was also hoisted on the mainmast of the river steamer from which many ladies as well as the majority of the School viewed the boat race.

In December of the same year, the School acknowledged to Mrs J. S. Harrison, of Dulwich Hill, "a very handsome gift in the shape of a school flag, some eighteen by twelve feet, bearing the school arms in the corner, ensign-wise, the flag being of blue and white diagonal stripes". It was a gift which admirably satisfied the ambition of the School at the time, and came from one who had two sons in attendance there. In May 1893 Miss J. Roberts, of Maitland, also gave another small flag "beautifully painted". The tower now is not the same as it was then, but rebuilt it serves a similar

purpose, and under any appropriate flag it is an attractive sight, from many points of view.

At the time of the institution of the School, there were two Public Examinations conducted by the University and called Senior and Junior, respectively. There was also a University Matriculation Examination for purposes chiefly of University entrance. The School was in the habit of submitting its work to those tests, as required, from the beginning. The results of the Senior and Junior were tabulated from 1891 on. For the first Senior there was only one entrant, S. Walker. He did creditably, taking A's in English and French, and passing in five subjects altogether. One boy, W. W. Perry, passed in the Junior in subjects necessary to qualify him, also, for matriculation, and his record was very creditable, containing A's in English, Latin, arithmetic, and as it was then called, Euclid, with a *proxime accessit* for the Arithmetic Medal. Four other boys had to be content with B's, but there was one who got an A in arithmetic.

In 1893 it was possible to say "at last" the School was represented at the University, and the representative who wrote a "University letter" to the School *Torchbearer* was sanguine enough to declare "henceforth one or other of our number will act as University correspondent to the school paper". The signature to the first communication which was very good, from both School and University points of view, was "A.H.Y." (Yarnold) who graduated in 1896 with First Class Honours in history and shared the Frazer History Scholarship.

After the Old Boys' Football Match on 19th May 1894, it was proposed to begin an Old Boys' Union of the School. The idea was most warmly received and arrangements were made for holding a general meeting of Old Boys for that purpose. The meeting was held on 23rd August at the School. The rules were drawn up and finally adopted at another meeting held at the School on 27th October when

the following original office-bearers were elected for the year 1894-5: President, Headmaster *ex officio*; Vice-Presidents, N. Trevor-Jones and A. J. Kelynack; Honorary Secretaries and Treasurers, Reverend D. Davies and A. H. Yarnold; Committee, G. R. C. Clarke, W. B. Clarke, M. Dawson, N. Y. Deane, E. R. Holme, H. W. Kendall, W. J. Morson, H. C. Pockley, and S. B. Wallace.

The first year, sixty-one Old Boys joined, applying not only in Australia but even from England. Cricket and football matches were arranged from the beginning and an Old Boys' Race was put on the school sports programme. The Committee decided not to establish at once an Old Boys' Dinner but to use the occasion of the Old Boys' Football Match for a sing-song. Prizes were arranged for rowing and athletic sports and an Old Boys' Fund was established. The first news of Old Boys' achievements outside the School was published and other arrangements were made to keep a list of members and lists of "all the first teams since the start of the School".

An inquiry, begun in March 1949, into the number of Old Boys on the School Register who are now represented by grandsons in attendance at the School, shows W. B. Clarke as the only one of the first enrolment of pupils to be followed by a grandson of his own name. The next in order of date of the original attendance is A. H. Yarnold, with a grandson named Clarke (B. G. Y.). Then follow S. N. Stevens, with one named Campbell (M. O. J.), C. W. Rundle, with three named Warden (J. C., R. R., and A. D.), also a Litchfield (C. J. A.), after which G. L. Hobson has one of his own name (R. R.), and A. B. S. White two also of his own name (R. G. S. and J. R. S.), while G. P. Sayers has two (A. J. Bishop and P. W. Bishop). This list includes Old Boys going back to the opening of the School in 1889 and forward to attendance that began in 1897. The Headmaster is asking for more information as to the Old Boys

who have grandsons now in attendance, but it looks as if the original "E. I. Robson" School has a good representation already, in number and presumably in quality.

The School, in that first Headmaster's time, appears, on the authority of the register of names, to have served altogether 521 boys, of whom the Old Boys' Union's records in *Torchbearer* show that in June 1899 the Union's own number had risen to 157. Beyond that, "a steady increase of members" is claimed without much proof except such as may be furnished by the balance sheet of 1899-1900 which acknowledges "forty subscriptions at 5/- each".

A school that is being viewed in its first eleven and a half years, through which it rose from an attendance of twenty-four in its first term, to a maximum of 147; from which it fell again in the corresponding term of the last year of the first Headmastership to eighty-six, had not age enough or numbers enough to be judged equitably by the distinctions achieved through its Old Boys.

Of them, there were many who, in lives short or long, did it much credit, but there were necessarily very few whose record, scientific or professional, became a matter of school tradition. Honours were taken in University courses, and one young architect, Matthew Dawson, whose life recently closed, was bracketed for first place for the Sloane Medallion in England, for which there were twenty-two competitors, his being thought "the most able design". It is the window for which he prepared the drawings and of which he supervised the manufacture for the Sanctuary of the School Chapel, that will represent him best to the succeeding generations of the School.

In the first wars after the opening of the School there were already a few Old Boys on active service. Their names are recorded in the School Register under the head of "South Africa 1900-1902". The full list, as in the Register, is repeated here, for their honour:

A. D. Campbell (killed in action, Heilbron, 3rd October 1901)
H. W. H. Chadwick
R. W. Cliff
J. E. F. Coyle
J. G. Edie
C. F. Fiaschi
C. M. Fetherstonhaugh
O. W. Gillam (China)
A. C. M. Gould
G. L. Hobson
E. Heron
R. V. James
E. D. Kater
K. D. Mackenzie
J. Mair (killed in action, Grasspan, 6th June 1901)
H. G. de H. Le Mesurier
C. Murnin (S.A. and China)
V. V. Nathan
E. C. Newell
P. Potts
A. G. A. Powell
C. W. Fyshe-Palmer Roberts
W. J. S. Rundle (died of wounds, Beaufort West, 30th July 1901)
J. Stewart
E. M. Sullivan
W. H. Talbot
H. Thomas
J. S. Thorpe
A. H. C. Waine
J. L. Wilson

PRO REGE ET PRO PATRIA

In the time of the third Headmaster, which included the First World War of 1914-18, a register of war service of former members of the School was compiled. Amongst the great number of Old Boys' names on it was a necessarily small proportion representative of the School as it had been in the time of the first Headmaster. Then again, fourteen to eighteen years later, the ages of the boys of that early period had advanced enought to diminsh their proportion on the School's new list of volunteers for active service.

The original school is represented by the following taken from the third Headmaster's general Roll of Honour, issued in connection with the opening of the War Memorial Playing Fields, 27th September 1919:

> For this offering of their lives made in common by them all, they each of them individually received that renown which never grows old, and for a sepulchre, not

so much that in which their bodies have been deposited, but that noblest of shrines, wherein their glory is laid up, to be eternally remembered upon every occasion on which deed or story shall call for its commemoration. For brave men have the whole earth for their tomb, and in lands far from their own, where the column with its epitaph declares it, there is enshrined in every breast a record unwritten, with no tablet to preserve it, except the tablet of the heart.

PERICLES, *Funeral Oration.*

Maiorem hac dilectionem nemo habet ut animam suam ponat quis pro amicis suis. Ev. sec. Joannem xv. 13.

Armstrong, J. N. F., Major
Barton, R. A., Lieut.
Black, R., Lieut., M.C., mentioned in dispatches.
Bray, R. N., Pte
Carey, J. H., Gnr
Clarke, G. R. C., Major
Dibbs, O. B., Capt.
Gunning, G. W., Cpl
King, T. T. Smyth, Tpr, M.M.
MacKnight, J., Spr
Oatley, F. D. W., Lt-Col.
Senior, S. G., Sergt
Shaw, H. B., Lieut.
Sullivan, E. M., Sergt, M.M.
Taylor, K., 2nd Lieut.
Uther, G. A., Major

VITAI LAMPADA
TRADIDERUNT

Hi quoque pro Deo pro Rege pro Patria belli fortunam periclitati.

Abraham, W. H., Staff-Sergt
Adams, F. C., Capt.
Alison, W. L., 2nd Lieut.
Amphlett, W. M., Capt.
Barker, C. M., Sub.-Lieut.
Boydell, F. M., Capt.
Browne, H. C., Warrant Officer
Browne, P. E., Lieut.
Bullock, E., 2nd Lieut.
Burns, J., Capt.
Callaghan, R. P., Gunner
Clarke, M. L., Lieut.
Cliff, R. C., Lieut.
Cole —
Cook-Stanton, O., Pte
Coyle, J. E. F., Major
Davenport, P. A. C., Capt.

Davies, L. W., Lieut., M.C.
Day, F. O., Machine Gun Section
Deane, V. Y., Spr
Dent, Rev. O. G., C.F.
Edie, J. G., Lieut.
Empson, R. C., Lieut.
Fetherstonhaugh, C. M., Major, D.S.O.
Fiaschi, P., Capt.
Fisher, A. D., Lieut.
Fitzhardinge, A. C. B.
Friend, A., Pte
Giblin, W. E., Capt., M.C.
Gillam, O. W., Lieut.-Commander, R.A.N.
Grant, J. M., Capt., M.C.
Harrison, E. F., Major
Hilder, L. H., Cpl
Hopkins —
Hordern, H. V., Capt.
Houison, D. B.
Hutchinson, E. L., Major, D.S.O., mentioned twice in dispatches
Kelly, F., Sergt
Lamb, F. de V., Major, O.B.E.
Lehmaier, L. H., Capt.
Linton, C. C., Tpr
Lomax, H. L.
MacKnight, A., Lt-Col.
Marsh, G. M., Staff-Sergt
Massie, R. J. A., Lt-Col., Croix de Guerre, D.S.O., mentioned twice in dispatches.
McClure, J. H.
Minnett, R. B., Lieut.
Minnett, R. V., Lieut.
Moore, Eric
Moseley, A. H., Col., D.S.O.
Murnin, L. G., R.F.C.
Needham, F. H., Tpr
Newmarch, A. D., Lieut.
Osborne, D'Arcy, W. T., Lieut.
Potts, P., Pte
Powell, A. G. A., Cpl
Purves, J. W., Lieut.
Reid, R. S., Major, D.S.O.
Roberts, C.W.F.P., Capt.
Roberts, H. A., Major
Robertson, G., Spr
Rutledge, E. H., Capt.
Rylands, W. S., Signaller
Simpson, Macneill, Capt.
St John, B. H. O., Sergt-Mjr
Tulloh, A. F., Pte
Twynam, E., Major
Vernon, G. H., Major, M.C.
Waine, A. H. C., L-Cpl.
Way, G. C.
Welch, J. B. St Vincent, Lt-Col., D.S.O., mentioned in dispatches
Welch, L. St Vincent, Capt.
Wildridge, A., Engineer, R.N.
Wilkinson, W. H., Bdr
Williams, K., Major, M.C., mentioned in dispatches.
Wilson, G. R., Dvr
Wilson, J. L., Sergt
Wilson, N. T., Tpr
Young, —, Dvr

That intended Sydney "King's School" projects no memory, of the original failing to establish itself, into the history of the Sydney Church of England Grammar School, now, at the successful conclusion of its own sixtieth year. It is and has always been both a day and boarding school. It is fully representative of the English Public School tradition, has an independent Constitution, together with its own, though insufficient, endowment. Its ambitions include duty to the Church and to Australian education as a part of a very old English tradition within that "Commonwealth of Nations" which is only the British Empire in a new designation.

That change of title, from "The King's School", at Sydney, to "The Sydney Church of England Grammar School" marks an independence of the specific "King's School" descent. It has never occurred to anyone to call the original and only King's School just "the boarding school" at Parramatta, or to label it a "Grammar" School, though classical studies were the principal secular concern, originally, also at "King's".

The name "Shore" for S.C.E.G.S. is another and very remarkable instance of a nickname replacing, for serious uses, not only the names given in families by godfathers and godmothers, but even those derived from Acts of Parliament, by institutions.

It was the boys themselves who invented "Shore" in the earliest days of the school when, already, on the river particularly, they had occasion to cheer their representatives in traditional sports, required a short name for that purpose, and could not use the term "Grammar" because it was established in use for the much older and then more distinguished school called Sydney Grammar School. A normal boy would never think of shouting his encouragements to all the names in "Sydney Church of England Grammar School", he might as well be called to use all the names in the team. But, on what was then regularly, even officially termed the "North

Shore", the shout easily came down to the one-syllabled "Shore".

A whole long title aptly reduced to, practically, two main sounds and a relic of a third that is little more than a gasp, shows the power of English to adapt itself to requirements even of schoolboys. By convention "Shore" is now the School's familiar and well-loved name, and may even be thought so familiar as to be practically official. It deserves its place as one such short title that has justified itself, as others like it have done elsewhere, though not always so ungrudgingly accepted.

In Brisbane, for example, the boys of another Church of England Grammar School evolved for it the nickname "Churchie", with the somewhat dubious consent of the first Headmaster who made the school a great one in his single lifetime. But all nicknames are good if they come of goodwill. At Brisbane there was already a Grammar School not of the Church so that a distinction by short title was necessary.

In Melbourne, the Grammar School belonging to the Church of England became the senior school entitled "Grammar". So it is just "Grammar" for short and with every justification. In Sydney there was indeed a lingering idea that the originally intended Sydney "King's School" was finally snuffed out by the establishment of the "Sydney Grammar School" in 1857, as successor to what had been called "Sydney College". The idea seems unjustified, though a secular Grammar School granted a State subsidy of £1500 a year was at a great advantage.

Competition is not necessarily bad. It is often forced to take the blame for causes that are either independent of it or extend beyond itself. The Church, in respect of its Sydney school, under the "King's" designation, had shown itself timid and generally infirm of purpose. When it was approaching relief from the competition of the Sydney College it was still left with that of another rival called "Australian College", and would have had to share that with the new

ROWING CLUB PICNIC, LANE COVE RIVER

Photo: W. B. Clarke

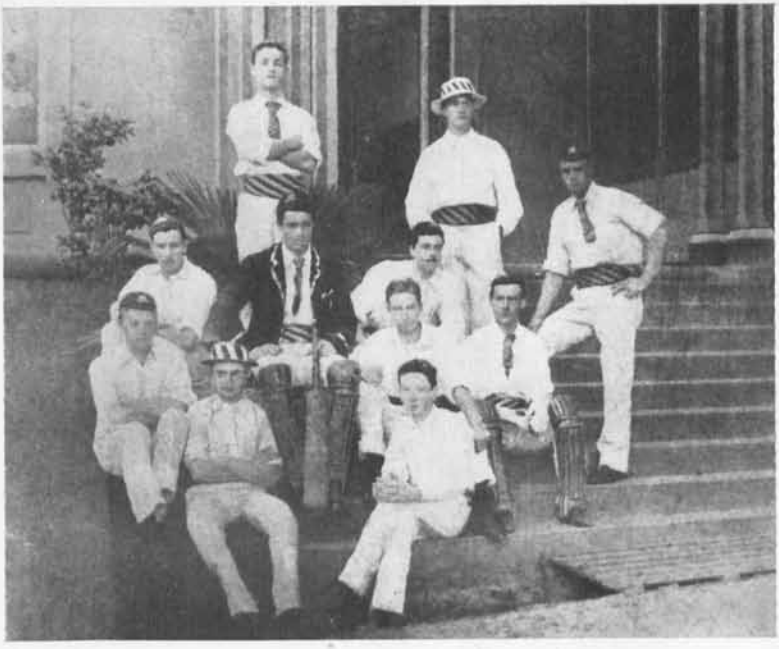
ROWING CLUB PICNIC, LANE COVE RIVER

Back row: H. T. R. Bull, E. F. Harrison, W. B. Clarke, N. Trevor-Jones, A. J. McN. Simpson, N. Y. Deane, M. J. Dawson.

Middle row: W. A. Bull, Alan Ramsay, J. N. F. Armstrong, G. R. C. Clarke, Mr Devonshire, Mr A. D. Hall, Mr Burnside.

Front row: E. Twynam, H. Ireland, W. N. Stevens.

Photo: W. B. Clarke



FIRST XI, 1892

Top row: W. Wilkinson, R. Barton, J. Mair.
Second row: W. B. Clarke, S. B. Wallace, G. R. C. Clarke.
Third row: H. W. Kendall, N. Trevor-Jones, H. Pockley.
Fourth row: A. H. Yarnold, W. Morson.

FRIENDS OF THE SCHOOL IN THE NINETIES

Back row: Miss Pockley, Florrie Palmer, ———, Rosie Barton, Miss Robson, Mrs Uther, Jennie Uther, Hilda Robson, Nellie Harriott.

Second row: Miss Bligh, Miss Uther, Ruth McFarland, Florrie Hooke, ———, Bessie Hooke.

Third row: ———, ———, ———, May Clarke, Maimie McFarland, Lucy Adams, Florrie Kendall, E. T. Jones, Portia Old.

Fourth row: Miss Walker, Two Kendalls, Lilian Trevor-Jones, Bessie Walker, Essie Vanderhyde, Mabel Carey, Miss Walker, ———.

Front row: ———, Miss Walker, Kendall, Kendall, Dollie McFarland, Mabel Adams, Louise Robson, ———.

"Sydney Grammar School". But it was not until ten years later and the arrival of Mr A. B. Weigall to take the headship, that "Grammar" began to develop its full strength. If the purposed Church school had not suffered from a general infirmity of Church purpose, it should have sustained any rivalry then possible. The problem was one of Headship.

When the original Sydney Grammar School in 1866 came to a point at which its Headmaster left it and took its relics off with him to his private residence, a Church school, if it had been competently existing and more enterprising, might already have attracted to itself Mr Weigall who saved the Grammar School. He was a dutiful member of the Church of England, the son of an English clergyman, and afterwards himself became holder of lay offices within the church. As a good churchman, though not in Holy Orders, he might not bave been considered eligible for the headship of a Church school, then generally thought bound to the principle of a clerical headship. Yet had not Bishop Broughton himself, in 1838, thought of establishing a Grammar School in St James's schoolhouse, under the headship of a Scottish graduate, John McLure of King's College, Aberdeen, who does not appear to have been even in Holy Orders, of the Church of England?

There is nothing, either, to show that Weigall thought himself necessarily debarred from a headmastership implying Holy Orders or that he could never contemplate service in a Church school requiring them. In Sydney Grammar School, they would probably have seemed inappropriate to the trustees, and to himself also, but there was nowhere any objection to his being a good churchman. As Headmaster, he seems to have seriously considered the inclusion of divinity lessons in the curriculum.

It is surely not unreasonable to suppose that his belonging to a clerical family and himself being of known good churchmanship might even then in a Church school have atoned for his not being "in Orders". The Church should have been

eager to perform its duty to its school children and therefore earnest in securing the best qualified man for so important an office as that of Headmaster of its chief school in a capital city. Why should it not have ventured to invite young Weigall to its projected principal day school in Sydney. He was still quite a young man when he accepted the Sydney Grammar School position in 1866.

In preceding years a policy of vigorous competition with that respected but not invariably successful school would have made a Sydney King's School likely to attract Weigall's attention, sympathy and even collaboration. He is recorded to have come out from England to Scotch College, Melbourne, only for a term of three years. An advertisement may have sufficed. He had to apply for the Sydney Grammar School appointment. To be invited to a Church school would have been even more pleasing to him. His accession to the staff of Scotch College had been well advertised by Dr Morrison, so that the Church authorities should not have been ignorant of the presence in Melbourne of a good possible appointee for a headmastership in Sydney, even if they did not know that Morrison and Weigall apparently did not suit one another.

