

A history of
Sydney Church of England
Grammar School

Twelve years before the birth of the Commonwealth of Australia, Bishop Barry opened an establishment for the Christian education of boys of the colony of New South Wales.

This is the story of his creation. It is the story of an institution which has grown and changed as the country it serves grew and changed.

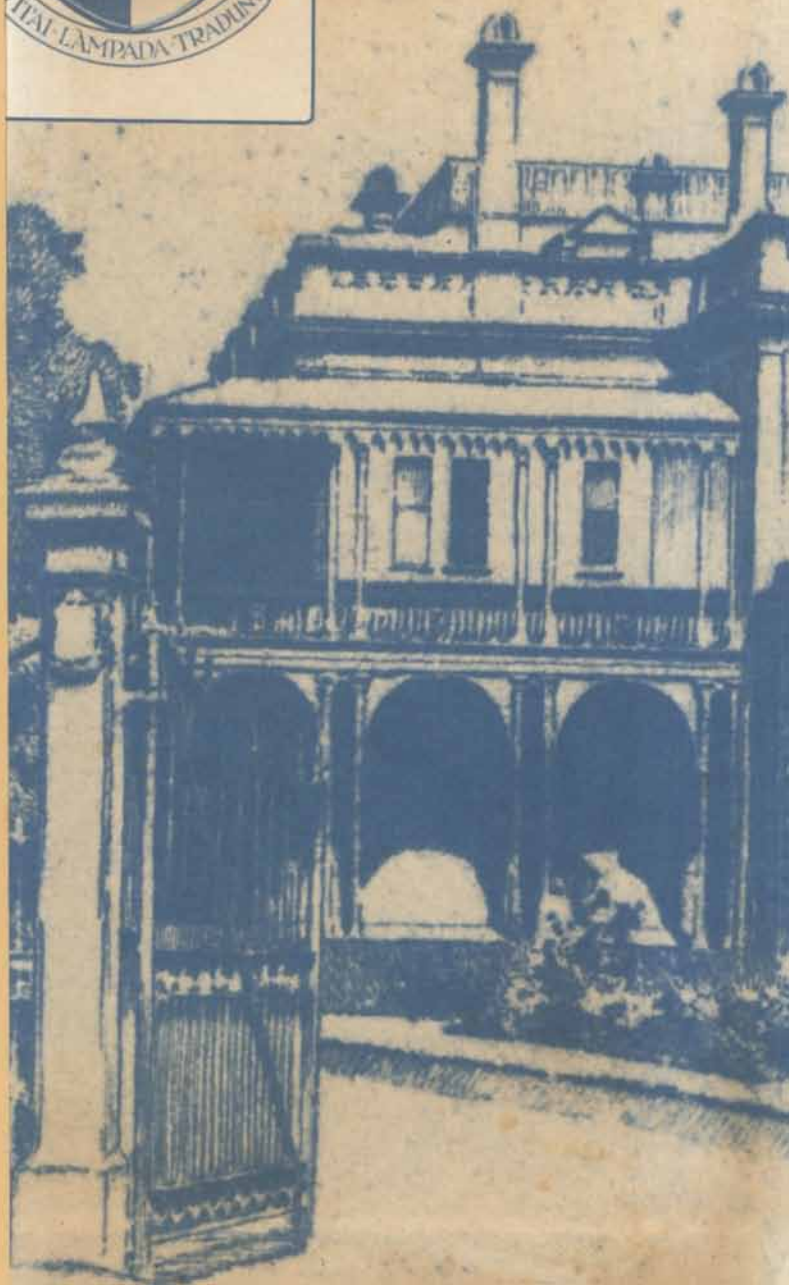
More than that, *Shore* is the story of 13 000 boys and of the men and women who contributed to their education and, through their education, to the wider community.

It is not only a story of change, but also a story of continuity of certain values and codes which still play their part in the personal development of generations of young Australians.

As Shore approaches its hundredth year, this book provides a welcome opportunity to look back on the people and events which made this school what it is today. And in telling the story of Shore, Geoffrey Sherington has told us much about the community in which Shore lives.

‘As an old boy myself, I have been glad to re-assess my own “history” against Dr Sherington’s broader and more objective exposition of the development of Shore as an educational institution.’

Donald Robinson
Archbishop of Sydney
President of the School Council



SHORE

A History of Sydney Church of England Grammar School

GEOFFREY SHERINGTON

fr 283 Walmsley 0016

SYDNEY CHURCH OF ENGLAND GRAMMAR SCHOOL

in association with

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Foreword

EARLY in 1978, after some preliminary discussion and survey of available records, the School Council commissioned Dr Sherington to write a history of Shore. It was known that Dr Sherington had an interest in such a project, and although there was regular liaison between the author and the Council, the resulting work is entirely his. He was given a free hand to make his own plan and choose his own material and emphases. The Council believes the result is a professionally competent and informative history of Shore as it approaches the centenary of its foundation.

One can regret that Bishop Barry did not remain longer in Sydney to follow the progress of the school for whose charter and first educational ideals he was responsible. The opening of Shore on 4 May, 1889, was almost the last of his episcopal duties before his return to England. It is a merit of Dr Sherington's work that he places the foundation of Shore in the wider educational scene of the time and traces the adaptation of an English concept to Australian conditions and needs. He also illustrates the relation of Shore, a community in itself, to the larger community of which the boys of the School have been and are a part.

Every Shore boy will have his personal (and no doubt one-eyed!) history of the school. He may be disappointed if his reading of this present history does not merely confirm his own impressions. But as an old boy myself I have been glad to re-assess my own 'history' against Dr Sherington's broader and more objective exposition of the development of Shore as an educational institution.

Imponderables remain, of course. From a Christian point of view, we have church schools not to provide some material advantage or social asset, but in the words of Jesus to 'make disciples'. Success in this is not shown by statistics. Rather, as in our prayer, we ask for God's blessing 'upon this school, which we desire to build upon the foundation of thy eternal truth, trusting to the quickening power of thy continual grace'.

Donald Robinson
Archbishop of Sydney
President of the School Council

Preface

WRITING a school history is a notoriously difficult task. How can one account of the past represent the values and experiences of the many different individuals who have played major and minor roles in the life of a school over a period of more than ninety years? Is it not pretentious even to suggest that one view will do justice to all? And whose history is to be written? As one Australian historian has written, 'who is to claim, except by unthinking precedent, that the schools of rectors, captains and presidents are more truly the school than the schools of duds or dunces, or that happy memories are more valid than sad ones?'¹ There is the related problem of one's major audience. Many school histories are witty, amusing, even good fun. They have an instant appeal to those most intimately associated with a school. We often look back on our early years with nostalgic, if not fond, memories. We do not want to be told it was otherwise than how we remember. The danger is that we will tend to celebrate the past, ignoring the distasteful and highlighting the triumphs. Yet, if a history stands merely as a celebration, will it have any meaning beyond the present? Who now reads the hagiographies of our Victorian forebears?

Despite the problems, some have tried and succeeded well in reconstructing the past of a school. It is possible to write a far from dull history, which will act not only as a guide to those with interest in the past life of a school, but also as a contribution to some understanding of its role in the educational and social history of which it is only a part. The means whereby one arrives there vary. Faced often with the paucity of surviving sources some have shown considerable sensitivity and insight in producing works of which the respective school authorities should well stand proud.² What is attempted here, is a little different to

1 Greg Denning, *Xavier: A Centenary Portrait*, Old Xavierians' Association, 1978, Preface.

2 Without doing injustice to others, I am thinking here not only of Greg Denning's intelligent *Xavier* but also Stuart Braga, *Barker College* John Fersuson, Sydney, 1978 and Marjorie Theobald, *Ruyton Remembers 1878-1978*, The Hawthorn Press, Melbourne, 1978. The latter two have full references and notes. The former, unfortunately, does not.

that which often has gone before. This is a history, first, of a school from its foundation to the beginning of the fifth headmastership (with some outline of subsequent developments). It is also intended as a contribution to the history of a community of boys. The notion of a school as a community has often attracted interest in both England and Australia.³ There are many suggestions about what occurs when a community of masters and boys are gathered together. It is often less clear where the boys have come from, how long they stay in school and what they do once they leave. It is hoped that this history may provide some answers, not only by recording the development of Shore from its foundation, but also by providing some general and detailed information on the 13 000 or so boys who have passed through its gates.

The writing of this history owes debts to many. It could not even have begun without the encouragement and help of the present headmaster, Mr B.H. Travers. Himself an historian, he has always been willing to talk frankly and share his own intimate understanding of the workings of the school over a long period of time. Once the project got under way, the School Council wisely established a history sub-committee composed of the Chairman of Council, Mr J.M. Dixon, Professor L.W. Davies and the headmaster. I have benefited from their assistance and comments in many ways. To their credit, they have been also prepared to accept that an historian alone must ultimately be responsible for what finally appears as his view of the past. On one major matter there was general consensus. It was agreed that the recent history of the school was too close in time for a detailed evaluation and judgment of policies and personalities.

Many others have assisted in the research effort. Mr J.E. McCann and his staff have always been great friends to one who often intruded into the orderly workings of the bursar's office. I myself will always have fond memories of friendly chats, cups of coffee (and other sustenances) while working on the files of Council minutes. At an early stage of the project Mrs Dorothy Johnston provided valuable research and other assistance, while Mrs Yvonne McCann and Mr Rod Glassford greatly assisted me in other ways, particularly through contacts with old boys.

Much of the research on the boys of Shore rested on early discussions with Dr Terry Beed and his staff of the University of Sydney Sample

3 See Royston Lambert, *The Hothouse society*, Weidenfeld and Nicolson, London, 1968; J.R. de S. Honey *Tom Brown's Universe*, Millington, London, 1977 and I.V. Hansen, *Nor Free Nor Secular*, Oxford University Press, Melbourne, 1978.

Survey Centre. I am most grateful for their assistance in designing the questionnaire sent to old boys and, in particular, to Muriel Turner and her assistants for coding the Shore Survey questionnaire, and to Barbara Wheeler and Laraine Hayes for assistance with the analysis of results from all the computer-based research. The residents of the Lorna Hodgkinson Sunshine Home helped mail the questionnaires, while the staff in the Bursar's office, particularly Mrs McCann, sorted the returns. To those 3205 old boys who responded to the questionnaire my debt of gratitude is deep indeed. My wife Lisa spent many hours coding the school registers for computer analysis, while Mrs Gai Perry transcribed many interviews and produced a fine typed draft of the work with help from Mrs Mary Black and Mrs Gwen Young.

To all those connected with the school who assisted in other ways with the research I am most grateful. Mrs Georgina Hart and Miss Di Simpson helped greatly by explaining and assisting with research in the special archival collection under their care, while also putting me in touch with many associated with the early years of the school. Numerous people connected with the school were prepared to take time to talk to me. In particular, I would like to thank (in order of interviewing): the late Mr C.S. Tiley ; the late Mr A. Garbett; Mr G.M.P. McCrae; Dr C.H. Huxtable; Mr F. Coxon; Mr J.F.E. Monckton; Mr Gordon Turnbull and Mr Norman Harding; the late Brigadier Claude Cameron; Sir Adrian Curlewis; Mr W.R. Browne; Mr R.A. Gilfillan; Mr P.H. and the late Mrs P.H. Eldershaw; Mr and Mrs L.M. Jamieson; Mr K.D. Anderson; Mr R. Fowler and Mr R. Rawling; the late Mr Godfrey Hawker; Miss Phyllis Purves; Sir Brian Windeyer; Mr R.B. Randell; Lady Mackay; the late Mr N.R. Conroy; Mr C. Bright, Mr G.E. Ekin and Mr A. Dunlop; Professor L.F. Fitzhardinge; the late Mr J.N. Pascoe; Mr E. Wood; Dr C.H. Selby; Miss H. Bryce; Mr E.J. Clinch; Mr T.B. Whight; Mr T. Milfull; Mr D.E. Woods; Colonel Basil Holmes and Mr J. Wilson Hogg.

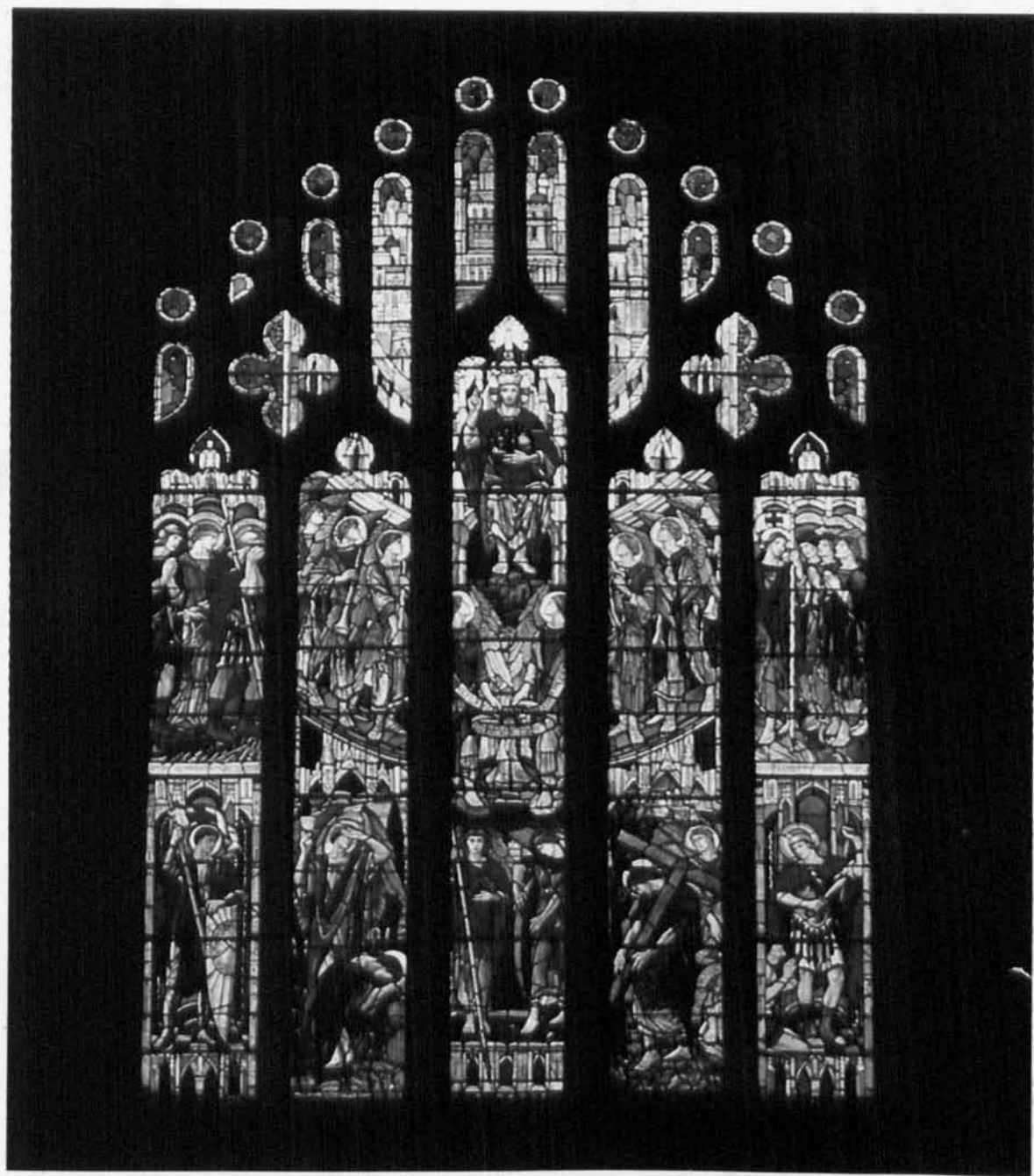
I am especially grateful to Mr John Colebrook, Mr Peter Jenkins and Mr John Burns for their comments and advice on the manuscript. Any remaining errors and all judgements are, however, entirely the responsibility of the author.

Others have kindly talked to me informally and corresponded by letter. If time had permitted, I would have hoped to have spoken to more Shore old boys and others who have been associated with the school.

Finally, I would like to thank the staff of the Mitchell Library and the British Museum and the Councils and respective headmasters and

archivists of Melbourne Grammar, Leeds Grammar, Cheltenham College and Rugby School and the Secretary, King's College Council, London for granting me permission to consult published and unpublished sources in their custody. Dr Alastair Robson also kindly allowed me to consult papers of his father which he holds.

Many historians often expect to write 'total history'. They hope to recapture all the meanings and relationships of the past as lived by previous generations. Generally, the task eludes us. One can only try.



The east window of the Shore Chapel.
(Photo: John Storey.)

0132

The Growth of an Institution



Alfred Barry, Bishop of Sydney and Primate of Australia, 1884-89.
(Source: The archives of King's College, London.)

1

The founding of a school

ON Tuesday 16 July 1889, a small group of boys gathered together on the heights of North Sydney. They were the first students enrolled at a new grammar school foundation of the Church of England. 'It was a nasty day, cold and wet, and I pitied our small flock, amounting to twenty-four all told', the first headmaster later said. 'July was a rather close season for new boys, and it was not until the beginning of the following year that our numbers appreciably rose.'¹

The official opening of the school two months earlier on Saturday, 4 May had been a grand occasion. The Governor, Lord Carrington, had been there. It was an important event for those associated with the Church of England. In attendance were not only the Bishop of Sydney and Primate of Australia but the Bishops of Goulburn, Riverina, Bathurst and Brisbane, and a large gathering of clergy. The school buildings themselves were a testimony to the commitment of the Church to the secondary education of boys:

Lord Carrington opened the Church of England Grammar School (late Holtermann's Tower), North Shore, on Saturday afternoon. The new buildings include a classroom block which is a solid building of brick, with slate roof, containing eight classrooms, master's room, hat and cloak rooms and spacious lobbies and vestibules. Each room will contain 20 boys, or a total of 160. Another new building is the dining-hall and certain of the kitchen offices, and contains sleeping accommodation for men servants. To the old building, by the conversion of a wing and an additional storey upon it, dormitories have been added, capable of containing 40 boys, each dormitory being well supplied with bathrooms and all sanitary conveniences and well ventilated. The old main building has been thoroughly renovated. The grounds have been subdivided, separating the master's private grounds from the playgrounds, and a new entrance has been formed.²

¹ *The Torch Bearer*, September 1934, p. 106.

² *Daily Telegraph*, 6 May 1889; reproduced in *The Torch Bearer*, May 1964, p. 17.

Education had been a prime concern of the Church of England in New South Wales during the nineteenth century. In the early days of the colony, it had been *de facto* the Established Church with prime responsibility for schools. The fear of moral and spiritual decay in the atmosphere of 'convictism' had brought about early efforts to educate the young. From the outset, the colonial governors had provided financial assistance for schools. For over thirty years, such aid had been confined generally to the Church of England. The climax to such provision came with the establishment of the Church and Schools Corporation in 1825. The Corporation was organised under Thomas Hobbes Scott, first Archdeacon in Australia. Its aim was to educate all the youth of the colony in the 'discipline and according to the principles of the United Church of England and Ireland'.³ The plan foundered, partly because of its ambitious nature, but principally as a result of the opposition it aroused. By the late 1820s free immigrants were becoming an important influence in colonial affairs. Many held little brief for the Church of England. Rather, free immigration was composed increasingly of those supporters of other Protestant denominations which resisted unilateral state support for the Church of England. By 1829, the Church and Schools Corporation had failed. Scott returned home, a disillusioned man.

The successors to Scott had to adjust themselves to this new situation. Some did so, but only reluctantly. Archdeacon, and then Bishop, William Broughton, sought to maintain the privileged position of his church. He tried unsuccessfully to revive the Church and Schools Corporation. He helped also to sabotage the plan of Governor Sir Richard Bourke to provide universal state financed non-denominational education based on the Irish national system. Eventually by 1848 a compromise was reached. The state would continue to aid the educational efforts of all the Churches who sought it, including not only the Church of England but also the Roman Catholics, Presbyterians and Wesleyans. An alternative form of national non-denominational schooling would also be offered by the state itself.

In secondary education, Broughton was slightly more successful. He himself had been educated at The King's School Canterbury, which was to become recognised as one of the important English public schools.⁴

3 Instructions to Governor Darling, 17 July 1825. H.R.A., I, xii, pp. 117-19 in A.G. Austin (ed.) *Select Documents in Australian Education 1788-1900*. Pitman, Melbourne, 1972, p. 8.

4 The definition of the English 'public school' still causes confusion and uncertainty even among historians. In general, the older English public schools were originally grammar

Broughton was a firm believer in the efficacy of education and specifically classical studies. He had himself taught for a period in England. In Australia, he was determined to implant English institutions of higher learning to civilise the new colony.

Shortly after his arrival in Sydney in 1829, Broughton proposed the establishment of a day school for 100 scholars in Sydney and another day and boarding foundation at Parramatta. He chose the name of The King's Schools, not only as a reminder of his own schooling but 'more because it signified that the monarchy had extended to the dominions its patronage of the cause which sustained in unity Churchmen and secular learning'.⁵ After some prompting, the Colonial Office agreed to the scheme. The two schools opened in early 1832. The King's School, Parramatta, survived. Designed by Broughton to help create an educated wealthy gentry, in its early years it actually provided schooling for the sons of small settlers in the Hawkesbury and Liverpool areas.⁶ The King's School, Sydney, never had an enrolment of more than eight students. Its headmaster, George Innes, a graduate of Trinity College, Cambridge, died after only eight months. As a result, the school closed.

After the 1830s the role of the Church of England in secondary education in Sydney languished. In 1838, Broughton founded the Church-controlled St James Grammar School, but it was never successful, finally closing in the late 1850s. Other non-denominational secondary schools did prosper. The Australian College, organised by the Presbyterian minister Dr Lang, had opened in 1832 in opposition to The King's Schools. Another non-denominational school, Sydney College, opened in 1835. By 1843 it had an enrolment of 267.⁷ The depression of the 1840s led to its closure in 1846 but the central block of that school

school foundations, established by private or public endowments, fee-paying but not profit-making. Their curriculum traditionally centred on the classics. By the nineteenth century the term 'public school' was being applied both to these more important grammar schools as well as newer institutions such as the 'proprietary' schools (funded by share holders), some new non-Anglican and Anglican schools and even a few schools financed and owned by an individual. Most public schools were predominantly boarding schools, open to boys throughout Britain, although in effect patronised by the middle and upper classes. The important tests were national recognition and assured social status. Some schools had achieved these qualities before the nineteenth century; others during it.

5 G.P. Shaw, *Patriarch and Patriot*, Melbourne University Press, Melbourne, 1978, p. 29.

6 Alan Atkinson, 'Some Documents and Data from The King's School, Parramatta', *The Push from the Bush: A Bulletin of Social History*, No. 4, September 1979, pp. 56-80.

7 C.E.W. Bean, *Here My Son*, Angus and Robertson, Sydney, 1950, p. 30.

was to form part of the most important secondary school founded in mid-nineteenth century Sydney. Established with a government endowment in 1857, principally to provide scholars for the newly founded University of Sydney, Sydney Grammar School by the 1870s had a capacity enrolment of 400 boys. In the 1880s, the English traveller, Richard Twopenny, rightly pointed out that among Sydney schools only Sydney Grammar could compare to the secondary schools in Victoria.⁸

Sydney Grammar was to become important, not only for its size but for the model it offered of a 'public school' in the Antipodes. Its second headmaster, A.B. Weigall, was influenced by the first movement of reform which swept the English public schools during the mid-nineteenth century. Prominent amongst the reformers was Thomas Arnold, headmaster of Rugby from 1828 to 1842. The influence of Arnold has sometimes been exaggerated. His significance is that he typified and proselytised ideas which were mirrored or taken up elsewhere. His main aim was to reform the moral tone of boys, to subdue the rebelliousness of the young which had led to riot and mayhem at public schools in the past. He sought to create a Christian community in which older boys could lead the younger ones. Hence his emphasis on the importance of a school chapel and his support for the prefect system. Other reformers took up similar ideas and developed them.⁹

A number of such reforms were carried to Sydney, specifically with the arrival at Sydney Grammar in 1875 of two young assistant masters, Bean and Francis. Educated respectively at Clifton College and Marlborough, both newly founded 'proprietary' schools in the mid-nineteenth century, these two helped transplant public school reforms to Sydney Grammar. A prefect system was established, a school magazine started, school colours were instituted to give a sense of corporate identity, organised games became part of school life. The model would be emulated elsewhere.¹⁰

The interest of the Church of England in boys' secondary schooling

8 R.N. Twopenny, *Town Life in Australia*, Elliot Stock, London, 1883, Penguin Facsimile, 1973, p. 139.

9 See J.R. de S. Honey, *Tom Brown's Universe: The Development of the Victorian Public School*, Millington, London, 1977 pp. 1-46. Also T.W. Bamford, *Thomas Arnold*, Cresset Press, London, 1960.

10 R.J. Burns and C. Turney, 'A.B. Weigall's Headmastership of Sydney Grammar School' in C. Turney (ed.) *Pioneers of Australian Education*, Volume 1, Sydney University Press, Sydney, 1969, pp. 115-31. See also M.W. MacCallum, *Albert Bythesa Weigall*, Angus and Robertson, Sydney, 1913, pp. 49-55.

was revived by such educational and other social changes. In 1853 Bishop Broughton died. Despite setbacks, he had continued to assert the claims of his Church as the established religious institution in Australia, rejecting teaching in the national schools as having no doctrinal foundation. This was not true, however, of many of the laity in the Church who were coming to resist episcopal domination of Church affairs. By mid-century, some were prepared to accept state control over all elementary schooling as the next logical step.¹¹ Broughton's successor, Frederic Barker, an evangelical, was more in sympathy with the wishes of his congregation. While defending the right of the Church to maintain denominational schools, and encouraging their growth, Bishop Barker was prepared to compromise. In 1866, he accepted the creation of a Council of Education to oversee education in both national and denominational schools. As a concession to the Anglican position, provision was made for religious instruction in the national schools. Fourteen years later, the Church of England reached a tacit alliance with other Protestant denominations by agreeing to the terms of the 1880 Act. All state aid to denominational schools was ended. Barker himself accepted the situation albeit with some reluctance.¹²

It has been suggested that the acceptance of the 1880 Act was a reflection of the changed status of the Church of England in Australia. The laity and even most clergy now saw their Church as only one other Protestant denomination, rather than an institution with a national purpose.¹³ By agreeing to the terms of the 1880 Act, the Church had surrendered any hope of creating a system in the manner planned by Scott and Broughton. That parts of the edifice remained was often due to efforts of individual churchmen. Faced with falling enrolments, The King's School, Parramatta, closed in 1864, only to be re-opened five years later and maintained under the headmastership of the Reverend George Macarthur. Other clergy established private grammar schools. The most important school with Anglican affiliations (but not under Church control) established in New South Wales in the 1870s was All Saints College, Bathurst. Its second headmaster was Edwin Bean who carried out many of the changes that he had earlier helped to institute at

11 See K.J. Cable, 'The Church of England in New South Wales and its Policy towards Education prior to 1880', MA thesis, University of Sydney, 1952, Chapter IX.

12 P.D. Davis, 'Bishop Barker and the Decline of Denominationalism' in C. Turney (ed.) *Pioneers of Australian Education*, Volume 1, pp. 133-54.

13 K.J. Cable, 'The Church of England in New South Wales and its Policy towards Education prior to 1880', pp. 159-67.

Sydney Grammar.¹⁴

An expanding population stimulated the founding of educational institutions. The growth of Sydney was particularly significant. Between 1881 and 1901, Sydney's population increased by 260 000 to 488 000. In 1861, half of those in the 'learned and educated professions' lived in Sydney, and 43 per cent of those in 'trade and commerce'. By 1901, two-thirds of the 'professionally employed' persons of New South Wales worked in Sydney.¹⁵ Such change was assisted by developments in higher education. In 1866, the University established a Junior Examination to stimulate secondary schooling. In the 1880s the Challis bequest brought about the foundation of professional studies in law, medicine and engineering. From 1880 to 1892, enrolment at the University grew from 76 to 598.¹⁶

The 1880 Act allowed the state to establish fee-paying high schools in certain major centres. By 1883, both boys' and girls' schools had opened in Sydney, Goulburn, Bathurst and Maitland.¹⁷ The various non-Anglican denominations also responded quickly to the demand for secondary education.

The Methodists had founded Newington College in 1863 on the banks of the Parramatta River, twelve miles from the city centre. In 1880, the College was re-established in Stanmore (at a cost of over £30 000), primarily because of the 'character of Stanmore itself—a coming suburb, bound to develop quickly as an upper class residential area on what was then Sydney's main line of expansion through the Western Suburbs'.¹⁸ Opening with three staff and 70 boarders, by 1884 the College had an enrolment of 260 boys and ten regular masters.¹⁹

Equally significant were the efforts of the Roman Catholic com-

14 W.A. Steel and J.M. Antill, *The History of All Saints College, Bathurst, 1873-1951*, Angus and Robertson, Sydney, 1952, pp. 25-39. For an outline of secondary schools, run by Anglican clergy, see R.J. Burns, 'Secondary Education and Social Change in New South Wales and Queensland Before 1914', PhD thesis, University of Sydney, 1965, pp. 442-49.

15 D.N. Jeans, *An Historical Geography of New South Wales to 1901*, Reed Education, Sydney, 1972, pp. 295, 298 and 302.

16 Alan Barcan, *A Short History of Education in New South Wales*, Martindale Press, Sydney, 1965, p. 176 and p. 194.

17 The schools at Goulburn and Bathurst survived but a short time, principally because of high fees and opposition from Church secondary schools. E.W. Dunlop, 'The Public High Schools of New South Wales, 1883-1912', *Journal of the Royal Australian Historical Society (JRAHS)*, Vol. 51, pt. 1, March 1965, pp. 60-86.

18 D.S. Macmillan, *Newington College*, Newington College, Sydney, 1963, pp. 37-8.

19 *ibid.*, p. 43.

munity. Having rejected the terms of the 1880 Act, the Catholic hierarchy embarked on the creation of their own educational system. The consequences for Catholic boys' secondary schooling in Sydney were profound. In 1879, the Jesuits opened a day school, St Aloysius, at Milson's Point and a boarding school, St Ignatius, on the banks of the Lane Cove River. Two years later, the Marist brothers opened the boarding college, St Joseph's at Hunter's Hill. By 1880, it had 299 boarders enrolled.²⁰

In comparison, Anglican efforts in secondary education now appeared somewhat tardy. A change of leadership was to help bring about a renewed commitment.

In 1882, Bishop Barker died while on leave in Europe. Under new procedures, it had been provided that the Synod in Sydney, in conjunction with committees of the other bishops in New South Wales and throughout the other Australian colonies, should elect his successor as both Bishop of Sydney and Primate of Australia. The election proved controversial. Splits emerged in the Sydney Synod between the evangelical party and those of High Church opinion. Eventually, after a number of impasses (resulting from the Australian bishops' refusing to accept the choice of the Sydney Synod), it was agreed to ask a committee of English bishops under the Archbishop of Canterbury to nominate one man. Their choice fell on Dr Alfred Barry, Canon of Westminster, a candidate whom the evangelical party had earlier rejected.²¹

On his election as Bishop of Sydney, Metropolitan of New South Wales and Primate of Australia in July 1883, Alfred Barry was aged fifty-seven. Born in 1826, second son of Sir Charles Barry, architect of the Houses of Parliament, Westminster, he had been educated at King's College, London, and Trinity College, Cambridge. A brilliant scholar, in 1848 he was fourth among the wranglers and seventh in the first class of classical tripos. Elected a fellow of Trinity in 1848, he graduated BA in the same year, proceeded to MA in 1851, BD in 1860 and DD in 1866. He was ordained deacon in 1850 and priest in 1853.²²

20 Br Michael Naughtin, *A Century of Striving*, St Joseph's College, Hunter's Hill, 1981, p. 55.

21 E.D. Daw, 'Electing a Primate: Alfred Barry and the Diocese of Sydney 1882-83', *JRAHS*, Vol. 66, Pt. 4, March 1981, pp. 237-57.

22 E.H.P., 'Barry, Alfred' in Sir Sidney Lee (ed.) *Dictionary of National Biography*, Second Supplement, Vol. 1, 1901-1911, Smith Elder & Co., London, 1912, pp. 103-04. See also K.J. Cable, 'Barry, Alfred' in N.B. Nairn, G.R. Serle and R. Ward (eds) *Australian Dictionary of Biography*, Vol. 3, Melbourne University Press, Melbourne, 1969, pp. 105-7.

Barry was in the forefront of mid-century English public school reform. After a period as vice-principal of Trinity College, Glenalmond, the seminary of the Scottish Episcopal Church, he became headmaster of Leeds Grammar School in 1854 at the age of twenty-eight. Founded as an endowed day boy grammar school in the sixteenth century, Leeds Grammar had fallen into decline. Barry transformed the school, dividing it into lower and upper divisions and classical and commercial departments. Broadening the curriculum, he introduced science teaching in 1861. Staff were recruited from Oxford and Cambridge.²³ Of most importance, Barry persuaded his governors to move the school from its site in the centre of the old town to 'Woodhouse Bar' in the expanding suburbs of Leeds. Opened in 1859, the new school was built in high gothic style, a national symbol of the mid-Victorian age's emphasis on the schooling of the sons of its middle and upper classes.

When Barry left in 1862, Leeds Grammar was fast becoming recognised as a school which, through its academic and social standing, was at least on the border of public school status.²⁴ His next post was as Principal of Cheltenham College. In contrast to Leeds Grammar, Cheltenham was the first of the new proprietary public schools, being established only in 1842. Under Barry, Cheltenham achieved a purpose and direction. He became an active innovator, establishing a system of boarding houses, improving the salaries of masters and creating an academic tradition which saw many of his boys winning scholarships to Oxford and Cambridge. He also started a prefect system to provide guidance for the younger boys and formed a cadet corps. A gymnasium and racquet courts were built to develop sport. The achievements were soon obvious, and were reflected in expanding enrolment and prestige. On his departure, after a short stay of only six years, the College Council noted that not only was Barry responsible for the 'intellectual success', 'moral character' and 'high tone of gentlemanly feeling and public spirit' at the school, but also for most of the administrative reforms which nominally came under its own purview.²⁵

From Cheltenham, Barry moved to become Principal of King's

23 *Leeds Grammar School, Calendar, 1861*, pp. 4-5. See also A.C. Price, *A History of the Leeds Grammar School*, Richard Jackson, Leeds, 1919, pp. 193-217.

24 According to one analysis, by the end of the nineteenth century, Leeds Grammar was one of a group of 40 schools with 'marginal' claims to public school status. J. R. de S. Honey, *Tom Brown's Universe*, pp. 268-9.

25 Cheltenham College Council Minute Book No. 5; Council Meeting 23 May, 1868. For a general view of Barry at Cheltenham, see M.C. Morgan, *Cheltenham College*, published for the Cheltonian Society, Richard Salder, 1968, pp. 42-53.

College, London, the institution which had provided his own secondary schooling. King's had been founded in 1828 as an Anglican counter to the utilitarian non-denominational studies offered at University College, London. Prior to the appointment of Barry, it had not achieved any marked academic distinction. Barry raised the quality of teaching and students, establishing new directions in such areas as applied science. Equally significant, he established extension lectures for working men. Never loath to institute change, Barry also supported the higher education of women. Despite a reluctant Council, Barry encouraged his staff in preparing a series of lectures for women. The eventual result was the founding of a women's department at the College in 1881.²⁶

Barry was a great educator for the Church. Firmly believing in establishing the Christian faith among the young, at both Leeds and Cheltenham he placed much emphasis on chapel and religious services. Amongst his many publications appears *Sermons for Boys*, delivered on Cheltenham Sundays. Defending the right of the Church to continue to receive state aid for elementary education, he also recognised the challenges of modern industrial life. He believed that Christianity could provide an answer to issues of social justice and equity. The 'general tenor of Christian morality' should be to acknowledge the 'right of individualism' and yet 'keep it in due subordination'.²⁷ Suggesting that by the late nineteenth century the 'reign of extreme individualism' had passed while the 'power of socialism' was 'probably on the rise', Barry argued that Christianity had to meet this situation 'not by a blind instinct, however healthy, of conservatism, but by a thoughtful examination of what Christianity now is in its relation to society, and a determination that what it ought to be, that (God willing) it shall be'.²⁸ Education would become the main means whereby the Church could understand and cope with the modern world. Moreover, he had a great faith in institutions, particularly English institutions such as the public schools, to provide the necessary practical unity between the individual

26 F.J.C. Hearnshaw, *The Centenary History of King's College, London, 1828-1928*, George Harrap, London, 1929, pp. 227-339. See also Gordon Huclin, *King's College, London, 1828-1978*, King's College, London, 1978, pp. 27-33.

27 Alfred Barry, 'The Adaptation of Christianity to the Requirements of Human Society' in *Credentials of Christianity*, Christian Evidence Society, London, 1880, p. 165. For his views on state aid to the Church schools, see Alfred Barry, 'The Church and Education' in Archibald Weir and William Dalrymple MacLagan (eds) *The Church and the Age: Essays on the Present Position of the Anglican Church*, John Murray, London, 1870, pp. 381-422.

28 *ibid.*, p. 179.

and the common good of family, nation, race and mankind. This same search for reconciliation was revealed in his doctrinal stance. As a member of the Broad Church Movement, he had tried to bridge the gulf between the High Church and Evangelical parties.²⁹

For some, the views of Barry were too controversial. At King's College, he was associated with the socialism of F.D. Maurice. Despite his intellectual stature, his stand on religious and social questions seems to have been some barrier to his further advancement in England. Others considered that he was too anxious for preferment. Although he was considered for a number of English sees, he was never actually offered a post. The colonies held out some opportunities. In 1876, he turned down the Bishopric of Calcutta. He had not canvassed for the Sydney see and took time to consider the offer. Eventually he accepted. On learning his decision the Archbishop of Canterbury wrote to the Prime Minister, Gladstone, that 'he seems to me to have in the most eminent degree every qualification for such a task... His business power and capacity for work give a good basis for that devotion to the Church's manifold needs and suggestions which I feel sure will be found to characterise him.'³⁰ Events in Sydney were to prove the Archbishop right.

Barry arrived in Australia in March 1884. In his early speeches and sermons he laid great stress on the necessity for the Church to find a unified purpose in Australia. His particular views for the Sydney diocese were made clear at his inaugural address as President of Synod in July. Opening with the query 'Quid dicam? quid non dicam?' (What shall I say? What shall I not say?) he urged his audience to look to the traditions of their Church. Amongst these, he chose three to discuss: the comprehensiveness of the Church of England embracing both 'Catholics' and 'Protestants'; its care for the whole community; and its recognition of the rights and duties of both clergy and laity.³¹ Significantly, Barry suggested that while all could be applied in various ways, he would 'consider but one, now exercising the minds of thinking people—the question of the education of the people in the largest

²⁹ It has been suggested that after flirting with High Church views in his youth, he had become a 'low Churchman of liberal opinion' who 'cared little for ecclesiastical divisions'. Cable, 'Barry, Alfred', pp. 105–6.

³⁰ Archbishop of Canterbury to Gladstone, 1 August 1883, British Museum, Add. Ms. 44109, ff. 22–43, cited in Daw, 'Electing a Primate', p. 254.

³¹ *Votes and Proceedings of the Second Session of the Sixth Synod of the Diocese of Sydney*, 1884, pp. 20–1 (hereafter known as *Proceedings of Synod*). See also Alfred Barry, *First Words in Australia*, Macmillan, London, 1884.

sense'.³² To Barry 'education is a simple obedience to the law of God's providence. At this moment it is perhaps the chief need of a community, rapidly growing in material resources and breaking up new ground in every direction'.³³ He wanted to see the Church throw itself wholeheartedly into the promotion of education. Turning away from the 'undenominational Christianity' (which had marked the tacit alliance between the Church of England and other Protestant denominations and so led to the 1880 Act) Barry placed emphasis on the Church's developing its own education. Thus he urged the continuing development of Sunday Schools. Moreover, despite the terms of the 1880 Act, he supported some continuation of the dual system of state and voluntary schools. 'I regret, though I can understand how it came to pass, that our old schools, under the discouragement of the present Act, have been so largely given up. Those which remain to us I trust we shall endeavour to keep. . . .'³⁴

Beyond the elementary schools, there were the 'higher schools':

I believe that there is abundant room, without interference with any existing institutions, for such higher schools, as the old King's School at Parramatta was designed to be, and has been, only of the day school type. We have been breaking ground here already, both for boys and for girls. There is much more, which may well with infinite advantage be done.³⁵

At the outset of his office, Barry had therefore made it clear that his main priorities lay in education. For the next five years, he set out to realise them. The most important changes came in secondary and higher education.

In 1885 Barry re-constituted the Council of The King's School to provide for its responsibility to Synod. To head the school, he brought out the Reverend Arthur St John Gray, an old boy of Clifton College and graduate of Magdalen College, Oxford. Gray introduced reforms generally drawn from his experience at Clifton. A school magazine was started, regular school offices initiated, a chapel was built. Within two years of his appointment in 1886, enrolment had more than doubled to 147.³⁶ As part of his plans to improve the Cathedral, Barry also founded

³² *ibid.*, p. 23.

³³ *ibid.*

³⁴ *ibid.*, p. 25.

³⁵ *ibid.*, p. 26. For further elaboration on the importance of the religious foundation for all education, see Alfred Barry, *Three Sermons on Religious Education*, Sydney, 1884.

³⁶ S.H. Johnstone, *A History of The King's School*, Sydney, 1932, pp. 202–11. I am grateful to P.J. Yeend, archivist at King's, for pointing out the connection with Clifton College.

St Andrew's Cathedral Choir School in 1885. The principal aim was to train choristers but 'it was intended to give such an education as would fit boys to enter schools of the highest type, even the University'.³⁷ In the same year, he also reinforced support for the Clergy Daughters' School at Waverley and prepared the founding of a 'high class school for girls' at Darlinghurst.³⁸ From the beginning of his episcopacy, he assumed a wide role in university affairs, being elected to the Senate and actively directing the affairs of St Paul's College.³⁹

The interest of Barry in secondary and higher education brought forward a new plan. The initial catalyst was his desire to reform the training of the clergy. In June 1885, he informed the trustees of Moore College, the clerical seminary established at Liverpool in 1856 under the terms of the will of Thomas Moore, that he wanted to move the institution to Sydney and bring it into connection with St Paul's. The advantages he saw were that students would be associated with the university, would come under the care of the Bishop and be near the Cathedral. Significantly, he wanted to establish evening classes, similar to those existing at King's College, London, for those working during the day. He suggested that the Trustees buy land at Newtown, and sell both the existing Liverpool property and the Registry and Church Society House in Phillip Street which they also held in trust. It was a complicated manoeuvre, requiring alteration of Moore's will and necessary parliamentary legislation. The legal advisers of the Trustees remained sceptical.⁴⁰ It was due to the astute sense of Barry that he was able to convince them, by linking his suggestion to a proposal for a new grammar school in Sydney.

Ingeniously, the funding basis of his whole scheme emerged indirectly from the 1880 Act, the measure with which he had so little sympathy. Under the terms of that legislation, all state aid to denominational schools ceased at the end of 1882. The Government decided to resume a

37 *Sydney Morning Herald*, 15 July 1885, p. 7 cited in D.A. Patrick, 'The History of the Sydney Church of England Grammar School 1889-1900: Its Origins and Establishment', BA (Hons) thesis, University of Sydney, 1976, p. 23.

38 *Votes and Proceedings of the Sixth Synod*, 1885, p. 193.

39 In 1885, Barry had withdrawn as candidate for the University Senate because of both opposition to his being a churchman and due to the fact that the other candidate was Sir James Martin, the Chief Justice. At the time, the *Sydney Morning Herald* suggested that the Bishop would be exactly the right man to become Chancellor of the University: see issue of 29 August 1885. He was elected to the Senate in 1887.

40 See M.L. Loane, *A Centenary History of Moore Theological College*, Angus and Robertson, Sydney, 1955, pp. 72-5.

number of denominational school sites for use as public schools. One was the former parish school building of St James on the corner of King, Castlereagh and Elizabeth Streets. Originally it had been intended that the site and building would become a state public school but in early 1883 the Government decided to open its newly planned boys' and girls' high schools there. The compensation paid to the Church of England was held in trust until Barry arrived as the new primate.⁴¹ By July 1885, this sum with interest amounted to £37 736 2s 6d.⁴²

The Trustees of Church Property now announced a scheme for proposed distribution of the funds. One of the Trustees, Shepherd Smith, suggested the issue of expending this sum had caused 'anxious consideration'. The apparent dilemma arose because it was felt that while the parish of St James should receive indemnity for losing a building, the Trustees believed also that as the original grant of 1845 for the St James parish was related directly to the establishment of a school, a 'large portion' of the money should be devoted to Church education. After consultations with the church-wardens of St James and with the Bishop, a scheme had been devised. First, a sum of £10 000 would be devoted to purchasing the existing Diocesan Registry and Church Society's House from the Trustees of the will of Thomas Moore and giving them to St James parish for educational purpose. Secondly, it had been decided:

To devote the remainder of the money to the erection of a school of the highest type, including various departments of education for all classes of the community, in which the teaching shall be throughout in accordance with the principles of the Church of England and which shall be placed under the direction of a governing body of clergy and laity to be elected by the Synod, the Bishop of the Diocese being ex officio President.⁴³

The idea was undoubtedly Barry's, as was made clear in his address to Synod. What the Sydney diocese needed, the Bishop suggested, were 'schools of the type of our English Public Schools to train our boys of the upper and middle classes and to be feeders for the more advanced

41 See New South Wales State Archives 5/17733.3; Chairman Public School Board, District No. 1 to Secretary for Public Instruction, 6 February 1883. Because of the unusual nature of circumstances surrounding the payment of compensation, the government allowed St James parish to use the old building for its Sunday School from December 1882 until mid-1884 when Barry arrived. See also E.W. Dunlop 'The Public High Schools of New South Wales', p. 62.

42 *Proceedings of the Sixth Synod*, 1885, p. 122.

43 *ibid.*

education of the colleges'.⁴⁴ The King's School was helping to fulfil this aim, although it would require reform. Bishop Broughton, the founder of King's, had intended also to create a day school. 'The time and opportunity are now come for the realisation of this latter part of the original plan.'⁴⁵ This was really a rationalisation of a decision already taken. It was intended to remind the Synod of a past commitment. In reality, the new school would help fulfil the aims of Barry himself. As he told the Synod in similar terms to his address of 1884:

For such a school there is, we believe, ample room in Sydney without anything beyond honourable rivalry with existing schools; and I am confident that it will command—perhaps even beyond the limits of our Communion—the confidence of those who value systematic religious teaching and devotion, as an integral part of the education of school, as well as the education of the home and the Church.⁴⁶

By founding the school in the proposed way, he could achieve this end and also assist the removal of Moore College. It was a fine administrative resolution of a dilemma. It was also a means to improve the educational role of the Church.

Synod accepted the outlined scheme. It was also agreed to nominate a provisional governing body of the proposed school consisting of Barry, Dean Cowper and the laymen Edward Knox and Rollo Cape.⁴⁷ Because the new scheme involved the transfer of sums involving an original state grant, it required Parliamentary legislation. It has been suggested that Barry probably received active encouragement for his scheme from Alexander Stuart, Premier of New South Wales from January 1883 until October 1885.⁴⁸ There is little doubt that the Premier was in sympathy with the general aims of Barry. During the 1870s Stuart had worked hard to preserve state aid for Church schools, and was a founder, with Shepherd Smith, of the Church of England Defence Association. In 1874, Bishop Barker had asked him to stand for Parliament as a defender of Church education. More significantly, Stuart was one of the chief supporters of the candidature of Barry for the Sydney see. On his death in 1886, it was noted, 'To his quiet but firm and, indeed, eloquent

⁴⁴ *ibid.*, p. 23.

⁴⁵ *ibid.*, p. 24.

⁴⁶ *ibid.*

⁴⁷ *ibid.*, pp. 47–8.

⁴⁸ J.E. Colebrook, 'The Origins of the School', *The Torch Bearer*, December 1979, pp. 154–6.

advocacy of Dr. Barry, on the decease of Dr. Barker, we, in a large measure, owe the appointment of our Bishop'.⁴⁹

The Stuart Government certainly placed no barrier in the way of the legislation necessary to enact the scheme for the new school. Nor did the succeeding brief respective governments of George Dibbs, Sir John Robertson and Sir Patrick Jennings, the last, a Roman Catholic, holding office from February 1886 until January 1887. It was during Jennings' tenure as Premier that the measure known as the *St James School Compensation Act* finally passed through Parliament.

S.A. Stephen introduced the measure as a private member's bill in June 1886. The bill proceeded through the Legislative Assembly without being discussed.⁵⁰ In the Legislative Council, Edward Knox, who was one of the provisional members of the School Council, pointed out in his second reading speech that all parties interested in the matter, the authorities of St James's parish, the Synod and the Trustees of the Moore Estate, were all agreed on the procedure to be followed. As well as following the scheme proposed to Synod, it had been decided to devote the £10 000 due to the Moore Estate for Church House and the Diocesan Registry in Phillip Street towards establishing a training college for the clergy in Sydney. The Legislative Council did not debate the bill and the measure passed unamended. Notice of regal assent was received in the Legislative Assembly on 18 August 1886.⁵¹

The Act was composed of eight substantive clauses. Clauses 1-2 accepted the scheme Synod had already approved, providing for the purchase of both the Diocesan Registry and Church Society's house for the St James parish and the endowment of a Church of England school. Clause 3 established that the school would be under a council half composed of clergy and half of laymen. Clauses 4 and 5 were concerned with the disposal of funds. The council was to apply the money available

49 *The Australian Churchman*, 25 June 1886, p. 399. Stuart also moved the formal motion creating the provisional council of the school. For details of his career, see Bede Nairn and Martha Rutledge, 'Stuart, Sir Alexander', in Geoffrey Serle and Russell Ward (eds) *Australian Dictionary of Biography*, Vol. 6, Melbourne University Press, Melbourne, 1976, pp. 211-14.

50 *New South Wales Parliamentary Debates* Volume XX, (17 June 1886), col. 2771; (22 June 1886) col. 2791; (7 July 1886) col. 3131; (30 July 1886) col. 3726; (3 August 1886) col. 3730.

51 *ibid.* (4 August 1886) col. 3755; (12 August 1886) cols. 3979-80; (18 August 1886) col. 4077; (27 August 1886) col. 4382. Because of these new arrangements, Barry had not had to go through the problems of selling Moore College, Liverpool. The buildings became instead a grammar school (so temporarily fulfilling one of the aims of Moore's will) which closed in 1893. Loane, *A Centenary History of Moore College*, pp. 80-2.

to it towards the 'establishment and maintenance of the school', after which the balance of money, if any, was to be applied, with approval of the Synod and Bishop, to the establishment and improvement of other Church of England schools in Sydney. The School Council, however, was allowed to invest any money 'not immediately required' in government securities or with any joint stock company carrying on business in Sydney. Clause 6 sought to define the powers of Synod over the school:

It shall be lawful for the Synod of the Diocese of Sydney from time to time to make alter and repeal rules and regulations touching the constitution election and powers of the council of the said school and the course of instruction to be imparted in the said school and all matters in connection with the order and discipline thereof.

The final clauses of the Act provided that the Trustees of the Moore Estate should use the sum of £10 000 received for the Diocesan Registry and Church Society house for the re-establishment of Moore College in Sydney.⁵²

At its first session following the passage of the Act, the Sydney Synod elected the initial governing body of the new school. In accordance with the terms of the legislation, the Council was composed of six clergy and six laymen, with the Bishop as *ex officio* President.⁵³

The School Council in 1887 consisted of the following members:

Clergy	Lay
Archdeacon W.J. Gunther	Hon. Edward Knox
Archdeacon R.L. King	Mr T.A. Dibbs
Canon W. Hay Sharp	Judge W.H. Wilkinson
Rev. J.D. Langley	Professor T.T. Gurney
Rev. A.W. Pain	Hon. W.J. Foster
Rev. H.L. Jackson	Mr W. Day

As David Patrick's analysis has shown, the Council members represented a composite picture of the Synod. Amongst the clergy were such old Evangelicals as Gunther and King (Principal of Moore College under Barker) while Jackson was a moderate High Churchman influenced by Christian Socialism and German theology. The laymen were drawn generally from the professional and commercial group now

⁵² Act 50, Victoria Regina.

⁵³ *Proceedings of Seventh Synod*, 1887, p. 62.

playing such a dominant role in the affairs of Synod. Edward Knox was the founder of the Colonial Sugar Refining Company and Thomas Dibbs was general manager of the Commercial Banking Company of Sydney. Professor Gurney held the chair in mathematics at Sydney. The academic influence was increased when Day was replaced by W.M. MacCallum, Professor of English. Foster, another member, died within a year, without having attended a council meeting; J.R. Street, managing director of the Perpetual Trustee Company, replaced him. Amongst the clergy, there was also a tradition of involvement in education and school affairs. Gunther and Sharp were members of The King's School Council while the latter, being Warden of St Paul's College, had been a master at schools in England and Australia. King had also taught in England and Jackson, formerly in the business world, was an extension lecturer at the university. Overall, the Council was a mixture of contrasting doctrinal ideologies, business acumen and academic and educational interests.⁵⁴

The Council first met on 20 October 1887. Barry indicated that there were five major tasks to tackle: the selection of the site, the school name, the appointment of an architect, the school constitution and the appointment of a headmaster.⁵⁵ Of these, the name of the school was settled first, although not without debate. At the initial meeting, Edward Knox, seconded by Professor Gurney, moved that the school be called 'The Church of England Grammar School'.⁵⁶ The matter was then deferred for two meetings. Finally at the third meeting of Council on 17 November, Knox again moved his motion (seconded this time by Canon Sharp). After defeat of an amendment (proposed by Jackson and seconded by Langley) that the school be known as 'the King's School Sydney [*sic*]', the Knox motion was carried.⁵⁷

The selection of the school site proved even more difficult. There would seem to have been three factors uppermost in the consideration of the Council: cost, accessibility, and size. After the deduction of legal and related expenses from the original endowment of the St James School Compensation Trust, the Council had available to it a round sum

54 Patrick, 'The History of the Sydney Church of England Grammar School 1889-1900', pp. 31-4. For the social background of the laymen in Synod, see Ruth Teale, 'Party or Principle? The Election to the Anglican See of Sydney in 1889-90', *JRAHS*, Vol. 55, Pt. 2, June 1969, p. 156.

55 Council Minutes, 20 October 1887.

56 *ibid.*

57 Council Minutes, 10 November 1887.

of 'some £30 900'.⁵⁸ Barry told the first meeting of Council that it was hoped to purchase a school building for £12 000, leaving about £18 000 for endowment. Two sites were brought forward for consideration at the initial meeting: St Philip's Grammar School and Holtermann's Tower Estate.⁵⁹

St Philip's Grammar School had been attached to the local church at York Street in the city. In 1887, it had 90 boys on the roll.⁶⁰ Barry himself apparently favoured the location. Prior to the formation of the Council, the Trustees of the Church had already entered into negotiations with the authorities of St Philip's parish. It was agreed that there would be no objections to erecting a school, provided parochial requirements were met, including maintenance of the existing primary school.⁶¹ At the first Council meeting, Barry actually laid on the table architect's plans showing what could be done on the site.⁶²

The St Philip's site was in the midst of the city. Its advantage was accessibility for most of the existing Sydney population. Its disadvantage was its restricted size. As Barry admitted, there would be 'very little playground', although there was nearby parish vacant land which could be developed while the 'Flagstaff Reserve' was also available.⁶³ The issue of available space was crucial. Already Sydney Grammar School in the heart of the city was hemmed in. The Governor of New South Wales had described its playground in 1872 as a 'goat walk'.⁶⁴ Improvements were made in the following years but lack of playing fields hampered efforts to introduce organised games, now seen as an important part of the curriculum. Schools in the suburbs did not face such problems. By 1893, St Joseph's College at Hunter's Hill had started steps to acquire

58 Report of Sydney Church of England Grammar School North Shore, in *Proceedings of the Eighth Synod*, 1889, p. 145. The interest on the compensation money for the period 13 July 1885 to 13 July 1886, an amount of £1 886 16s 0d, had been paid over to The King's School. Other deductions were made for management of the Trust money. *Proceedings of the Seventh Synod*, 1887, p. 161. Eventually, the Council received £31 163 17s 11d, *Proceedings of the Eighth Synod*, 1890. Appendix XVII(a).

59 Council Minutes, 20 October 1887.

60 *Proceedings of the Seventh Synod*, 1887, p. 122.

61 *ibid.*, p. 161.

62 Council Minutes, 20 October 1887.

63 *ibid.*

64 M.W. MacCallum, *In Memory of Albert Bythesa Weigall*, p. 47. It was not until 1907 that Sydney Grammar acquired its fields at Rusheutter's Bay.

large playing fields of 16 acres.⁶⁵

The Holtermann Estate on the North Shore also had the advantages of open space. There was, as Barry admitted, a 'fine house, which might not however be very well adapted for school purposes' but more importantly 'a splendid playground of about four acres'.⁶⁶ The site itself had formed part of a property of thirteen acres which the German photographer, Bernhard Otto Holtermann, had purchased in 1873. Holtermann had erected a tower on the existing house (known as 'Upton' and built in the 1840s) so that he could take panoramic shots of Sydney. In 1886, Thomas Dibbs, owner of the neighbouring property 'Graythwaite', purchased the estate from Holtermann.⁶⁷ As a member of the Council, Dibbs had now apparently put forward the proposed site, to be cut out from his expanded property.

The Council deferred its decision until members had viewed the two sites. After they had done so, it decided at its second meeting that the North Shore site was 'not sufficiently central'.⁶⁸ At the same time there was still a query regarding the suitability of the St Philip's location. Over the following months, a number of larger sites close to the city were considered. All proved unobtainable. The most prominent in consideration were the old parsonage land at the new location for Moore College in Newtown and a site at Ultimo opposite the land proposed for the government technical college and near to Central Railway. The Trustees of Moore College refused to sell the parsonage land. No agreement could be reached with Harris, owner of the Ultimo site.⁶⁹ While still keeping the St Philip's site under consideration, the Council then tried to buy Camden College, the Congregational school at Newtown which had then closed. The asking price proved to be too much.⁷⁰

65 Naughtin, *Century of Striving*, pp. 90-1.

66 Council Minutes, 20 October 1887.

67 A more detailed history of the site appears in *The Torch Bearer*, 4 May 1964, pp. 71-3. By the late 1880s, Dibbs was in the process of carving up his land to build adjoining houses for his family. He had bought 'Graythwaite' (formerly known as 'Euroka') in the 1870s from Edwin Mawney Sayers, a shipbuilder and merchant who had built the house in the 1850s. The grandson of Sayers and two sons of Holtermann were to attend the new school during the 1890s. See *The Torch Bearer*, December 1964, pp. 303-4.

68 Council Minutes, 8 November 1887.

69 Council Minutes, 17 November, 23 November and 30 November 1887, 29 February 1888.

70 Council Minutes, 29 February 1888, 7 March 1888.

A decision was finally reached in March 1888. After negotiations with St Philip's Churchwardens and Trustees, it became obvious that the Council could not obtain all of the proposed site solely for the purposes of the school. Dibbs then re-introduced the Holtermann's Tower site, suggesting that it was 'in every way the most eligible for the site of the new school'.⁷¹ It was then agreed to re-visit the site. Barry came back convinced that the site could be a success. As he told the Council, enquiries had established:

1. That there are two quasi private schools with about 100 boys attending them.
2. That a considerable number, probably about 50 boys, who [*sic*] go over by steamer every morning to Sydney Schools.
3. That it was not considered likely that a school such as that now contemplated would be supported by the North Shore only.⁷²

Dibbs, not himself present, added to the discussion by pointing out in correspondence that he had received another offer for his property and that the matter would have to be settled then and there. The site was accepted, although only six members of Council were present and apparently only four voted in favour.⁷³

The choice of the site had resulted from the lack of any appropriate alternative. In some respects the decision was similar to that taken by Barry and his Council at Leeds forty years previously. It was to be a move to an expanding middle-class suburb. During the 1880s the North Shore of the harbour had become a desirable living area, attracting professionals and businessmen who worked in the city and travelled to work by the steamers. The population of North Sydney grew from 7 149 in 1881 to 17 106 in 1891.⁷⁴ Expansion northwards was assisted by the development of the North Shore railway line. Despite a preference for

71 Council Minutes, 7 March 1888.

72 Council Minutes, 20 March 1888. According to information from Mr Lindsay Clarke, there were at least five boys' schools which had been in existence at North Sydney in the 1880s. Mr T. Jenkyn operated 'Swansea College for Boys' in Miller Street from 1884 to 1886; Mr E.W. Austin commenced a 'North Shore Grammar School' at the corner of McLaren Street and Pacific Highway in 1888, dying shortly after. In 1887, L.A. Baker began 'The St Leonards High School' at Upper Bay View Street. Finally, a Mr Buchanan had a school in McLaren Street. Later Shore boys, including Lindsay Clarke, had attended the schools run by Austin, Francis and Baker, the last becoming one of the early masters. Shore Archives, NA/18; Educational Establishments in North Sydney from 1884 to 1890.

73 *ibid.* The minutes indicate that the motion, proposed by Sharp and seconded by Jackson, was carried by four votes to two, but a line is drawn through the voting result.