It is impossible not to fear that the attempt at a King's School, in Sydney, or an equivalent, failed by the fault of the Church. What was done afterwards by Weigall at Sydney Grammar School must have tended to delay the revival, especially on declared Grammar School lines, of a first-class but no longer "King's" school in Sydney. Whether Church inaction lost Weigall from a Church Grammar School is only a matter of speculation. But it is important. The inaction is a reality and its consequences were serious, even if it did not lose the services of Weigall.

"And thus the whirligig of time brings in his revenges."

When Shore Council appointed Mr L. C. Robson to be the fourth (and the longest-lasting, so far) in the succession to

its headmastership, it brought the much older Sydney Grammar School into the sources of supply. It had become one of first importance. He had been a pupil of Mr. A. B. Weigall. From the appointment of Mr L. C. Robson some influence, at least, from Mr Weigall's important work in Sydney has entered into the making of Shore, and should be recorded as a fact. How Shore's fourth Headmaster came to be a "Grammar" boy has not often been told. By his permission it can be added here.

The Cadet Corps was among the most typical Grammar institutions established by Weigall. He was its captain. At its marches abroad, his large full-bearded figure was one of the sights of Sydney. It was said that all his Sixth Form were his non-commissioned officers and all others of note were somewhere in the ranks. There came a day on which the corps was out in College Street. The father of Shore's present Headmaster happened to be passing that way, saw it and its captain and realized what that all meant—a Headmaster who was the centre of his school in its every kind of life; guide, philosopher and friend of boys. As a father, thinking not only of his limited means but more of his boys, of whom he had three, he decided to commit them to the care of that patriarchal Headmaster. The results have included the benefit also of another great school that one of them now directs.

CHAPTER TWO

The Founder and the First Headmaster

THE real founder of the right Church Secondary School in Sydney was the third Bishop of Sydney, Alfred Barry. He succeeded the Most Reverend Frederic Barker, D.D., who, besides being Bishop of Sydney, was Metropolitan of the Province of New South Wales and Primate of Australia and Tasmania. The See had gathered additional importance. The original intention was that it should continue to hold the Primacy. It was further expected to be made an Archbishopric. Both considerations prescribed the utmost care in filling a not unduly arriving vacancy.

The diligence then shown had its reward in a most hopeful election. The new Bishop was, in full style, the Reverend Canon Alfred Barry, D.D. (Cambridge), D.C.L. (Oxford). He was the son of Sir Charles Barry, the famous architect who designed the Houses of Parliament at Westminster and whose "Life" he had written some twenty years before. At the time of his election he was fifty-eight years of age—not too old for responsibilities requiring a wisdom proved in long experience. He was scholar, writer, preacher, administrator, schoolmaster—distinguished in everything to which choice or duty called him.

In education, particularly, he had more varied experience than it was possible to obtain in Australia. He had been head of important institutions: for five years Sub-warden of Trinity College, Glen Almond; for eight years Headmaster of Leeds Grammar School; for six more years Principal of Cheltenham College, and finally Principal of King's College, the great Church of England element in the complex of London University.

At Trinity College, Cambridge, he had taken a First Class in the Classical Tripos of 1848. He had become Canon of

Worcester, and afterwards of Westminster. He came too late to Australia to take any effective share in the controversies over the part that religious instruction should have in the regular curriculum of schools of the State. But he was in time to bring Broughton's idea of the two King's Schools to its completion.

But for him, the Sydney element in Broughton's design might have passed clean out of memory. In that respect, he transcended the reproach of the earlier failure and saw to it that the school of Broughton's desire was made as a tribute to Broughton himself. He did that although he changed the name from "King's School, Sydney" to "Sydney Church of England Grammar School".

The two important factors in this policy must have been that "King's School, Sydney" was no longer appropriate, as the Parramatta school had become quite old and famous without its fellow which might therefore have been thought an inferior element in the combination. Again, opportunity had arisen for making the new school no less distinctly a representative of the old English tradition of Public School. It was to be allied especially with that part of the tradition which linked with the old general classical school of England, called "Grammar School". It was, as all versed in the history of Grammar Schools knew, out of an old school so entitled that Harrow had been constructed, by private benefaction, in the reign of Queen Elizabeth.

As himself once a "Grammar School" Headmaster, Bishop Barry must have thought much about the origins of the type, and its relation to the Public School ideal. He would have known, for example, what the Regius Professor of Modern History (G. M. Trevelyan), in his own University of Cambridge, described the fifteenth century to have been: "a great time for increased educational facilities and endowments". He would have appreciated the historian's reference to fifteenth century bishops as men who "loved to endow schools". He would probably have agreed that "Grammar

Schools were not", as used to be thought, "the result of the English Reformation"; they "were its cause". A real, religious Grammar School, to this Bishop, would have been a historic achievement for his diocese and himself.

He was favoured beyond his episcopal predecessors by the Government resumption, dating from 1883, of that piece of Church property known as the St James's Church Schools, in Elizabeth Street, Sydney. Out of the amount paid for it by the State Government, the influence of the Bishop prevailed to get £30,000 made available for the new and yet old educational use of founding a Church Grammar School. There were many other uses for which that great part—almost the whole amount of the resumption—could have given much needed support. A less far-sighted man or one less devoted to the cause of religion in education might have let "I dare not" wait upon "I would". To take only one instance: there was the Cathedral not yet paid for, and beyond it many other diverse and urgent claims on diocesan funds.

Barry's leadership was exactly of the right kind to secure precedence for Broughton's long-deferred educational project. In point of etiquette among schools, there could be no question of an intrusion upon the rights of "Sydney Grammar School" because "Church of England" was permanently fixed in the title of the new school and all about Australia there were "Grammar" Schools, even some of State ownership. The finding of the site on the north side of the harbour and the early tendency of people to call the new institution "Church of England Grammar School, North Shore" (once, even, in an official document which should have been more exact) helped in avoidance of any disapproval by schools of like title, quite apart from the assured senior position that Sydney Grammar School in particular had long since attained and others felt they shared.

The Sydney Church of England Grammar School came gradually into being in the course of 1887-9. It opened for work in July of the latter year. It occupied that specially

built classroom block in the grounds of an otherwise adapted private residence known as "Holterman's Tower". This was situated on an eminence overlooking Sydney Harbour and the city, from the most elevated position on what was then called "the North Shore" and is now "North Sydney", more particularly as a municipality. The extent of the land acquired from Mr, afterwards Sir Thomas Dibbs, was between three and four acres, out of about ten acres which had been surrounding the tower, and had remained mostly the property of Mr Dibbs, the occupant and owner of a large house adjoining, called "Graythwaite".

The school land, as purchased by the first Council of the School in 1888, seemed to responsible authorities excellent in site and even adequate in extent, though they were a little timorous about its offering a sufficiently easy approach from the more populous parts of Sydney.

The judgment as to the extent has been recently questioned. The School's attendance rose to a round number of 750 in the course of succeeding decades, partly through the great increase in the population of Sydney, but the old opinion of the position as generally excellent has been justified, and the old fears in other respects have proved exaggerated.

It is not often that extent of territory makes a school. It is an important factor in some successes but apparently not an essential in all. How much has Sydney Grammar School owed to that? Not all can hope for the good fortune of the English Public School which about a century ago began to occupy "the largest area of mown turf in England, giving space for twenty games of cricket".

Since the original site of the Sydney Church of England Grammar School was chosen it has been extended where possible, as by purchase of land which Mr Dibbs had reserved for houses for his daughters when they married. It has also been supplemented by War Memorial Playing Fields rather far away but still of great extent and enor-

mous advantage for school athletics. And there have been other gains. All the time, the position has remained advantageous from other points of view, although the original site did prove seriously inadequate till supplemented.

When the School was opened on 4th May 1889 by Lord Carrington, the State Governor, in the presence of most of the Bishops of Australia, Bishop Barry gave due honour to "the original scheme of education sketched out by Bishop Broughton" as containing "not only The King's School, Parramatta, as a great boarding school, but a King's School in Sydney to be a still larger day school". He declared the proceedings of the day to be "the realization of the latter part of the original plan", and expressed his confidence in the approval of "those who value systematic religious teaching and devotion as an integral part of school education".

Bishop Barry's influence on the fortunes of the School was not to continue. On 11th December 1888 a Special Session of the Diocesan Synod had been called. At it the resignation of the still new Bishop was received. He had been in office altogether not quite five years, having been consecrated by the Archbishop of Canterbury in February 1884 and installed in his Cathedral of St Andrew, Sydney, on 24th April of the same year. During that time he had been away once on an official visit to England. The circumstances of the resignation were abnormal even in respect of the condition of the country. At the Special Session reference had to be made to "the present disastrous drought". Materially as well as morally the clergy and laity present were faced with discouragement.

The reason given by the Bishop for his resignation was the state of health of his wife from whom, he explained, after a marriage lasting thirty-seven years, he could not endure to be parted as he must be if she were compelled to live in England, from which her English physicians stated "definitely" she could "not return to Australia without seriously endangering her life".

A resignation so motivated and explained seemed remarkable as referring to the climate and other conditions of life in Sydney. The Bishop added "the cause here stated is the sole and absolute cause of my unwilling resignation". It is said that the Synod heard him in complete silence. Some members may have known the earlier history of the Church in Australia and have thought of the first Archdeacon, who had no wife, but left his post in anger and resentment as if saying, "I banish you". If there were any such, they would have felt that this second experience was more painful because the resignation came from a greater man in circumstances unfavourable to his cause though not attributable to himself.

For the second time, a Head of the Church in Australia seemed to have accepted defeat. The Archdeacon, who was the first, lived in parochial obscurity for some years and received a canonry at Durham shortly before he died, as it were forgiven. For the Bishop there could be no equal obscurity. He became Assistant Bishop in the Diocese of Rochester till 1891; was Rector of St James's, Piccadilly, 1895-1900; and finally Assistant Bishop in West London from 1897. He was also Canon of Windsor from 1891, an appointment paradoxically but generally interpreted as not a sign of Royal favour. He died in 1910, at the age of eighty-four.

Bishop Barry might have been in due course the first Australian Archbishop of his Church. As such, his eminent qualities might well have made him one of the greatest archbishops in the history of the Anglican communion. In his misfortune the Australian Church and the School which he had founded, in succession to Broughton, were both involved. The School had yet another unlucky and more dangerous experience to encounter.

By 1910, when Barry died, it had attained its first great and, in all essentials, lasting success, under another Headmaster whom he might have installed and watched going

from success to success, if it had not been for yet another strange medical opinion given in England. That Headmaster, who was actually the second, was Mr C. H. Hodges. English physicians, at a time when he wished to make an application and might well have been appointed to the new Sydney school, had advised him that the Sydney climate was unsuitable for persons with symptoms such as those of his own weakness of the lungs. Under that advice he elected to take the headmastership of Townsville Grammar School, from which he ultimately accepted appointment to Sydney Church of England Grammar School as its second Headmaster. One of the most interesting aspects of the School's history is that this first entirely successful Headmaster was an Englishman who came to it after having, on his way, made another and somewhat different Australian "Grammar" school, in another State.

The debt of the School to Bishop Barry is not only that to its real founder. It came also through his understanding of the qualities such a school should possess and the means necessary to ensure them. These included the appointment of Headmaster and staff. The right Headmaster would choose the right staff and work on the right principles. If Mr Hodges had been a candidate for the original headship, his experience in the right sort of school, Rugby, together with his own quality, should have made him an ideal Headmaster.

Letters from Mrs Hodges, dated 25th July and 6th October 1947, which are now a part of the school archives, show that Mr Hodges, whose health necessitated residence in a warmer climate after a breakdown in 1887, was being sought by both Bishop Stanton, on behalf of Townsville Grammar School, and Bishop Barry, on behalf of the new Sydney Church of England Grammar School. Under medical advice to choose Townsville as being "in a dry belt", Mr Hodges either "declined, or decided not to apply for" the Sydney position. On the way to Townsville Mr and

Mrs Hodges took the southern route in order to use their opportunity of seeing the Sydney school which, Mrs Hodges says, "no doubt we should have preferred". She records: "We were much impressed by its beautiful situation."

The inference is, in respect of Bishop Barry, that he did what he could to bring Mr Hodges first of all to Shore. Being unable to achieve that, in spite of his own good-will, and that of Mr Hodges, he made or assisted in making another choice warranted in every other respect except that of an equal experience in school work. If Bishop Barry is to be credited, as he surely must be, for leadership towards that first appointment, he showed a judgment that properly took account of experience, among other qualifications, but was bold enough to take a risk on the side of the former when, on the side of the latter, there was pre-eminence.

He had his reward, and so did the Council when, after the intervening years in Townsville, Mr Hodges was so improved in health that he was physically fit to replace Mr E. I. Robson for another ten years in Sydney. It may be reasonably said that Bishop Barry provided the first two Headmasters of Shore, and both of them in their different ways proved indispensable to its making for more than its first half century.

It is recorded that the search for a Headmaster was made in England "and the Colonies" and that preference was expressed for a candidate with experience that included the latter. There was "a considerable number of candidates", of whom some probably were experienced and indeed eminent in Australian assistant-mastership.

The choice fell, nevertheless, upon Ernest Iliff Robson who won high distinction as a boy at the great English Public School, Repton, and at Cambridge, and who was at the time Classical Tutor and Lecturer at Ormond College, Melbourne. He had been brought thither by the Master of the College who himself had been an assistant master at

Repton, and was searching for a Reptonian for the position that had to be filled.

That Principal, Dr MacFarland, afterwards Sir John, was distinguished for his success as a college Head and exercised great influence in the counsels of Melbourne University of which he became Chancellor. His recommendation would have weight with any scholastic appointing body in Australia. Presumably it was given to Mr Robson whose degrees, both of Cambridge and *ad eundem gradum* of Melbourne, implied high competence, and whose distinctions included not only that of "top boy" at Repton but a scholarship of Christ's College, Cambridge, followed by a First in the Classical Tripos.

At the age of approximately thirty he was still young enough to bring his English Public School precedents and practice into the formation of an Australian one, of the same type, and to profit by facing difficulties of adaptation which might have been less educative to an older man. The choice of the Bishop and Council was competent and courageous.

The influence of the English Bishop, himself both scholar and schoolmaster, can most surely be seen in the appointment of the first Headmaster of Shore. It brought to the new School a candidate not only himself of completely satisfactory qualifications, apart from actual experience of the work, but also one whose heredity and circumstances in life spoke forcibly in his favour.

As a Reptonian he had the advantage of the distinguished service his school had already done in the filling of high offices in the Church; not only by its old boys but also by Headmasters; in recent years two of the latter, William Temple and Geoffrey Francis Fisher, have become Archbishops of Canterbury.

As a Cambridge graduate he had qualifications in his own subject of classics that were of the highest. As a Melbourne University College teacher he had experience of Australian

youth and the scope and quality of Australian schools and universities.

His own heredity was excellent, in religion and scholarship. His grandfather, from whom he got his second name of "Iliff" had been one of the most learned men of the English Church—a good Hebraist as well as classical scholar —to whom the famous Bishop Lightfoot acknowledged his debt, as did certain Empire administrators and others of note among pupils.

That famous London school called "Christ's Hospital", where the poet Coleridge, at the age of eleven, was "already a metaphysician", has among its portraits one called "A Grecian" (meaning "a member of the Upper VIth") which is of the future Dr Iliff, a fair boy (the Iliff type, which came out particularly in Gertrude Robson's heredity).

Through Dr Iliff's marriage to Sarah Cheyne another family of great interest entered the heredity of Ernest Robson, one with tombs at Chelsea and Westminster Abbey to speak of the family's achievements. These are considerations of importance in old nations that live more by their records than is possible for their remote branches to do. The Robson family itself, of Falstone, North Tyne, had a very long history. The antiquarians have traced it back as far as 1200 years—to A.D. 750.

Such an appointment as the School then received was, like that which brought Bishop Barry himself to the Diocese of Sydney, surely in "the unsearchable dispose of Highest Wisdom". The first Robson, as the second has justly recorded, contributed elements to the making of the School which have been and will ever be in the foundation of its character and the highest of its aspirations.

It was characteristic of Bishop Barry's foresight that he approved the election to the new school of a layman as Headmaster. At that time The King's School, Parramatta, was still bound to have a Headmaster in Holy Orders. Apparently, the Bishop favoured the lifting of that restriction

upon the choice open to School Councils. It is no longer operative in this diocese. The system of a clerical headship of Church Schools still has its advantages. Among these are the admission of the Headmaster to a full, personal share in the administration of the rites and sacraments of the Church. Among the disadvantages of the non-clerical system is the closing of experience of school direction to senior members of the clergy so that it is not often that a schoolmaster can become a Bishop, as Dr Barry himself did.

The present Headmaster, Mr L. C. Robson, after nearly thirty years in office, looking back to the work of the original of his name, though not one of his kin, took occasion on the death of that first of the name to utter a tribute to the work for which it stood in school history. It is a tribute that adds to the knowledge of both boys of today and senior men surviving from that period, along with all members else:

> I believe that I am right in attributing to him (E. I. Robson) the "Come and Go" book, a record of entries and departures which keeps an exact tally of the strength and personnel of the School; the "Daily Report" and "Total Absence" books which record absences and other vital statistics; the "School Register" which, while sometimes a source of pain to his successors, has also been an invaluable record, to them, of those who have attended the School since its start.
>
> These are perhaps dull instances and will not mean much to the uninitiated, but surely most parents, as well as Old Boys, will understand if I refer to the pink and white cards which are distributed weekly. It is enough to say that there has been here since the earliest times a system of records such as exists in few other schools, and which has been varied from time to time only in minor respects. This in itself was a quite remarkable achievement for a young man, without former school experience, who started with twenty-four boys and a very insecure promise for the future.

The diagonal blue and white colours are those of Ernest Robson's Cambridge College. Before even joining the School he had designed the various devices which are our distinctive badges and upon which our arms are based. The motto is of his choosing and from the earliest times he used the name "Torchbearer" and made much of the strikingly appropriate symbolism of the torch. At about the time of the appointment of the very first prefects, he instituted the ceremony with which prefects have, ever since, been appointed and charged with their responsibility. As far as I know, this was not a copy from elsewhere, and, indeed, I know of few schools in which there are similar ceremonies. All of this, and there could be many other instances, suggests a wise foresight and a long vision.

He brought from Cambridge an enthusiasm for rowing, and skill as a coach which are still remembered by old hands on the river. He was so energetic in finding scope for this enthusiasm that the School won its first boat race in 1891, two years after its foundation. There is no doubt that he regarded rowing, as all good men should, both as an art and a science. He must perhaps have been in his best form on the river, for many are the Old Boys who have spoken to me of the delightful outings and camps they had with him.

But his greatest contribution is less easy to describe. There is no doubt that he created about the new School an atmosphere that has clung to it. The early school magazines reflect this atmosphere and his ideas and aspirations are evident from them and from his reports and other documents. Further, the regard of his Old Boys and friends for him is of such character as to reflect his personal attributes. Old Boys speak not only of his intellectual quality but of his friendliness and the effect of his relationship to them. Their affection for him has always seemed to me to be of that kind which boys give to one whose ideas interest them and whose enthusiasms they can understand and share, and whose qualities of character appeal to their youthful instinct for what is right.