74 A. Coghlan, *General Report on the Eleventh Census of New South Wales*, Sydney, 1894, p. 121.

required alterations and an additional classroom block and other facilities were needed. The proposed plans were extensive. It was decided that there should be initial accommodation for 250 boys, with provision to extend the enrolment to 500. There was to be a school hall which could accommodate up to 500 and which could also be used for one or two classrooms and examinations. There were to be eight classrooms, each accommodating 30 boys, a small lecture theatre and laboratory for science teaching and a large dining room to accommodate 100 boys. The existing building was to be altered to house 30 boarders. After deliberations the Council decided to postpone the building of the hall and science theatre. The cost of the other alterations and additions carried out during 1888–89 was approximately £8 500.⁷⁷ Barry himself laid the foundation stone for the new work on 28 April 1888.

The site and the buildings were the framework of the new school. The initial meeting of the Council had also appointed a sub-committee composed of Barry, Sharp, Gurney, Knox and Wilkinson to draw up a constitution of the school.⁷⁸ The sub-committee decided to establish only 'a few general rules', leaving Council to arrange subsequently detailed bye-laws. These rules provided that Council would control the 'general government' of the school, including the appointment of the headmaster and fixing his salary; the determination of the curriculum after consulting with the headmaster; the fixing of the number of assistant masters and their salaries; appointment of examiners; regulation of admission to the school, including the fees; and responsibility for the management of the property and finances. On all occasions the President of Council was to retain both a deliberative vote and a casting vote.⁷⁹

These were wide powers, and although not formally ratified by Council at the time, were later confirmed by a formal ordinance of Synod in 1894. The same ordinance increased the size of Council to 14 elected members (7 clergy, 7 lay).⁸⁰ In terms of the powers of the headmaster, it was decided that he should have 'full direction' of the

⁷⁷ Council Minutes, 5 April 1888, 19 June 1888 and 24 August 1888; and Report of Sydney Church of England Grammar School, North Shore in *Proceedings of the Eighth Synod*, 1889, p. 145. The architects of the building were Mansfield Bros. and the builder Duncan McCrae. (His grandson later attended the school in 1910–14.)

⁷⁸ Council Minutes, 30 October 1887.

⁷⁹ Council Minutes, 5 April 1888.

⁸⁰ Sydney Church of England Grammar School Ordinance of 1894 (a copy is in the first minute book of the School Council).

school. He could suspend a boy, but could not expel without Council approval. He could appoint and also dismiss assistant masters subject to their appeal to Council. The Council could itself dismiss the headmaster provided the vote was confirmed at two special meetings. (There was also power for the headmaster to suspend masters or be suspended himself for 'gross misconduct or neglect of duty'.) Finally, the Council was to determine boarding arrangements in consultation with the headmaster.⁸¹

The selection of the headmaster caused some concern. At the outset, it was resolved that he should not 'necessarily' be a clergyman. His annual salary was to be £400 fixed with provision for free rent in the main school house (estimated to be worth a further £400). There were to be also capitation fees paid to him of £2 per head for the first 200 boys enrolled, £1 10s 0d for the second 200 and £1 for the third 100. For the first year, there was to be a minimum guarantee of £800 total salary with the free house rent.⁸² The proposed salary and other allowances compared favourably with that offered elsewhere. In 1888, Weigall at the well-established Sydney Grammar had received an annual salary of £500 plus allowances of £250, and £946 from fees. He also received a house rent free.⁸³

The Council decided to seek applicants in both Australia and England. Barry, who was to be away in England for much of 1888, indicated that he would form a committee from the headmaster of Rugby, the Dean of Westminster and Canon Westcott. It was agreed initially that this committee should make the selection from both English and Australian applicants.⁸⁴

Barry's search in England proved fruitless. He told the Council on his return in late 1888 that, while there had been many applicants for the post, only one proved suitable and he had withdrawn. (Although not mentioned by name, this was C.H. Hodges, assistant mathematical master at Rugby and later second headmaster of the school.) No other candidate was equal to the two whom the Council itself had chosen from

81 Council Minutes, 5 April 1888. The full Council did not discuss these rules but they appeared in printed form in its first report to Synod. 'Report from the Council of the New School' in *Proceedings of Seventh Synod*, 1888, pp. 135-6.

82 Council Minutes, 5 April 1888. The principle of allowing the headmaster to 'farm' for boys existed extensively in the Melbourne schools, as well as in England.

83 Sydney Grammar School Annual Report, 1888 in *Journal of Legislative Council of New South Wales*, Pt. 1, 1889, p. 516.

84 Council Minutes, 5 April 1888.

Holtermann's Tower, 1880. From this commanding site, Holtermann was able to produce panoramic shots of Sydney. (Source: Shore Archives BC26/23 from Gibbs, *New South Wales 1880* p.62.)



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Australian applications. These were C.E. Hewlett of Sydney Grammar School and E.I. Robson of Ormond College, University of Melbourne. To these two was now added the name of the Reverend P.E. Raynor of Christ's College, Hobart.⁸⁵ At the vote on 22 December 1888, three Council members, Dibbs, Street and Wilkinson were absent. After Hewlett had been eliminated from the first ballot, the vote split evenly, with the evangelical clergy, King, Gunther, Langley and Pain together with Knox supporting Raynor, and Barry, along with the university Professors Gurney and MacCallum, Canon Sharp of St Paul's College and the Anglo-Catholic Jackson supporting Robson. Langley then moved that the election be postponed, but this lapsed for want of a seconder. Barry then proposed the substantive resolution that Robson be elected. This was carried by five to two, Barry himself abstaining.⁸⁶

The split vote was partly an expression of the desire of most of the clergy on the Council to have a churchman as headmaster, while the 'university men' favoured one of their own kind. It was also a reflection of tensions in the Sydney diocese. Barry had announced to Synod on his return that he was to resign his see. His official reason was the ill-health of his wife,⁸⁷ but his frequent absences in England would seem to

⁸⁵ Council Minutes, 14 December 1888.

⁸⁶ Council Minutes, 22 December 1888. Raynor became headmaster of St Peter's Adelaide, resigning in 1893 over differences with his Council concerning necessary economies in the 1890s depression.

⁸⁷ *Proceedings of the Special Session of the Seventh Synod*, 1888, pp. 28-9.



indicate that he was unhappy in a colonial situation and tired of sects and divisions. Many of the old evangelical party believed that High Church influences had grown too prominent under Barry. Bitterness prevailed, spilling over into the election of Barry's successor.⁸⁸

For the new school, these differences would have some implications in the future. In the meantime, arrangements for the establishment of the school proceeded. Robson accepted the appointment as headmaster, taking up the position at the end of June. Barry himself remained for the formal opening.

In his address to the distinguished audience in May 1889, the Primate spoke of his hopes for the future:

He thought that they ought, as far as possible, to make this a school which should have the impress of the old Public school system of education of England. He knew, of course, that the English Public school system was not without its imperfections, but it was notwithstanding an English system, which

The school site looking towards Blues Point, c.1889. (Source: The Holtermann Collection, Mitchell Library.)

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⁸⁸ See Ruth Teale, 'Party or Principle? The Election to the Anglican See of Sydney in 1889-90', pp. 141-58. For the reasons behind Barry's resignation, see Cable, 'Barry, Alfred' p. 107.

thoroughly suited the English character, and which educated Englishmen for that which would be during their lifetime their doctrine and manner of life in this free country. The system of education which they intended to adopt here was one which would develop a lad's character and draw out all his faculties, and above all, the great old schools insisted on one grand feature which had often astonished the great teachers of the Continent, and this was the free use of the religious power and influence. They desired to make this a place of high intellectual teaching and one which would hold its own against the Sydney Grammar School, and by entering into a friendly rivalry, force it to look to its laurels hereafter. At the same time they would think more of training than of teaching, and, as he had said before, they would not forget that their boys had spirits, as well as souls and minds. They would teach them that there was something higher than even the higher things of this world, and that there was a training which belonged not merely to time, but to eternity. Therefore, he earnestly hoped that God's blessing would rest upon this school; and he felt that under right guidance it would go on and prosper, so that when this colony came to celebrate its second centenary there would be living generations of men who had been trained in this school according to the old traditions of the State and the Church of England, who would be loyal servants of God and their country, true both to the Church and the State.⁸⁹

Within a week Barry had departed. He never returned. He spent his last years principally as Canon of St George's Chapel, Windsor and Rector of St James, Piccadilly. Some of his Australian experiences remained with him. In 1890, he delivered a series of Lectures on *Christianity and Socialism* drawing in part on what he had seen of Australian democracy. It was a restatement of his belief in the unity of man through God, made real in the world through human but religiously-based institutions. Committed to the spread of English ideas and influences, as Huslean Lecturer at Cambridge in 1894, he reviewed the *Ecclesiastical Expansion of England in the Growth of the Anglican Communion*. Barry saw the Empire as all part of a united family. The white colonies were growing up, seeking not to become independent, but rather to become recognised as full members of the family. He looked forward to the growth of the 'many new Englands with which we have fairly girdled the world'.⁹⁰

Appropriately, Barry's best legacies in Australia were those English-influenced educational institutions that he had helped reform or found. Amongst the latter, the most important was the new Church of England Grammar School in Sydney. Much had been due to his foresight and planning. In the decade ahead, the new school could have well benefited from his guidance also.

89 *Sydney Morning Herald*, 6 May 1889; reproduced in *The Torch Bearer*, December 1964, pp. 311-12.

90 Alfred Barry, 'The Loyalty of the Colonies', *The Nineteenth Century*, November 1890, p. 811.

2

The first decade

THE man Barry had left behind as the head of the new school was young, vigorous and visionary. Ernest Iliff Robson was aged twenty-seven when he accepted the post of headmaster. Son of a Sunderland ship-builder, J.S. Robson, he was born on 5 June 1861.¹ In 1875, he had entered Repton School in Derbyshire. A grammar school foundation of the sixteenth century, Repton, like other similar schools such as Leeds, had declined over the succeeding centuries. Its mid-nineteenth century revival was due partly to the legendary Dr Stuart Pears, formerly Dean of Corpus Christi College, Oxford, and assistant master at Harrow, who became headmaster of Repton in 1854. Pears instituted changes which firmly established Repton as one of the recognised public schools. As part of the tercentenary celebrations of the school in 1857 he established a chapel and made religion an important part of school life. Boarding houses were founded, leading to great patronage from the middle and professional classes outside the local area. A school magazine, *The Reptonian*, began in 1866 as part of the general efforts to establish a corporate school identity. Of most significance, as in other public schools in the 1850s and 1860s, games became an important part of school life. The spread of organised games with specific rules and regulations was justified on moral grounds. Arnold had equated morality with scholarship. He believed in games only as a form of healthy exercise. The late nineteenth century public schools such as Repton transformed his ideals. 'Manly piety' uniting 'godliness' and 'good learning' became 'manliness' founded on sporting endeavour. These lessons were soon carried into the universities and beyond.²

¹ For general information on Robson see *Repton school Register 1557-1910*, The School, Repton, 1916, p. 232 and *Biographical Register of Christ's College 1505-1905*, compiled by John Peile, University Press, Cambridge, 1913, Vol. II, pp. 672-73.

² The literature on this change in emphasis is vast, one of the best being J.A. Mangan, *Athleticism in the Victorian and Edwardian Public School* Cambridge University Press.

In 1869, Pears had also become one of the founding members of the Headmasters' Conference, the organisation set up to protect the public schools from what they saw as possible undue state interference. At the same time, Repton benefited from the Endowed School Act, which allowed for the reconstitution of the original endowments under which grammar schools had been established. By 1874, the Endowed School Commissioners had prepared a scheme for a new governing body at Repton. After twenty years of reform, Pears retired in 1874, the year before E.I. Robson entered Repton.³

Robson's headmaster was Henry Robert Huckin, a young man of thirty-two, educated at Merchant Taylors, who had taken a double first in Mods and a second in Greats at St John's College, Oxford. Despite his classical background, Huckin changed the direction of the curriculum during his short tenure of eight years at Repton. He introduced a modern side for those with no aptitude for the classics, and encouraged the growth of science and 'practical subjects' by establishing a laboratory and a carpenters' shop. Other changes were built upon what Dr Pears had instituted. Coming from a musical family, Pears had established music and chapel choirs as an important part of Repton life. Huckin now introduced the instruction of all lower school boys in both drawing and singing and also formed a musical society.⁴

Undoubtedly, E.I. Robson was influenced by his years at Repton from September 1875 to July 1880. Many of the reforms Huckin introduced Robson later emulated in Sydney. Becoming head of his boarding house, he took part in numerous school activities, including debates in a revived debating society. He also played Association Football (which had begun at Repton in 1878).⁵ A very good classical student, he won a scholarship to Christ's College, Cambridge in 1880.

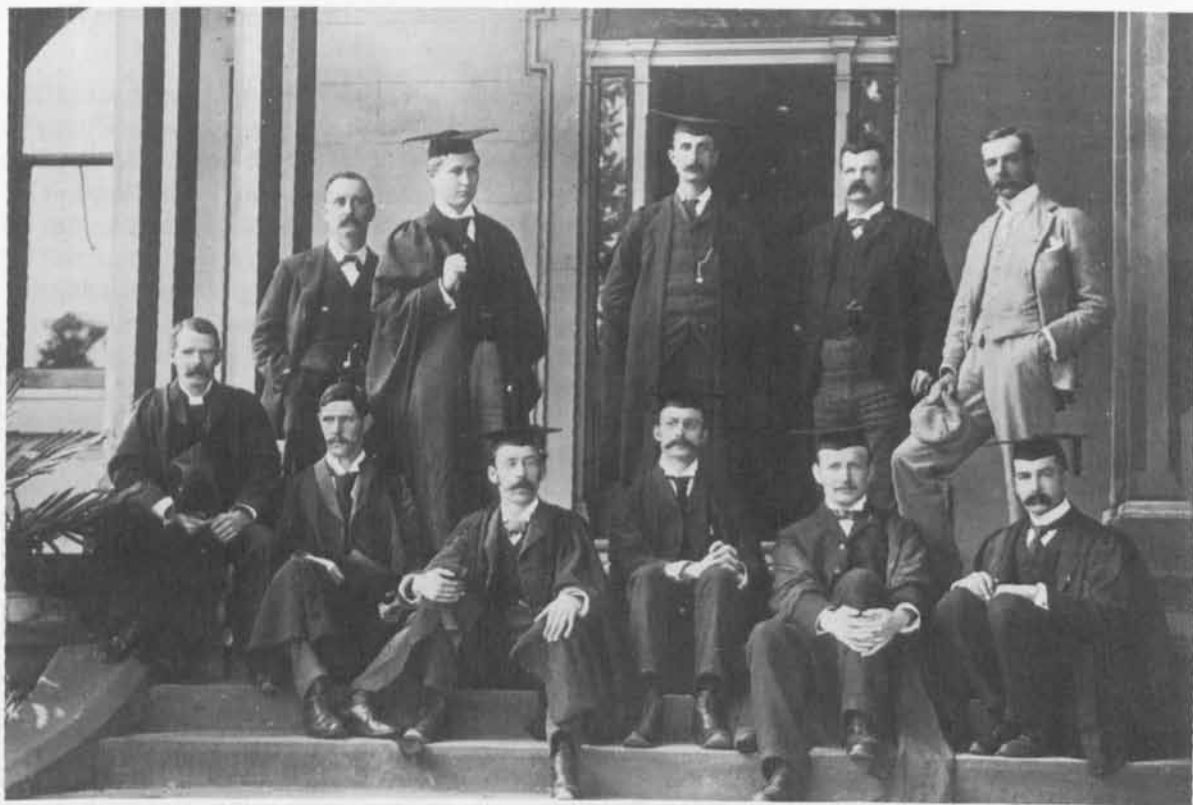
His career at Cambridge was marked by academic and other suc-

Cambridge, 1981. For evolution of a particular game, rugby, which would become important in Sydney schools, see Eric Dunning and Keith Sheard, *Barbarians, Gentlemen and Players*. Australian National University Press, Canberra, 1979.

3 For details of the reforms under Pears, see Alec Macdonald, *A Short History of Repton*, Ernest Benn, London, 1929, pp. 166-96; and Bernard Thomas (ed.), *Repton 1557 to 1957*, B.T. Batsford, London, 1957, pp. 23-60. As elsewhere, reforms and higher fees meant exclusion of local town boys from the school and resulting charges of class bias and social division.

4 Macdonald, *A Short History of Repton*, pp. 197-202; Thomas (ed.) *Repton 1557-1957*, pp. 61-9 and 192-4; and G.S. Messiter, *Records and Reminiscences of Repton. The School, Repton, 1907*, pp. 104-7.

5 Some details of his school career appear in *The Reptonian*, March 1880, p. 3 and pp. 8-9. See also Messiter, *Records and Reminiscences of Repton*, pp. 107-8.



Shore Staff, 1893. Standing left to right: G.B. Roskell, E.R. Holme, C.H. Linton, W. McKay, R.G. Burnside. Seated left to right: D. Davies, A.D. Hall, A. McCulloch—Hughes, E.I. Robson, L.A. Baker, G.H. Devonshire. (Source: Shore Archives MA/1/FC.)

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cesses. By the time he reached university the 'revolution of the dons' was complete. Following the mid-nineteenth century reforms, Oxbridge teachers laid as much stress on the moral aspects of co-operative physical endeavour as on examination results. For Robson's generation of undergraduates, the river and the playing field were as important as the study.⁶ The significance of organised games learnt at school was reinforced through collegiate residential life. Although not a rowing school, Repton had a reputation for producing good oarsmen. By 1882, Robson was both president of the Christ's College debating society and

⁶ For details of this change, see Sheldon Rothblatt, *The Revolution of the Dons*, Faber and Faber, London, 1967.

secretary of its boat club. A year later, he won the coveted oar at the Cambridge races.⁷

After graduating with first class honours in the Classical Tripos in 1884, Robson was offered the post of classical tutor and lecturer at Ormond College, Melbourne. Ormond had been established in 1881 as an affiliated Presbyterian College of the University of Melbourne. Its first master was John MacFarland who was born in Northern Ireland and educated in Belfast and St John's College, Cambridge. It was the intention of the founders of Ormond to make the college a combined theological seminary and residential institution which would combine the personal tutorial system with a pattern of lectures based on Scottish models of education offered in Belfast or Edinburgh. As first master, MacFarland was granted wide powers for running the college and selecting his staff. He himself had been a science and mathematics master at Repton in the late 1870s. There, he learnt lessons which he applied at Ormond, including the establishment of the first physics laboratory at Melbourne University. In 1883, he obtained leave from his Council to go home to England to recruit a 'first class tutor' in classics. Obviously he knew Robson from his Repton years. His decision to appoint him was aimed at strengthening the classical curriculum in the college.⁸

Robson was a great success at Ormond. He raised the academic standing of the college. Soon after his appointment, the College Council noted that his 'success, the interest that he has taken in the work of the students, and the enthusiasm in arousing in his special subject, have afforded much satisfaction to the Council'.⁹ He also established Ormond

⁷ Details of his Cambridge career appear in *The Reptonian*, December 1882, p. 9 and p. 38, and July 1883, p. 14.

⁸ See D. Chambers, 'A History of Ormond College, 1881-1945', University of Melbourne, MA thesis, 1966, pp. 1-50; Ormond College Archives, Council Minute Book 1877-1893. Meeting of 2 October 1883. Changing fortunes were to bring others of the Robson family to Australia. The shift from wood to iron led to a decline in the family shipbuilding firm. Robson's younger brother Edgar Iliff, who attended Repton from 1883 to 1888, came to study classics at Ormond. He graduated with first class honours in 1892 and then returned to take out a first class degree in classics at Cambridge in 1895. Like his brother, he was a good rower. In later life, he was ordained. As an Oxford don he wrote works on classical and religious subjects as well as a number of travel books. See *Repton School Register 1557-1910*, p. 287 and Sir Robert Garran, *Prosper the Commonwealth*, Angus and Robertson, Sydney, 1958, p. 160. Garran married Hilda Robson, sister of Ernest and Edgar. The other sister, Gertrude, was to play an important part in the life of the school to which her brother had been appointed headmaster. See also E.R. Holme, 'Shore', *The Sydney Church of England Grammar School*, Angus and Robertson, Sydney, 1951, pp. 75-90.

⁹ Report of Ormond College Council in *Proceedings of the General Assembly of the Presbyterian Church of Victoria*, 1884, Appendix, p. xii.

College as a force on the river. Under his guidance, the college won the inter-collegiate trophy in the three years from 1887 to 1889.¹⁰ He left the college a popular and respected teacher among both staff and students.

By the time he took up his new post in Sydney, Robson was well known and respected in colonial educational circles. Beginning in 1885, he had become the outside examiner of classics at Sydney Grammar. His enthusiasm for his new position was reflected in the ideas he thrust upon the School Council even before his formal arrival in Sydney. One of his first acts was to create a symbol of identity for the new school. When Barry visited Melbourne on his way home in 1889, Robson presented him with the drawing of a school crest, outlined in blue and white, the colours of his Cambridge college, Christ's College, and containing the Lucretian motto—*Vitai lampada tradunt*. It was eventually to become the official coat of arms of the school.¹¹

The same search for symbols of identity was shown in a slight modification of the school name. Robson preferred the school to be known as 'Sydney Church of England Grammar School, North Shore'. This associated the new school with both the Diocese and its local district. The long school title soon provided problems for the boys barracking for their school teams. Necessity gave birth to a fore-shortened name. The cry of 'Shore' gained popular recognition both on and off the sports field. It was that title by which the school soon became unofficially known.¹²

At his first meeting with the Council in February 1889, Robson presented plans for the curriculum and possible fee scales, based on a projected enrolment of between 100 and 250 boys and a staff establish-

10 D. Chambers, 'A History of Ormond College', p. 52 and p. 67.

11 During 1889 the Council deferred decisions on the school crest and motto but finally appear to have adopted Robson's design. Council Minutes, 29 May and 18 June 1889; E.R. Holme, 'Shore', p. 129.

12 See E.R. Holme, 'Shore', pp. 25–6. In its first report and prospectus in 1889 the Council nominated the school as 'Sydney Church of England Grammar School, North Shore'. From then on, the official affix of North Shore was dropped from reports to Synod. However, in early 1890 Robson reported to Council that he had made 'a slight addition' to the school name. Council itself agreed to issue the 1890 prospectus with the name 'Sydney Church of England Grammar School', Council Minutes, 29 April and 18 June 1890. The confusion of the boys is seen in one early comment on barracking: 'When we are playing Newington, or any other college, to hear a hundred lusty pairs of lungs shouting "School! School! School!" is doubtless a great encouragement to the team. This would not do, however, when meeting another school, for we might encourage our opponents. When playing The King's School let us barrack for "Grammars!" and when opposed to Sydney Grammar School I am afraid that we will have to descend to "North Shore!" though it goes to my heart to appear to be yelling the suburb in which the school stands, while in reality I am barracking my humble best for the dear old school itself'. *The Torch Bearer*, August 1894, p. 22.

ment of nine.¹³ These formed the basis of the published provisional prospectus of the school. The school was described as aiming 'at giving a thorough training to boys preparing for the University and the learned professions, as well as to such as are intended for commercial and country life'. The organisational pattern adopted followed that already in force at most English public schools and throughout colonial secondary schools. There were to be upper and lower divisions, with the former being again divided into classical and modern sides. The curriculum was based on the English public schools but, as elsewhere, adapted to the colonial situation. The academic subjects were to be English, classics, French and German, history and geography, mathematics, book-keeping and drawing, and chemistry and physics. Annual school fees for day boys aged nine to twelve were fourteen guineas; fifteen guineas for twelve- to fourteen-year-olds; and sixteen guineas for those aged over fourteen. The boarding fees were fifty guineas for boys under twelve and sixty guineas for those over twelve.¹⁴

The Council agreed to a staff establishment of six assistant masters, capable of teaching a school of more than 100 boys. Robson appointed a young group of men in their late twenties and early thirties, most of whom had experience overseas and in the colonies. From Melbourne Grammar, he brought twenty-nine-year-old McCulloch Hughes, a former exhibitioner at Oriel College, Oxford. Hughes became senior assistant master and classical master. He also became the first master in charge of cricket. As mathematical master, Robson appointed the Reverend David Davies. Born in Wales in 1859, Davies won a mathematical scholarship to Jesus College. A good rugby footballer, he played for South Wales. He taught in England during the 1880s, and came to Australia in 1888 to become Chaplain and maths master at The King's School (being ordained priest by Barry). Davies took charge of the early school football and athletics and was also unofficial chaplain for much of the early history of the school. Two other early appointments were Charles Linton and A.J. Kelynack. Linton had been educated at Edinburgh University and had taught at Geelong Grammar.

¹³ Council Minutes, 8 February 1889.

¹⁴ *Church of England Guardian*, 4 May 1889. The fee scales led to criticism that the charges were too high, particularly for clergymen. The defence was that they compared favourably with those in England. *Church of England Guardian*, 27 July 1889. While the boarding fees were high for Australia, the tuition fees were not unduly high. As a comparison, Sydney Grammar fees in the early 1890s were £3 per term in the junior school (on a four-term year) and £4 per term in the senior school. Sydney Grammar School Report, 1893 in *Journal of Legislative Council of New South Wales*, 1894-95, Pt. 1, p. 1032.

The first decade

Initially appointed as science master, he taught also English, classics and modern languages. Kelynack, educated at Newington College and Sydney University, was in charge of the Lower School. He left within a year to go to the Bar, and was replaced by L.A. Baker. Born in County Cork, Ireland in 1859, Baker had a long experience of New South Wales schools, having taught at All Saints', Bathurst, his brother's school in the Riverina and Newington College. During the 1880s, he had taken over St Leonard's High School at the corner of Blues Point Road and Lavender Street, North Sydney. Appointed in July 1890, he brought with him the remnants of this school. He was to teach mainly in the Middle School, to boys aged thirteen to sixteen.¹⁵

Obviously influenced by his own schooling, Robson decided to appoint both a music master and a drawing master. The former post was originally held by Herr Langhans, German born but a graduate of Hertford College, Oxford. G.A. Thomas was the first drawing master. The final original appointment was W. McKay, formerly sergeant-major in the Royal Engineers who became the school sergeant and clerk, collecting school fees under the direction of the school bursar (a Council member). In other respects, the administrative side of the school was firmly established. Most significantly, a school register was started and maintained, supported by a 'come and go book' which reported on the movements of individual boys.

The first year of the new school was a great success. The original enrolment of 24 in July 1889 grew to 30 by October and 104, including 19 boarders, at the beginning of 1890.¹⁶ In his first report at the end of 1889, Robson wrote of the early difficulties of organising school work amongst such a mixed background of boys. The school had been divided respectively into four 'forms' for classics and general work (which included the teaching of divinity, English, Latin, history and geography) and four 'divisions' for mathematics and science (physics only) with four language 'sets' in French and two (of three students only) in Greek and German.¹⁷ It was a teaching arrangement which would generally be

15 Council Minutes, 29 October 1889; 13 June 1890. Biographies, appreciations and obituaries of McCulloch Hughes, Davies, Linton and Baker appear respectively in *The Torch Bearer*, April 1897, p. 3; September 1934, pp. 93-6; December 1936, pp. 159-60; and September 1935, pp. 99-102. See also Holme 'Shore', pp. 38-40 and 101-10. The Council had suggested to Robson that perhaps Baker should be employed and allowed to keep his boarders. He was so nominated in 1889 but obviously did not take up the post then. So was a C.S. Hawker who never appeared. Council Minutes, 18 March and 18 April 1889.

16 *The Register of Sydney Church of England Grammar School* 1926, p. 320.

17 Headmaster's Report, 1889, in *Shore Archives* SK 17.

(Provisional Prospectus.)

SYDNEY CHURCH OF ENGLAND GRAMMAR SCHOOL NORTH SHORE.

Council.
President. The Most Rev. the Primate
Van Ardenne of Canterbury Hon. E. Knox, M.L.C.
Van Ardenne of Canterbury His Honour Judge Wilkinson
Rev. Canon Sharp, M.A. Professor Gurney
Rev. J. D. Langley Mr. J. R. Stewart, M.L.A.
Rev. A. W. Tait, B.A. Mr. T. A. Dibbs
Rev. H. L. Jackson, M.A.
Head Master—
ERNEST ILIF ROBSON, B.A. (CANTAB.), M.A. (MELB.)
(Late Scholar of Christ's Coll., Cambridge.)
With a Staff of experienced Assistant Masters.

The School is situated on the North Shore, on the premises hitherto known as Holtermann's Towers, near Lavender Bay Wharf.

The buildings consist of the School House, containing accommodation for about 30 boarders; of a dining hall, capable of accommodating over 100 boys; and a block of eight large class-rooms.

The grounds (of above two acres) offer exceptional facilities for athletic games.

The School will aim at giving a thorough training to boys preparing for the University and the learned professions, as well as to such as are intended for commercial and country life.

Religious instruction will be given throughout the School according to the principles of the Church of England, special attention being devoted to Scriptural teaching. Attendance on the whole or any part of such instruction will be dispensed with on written application from the parents of any scholar.

The School is to be divided into Upper and Lower, the former being again subdivided into Classical and Modern sides.

The general course of instruction will include English, the Classics, French and German; History and Geography; Mathematics, Book-keeping, and Drawing; and the elements of Chemistry and Physics.

Music, Advanced Drawing, and Shorthand will be taught as extras, at fees to be announced later.

The School year will consist of four terms of about ten weeks each.

The fees as sanctioned by the Council are—

For boys from 8 to 12	74 gs., payable terminally
.. 12 to 14	54 gs. ..
.. over 14	18 gs. ..

Boys will not be admitted under 8 years, except by special permission of the Head Master.

Dinner will be provided for day boys at a moderate terminal charge.

A fixed charge of 5s. per term will be made for stationery and materials.

All school fees to be paid in advance.

The School will begin work after the mid-winter holidays—about July 15th.

The School House contains accommodation for about 30 boarders. The fees charged for boarders, exclusive of tuition fees, will be—

For boys under 12	50 gs., payable terminally in advance
.. over 12	60 gs. ..

A reduction of 10 per cent. on the boarding fees will be made in the case of brothers. A charge of 2s. per annum will be made for washing, 4s. per annum will be charged for seat in Parish Church.

The School will be formally opened by His Excellency the Governor on the Saturday in the Congress Week, May 4th, at 4 o'clock. There will be a short service, with address by the Most Rev. the Primate. Steamers from Circular Quay at 5.30 p.m. Tram from Milson's Point.

Communications for the Head Master should, for the present, be addressed c/o Mr. H. L. Jackson, Mt. James' Parsonage, Sydney.

H. L. JACKSON,
Hon. Sec. Sydney C. of E. U. S.

The provisional prospectus of Shore. (Source: *Church of England Guardian*, 4 May 1889.)

"ἸΣΤΑΙ ΛΑΜΠΑΔΑ ὉΜΑΔΟΥΝΤΕ."

Church of England Grammar School Boat Club.

THURSDAY, JUNE 1891.

CONCERT

Given on the occasion of the

PRESENTATION OF THE OARS

TO THE

C. E. G. S. Crew.

out of school or even in detention, we hear upstairs playing on "strange and marvellous implements of music." (2) Our earnest thanks are due to the kind

friends, who so freely volunteered their assistance to make the Concert a success. A detailed account of this event will appear in the next number.

A School Song.

Here's to the fellow that loves the school,
He be scholar or dullard or wit or fool.
If he never allow his love to cool,
Tradit lampada vital.

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

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

Here's to the masters who do their best,
To encourage the clever, to help on the
rest,
To pass in the Junior or Senior test,
Tradit lampada vital.

Here's to the Coach who talks to his
crew

In a language that's plain and forcible
too,
Till they get a good catch and row it
through,
Tradit lampada vital.

Here's to our oarsmen who managed to go
To the post twenty lengths in front of the
boat,
For their school, not themselves, winning
glory, and so,
Tradit lampada vital.

Here's to the Council, the Bishop, and all
Who consult for our welfare, right gladly
we'll call
Three cheers for them too, when we meet
in hall,
Tradit lampada vital.

Here's to the Queen, may she long live
to reign
O'er this land where old England is
youthful again,
O'er an Empire as wide as the world-cir-
cling main,
Tradit, lampada vital.

The first school concert.
(Source: Shore Archives
MC2/1.)

Original words of the
school song. (Source: *The
Torch Bearer*, June 1891.)

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maintained. The Council itself was obviously well pleased with develop-
ments. In its second annual report it noted with pride:

The Council can therefore, at this comparatively early stage of its existence, speak of the School as being in a decidedly flourishing condition. They are able to congratulate themselves, that in spite of the misgivings of some, they fixed upon the North Shore as its locality. That the School is appreciated by the residents of the rapidly increasing suburb is beyond question, while the fact that several boys come over daily from Sydney is sufficient evidence that it is not regarded as inaccessible by residents in other places. The continuation of the Northern Extension Railway from its present terminus to Milson's Point is likely to result in a considerable accession of numbers as sites along the line are taken up for residence.¹⁸

Expansion brought new staff. Melbourne-educated A.D. Hall joined in January 1891 to teach English. He was to take an active part in coaching cricket, athletics and rowing.¹⁹ In mid-1891 Robson employed

18 Report of Sydney Church of England Grammar School in *Proceedings of the Eighth Synod*, 1890, p. 125.

19 For background of A.D. Hall, see *The Torch Bearer*, December 1924, pp. 98-9 and E.R. Holme, 'Shore', p. 106.

a young University of Sydney graduate, E.R. Holme, as his personal assistant. A year later G.H. Devonshire became a master, remaining until 1897.

The growth of the school led to reconsideration of its future. In particular, Robson was anxious to change and enlarge the boarding arrangements. In early 1891, he wrote to Council members arguing that,

The question is whether the school is to be allowed to develop as a boarding school. There is every prospect of the school developing in this direction, and it would vastly strengthen our hands, both morally and financially, were such development assisted.

After outlining a number of possible alternatives, he suggested that married masters be allowed to take boarders, with the Council taking some of the boarding profits. This would ease the pressure on his own house 'at present very deficient in any accommodation' and relieve him personally of undue concern with boarding.²⁰

The Council responded cautiously to the idea, particularly since some of its members were associated with The King's School. A sub-committee was set up to consider the question. Eventually, it was agreed to call together a conference with the Council and headmaster of King's.²¹ At this meeting, Robson proposed an amalgamation of the two schools to overcome a possible conflict of interests. After considering this proposal, the new headmaster of King's, Harris, wrote to Robson rejecting the idea in somewhat bitter fashion. He could see no possible advantages in such a scheme, 'so long as North Shore Gram. School aims at being a considerable boarding school'. As to the further suggestion of Robson's that income from The King's School could supplement the needs of the new school, Harris pointed out that not only did his school require all its funds but that 'N.S.G.S. has large endowments and K.S. had none' while the parents of King's boys would not agree to paying higher fees to support a 'non-paying school elsewhere'. He concluded, 'On the whole, I think it is too late for amalgamation. The diverse interests should never have been created.'²²

Robson was chastened by the encounter but obviously not down-

²⁰ Council Minutes, 24 February 1891 with correspondence of E.I. Robson 22 January 1891.

²¹ Council Minutes, 24 February and 24 March 1891.

²² Shore Archives, 4B1/10: E. Harris to E.I. Robson, 11 June 1890. Robson himself wrote to The King's School Council indicating the conference had failed. The King's School Archives, E.I. Robson to Hon. Sec., The King's School Council, 15 June 1891. I am grateful to Mr P.J. Yeend for this last reference. See also S.M. Johnstone, *The History of The King's School*, p. 228.

hearted. In effect, the abortive conference achieved his desired end. The Council agreed that he resubmit his views on increased boarding accommodation. In a memorandum of August 1891, Robson set out the basis of new arrangements. The plan he now suggested was to adapt the existing house for boys and assistant masters, build accommodation for servants and studies for boys, and rent a house close by for himself. The Council would keep the boarding profits, after paying for a house master and matron and capitation fees for the headmaster. He concluded:

Educationally the scheme has decided advantages. With an income of say £700 per annum, fairly assured, the Council could do much to make the school complete. It could then afford to build laboratories, workshops, a gymnasium, sergeant's quarters, and sanatorium, without increasing school fees, in fact make the school the Clifton of Australia.²³

The Council agreed in principle to his proposals. Plans went ahead to extend the accommodation by building new studies. Robson himself was placed under a new contract, becoming virtual 'general manager' with a house rent free to the value of £200 per annum (Robson went to live in 'Bishopsgate'), a fixed salary of £400 per annum and capitation fees of £2 per head for up to 200 day boys, £1 10s 0d per head for 200–400 boys, and £1 per head for 400–500 boys. For all boarders, to a total of 70, he was to receive £5 per head.²⁴

By mid-1894, the school had 38 boarders.²⁵ They helped provide the basis of a small net balance in running expenses, at a time when the 1890s depression began to lead to a general decline in enrolments throughout Sydney schools. Compared to older and more established schools such as Newington, and even Grammar, the new school weathered the early impact of the depression in 1891–4 fairly well (Table 2.1).

Confidence in the future was reflected in the views of Robson. In mid-1891, the school had brought out the first issue of its new magazine *The Torch Bearer*. Its first editorial, written by McCulloch Hughes, also expressed the aim of the headmaster to create a school based on the ideals learnt in England and transplanted to the colonies:

²³ Council Minutes, 12 August 1891 and Ernest I. Robson, Memorandum of 3 August 1891. Located just outside Bristol, Clifton had a large number of local day boys like Shore.

²⁴ Council Minutes, 15 December 1891, with H.L. Jackson to E.I. Robson, 16 December 1891. See also Report of Sydney Church of England Grammar School in *Proceedings of the Ninth Synod*, 1892, p. 160. For information on Robson's residence, see *The Torch Bearer*, March 1912, p. 118.

²⁵ Report of Sydney Church of England Grammar School in *Proceedings of Ninth Synod*, 1894, p. lxxviii.

Table 2.1 Enrolments, 1891–94

	Shore (average per term)	Grammar (average per term)	Newington
1891	119	404	235
1892	140	420.5	183
1893	142	397	not available
1894	124	379.5	131

Source: *SCEGS Register, 1889–1926*, D.S. Macmillan, *Newington College 1862–1963* Newington College, 1963, p. 65 and Annual Reports of Sydney Grammar School, 1891–94 in *Journal of Legislative Council of New South Wales*, 1892–95.

Two years ago next July, the first school term began with twenty-three boys, and since then, though not without changes, the roll has increased to one hundred and twenty. Such, briefly, is the story of the origin and growth of the school down to the present date. Its infancy and helpless stage have passed, and now for the first time it is coming forward to claim a place and a voice beyond its own early bounds. Its future lies all before it to make or to mar. Strange as it may sound, it is none the less true, that the boys of a school write its history in far more abiding characters than those who from time to time are in authority over them. It is, therefore, to the boys we must look, to the boys we must appeal, for sanction to sound traditions and unwritten laws in school life, and for the exposition of the same in the future numbers of their magazine. The true principles are not hard to grasp, and, once established, will bind all together in brotherhood with "the triple cord of love". Perhaps no quotation is more peculiarly appropriate to school life. For there is first, and naturally so, the tie of school work, the mental training there obtained, not only, as many good people imagine, to fit one to gain bread and butter in the struggle of life, but further to fashion and shape the mind to an appreciation and desire of those great ends of education, which one of the greatest of modern educationalists has so aptly termed "Sweetness and Light". Next, and perhaps not less important, is the tie of school games, in which the body is formed and hardened to endure to the end in a good cause, and the mind also, by the wholesome subordination and discipline necessary for success even in sports, is taught the priceless lessons of self-control and self-denial. Nor can the honest rivalry, the healthy emulation, that is aroused in the classroom as well as on the cricket or football field be left unreckoned in this estimate. Lastly, behind these other and balancing them into fair proportion, lies the third strand, which should be of the purest gold; that moral standard or "tone" that springs up and flourishes in every school worthy of the name; that feeling that makes each individual boy think twice before he says or does anything untruthful or dishonest or impure, lest by his single act he should tarnish the fair name of the school to which it is an honour to belong; and, speaking generally, that wide sense of union and sympathy one with the other, inasmuch as all are members of a school they love; and, further still, the firm faith that, not only in examinations, not only at games, but also in after life, whatever redounds with credit to the successful schoolboy, redounds with no less credit to the old School.²⁶

²⁶ *The Torch Bearer*, June 1892, p. 2.

For most of his years at Shore, Robson tried to translate these ideals into practical moral lessons for the boys. The reference to the 'tie of school games' and the importance of 'tone' was particularly indicative of his generation of public school masters and boys in both England and Australia. Soon after his arrival, Robson took steps to found a boat club and promote his own love of rowing. By October 1890, he had brought up a tub pair from Ormond College. In March the following year a Shore four entered and won the All Schools' Race at Riverview, so starting a school rowing tradition.²⁷

Significantly, Shore was in the forefront of the changes that occurred in the organisation of school sport in the 1890s. The playing of regular team games had emerged only slowly in Sydney boys' schools. Annual athletic meetings had been organised at Sydney Grammar and King's during the 1870s, but many school cricket and rugby teams were then composed of old boys and played against other sporting clubs. In 1890, The New South Wales Rugby Union had organised a School Challenge Trophy involving both city and country schoolboy teams. As a newly founded and still small school, in its first few years Shore played cricket and football against only small schools or the second or third teams of the larger corporate schools, such as Grammar, King's and Newington. By 1891, the school felt large enough to enter the first team competitions.²⁸ With growing confidence a new step was taken. In April 1892, the Reverend David Davies and W.S. Corr of King's organised a meeting of five schools to form a 'Great Public Schools Athletic Association'.²⁹ The move guaranteed Shore a secure position among Sydney secondary schools. Formed principally as an athletic organisation, the Association soon gave birth to the term a 'GPS' school with much wider social meaning. The importance that Shore attached to the new organisation was soon shown. Among the schools which soon formed the core of the Association, Shore alone entered from the beginning all four GPS-recognised sporting competitions in cricket, rugby, rowing and athletics.

27 *The Torch Bearer*, June 1891, pp. 4-9; Holme, 'Shore', pp. 116-17.

28 See *The Torch Bearer*, September 1891, pp. 4-7 and p. 17.

29 The five schools were King's, Shore, St Ignatius, St Joseph's and All Saints' College. AAGPS Minutes, 31 March 1892. The membership of All Saints lapsed when it closed in 1919; the college was unable to re-enter the Association when it reopened in 1923. Other schools which later joined the AAGPS were Newington, Grammar, St Stanislaus, Goulburn (whose membership soon lapsed), The Scots College, The Armidale School and Sydney High School. Coorwull Academy was also a formal member until it closed during the War.

Within the school, the organisation of sport was placed partly in the hands of the boys. Robson was in favour of 'self government'. By mid-1891, a General Sports Committee composed of masters and boys with sub-committees for individual games, had been created. The committee would establish the system of colour awards for games. After submissions from his staff, Robson had also established a prefect system. By 1893, it had been revised to include full and sub-prefects. At the same time a special ceremony was created, requiring all prefects to take an oath to 'keep up the good name of the school both within and without'.³⁰

Sport became important in the school but not mindless athleticism. Robson was aware of the need to develop other tastes less obvious in most Australian schools. An informal library and school museum were begun. In keeping with traditions at Repton, music became an integral part of school life. Singing lessons were made part of the curriculum for all younger boys. The music master, Langhans, joined together with Robson and other masters, including Hughes, Linton and Hall, to compose a school song with the theme of the school motto. School concerts were held and a musical society was formed on the third anniversary of the school to cultivate singing and help celebrate sporting events.³¹ Langhans himself left in 1892 to go to Oxford where he won the Taylorian Scholarship in German. His successor, R. Gordon Burnside, began Saturday night concerts. By October 1893, he had reconstituted the musical society requiring 'every boy in the school having a voice' to attend choir practices every Thursday afternoon.³²

Other innovations took place in the classroom. In February 1893, Robson received Council approval to introduce teaching in shorthand.³³ Of more importance, in October 1893 the Council agreed to his proposal to establish a scheme of manual training and physics.³⁴ Science

³⁰ Headmaster's Office, Roll of Prefects; the first note of 'Admission of Prefects' was Wednesday, 26 April 1893. See also *The Torch Bearer*, June 1891, p. 15 and September 1934, p. 107.

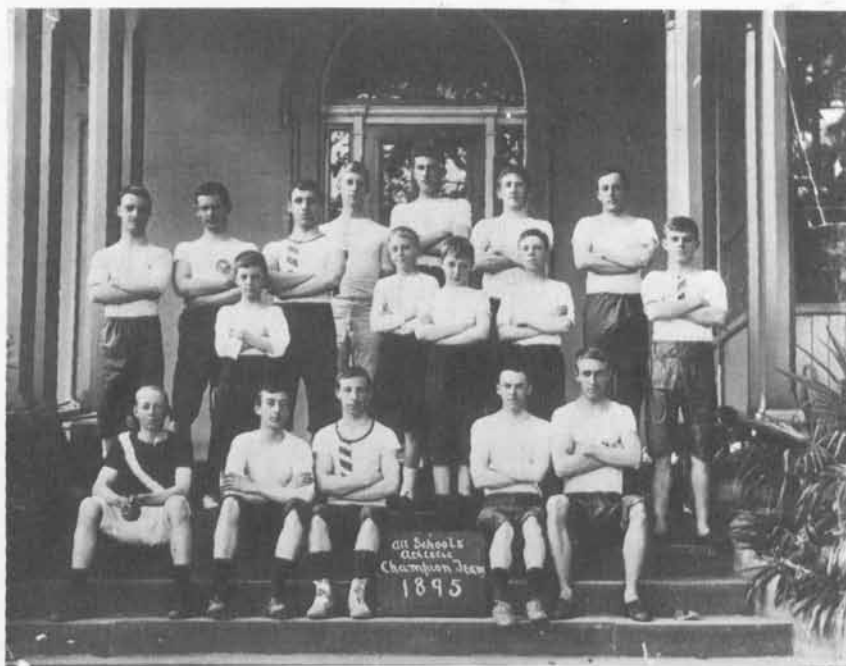
³¹ E.R. Holme 'Shore', pp. 125-9, *The Torch Bearer*, June 1891, pp. 8-9; September 1891, pp. 8-9; June 1892, pp. 15-16.

³² *The Torch Bearer*, May 1893, pp. 95-6 and October 1893, p. 36. Langhans returned to Australia in 1904 becoming assistant master in modern languages at Melbourne Grammar. Both he and Burnside died in 1905. *The Torch Bearer*, December 1905, p. 88.

³³ Council Minutes, 28 February 1893.

³⁴ Council Minutes, 29 August and 10 October 1893. See also Report of Sydney Church of England Grammar School in *Proceedings of the Ninth Synod*, 1894, pp. lxviii-xix.

Triumphs in the field . . .



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Back row left to right: P.N. Aiken, N.A.W. Conolly, E.M. Sullivan, A.B.S. White, G.A. Moore, A.G. Powell, R.S. Hall. Middle row left to right: H.D.D. Walker, A.D.W. Fisher, N.W. Turton, H. Cropper, A.C. Mack. Front row left to right: N.N.G. Levick, C.D. Abraham, D. Bland, A. Ritchie, J. Lyne.

The athletics was the annual event in which almost all GPS schools participated from the beginning. 1895 was the year of Shore's first victory. (Source: Shore Archives photo album.)

teaching was still in its infancy in Sydney schools in the 1890s. Only in 1890 had Sydney Grammar built a science block and brought out G.E. Blanch from England as science master. The examination and university matriculation requirements hampered the development of science in the schools. After 1893, the Junior Examination itself was made up of 17 subjects divided into five groups which included respectively: the modern humanities (English history, geography and English), ancient and modern languages, mathematics, science and music and drawing. To pass, candidates had to be successful in four subjects which could not all be in the one group. Similar arrangements existed for the Senior,

... And on the water.



The GPS champion four of 1896. *Back row left to right:* R.G. Burnside (Esq.), J.N.F. Armstrong, E.F. Harrison, E.I. Robson Esq. *Front row left to right:* C.M. Fetherstonhaugh, L.G. Dibbs, J. Sullivan.

Following Oxbridge traditions, the rowing crews were the first in the school to assume various insignia—scarves, jackets and caps. Other sporting teams would soon follow their example. In other respects, the atmosphere and attitude of both staff and boys was still one of informality. (Source: Shore Archives, photo album.)

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except that there were more specialised subjects taken at a higher level and candidates had to pass in four out of twenty-seven subjects. The most significant influence was the university matriculation requirements which stipulated that candidates had to pass a core of five subjects, Latin, arithmetic, algebra, geometry and another language (Greek, French or German). Passes in these subjects, at either the Junior or Senior, were sufficient for matriculation. Given these requirements, it was obvious that classics and mathematics still dominated the school curriculum.

Despite this emphasis, a laboratory and carpentry shop was opened at Shore in 1894. As physics master, Robson employed D.C. Selman, who had held a Whitworth engineering scholarship in England. W. Edgecombe was appointed as a special instructor in woodwork. The physics scheme was designed to give practical manual training to the majority of boys. Selman later delivered a paper on his methods to The Teachers' Association, the organisation of non-government secondary school teachers formed in 1891 and of which Robson had been a founding member. By the late nineteenth century, the heuristic method of science teaching through experimentation and laboratory work was being introduced into English public schools. Selman argued that such developments could succeed only if technical training also became part of the school curriculum. He was trying to devise a scheme which would be suitable for boys entering both the university and business. In the lower forms, he concentrated on drawing in the workshop; older boys, aged fifteen to sixteen, then moved on to the physical laboratory. Because of his preference for the gradual development of students' interest, Selman preferred physics over chemistry as a school subject. He aimed to capture the imagination of boys by lessons in experimental dynamics. The advantage of his system, he believed, was that it could be carried on through inexpensive apparatus, much of which could be built by the boys themselves.³⁵

If the scheme was not unique (much of it Selman admitted was based on his experience at the Royal College of Science in London) it was at least imaginative. It also indicated part of Robson's own style and approach. A classicist, he had learnt at Repton that literary and technical studies were not necessarily incompatible. It was merely another part of his aim to introduce the new into an essentially traditional curriculum.

³⁵ D.C. Selman, 'The Teaching of the Scientific and Technical Elements in a Modern School Curriculum' in *The Australian Teacher*, May 1896, pp. 1-4.

After five years at Shore, the new headmaster had achieved much. In early 1895, he was called to give evidence before the Royal Commission enquiring into the Civil Service. The Commissioners were principally interested in the pay and conditions of the teaching staff in order to make comparisons with their counterparts in the State schools. What Robson also revealed was a picture of the workings of the school itself:

7519. *President.*] You do not take any absolute beginners from the A B C? We take boys from the age of 9; they certainly are not absolute beginners. We will not take them unless they can read fairly, write not exactly fairly, but they must have some knowledge of writing, and also of arithmetic and spelling.

7520. What are the branches of instruction? I think we have almost everything that you would regard a liberal education—languages, Latin and Greek, French and German; not, I mean to say, that we teach every boy all four.

7521. They can choose? Yes; a boy generally learns Latin and French, and if he is a bright boy we will let him learn Greek or German besides; of course, English. We have to give religious instruction in accordance with the principles of the Church of England; then the three branches of mathematics, arithmetic, geometry, and algebra, and a certain amount of trigonometry to the higher boys. We also give instruction in wood-work. It is not exactly carpentering work; the term wood-work, perhaps, expresses it best. That is done almost all through the school. Almost all the boys take it up. There is a small fee for it. The older boys take up experimental physics.

7522. Wood-work is more a pleasure than a task? We make it very systematic. It is not the kind of carpenter's shop work I used to do at school. They have to make their drawings, and work from them when they go upstairs to the practical part. Then we teach the smaller boys—I do not exactly know what to call it, but say the elementary theory of music—that is, to know their notes, and so forth. We generally cultivate music in the school as much as we can.

7523. Vocal as well as instrumental? I mean vocal, chiefly; we do not teach any instrumental music as part of the school training; that is an extra.

7524. Is the examination you put your masters through when admitting them a very stiff one? We do not subject the masters to any examination whatever. You mean before taking the master on as one of the teachers?

7525. What test do they pass through? We have the test of a man's University degree if he possesses one; we have the test of his testimonials; and then, perhaps, the chief test of all, having the man in and talking to him, and seeing what he is like. That, I consider, is the most important thing in selecting a man. I can generally tell whether a man is likely to be a good man or not. Of course you must understand that in a school of our type a master has a great many other duties than merely teaching. I mean we do not take a man for the amount of knowledge he is likely to knock into a boy in a given time. We take him also for the amount of moral training he is likely to be able to give. The master's work does not cease when the afternoon school-bell rings. For instance, when I came away this afternoon there were two masters at the boat-shed looking after the boys rowing, and another on the cricket-field looking after the boys there. That is all voluntary work; you cannot make them do it. But you must understand that in a school of this kind you have to get hold of men who are willing to help you—I do not mean to mould the boys athletically, but to mould their characters by the help of athletics, and every means of that kind.

7526. You look for a man whose influence would be beneficial to the boys' moral characters? Yes, distinctly; that, of course, I consider quite as important as getting men who can stuff a certain amount of knowledge into a boy in a given time. If you can get a man who can both teach and influence the boys out of school, all the better.

7527. Do you insist on good legible handwriting? I do, to a certain extent. It is rather hard in the upper part of the school, but in the lower part of the school I have the handwriting of all the forms sent up to me once a week, and I generally send it back to the form master with remarks on the writing. I find, as a rule, in the lower forms the writing is fairly good. It is when boys begin to prepare for examinations, such as the junior examination, that the writing begins to fall off. Under the stress of the intellectual work the mechanical part seems to go.³⁶

This was a good outline of the functioning of Shore during its first five years. It expressed the hopes and ideals of Robson as well as the activities of the boys. From this perspective, the period had been one of experimentation. Indicative of the mood was the expansion of the school site, and a new provision for bursaries. By 1894, the Council had acquired a further acre of ground along the northern and western boundaries of the original purchase. In the same year, it was decided to create a system of scholarships for pupils from Church primary schools, so emulating in part the State bursary system which the government had introduced for its own schools.³⁷

In August 1894, a group of forty old boys gathered at the school to form an Old Boys' Union. Elected chairman of the meeting, Robson himself urged that such an association would not only preserve friendships but would be of practical benefit to the school. He hoped that 'boys might long continue to love their Old School, and that the school might long continue to deserve their love'.³⁸ It was a happy occasion, reflecting both the beginnings of ties among a small community that had begun to emerge and the respect for the headmaster during the first half-decade of the school. The next five years were not to be so kind to either the school or the headmaster himself.

Previous accounts have indicated that there was a turning point in the school's fortunes beginning in 1895. In particular, E.R. Holme has

³⁶ Minutes of Evidence.—Civil Service Commission in *Votes and Proceedings of Legislative Assembly of New South Wales*, 1894–95, Vol. II, p. 289.

³⁷ See Report of Sydney Church of England Grammar School in *Proceedings of the Tenth Synod* 1895, pp. 165–6.

³⁸ *The Torch Bearer*, August 1894, p. 37. The initial rules provided for immediate entry to the union for boys who left the school for higher education or to go into business. Other boys could apply for membership, except for those expelled from the school. All masters, past and present, could become members. See Shore Archives, OA2/54.



Friends of the school in the 1890s. In the back row, five from the left, standing in front of the door to School House, is Miss Gertrude Robson, sister to the headmaster. (Source: Shore Archives MA/4.)

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suggested that the marriage of the headmaster in late 1895 was crucial. His sister, Gertrude Robson, who had played an important part in the early social life of the new school, now left. The new wife of the headmaster was Kate Morrison, daughter of the legendary Alexander Morrison, headmaster of Scotch College, Melbourne. According to this account, the new arrangement had dire consequences for a school still affected by the financial depression of the early 1890s, and now about to undergo serious troubles:

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.... [Mrs Robson] 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.³⁹

In effect, the situation was not quite that simple. Inter-colonial and religious differences complicated the matter. As the daughter of the headmaster of a Presbyterian Melbourne school, Mrs Robson apparently felt unwelcome.⁴⁰ More significantly, the crisis in administra-

³⁹ E.R. Holme, 'Shore', p. 74. Robson had met his wife through John Macfarland, the Master of Ormond College with which Alexander Morrison was associated. See Nancy Adams, *Family Fresco*, F.W. Cheshire, Melbourne, 1964, pp. 21–2. I am indebted to Dr Alan Roberts for this reference.

⁴⁰ Nancy Adams, *Family Fresco*, pp. 40–1. Holme himself points out that a centre of antipathy in Sydney to Morrison was Weigall who had been an assistant master at Scotch in the 1850s. E.R. Holme, 'Shore', p. 76.

tion had already begun to take shape by early 1895, well before the marriage the following December. Such disputes which emerged bore only marginal relation to changes in the personal life of the headmaster.

The main focus of disagreement centred around the formal relationship between the headmaster and his Council. The issue of particular control over school affairs and daily administration seems to have been of concern from the outset. Taken aback by Robson's energy and initiative, the Council in October 1889 had resolved that no new expenditure could be incurred without its authority.⁴¹ It had also decided to establish a House Committee to oversee financial matters. In mid-1891, when considering the changed boarding arrangements, the Council had taken up considerable time debating whether the headmaster should be allowed to attend its meetings for their entire duration. Eventually, it was agreed that the headmaster could attend only after confirmation of minutes 'to give such information as may be desired after which he shall be allowed to retire'.⁴²

Much depended on mutual good-will. The supporters of Robson had initially been Barry and most of the university men. The evangelical clergy in particular would have preferred a headmaster in holy orders. With Barry's departure, Robson had lost someone who had personal knowledge of running a school and dealing with a governing body. By the mid-1890s, other original Council members had also left. The two university Professors, MacCallum and Gurney, retired in 1891-92. The new lay members of Council were such men as F.W. Uther and J. St Vincent Welch, who lived on the North Shore and whose sons were attending the school. (St Vincent Welch resigned in 1896, J. De V. Lamb, another father of a boy, replaced him.) The composition of the clergy also altered. The Reverend H.L. Jackson, first Secretary of the Council, and another supporter of the headmaster, resigned in 1894. His replacement, the Reverend S.S. Tovey, now took an active part against Robson.⁴³

Two separate issues in early 1895 crystallised deteriorating relations between Robson and the Council. The first concerned corporal

41 Council Minutes, 15 October 1889.

42 Council Minutes, 10 September 1891. For the earlier consideration, see Council Minutes, 30 June, 29 July and 25 August 1891.

43 For some of this analysis of the School Council I am indebted to David Patrick's work. See D.A. Patrick, 'The History of Sydney Church of England Grammar School', p. 61 and p. 64.

punishment. In January the Council received a complaint from a father regarding the treatment of his seventeen-year-old son.⁴⁴ The Council responded by establishing a committee which spent almost two days considering the matter, interviewing both Robson and the father of the boy. Its report exonerated Robson of having treated the boy with brutality but regretted the degree of punishment handed out.⁴⁵

Robson responded angrily, taking the attitude of the Council as an affront to his authority. He suggested that he had been censured for punishing a boy for 'defiant disobedience'. The result he saw was that: 'I am thus practically debarred by the opinion of my Council from visiting disobedience with corporal punishment, and must either myself disobey my Council or suffer myself to be disobeyed, to the great detriment of the school under my charge'.⁴⁶ This was an understandable response but also an over-reaction. As the Secretary of the Council replied, if a seventeen-year-old boy would not obey his headmaster except by corporal punishment then it seemed more sensible that he be asked to leave.⁴⁷ The Council itself resolved that corporal punishment should be used only as a last resort.⁴⁸ Robson was not one to listen to such advice. As a boy at the school from 1897 to 1903 later recalled, 'More than once I earned a "note to the Head" which meant a visit to the office where no time was wasted. Like some conjuror the chief would produce a cane out of thin air and one remembered the half-dozen across the shoulders for days after'.⁴⁹ In part, this impetuosity reflected the problems of an Englishman coming to terms with the Australian environment. Giving an address on 'Education from the Point of View of Moral Training' in August 1895, Robson suggested to the Teachers' Association that the colonial teacher had to overcome a great tendency towards laziness amongst Australian youth. The healthy outdoor climate had led, he believed, to boys escaping from the moral influences of the home. What he wanted to develop was a sense of self-reliance which would combat

44 Council Minutes, 29 January 1895.

45 Council Minutes, 26 March 1894.

46 Ernest Robson to A. Newham, 29 April 1895 in Council Minutes, 30 April 1895.

47 A. Newham to E.I. Robson, 30 May 1895 in Council Minutes, 28 May 1895.

48 Council Minutes, 28 May 1895.

49 Edgar H. Wright, 'Memories of "Shore"': *The Torch Bearer*, December 1959, p. 127. Robson later claimed that he had invented the pink good conduct cards 'because I got frightened that interviewing too many bad boys with Saturday cards would corrupt my morals'. *The Torch Bearer*, September 1934, p. 107.

S.C.E.S. Old Boys' Union.

SATURDAY, MAY 8th, 1897

FIFTH ANNUAL FOOTBALL MATCH, PAST V. PRESENT, 3 P.M.

AFTERNOON TEA IN THE SCHOOL HALL.

First Annual Dinner (Ordinary Dress) at Quong Tart's Room: at 7.15 p.m.

TOASTS:

THE QUEEN, proposed by The PRESIDENT
THE SCHOOL, proposed by N. TRPVOR-JONES
 responded to by C. M. FETHERSTONHAUGH
 H. W. KENDALL
 E. M. SULLIVAN
 A. H. YARNOLD
THE CHAIRMAN, proposed by L. ROSEBY.

THIRD ANNUAL MEETING AT 8.15 P.M.

BUSINESS—ANNUAL REPORT
BALANCE SHEET
NEW RULES
ELECTION OF OFFICIALS for 97-98
GENERAL

SMOKE CONCERT AT 9 P.M.