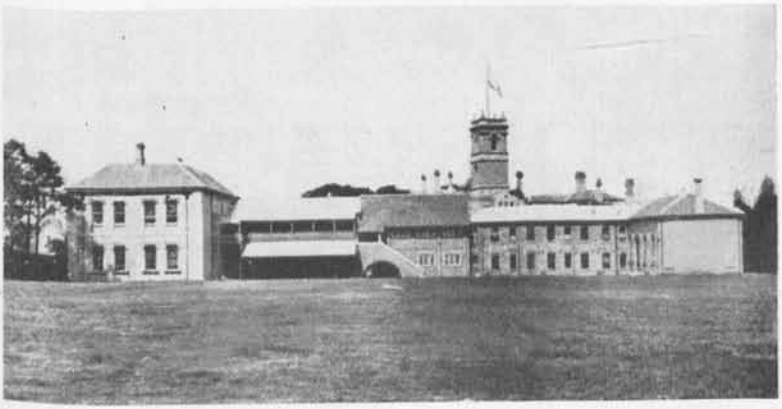
> He was undoubtedly a man of sensibility. On the few occasions when I have met him he impressed me as a man of perceptiveness—and I use the word specially in the moral and aesthetic sense. In some such way, I have always summed up the impression that I have formed and that his Old Boys have suggested about him. If I am right, then perhaps in some such phrases we should accord to him the honoured place in the School's history which is his due.

Experto crede—the estimate is right. It comes out of thought given to the essential requirements in the making of an English Public School in Australia—one deserving of the name. A time arrived when the Headmaster, still at his best in age, had to part from the School he made. But the time has never arrived when that School lost consciousness of its first maker. Under him, for a while, it was baffled, but only to fight better under other leadership. It never forgot its original leader or the way that he had pioneered for it. It has never been untrue to the purpose he had put into its formation. To cover such an original headmastership with any word of failure would be not merely unjust but also foolish.

At the time of the School's first jubilee, the Old Boys' Union, at the formation of which in 1894 he had presided, tried to induce him to come from Melbourne, the place of his final retirement, so that he might feast with them in celebration of the School's attainment of its fiftieth year. Citing his age, he asked to be excused and his letter was treated as a grace to the whole celebration even for those to whom he was only a name, though one of great meaning.

Now, as the sixtieth year of the School's history has closed, he lives in the memory of still fewer Old Boys, but to the rest he is a part of lasting school tradition. The present Headmaster's authoritative appreciation of his work,

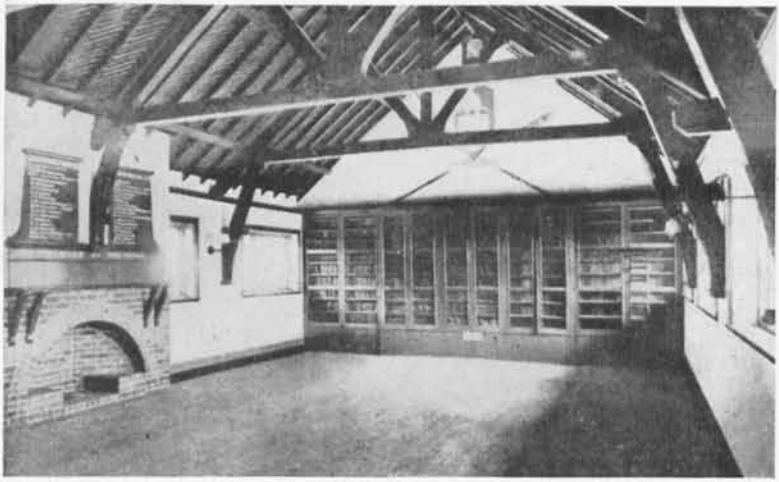
Separate elements in the group photograph of ladies and children attending a football match at the School. Left to right: Louise Robson, Miss Hilda Robson, Miss Nellie Harriott and Miss Robson herself



"SHORE"

Showing the first expansion of the School from the original two-story classroom block and the dining-hall, through the addition of studies, War Memorial Library, laboratories, etc.

WAR MEMORIAL LIBRARY (FROM THE SOUTH)
Erected in memory of the Old Boys who fought in the war of 1899-1904



WAR MEMORIAL LIBRARY, INTERIOR

uttered in the solemnity of service in Chapel, has given a new starting point to the earliest part of that tradition.

At the present anniversary, the School should welcome some increased knowledge of the detail of its first Headmaster Robson's career, including necessary reference to his family. He himself left neither son nor daughter. At the time of his appointment he was not married nor apparently did he state his intentions in regard to marriage.

To some Councils an unmarried headmaster of a boys' school that was intended to have a considerable element of boarders, would have seemed an anomaly. If that were so with ours, the anomaly was surely expected not to last long, and the marriage did occur within about six years of the appointment, namely, towards the end of 1895.

It was a kind of pleasant irony of fate that sent him a whole family, in advance of a wife, by a natural tendency of brothers and sisters, who happened to be in or passing through Sydney, to stay in the house of the eldest of them all. This, in fact, provided him with an admirable group of his father's numerous family for as long as he or they liked. They, by their intellectual and social qualities, almost immediately made the Headmaster's mainly adult household a most important addition to the life of the School.

By the time of his marriage, the worst Australian financial crisis ever known, before or since, had involved the School in a catastrophe that anything else adverse could seriously increase, and the ending of the original family life in the Headmaster's house which came, later in the crisis, when the marriage took place, was in fact very seriously adverse. The manner of that ending was quite natural and friendly. The effect of it, none the less, was almost as disastrous, not for the naturally replaced members of the family but for the School.

What the present Headmaster has spoken of as the invaluable records and other matters of system, all that "quite remarkable achievement for a young man without former

school experience"; all the designing of the artistic devices, the choosing of the Lucretian motto; the originality implied in the ceremony of the appointment of prefects; all the early triumphs of school crews on the river; all the evidence of the *Torchbearer*, the school magazine, as to his ideas and aspirations and literary skill in expressing them; all the genuineness of his enthusiasms and the high quality of nature from which they sprang: all these things might not avail. It was a time of financial panic. The School was a new school whose reputation had to be secured without aid from those anchors out to windward which are represented by long existence and the consequent great number of Old Boys so often faithful in adversity. So the marriage, when it came, at the end of the School's seventh year, and following the worst shocks of the great "financial crisis of 1893", was an event in the Headmaster's personal history which had relationship of special kind with his School.

During the crisis, the School had to pass, also, through the change by which the influence that was exerted by the Headmaster's brothers and sisters, in particular by the eldest sister, Miss Gertrude Robson, was replaced by that of the Headmaster's wife, alone. It was like replacing a team by a single player—and a team with a specially gifted leader. The wife was the daughter of a Melbourne Headmaster, Dr A. Morrison, of Scotch College. She had her own gifts. They were good. But they did not include the same extent of interest in the school life of boys. In the Headmaster's house there was no longer the same focus of school interest. There, interest had shifted more to society.

CHAPTER THREE

The Family

In the course of its history, Shore has had very good opportunity of learning a school's advantage when the lady of the Headmaster's house has somewhat of a vocation for her part in his work. It enables her to include in her motherly affection not only all the boys in her husband's care but more especially those received as boarders in or about his own household. The first lady of Shore Headmaster's house was a sister, Miss Gertrude Robson. Her example still shines with the best, and has some rare distinction.

At the opening of the School, then, it so happened that the setting of one model for the long progress of sixty years devolved upon the eldest of three sisters, then in her twenty-eighth year. She made it, in less than six years, a reality, a personal achievement. After that, without her co-operation, the School was less happy, as if conscious of a loss that nothing supplied.

The Headmaster's wife had not the same idea of her function in school-making. She was familiar with a school already made, and one in which to her, at least by all seeming, there was no necessity of a close relationship between the lady of the Headmaster's house and the school he governed. She thought, and expressed herself, it is said, in terms of the "professional man's wife"—her husband's business was not hers, and where women were required to assist in it they would be salaried for their work. She was agreeable, pleased to take and give entertainment, interested too in what the School did, as well as in art and other good causes. She too embroidered scarves for crews. But, really, schoolboys were no novelty to her, and no special interest; she was a Headmaster's daughter and thought she had nothing, perhaps, further to learn about their kind.

So the contrast of the old and the new relationship between Headmaster's house and the School, while it was as clear as it could be and, in its way, as reasoned, made the boys, and the masters, and the parents, all particularly concerned, feel "the old was better"—the unmarried than the married Head.

Perhaps in the new School there was a difference of atmosphere only made evident to the lady after marriage and then not understood. It may be suggested by an old story purporting to account for the arrival of the late Mr A. B. Weigall in Sydney, from Melbourne. This relates that as an assistant master at Scotch College there, he was once giving a writing lesson—though his own writing was no fit model—when his Headmaster entered and inquired "What is that on the board?" was laconically told "Writing", rubbed the "copy" out and wrote it again himself—while the assistant master left the class to him and took ship for Sydney. The story might have some point in Weigall's supposedly atrocious writing, but among schoolmasters that would be, comparatively, no point at all. It must depend upon something characteristic of the Headmaster's government.

Mr Weigall's biographer, the late Professor MacCallum, said that he told that story "only to be contradicted". But he told it—and the reason is not in the comic badness, alleged, of Weigall's handwriting but in the fact that, although his Melbourne Headmaster supported him for the Sydney Grammar School appointment, the young man himself was not quite at his ease in his first Australian School.

As an English Grammar School boy and English University graduate, he found things in the then government of that Scotch-Australian College which irked him. They did not extend to such holding of an assistant master up to the ridicule of his class; that was only a farcical parody of more intangible causes of dissatisfaction. It would be sufficient to say that something in the attitude of his Principal,

as such, left Weigall still loyal but not contented, and glad to take even the forlorn hope that Sydney Grammar School seemed then to offer him.

There were, of course, other "yarns" about the Head of Scotch College, current in Melbourne, then and afterwards. They sometimes made him seem a curious compound of business-man and schoolmaster with the academic side less prominent than it was in Weigall, which in itself might be a cause of difference.

Any young woman brought from her father's boys' school to her husband's might have thought she was in identical atmospheres. But she might have been innocently mistaken —Shore, through the Headmaster and the whole Robson family, probably had an "ampler ether" than that which the Weigall-Morrison story parodied.

The religious atmosphere had changed in that hers had been Presbyterian and her husband's Anglican. Even something in the difference between the great Australian capital city in which she had grown up and that in which his work was being done, might have counted for advantage or disadvantage, in her own judgment, if she had thought about it, as, in the days before the Australian Federal Constitution, she might well have done.

There was perhaps motive for thinking on the side of the religious difference, because the Headmaster had among his stories of the first suspicions the new School had to allay, that of his near neighbour, a revered but very cautious Scot and resident minister of the Presbyterian church, who warned him "to avoid all signs of intolerance"! The marriage itself must surely have eliminated any supposed danger of that kind proceeding from him. The School was never conscious of any.

The whole of that "first" family of Robsons contributed to the making of the eldest brother's school. All but two are gone now. One survivor is the Melbourne undergraduate who became the Reverend Edgar Iliff Robson, M.A., B.D.,

of Cambridge, a scholar, poet, author of many writings—about theology, travels in other countries, criticism, classical history and biography. He became also a school chaplain and master. In Shore's early days, he was at the stage of a distinguished student of Melbourne University who, sometimes in vacation, thought of visiting his brother's school house, soon went abroad and gained further and greater distinctions there. A young Shore master who saw something of him then still lives grateful for his companionship. He also joined his brother's boys in some of those excursions "up the river" of which the present Headmaster has spoken so appreciatively.

The literary talents of both brothers for a time made the School *Torchbearer* shine with exceptional brilliance. It was a lesson in English speech-rhythms that the young scholar from Melbourne was giving to accompany those in the rhythm of rowing that his brother was driving into the school crew, as he wrote for *Torchbearer*, the sonnet:

Ah, if old Homer could have seen us there!
The sea of glass and mingled fire outpoured
Forth from the crucible of heaven's lord,
Apollo, through the crystal of the air;
The glow of limbs from healthy exercise,
The graceful play of blades upon the sea,
The graceful-answering swing of muscles free,
The boat swift flying, as a swallow flies:
And crew in heart united by the bold
But stern companionship that is their pride,
The chivalry and knighthood of the oar—
Truly the spirit of the Greek of old
Had ris'n through mists of centuries, and cried
"Behold our Hellas come on earth once more!"

That was also a lesson in the spirit of the civilization the boys were inheriting from antiquity. And it was another in harmonious choice of language that was old and yet

turned to new account, as in that "chivalry and knighthood of the oar", a phrase that must have remained in many gallant young memories.

The eldest and the youngest of the brothers Robson played with the crews, to amuse them, as well as to instruct them in the one sport in which a school in its infancy could have an equal chance of success with older and more numerous ones. So the Headmaster-coach followed with a Miltonic parody that criticised his own impatience of faults as well as the crew's too frequent lapses into them: it is staged "In Kerosene Bay" and "John Milton" is on the coach's launch and "though of feeble eyesight" is moved to describe the crew—and its tormentor—thus (in beginning and end):

Whom, from the prow
Of vapour-pulsing vessel thus bespake
The author of their tortures: "Wherefore now,
Ye that but yesterday in concord smote
The deep, now all erroneous dissent
. . . . . .
Should in confusion discontinuous
. . . . . .
Which least of all avails—with feeble assay
Securely waste my time". To whom the third
Of that shame-facèd crew thus brief replied:
"Though ill beseems Servility to speak
When Power incensed upbraids, yet what to leave
Unsaid would argue folly, what to say
Seems lewd presumption . . .
. . . in reverence profound
I venture my opinion to express,
We'd row much better if you ragg'd us less."

It's a shame to mutilate such a witty parody—all within the comprehension of ordinary boys, and respectful to the great model of classical English that some at least of the crew

would have been studying and from the jest might learn that style which can't be resurrected, may be imitated, sometimes with propriety—and even profit for a learner.

The influence of the Robson brothers included that of a third, Hubert. His boyhood had contained, for his parents, promise of a son who would be able to do even more at Repton than Ernest and Edgar, who were both "top-boys" there, had done at their different times. But an accident at cricket, during his Preparatory School days, destroyed that hope. He became an accountant and was in employment as such during his residence in Sydney and the Headmaster's house.

His temper was genial, and his intelligence less trained, academically, but still full of fancy and delight in life. His interests were to correspond—those of the city man—and he enlivened the staff dinner-table, that all the family attended, with quips and jests from that outside world: e.g., the prosperity of trouser-cutters in William Street, and his inclination to switch to that trade and consequent attendance at Technical College classes in "tailoring"; the best horse in the "Cup" race, which none of the staff could name, though they tried—it was a Greek-named one, he thought, and ultimately he gave it as, in sound, "pig-ee-on-toe-ee" which, he said, in English was mis-called "Pigeon-toe". Wherever he went, he took good humour with him, in those days of his youth, which were not to be much prolonged.

It was the women of the Robson family, all the same, who had most to do in making the life that centred in the Headmaster's house and spread from it into every relationship of the School.

The men could reinforce the work of the Headmaster casually, as opportunity offered, and they did that, as well as contributed their small share to the life of the house itself. But the women entered much further and more regularly into the life of the School and of the families

interested in the School through the attendance of their boys. Again, they had their social relations with other women, not only school mothers but also friends and acquaintances of their own.

When Gertrude Robson came to the School to take charge of her brother's house she was just about old enough for the duty. Her sister Hilda followed her, at about eighteen, and the youngest of the first Robson family, Louise, was thirteen. In nature they were all gentle, unassuming, in no way inclined to think critically of the new country to which they had come, or regretfully of that they had left.

The whole family had music in it and Gertrude Robson was an excellent pianist. Their father had sent Gertrude to Karlsruhe particularly for study of music and languages, and though her brother's school had great benefit from the contributions she made to its pleasure and profit through her music, it had less opportunity for taking advantage of her knowledge of both French and German. Her discretion was such that in school subjects of major importance, as languages then were, she refrained even from the good words about them that she might have contributed to the instruction given.

When her mother died, of phthisis, she and her brother Hubert were thought to be in danger of it, and that caused the family to emigrate, stepmother and all.

The life in Australia was untroubled, for all of them, by any recurrence of such illness. The first family settled more or less close to the eldest brother, while the rest went on to Queensland and flourished there. Of the other two girls of the first family, Hilda gave the years of her early girlhood to helping her eldest sister in the cares and social duties and pleasures of school life, while the youngest, Louise, finished her schooldays in a neighbouring girls' school.

The value in school society of the family thus temporarily settled in the Headmaster's house was to remain, after

the very few years in which it existed, a legend among Old Boys. It is one that for its excellence will last as long as ever there are Old Boys of its time to cherish it in their remembrance, or surviving elements in the old society of the "North Shore" to revolve memories of the School as it originally was.

The schoolgirl, Louise, might seem able to have, at her age, but a small part in the family influence, but the School, as a community of men and boys, took her the more easily to its heart. In her demure way, and taught to call the big boys "Mr", she was able to have her influence too, not having inherited for nothing her share of the family character and ability. In the final break-up of the family life it was no surprise to find her, a trained nursing sister, become a missionary in the islands north of Australia. So many of those "little, nameless acts of kindness and of love" were already to her account, from childhood up.

When the sister-in-law arrived and replaced the members of the family, Louise passed on to qualify for her profession, and it was she who nursed the Headmaster's wife in her last illness, in Victoria. Unselfish, loyal and gentle, but independent, she had her part in the good works and good influence that proceeded from the Headmaster's house. A widow of the First World War, now, and a permanent guest in a Church of England Retreat, in Sussex, she guards the memories of her brother's school and has had her own function in its history.

Her elder sister, Hilda, as a grown-up girl, took more effective part in the social life of the School. Later, she began a teaching career, but soon passed from it to become the wife of Robert Garran, afterwards Sir Robert. His name, with many other distinctions, is one of the most important in the history of the Australian Commonwealth from the first endeavour at its achievement to the present day when he is a principal emblem of its founding and of the highest service it has had. Lady Garran died in her prime, but

leaving sons whose achievements have given them an unusual number of citations among Australia's best known men.

The life of the original Headmaster's house was graced by the members of such a family, all looking up to him as what one of them has called "our noble brother". The others seemed naturally to accept the eldest, Gertrude, as, by special qualifications in addition to seniority, their household head. They were, therefore, despite all conflict of personalities, a unity among themselves. Their united influence on the School was great.

It was, still, the influence of Gertrude Robson which had the most positive effect. One of Shore's oldest friends, a man who has been associated with the School from its very earliest days, has termed her brother "a difficult man", and her "a most charming and tactful person to whom was due much of the early popularity of the School, for she was loved and respected by all the boys". Putting aside, for later discussion, that term "difficult man" the high tribute to Miss Robson (just incidental to a helpful reference to the early history of the school site) is valuable as a plain statement of fact, like the rest of the document. How she entitled herself to the affection in which she was held is still to tell. Only the evidence of the few survivors of the few years that she spent at the School is now available to confirm such a statement. But its truth needs never to be questioned. The proof is in the shock that the School received when she made way for the almost inevitable successor.

That successor, legitimate, and expected, unknowingly became committed to a relationship of extraordinary difficulty, on the side of the School. No doubt, she did not recognize it as such.

What Gertrude Robson had as a principal faculty was the exercising of influence over boys by reason of natural gifts of understanding and affection. She had no previous

knowledge of boys' schools, as her successor had. But those natural gifts made her able to do without the knowledge, at first, and then to get it very quickly. Afterwards, in a boys' preparatory school of her own, she gave further proof of her quality. It showed, then, not only in what she made of the little boys entrusted to her rule but also in the character and ability of the men she attracted to her staff.