PROGRAMME:

SCHOOL SONG	...	C. M. FETHERSTONHAUGH.	READING	...	E. R. HOLME.
PIANOFORTE SOLO	...	L. A. BAKER	SONG	...	C. H. H. CALVERT.
SONG	...	F. A. A. RUSSELL	SONG	...	L. A. BAKER.
READING	...	M. N. STEVENS	SONG	...	L. ROSEBY.
SONG	...	J. W. PURVEY	SONG	...	A. J. KELYNACK.
FLUTE SOLO	...	A. J. KELYNACK	GOD SAVE THE QUEEN.		
SONG	...				

Tickets for the Dinner (3s. each) may be obtained from Members of the Committee, or from the undersigned.

G. R. C. CLARKE }
D. DAVIES } HON. SECR.

The school matches between the school and the Old Boys' Union were an early means of maintaining contact between past and present boys of Shore. (Source: Shore Archives OA2/56.)

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this colonial torpidude.⁵⁰

The caning incident soured relations between Robson and the Council. A second issue of concern accentuated difficulties. The effects of the 1890s depression were still being felt in Sydney schools. In 1895,

50 E.I. Robson, 'Education from the Point of View of Moral Training', *The Australian Teacher*, September 1895, pp. 1-5.

the numbers at Sydney Grammar fell as low as 368.⁵¹ It was not until 1897 that the Trustees of Sydney Grammar were able to note a 'marked increase' in attendance and a return to the pre-depression level of enrolment of well over 400 boys.⁵² The climate of uncertainty also affected Shore. In March 1895, the Council decided on retrenchments to balance the budget and make savings of £100. Within a year of the opening of the new laboratory, the new physics scheme came under attack. The salary of Selman was reduced from £250 to £200 and the drawing master was dismissed.⁵³

After a period of expansion, the Council had become cautious and conservative. There was now much greater focus on the curriculum. The provision of physics and woodwork and their benefit to the school were questioned.⁵⁴ More generally, the school performance at the public examinations came under scrutiny. After a number of fairly successful years at the University Junior exams, 1895 proved a disaster (Table 2.2).

Table 2.2 Junior Examination Results, 1892–95

Year	Candidates	Passes
1892	12	12
1893	19	9
1894	13	6
1895	15	3

Source: University of Sydney, *Manual of Public Examination Results 1892–95*, and University of Sydney Archives, Junior Examination Results, 1892–1900. No comparable figures of candidates and passes are available pre-1892.

Ironically, Robson was a constant critic of the stultifying effect of the public examinations on the school curriculum. Throughout the 1890s he supported Weigall's attempt to replace the public examinations by a system of university-appointed Board of Examiners which could inspect individual schools. The proposal failed to eventuate, principally because most headmasters believed more would be lost than gained by abolishing the Junior and Senior Examinations. Robson himself had to accept outside examiners' inspecting the school following the

51 Sydney Grammar School Report, 1895 in *Journal of Legislative Council of New South Wales*, 1896, Pt. 1, p. 596.

52 Sydney Grammar School Report, 1897 in *Journal of Legislative Council of New South Wales*, 1898, p. 159.

53 Council Minutes, 5 March 1895.

54 Council Minutes, 30 July and 27 August 1895.

examination results of 1895.⁵⁵ The examiners' report for 1896 suggested that there should be improved organisation in the lower school. Significantly, however, the examiner in physics praised its practical application, suggesting that the school was to be congratulated on introducing subjects which were 'fully in accord with the direction of the progress of modern education'.⁵⁶ Changes did occur. By 1899, the Council could claim that the school could compare to similar institutions in its performance at the Junior Examination.⁵⁷

The school performance at the Junior Examination did improve but at a cost (Table 2.3). After 1895 the curriculum narrowed. From 1896 to 1900 no boys sat for examination in history, geography, German or geology, all of which had been offered prior to 1895. The core of academic subjects at the school centred around English and the compulsory matriculation subjects of Latin, arithmetic, algebra, geometry and French. One outstanding success came in physics. In 1898, Stewart Reid, first of the Exhibitioners elected from the Church primary schools under the scheme initiated in 1894, won the university medal in physics at the Junior. Much was obviously due to D.C. Selman who left the following year.

Table 2.3 Junior Examination Results, 1896–1900

Year	Candidates	Passes
1896	8	6
1897	17	10
1898	14	13
1899	8	8
1900	8	5

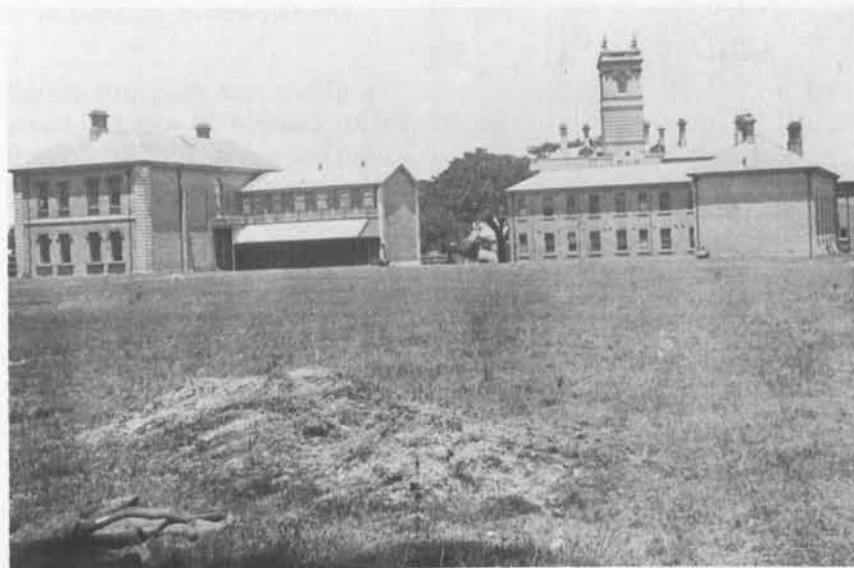
Source. University of Sydney, *Manual of Public Examination Results 1896–1900*; and University of Sydney Archives, Junior Examination Results, 1896–1900.

Despite some improvement in the examinations, there was still trouble within the school. The atmosphere was not as congenial as before. As one small indication, school concerts, a feature of the early

⁵⁵ For discussion of the issues involved, see *The Australian Teacher*, September 1893, pp. 7–8; August 1893, pp. 6–8; April 1896, pp. 2–5; November 1897, pp. 4–5, 15; April 1898, pp. 2–6.

⁵⁶ Report of Sydney Church of England Grammar School in *Proceedings of Tenth Synod*, 1896, p. 155.

⁵⁷ Report of Sydney Church of England Grammar School in *Proceedings of Eleventh Synod*, 1899, pp. 135–6.



The School and Oval, 1898. On the right is the school hall and the boarders' studies opened in the period of growth in 1892. Added to the original two-storey school building (far left) is the wing of laboratories and school office and, on the top floor, the carpentry 'shop' which was opened in 1894. (Source: Shore Archives BC19/25.)

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happier days, died away. Lack of staff stability also affected morale. One of the original masters, A. McCulloch Hughes, left in 1896 (he died the following year). Three other appointees came and went within two years. In early 1897, Robson reported the difficulty of finding new assistant masters. The Council agreed to make an English appointment. A Cambridge graduate, A.C. Pilkington, arrived in 1897 on a three-year contract.⁵⁸

By early 1897, the school was entering a period of crisis which was not so much financial, as one of confidence. Through economies, the school had actually made a small profit in 1895-96. The major losses had been in the early 1890s when the school was expanding and developing its resources. By 1897, the accounts were again in the red, principally because of declining enrolments. Individual cases highlighted the situation. In February, Thomas Dibbs, still a member of Council, indicated

⁵⁸ Council Minutes, 22 February and 30 March 1897. One of the more notable appointments of these years was H.E. Blaxland, who was at the school from 1897 to 1899. He assisted as rugby coach. He later became assistant master at Melbourne Grammar and The King's School.

that he had withdrawn his sons on the grounds of discipline in the school.⁵⁹ Four months later, another father removed his sons and asked for an enquiry into the school's organisation and working.⁶⁰ The Council now acted. After consideration of the findings of a committee of enquiry, it passed a resolution of censure on the headmaster:

The Council are of opinion that the school is suffering from want of a more sympathetic attitude on the part of the Head Master towards the boys, the parents, and the Council. They consider that while the fullest encouragement is given to the athletics, there is not shown a proportionate efficiency and exercise of sound judgement in regard to the organisation, the teaching and the economic administration of the school. Results in the public examinations are unsatisfactory; and the Council observe a falling off in the number of boys on the roll, although in their opinion it would be reasonable to expect a steady increase.⁶¹

Robson defended himself, but the Council seemed unconvinced. They virtually placed him on probation for the next twelve months.⁶² During 1898, Robson applied for the headmastership of Melbourne Grammar. The Council supported him with a strong reference.⁶³ His application was unsuccessful (G.E. Blanch, senior mathematical and science master at Sydney Grammar was appointed). Little improved for him at Shore. At the end of 1898, the Council decided to reduce fees and cut salaries over £200 by 10 per cent from early 1899. Robson resisted a suggestion that the Physics Department be closed but agreed to make further savings in that area.⁶⁴ The impact of these changes proved ineffective. Enrolment continued to fall. Significantly, new enrolments declined markedly after 1895 (Table 2.4).

The crisis came to a head during 1899. The Council wanted Robson to live in the school grounds, either in School House or in a newly built boarding home. Robson opposed the suggestion that he should return to School House, but proposed a new arrangement where he would have financial control of boarding and possibly the whole school.⁶⁵ The

59 Council Minutes, 22 February 1897.

60 Council Minutes, 29 June 1897.

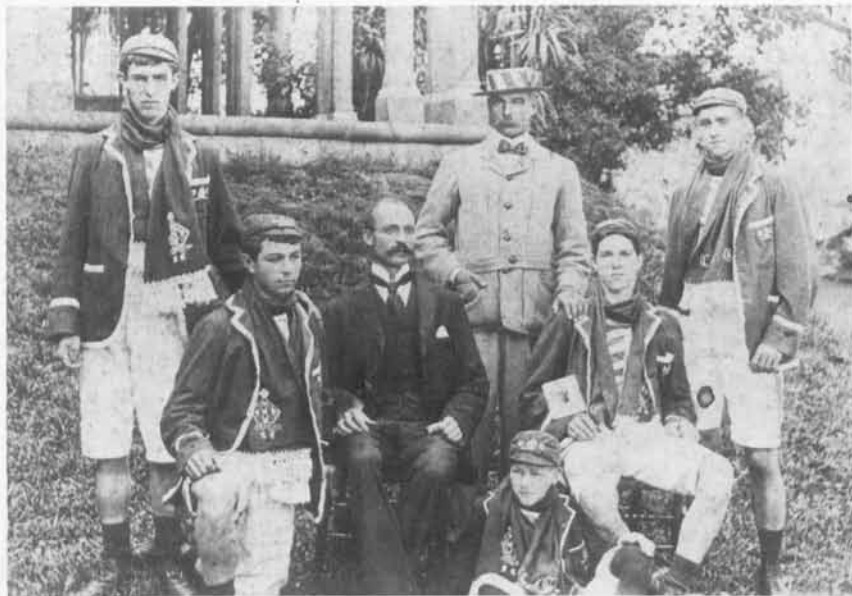
61 Council Minutes, 26 October 1897.

62 Council Minutes, 11 November, 16 November and 22 November 1897.

63 Council Minutes, 26 July 1898. Melbourne Grammar School Archives; W.E. Morris to E.I. Robson, 16 August 1898.

64 Council Minutes, 18 October, 26 October and 29 November 1898.

65 Council Minutes, 31 January, 28 February and 28 March 1899.



One of E.I. Robson's last successes. The four of 1898 was to win the GPS regatta against Sydney Grammar and Riverview. Apart from E.I. Robson and the master, R.G. Burnside, those pictured here are the crew of E.D. Kater (bow), N.E. Giblin (2), C.E. Hale (3), C. Murnin (stroke) and R. Bland (cox). (Source: Shore Archives SM8/394.)

Robson now had virtual financial control over the school once again. Unfortunately, he used this control very badly. Within two months, a staff revolt occurred. In October, Robson reported that all the staff except Mr Pilkington had resigned. They had objected to Robson's decision to dismiss Sergeant McKay as a cost-saving device. The Council was forced to re-intervene in school affairs. After a lengthy series of negotiations spread over several months, the staff agreed to withdraw their resignations. Sergeant McKay was re-engaged with the Council contributing £15 to his salary and all the staff, except Robson, making up the balance. Further trouble arose when Robson insisted that all non-resident masters should do house duty. Again, the Council had to act as mediator, suggesting that the headmaster might waive this requirement until the end of the year.⁶⁹

In effect, the crisis in school administration continued. By mid-1900, the Council was again considering the state of the school. Robson himself obviously decided that he could achieve little more. His one

⁶⁹ Council Minutes, 30 January 1900. See also E.R. Holme, 'Shore', pp. 92-8.

Table 2.4 Enrolments, 1895–99

Year	New	Total (Average)
1895	74	130
1896	16	124
1897	36	118
1898	35	99
1899	26	94

Source: SCEGS Register 1889–1926.

Council itself was now in a quandary as to how to overcome a process of decline which seemed difficult to arrest. Divisions amongst Council members soon became obvious. Robson himself called in outside help. In mid-June, Alexander Morrison arrived to assist his son-in-law. He recorded in his diary, 'Reached Sydney at 9 A.M. Ernest met me. Affairs very difficult. Long consultations.' He left on 20 June believing that 'settled all matters with Ernest as best as I could. Think all will go well.'⁶⁶

He was right. At the Council meeting a day later, the Reverend S.S. Tovey and Judge W.H. Wilkinson, two of the sternest critics of Robson, formally proposed that the headmaster be asked to leave. The Council refused to accept this solution.⁶⁷ As a result, Tovey, Wilkinson and Burge, another critic of Robson's, resigned from Council. There was now some ground for compromise. By August, the Council had reached a new agreement with Robson. In some respects, it was a return to the original arrangement of a decade earlier. The headmaster was to become responsible for much of the financial administration of the school, receiving a fixed salary, free house rent and a scale of capitation fees as set in 1889. He was to pay the Council capitation fees for boarders taken in. (Other fees for extra tuition and the sports club would go to Robson but he would be responsible also for cleaning the school.) Robson agreed to reside again in School House. What would prove the most contentious part of the arrangement, however, was the provision for all masters to undertake house duty.⁶⁸

⁶⁶ Diary entries 18 and 20 June [1898], Morrison Diaries, Ormond College. Holme suggests that the Council and staff believed that Robson had consulted too closely with Morrison and this later led to trouble. E.R. Holme, 'Shore', pp. 95–6.

⁶⁷ Council Minutes, 21 and 27 June 1899. Tovey, Wilkinson and Burge resigned from the Council in July.

⁶⁸ Council Minutes, 29 August 1899 and Report of Sydney Church of England Grammar School in *Proceedings of Eleventh Synod*, 1899, p. 136.

remaining pleasure was rowing. A Shore four again won the regatta in 1900, so capping a record of six GPS victories in eight years. It was not enough to overcome other difficulties. The headmaster tendered his resignation in September. After a decade in Sydney, he returned south, becoming classics master at Melbourne Grammar.

Except for a brief visit in 1911,⁷⁰ Robson maintained his distance from the affairs of the school once he had departed. He remained in Melbourne for a number of years, although his first wife died in 1904 causing further personal unhappiness. He was acting headmaster of Melbourne Grammar in 1905. A year later, he became resident vice-warden of Trinity College. His ideals remained much the same. He was still a critic of too much emphasis on examinations, believing that 'there must somewhere be left in the life of the boy room for the normal development of his think muscles, and opportunity for the teacher to train as well as to instruct'.⁷¹ In 1911, he was asked to give evidence before the South Australian Royal Commission on Adelaide University. Robson used the occasion to stress the value of residential life in higher education. He believed that the university colleges built in corporate identity for an institution. They were the centre of sport, 'the serious business of the young', and held the university together 'in a greater number of man-making things as opposed to the merely intellectual things'.⁷² It was a restatement of his late nineteenth-century faith in the importance of character-building and organised games.

Robson returned to England just prior to World War I. He taught for a period at Felsted School, Essex, during the war and remarried in 1917. He also served in the Ministry of Agriculture. Dispatched to the Ministry's library at Oxford, he used his knowledge of foreign languages to aid the growing of crops in the campaign to defeat the German submarine menace.⁷³ He returned to Australia and settled in Victoria during the early 1930s. Maintaining contact with at least some of his old boys, on the school's forty-fifth anniversary Robson spoke at a Foundation Day Dinner in Melbourne, reflecting on the early days of

⁷⁰ See *The Torch Bearer*, June 1911, p. 2.

⁷¹ *The Argus*, 30 July 1904, p. 19. I am grateful to Dr Ken Clements for drawing my attention to this and the following footnote reference.

⁷² First Progress Report of the Royal Commission on The Adelaide University and Higher Education, pp. 210–11 in *Proceedings of the Parliament of South Australia*, 1911–12, Volume II.

⁷³ See *The Torch Bearer*, May 1922, pp. 5–6 and Holme 'Shore', pp. 136–8.

the school and expressing his hopes that the school would continue to pursue its motto:

In an ordinary race it is the individual who wins; in the torch race, the relay race of bright and shining example, the prize goes to the team, to the community, to the nation.

The motto of our school, gentlemen, is no prayer, no expression of hope; it is a categorical assertion, a proud boast—*Vitai lampada tradunt*—"They do hand on the torch of life". It is the duty of all concerned to see that the boast be not vain, that the assertion be not futile.⁷⁴

Ernest Robson died in Victoria on 12 December 1946 aged eighty-five. The school motto was only one of a number of traditions and practices that he had handed down to the new school. On his departure in 1900, *The Torch Bearer* had its own view:

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 boys of today who join the school and find its sports and pastimes, as well as its indoor work, governed each year 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 these things to their existing state. To secure this result and to tend the growth of these institutions is a Head Master'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.⁷⁵

It was a fair assessment of his aims and achievements.

⁷⁴ *The Torch Bearer*, September 1934, p. 108.

⁷⁵ *The Torch Bearer*, December 1900, p. 54.

3

An Australian Public School

ON the eve of a new century, the School Council was faced with the prospect of finding a new headmaster. Echoes of past differences were heard once again. Many of the clergy still wanted to have a head in holy orders. Other Council members still looked to England for candidates. Having received a report from a sub-committee, the Council decided simply to advertise in colonial capitals.¹ The emergence of an outstanding lay candidate resident in Australia soon settled the issue. On 7 December 1900, the Council met and accepted the recommendation of its selection committee that 'Mr Hodges is decidedly the best qualified of the applicants'.²

Charles Henry Hodges was born on 6 October 1853. He attended Carlisle Grammar School and was awarded an exhibition at Queen's College, Oxford in 1872. He graduated First Class in Mathematics in 1876 and Master of Arts in 1879. From 1876 until 1879, he was assistant master at Radley College. In Easter 1879, he was appointed to the staff at Rugby. In his youth, Hodges had been a very good athlete. At Oxford, he won a number of university medals for athletics and rowing. A few years after leaving university, he returned for the funeral of his old professor, carrying the coffin three miles. His health was affected and he developed a lesion from which he would suffer for the rest of his life.³ At Rugby, he took an active interest in the Natural History Society of which he became President and co-authored a work on arithmetic. Eventually his doctor advised him to leave England. In 1888, Barry interviewed him for the post of headmaster of Shore. On medical advice,

1 Council Minutes, 12 October 1900.

2 Council Minutes, 7 December 1900.

3 For information on Hodges, see *Rugby School Register*, Volume III, revised and annotated by Rev. A.T. Mitchell, Rugby, 1904, p. x and *The Torch Bearer*, December 1921, pp. 127-8 and May 1922, p. 5. Further information from Mr C.S. Tiley.

however, Hodges decided to accept the position of first headmaster at Townsville Grammar.⁴

Hodges was to become one of the Rugby 'colonisers' sent forth as headmasters in the late nineteenth century.⁵ He had served under Jex-Blake, headmaster from 1874 to 1887 who rescued Rugby from a period of decline and rebuilt both its reputation and part of its fabric. At Townsville, Hodges himself began with a small school of 31 boys.⁶ In 1893, the school accepted girls for the first time. While the enrolment remained small throughout his years as headmaster, Hodges strove to implant the spirit of the English public school from which he had come. After he had left, a 'Rugby Prize' was instituted in 1905.⁷

In 1895, Hodges was asked to give information on Queensland education to the Bryce Royal Commission enquiring into the state of English secondary education.⁸ By the late 1890s his reputation was becoming known in both England and Australia. In April 1898 the Council of Melbourne Church of England Grammar School approached him with the possible offer of its impending vacant headmastership.⁹ (The idea had apparently come from the industrialist, Russell Grimwade, who was on the Council.) The Secretary of the Council, W.E. Morris, was particularly keen suggesting that 'under your rule the school would recover the position it once held of principal public school in Victoria'.¹⁰ Hodges was obviously interested but eventually declined on grounds of his weak lungs and the Melbourne climate.¹¹

His acceptance of the offer in Sydney might, therefore, be regarded as a coup for a school smaller and more recently established than its

4 See E.R. Holme, 'Shore', pp. 66-7. His mathematical work was A.E. Dunkin and C.H. Hodges, *A Collection of Arithmetical Exercises*, Rivington, London, 1885. According to one source, his interest in the natural world even extended to performing fleas. Interview with Dr C.H. Huxtable 6 April 1979.

5 See J.B. Hope Simpson, *Rugby Since Arnold*, Macmillan, London, 1967, pp. 101-13.

6 R.W. Moore, *The History of the Townsville Grammar School*, 1959, p. 3.

7 *ibid.*

8 See Memoranda and Answers to Questions in *Royal Commission on Secondary Education*, Vol. V., Cd. 7862-IV, 1895, p. 543-4.

9 Melbourne Grammar School Archives; W.E. Morris to C.H. Hodges, 7 April 1898.

10 *ibid.*, W.E. Morris to C.H. Hodges, 18 April 1898 and 5 May 1898.

11 The telegram virtually refusing the offer cannot be found but his reasons for declining can be inferred from a correspondence from Melbourne. *ibid.*; W.E. Morris to C.H. Hodges, 9 May 1898.

Melbourne counterpart. Much older on his appointment than his predecessor, he also had greater experience in school administration. Robson had drawn many of his educational ideas from knowledge of his own schooling at Repton. Not well versed in running a school, he had to innovate. Necessity had become a virtue. In contrast, Hodges had been involved with the teaching heart of the English public school world. Apart from his Rugby connections, he had married a member of the famous Hawtrey family which had produced a former Provost and headmaster of Eton.¹² His years at Townsville had familiarised him with Australian schools. The difference between him and the previous headmaster soon became obvious.

Some past administrative arrangements continued. Hodges received similar financial terms to those operating under the last years of Robson. He was paid an annual salary of £400, lived in School House rent free, and received the existing capitation fees. In line with the new agreement reached in 1898, the headmaster remained responsible for boarding. Mrs Hodges took charge of catering and the general running of School House.¹³ (Her sister Miss Hawtrey, who lived at the school, was also to play an important part in the musical and social life of Shore.)

In view of past difficulties, the headmaster obviously wanted a new beginning. The Council seemed prepared to assist him. Some of the previous differences had arisen because of a breakdown in communication. At its first meeting with Hodges, the Council decided that he should be present at all meetings of the Council unless the Council itself decided otherwise.¹⁴ There would be no more sitting outside a meeting room awaiting a call. Fresh faces on Council supported a new outlook. Two who would become influential were Judge Backhouse and A.F. Robinson, both elected in 1899. Backhouse was to serve on the Council for 22 years. He was involved intimately with the University of Sydney, being acting-Chancellor in 1892-94, 1896-99, 1911-14 and on the Senate from 1887 until 1939. As has been noted, 'for over half a century

¹² For the social background of Mrs Hodges, see Florence Molesworth Hawtrey, *The History of the Hawtrey Family*, George Allen, London, 1905.

¹³ Council Minutes, 12 October 1900 and Reports of Sydney Church of England Grammar School in *Proceedings of Twelfth Synod*, 1901, p. 161; 1902, p. 146 and *Proceedings of Thirteenth Synod*, 1903, p. 138. In 1902, it was agreed that Hodges would receive financial assistance to maintain the school grounds but that he should pay to Council capitation fees of £5 per annum on the number of boarders between 31 and 45. Council Minutes, 25 February 1902.

¹⁴ Council Minutes, 29 January 1901.

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Mr and Mrs Charles
Hodges. (Source: Shore
Archives HB2/1.)

Backhouse and the University of Sydney were virtually synonymous'.¹⁵ His knowledge and influence in university affairs complemented that of two other Council members, A.F. Newham, extension lecturer at the University and Secretary of the Council almost continuously from 1894 to 1908, and E.R. Holme, previously master at the school and lecturer in English, who had been elected to the Council in 1898, later succeeding Newham as Secretary. All three helped foster the academic strength of the school which would become one of its marked features over the next decade. To their knowledge of tertiary studies, A.F. Robinson added business expertise. Educated at the English public school of Marlborough, in Australia Robinson was leading partner in an importing firm, becoming a director of the Australian Gas Light Company and president of the Sydney Chamber of Commerce. He became Treasurer of the Council in 1904, a post he held until 1919, and retired from Council in 1925.¹⁶

In some respects, the views of the new headmaster differed little from his predecessor. The emphasis on sport was a case in point. Games formed the character of boys, Hodges claimed at his speech day in 1901. The 'instinct of sport' had helped create the British Empire, and while there could be 'excessive devotion to games' their potential value remained unchanged. 'Opportunities for the practice of those virtues which stamp the real man—courage, vigor, chivalry, straightforwardness—are found perhaps more frequently in the playing field than upon the school benches.'¹⁷ In this area, in his rhetoric at least, he was typical of his generation of public school headmasters.

In other ways, there were marked changes. Early steps were taken to strengthen the academic reputation of the school. Soon after his arrival, Hodges urged the compiling of a revised prospectus. It was also agreed to advertise the school widely. More significantly, he warmed to the proposal of E.R. Holme that the school establish a comprehensive scheme of scholarships.¹⁸ While in Townsville, Hodges had attacked the Queensland Government for reducing the provision of scholarships, which he saw as the necessary foundation for a small but growing school. Before he left Townsville he urged the school to develop its own

15 K.J. Cable, 'Backhouse, Alfred Paxton' in Bede Nairn and Geoffrey Serle (eds) *Australian Dictionary of Biography*, Vol. 7, Melbourne University Press, Melbourne, 1979, p. 128.

16 For background on Robinson, see *The Torch Bearer*, September 1931, pp. 82–4.

17 *The Torch Bearer*, December 1901, p. 46.

18 Council Minutes, 25 February and 30 April 1902.

scholarship system and encourage boys to enter before thirteen or fourteen years, by offering reduced fees.¹⁹ The Shore Council now decided to institute two series of scholarships. The earlier scheme of 1894 was maintained, providing scholarships for boys in Church primary schools. There was also to be an exhibition for clergymen's sons. An open junior scholarship was established for boys who were members of the Church of England and under fourteen, to be awarded in the first instance to a suitable candidate outside the school. A senior scholarship was provided for boys of three years standing at the school. Both were to be awarded on report of the headmaster and after a competitive examination on papers set in English, Latin, French, arithmetic, algebra and geometry. The headmaster could also at any time, with the sanction of the Council, award a scholarship providing free boarding.²⁰

The same search for improving the intellectual standards of the school was shown in Hodges' response to the reports of outside examiners. He wanted to strengthen the teaching of grammar and languages, he told the school community in September 1902. He had, therefore, made provision for a more systematic study of grammar, instituted revision by periodical papers and changed textbooks in French and Latin.²¹ This emphasis on academic standards was reflected throughout the school. In 1903, Hodges announced the formation of a Modern Form for boys who entered too late to take Latin and who wanted a 'commercial education'. They would take English at a time when others were studying classics. In contrast to the 'modern side' under Robson, shorthand and typing were not to be included as part of Form work, as Hodges considered these involved merely 'practice' and should be left until later.²²

Some of the curriculum innovations of the 1890s thus disappeared. The manual training part of Selman's physics scheme was transformed into 'carpentry instruction'. Part of the old physics lab. was turned first into a boys' change room, later becoming a new divided classroom.²³ The Council itself took a conservative view of the curriculum. When

19 R.W. Moore, *The History of the Townsville Grammar School*, p. 6.

20 Council Minutes, 27 August and 26 November 1901. Details of the scholarship scheme appear in *The Torch Bearer*, December 1901, p. 61.

21 *The Torch Bearer*, October 1902, p. 19.

22 *The Torch Bearer*, October 1903, p. 22.

23 *The Torch Bearer*, September 1901, p. 27 and Council Minutes, 24 September 1901 and 28 October 1902.

Hodges asked whether he should employ either an additional classical master or a science master, the Council determined in June 1903 that 'on the whole the efficiency of the classical and literary teaching was more important than that of science'.²⁴

What was offered was apparently what was wanted. The arrival of Hodges had coincided with an influx of new boys. Within four years the total school numbers almost trebled (Table 3.1). Judged in these terms, the new administration was a success.

Table 3.1 Enrolments, 1901–05

Year	New	Total (average)
1901	71	115
1902	115	188
1903	134	255
1904	96	308
1905	111	329

Source: SCEGS Register, 1889–1926.

Growth had its advantages. Past difficulties were soon submerged. The pay cuts instituted in 1899 were restored in 1902.²⁵ The system of outside examiners was ended by 1904.²⁶ There were new staff appointments. The years 1900–05 saw the addition of many staff who would influence school development well into the future. F.N. Frith had joined in 1900 and soon took charge of cricket coaching. Amongst the new appointments of 1901 was R.G.H. Walmsley. Born in England he had graduated BA from Keble College, Oxford in 1896. In January 1900, he started a small school in St Thomas' Church Hall, North Sydney. Later that year he moved to Wahroonga, and joined the staff of Shore in July 1901. The teacher of the 'small boys', Walmsley also continued some of the school musical traditions begun in the 1890s.²⁷ The other appointment of 1901 was A.H. Yarnold, the first senior prefect. A year later, H.H. Dixon, a graduate of Sydney University, joined the staff after a period as master at Toowoomba Grammar and The Armidale School.²⁸

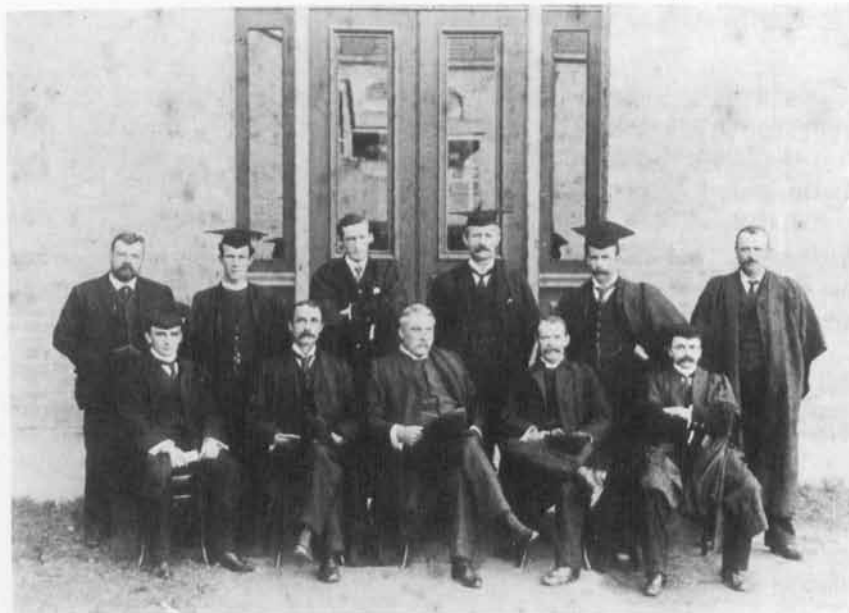
²⁴ Council Minutes, 30 June 1903.