Gertrude Robson had no directive authority at Shore, not even that of a supplementary teacher, as she could so well have been, and as which other women since her time have served the school admirably. But, after leaving there, she became owner and Headmistress of another boys' school, that "preparatory" one, completely of her own foundation.

It was remarkable for many things, including its choice of staff. There was first her principal lady assistant, Miss Burke, who also, after Miss Robson's time, had, until her death, a preparatory school of her own, called "Kersworth". There was, in addition, such a succession of men assistants as made the original school distinguished in its contribution to educational history. Some were afterwards Headmasters themselves, like Mr W. M. Nimmo and Mr L. Bavin, in their independent and still flourishing schools. Another was Dr Frank Debenham, Professor of Geography at Cambridge, and known also for his work in Antarctic exploration, in the course of which he gave the name "Robson", after her, to a geographical feature of a small glacier, tributary to the Mackay. Yet others were the late J. Le Gay Brereton, poet and scholar, who as a young graduate of Sydney University, where he became afterwards Professor of English Literature, was found by her—to her own delight and to that of a class of her little boys—engaged in the story of "Piers the Plowman", whose original words, as uttered by him, charmed somehow out of their fourteenth century idiom, those babes of the nineteen-twenties.

But it was the Headmistress herself who got from another distinguished member of her staff the most understanding

praise of all the unparalleled collaboration she attracted. It has been given written words, only for the purpose of this contribution to Shore history, by Dr L. H. Allen, another poet and scholar, now Professor at the University College of Canberra. It relates to herself, showing what beauty of character was in her work, wherever it was done:

> Gertrude Robson was one of the most saintly women I ever knew. It was a privilege to be associated with her and her influence has never left me. Her cultured mind possessed a graciousness which we all felt. She cared for her pupils as though they were her children. She thought always of their welfare before her own. Her decision to take up the missionary life was the natural outcome of her self-sacrificial spirit.

It is for such rare influences in their education that a few gifted men can say they feel what Wordsworth called a "perpetual benediction" in thought of past years. The senior Old Boys of Shore might often speak of Gertrude Robson with such a thought unexpressed but guiding them. Her own former little boys will mean it too, even if they say only more specifically, as some do now, that "she had a way of reading poetry" so that it "made a profound impression", and "we learned while we enjoyed", or tell how they were grateful for her "real understanding of boys" and her "ability to bring out the best in all around her" which is "only to be found in the really great teacher".

All the powers so vouched for had their first notable exercise in the life of her brother's school and they entitle her now to be called one of its principal makers. At the time of the brother's death, in 1946, a leading Old Boy wrote:

> *I think in every reference to his endeavours mention should be made of his sister, who kept house for him, and who showed such a keen interest in the School and us boys, and was greatly beloved. It was a sad day for us when she*

made room for our Headmaster's wife, who remained a stranger to most of the boys.

When Miss Robson gave up her own school at a most flourishing stage and offered for missionary service, first in the islands north of Australia where her youngest sister, Louise, was working, her action came as a shock to the Headmaster of Sydney Grammar School, Mr A. B. Weigall, to whose care most of her boys passed when they grew up. He is reputed to have said, quite appropriately, as well as most justly, that she had "given up to the mission her great power and opportunity of influencing for good the intelligence and character of many men on whom Australia would have to depend".

She did, as was ever likely—come what might to herself—just what she wanted to do. One who knew her very well has said there was a "curious streak of wilfulness in her disposition". But her impulse was only to do good and not count the cost. She could also laugh at the queer experiences it sometimes brought her, as when the Grand Dame of one island heard patiently from her an allocution in pidgin English without understanding a word of it, and then replied, at length, in island dialect of which Miss Robson had no knowledge, after which exchange she seemed to be much comforted in her cares of State—like any other woman after a good talk about her troubles.

So, elsewhere, a native yawl skipper, a good linguist, explaining that he had taken his boat out to sea to avoid the dangers of the Samoan hurricane in harbour, replied, when asked by her whether he was not afraid, "Me! not afraid: my Saviour, He look out", and found her all smiles over the answer, perhaps only partly at the care and valour of that simple Christian.

Her sense of humour must often have helped her among Shore boys as with the boys of her own school, not only as it appealed to them but also, sometimes, when their own

lack of any gave her the refreshment of a secret laugh—as when one little fellow sat at her feet, attending to her wise discourse, and then said, apparently as the result of his own meditation, "A long time ago, *I* had brown boots".

She could not laugh in their presence on all occasions, as on a wet Sunday afternoon, when her boarders could not go for a walk and they were told to choose a text and illustrate it, in drawing, to present to their mothers or anybody else. One little fellow chose "God, I thank Thee that I am not as other men are", and explained that it had made him think of her. To spare his feelings the requisite explanation, she accepted the gift herself and kept it in her own room for some time.

In the life of an Australian school, her own or her brother's, such a nature, combining piety with humour, sound learning and general artistic sense, with high accomplishment in music, and above all, growing experience as well as love of boys, must have had many qualifications for success.

It was strange, as that wise Headmaster of Sydney Grammar School again said, that she should be not only once but twice withdrawn from the sphere in which she could, in all human reckoning, do best work. With her nature, she would have seen nothing strange about it, but only her way of destiny—to her the Will of God.

Gertrude Robson lived long enough at Shore to have the honour of beginning one of its best traditions. It was that of the active influence proceeding from the lady of the Headmaster's house into the School and including all its community of parents, friends and Old Boys, as well as pupils. A family, all but one of them grown up and all competent and independent of nature, could not make that house entirely exempt from clashes of temper and interest. The Headmaster himself has been already described as "a difficult man", in a context in which his elder sister was praised for quite opposite qualities. So far as the distinction

is upon points of tact it relates to matters in which it would have been hard indeed to find her at fault. Many people, without blaming him, may have thought him a little difficult sometimes, but her, never—unless upon some question of principle, as for example, in morals.

The English in their older language had a word the equivalent of which would now be "peace-weaver". It was applied to brides who went to foreign tribal leaders as emissaries of peace and preservers of good-will. The word is extinct now and even the idea of a woman "peace-weaver" has passed out of use in international politics which are the inter-tribal ones writ large. But the idea itself is not obsolete for it becomes women, especially, to be peace-makers, and the blessing which they receive is among the beatitudes.

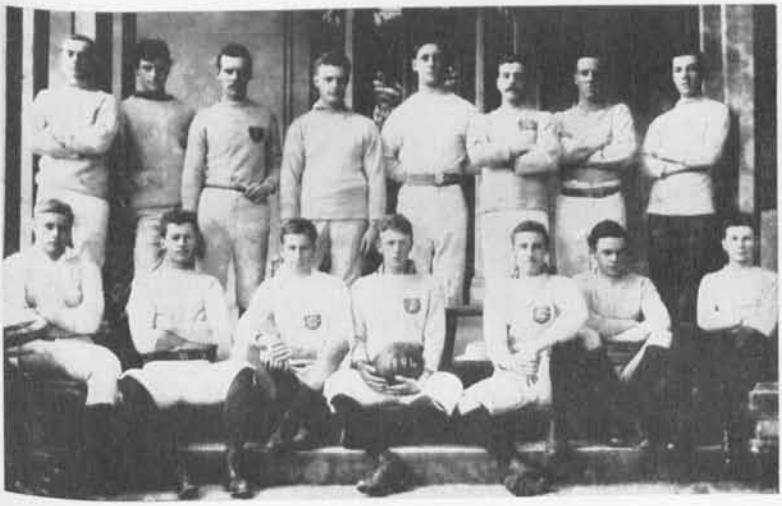
It was many times due to Gertrude Robson who knew how to avoid conflict herself and to still it where it threatened amongst others. Sometimes, her interposition was able to prevent difficulty spreading. It was so with others among the difficult characters that a school staff is likely to contain. More than one boy or young man of her brother's pupils or masters among the few survivors of that period, is likely to remember how her tact and ingenuity operated to save unpleasant actions and words from developing to hostility—if it were only by her invitation to an angry man, justly offended, to "come down to the house with her for tea". The office of peace-weaver can rarely have been more naturally and successfully assumed.

As Gertrude Robson's teaching career, if it could be given here in fuller detail, would show, her reputation was pre-eminently that of one who "always did love boys". In the Headmaster's house she exerted herself to find entertainment for them in the fashions of the day, such as "charades" and a game called "clumps", and it was as truly as frequently said of her that she "always invited nice girls" to meet them.

FIRST XV, 1894

Back row: G. Wilson, J. N. F. Armstrong, E. M. Sullivan, Gillam E. Pockley, Mr E. R. Holme, Geo. More, E. Twynam.

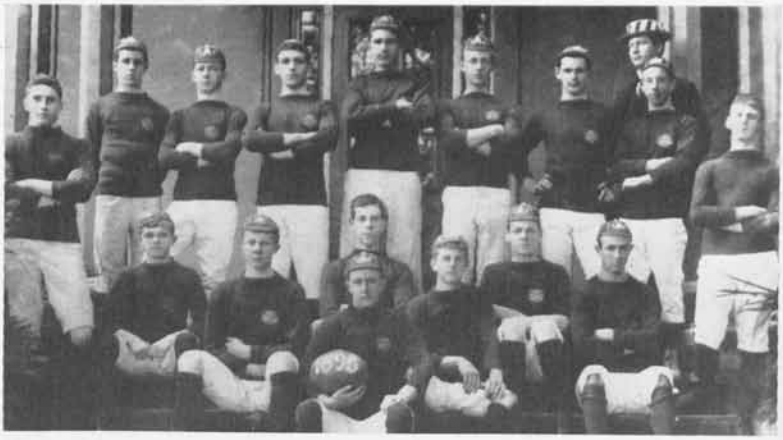
Front row: A. B. S. White, Osborne, W. Wilkinson, H. Ireland, I. Bice, J. Lyne, Thomas.



OLD BOYS XV, 1894

Back row: A. H. Yarnold, Coyle, H. C. Pockley, J. Mair, J. Wilkinson, G. R. C. Clarke, E. O. Pockley, Bert Hopkins.

Front row: V. Wilson, R. Barton, N. Trevor-Jones, H. W. Kendall, N. Y. Deanne, M. J. Dawson, E. Wilkinson.



FIRST XV, 1895

Back row: R. G. H. Fetherstonhaugh, R. Rose, W. N. Stevens, E. M. Sullivan, Geo. More, A. B. S. White, H. Pockley, Mr E. R. Holme, F. C. B. Bland, G. T. Uther.

Front row: G. Mack, J. N. Armstrong, E. F. Harrison, R. D. Hill (Capt.), E. K. Wilson, J. Lyne.

ROWING CLUB PICNIC

Back row: ———, F. O. Day, N. Trevor-Jones, Alan Ramsay, L. G. Murnin, H. Ireland, ———, ———, ———.

Middle row: ———, J. N. F. Armstrong, Mr Burnside, Mr Bode (S.G.S.), Mr E. I. Robson (H.M.), J. Rundle, ———, ———, ———.

Front row: ———, E. Harrison, ———.

Her knowledge of German and the Germans extended her range to include an aristocratic personage of German nationality and great good nature who at the time was holding, under the title of "Dr Max", a lectureship in his own language at the University. His speciality with the boys and girls was the telling of ghost stories.

There was nothing dull, and at times something very thrilling about Miss Robson's parties. Of course her own musical talent was a great assistance, and her humour, always good, never satirical, was an extra to all the diversions. Old Boys and other people remember it and stories about it still circulate, as for example that of the lady who wrote to the Headmaster and said her name too was Robson and she was short and dark, so thought she must be a relation; on which Gertrude advised him to reply that *his* sisters were only "tall and most divinely fair". So, again, entering a railway waiting room, in a cold climate, with people huddled up round the fire that she could not get near, she suddenly said, "Aha, I am warm, I have *seen* the fire", adding "Isaiah 44, 16th verse".

Apart from entertainments in her own house, she was always ready to join in the more public sort given by the boys themselves, with assistance from masters and friends. Existing programmes show how she, perhaps with the very talented German music master, Julius Langhans, and a few music-loving girls interested in the School, was frequently associated in the concerts that helped in making school life enjoyable at a musical level that was high for a generation growing up before the time of "recorded music".

But it is, sometimes, neither by her humour nor through other gifts of intellectual kind that she is living still in the hearts of the few surviving Old Boys of her time. It is now over fifty-five years since she left the School, and over thirty years since she gave her life in making Christian "those wild eyes that watch the wave; In roarings round the coral reef". It was by the kindness they had from her when they

were sick or in trouble. The Old Boys with experience of what she could mean to them in such circumstances are those who have still the keenest affection for her, and one that often includes her brother, who also could be most tender-hearted. So one Old Boy, a boarder, writes of himself and another boy: "Mr and Miss Robson took both of us to their cottage when we had chickenpox, and front dormitory was full of patients. I shall never forget their kindness." Another Old Boy, but as a day boy, speaks of similar gratitude arising from his special memories of Mr E. I. Robson: "Rowing picnics, and particularly a holiday, which he invited me to spend with him on the South Coast, taught me much that was invaluable in the way of social conduct, just as my association with him in the classroom taught me much to admire in the classics." Those were in some respects very good times for the School, if critical for the country.

CHAPTER FOUR

The Crisis, Outside and Inside

THE whole of the first years of the School had been overshadowed by dread of conditions unfavourable to its development. The drought that made the atmosphere of anxiety in Synod when that was called to face the retirement of the Bishop of whose leadership so great hopes had been entertained, went on to help produce a financial crisis beyond parallel in Australian history. Already in 1891 there had been talk of a plan for amalgamation of the original King's School in Parramatta and the originally proposed pair-school in Sydney, only just founded under the different constitution and title of Sydney Church of England Grammar School. Nothing was actually done to effect such a timorous change in plan, but even its consideration, so soon after Bishop Barry's departure, was significant of a general discouragement and an atmosphere of dread. In 1892 the new School had risen to an attendance of 146, including 39 boarders. In 1893 the total had dropped to 142, with 33 boarders.

By that year the crisis had fully come and was to leave an indelible mark upon Australian history. In 1894 the numbers had sunk to 125, though on the boarding side there was an increase of four. In 1895 it seemed as if the School had already suffered the worst of its experience. Although the boarding numbers were back to 33, the same as in 1893, the attendance generally had gone up to 135. The inference is that the School was, in 1895, proving well equipped to survive the common misfortune and was rallying its forces to good effect.

That was the last year to profit by the influences proceeding from the family life of the Headmaster and his

brothers and sisters. At the end of 1895 he married. At the same time, for whatever reason, the improvement ceased. In 1897 the total attendance was down to 117, and in 1900 the decline had gone much further. The whole position of the School was then becoming insecure. Exaggeration of its loss of numbers was rife. It had, actually, come back, after a decade, to less than it had had in its second year. Historically, the decline dates not only from the financial crisis but also from the marriage. It was apparently an unlucky chance that the most beneficial family life of the Headmaster's house had to cease while the worst effects of the financial crisis were still being experienced.

The School was like a ship that lost main elements of its crew at the height of an unprecedented gale in which their service would have been more than ever valuable. Whatever the advantage in the marriage, there was the fact of a subsequent misfortune.

This is not to say that there was no fault in the School's unluckiness. In a time of actual distress, and of apprehension of further loss, actions by constituted authority, that would have seemed only isolated errors of judgment or unfavourable influences from events of the time, easily appeared actions of injustice and provoked a natural resentment. The council became conscious of some unhappiness in the School in succeeding years.

The climax was a disagreement of the Headmaster with the assistant masters, which the Council had ultimately to decide was unnecessary. It was all in the time of increasing financial trouble through which the School had to pass between 1893 and 1900. In the latter year the Headmaster resigned under the joint influence of the financial crisis and lack of harmony in the School.

There was need for making a new beginning. The School, though diminished in numbers and afflicted with causes of disagreement, was not generally unhappy or seriously

divided against itself. It shrank, and for reasons athletic and scholastic was troubled, too, about its loss.

It was anxious even about its public examinations' results. Some indicated an unsatisfactory condition of affairs, and were among evidences which the Council had to take into account. At the Senior Examination of 1900, only two boys passed, neither of them getting an A, and between both were only three B's. For the Junior the record showed five passes, two of them valid for matriculation, only two of the five containing an A, both in mathematical subjects, there being nine B's and nineteen C's. But the School was still loyal to its cause though not so much at unity about policy.

Retrenchment then became necessary and the Headmaster's ideas of it began to diverge from those of his staff. The atmosphere of the School had become less warm, through the departure of the family from the Headmaster's house. There was a change of feeling there from co-operative to one more individualistic.

The crisis in the School's own fate was steadily approaching. In Term III of 1900 the Headmaster reported a further loss of pupils, bringing the total down to eighty-three. Less than two months after that, his own resignation followed, to take effect from the last day of the year. The cause was not only diminution of the School's numbers. Something else of major importance had occurred. He had advised new methods of school economy, which his staff would not accept. Dismissals were within his right, however regrettable they were, even for the sole motive of saving expenditure that had always been moderate.

But the new policy was arranged partly upon an assumption that masters who had no obligation of house duty should accept that obligation in future, as well as reduction of salary, and should further take over obligations of account-keeping and minor school offices usually remitted to administrative assistants not of the teaching staff. The

objections taken by that staff were unanimous, and confidentially made. They had not only the ground of regular school practice, but also special grounds in individual cases. There was, for example, the case of the master who had given up his position at a great Victorian school because he had found house duty, in addition to his teaching, more than his health could stand. He was to be obliged to take his turn at house duty. Scholastically, he was the most versatile of all the masters, and as near to indispensable for teaching as any man could be. The Council knew it, also his physical disability and his gallant and successful struggle against that—a struggle that only a rare moral strength could keep up. Another special case, without physical disadvantage, was that of the master, in Holy Orders, who in the absence then of a school chapel, causing the Sunday attendance of the boarders to be at the parish church, was allowed to increase his salary by taking a certain amount of Church work on Sundays, which under the proposed new arrangement he would have to forgo.

There were also reasonable objections both to amount and character of the additional duties proposed, and some of them related to a very regrettable dismissal—that of the school sergeant-major. His had been one of the most successful of the Headmaster's appointments. He was a man of heavy family responsibility, well attended to. He was able to add skilful office work and an example of good manners and loyalty to School interests, to the normal requirements of his position. His loss was not only a shock to the School but left a gap that no other member of staff could fill or would willingly try to fill.

Headmaster and each continuing member of the original staff, which was sadly diminished by retrenchment that terminated some appointments, had the mortification of seeing School prosperity die away. One cause, but not every cause, appeared quite beyond the School's control.

Within that control was a matter of organization, or as it was sometimes termed "co-ordination"—a more modest but still effective term in a small school. Shore has seen in later days so much and so competent and detailed organization on the way to ten times the size that it had then, that the more modest word perhaps fits the first period more aptly. The "dull nightmare" of "co-ordination" might not have been so fearsome so early. Yet it was fearsome to those most experienced and most conscientious in the teaching of Shore boys, with long careers ahead of them, perhaps, in which co-ordination of their school studies would give an abiding advantage while its absence would have to be paid for in discouragement or much additional hard labour. It was the most experienced and the most widely qualified assistant master who struggled for it most. But the staff had resigned upon other reasons before that one, the most important if the School was to recover, was allowed full attention.

The whole difference was one between men admirable in their individual characters, highly qualified for their work, respected and even loved by the boys they ruled or taught. It was then a really tragic difference. All the principals in the tragedy of disunion had no private grudge to satisfy, no animus against the School or its Council, nothing but different ideas of rights and duties to separate them.

The Headmaster was believed to have, not unnaturally, taken counsel with his more experienced father-in-law, himself Head of a great school for boys. It was not within the specific English Public and Grammar School tradition. Its methods which, according to the old story, had not always suited Mr A. B. Weigall, might not now have been well suited for use by Weigall's fellow "traditional English Grammar School" Headmaster in Sydney. They might not be acceptable to the assistant masters, or the Council. Conviction grew among the Shore staff that certain methods of

retrenchment proposed here had their origin in Melbourne. Whether or no that were true, they were not acceptable to the Shore staff whose duties they altered, and, in the event, they were not approved by the Council.

Whatever may have gone astray in school administration was not reflected in school rowing, the sport in which the knowledge and teaching skill of the Headmaster remained to the end supreme. After its first great win of 1891 Shore was All Schools Champion for two more years. When the First Annual Regatta of the Great Public Schools was held in 1894, Sydney Grammar School attained the new championship. From 1895 to 1898 Shore held the title and took it again in 1900—the last year in which the School would have its old and perhaps never-surpassed coaching. Appropriately, that final effort was one the preparation for which was attended by Mr R. G. Burnside, long a staff helper in the training of crews, by Mr Allan Ramsay, always a friend whose great knowledge and experience in rowing were long given to the service of the sport and to the School, and by Mrs E. I. Robson whose "frequent visits to the camp at Gladesville" were duly recorded for the importance of their encouragement of the boys in training. Before the next All Schools Championship boat race, Mr E. I. Robson's resignation, offered in 1900 and taking effect at the end of that year, had closed the great series of victories for which he was most responsible.

The School rapidly increased its numbers in 1901 and was soon at the limit of its expansion. But its rowing was not to know an equal distinction till it was in charge of a second Headmaster Robson, after many years.

The following are the names of the Schools' Championship crews which between 1891 and 1900 gained such honour for the School and such credit for their coach, the Headmaster, Ernest Iliff Robson:

1891

Won	st.	lb.
S. B. Wallace	10	6
C. L. Jeanneret	10	3
R. Barton	11	2
N. Trevor Jones (str.)	9	7
E. Stanfield (cox)	5	0

1892

Won by 2½ or 3 lengths	st.	lb.
H. Pockley	10	5
S. B. Wallace	11	6
R. Barton	10	7
N. Trevor Jones (str.)	10	5
R. Fitzhardinge (cox)	5	10

1893

Won by about 6 lengths	st.	lb.
W. J. S. Rundle	10	12
H. W. Kendall	10	12
N. Deane	10	13
N. Trevor Jones (str.)	10	8
R. Fitzhardinge (cox)	6	3

1894

Lost	st.	lb.
W. J. S. Rundle	11	2
G. A. More	11	11
F. O. Day	10	12½
E. Heron (stroke)	10	4
C. Newton (cox)	5	3

1895

Won by 10 lengths	st.	lb.
J. N. F. Armstrong	10	10
E. M. Sullivan	11	7
G. A. More	11	8
W. N. Stephens (str.)	9	13
L. D. B. Dibbs (cox)	4	2

1896

Won by 2 lengths	st.	lb.
C. Fetherstonhaugh	10	0
E. F. Harrison	11	6
E. M. Sullivan	12	0
J.N.F.Armstrong (str.)	12	3
L. D. B. Dibbs (cox)	5	2

1897

Won by 4 lengths	st.	lb.
F. C. Bland	9	0
E. K. Wilson	11	6
J. N. F. Armstrong	12	0
H. J. Gould (stroke)	9	12
H. S. Bland (cox)	4	0

1898

Won	*(Weight not recorded)*
E. D. Kater	
W. E. Giblin	
C. E. Hale	
C. E. Murnin (stroke)	
H. S. Bland (cox)	

1899

Lost	st.	lb.
G. N. Larkin	10	0
E. D. Kater	10	3
A. R. Wilson	12	1
Ivo Clarke (stroke)	10	7
H. S. Bland (cox)	5	3

1900

Won by 4 lengths	st.	lb.
J. F. Reid	11	8
A. R. Lomax	11	5
R. S. Reid	11	6
L. W. Carey (stroke)	10	5
H. S. Bland (cox)	5	13

In one of his letters, written in 1934 to a member of Council, and now in the school archives, Mr E. I. Robson spoke of his memory of "those early days" as "growing rather feeble", then added "if you appoint a historian and he's stuck for details, I may be able to supply a few here and there. But when I left the School in 1900 I rather put it out of my mind, for, the last few years of my time there, I'd often look at my watch and say "thank goodness

I've got to go and take a form for an hour; that will make me forget all these outside worries'."

The antithesis between the consolations of teaching and those things which he called "outside worries" is both pathetic and significant. In teaching, which surely includes the boats as well as the forms, he had not lost his pleasure or effectiveness. The "outside worries" may have been simply those brought upon him by the financial crisis under which the School, with many similar institutions, suffered. He may also mean that any kind of teaching was the only comfort he had, and the "outside worries" may have included the administration of the School as such. That indeed seems to be his meaning.

His "outside worries" were his worries *outside teaching*, and included those relating to administration. The difficulty in which his relations with his staff ended would then be among those worries.

His Council deputed two senior representatives, the Reverend H. J. Rose and Mr A. Newham (a barrister who was a University Lecturer, acting also as the Honorary Secretary of Council) to investigate the staff difficulties and to report on them. They found him unwilling to make desirable concessions and Council had to justify the staff. So, the "outside worries", turning inside, resulted in his resignation. He did what he thought right and necessary. Events showed that he had judged wrongly. While he was doing so, perhaps with distress at what he felt he must do, perhaps even with some dread that he might be wrong, he must indeed have been unhappy in almost all but his teaching.

It was some compensation that, with the boys, he was giving cause, as ever, for loyalty and affection which his departure from office as Headmaster did not alter. His Old Boys now after fifty years are few—their number has been estimated at eighty-five—but they seem unchanged in their regard for him, personally and as Headmaster.

Being forced to choose between assistant staff and Headmaster, Council retained that staff. There was a master, an Englishman, who had already claimed his right to go home, after appointment for a period. He was last heard of as happily settled out of Australia.

After the Headmaster's resignation, the rest of the staff continued in office and worked most successfully under the new Headmaster, Mr C. H. Hodges, formerly of Rugby and more recently of Townsville Grammar School. The headmastership of the latter he had accepted for reasons of health. He is said to have refrained from candidature for that of Shore, to go farther north in accordance with English medical opinion at the time. Mrs Hodges, whose maiden name was Hawtrey, so famed in the records of Rugby, had a heredity distinguished in English Public School history. Together they had made the Townsville Grammar School known throughout Australia. They had also learnt that the English medical fear of the Sydney climate for those judged to have weakness of the lungs was not shared by the profession in Australia. So, at last, Mr Hodges could and did become a candidate for Shore's headmastership. He was unanimously appointed as from 1st January 1901.

That was the end of the School's worst financial difficulty. As the depression passed, its troubles ceased, of every earlier kind. The original staff became as effective and happy again as they had ever been before. The numbers of the School at once took an upward flight. In Term III 1901, there was a total of 126 boys, in Term III 1902, it was 196. In July 1903 there was no room for more, but a little additional building allowed increase to 300 in April 1904. At about 305 the School was judged to be quite full.

From that time to the present, it has been largely occupied in using every favourable moment for rebuilding, and further equipping with needed accommodation. Under Mr Hodges' two successors in the headmastership, there has been growth in accommodation that brought last year's

figure of attendance up to 755, of whom 218 were boarders. The present Headmaster had to refuse several hundred applicants for enrolment in 1949, according to his announcement on the 1948 Speech Day. The School has remained unable to receive hundreds of boys offering. Perhaps the greatest of all the tributes to Mr Hodges, after his complete renewal of the fortunes of the School, is that he was allowed by Council to select his own successor, Mr W. A. Purves, a former member of his Townsville staff and, at the time of the appointment, Headmaster of Toowoomba Grammar School. On Mr Hodges's authority he was described as "a man with the highest qualifications and by scholarship, experience and character, and the record of a most successful career, one who thoroughly justified selection without public competition". The expansion of the School continued under him, in numbers and equipment and efficiency.

The confidence that Mr Hodges had in the original assistant staff of Shore surviving to his period of headmastership, was the result of the same sure judgment and the same inspiration of headmastership that characterized his whole career.

He was helped in fostering loyalty throughout the School and in all who were interested in it, by the co-operation of Mrs Hodges, and, for much of his time, her most popular sister, Miss Hawtrey. Their devoted service in the recovery of Shore linked with the tradition that the sisters of the E. I. Robson family had begun. "We all loved Miss Hawtrey," says an Old Boy now eminent among Council members. In the Hodges period the School rose to its first assurance of permanent greatness. From that it has never since lapsed.

But it was and is, still the same School as in the first Headmaster's time. The present Headmaster, Mr L. C. Robson, has rightly emphasized that fact and acknowledged everybody's debt in it to the headmastership of E. I. Robson.

CHAPTER FIVE

The Assistant Staff

To that acknowledgment of the great work of E. I. Robson by the present Headmaster, this or any other historical account must go back. It must also be supplemented by some names of the assistant staff that E. I. Robson chose so well. The choice of himself for the headmastership was surely, in the main, that of Bishop Barry who was actively participating, and was far the most competent as he was also the most experienced judge in such a selection. Ordinary prudence in an ordinary School Council would have expected of candidates, first of all, some experience of higher school control. But there is also an intuition that can act independently of experience and can justify appointments for which actually relative experience is not offered as a qualification. Such an appointment may be the one announced not long ago, of a solicitor, Sir Arthur fforde, who, though without experience as a schoolmaster, had been elected Headmaster of his own old school, Rugby.

There are no infallible tests for the finding of Headmasters, but, given the right people to choose, necessary experiments will mostly be successful. There was at least one right person on the original Council, Bishop Barry, and his authority, duly exerted, would have sufficed in a Council of diffident selectors. The experiment actually made had some lasting good results, on the authority of its products, the oldest surviving Old Boys, and the present Headmaster, and the public opinion of the School itself as its sixtieth birthday approached. Barry led in the choice of E. I. Robson, probably because C. H. Hodges could not become a candidate, at that time. So the foundations of the School were properly laid for Hodges and all succeeding Head-

masters to build upon. That seems the considered opinion of the Headmaster of today.

The selection of the assistant and administrative staff was a most important duty of the first Headmaster. Notwithstanding one or two changes made by the selected, for their own reasons, and the final difference between Headmaster and assistants, it was proved good through all the first ten years of headship and for long afterwards. There were resignations due to ill health, or to entrance to a different profession for which the master had been preparing, or to the influence of the financial crisis. None was caused by fault found with the School itself.

Mr Arthur McCulloch Hughes, an excellent classical and modern languages scholar with a talent for writing both humorous and serious verse, in English, Latin and Greek, was one whose varied activities were often impeded by an asthma which passed into even more serious trouble. This caused him after a few years to seek relief at a school in a different climate, unhappily without avail, for he died in 1897. He was, as scholar, of a quality that was largely above the comprehension of most boys: one of those he taught has since humorously written that the first time Mr Hughes became comprehensible to him was when singing a popular ditty of the time, "Whist, whist, whist, here comes the bogey-man", apparently knowing that "that was a name we had for him". A Latin poem triumphing in the victory of the original school "Four", in its first race, bore, artfully disguised, his signature in two letters of the Greek alphabet that sufficiently indicated the name "Hughes". It is still preserved in the author's corrected manuscript bound in with the school copy of the first volumes of *Torchbearer*, the magazine of the School, which he edited, and began as early as June 1891. It has ever since been a fairly constant production. The Greek signature was afterwards used to mark with "Hughes" his verse of lyric, epigrammatic or

satiric character, during the rest of his time. One verse after his death became current in the memory of the School as typical of his philosophy, and fit memorial of himself. It is called—

MEMORABILE, *non quo magnum, sed quia bonum:*

Life wastes like water poured on sand,
Nor leaves a trace where we have been;
One blade, we sowed with careless hand,
May grow to keep our memory green.

Many a boy has thought of that ever since he read it, or heard others repeat it, with new regard for the good old "bogey-man". Even a dull boy could understand something permanent in education as Hughes put it, in another four lines of verse, for *Torchbearer*, called "Ancient and Modern":

Of old they taught each Persian youth
To handle steed, wield bow, speak truth;
Write oar for horse, and bat for bow,
What better education now?

Even before there were any Old Boys he had told the present boys how they would come to think differently of the School, that might now be, sometimes, to them "all a weary grind", a prison "when all in nature was at play", and how they would come to look back longingly to school-days in which they were free "from anxious care and business fret", and regretfully say:

. . . if I were a boy again:—
I'd chance the stern Headmaster's cane
And Saturday's detention, yet,

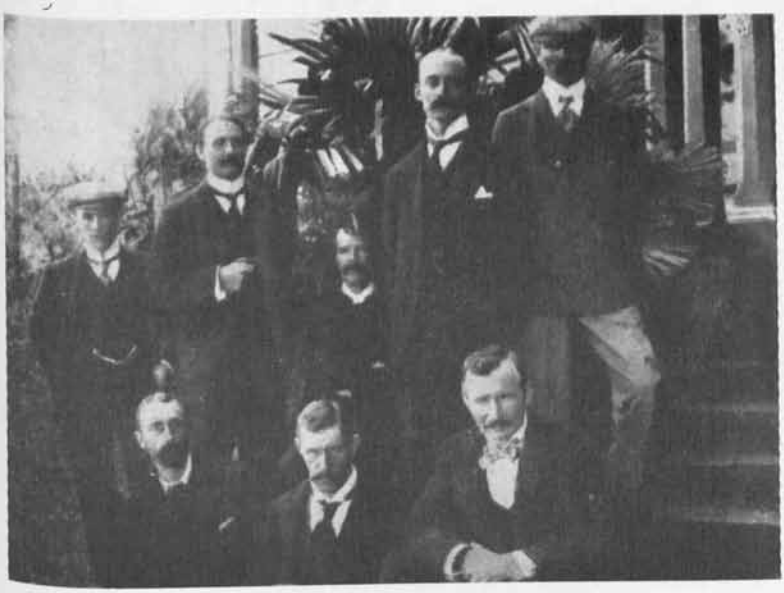
thinking themselves mistaken in the old longing to be men because

> *The truest friends, one e'er can know,*
> *The happiest days, the freshest glow*
> *Of life and spirits, are—at school!*

It was characteristic of his love of the ancient languages and the humour that he mixed with it, that he left a Will expressed succinctly in choice Latin, for the lawyers' pleasure, if not profit. They were thought to have pored over it so lovingly that they could hardly part from it—at any rate the legal processes and the newspaper announcements seemed not to follow at all closely on his death. One could almost hear him chuckling: *Cantabit vacuus coram latrone viator*—"nothing much to be got from the old bogey-man".

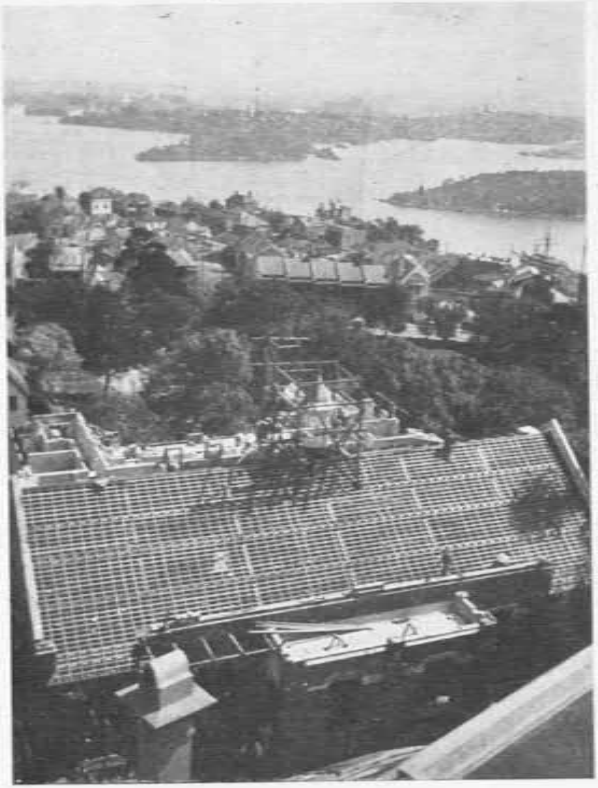
Others of the original team of masters did not last even as long as Mr Hughes. They had purposes of their own beyond the School but were quite successful in their work and, in their shorter time, still helpfully lived in the School's infancy. One of them, A. J. Kelynack, a Newington Old Boy and Sydney graduate, left to practise at the Bar where he had a distinguished career during the remainder of his not very long life. One measure of his success was that he carried with him the regard of Old Boys of the School after he had left it, as was shown by his being quite exceptionally elected to high office in the Old Boys' Union when it was formed some years later.

Whether among the "transients" or the "permanents" on his staff, Mr E. I. Robson was generally as successful in his appointments as any more experienced Headmaster could have been. Besides Hughes, who was an Exhibitioner of Oriel College, Oxford, he collected for his new School the Reverend David Davies, M.A., late Scholar of Jesus College, Oxford; Charles H. Linton, M.A., who was an Honourman of Edinburgh; Langford A. Baker, of the University of



MASTERS, 1899
D. P. Evans-Jones, A. C. Pilkington, Rev. D. Davies, E. I. Robson, R. G. Burnside.
C. H. Linton, A. D. Hall, L. A. Baker

PRESENT SCHOOL TOWER FROM BLUE STREET
Replacing Holterman's Tower



SCHOOL CHAPEL IN COURSE OF CONSTRUCTION

Photo taken by a boy from Top Dormitory

SCHOOL CHAPEL

Lavender Bay, Milson's Point, and Harbour Bridge in course of construction

Photo taken by a boy from Top Dormitory

Sydney, and Arthur D. Hall, B.A., of the University of Melbourne. These were the nucleus of a staff that was highly expert in what used to be called the "academic" subjects, when classics, in which the Headmaster himself was eminent, headed the list. Davies was a mathematician, as well as Chaplain awaiting the building of a school chapel. Linton had qualifications of extraordinary variety that extended from English to classics, mathematics, history and science—those of a polymath, indeed, who could be effectively used in almost every subject. He was able, for example, to teach well in classics also in French, and, when D. C. Selman, a specialist appointment, a former Whitworth Scholar, Exhibitioner of the Royal School of Mines and Royal College of Science, London, and Member of the Institute of Electrical Engineers, had to go, retrenched, to another engagement, it was Linton who took over from him the mastership in charge of the physics and woodwork department, which department also had its instructor in carpentry (a somewhat rare extension then). Even the "school sergeant" was a technician, as a Company Sergeant-major of the Royal Engineers. For the early handful of boys, there was a liberal and well-achieved allowance of staff. The picking of its individual members was competent, and allowed full use of the Headmaster's own qualifications, which included French and German, as well as classics. Qualifications were wide in those days. Mr Hughes, a classic, like the Headmaster, was a first-class teacher of French, as well.