²⁵ Council Minutes, 25 February 1902.

²⁶ Council Minutes, 25 October 1904.

²⁷ See *The Torch Bearer*, 6 December 1945, p. 145 and June 1957, pp. 47–8.

²⁸ *The Torch Bearer*, May 1938, p. 8.



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Shore staff, 1902. (*Back row left to right*): W. McKay (Sgt Maj.), Rev. A.N. Garrett, R.H.G. Walmsley, L.A. Baker, A.D. Hall, H.H. Dixon. (*Front row left to right*): F.N. Frith, C.H. Linton, C.H. Hodges, Rev. D. Davies, A.H. Yarnold. (Source: Shore Archives MA/104.)

Other important appointments in 1903 included C.B. Fidler, a teacher of English, the modern languages scholar, H. Wilshire, and W.R. Morgan, who was to take charge of the modern side of the curriculum. A year later, J.R.O. Harris and J. Lee Pulling joined the staff. The former came from Tasmania, and was an old boy of The Hutchins School. The latter was English born and educated at Haileybury. His father was Master of Corpus Christi College, Cambridge and later Vice-Chancellor of Cambridge University. Lee Pulling attended the university in 1884–86 but did not graduate. He arrived in Australia in 1888 to join his brother at Scone Grammar School. Pulling later opened Crofton College at Hornsby, operating in liaison with the Barker College of the Reverend H. Plume. By 1904, Pulling had recognised that a small North Shore day school could not compete with the growing attractions of Shore. He closed Crofton college and joined the staff of the school, bringing a number of his boys with him.²⁹

²⁹ See *The Torch Bearer*, December 1938, pp. 161–2; *The Shore Weekly Record*, 19 October 1944, p. 145 and Stuart Braga, *Barker College*, John Ferguson in association with The Council of Barker College, Sydney, 1978, pp. 39–40.

After learning that a boy had left for Sydney Grammar because of lack of chemistry in the school, the Council agreed also to Hodges engaging a science teacher.³⁰ Hodges offered the position to Iven Mackay, a twenty-three-year old recent science graduate and instructor at Sydney University when he joined the school in 1905. Born in Grafton and educated at Newington, Mackay had been a fine young sportsman. In 1899, he had hit 117 against Shore in his highest schoolboy score. He was half back in the successful Newington fifteen of 1900. It was obviously for his sporting talents, as much as his undoubted academic ability, that Hodges offered him the new position. Mackay himself was dismayed initially at the paucity of scientific equipment, but two boys would win the physics Junior medal during his stay at the school. Perhaps his greatest successes would come later, on the river and football field.³¹

New buildings accompanied the growing numbers. Health and physical fitness were prominent. Concern over a measles epidemic in School House in 1901 led to the establishment of a sanatorium. A new dining hall was built to improve catering. A gymnasium was opened and a drill instructor engaged. By 1905, all boys in the Lower and Middle School were engaged in compulsory squad and drill exercises.³²

The most important new building of these years resulted from the war service of old boys. During 1899–1900, a number of old boys had gone to fight the Boers in South Africa. E.I. Robson had encouraged their efforts as part of the ethics of the school, 'showing that the education received was not solely intellectual, but also physical—a training fitting the boys to take their place as free men'.³³ About 30 old boys fought in South Africa and three, Mair, Rundle and Campbell, were killed. In September 1901, the Old Boys' Union had approached the Council seeking approval and support for the erection of a Library and Reading Room as a memorial to those who had fought in South Africa. The Council supported the idea and associated itself with the scheme.³⁴

30 Council Minutes, 26 April and 25 October 1904.

31 Ivan D. Chapman, *Iven G. Mackay, Citizen and Soldier*, Melway Publishing, Melbourne, 1975, pp. 6–8.

32 Council Minutes, 29 October 1901, 28 October and 25 November 1902 and 26 May 1903; Report of Sydney Church of England Grammar School in *Proceedings of Thirteenth Synod*, 1903, p. 138; *The Torch Bearer*, October 1905, p. 35.

33 *The Torch Bearer*, April 1901, p. 79. Throughout 1900, *The Torch Bearer* had published extracts from letters of old boys serving in South Africa.

34 Council Minutes, 24 September 1901.



The interior of the new library opened in 1902.
(Source: Shore Archives LA/41.)

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After subscriptions from old boys and friends, and further financial assistance from the school, the new Library was opened in February 1903. A Sixth Form classroom was also added as part of the building scheme.

As a memorial, the Library was significant not only as a reminder of the importance to the school of the war service of former boys, but also as a symbol of the continuing Imperial links with Britain. Loyalty to the 'mother country' was increasingly stressed in most State and non-Catholic schools in Australia during the first decade of the twentieth century. In 1905, the New South Wales Government instituted 'Empire Day', celebrated on Queen Victoria's birthday. At Shore, as elsewhere, 'Empire Day' became a significant event. On the first occasion, Hodges himself appealed to the boys to show even greater love for the school and so 'learning what the patriotic spirit really meant, hereafter extend towards our country, and that Motherland from which we were sprung, the same spirit of devotion'. The occasion ended, as it would in successive years, with Mr Baker's leading the school in 'Rule

Britannia'.³⁵

The growing school numbers soon proved somewhat of an embarrassment. The pressure on School House was relieved in part when the Council in 1903 allowed the Reverend D. Davies to take in boarders at 'Cartref' on the corner of Bay Road and Harriott Street.³⁶ Both Lee Pulling and J.R.O. Harris later followed his example. The Council also decided in March 1903 to set an enrolment limit of 300, although it appeared that there could be a demand for as many as 400–500 places.³⁷ Slowly, a more definite policy was instituted. A system of examinations was established to gauge the academic standard of prospective entrants. At the same time, consideration was given to establishing a preparatory school. Eventually, the Council agreed to patronise a preparatory school which St Clement's Church, Mosman had opened in its parish hall in 1904. The Reverend E.S. Wilkinson, a Council member, had helped to establish the school and A.H. Yarnold became its first headmaster.³⁸

The arrangement worked well for a period. Boys too young to enter the main school were sent off to Mosman Prep. which acted as a feeder school. Its enrolment was 56 in its first year of operation, growing to 70 a year later.³⁹ *The Torch Bearer* took an interest in its activities during the early years. Differences began to emerge later between the Council and Yarnold over the numbers of boys being held back and not being sent on to Shore once they reached a certain age. By 1910, the Council was reconsidering the opening of a Prep. School at the main school.⁴⁰

By 1906, Shore was becoming recognised as an important boys' school in Sydney. At the Junior Examination that year, 25 boys passed and 11 matriculated. Four boys gained the best passes the school had ever achieved. One, B.C.A. Pockley, gained first class passes in all seven

35 *The Torch Bearer*, June 1905, pp. 8–9.

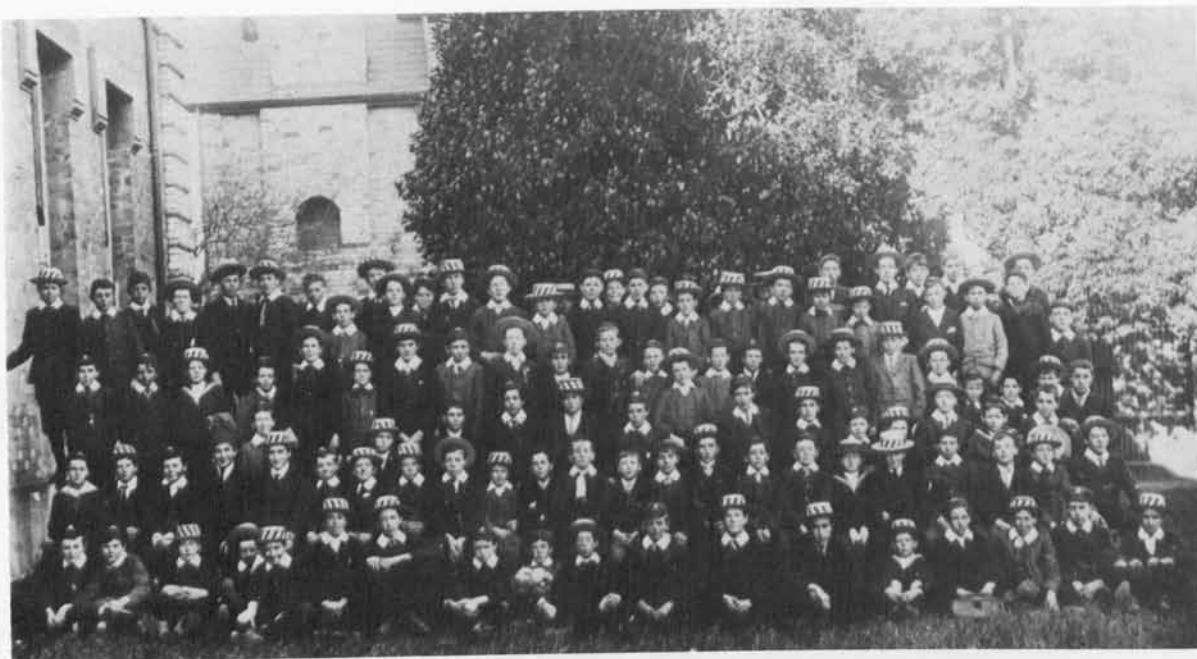
36 Council Minutes, 28 July, 27 October and 24 November 1903.

37 Council Minutes, 10 March 1903, 29 March 1904 and Report of Sydney Church of England Grammar School in *Proceedings of Thirteenth Synod*, 1904, p. 149.

38 Council Minutes, 26 April and 20 June 1904 and Report of Sydney Church of England Grammar School in *Proceedings of Thirteenth Synod*, 1904, p. 149. The Shore Council reserved the right to approve the headmaster, and the Shore headmaster the 'distinctive' colours at the school.

39 Reports of Sydney Church of England Grammar School in *Proceedings of Thirteenth Synod*, 1905, p. 124 and *Proceedings of Fourteenth Synod*, 1906, p. 185.

40 Council Minutes, 27 July, 31 August, 26 October 1909 and 29 November 1910.



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The Junior School, 14 August 1905. The large number of young faces reflects the influx of new boys during the first years of Hodges as headmaster. The new enrolment policy would soon exclude many of the very young. (Source: Shore Archives BA/79.)

subjects while two others had six first class results and one other, five. All four boys were holders of the scholarships instituted in 1901. Increasingly, the school could be compared academically to other boys' secondary schools with similar or even larger enrolments (Table 3.2).⁴¹

The lower number of passes at the Senior Examination reflected the organisation of the school. Few boys stayed on to enter the Sixth Form. Nevertheless, there was a slow change in the structure of the school population after 1905. Partly this was due to the establishment of Mosman Prep. and the new admissions policy. Also significant were changes in matriculation requirements. Attempting to answer criticism of undergraduates' being ill-prepared for university studies, in 1904 Sydney University instituted a two-tiered form of matriculation. Candidates now had to pass at two divisions. In the lower division taken at the Junior Examination, there remained the former compulsory core of

⁴¹ Report of Sydney Church of England Grammar School in *Proceedings of Fourteenth Synod*, 1906, p. 186.

Table 3.2 Public Examination Passes, 1906–10

Year & Exam		E (312)	G (572)	H (496)	I (150)	J (250)	K (229)	N (220)
1906	Jnr	25	39	39	7	17	5	16
	Snr	4	9	14	4	4	2	5
1907	Jnr	23	46	39	14	7	1	15
	Snr	3	14	11	—	6	—	5
1908	Jnr	34	46	40	7	8	8	14
	Snr	3	14	11	—	6	0	4
1909	Jnr	29	58	46	7	5	5	19
	Snr	3	12	11	8	3	1	—
1910	Jnr	26	50	46	11	10	12	21
	Snr	7	17	17	3	6	1	2

Notes: E = Shore, G = Grammar, H = High, I = Riverview, J = St Joseph's, K = King's, N = Newington. The figures in brackets indicate enrolment at 1910 as revealed in C.E.W. Bean, *Here My Son*, p. 80; Michael Naughtin, *A Century of Striving*, p. 135, and *Report of the Minister of Public Instruction*, 1910, p. 113.

Source: *Manual of Public Examinations Held by University of Sydney*, 1905–1912.

subjects (Latin, arithmetic, algebra, geometry and a language) but now including English also. Candidates had to attain a second-class result in either the three languages or three mathematical subjects or four passes overall. They then sat for higher level subjects at the Senior. The number of higher level subjects required for matriculation varied from two to three, but Latin remained compulsory for entry to Arts and Law. The aim was to encourage students to remain longer at school and thus be better prepared for university. Some effect might be seen at Shore (Table 3.3).

The growing but proportionately older school population laid the basis for better sporting performances. As early as 1902, the cricket team won the GPS premiership for the first time. In October 1904 one player, Dean, scored 412 in a match and 1182 runs in nine GPS matches from October 1904 to March 1905.⁴² In 1906, the cricket team were the champions, being undefeated for the season. The appointment of Mackay in 1905 heralded a new era in both rowing and football. The school had had no successes on the river in the years 1901–05. In 1905, a new fleet was purchased. With assistance from A.D. Hall and Alan Ramsay, the latter a friend of the school who had continued to take an interest in Shore rowing since his meeting with Robson in the 1890s, Mackay helped to produce two victories in 1906 and 1908. Even more

⁴² See the comments of Hodges in *The Torch Bearer*, October 1905, p. 36. Dean actually scored 2234 runs in all matches in 1904–05.

Table 3.3 School Organisation

Class	Year				
	1906	1907	1908	1909	1910
VI	5	11	12	14	21
V	18	17	21	20	21
IVA	24	22	25	26	31
IVB	27	24	26	21	23
IVC	25	25	28	25	24
Mods A	29	24	28	29	27
IIIA	29	23	29	25	29
IIIB	31	27	24	23	30
Special	—	14	—	—	—
Mods B	26	24	25	25	28
IIA	34	23	20	21	33
IIB	30	24	30	29	31
Mods C	—	—	10	—	—
IA	25	15	9	15	17
IB	7	—	—	—	—
Total	290	273	287	273	314

Note: Based on lists of combined order in September of each year.

Source: *The Torch Bearer*, October 1906, p. 42; October 1907, pp. 39–40; October 1908, pp. 48–50; October 1909, pp. 58–60; October 1910, pp. 186–7.

spectacular was his coaching of the football teams. Form cricket had been started in 1905. As a means of improving play and increasing the number of footballers, a 'colour' competition was started in 1906. The competition was open to all who were not members of the first and second fifteens. Players were evenly divided into eight teams and two grades according to weight. As a result, the school in that year was able to put three fifteens into the field against other clubs and schools, while 145 boys, or almost half the school, was playing football in organised teams.⁴³ There still remained the problem of finding space for practice. The No. 2 oval at North Sydney was used but it was not always available. Nevertheless, results soon showed. In 1908, Shore won the football premiership for the first time. A year later, the fifteen were premiers and champions. Points for and against in the GPS Competition over the decade tell the story (Table 3.4).

Some in the school believed that games were becoming too important. In 1909, Lee Pulling addressed the Teachers' Guild of New South Wales on the topic of 'Sport in Relation to School Life'. Pointing out

⁴³ *The Torch Bearer*, April 1906, p. 100; June 1906, pp. 22–3. For the organisation of form cricket, see *The Torch Bearer*, December 1905, p. 85.

Table 3.4 The Shore First Fifteen

Year	Points For	Points Against
1901	32	184
1902	11	171
1903	11	203
1904	30	178
1905	13	165
1906	77	174
1907	119	83
1908	148	22
1909	284	26

Source: Figure supplied by Mr C.S. Tiley from an analysis of matches recorded in *The Torch Bearer*.

that high value on school sport in both England and Australia was shown in the increasing demand for athletic qualifications in head and assistant masters, he admitted that there were undoubted benefits in these developments. Masters and boys could find a common interest, overcoming the view that they were 'natural enemies'. The introduction of games had increased respect for masters, provided opportunities for influencing the formation of boys' characters, and was of benefit not only in physical and mental training but in the 'moral tone imparted'. It seemed clear that 'the spirit of fairness, self-control, self-abnegation, generosity, good-temper, courage, comrade-ship inculcated into the fellow who plays our team games have done much to make the kind of Briton with whom we are proud to be fellow countrymen'. Nevertheless, Pulling believed that the GPS competitions were becoming too demanding on the time of the school and the boys with a total of twenty-two school competition matches being played in cricket and rugby each year. He considered that the 'function of school games is to provide a healthy relaxation and refreshment from mental strain'. Under present conditions, there was a trend, he suggested, to focus on the good athlete, while the boy poor at games was neglected. The solution in part, he argued, was to halve the number of GPS competition matches. He concluded:

Too serious an aspect has been placed upon the inter-school competitions; the struggle for premiership is almost too keen; its demands upon the attention of the boys are too exacting and too constant. I know the tendency of the age is largely responsible, and that some of the pressures come from without. But if we schoolmasters see danger in the tendency of the age, it is our duty to combine to arrest them.⁴⁴

44 *The Australian Journal of Education*, 15 November 1909, pp. 12-13 and p. 18.



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 Sydney Church of England Grammar School XI: GPS Champions, 1906.
Back row: C.E. Rich (scorer), T.A. Playfair, F.N. Frith Esq., G.B. Haydon, R.J.A. Massie, *Middle row:* I.L. Longwill, H.M. Massie, E.S. Kater (captain), F. Blaxland, G.P. Edwards, *Front row:* C.J. Tozer, J.T.N. Dixon, E.R.H. Merewether. (Source: Shore Archives, photo album.)

Pulling received some public support from Hodges. The 'present attitude' towards sport appeared to be verging on 'mania' the headmaster said in 1908. Instead of 'building up character and manliness as well as physical power', games had become an end in themselves. However, he still believed that the GPS association would provide necessary regulation.⁴⁵ It was a view of outside pressures on the boys which future headmasters would repeat. In general, the principle of inter-school competition was difficult to change. It spread to areas outside games. A debating society was formed in 1906 under a master as President, F.C. Hales, who had arrived to take up teaching in the modern side. It soon engaged in debates with other schools at which Hodges himself presided.⁴⁶ The point was that despite drawbacks, the

⁴⁵ *The Torch Bearer*, October 1908, p. 44.

⁴⁶ See *The Torch Bearer*, April 1907, p. 82.



Sydney Church of England Grammar School Football Team: Winners of Great Public Schools' Premiership, 1908. Record for the season: Matches played 22, won 18, drawn 4; points for 292, points against 39. *Back row:* E.J. Grieve, J.O.H. Nickoll, R.J.A. Massie, I.G. Mackay Esq., R.L. Sayers J.G.A. Pockley, *Middle row:* O. MacDonogh, C.A. Pennefather, K.V. McDonald, B.C.A. Pockley (captain), E.R.H. Merewether, W.E. Tucker, C.F. Maxwell. *Front row:* C.M.M. March, H.E. a'Beckett, S.C. Irving, E.H. Dodds. (Source: Shore Archives BA/79.)

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competitive element did increase public interest in GPS schools.

A different form of criticism came from outside the community of the GPS. In 1905, the New South Wales Government released the report of the Knibbs-Turner Royal Commission on secondary education. The commissioners were very severe on the existing secondary schools in the State. In contrast to the efficiency of education in France and Germany, with their stress on science and technology, they found that the English-influenced New South Wales secondary schools had no system. Pupils still crammed for examinations dominated by the classics (see Table 3.5). As a result, they were ill-prepared for university, particularly in science:

It is pitiable, when a university must occupy its Professorial Staff in teaching its students the elementary conception of, for example, physics and chemistry, and we cannot hope to reach the plane of European education until the

necessity of so doing is removed by more advanced teaching of that character in the secondary schools.⁴⁷

The report initiated a five-year debate over the future direction and organisation of secondary education in New South Wales. It was associated with the moves towards the creation of a State secondary school system once Peter Board had been appointed to the newly created post of Director of Education in January 1905. Board was particularly critical of the dominance of Latin as a compulsory matriculation requirement to Sydney University and the subsequent influence on the secondary school curriculum. Many voices joined the debate. One was a Shore Council member, E.R. Holme. In 1907, he suggested that all examinations be abolished on grounds of their adverse impact on the curriculum. Instead, there should be university inspection of all secondary schools, similar to the scheme Weigall had proposed in the 1890s. It was an idea designed partly to protect university interests.⁴⁸

As a member of the Council of the Teachers' Association, Hodges was caught up in the tri-partite discussions between the university, the Government and the non-State schools. His own preferences were fairly clear. Responding to the Knibbs-Turner report, he admitted that much of its criticism was well-founded but suggested that greater attention to science and more modern subjects required capital expenditure and the school still lacked any major endowment. He was not prepared to 'substitute a purely scientific training for one which has possibly in the past been a too literary one'.⁴⁹ Unlike either Robson or Holme, Hodges was not a critic of the university-controlled exam system. In October 1908, he told his audience at speech day that up until the Junior Examination 'the subjects of study "imposed" on us by the university are those necessary for the foundation of a liberal education, an end we are bound to keep in view...'.⁵⁰

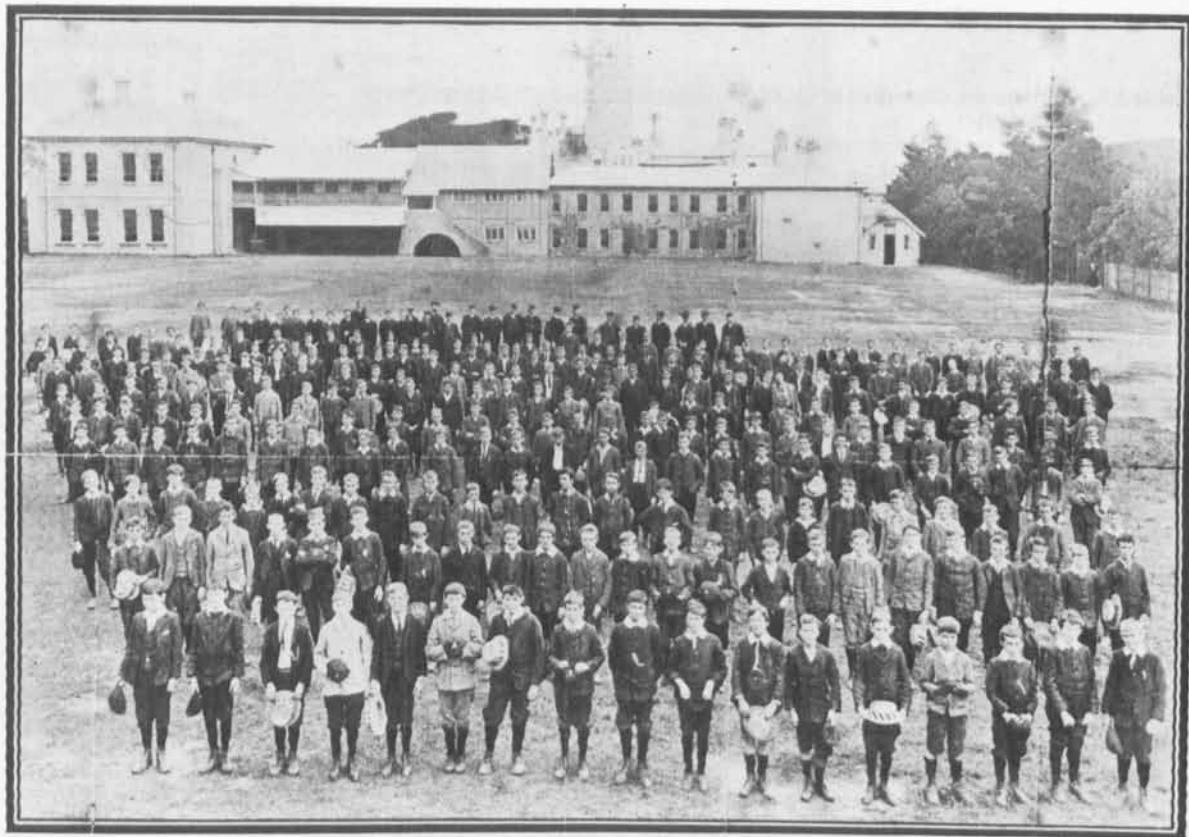
It was not only a question of the classical humanist tradition versus

47 Interim Report of the Commissioners on Primary Education (1903) Summary, Knibbs, Ch. XXX, p. 361 cited in Alan Barcan, *A History of Australian Education*, Oxford University Press, Melbourne, 1980, p. 208.

48 *The Australian Journal of Education*, 16 September 1907, pp. 7-8.

49 *The Torch Bearer*, October 1905, p. 34. See also the editorial on classics, *The Torch Bearer*, December 1904, p. 53.

50 *The Torch Bearer*, October 1908, p. 42.



Masters and boys
assembled, March 1907.
(Source: *The Town and
Country Journal*, 24 April
1907.)

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academics such as Professor MacCallum, led the fight against the proposal of Peter Board to create an Educational Council composed of representatives of the Department of Education and the secondary schools.⁵¹ Relations between Board and the Association deteriorated. Eventually, the State achieved a pyrrhic victory. By 1910, Board had laid the basis for an expanded State secondary school system. Two important pieces of legislation in 1912 provided part of the framework. The Bursary Endowment Act granted financial assistance to students at both secondary school and university. For their students to qualify for university bursaries, all non-State schools had to register under the Act and accept State inspection. The University Amendment Act provided for State representation on the University Senate and increased State endowment to the university. A Board of Examiners composed of State

⁵¹ See *The Australian Journal of Education*, 15 October 1908, p. 3 and pp. 5–6 and Peter L. Swain, *Charles John Prescott*, Newington College, 1978, pp. 36–42.

Table 3.5 Curriculum, Church of England Grammar School, North Sydney (hours per week)

	Lower School	Middle School	Upper School	Commercial Side
	Lower Remove	Upper Remove		Mods. Mods
Classes	IIA.IIB.	A.B.IIIB.IIC.	IIIA.IVB.IVA. V.VI.	A. B.
<i>Subjects</i>				
French	3	3	4	4 —
Latin	4	4	5	7 —
Greek	—	—	(3) ¹	(3) —
English	2	2	3	2 2
History	2	1½	(3) ¹	2 2
Geography	2	1½	—	— 3
Mathematics	6	7	8	8 9
Physics	—	—	3 ¹	— —
Natural Science	—	2	—	— 3
Drawing or woodwork	1½	2	2	— 1½
Divinity	1½	2	2	2 2
Writing, book-keeping etc. and dictation	3	—	—	— 2½
<i>Totals</i>	25	25	25	25
Average ages	12½	14	15	16 15

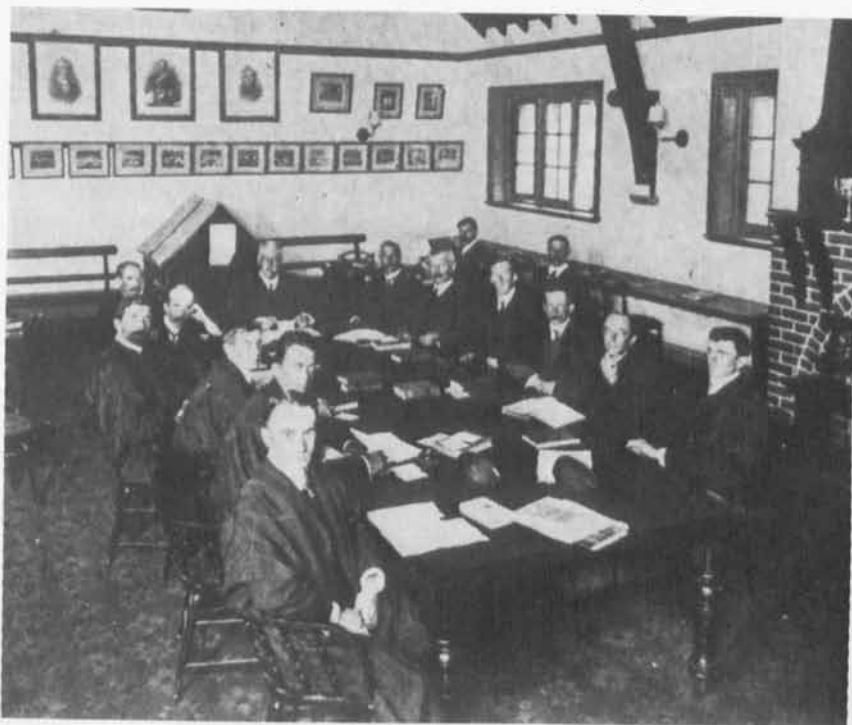
'The subjects marked¹ are alternative subjects. It may be mentioned that Greek is taken only by about 12 pupils.

The classical library of the school has about 100 volumes, and the scientific library about the same number. There is some apparatus for the teaching of *Physics*, sets of 'maps', illustrations for *botanical* and *physiological teaching*, a *laboratory* for practical work in *Science*. There is a general library of over 1000 volumes and a fine reading room for the use of the pupils.

The whole staff of 14, from the Head-master downward, are teaching, or are all engaged in school work for 25 hours per week each. A drawing master attends for 4 hours a week, and instruction is given in gymnastics and drill for an hour a day after school hours.'

Source: Commission on Primary, Secondary, Technical and Other Branches of Education Interim Report of the Commissioners Mainly on Secondary Education, in *New South Wales Parliamentary Papers* 1904, Vol. II, p. 37.

scientific materialism. As with the headmasters of the major non-State secondary schools, Hodges was disturbed at the efforts to break the university monopoly over examinations. Behind such moves lay the threat of a greatly expanded State secondary school system. C.J. Prescott, headmaster of Newington and President of the Teachers' Association in 1906 and again in 1908, in association with university



Weekly meeting of masters, 1907. The headmaster is at the head of the table. On his right are the Rev. D. Davies, H.H. Dixon, J.L. Pulling, I.G. Mackay, H. Wilshire and F.N. Frith. On his left are C.H. Linton, L.A. Baker, R.H.G. Walmsley, C.B. Fidler, W. Morgan, and J.R.O. Harris. Seat away from the table are F.C. Hales and A.D. Hall. (Source: *The Town and Country Journal*, 24 April 1907.)