The Reverend D. Davies who, after singing for the boys "Taffy was a wicked Welshman" became "Taff", was a mathematician, lived to see his chapel built, in the time of the third Headmaster, and ministered in it for the remaining years of his mastership. His influence throughout the School was that of one eminent in faith and works. The Football Club knew him as a one-time representative of Wales in British Football, who played on for a time, then

helped in other sports, having general athletics as his particular care and the object of his most anomalous though successful organization. Mr Linton's health did not permit of his sharing the athletic exercises of the School except as a cheerful supporter. But Mr Baker, formerly Head of a school of his own, who had been a footballer of some prowess, by counsel as well as example assisted on the field of play. Mr Hall whose football was not Rugby but "Australian Rules", a game invented in Victoria, and out of line with the School's, had his great interests in "English subjects" and in rowing and cricket, in both of which latter he coached crews and teams in skilful use of precept and practice.

The original assistant staff had the stimulus of the Headmaster's own devotion to rowing, as both "an art and a science", and if they could not always vie with him in the results they attained in sports that required greater numbers of boys than the School had in some of its early years, they had their successes; and their defeats imputed no dishonour. In epic and lyric flights over school prowess in sport, Mr Hall contributed well to the entertainment of the School and its friends, along with Mr Hughes and the brothers Robson.

Shore has never since been so productive of the "melodious bursts that filled the spacious times" of the first triumph of the Boat Club, when "Aularius" chanted *First Race*. It was the race when this new school, in its first attempt, beat an old school that no other was willing to challenge—with a "pull for the dark Blue and White, boys! And the flag on the bow of the four". That sort of verse, trumpeting the victory of the school colours, perhaps expressed more clearly to the ordinary boy the triumph of the *win*, though the significance of the *training* was more subtly conveyed in the sonnet of the "Reda" (i.e., the Headmaster-"coach"). It was, as his eldest sister, perhaps justly, told him "too classical for its purpose". "Too classical"?—and yet how good it is still, in its turn from that contrast

of inland stream, and wind-whipped harbour—traffic and all—to the purposes of the training, for its initiates and, finally, the note of triumph that is pure boyish exultation and, as such, just as appropriate and generally intelligible as "the flag on the bow of the four":

No Naiad-haunted, willow-shadowed stream
Sliding twixt banks of blue forget-me-not
So softly sweet, that even the oarsman's lot
Cast amid calm and peace and ease might seem;
But the deep harbour, scourged with southern winds
And brackish with the guerdon of the skies,
Distressed by many a steam-sped bark that flies
From point to point, nor ever respite finds;
This is your training ground—here shall ye learn
The wondrous mysteries of the oarsman's trade,
The strong companionship that links a crew,
The witching symphony of the oars' deft turn
In row-lock, with the deep-toned sough of blade
That rang the river-knell of Riverview.

Those were potentially great days. Under the first Headmaster, and the original masters of his choice, the elements of greatness were gathering. Their forms were afterwards obscured for a time but survived for others to make clear again. That is not unparalleled: "Oft expectation fails, and most oft there Where most it promises."

Those elements of greatness have rightly been seen, first, in their historic form, through their manifestation in the Headmaster. He was the principal symbol of the work that he shared and directed. But it extended far beyond himself. A school is not made by one man but by every element that enters into its composition. Every master and every boy has something to do with its making if he is not merely a burden upon it.

The masters whom E. I. Robson had collected and with whom, later, and surprisingly, he was willing to part, in-

cluded some whose loss would have been a blow to the School exceeding in its effect any possible advantage, even the one proposed, that was to replace them, under retrenchment, with others of equal professional qualifications, perhaps on lower salaries. The assistant staff had been mostly so well chosen as to contain men who, apart from their qualifications of learning, had others of character that presently showed them to be co-makers of the School, not merely its faithful and competent servants.

Of these Charles Henry Linton not only had the widest of the teaching qualifications but also those most valuable in a teacher's character. In a more general sense, he was one born to a life of "honour, love, obedience, troops of friends". His experience was simply that of a student and schoolmaster, without any of the advantages of physical strength and hardiness that those occupations mostly require. Breakdown was continually threatening him and once, in 1897, he had to be taken from the School and shipped for a long sea voyage to Europe on a "tramp" steamer in the hope that his life might yet be saved. Indeed, he lived to complete thirty-five years of service and add some years after that of life in retirement.

But he managed always to bear more than his allotment of work that was also more varied than anyone else was qualified to bear, to take long walks that only a few could share with him, and to keep up conversation upon such a variety of topics that none of the varied company that delighted to be with him ever felt out of the talking. He was spare almost to leanness, but except for certain times of extreme exhaustion, through overwork, seemed to be indefatigable, even physically, as he was always, mentally.

When at last, after surviving overwork for the School, and the all too unvaried living characteristic of his profession in those days, he died in retirement he was not forgotten. The best tributes to his most honourable career were paid by one of his later colleagues and one of his

original Old Boys of the School's first headmastership. The later colleague talked of his "innate goodness that rebuked pettiness in another"; his "keen sense of humour" that let him "joke against himself" but never against another if "the reaction was other than mirth"; his "moral force" that "ensured happy discipline"; and a completely just tribute ended: "His memory will remain at least till the last of his pupils has passed away; but the seed sown by so fine a spirit will reproduce itself from generation to generation."

That was how C. H. Linton impressed his later colleague, J. Lee Pulling, who worked with him in his full maturity and himself has now passed away. The boys' view was given in an address to the School, in Chapel, by Dr H. L. St Vincent Welch, now retired from practice. Speaking of the Linton he knew when at School, he saw the old "Charley Linton" as literally one who "had no enemies" and "for all the thirty-six years of his service to the School was the friend of every boy with whom he came in contact", also "placed service to others before any thought of self" and in the classroom "by his frank trust in the fair-mindedness and decency of every boy stopped every thought of causing trouble"; again he saw one who "loved the School and by his solicitude for its welfare and its advancement was an inspiration to all with whom he was associated—friendly, wise, firm, but always kind above all things" so that "everywhere today were found Old Boys mourning the loss of a great man and friend whose memory would endure so long as they lived".

One of such notable memories of Old Boys contains the realization that Charles Linton, alone among masters, was thought of by the familiar form of his Christian name. Others were "Bogey-man", or "Taff", or "Pilk", and so on, but he was always "Charley Linton". In his case, there was the highest degree of affection. Of course there may be affection in an ordinary pet or nickname, as in other variant namings, but a distinctive use is soon understood

when it contains a mixture of amusement, or "cheek" or caricaturist wit. There was nothing of that mixture in Linton's "Charley". It was purely affectionate. Only the boys used it. He was just "Linton" to his colleagues. Those were the days when bare surnames were familiarity enough amongst men—ordinary men. Boys are not men and these used the privilege to treat that master as one of themselves, the sort that doesn't need a nickname but only a "dear diminutive".

Such a man is not apt for insubordination or even stratagem. Even the boys did not practise the first against him or think of him as using the second against them. He was inapt for either. Yet he was the master who first offered his resignation from the staff, in protest against the Headmaster's policy for working the School through the financial crisis of the period 1893-1900. In a private letter still extant and dated 25/10/'99, he outlined the reasons he was submitting to the Headmaster, for Council. They have nothing to do with reduction of salary, though it was being imposed; their sole ground, in effect, was the "weakness caused by want of co-ordination in work"—that "dull nightmare of organization" that all Headmasters have to face, and some, otherwise good ones, shrink from. Another private letter, from the Headmaster himself, bears date of 27/10/'99 and adds that "the whole staff resigned". It stated "my first impulse was to accept the resignations right away. . . . I don't want to be obliged to accept these resignations but I will not reduce the work at present one jot".

"The work" included some that masters had not to do before the retrenchment which had, in 1899, lost the School the services of the scientific specialist, Mr Selman (irreplaceable, except partially, and, at the cost of overwork, by Mr Linton) and threatened also Mr Edgecombe, carpentry instructor (irreplaceable except partially by the school clerk and sergeant-major, qualified as a Royal Engineers man), and, afterwards, the school clerk himself (whose clerical

duties and others of book-issue and janitor kind were to be shared among the assistant masters). Their collective title the Headmaster varied to "junior masters" in some unexplained and, by them, ignored way.

It was not of anything even if excessive but within their regular work, that the assistant masters complained, nor of the reduction of their salaries, but of variation of their duties by addition of those hitherto performed by administrative and specialist staff.

An element of sympathy for retrenched men, particularly the school sergeant with his excellent military and school record and his heavy family responsibilities, also came into the difference between Headmaster and teaching staff. The latter felt much sympathy for the esteemed sergeant as he was passed to acting-carpentry-instructor, then right out, to take a job of rent-collecting for a Trustee Company—work suited for his honourable character but not for his years of varied school qualifications, in days when unemployment was rife in all business occupations.

Tragedy was in that situation. To a loyal staff, all a credit to his selection, the Headmaster was, finally, to prove "a difficult man". This time, the source of difficulty was in the Headmaster's own nature. It was already noted by an acute young observer in the School's early days and particularly, in matters of business. In such concerns, the word "difficult" is not hard to understand.

The reference then is to a temperament that is as well known as the "artistic" or the "sanguine", themselves. In this instance, it was one generally associated with typical characters of English "North Country" origin. They are often "difficult" in business relationships. They will have what they think to be their due. Compromise is not easy to them, upon their own rights or to their own loss. In this case, such a "difficult" man, obstinate to the last in what he thought to be his own right, imperilled the whole enter-

prise entrusted to his direction, and was released from it as too "difficult", in the one emergency.

One of the senior Old Boys of his time writes: "I set the highest value on E. I. Robson's sincerity and avoidance of mere diplomacy" and adds an incident in which the Headmaster showed by manner rather than word, high displeasure over an assistant master's failure to acknowledge, immediately, a subscription to a school activity. Such a scruple was characteristic of him. It was admirable. But, as the Old Boy suggested, such "sincerity" may have "made him difficult".

The tragedy had to be played out, by the Headmaster's own insistence. The state of feeling between himself and his staff was indicated in another private letter in which a visiting member of his own family said that he happened to be told by an assistant master, in response to an ordinary question as to how the School was faring in those bad times, "we are getting tired of Robson manners". That testy remark was casual, quite unpremeditated, but it told of a change in old school relationships. It could not have included all the other original members of the family, then no longer resident, but it implied, at some critical moment, perhaps, an irritation caused by the family's representatives just then and, again, simply in respect of attitude to the staff. It was not the old manners—or perhaps "manner" would be the better term—but something new in which there had been a loss of amity—in itself a serious thing. The Head who misunderstood a Linton and judged him to have become a self-seeker or irrational or inclined to avoid work, or any way less than the beloved teacher, loyal friend and colleague he had been, must have suffered a change, himself. It was one that affected his judgment and not only his "manner" in respect of others of independent character, subordinate in position but of proved worth. When, in 1936, Mr Linton died, the Council reviewed his services to the School in the following minute:

> Mr Linton, who had spent the last eleven years in retirement upon a pension, was one of those upon whose sound learning and personal worth the prosperity of the School was founded and its reputation secured. He gave thirty-six years of invaluable service to the study and teaching of many subjects, overcoming by moral strength many hindrances and much suffering that a delicate constitution imposed upon him and winning a deep and affectionate regard from all his colleagues and all the boys that he taught, through his exceptionally wide, diverse and readily applied knowledge and especially through the modesty, sense of humour, courage and charitableness that combined to give the strict integrity of his nature a most attractive effect of gentleness and made him an example among the boys of the old public school ideal embodied in the term "a scholar and a gentleman".

In effect, there had been some change in that old friendly and pleasant family life in the School. The staff seems to have thought it came after the marriage and through influence brought from an idea of relations between Headmaster and staff different from the English Public School tradition. Subsequent events did justify their feeling that the "Robson manner" had changed.

After Mr E. I. Robson's resignation, and the appointment of Mr C. H. Hodges with his advantage, the co-operation he had from his wife, native herself to the English Public School atmosphere, the assistant staff, practically unchanged, was happy again and the School rose to rapid success beyond previous parallel and even beyond confident anticipation.

But it was the same School in a new era. Its foundations, laid in its first six years, were to remain, for the whole sixty recently being celebrated, sound and unmoved. That ship may have gone off its course a bit, and suffered some loss, of which none proved irremediable once the command had changed, the crew was happy again, and the old course

was resumed. It was actually the old course; the new Headmaster, in all his experience and wisdom, found nothing to alter, only much progress to be made.

Similarly, the first Headmaster was unforgotten in the School. There were many years remaining of life and work for him in other fields of duty. At Shore, itself, he became a School tradition—much talked of, never seen. It was not only in the future of School rowing that the tradition was honoured by triumphs ensured under another Headmaster Robson. From the Chapel that he first worked for, and certain other school institutions with which he was associated, the good that he did was perpetuated by common design of Headmasters in their different policies all having elements of the Robson tradition.

A recent tribute to his general memory, from one who had known him from childhood to old age said that he was "the kindest and best of men, and *servantissimus aequi*". The Latin phrase was used by Virgil about a Trojan hero, by the gods fated to fall in battle, although he was (as that other poet, Dryden, translated it): "Just of his word, *observant of the right.*" Human beings, not sharing the Divine Wisdom, cannot always be truly *just* in word, and *sure* of right. All they can do is to strive to be among "the Spirits of just men made perfect", because, as Shakespeare said it, "in the course of justice, none of us should see salvation". But within humanity's limits, *servantissimus aequi* is great praise and naturally attributable to all "kindest and best of men", as it is applicable also to this one's history before and after the choice he imposed upon his Council.

A recent contribution to this book records a piece of advice Ernest Robson gave to a schoolmaster who privately asked for an opinion on an offer of a headmastership. He replied, "If you want to go straight, don't take it."

That surely came out of a scrupulous nature suffering from a sense of having been misunderstood. He had "gone straight" and yet had lost his office. No one had ever said,

in the difference he developed with staff and Council, that he was morally at fault or that anyone else was. It was a difference of policy that divided those concerned. All were "going straight", and the School was saved. For men to be "observant of the right" does not mean that such men can always see or divine exactly what is right. There must be difference of view among them. To be "observant of the right" is not to be always right. Yet to be observant of the right is still one aspect of what Bacon called Truth: "the honour of man's nature". The rest is the imperfection of that nature.

CHAPTER SIX

Sports

ALL senior Old Boys and most other old friends see the identity of the School in all its years as unchanged. The easiest way along which to look back, and to view it as identical throughout its course, is that which represents it in the history of rowing as a school sport. Its development there makes a pleasant story which has led gradually to the high and general interest now excited by each annual event of the Great Public Schools' Championship in which as many as eight crews have been partakers.

Near the beginning of the first Robson headmastership the arrival of a tub pair from Melbourne, in October 1890, allowed the institution of good practice, carried on under the Headmaster's personal direction. Within two years of the School's opening for work, he had produced a crew, from among the still few boys attending. It was able to win its first school rowing championship.

In March 1891 on the prompting of St Ignatius rowers, Shore ventured to enter for the All Schools' Race at that college's regatta. On 25th March a four, built for practice, by Ward, was launched. It was designed for use even in rough water and it was named in honour of the Headmaster's sister and lady of his house, the "Gertrude"— an emblem of an already well-earned affection in the School.

The enterprise and the interest that it all excited caused an inflow of subscriptions and justified the ordering of a racing four by Fuller. Middle Harbour water was regarded as offering the best means of training a racing crew, and on 11th April the racing ship itself, one day after its arrival, was taken round Middle Head (where is was believed none of its kind had ever gone before) to the selected training ground by Mr Robson himself and Mr Hall (the assistant

master) convoyed only by a skiff. It was recorded as "a new and ticklish experiment to expose so frail a craft" to "the long roll of Australasian seas". What the crew, or the boat, suffered is historically stated to have been "nothing irreparable".

On Middle Harbour all concerned were rewarded with "glorious water, spite of the bitter southerlies that made it almost impossible for town crews to get out". On the return journey, after the training, the swell was too heavy round Middle Head so the ship was carried over the neck of land to George's Bay. But even then it had (no wonder, if the southerlies were still blowing) a rough passage to the Riverview shed where the rest of the practice period was centred.

On the day, the race was won by a very considerable margin, in respect of which the Riverview crew had at least the consolation that the race itself was saved from falling through on that occasion. So the new School entered what has been ever since regarded as its principal athletic province, whatever distinctions it might gain elsewhere, and whatever defeats it had to endure even there.

In the following year, 1892, it produced a First Crew which again won its race, as well as a Second Crew which entered for the Maiden Fours race, open to all Sydney clubs, at the same Regatta.

That crew, also, made history. It met no less than seven other crews, the majority from leading Sydney clubs. The race proved a most exciting battle in which Shore overhauled every boat except one, the Glebe, and was beaten by it only by half a canvas.

That near win turned then into comedy, perhaps without precedent. The judge's boat was without a flag and the School crew did not know that Glebe had won. Glebe steered too close to the post and stroke-side oars were broken, which then didn't seriously matter but seemed to the other crews the reason why it ceased racing. The Shore crew struggled gamely on, now at the head but closely pursued by Sydney, and still uncertain as to where they

should stop. The umpire's boat was set whistling in hope to inform them it was all over, but somehow the signal failed.

At last Fig Tree, with Lane Cove Bridge beyond it, was reached and accepted as surely the spot at which a somehow superfluous contest must end. (For such a gallant effort, although his ship did not win, stroke was presented with the bow flag which Miss Gertrude Robson had painted.)

The fault was in the arrangements, not in the crew, and a rowing coach and enthusiast who viewed the performance while it was serious, went straight to the Headmaster with warmest congratulations and afterwards became one of the firmest friends of the School, particularly devoted in the assistance that he lent with the training of its crews and with friendly participation in its rowing picnics and camps. He was Mr Allan Ramsay, and his name is honoured still in the history of the School Boat Club.

Another bit of school athletic history is associated with this race. Equipment was then so limited that the two crews, entered for separate races, had to use the one boat and the one set of oars; and, as the Maiden Race preceded the Schools Race the Second Crew had the responsibility of seeing that boat and oars suffered no damage. Coach, of course, told the cox to attend carefully to the course and particularly to keep well away from the other crews to avoid any risk of a foul that would have the effect of putting the school championship crew out of its race. Cox diligently kept so far away that he steered his boat on to the flats and it lost pace. In deep water again it, notwithstanding, made up all deficiencies, except that against Glebe.

Incidentally, the problem of insufficient equipment was everywhere serious for the young school. As it had no reserve of oars, so in cricket it had no reserves of even less expensive material, and a humorous reminiscence of the early time records that, there being but four pads for the use of the first team, the wicket-keeper had to go in first

for his side after helping to get the other side out, because he had the pads on already, and that was inconvenient both for the captain and for himself as he was not one of the best bats.

Rowing had always the advantage of not being so much subject to variation of achievement when the School numbers dropped, as they did drop later on, thereby ending the production of the usual number of other sporting teams with normal strength. Always a Four worthy of the School's record could be found and adequately trained.

An editorial on the subject of Foundation Day, published in *Torchbearer* of April 1892, attempted to consider in retrospect and in forecast some of the School's ambitions. In cricket an attempt had been made to enter, for the first time, the first-class school contests, and although the article admitted that the "bold advance" had been "full of defeats" it contended that the "end had been fully justified".

In rowing, the great battle of the preceding year had given confidence for the future, and the tone of victor was modestly sustained. In football it was said "the future lies all before us". If only that future could have been foreseen, together with the way in which preparation of the boat crews would interfere with the preparation of the first team in football there would have been less hopefulness.

The diminishing numbers to which the School was fated under the influence of the approaching financial crisis could hardly have been foreseen. That presently came. It reduced the numbers upon the increasing of which the future of school football had depended. It removed all hopeful anticipation of successful results in that sport. In football, from 1889 until 1892 the School had played only junior teams of other schools and had risen to their Second Grade competition. In the latter year—just before the great financial crash—it had the hardihood to enter for the Challenge Shield. There never could have been a more unfavourable moment, but it could not have been foreseen. The attendance numbers

began to sink and football, using the largest teams in all the sports, was at the greatest disadvantage, and had also to suffer depression of spirit. In 1895 Shore lost five out of seven matches, in 1896 six out of eight, but in 1897 had one-half season with good results. After that, the generally unfavourable experience of the School affected the Football Club, inevitably, more than any other in the whole organization of school sport. Lack of interest had to be chronicled by the master in charge, and it was probably in part a reflection of the general unrest that the situation of the School was causing at that time, not so much among the boys as among its senior members, particularly masters and friends.

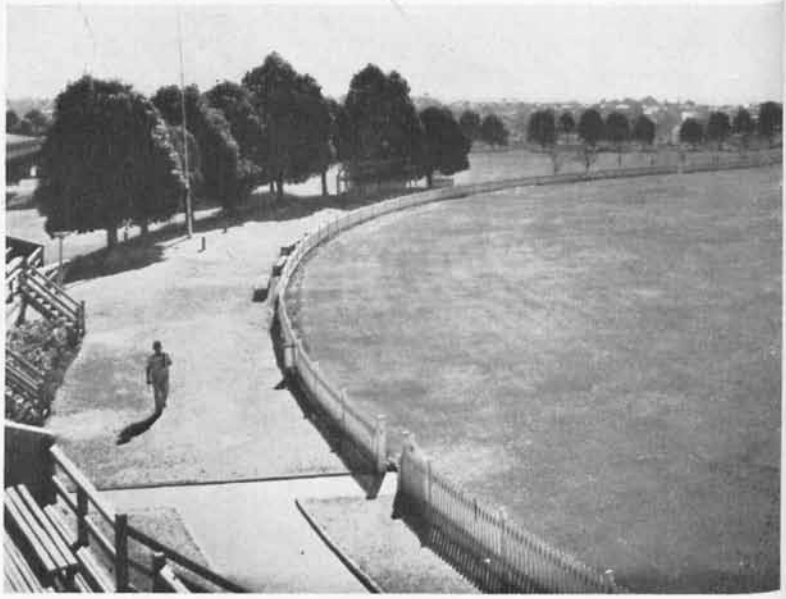
After the tenth year of the School's existence, in 1899, the football authorities there had to decide against taking part in the ordinary football competitions among the Great Public Schools. In 1900 there was some revival of both interest and efficiency, but the time for distinction in that sport—distinction that in due course did come—was not yet.

The master who first took charge of cricket was Mr A. McCulloch Hughes who was then under thirty and did not suffer so much ill health. He wrote about the sport almost as well as he gave his lessons in French or classics. An article that he contributed to the new school magazine *Torchbearer* on "Bowling" was a tribute to his powers of exposition as well as to his knowledge of the game. His counsels to the team that he brought along to the point at which it had to dare to challenge the first elevens of the other schools were of great value, both in technique and inculcation of the spirit in which the challenge should be made. He wrote, for example, in the magazine issue of September 1891: "This year we have taken a bold plunge and made our entry into first-class school cricket. Some critics may think that the step is an over-bold one on our part, and others may even regard it as presumption; but we are more inclined to look on delays as dangerous. . . .

OLD BOYS' DINNER, SCHOOL HALL, IN A RECENT YEAR

VIEW OF BRIDGE FROM SCHOOL, OVER EAST END OF CHAPEL

SPORTS GROUND ENTRANCE, NORTHBRIDGE
1914-1918 War Memorial Playing Fields



PORTION OF WAR MEMORIAL PLAYING FIELDS
NORTHBRIDGE

'Let him laugh who wins.' Nothing good is gained without effort and we shall derive fresh virtue from every failure . . . Think too if we win once, how much greater the honour to us and the School than the overthrow of a couple of dozen of second elevens. . . . Practice. Practice. Practice."

In December of the same year the team was told: "Too much praise cannot be given to the team as a whole for their unselfish practising and the excellent spirit shown against long odds." Then in the volume of April 1892, came the message: "The close of the cricket season allows us an opportunity to heartily congratulate our cricketers of all elevens on the very substantial advance they have made of late in each department of the game." This meant that, in the early days of the School, cricket was rising to share with rowing most of the honours gained in the traditional organized sporting activities.

In cricket the mainstays of the team were the brothers Clarke, G. R. C. and W. B.; Herbert Kendall and Stuart Wallace led among the rest. Of the brothers Clarke, G. R. C. was distinguished in both batting and bowling, and his record contains the making of two centuries, both not out, and obtaining the hat trick, against The King's School. W. B. Clarke, who always went on first to bowl, was less eminent in batting, but with his brother, did most of the bowling and they became so much the standard of the School in that art that they could be linked in school accounts of representative matches in the phrase the "Clarke brothers again bowled well". W. B. played for three seasons and took 156 wickets at an average of about 10 runs. G. R. C. played for three and a half seasons, took 171 wickets but unfortunately the full average was not recorded. As a batsman, he had 76 completed innings, was four times not out and made his three highest scores, 142, 110 and 101 each in a not out innings.

A school historian is not called on to arrange sports or their principal exponents, through all its years, in a formal

order of merit. At Shore, conditions in some sports differed so much between early days and later ones that opportunities for "making records" increased very much in the lapse of time. The name of G. R. C. Clarke shines all the more when the handicaps in school cricket in the earliest days are taken into account. He was the School's first great cricketer. His record had, in after times, distinguished parallels and honoured rivals, but it was not surpassed in the honour it brought him and the School. There it is still remembered as the earliest in date for all-round excellence, and particular distinction in batting. He had also a rare precedence in the esteem and affection of his contemporaries, through certain distinctions of character and charm of disposition.

He was not destined to have the long life characteristic of his family in general. Through Sydney University he entered the medical profession and when the First World War began he volunteered for service. After leaving in the Australian Medical Corps for France he received his majority there and was among those who fell in action at Passchendaelle, in Flanders. Those who knew him at school will think of the similar fate of that English ideal, the "gentle Sidney", who "bravely" fell at Zutphen. Gother Clarke's career entitled him to be similarly honoured, from schooldays to the end of his life.

The Cricket Club again established one of its best traditions in 1895 through the batting record then set up by A. B. S. White. This remains typical of the School at its best on that side of cricket, whether or not destined to be equalled or surpassed. It shows that Shore has not been entirely a rowing school and that in another of the leading competitions among Australian schoolboys it has its own high place. When White left, he was computed to have played 49 innings in school matches. In them, he was fourteen times not out, once with a highest score of 163, and with a total of 1,992 runs, giving an average of 57. In all matches, with a total of eighty innings, and twenty times not out, and with a

highest score of 163 not out, he totalled 2,745, with an average of 45.7. His school time included four and a half seasons. In school matches it was recorded that he had scored seven centuries and held the record for the highest score. Another tribute to his prowess was a computation of his last three years in school competition matches. It gave an average of 109.

The School has been proud to think over its many cricketers of high repute in the game at the international level, among them being G. R. C. Clarke, Bert (Ranji) Hordern, J. Gregory, Norman Y. Deane, R. J. A. (Jack) Massie, A. B. S. White, E. C. S. (Ted) White and others.

One hindrance that the School in its early days had to overcome, in more than one department of athletics, was the enforced use of its general playground for all sorts of practice, and even many matches, in the period before special attention could be given to its levelling, drainage and extension. Football and cricket suffered, especially. The practice wickets were very poor, the outfield was worse. For football there was an element of danger, in the early days, represented by the tendency of the ground to become sodden with the winter rains, and by the projection on to it of the backyards of certain houses whose galvanized iron fences came within a very few feet of portion of the sidelines. Those accustomed to the extension and the admirable treatment that the playground has received in recent years, cannot well imagine it as it originally was. They should therefore have the more admiration for those who played on it and were not deterred by any of its deficiencies from serving the interests of school sport more fully than could have been reasonably expected of them. Playing against disadvantage of the site was perhaps an element in the strengthening of the School.

The experience of the School in the Great Public Schools Amateur Athletic Association shows that at the first regular Combined Meeting in 1895 Shore won the Championship. This was the only time in the first headmastership in which

that result was attained. After that, the much more populous Sydney Grammar School took the lead. The school athletic records, as achieved at combined meetings of the schools, also appear with distinctions in the Register, so far as relating to Mr E. I. Robson's headmastership, as follows:

100 yards—N. N. G. Levick (10 3/5 secs) 1897
220 yards—N. N. G. Levick (22 4/5 secs) 1897
Broad Jump—A. D. W. Fisher (21 ft. 1 in.) 1900

There were always numbers enough to supply a crack rowing crew. From the first Headmaster Robson to the present one, school rowing has been well maintained on the tradition first set for it and with whatever supplementing or variation required. Shore is still productive of fine oarsmen. That fact can stand for its record in general: it is what it has ever been as a school, worthy of honour in the making of men and the training of sportsmen. The prime cause is the contribution received from the first Headmaster in his best time. The winds of misfortune came upon it in its early youth and threatened its destruction. It withstood them through the efforts of its devoted staff, amongst others, and remained apt for immediate continuous progress under its succeeding Headmasters. Such was the effect, still continuing, of a greatly planned beginning, for which the first Headmaster has the gratitude of the School.

CHAPTER SEVEN

Other School Institutions

AMONG the detail of the gifts which the School received from its original Head, was a School Song. It was a simple ditty referring to school events, school ambitions, school ideals. It could be sung, without anybody blushing, by ordinary boys using ordinary language about love for their school. It was not averse to any changing of the form of the words as convenience or necessity ordained. It might have been written in Latin and so remained unalterable through following generations, but, as begun by the first Headmaster who, with his first classical assistant, was so well qualified to produce a new Latin school song of rare worth, it happily confined itself to a Latin chorus only, *Tradunt lampada vitai.*

The effect of that ingenious device of a famous and beautiful Latin poetic image coming at the end of verse after verse of English-Australian public schoolboys' exulting in their school and their traditions, is nothing short of admirable. There is probably no other school song in which the commonplace of the regular life of a school and of the normal interests of schoolboys is so graced and dignified as in that one. The School has recently, and in the time of its present Headmaster, added, for reasons also concerning the dignity and beauty of its Chapel music, a scheme of musical training, under a Director of Music, an Old Boy, Mr G. Faunce Allman and his wife, who is also a professional musician. They give instruction in music, so planned as to bring in for Chapel service and generally for orchestral and vocal training, all the boys in the School, and masters too, who can use music for their pleasure and as a delightful and voluntary part of all other education. The old School Song has not yet been given its place in that most important development. One of the supervising musicians has said, "The

boys ask when they hear it now, 'Yes, but whenever shall we sing it?' " The answer may very well be, 'Whenever you feel that you want it, and you will want it if you know what the Latin means and how your predecessors have used it'." It is not triumphantly a tradition in the School, but it will yet be.

An Old Boy, recording his active service in the First World War when he himself lost "a wing" (after which loss he managed all the same to "wangle" employment with "the English", which saved him from being sent home) proudly added that Gallipoli and those parts always seemed to have Old Boys in them and it was great to go on meeting them and hearing the School Song which, he said, "Our fellows would sing any time." He gave an example of one occasion when coming in wet, famished and generally worn out, from the trenches, he found some shelter that had a light in it, made his way to it and as he reached it heard —the School Song. At that place he got a great welcome. He thought that it was never to be heard now. If he had been at the 1948 Old Boys' Dinner in the school dining hall, he would have heard it then and been pleased with the vigour of the rendering.

After the manner of school songs, the original text has not been treated as invariable, so that, at present, only three verses may be continued unchanged. Another one was added for use in time of war, but further on the original text was reverted to, though, there being no longer a monarch Queen, the word King has been substituted.

In later years the original author, E. I. Robson, was moved to jest at himself about his phrase "an Empire wide as the world-circling main" which he called, then, an "almost pre-Homeric conception of geography".

Although later dates have been ascribed to the song, actually it was begun before 1892. The music for it was composed by the then music master, Julius Langhans, who left that year. That music was worthy of the very curious

but highly gifted man who wrote it. He was a German and, as such, and also because of an anomalous formation of the ears, a figure of fun to the boys, though in his knowledge of English, his talent for languages generally, and his musical competence, he was a "find" for the Headmaster almost equal to any of an admirably chosen original staff.

In writing about the song, Mr E. I. Robson said of the music a few years ago: "I thought when Langhans first played it over to me that it was a really fine effort, and never altered my opinion of it." In that opinion he would be confirmed by many senior Old Boys who, for the music's sake, as for the heartiness of the words, loved the song.

The Latin motto is, itself, in its old pronunciation, giving three syllables to *vitai*, musical indeed as well as of significant meaning for the School in the philosophy of the Latin poem.

Aytoun has said "I care not who makes the laws of a people if I may make their songs". It was the first Headmaster of Shore who made for it both the first song and the first laws. Songs are often poor in their words, and good music makes up for that. A "school song" may be pardoned for lack of high significance and, especially, deep emotion: it is but a "school" song and those fine things are in advance of its requirements. And yet this Headmaster artfully provided high significance in his school song with that great Latin poet's great image of the Torch Race, enshrined in the words taken for the school arms, *Vitai lampada tradunt.*

After that was turned around and used as the refrain, or chorus, of each verse, it did not matter what little significance the rest of the verse might carry by itself—call it "puerile", well it's for *boys* to sing and it's all that they can do, at present, to "hand on the torch of life"; it is their part in their own school generation. And if they sing of it as something they feel, the emotion is present in a right boyish form.

For his School Song of *Vitai lampada tradunt,* the first Headmaster ought to be ever held in remembrance and honour, as for his many laws that have been confirmed by his successors in office.

Vitai lampada tradunt is used, in the form of *"Vitai Lampada",* by Henry Newbolt as the title of his poem beginning "There's a breathless hush", which seems to have been composed after 1897, so that the school use of its Lucretian motto would have probably preceded that of Newbolt in his well-known poem. But there had been some previous use of it in London University. About its choice as the school motto, the present Professor of Latin at Sydney University, Mr R. E. Smith, says:

> At first sight, the appropriateness of the words *Vitai lampada tradunt* for a school motto might not be obvious, but when the whole context is studied, one can see the picture that was in the mind of the man who chose them. A school is not unlike the Lucretian universe. Its pupils resemble the atoms which swarm about, linking themselves together to form the various bodies. In the school world these are houses, societies, forms, teams. . . . These various bodies disintegrate with the departure of each generation of boys, but are constantly renewed by another generation. Mr E. I. Robson would have had, when he chose the motto, that idea of continuous change within what is itself unchangeable. The last lines of the passage in Lucretius, "Some races wax and others wane and in a short space the tribes of living things are changed and, *like runners, hand on the torch of life"* form an apt and happy description of what occurs in a school or any such institution. The idea in *vitai* which Mr Robson had in mind was not that of Lucretius: he was thinking of all that goes to make the life of a school—its code of honour, its traditions, its standards of behaviour . . . these are handed on by the older generation as a torch to the younger. That general idea of the passage is given a felicitous and appropriate application.

E. I. ROBSON
Taken at Oxford, 1915

When Bishop Barry left his diocese in 1889 to take up his assistant-bishopric in England, he travelled by rail from Sydney to Adelaide. Mr E. I. Robson, still in Melbourne, showed him, as he passed through, every attention due to the first Chairman of the School Council, who had honoured him with a personally signed letter of appointment and had thereby implied a personal approval which meant much from one of his great knowledge of higher education and experience of selecting its fit material for teaching and direction. The Bishop had been commissioned by Council to see the Headmaster's proposed coat-of-arms of the School through the necessary granting of authority in England. There, he duly got it approved and then sent out to the School the work completed by the best die-sinkers, the firm of Wyon, in London. The design was altered, long afterwards, in amendment of some technical details of the heraldry. But the motto and the general idea were preserved. On the revised detail Mr E. I. Robson once commented amusingly, in a letter to a member of Council, that it was well he himself did not put in the scallop shell of St James, that pilgrim emblem—used in compliment to the endowment that the School had received from the compensation paid at the resumption of the St James's Schools—because the arms of Ormond College, Melbourne, which he left to come to Sydney, have no less than three such shells and he might have been "thought guilty of still coquetting with the old love"! He added some interesting details about his Lucretian motto, the idea of which, he said, we share with London University, one of whose affiliated colleges also parodied it for the sake of a punning compliment to a great benefactor. It was in this letter that the retired Headmaster contributed a story of the ceremony on the first birthday of the School. It should be told in his own words:

> Bishop Barry was present at the opening of the School on 4th May 1889, and with the dear old Dean of Sydney

(William Macquarie Cowper) conducted a service on the dais erected in the dining hall. . . . By way of steps up to the dais were two whisky cases with the name of the distiller turned towards the congregation. . . . The contractor was a charming old Scotchman and so no doubt saw nothing inappropriate in the nature of the cases he supplied as steps for episcopal and decanal feet.

CHAPTER EIGHT

The Two Periods and the End

THE history of the School under its first law maker and song maker divides naturally into two periods at about mid-point, the end of 1895. That year concluded his family life of brother and sisters, with the eldest sister as lady of his House. The next began with some sign of hope for improvement of the School's position. The end came five years later by his resignation which his own policy made necessary.

The obligation of the whole School, in its various periods, to the first Headmaster, Ernest Iliff Robson, has been acknowledged by the present Headmaster in terms that only one who is himself expert in school management, successful and able to lead in new directions, is entitled to use. Of the part that has been played by the influence of women in the life of the School, and inferentially in its direction, even such an authority must have less to say.

He can quite easily avoid self-praise not only because, proverbially, it is no recommendation, but also because in schools of his sort the influence of women, nowhere officially claimed and, except in minor function, nowhere expressed in terms of currency, is known to be always of importance, and may sometimes rise in its voluntary and instinctive way to inestimable values, social and moral. The influence of women on the history of a boys' school may be a very important thing. It has been so in the life of this one. Where it is still in fullest operation, it cannot well be praised by the Headmaster advantaged. Where such a woman's life has closed, an estimate of its special importance to a school may be due and subject only to considerations of reverence.

The work of Gertrude Robson, after she left the School, for ever indebted to her influence on its making, was continued in teaching for a living, preferably the teaching of

small boys. She could and incidentally did teach girls, but her most enthusiastic and devoted work went in the forming of a preparatory school for boys. She was not the first of the women who have specialized in that part of the teaching profession in Sydney, but she was probably the most influential and most gifted for the work.

After leaving Shore, at the end of 1895, she held a kind of vice-principalship at a girl's school then at Parramatta and soon opened her boys' preparatory school first at "Vectis" in New South Head Road (a house since turned to other uses under another name), then transferred to "Brooksby", in Ocean Avenue, and finally settled at "Rose Hall" on a large area of ground between Dowling Street and Forbes Street, Darlinghurst.

One of her pupils in the two latter places who went to a great Sydney senior school and afterwards to the University, also served in both World Wars, attaining the rank of Brigadier, speaks of her preparatory school successes and of her personal charm and efficiency, with deep respect and affection. He is a typical representative of the Great Public School boy trained first in her private preparatory school. There are many other men, now of authority and influence, who could out of their own experience of her effect on their formative years, fully appreciate the element she provided in the making of Shore.