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and university representatives was established to administer an Intermediate and Leaving Certificate set up to replace the Junior and Senior Examinations. In effect, the university influence on the curricula and examinations remained. For a period at least, even compulsory Latin continued as a matriculation requirement for the Faculties of Arts and Law.

The debate over the curricula and examinations was part of a general concern over 'national efficiency' in pre-World War I Australia. Since the late nineteenth century, there had been continuing discussion over preparing Australian youth for national defence. The Shore Council had discussed a cadet corps during the 1890s but had taken no action. By 1905, at a time when there was increasing talk of compulsory training, some Shore boys had become honorary members of the North Sydney

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Carpentry class, 1907.
Carpentry was the survival
from Selman's manual
training scheme of the
1890s. (Source: *The Town and
Country Journal*, 24 April
1907.)



Rifle Club.⁵² The issue of a corps itself was clouded again by relations with the State. In 1906, the control of all cadet corps passed from the Commonwealth Department of Defence to the State Departments of Education. C.J. Prescott again organised the non-State schools against what he saw as unnecessary departmental intrusion into school affairs. As a result, a decision was made to draw a distinction between non-State and government schools' cadet corps.⁵³ In 1908, under these new arrangements, Shore formed its initial cadet company as part of a Great Public Schools battalion. Pulling took charge of the corps, with Harris second-in-command. At the same time, a change occurred in the office of sergeant-major. Sergeant McKay retired, after spending most of his last years as school clerk. Sergeant Ross, in charge of drill and the gymnasium since 1905, also resigned. Sergeant-Major Cooke-Russell replaced him. A former member of the Scots Guards, he had served under Kitchener in Egypt and the Boer War and had been in charge of the Senior Cadets of Queensland. He played an important role in

⁵² *The Torch Bearer*, October 1905, p. 35.

⁵³ Peter Swain, *Charles John Prescott*, pp. 42-4.

instructing the corps. The initial enrolment in 1908 was 150 boys, or approximately half the school. After passage of Commonwealth Defence legislation, cadet training from 1911 became compulsory for all Australian youths aged 12 to 18.⁵⁴

In an era of increasing State interest in education, Hodges in particular was anxious to underline the religious nature of the school. The chapel had been an integral part of life at Rugby. When he arrived in 1901, the headmaster had requested all parents to see that their sons attended morning prayers in the school hall.⁵⁵ In 1904, he told Iven Mackay privately:

I was a little sorry to hear you say you were not 'religious'; although possibly you intended little by the expression, an education without religion is in my opinion worth nothing, and it is certainly most desirable that those who have the charge of it shall be 'religious' in a proper sense, and feel some sense of the responsibility that is upon them.⁵⁶

During the 1890s the Council itself had noted the need for a chapel,⁵⁷ and, at his farewell address, E.I. Robson had expressed his hope that the school would soon build one.⁵⁸ The question was again brought up at Council and by Hodges himself, but it was not until E.I. Robson, soon after replying to a sympathy note on the death of his wife, sent a cheque for a chapel fund that the Council decided to act. A chapel fund sub-committee, composed of Council members and Old Boys' Union representatives, was established in early 1906. The Council itself put up £1 000 and T.A. Dibbs promised to contribute one-tenth of the cost.⁵⁹

Hodges spent much of the remainder of his term as headmaster working for the building of the chapel. The progress continued to be rather slower than expected. In 1908, the headmaster told the school community:

54 *The Torch Bearer*, October 1908, p. 43 and Report of Sydney Church of England Grammar School in *Proceedings of Fourteenth Synod*, 1908, p. 113.

55 *The Torch Bearer*, December 1901, p. 46.

56 C.H. Hodges to Iven Mackay, 19 December 1904 (letter in possession of Lady Mackay).

57 Report of Sydney Church of England Grammar School in *Proceedings of Ninth Synod*, 1893, p. lviii.

58 *The Torch Bearer*, April 1901, p. 79.

59 Council Minutes, 28 November 1905, 27 February, 27 March and 28 March 1906; Report of Sydney Church of England Grammar School in *Proceedings of Thirteenth Synod*, 1907, p. 118. See also *The Torch Bearer*, April 1906, pp. 95-7.

Our appeal to the friends of the school received a fairly liberal response, but in a foundation as young as ours, there are not many of our members in a position to subscribe large sums, and we must therefore look for assistance from those who have the means and the will to give it. Our present position is that we have adopted a plan to carry out which will require £3 500 and we see our way to about £2 000.⁶⁰

Before this could be achieved Hodges' health broke down. In 1907, he and his wife had been given leave to return to England and take a holiday. C.C. Corfe, formerly at Toowoomba Grammar, became acting headmaster for a year, taking up the post in March 1907. Welcomed home in early 1908, Hodges' condition continued to deteriorate. In November 1909, he gave notice of his resignation, much to the regret and dismay of the Council.⁶¹

It was indicative of the esteem in which the headmaster was held that the Council approved two related decisions. First, the sub-committee appointed to consider the selection of a new headmaster allowed Hodges to nominate as successor his close and personal friend, W.A. Purves, headmaster of Toowoomba Grammar. Secondly, R.G. Dent, an old boy member on Council, stepped aside to provide for the uncontested election of Hodges to the Council.⁶²

Sociable but upright in moral standards, Hodges had done much for the school during the previous decade. A good administrator, he had always taken his own part in classroom teaching. He was a popular 'chief' amongst the boys. To many he had communicated his enthusiasm for mathematics and life in general. At least one old boy can still remember, 'If you had a problem he'd come and sit beside you—"move up" he'd say, and he'd sit beside you and work it out. And he always dressed in a stiff shirt, starched shirt and collar, and there was an aroma of soap and water, of something very clean about him, and his starched crinkly shirt gave an impression of superiority.'⁶³

The past headmaster retired to Orange. Although a semi-invalid, soon confined to a wheelchair, he kept in close contact with some of his old boys. (Ever-energetic Mrs Hodges was often found back at the school.) His everlasting testimonial was the size and reputation of Shore

⁶⁰ *The Torch Bearer*, October 1908, p. 4

⁶¹ Council Minutes, 30 November 1909.

⁶² Council Minutes, 22 February and 11 and 31 May 1910.

⁶³ Interview with Dr C.H. Huxtable, 6 April 1979. It should be noted that Hodges also taught classics. See the Memoirs of Kerrod B. Voss in *The Torch Bearer*, May 1964, p. 156.

when he left. A small institution in 1900, a decade later it had become an important Australian public school.

William Alexander Purves was the third English-born headmaster of the school. Educated at a grammar school in the Midlands, he won a scholarship to Queen's College, Oxford where Hodges had also been. He played rugby at Oxford and also rowed. Graduating in Classics in 1887 he taught for a short period at Ruthven School, North Wales. In 1889, he came to Australia to serve under Hodges as senior master at Townsville Grammar School.⁶⁴ When Hodges declined the offer of the post of headmaster of Melbourne Grammar he put forward Purves as a candidate.⁶⁵ Missing out on the top post, Purves became senior classical master at Melbourne Grammar in 1899. In 1901 Toowoomba Grammar appointed him headmaster. Under Purves the enrolment there grew from 29 to 149 in nine years. He particularly strengthened the academic side of the school. In 1910, all seventeen Toowoomba Grammar students sitting for the Junior Examination at Sydney University passed, and one achieved the top pass in Greek.⁶⁶

The connections between Hodges and Purves were quite obvious. Their views were almost synonymous. At his first speech day, the new headmaster paid tribute to both his old 'chief' and Mrs Hodges:

I always claim to be, in some sense, an old boy of Mr Hodges'. I came out to him as a young man very many years ago, and worked under him for a long period, during which I learned more of sincerity and truth than I have ever done from any other source. . . . Mrs Hodges, too, was my intimate friend. She introduced me to many of the most beautiful things in the language; she had a power of finding hidden treasures which I never equalled, and a great delight in sharing them with others. All that has been said of Mr Hodges might with inevitable alterations be said of his wife, who in spite of, or by reason of, her remarkable versatility and her social charm is the most motherly of women.⁶⁷

The transference between the past and present headmaster thus preserved continuity. The arrangement between the headmaster and the Council remained much the same. Purves received a fixed annual salary of £400 and capitation fees of £2 per annum up to 200 enrolments, and £1 10s 0d for each further boy up to the presently agreed maximum

64 Details of his early career appear in *The Torch Bearer*, May 1937, pp. 7-8.

65 This can be inferred from a reply to Hodges: Melbourne Grammar School Archives; W.E. Morris to C.H. Hodges, 7 May 1898.

66 Rupert Goodman, *Toowoomba Grammar School 1875-1975*, 1976, p. 49.

67 *The Torch Bearer*, October 1910, p. 180.

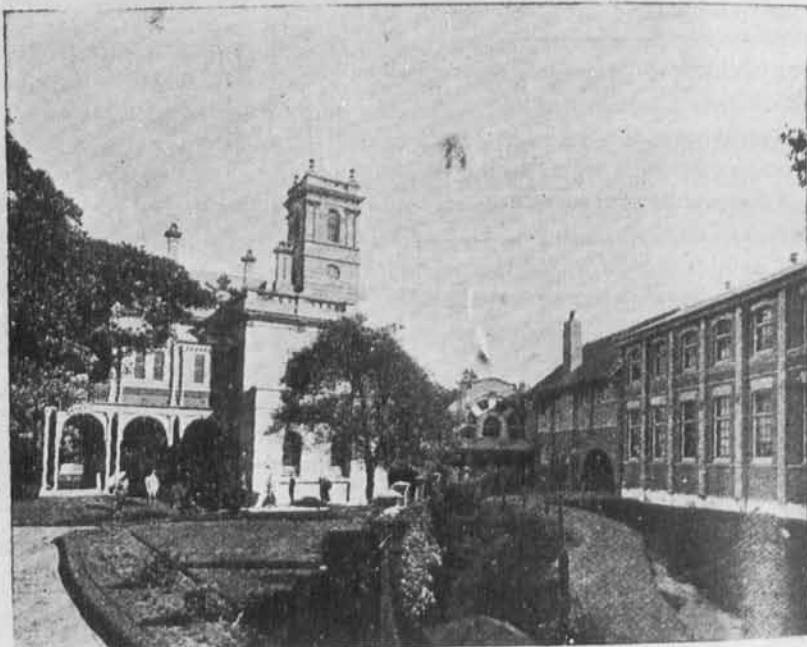
Sydney Church of England Grammar School, North Sydney

The object of the School is to train boys thoroughly to their place in life, whether they are intended for our learned professions or for country or commercial pursuits.

The School is splendidly situated on the heights of North Sydney. Accommodation for 80 boarders.

All information may be obtained from the Headmaster,

C. H. HODGES.
M.A. (Oxon.)



How the school presented itself to interested parents in the city and country.
(Source: *Dalgety's Review*, 1 January 1909.)

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enrolment of 300. As with Hodges before him, he lived in School House, taking in boarders and paying the Council capitation fees for them.⁶⁸ His wife followed the line of Mrs Hodges and took charge of domestic and catering arrangements in School House. Australian-born, Mrs Purves also had connections with institutionalised education. Her family was related to Charlotte Anderson, founder of Ruyton School for girls in Melbourne.

Not unexpectedly, school policy changed little in the initial years of the new headmaster. Growth was still a fact of existence. Numbers soon went beyond the quota of 300. By Term I, 1914, there were 382 boys on the roll. Sporting successes continued. The school won the first eight-oared 'Head of the River' in 1910 and again in 1913. With the introduction of the cadets a basis was laid for victories in the GPS rifle

⁶⁸ Council Minutes, 3 March 1910.

shooting competitions in 1912–13.

If anything, the scholastic side of the school was more emphasised under Purves. In some respects a brilliant classical scholar and teacher, his staffing policy tended to reflect his interests. Iven Mackay, F.N. Frith and F.C. Hales all left in 1910. A.C. Ross replaced Mackay as science master. He inaugurated an experimental wireless licence for the school in 1911, gathering together a group of ten or eleven boys to send out signals.⁶⁹ Other new appointments included men of considerable academic distinction in the classics. Carl Kaepfel, winner of the University of Sydney Cooper Travelling Scholarship for Classics, joined the staff in late 1910. R.P. Franklin, formerly head boy of St Paul's, London, Cambridge first-class classical scholar and athletics blue, arrived the same year. His brother, C.P. Franklin, a scientist, came in 1911 to stay for two years.⁷⁰ In 1912 F.K. Barton, a graduate with first class honours in classics from Adelaide University, joined the staff. Barton found so many classicists at Shore that he had to take 'non-Latin'—extra arithmetic for boys 'too stupid to learn even French'. He soon began to use humour to interest the boys, so drawing forth the comment of Purves, 'I like coming to your classroom. You and your class always seem to be laughing—together'.⁷¹

The strengthening of the academic standing of the staff soon showed results. In 1911, a Lower Sixth Form was introduced, indicating the increasing numbers of older boys on the roll.⁷² At the 1911 Senior, the school achieved 14 passes out of 131 successful candidates from New South Wales and Queensland. There were five medals for first place and 21 first classes in individual subjects.⁷³ A year later, 31 out of 32 candidates at the Junior passed. At the Senior, all candidates passed and one, E.A. Woodward, won the University Classical Scholarship and the medals in Latin, Greek and English and a first class in French.⁷⁴ The

⁶⁹ Interview with Mr G.M.P. McCrae, 7 May 1979.

⁷⁰ For details, see *The Torch Bearer*, October 1910, pp. 190–1, 227 and December 1913, p. 403.

⁷¹ F.K. Barton, 'What I mean by Independence within the School', p. 5 (unidentified article sent by F.K. Barton to Dr Tom Selby).

⁷² *The Torch Bearer*, December 1911, p. 84.

⁷³ Report of Sydney Church of England Grammar School in *Proceedings of Sixteenth Synod*, 1912, p. 176.

⁷⁴ Report of Sydney Church of England Grammar School in *Proceedings of Sixteenth Synod*, 1913, p. 155.



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Staff and Upper School, 1912. The staff, *from left to right*, are: A.S. Warren (school clerk, standing), H. Wilshire, L.A. Baker, J.R.O. Harris, R.H.G. Walmsley, W. Morgan, C.B. Fidler, J.L. Pulling, A.D. Hall, Rev. D. Davies, W.A. Purves (headmaster), C.H. Linton, H.H. Dixon, R.P. Franklin, C.H. Kaepfoll, F.K. Barton. (Source: Shore Archives BA/1/FC.)

academic side of the school was now well established. Examination results compared very favourably with the older Sydney Grammar and The King's School (Table 3.6).

As previously, curricula change accompanied scholastic success. By early 1912, the ideal of manual skills for all, introduced under Selman in the 1890s, had finally disappeared as an integral part of the curriculum. Even the 'carpentry classes' of the Hodges era became an extra in the schedule, taking place outside the classroom. 'The old carpentry room no longer rings to the sound of hammers; it has been divided into two rooms, one of which is devoted to the peaceful pursuit of the Humanities. Carpentry is now an "outside" subject, and is taken in the gym'.⁷⁵

The major challenges the school faced in these years resulted from its

Table 3.6 Public Examination Results, 1910–13.

	1910	1911	1912	1913
<i>Shore</i>				
No passed Junior	26	29	32	37
No passed Senior	7	14	9	10
% passes to enrolment	10.6	13.5	12.6	13.1
<i>Grammar</i>				
No passed Junior	60	52	68	72
No passed Senior	17	20	13	19
% passes to enrolment	13.4	12.3	14.4	15.0
<i>King's</i>				
No passed Junior	12	10	10	17
No passed Senior	1	1	2	8
% passes to enrolment	5.7	4.7	4.9	10.6

Note: The Junior figure for Shore in 1912, as it appears in Johnstone, is one higher than the official figure given in the report to Synod.

Source: S.H. Johnstone, *The History of The King's School*, p. 284.

own growth and the difficulties of coming to terms with the new arrangements with the State following the reforms of 1910–12. During Hodges' years, accommodation and playground space had been a problem. Under Purves, it was becoming critical. The hope of the founders that the school site could accommodate 500 boys with ease now seemed over-optimistic. The existing structures and space could barely accommodate 400. In 1913, the School Council examined the offer of Sir Thomas Dibbs to sell the neighbouring property of 'Graythwaite', but decided that it would not be suitable.⁷⁶ There was a more pressing need for playing fields.

By late 1913, the Council was considering cautiously the offer of Willoughby Council to lease Gore Hill Park for an extended period.⁷⁷ Eventually it was decided to form a sub-committee to consider the whole question of school extension. In the meantime, the Council decided to build a wall around the school oval and put down asphalt between the wall and the school buildings.⁷⁸

Internal difficulties were related to problems with the outside world. After 1910, the existing non-government secondary schools had to face the prospect of an expanding high school system. Before raising its fees

⁷⁶ Council Minutes, 11 March and 10 June 1913.

⁷⁷ Council Minutes, 11 November and 9 December 1913.

⁷⁸ Council Minutes, 2 February 1914 and *The Torch Bearer*, June 1914, p. 2.

(primarily on the grounds of meeting new requirements for compulsory cadets), the Council agreed to a conference with other GPS and similar schools. Here it was agreed to attempt a consensus on the increases which should be 'in the direction' of £5.5.0. per quarter for tuition fees and £20 as a total for boarders. In effect, the new Shore fee schedule fell slightly short of these figures.⁷⁹

Greater difficulty arose in adapting to the new examination system. The school registered under the terms of the Bursary Endowment Act so that boys would have an opportunity for bursaries at the university. This meant virtual recognition of the new Intermediate and Leaving Certificate examinations which the university had now recognised for matriculation purposes. Nevertheless, no Shore candidates sat for the initial Intermediate Certificate in 1912, or the first Leaving Certificate in 1913. At the 1913 speech day, in the presence of Peter Board as invited guest, Purves admitted that changes then proposed for the Intermediate appeared to approximate it to the former Junior. He was still concerned lest matriculation requirements would mean students taking too many subjects, while he complained of departmental regulations interfering with the school timetable. The proposed Leaving Certificate should 'supplement' but not 'supplant' the Senior, which should continue, so as to 'maintain the dignity of the old system' and as the basis for the university to award its own scholarships.⁸⁰ Twelve months later, the headmaster returned to voice his fear of departmental dominance and the end to the special relationship Shore and other secondary schools had enjoyed previously with the university. He was quite prepared to accept inspection as part of the Bursary Act, but would not be coerced into accepting the Intermediate Certificate, where the reports of examiners indicated a lack of preparation and understanding amongst so many candidates. 'If this is the result of Departmental Syllabuses we may reasonably prefer to remain under the university.'⁸¹ He was joined in his criticism by Dr Radford of St Paul's College who urged an even closer relationship between the schools and the university 'at a time when a danger threatened the free schools of this state such as had never threatened them before'.⁸²

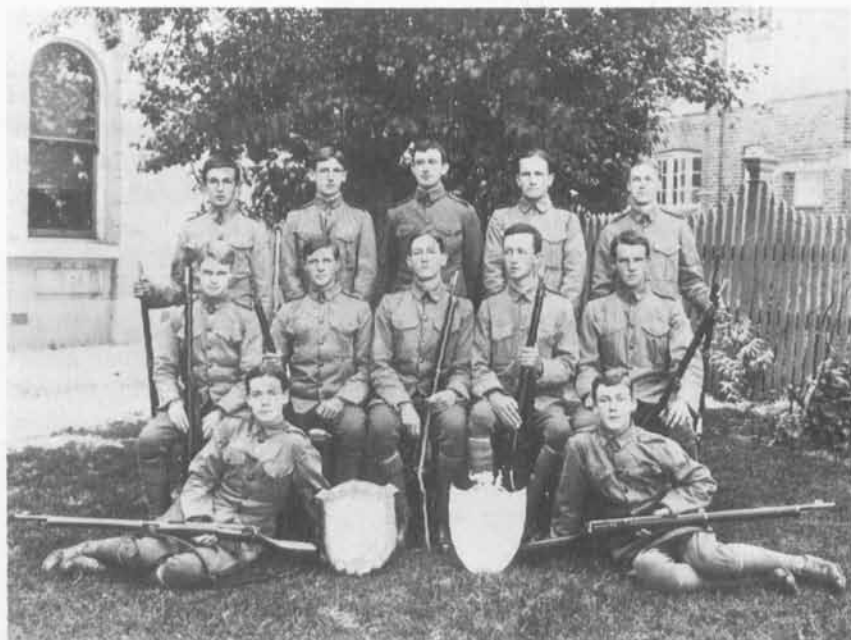
In the end, all had to accept what had now become inevitable. The

⁷⁹ Council Minutes, 29 August 1911.

⁸⁰ *The Torch Bearer*, October 1913, pp. 371-2.

⁸¹ *The Torch Bearer*, October 1914, p. 45.

⁸² *ibid.*, p. 49.



Shore Rifle Team 1912. *Standing left to right:* J.M. Allport, G.H. Pulling, J.R.O. Harris Esq., K.B. Voss, N.E. Brooks. *Seated left to right:* T.Y. Nelson, H.D. Pulling, E.A. Woodward, D.C. Sturrock, G.E.P. Hart. *In front:* B.G. Littler, T.C. Boehme.

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The early rifle teams were drawn directly from the cadets. Of the 11 boys in the photo, ten later served in World War I. The master, J.R.O. Harris, also joined up. (Source: Shore Archives SM9/119. Photo: Hall and Co.)

number of candidates at the Junior declined from 1513 in 1910, before the introduction of the reforms, to only 464 in 1914.⁸³ By 1916, both the Junior and Senior had been abolished and Shore candidates were sitting for both the new Intermediate and Leaving Certificates.

In a period of change, some past business was brought nearer to completion. In June 1913, Purves sent to parents a reminder of the chapel fund commenced in 1907. He suggested that the building of a chapel would be a fitting recognition of the school's twenty-fifth anniversary in 1914.⁸⁴ A month later, the Trustees of the Walter and Eliza Hall Estate indicated that they would be prepared to make a

⁸³ University of Sydney, *Manual of Public Examinations*, 1916, p. 60.

⁸⁴ *The Torch Bearer*, June 1913, pp. 327–8.

special donation of £1 500 per annum payable over two and a half years once building of the chapel was complete.⁸⁵ Plans now proceeded apace. Competition was opened for architectural designs for a building which was to cost about £5 500. The successful architect was Burcham Clamp. The builder accepted was J. Pringle.

The Archbishop, the most Reverend J.C. Wright, laid the foundation stone of the chapel on the school anniversary on 4 May 1914. It was an important demonstration of the school's continuing links with the Church. The cadets formed a guard of honour and the school choir, under Mr Walmsley, joined with the cathedral choristers in the service. Following the ceremony, afternoon tea was served to the guests, including Mrs Hodges. It was one of those crisp sunny autumn days of which Sydney can so often boast.⁸⁶

Three months later the nation was at war.

⁸⁵ Council Minutes, 30 July and 12 August 1913. For a brief history of the origins of the chapel, see *The Torch Bearer*, June 1914, pp. 7-10.

⁸⁶ *The Torch Bearer*, June 1914, pp. 5-6.

4

The trials of war and peace

THROUGHOUT Australia, the early months of war witnessed an outpouring of Imperial sentiment and loyalty. Public leaders called on the youth of the nation to do their duty. Headmasters witnessed a growing number of old boys and former pupils enlisting. War service became a test of national and school values. In this respect, Shore was no exception: the experience of the school was but a microcosm of national trends.

Yet there was a uniqueness. The meaning of individual sacrifice came sooner for the school than elsewhere. On 11 September 1914 a small Australian force invaded the German territory of New Britain. Amongst the force was an army doctor B.C.A. Pockley. During the action he gave up his red cross brassard to another soldier carrying wounded. Minutes later he himself was fatally wounded. He was the first Australian officer killed in the war and one of the initial Australian casualties in a wartime engagement. His death symbolised what would become a growing concern—the loss of so many young men of promise in the rising generation. After a school career of sporting and academic distinction, he had entered university in 1909, winning athletic blues and gaining second class honours in medicine. He enlisted at the outbreak of war. ‘Pockley was the type of old boy which the School strove to turn out’ said the Archbishop of Sydney at the 1914 speech day. ‘There was the intellectual attainment, the athletic ability and bodily strength and behind all that which gave to each their value—character.’¹

There was hardly a questioning of the war at the school. Almost all accepted that the British effort was just. The lessons of both home and school taught most that it was their duty to serve the Empire in this time of crisis. As a small demonstration of support, the boys agreed in 1914 to form a war fund and accept certificates of nominal value rather than

1 *The Torch Bearer*, October 1914, p. 47.

the usual prizes.² Simultaneously there was growing effort to collect funds for the war. Dramatic entertainment had been held regularly at the North Sydney School of Arts during the Hodges era. In December 1914, Messrs Wilshire and Barton organised a concert to raise money for the Belgian Fund. Barton himself conducted a school orchestra (composed mainly of friends and old boys of the school) and a series of short plays was performed. It was hoped that this would see the beginning of a regular Orchestra and Dramatic Society. Little eventuated in that respect but similar war concerts were held during the next four years.³

Throughout the war, the news of old boys on war service held pride of place in *The Torch Bearer*. The boys themselves wrote personal letters to those at the front. The growing names of those who had enlisted was duly noted each year. The Council itself listed the school casualties at the head of each of its annual reports to Synod. By 1917, with 700 old boys serving and 59 casualties, it was being asserted:

The School's record in the war is probably unsurpassed by any other school of comparable size and age in the British Dominions. Thus the School may now claim to have finally vindicated its right to a position among the valuable institutions of its country. In the searching test to which Australia has been subjected, it has upheld the traditions of English Public school education upon religious principles.⁴

Similar claims could be heard elsewhere. By 1918, the headmaster of The King's School was stating that there were as many old boys of that school on active service as had been turned out over a twenty-year period.⁵ Other Sydney and Melbourne schools pointed to their records, particularly the large number of enlistments from sporting teams over the previous decade. For a later generation such competing claims might appear invidious. It is also difficult to make inter-school comparisons without knowing full enrolment patterns. What is significant for Shore from available records is that most who enlisted had been at the school in the decade prior to the war. Of those at the school in the 1890s, just

² Council Minutes, 11 August 1914.

³ *The Torch Bearer*, October 1914, p. 47. See Shore Archives AC3/1 and AC3/2.

⁴ Report of Sydney Church of England Grammar School in *Proceedings of Seventeenth Synod*, 1917, pp. 135–6. By September 1918, Purves could point out that 120 boys had joined up that year representing 'the normal yearly output of the school, making a grand total of about 840'. *The Torch Bearer*, October 1918, p. 79.

⁵ See Michael McKernan, *The Australian People and the Great War*, Nelson, Melbourne, 1980, pp. 56–7.

under one-fifth served in the war, and about one-quarter of these were killed. From the generation of the early 1900s, between 40 and 50 per cent served in the war, and of these about one-sixth were killed. Amongst prefects at the school in the early 1900s, there was an enlistment rate of about two-thirds, and a high casualty rate of almost one-third. Although there is no conclusive evidence on ranks obtained, high casualty figures amongst the prefects might indicate that many held junior line officer's rank, where the proportion of those killed was always high (Table 4.1).

Table 4.1 War Service of Shore Old Boys

Years Entered Shore	Total Served		Total Killed		Prefects Served		Prefects Killed	
	No.	%	No.	%	No.	%	No.	%
1889-1893	53	19.2	11	4.0	10	25	3	7.5
1894-1899	46	20.5	13	5.8	13	28.9	4	8.9
1900-1904	189	41.8	41	9.1	33	64.8	14	27.5
1905-1909	229	47.6	29	5.8	44	71.0	7	11.3
1910-1914	261	42.2	29	4.7	43	49.4	7	8.0
1915-1918	13	1.9	1	0.2	2	2.6	0	0

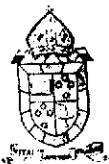
Note: The 'Total Served' and 'Total Killed' columns include both prefects and others. The percentage figures relate to new enrolments in the respective years.

Source: S.C.E.G.S. Register, 1889-1926.

The effects of war became visibly clear to the school when the State Government acquired 'Graythwaite' and turned the old home into a hospital. The boys could talk to wounded soldiers across the fence. Even before then, the news from the front was tinged with much personal loss. The new chapel, opened in May 1915, soon became lined with memorial windows to those who had fallen. As the slaughter continued unabated, many can remember the morning service with the list of ever-increasing old boy casualties. Some had only recently been students at the school. 'I can still hear the old chaplain starting off with B.C.A. Pockley, M.P. Smith, J.A. Elliot and so on. Years after I could give the list almost completely. It made a lasting impression on my memory of the great number of the school's best boys who laid down their life for their country and their school.'⁶

One further example of the sense of loss is not sufficient but must suffice. Born in July 1896, James Blackwood had entered the school in 1907. He left at the end of 1914 as senior prefect having been awarded

⁶ Memoirs of Athel D'Ombrian in *The Torch Bearer*, May 1964, p. 162.



A Christmas post card, 1917. The new Chapel, opened in 1915, became a symbol of faith and hope for old boys at the front. (Source: Shore Archives BC6/43.)

To remind you how proud the School is of you;
To wish you such a Christmas as you most desire;
To hope for you a speedy and happy return;
And to pray for you the Best Fortune of All.
For CHRISTMAS 1917.

the Brian Pockley Memorial Prize. He had won the medals for Latin at both the Junior and Senior Examination, had rowed for the school and participated in GPS athletics. He entered university in March 1915 and enlisted the following September. He died of his wounds in France on 2 December 1916. His letters home were later published privately with an introduction by Purves.⁷

The loss of Blackwood and so many of his generation affected Purves and the older staff deeply. Of the younger masters, and even the not so young, some enlisted themselves. As one of the first to leave, in August 1914, C.R. Franklin received the support of the Council and an offer of re-employment at the end of the war.⁸ J.R.O. Harris joined up during 1915, H.H. Dixon, A.C. Ross and S. Le Maistre in 1916 and F.K. Barton in 1917. Carl Kaepfel, who left for Brisbane Grammar in 1915, also served. Two younger masters, P.C.A. Fornachon, at the school in 1914, and R.M. Abernethy, there for only 1915, were killed.

Perhaps understandably, there was little appreciation of the views of those who opposed the war or even seemed to threaten the allies' effort. At least one who had suffered did try. J. Lee Pulling had lost his son Charles early in the war. During the conscription debate of 1916 he put forward his own thoughts in *The Torch Bearer*. To Pulling, German victory remained unthinkable as it would mean sooner or later the

⁷ Shore Archives BA/49; Letters of Private James Blackwood.