Her own career as missionary is really all of a piece with the rest of her life, including that which she spent as the lady of the Headmaster's house at Shore. It was all a life not very long but noble, completely human, and, beyond that, humane, a life which should, elsewhere, be told in detail. She found her vocation at Shore, pursued it at her own school, then gave up an assured living and the independent old age and that which should accompany it, the troops of friends, including hosts of her Old Boys, to dedicate her life to the little chocolate-coloured children whose

need was greatest and could be supplied, perhaps, by herself out of her own well-gathered experience.

She served at Thursday Island, at which she was the first white woman to go far down the Gulf of Carpentaria, and at which one of her former boys at the preparatory school, accompanying his parents on a ship that called at the island, saw her, to his horror, being mimicked behind her back by some dusky little fellow of his own size, and strode at once to engage him in battle.

Her work on the island is officially described as educational and of great assistance to troops afterwards garrisoned there during the First World War. Then, in New Guinea, she was recorded as having done "simply unlimited acts of personal service with the children, the sick and the aged, in the spirit of the Apostle who said 'I will very gladly spend and be spent for you'."

She was, first, teacher of the children of mixed parentage, and then was given a school of more than two hundred natives, which she brought to perfection through her devoted service and the courtesy and respect with which she made her way to the hearts of the simple folk with whom she had to deal. In 1917 she died under an attack of intermittent fever.

These few details of Miss Robson's career after she left Shore are perfectly relevant to the work that she did while there. Her later career was proof of her capacity for self-sacrifice to an ideal of duty and to the nurture of young life and to the principles of Christianity in which that life was being trained. Her example is a part of the tradition of the School than which none can be higher. "Small time but in that small there nobly lived" a woman whom the history of the School shows to have crowned her career by an example of self-sacrifice in the cause of religion and humanity such as will for ever grace its record along with her own.

The Sydney Church of England Grammar School is now a good example of what Bishop Barry set out to make it in

fulfilment of Bishop Broughton's design—another lineal descendant in Australia of the English Public School. By the assistance of hosts of families and friends, its loyal Old Boys, its great Headmasters and their faithful and competent staffs, together with many benefactors who have made valuable gifts to its funds, it has realized the hopes in which it began sixty years ago. The English themselves have recently been warned by a witty and serious writer that "Narcissus was very beautiful and quite rightly spent a very long time admiring himself, but he came to grief by it". The warning, for a school, is against complacency. Only striving to be better will give healthful new progress.

Torchbearer editorial of December 1900 is true in fact and feeling; and it forms a necessary part of the conclusion to this account of the first headmastership:

> The year now rapidly drawing to a close is an epoch-marking one in various ways. For the world at large it marks the close of a wonderful century, for Australians the end of the old order of provincial separation and the beginning of the Commonwealth, and to our own little community it will be memorable as the end of the term of office of our first Headmaster. Mr Robson's connection with the school dates back to its foundation, nearly twelve years ago, and since then he has been its head and representative, has seen its gradual growth and the foundation of its institutions, of many of which he may with justice say, *Quorum pars magna fui*. It is too often forgotten that mere numbers do not make a school, any more than bricks and mortar make a city, and that it is to the spirit which animates its members, and not to their numerical importance, that our attention should be turned if we wish to estimate its value. To lay the foundation broad and deep, that the future structure may be stable and enduring, to guide the various tiny rills in such a way that they will all meet to form the ever-growing stream, such is the work of pioneers and founders, and nowhere is the influence of the personal character of the chief guide and director

better seen than in the evolution of a school. We are arrogating to ourselves no undue praise when we say that the name of Church of England Grammar School boy has, even in these few years of our existence, come to be synonymous with manliness, truthfulness, and all qualities that go to make up the character of an English gentleman. The endeavour has been throughout to imitate here, as far as local conditions would allow, the character and constitution of the Great Public Schools of the mother country, and, above all, to arouse in all our boys that devotion to duty, that simple Christian manliness which is the noblest result of educational effort. The very considerable measure of success we believe we have achieved must be attributed in no small degree to the influence of the Headmaster to whom we are now bidding farewell. It has been his lot to preside at the foundation of our numerous institutions, to suggest some of them, and to give to all the powerful support of his aid and example. The boys of today who join the School and find its sports and pastimes, as well as its indoor work, governed each by its special rules, and yearly growing traditions, must bear in mind that all this was not the work of a day, and that it has required unremitting attention and no small labour on the part of their predecessors to bring things to their existing state. To secure this result and to tend the growth of these institutions is a Headmaster's special privilege, and we feel sure we only express the feelings of the School, both past and present, when we tender in their names the thanks of all to Mr Robson for the manner in which he has done his part. In all our sports he has shown a sympathetic interest, and in that of rowing, his ability and experience as a coach have placed us in the proud position we hold today—a position we trust we shall always be able to maintain in the future. Among the benefits for which members of the School have to be grateful to Mr Robson, not the least is the manner in which, by placing in the classrooms pictures and works of art, the gifts of friends of the School, he has endeavoured to arouse and cultivate in our boys the aesthetic tastes too often entirely neglected in education, and thus to enable

> us to work amid pleasant and elevating surroundings. The feelings with which he is regarded by his past and present pupils, and by those who as masters have been associated with him in the work of the School, will receive practical expression at the close of the term, when presentations will be made to him on behalf of the Old Boys' Union, the present pupils, and the past and present members of the staff.

Behind the success so rapidly attained by the School under Mr Hodges' administration was the feeling it had for its original headmaster and expressed in the farewell given him in *Torchbearer*.

Mr Robson went back to Melbourne and after a time returned to his University College work. During that period of his career Old Boys in Sydney kept him supplied with school news, while others when in his city on business or pleasure often found him out in order to talk over old times. One gives an amusing account of such a meeting in a letter which reads: "I recall with pleasure meeting Robson in Melbourne as I was making my way down Collins Street one afternoon. How he chuckled when I reminded him of some of his brilliant efforts with the cane . . . and insisted I accompany him back to his rooms at Melbourne University where he gave me afternoon tea and where I met several of his confrères to whom he gaily introduced me as 'the boy who well remembered his early whackings'. It was a happy afternoon, full of reminiscences, that left a warm glow within."

During 1917 Mr Robson married again. His wife's name was Catherine Clara Lewers, daughter of Mr Thomas Lewers, who had come from the North of Ireland and was a Manager of the Bank of New South Wales for thirty years.

During the First World War Mr Robson, and, later, Mrs Robson were in England. He filled one of the gaps left by enlistments from Felsted, from the staff of which his brother Edgar had gone—to be replaced, curiously enough, by a Mr

Hodges—to special duty abroad, under War Office, direct, and independent of, though working with British Forces.

His brother describes him as having had long and strong botanical and agricultural interests based on Virgil, Columella, Pliny, and the authors of the *Geoponica,* on all of which he was a real authority. Even in his days of headmastership, so long past, he was likely to reveal his interest in botany, a subject then remote from most school curricula, and, amongst other recollections of him, is one of a school captain who found to his surprise that the Head was somehow a botanist too, as well as a classical scholar, and was giving him lessons in a new science as they went roaming in typical Australian bush.

He left Felsted to go to the Ministry of Agriculture and was picked there for their librarianship at Oxford, where much mixed learning, especially in languages, was needed. His Oxford life and occupation were very congenial, and as his knowledge included German and Dutch dialects he was of particular value to his section. The academic life in which Ernest Robson had flourished in Melbourne gave him like interests in Oxford and made his time there very happy. Another reference to his Oxford work shows that in his branch of the Ministry of Agriculture situated there the University was not directly concerned but had relations with it.

He is said to have been unofficially—and those who knew his work at the School would quite understand this—guide, philosopher and friend to all the young lads of the office, rewriting their correspondence, advising them and tempering their impetuosity and impatience with his quiet maturity. This was, apparently, rather unusual work for one who has been described as "an exact and beautiful scholar", but it was quite in accordance with his interest and experience as schoolmaster, and, in its nature, national work of value. If he did not contribute his classical knowledge directly to the interpretation of Roman agriculture, in which he was

expert, other authorities used it in conjunction with their own work and with his own glad co-operation.

Ultimately he returned to Australia and lived in retirement in Victoria until he died, towards the end of 1946. His Old Boys in Sydney were unable ever to tempt him back, even for school anniversaries. He heard from some and was assured of a welcome from many, but except by those who could travel to him, he was seen again by none. All the more significant is the fact that he always lived and is still living in the memories of most survivors of the School as it was under his Headmastership, and that it still is his School and conscious of the fact. He was its primogenitor, its human "Parent of Good". He made it first what it still is. The letter that he wrote to the first Jubilee Celebration can still represent him at the second, and it speaks for him now no longer under earthly limitations of age and distance:

> I can only trust that my best wishes for the success of the celebrations but also—what is more important—for the future of the School, in the years yet to come, may be accepted as a substitute for my personality.
>
> My most sanguine dreams of those early days never foreshadowed such a measure of success as the School has in its (fifty) years attained, and I hope and pray that it may continue to increase in everything that makes for a school's usefulness.

APPENDIX A

Benefactions

During the period of the first headmastership Australian financial conditions were adverse to the receipt of benefactions from well-wishers of a new school, and none of a monetary kind were received. The general list begins in 1903 and has since amounted to the equivalent of a considerable sum. Detail for the period is as follows:

Date	*Origin*	*Amount* £	*Object*
1903	Subscribers	461	Meml Library Fund
1906 (and after)	T. A. Dibbs	350	Chapel Fund
	Mr and Mrs C. H. Hodges	100	Chapel Fund
	Walter and Eliza Hall Trustees	1,500	Chapel Fund
	Subscribers	1,550	Chapel Fund
	Subscribers to memorial for Mr C. H. Hodges	200	Chapel Window
	In memory of Captain B. C. A. Pockley		Chapel Window
	In memory of Private R. C. Milton		Chapel Window
	In memory of Lieutenant H. Black, M.C.		Chapel Window
	In memory of Captain J. S. Wilson		Chapel Window
	In memory of Lieutenant J. A. Thompson		Chapel Window

Date	*Origin*	*Amount* £	*Object*
	In memory of Gunner L. W. G. Last		Chapel Window
	In memory of Captain R. N. Richardson and Captain L. L. Richardson, M.C.		Chapel Window
	In memory of Major R. R. Brown, M.C.		Chapel Window
1947	Dr and Mrs Lindsay Dey, in memory of Squadron-Leader Philip Dey	Over 200	Chapel Window
1917 and after	Subscribers	1,083	Towards the East Window of Chapel
	In memory of Lieutenant C. V. McCulloch; Lieutenant K. Taylor; Wilfred Law Docker; Mary Ida Purves		Gifts of panelling of Chapel walls
	In memory of Captain J. S. Wilson and Lieutenant E. R. Sinclair, M.C.		Flags in Chapel
	The King's School		Gift of an Altar Cross
1919	Mrs J. G. A. Pockley, in memory of her husband, Lieutenant J. G. A. Pockley	1,000	Chapel Organ
1918	Mr L. Blackwood, in memory of his son	500	For a laboratory
1918	Subscribers (including Walter and Eliza Hall Trustees, £200)	8,458	For War Memorial Playing Fields

Date	*Origin*	*Amount* £	*Object*
1919	Friends of the School, with Mr Russell Sinclair, partly as a memorial of Eric Sinclair		Land and boatshed
	Torchbearer Fund		Of benefactions, now included in the assistant masters' pension fund
		3,000	For Grainger Exhibitions
		1,000	For Christina Campbell Scholarship
	Mr A. B. S. White	1,200	For a scholarship
1937 and after	Subscribers	11,328	For Jubilee Fund, minus 25 per cent for the general purposes of the School
1919	Sir Samuel McCaughey	10,000	Bequest
1937	W. N. Cadwallader	250	Bequest
	Edwin Thiery Grainger	3,000	Bequest
1941	W. Stewart Ziele	150	Bequest
1941	John Webster Barnes	1,000	Bequest
1941	Mrs A. L. (Charlotte) Blythe	100	Bequest
1944	Mrs Ralph Worrall	500	For a memorial to her late husband, Dr Ralph Worrall
1943	Brig. J. W. Crawford	100	Bequest
	Frederick Hamilton Hart	230	Bequest
1947	Miss K. Knox	1,000	Bequest

Date	Origin	Amount	Object
		£	
	Septima Irving Graham	3,621 4s. 9d.	Bequest. Foundation of the John Netherby Graham Scholarship
	Mrs Emily Taylor	500	Bequest. For the naming of the John Clegg Taylor Memorial Room and the Oliver Clegg Taylor Memorial Room
		Shares valued at 600	Bruce and Eldon Beale Meml Prize
1949	Sir Thomas Buckland, K.B.	1,000	Bequest
	Mary Elizabeth Hirst	150	Bequest, in memory of Harold Rose Hirst (War Meml Fund)
	Subscribers (including H. V. Jaques, £1,500 and H. P. Christmas, £500)	Present total about 31,000	For War Meml Hall

APPENDIX B

Development of the School

IN THE TIME OF THE SECOND HEADMASTER

Erection of the War Memorial for South Africa and China, 1903.

IN THE TIME OF THE THIRD HEADMASTER

Erection of the Chapel, 1914.

Acquirement of the War Memorial Playing Fields, Northbridge, 1917.

Additions to the original classroom block and to dormitories of School House, 1920.

IN THE TIME OF THE FOURTH HEADMASTER

Acquirement of Purves (Junior) House, 1925.
Robson House, 1926.
Hodges House, 1930.
Building of dining hall block, 1930.
Rebuilding of School House, 1934.
Acquirement of Barry House, 1938.
Building of new classroom block, 1938.
New laboratories, 1939.

IN PROSPECT

The War Memorial Great Hall of the School, to be capable of holding all the boys at one time, and accommodating school activities such as concerts, rehearsals, debates, hobbies, tuckshops and cafeteria, as well as school gatherings for which a major place of assemblage is required.

APPENDIX C

Note on the Original School Arms

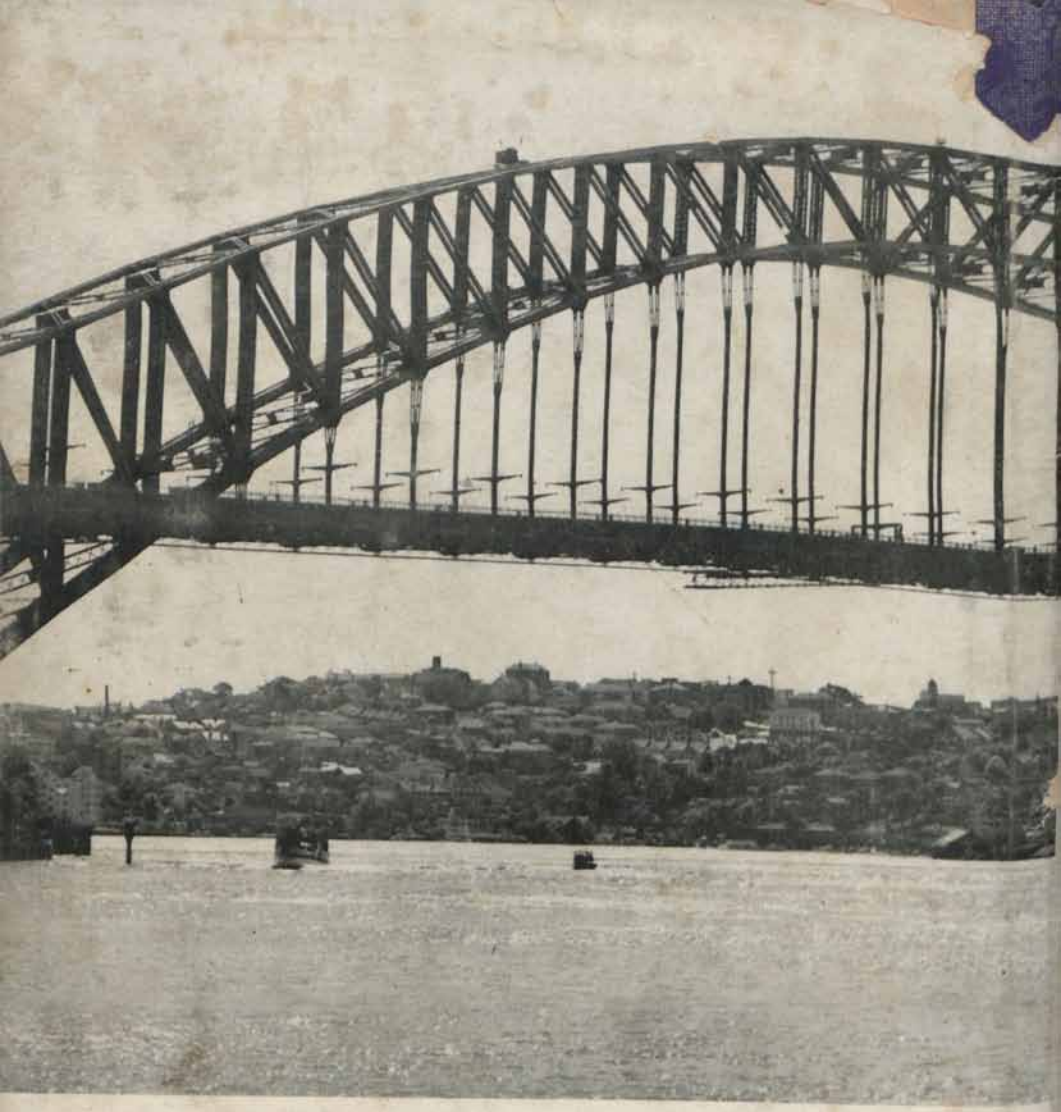
Some twenty years ago the original Arms of the School were made more compact and also more in accord with heraldic convention. The new design is now familiar to all concerned. But the original one is still proper to the earlier times and so is proper to this book. Its distinction is that the First Headmaster linked it effectively with the School motto; namely *Vitai lampada tradunt.*

The Lucretian Torchbearers were men. They raced with torches that would burn them, if unskilfully carried, because of the unguarded flame. The First Headmaster made a classical scholar's investigation of the means used to protect the runner. That's when he took the "great trouble" that is now recorded of his choice of Design and Motto. One result is seen in his representation of the Torch. Those ancient Torchbearers did not lift symbolic fire-balls or fire-brands, but had well constructed holders to manage and to run with all aflame. They were given, as it were, the equivalent of the protection that a modern batsman gets, from gloves and pads, against the bowling. For that part of the First Headmaster's original design of the Torch no modern convention was appropriate. The Torch Race, to him, was not a problem of how to devise a symbolic flame in or without a human hand. It was a question of athletics, of a Race with Torches, of a dangerous game allowing only limited means of protection against its risks. So the First Headmaster's design for the Torch Race element in the School Arms had meaning that his realistic form of Torch made plain and inspiring. It should be remembered for its significance which was worth the trouble that he took over it.

(Continued from front flap)

growth of school institutions, and sporting activities.

Professor Holme was appointed to a lectureship at Sydney University after his teaching period at Shore, later became Assistant Professor, and finally, Professor of English Language. His work in the fields of literature and scholarship does not require comment. It has little reference, he remarks, to most of the reminiscences of his early youth. Professor Holme describes this book as a chapter in the history of a curiously entitled school and dealing mainly with one of its Makers. In the preparation of it he has had the assistance of many of the surviving original old boys of the Shore they helped in re-naming, also of much of the tradition derived from the original teaching staff. Any welcome which friends and members of the school may give to the book will be a symbol of loyalty, and of faith in the future of the school.



A city that is set on a hill
cannot be hid.

Matt. v. 14.