⁸ Council Minutes, 8 September 1914.

occupation of Australia and the 'dismemberment of that great alliance of scattered nations which we term the British Empire'. He could feel sympathy for a woman who 'would not vote away the life of any man' but reminded his readers that it was easy to accept that life alone was our most valued possession, when faced with the 'unspeakable atrocities of the brutal Hun', one realised that Australians were called on to vote on the conscription issue not between good and evil, but for the lesser of two evils. Most of all, it would be a vote to show that what Australian schools had taught was right—the need to accept responsibility and not to live in the reflected glory of others.⁹

Overall, the war brought the Shore community together. Sense of loss was infused also with sense of achievement. Most believed that the role of the old boys had raised the esteem of the school throughout the community. For their part, consciously or unconsciously, many old boys at the war accepted that their schooling had stood them in good stead. The school and its old boys had come through the test of war; some might even say had triumphed. Most would have agreed with the headmaster at the speech day of 1915:

The Schools, I am sure will play a great part in the winning of this great war; no nation can fail whose boys remain hopeful and determined, learning at school what they have already at home in a smaller sphere to subordinate their own interests to the general good, to be their own severest critics, and to keep before them high ideals, and to be very sure that "Victor from vanquished issues at the last and over thrower from being overthrown".¹⁰

That view at least remained the sustaining hope.

For the school itself, the war brought its own problems. With masters enlisting and a general shortage of available young men, it was difficult to maintain a continuity in staffing. Expanding enrolments compounded the difficulties. Throughout all the major non-government secondary schools there was a spectacular increase in numbers during the war. Fathers away on war service, combined with prosperity and rising incomes amongst those who stayed home, contributed to this change. Equally significant was new government legislation. The Education Act

9 *The Torch Bearer*, October 1916, p. 34. Pulling's second son, Hugh, wrote to his father at the same time: 'A large number of those who get commissions from the ranks are G.P.S. chaps. I remember you addressing the cadets under the fig trees before we went into camp, and saying that many who were going into that camp as cadets would one day be leading men against the enemies of their country. We probably thought you were talking, as you put it, through your neck, but you weren't.' *ibid.*, p. 39.

10 *The Torch Bearer*, October 1915, p. 197.

A lost generation.



Some of the many Shore old boys who died in the war. (Source: *The Torch Bearer*, October and December 1917.)

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of 1916 required the virtual registration of all non-State schools educating children between the ages of six and fourteen. Many small institutions were unable to meet requirements and had to close. Other country secondary schools could not find staff because of the war. Increasingly, non-State secondary schools became both fewer in number and larger in size (see Table 4.2).

The uncertain wartime staffing situation was complicated by financial issues. The growth of the State high school system meant a reconsideration of masters' salaries. Wartime inflation had undermined past conditions. By 1918, the various State teacher organisations had formed a federation to press for access to the Arbitration Courts. The non-State schools could not remain unaffected. In November 1917, the Council decided to create grades of masters in two divisions which would include a special group on fixed salaries who had other income (principally from boarding) and grades of senior assistant and assistant

Table 4.2 Shore Enrolments, 1914–20

Year	Term I	Term II	Term III	Term IV
1914	382	370	370	357
1915	393	395	395	385
1916	407	417	427	424
1917	414	485	475	467
1918	480	479	497	494
1919	506	507	486	
1920	540	531	534	—

Note: A three-term year was introduced in 1919.

Source: SCEGS Register, 1889–1926.

masters classified according to merit, length of service and the financial resources of Council. The aim was to enable the school to compete with the high schools where junior assistant masters received from £200 to £300 by annual increments of £25 and senior assistant masters from £300 to £400.¹¹

The headmaster recruited staff actively during the war. Indeed, the staff/student ratio remained fairly steady (1:20.5 in 1912, it was only 1:21 in 1916–17). The main problem was continuity. A core of older masters, some of whom had been at the school since 1889, remained. Newer staff tended to come and go, disrupting teaching arrangements. Some younger staff did join and stay on. (See Figure 4.1.) In 1915, C.S. Hutchinson and a former old boy, J.H. Hedges, took up posts on the humanities side. One other appointment of 1915 stayed only two years but left long-lasting impressions. A. Radcliffe-Brown was already an emerging world authority on anthropology when he joined. He left in 1917 to become Director of Education in Tonga. James Clark, a former pupil teacher in Scotland and later graduate of the Sorbonne, joined the staff in 1919 becoming subject master of modern languages. Staffing changes marked a shift in the balance within the curriculum. Classics was becoming less dominant than previously. In 1915, R.P. Franklin was offered the post of headmaster of Melbourne Grammar. His departure depleted further the strength on the classical side prominent before the war. Purves himself had to take on extra classroom loads, so adding to his burden of administration and other wartime difficulties. (F.K. Barton was given charge of Lower School Latin and used the opportunity of continuing classroom changes by introducing philosophy

¹¹ Council Minutes, 11 November 1919.

Figure 4.1. Staff, 1912–18 (Nominated in order of appointment)

	1912	1913	1914	1915	1916	1917	1918	1919
D. Davies								
C. Linton								
L. A. Baker								
A. D. Hall								
R. G. H. Walmsley								
H. H. Dixon				... (At the war)				
H. Wilshire								
W. Morgan				(Died)				
C. B. Fidler								
J. R. O. Harris			... (At the war)					
J. Lee Pulling								
C. Kaepfel					... (At the war)			
A. C. Ross								
R. P. Franklin								
C. R. Franklin								
F. K. Barton					... (At the war)			
H. B. Simpkins								
E. O. Hutchinson								
A. D. Marchant								
J. P. Chard								
P. C. Fornachon				(Killed in war)				
A. S. Clark								
W. S. B. Crawford								
R. M. Abernethy				(Killed in war)				
S. LeMaistre								
J. Bogle								
C. S. Hutchinson								
A. R. Brown								
M. A. Charlton								
J. H. Hedges								
E. M. Bagot								
R. L. Jackson								
F. S. Grutzmacher								
C. A. Foggan								
H. Hunt								
C. P. Brown								
C. S. Tiley								
G. M. Searcy								
P. J. Sharp								
I. A. Rose								
D. Short								
J. Gibson								
A. J. Waldock								
A. Armstrong								
A. W. Bates								

Source: SCEGS Register, 1889–1926, various reports to Synod and *The Torch Bearer*.

Note: Dixon, Harris, Barton and Ross returned to teach at the school at the end of the war (the last named for a few weeks only).



The Chapel interior, 1918.
(Source: Shore Archives
BC6/24.)

into the discussion). In contrast, there was a strengthening in the teaching of mathematics and science. In 1916, a young South Australian mathematician, E.M. Bagot, came to the school. A scientist, F.L. Grutzmacher, joined the same year. A year later, Purves suggested to another old boy, C.S. Tiley, who had completed an engineering degree but because of the disruption of war was unable to find work in his profession, that he should come and help out at Shore in physics rather than look elsewhere.¹²

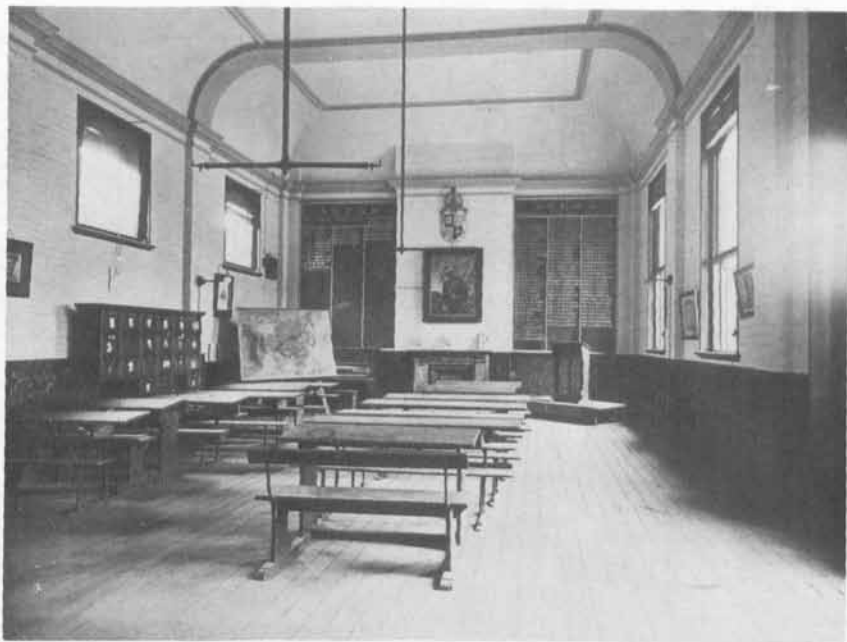
Despite the pressure of numbers and the associated difficulties of the war, examination success continued. In March 1917, Purves reported that Neville Goddard had been bracketed equal first for the Mathematical Matriculation Scholarship. Shore was the only one of the GPS schools to appear in the scholarship list for that year, an indication of the growing importance of the State high schools where entry was confined to the academic élite. The school also gained first and fourth places in the first class honours in Latin, fifth in the first class in physics and first class passes in French and English. In the 1916 Intermediate Certificate the school had a better average of 'A' passes than any other school with the exception of St Ignatius' which, having a small number

¹² Interview with Mr C.S. Tiley, 3 November 1978.

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The interior of the School Hall, 1918. Originally the dining hall, after 1903 it became an assembly hall which was also divided into classrooms. (Source: Shore Archives BC/11.)



of candidates, made comparison difficult.¹³

Not all was gloom. Purves himself still enjoyed rowing a tub pair and teaching the younger boys. There were still regular picnics at Riverview with lunch for twenty-five or thirty taken up by a scratch crew in a tub four. The river still held a high place in the school's affections. After winning the Regatta in 1913-14, under the guidance of Alan Ramsay, the school repeated the feat in 1915. Even here, however, the events of war later intruded. Eric Sinclair, captain of boats in 1915 and member of those three winning crews, was killed in France in 1918. Following the war, his family helped endow a rowing shed at Gladesville, so creating a permanent base for the school's senior rowers.¹⁴

A different and minor tragedy affected the school eight of 1918. Regarded by Alan Ramsay as one of his finest and fastest crews, the stroke developed appendicitis in the week before the Regatta. A rearranged crew rowed twenty miles in the two days before the race. They lost to Grammar and St Joseph's in a finish where only a canvas separated the three crews. A few days later, Purves presented the sick

¹³ Council Minutes, 13 March 1917.

¹⁴ *The Torch Bearer*, May 1920, p. 95.



SCEGS Champion Eight, 1915. *Standing left to right:* H.W. Chenhall (2), A.A. Heath (7), H.G. Kritsch (5), E.A. Smith (bow), Keith Williams Esq. *Seated left to right:* C.B. King (4), E.R. Sinclair (6, captain), Allan Ramsay Esq. (coach), R.C. Milton (stroke), C.W. Luscombe (3), *In front:* E.G. Mayers (cox).

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Despite the war, games and other parts of school life continued as normally as possible. This was the last championship eight which Alan Ramsay coached to victory. A good friend of Shore rowing in the 1890s, Ramsay had taken charge of the boatshed in 1903. Over the next twelve years, Shore had won the premier regatta race six times. (Source: Shore Archives SM8/543.)

stroke with a framed photo of the race.¹⁵

The growing numbers in the school accentuated the prewar problem of playing areas. The school tenure over St. Leonard's Oval at North Sydney was uncertain. Purves himself set out to find a solution. He had his own ways of discovery. Both Mrs Purves and he were keen cyclists and bicycles were a regular sight in the entrance hall to School House. They often cycled to school cricket and football matches. Before the war, Purves would think nothing of a morning cycle for a swim at the Spit Baths (a return journey of over 10 miles) decked out in 'little brown

¹⁵ *The Torch Bearer*, December 1979, pp. 160–1; private information and *The Torch Bearer*, June 1918, pp. 32–5.

knee britches', socks and tunic coat.¹⁶ Even to ride in a car, he later told a younger member of staff, 'involved an arrogant attitude'.¹⁷ By bike and foot, he now took it upon himself to investigate possible playing field sites in North Sydney and beyond. From 1914 to 1916, he kept the Council informed of his tramps around the suburb of Northbridge, just being redeveloped after a land crash in the 1890s. In February 1916, he reported that he had settled on a site of about 20 acres, just north of the Suspension Bridge, which he believed could be bought for about £150 per acre.¹⁸ The choice came none too soon. Two months later, the North Sydney Council informed the school that it had decided to let St Leonard's Oval to the newly established North Sydney High School.¹⁹

The selection of the Northbridge site was significant for a number of reasons. The importance of playing space in the minds of Purves and the Council reflected the emerging concern of organising games for all boys. Some still believed that war service itself demonstrated lessons learnt on the playing field. A number of visitors to the school stressed this view. 'Sport had been left out in the genius of Germany' the Lieutenant-Governor, Sir William Cullen, said at the 1917 speech day, 'but how magnificently the Australian boys had played up to it'.²⁰

Others considered that games and physical recreation were a necessary part of modern life. Purves himself pointed out that the school timetable took up 5½ hours of time with a further 1½ hours for preparation. This left a large part of the day which had to be occupied. It was best that it should be done in a healthy, energetic way. Moreover, 'we know that organised games train character as perhaps nothing else can. A boy learns to play for his side unconsciously, rather than for himself, and to value the game more than the prize'.²¹

There were also other pressures which many headmasters were loath to admit and others would come to resist. Almost all adult amateur

16 Interview with Sir Adrian Curlewis, 4 June 1979.

17 Memoirs of I.F. Jones in *The Torch Bearer*, May 1969, p. 74.

18 Council Minutes, 8 February 1916. See also *The Torch Bearer*, May 1964, pp. 32-4.

19 Council Minutes, 11 April 1916.

20 *The Torch Bearer*, October 1917, p. 61. Six months later on Empire Day 1918, James Ashton, MP, suggested that 'He had no doubt that the great deeds of the Australians are the outcome of their love of sport'. *The Torch Bearer*, June 1918, p. 20.

21 *The Torch Bearer*, October 1918, pp. 81-2.

sporting contests were suspended during the war. Increasingly, school-boy sport became important as a crowd spectacle and a source of supply for future adult teams. With growing enrolments, the GPS schools themselves recognised the growing public interest in the various team games. In 1916, the GPS headmasters decided to hold all rugby matches on Saturdays and not mid-week as previously. Commenting on the 1918 Regatta (including, for the first time, The Scots College as one of the five competing crews) *The Referee* noted:

The Head of the River has gained remarkably in popularity in recent years...

It is now the most popular rowing event in this state, but is still capable of expansion. The holding of the gathering on a week-day debars many from being present. There has always been a feeling among the authorities at the Great Public Schools that publicity should not be sought for their sporting events lest the strictly amateur aspect should in any way be affected, but the doings of the boys are of direct interest to a great number who would dearly love to see their contests.²²

A year later, The GPS Association agreed to move the Regatta to a Saturday.

Whatever the reason, 'sport for all' became more prominent as an aim at Shore during the war and its aftermath. In 1915, the school could put nine football fifteens into the field in inter-school competitions, while four other 'colour' teams played matches against each other.²³ With the acquisition of the Northbridge grounds, universal sport became a realistic possibility. By 1919, internal school sport had been placed on a regular basis. J.R.O. Harris, not long returned from the war, proposed the formation of a House system. The school was divided into four houses, one being called 'School', and the three others being known—after the founder of the school—as 'Barry' (Lee Pulling's boarding house) and after the first two headmasters—'Robson' (J.R.O. Harris's house) and 'Hodges' (Reverend Davies's house). The scheme was adopted for football, cricket, rowing, athletics, shooting, swimming, boxing and tennis (the last added in 1922). The houses played in various teams with points allocated towards a joint competition table.²⁴

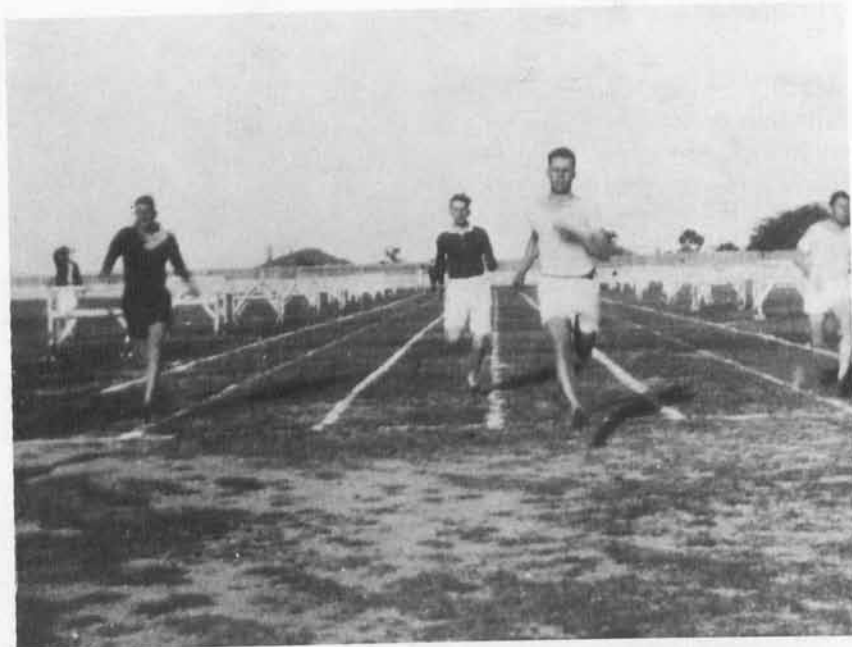
The establishment of the grounds at Northbridge not only assisted the trend towards sport for all boys. The actual purchase itself also brought about a more direct involvement of the Old Boys' Union in school

²² *The Referee*, 17 April 1918.

²³ *The Torch Bearer*, June 1915, pp. 155–60.

²⁴ General Sports Committee Minutes, 5 August and 1 September 1919, and 26 February 1920. See also *The Torch Bearer*, August 1925, pp. 66–7.

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Athletics at Northbridge,
1921. (Source: Shore Archives
SM2/235.)



affairs. The creation of the Memorial Library had been one step in this direction. The involvement of individual old boys had become more significant after 1909 when A.B.S. White became the first former pupil to be elected to the School Council. With the background of wartime service of so many old boys, the Council itself approached the Union to suggest co-operation in acquiring the Northbridge land. A sub-committee composed of both Council and Old Boys' Union representatives was formed in December 1916. As a result, it was agreed to buy 10 acres from the Royal North Shore Hospital for a total sum of £3 800. The Council paid a deposit of £1 000 and a Northbridge Grounds Executive Committee, composed principally of old boys, was then formed to raise the extra £2 800 and a further sum of between £2 000 and £3 000 for future ground improvements. In August 1918, it was decided to purchase an adjoining $11\frac{1}{4}$ acres for an extra £4 275.²⁵

The grounds were opened formally on 27 September 1919. Fittingly, the area was dedicated as the Northbridge Memorial Grounds as a testimony to the 880 old boys who had served and the 122 who had died during the war. After four years' absence, the annual cricket match between the school and old boys was revived and played on the newly

²⁵ Council Minutes, 12 December 1916, 13 February 1917 and 7 August 1918; Minutes of Northbridge Grounds Executive Committee, 26 May 1917.



The 1921 Northbridge Fete Committee. *Standing left to right:* Mr A.L. Blythe, Mr Russell Sinclair, Mr F.W. Hixson, Mr N.G. Heron. *Seated:* Mrs Purves, Mrs Sinclair, Mrs Blake (a visitor), Mrs Esplin and Miss Rhodes. (Source: Shore Archives AB/13.)

prepared wicket.²⁶ In the ensuing five years, the Northbridge Grounds Executive Committee supervised the final purchase and improvements to the sports grounds. One of the leading figures in this respect was Randal Carey who oversaw the construction of the main oval. A ladies' committee was formed, principally under the direction of Mrs D. Esplin, to organise fetes, dances and concerts. A pavilion was erected, three further playing fields formed and top dressed and over 150 trees were planted. By 1925, more than £9 000 had been spent on the grounds in addition to the original purchase price of £8 075. Most had come through donations and fund raising. It was a practical demonstration of co-operation between the School Council, Old Boys' Union and affiliated organisations.²⁷

The school recognised the significance of the war service of old boys in one other way. In March 1918 Purves informed the Council that he was having trouble in admitting boys in order of priority of application. The Council instructed him to open a register of all applicants and admit boys to the entrance examination in order of dates of their application.

²⁶ See *The Torch Bearer*, December 1919, p. 65.

²⁷ Report of Sydney Church of England Grammar School in *Year Book of the Synod of the Diocese of Sydney*, 1926, pp. 92–3; Sydney Church of England Grammar School, Old Boys Memorial Grounds, Annual Report for 1924–25.

The only reservation was that the sons of all old boys should have priority over other applicants.²⁸

For the nation and the school, peace had come in November 1918. A false rumour meant that many in Sydney celebrated the Armistice on Friday, 8 November, three days before the hostilities officially ceased. That Friday the boys in the school went wild, marching through the streets of North Sydney bringing in girls from other schools and doctors and nurses from 'Graythwaite'. The whole school gathered with their guests for a group photograph which included the headmaster with babe in arms.²⁹

Despite the joy, the war left many legacies. One was the influenza epidemic which swept the world in 1918-19. The New South Wales Government closed all schools at the beginning of 1919. As a result, the school year did not begin until March. In the intervening four weeks, the masters prepared a scheme of postal tuition. Four hours work daily was sent out to each boy who returned it later for marking.³⁰ Even when the school re-opened, sickness continued. As elsewhere, muslin masks covering nose and mouth became a feature throughout the school. One dormitory in School House was turned into a ward with two trained nurses. By mid-1919 there were about 50 cases there, including both boys and masters.³¹

In other respects, post-war adjustment involved material changes. During 1918 the Council had decided to create a third storey on the top of the old classroom block. Further financial aid came in the form of £10000 from the terms of the will of the benefactor, Sir Samuel McCaughey, who had left extensive sums to educational institutions throughout Australia. As a result, the Council decided not only to add to the classroom block but build two floors of School House dormitories, providing accommodation for 37 boarders.³² At the same time, two rooms under the library were converted into new physics and chemistry laboratories as a memorial to James Blackwood.³³

28 Council Minutes, 12 March 1918.

29 *The Torch Bearer*, December 1918, p. 121.

30 Council Minutes, 4 February 1919, and *The Torch Bearer*, June 1919, p. 160.

31 Information from Mr P.F. Phillips, 29 November 1980.

32 Council Minutes, 12 March 1918.

33 See *The Torch Bearer*, May 1921, p. 53 and August 1921, p. 92.

New building was associated in part with a brief flirtation with new ideas. In England and Australia some young men returned from the war determined to build a new social order. F.K. Barton was one. Following his war service, he had spent a period in England learning from some of the disciples of progressive education including Homer Lane and Caldwell Cook of Perse School, whose important book *The Play Way* (1917) had suggested that learning could be based on choral speaking and speeches.³⁴ Returning to the school in 1920, Barton formed a tacit alliance with A.G.L. Mackay, a new master who had come in 1919. They laboured hard for a year to change teaching methods. Mackay in particular tried to institute an experiment in 'self-government'. He later described its operation in detail. The main principle was to allow boys to make speeches on various subjects and conduct themselves as at a public meeting, with an appointed chairman and a boy to take minutes.³⁵ Purves encouraged these efforts. At speech day in August 1920, he claimed, 'It is to our good fortune to have on the staff at present, a small body of masters expert in the latest development of teaching boys to be independent and manage their own affairs'.³⁶ Others were less convinced. Barton and Mackay came into conflict with the older group of masters. At the end of 1920, both left. Barton took over Turramurra College where he was able to allow some of his ideas to come to fruition.³⁷ Mackay went to Fort Street High and carried on some of his experiments.

Some parts of the old order did begin to change. Judge Backhouse retired from the Council in 1921. Already, members of the Old Boys' Union had begun to play a more dominant role in school administration. In 1919, A.B.S. White had become Secretary of the Council and Randal Carey, Treasurer. A change in the constitution of the school assisted this trend. In part, it resulted from developments elsewhere. During the immediate postwar period, the Church took over a number of schools and founded others. Among the arrangements for acquiring Barker College at Hornsby was a provision for the representation of its Old Boys' Union on the School Council.³⁸ By the early 1920s, steps were

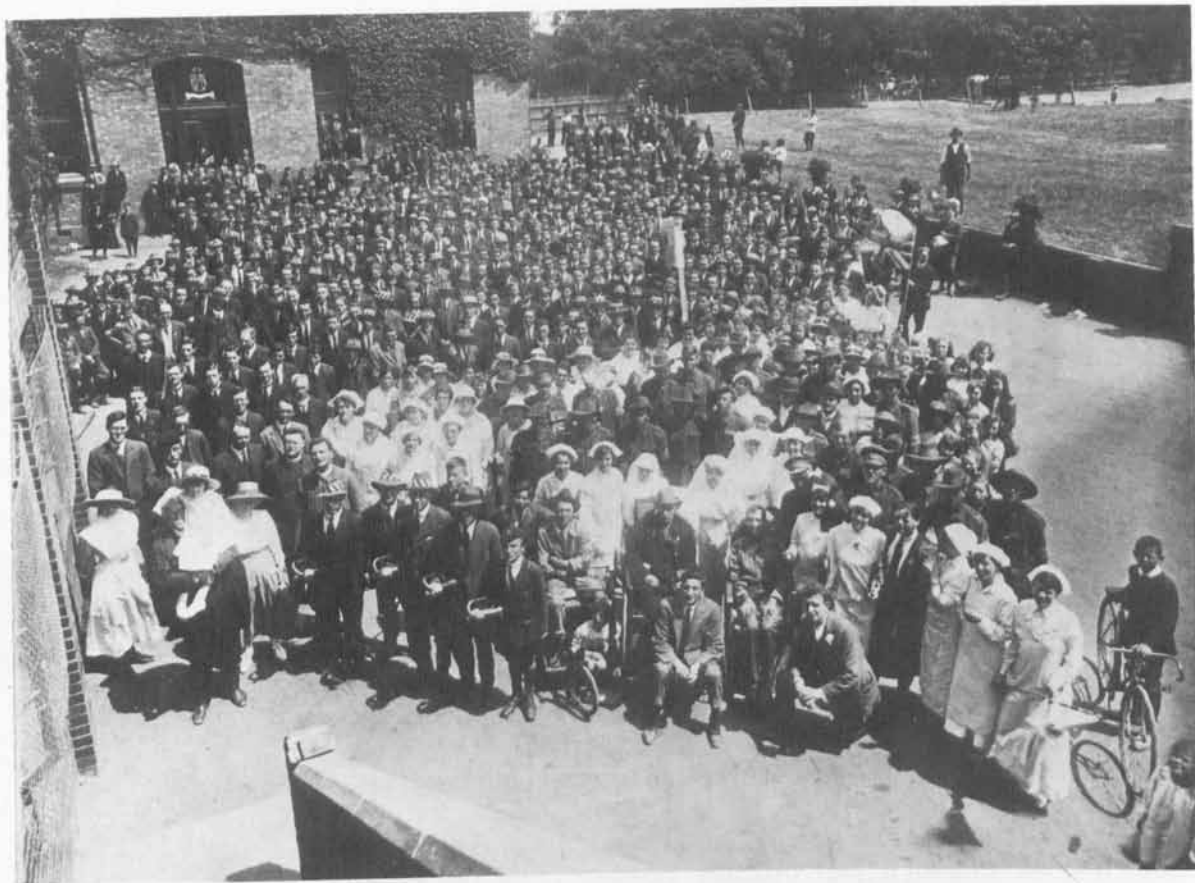
34 F.K. Barton, 'What I Mean by Independence Within the School', pp. 7-8.

35 See A.L. Gordon Mackay, *Experiments in Educational Self-Government*, George Allen and Unwin, London, 1931. I am grateful to Dr R.C. Petersen for this reference.

36 *The Torch Bearer*, December 1920, p. 5.

37 See R.C. Petersen, 'Australian Progressive Schools II. Heirs of Homer Lane', *The Australian Journal of Education*, Vol. 14, No. 1, March 1970, pp. 1-11.

38 Stuart Braga, *Barker College*, pp. 102-3.



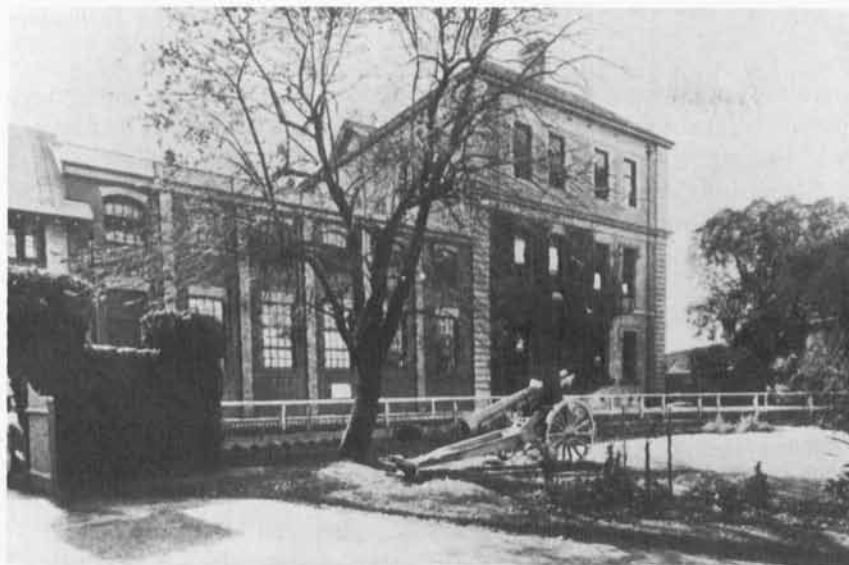
Peace at last. The School gathered together with the staff and patients of Graythwaite on Friday 8 November 1918 to celebrate 'the Armistice' which would be announced formally three days later. (Source: Shore Archives SA/10.)

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under way within Synod to change the composition of all Church school governing bodies. An ordinance of Synod in 1923 enlarged the Shore Council to include five representatives of the Old Boys' Union. It was a culminating recognition of the importance of the old boys to the school.

The new era in school management was accompanied by the need for finely attuned financial skills. In 1919, the Council appointed E.B. Jukes as school accountant.³⁹ By 1922, the Treasurer could point out that expenses were consuming 95.7 per cent of income, an increase of 3 per cent in two years and leaving only 4.3 per cent for emergencies. There still remained the need to refurnish the old classrooms which had remained untouched since the opening of the school, while the main school house required painting. He could see 'a very anxious time

³⁹ Council Minutes, 11 August 1919.



The teaching block and labs, c. 1922. The third storey has been added to the old block. The field gun was a heritage of the war. (Source: Shore Archives BC19/20.)

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ahead of us for the next few years', but provided the enrolment was maintained, 'I think we should pull through with careful management'.⁴⁰

The burdens of past years were now taking their toll of the headmaster. There was growing concern over his health. After the strain of the war years, he had taken an extended holiday in 1919. The expanded size of the school in the postwar years added further problems. His wife found it difficult to cater for the larger number of School House boarders. There were criticisms over the food, regarded as inedible. On one occasion the boys went on strike and refused to eat. All this hurt Purves.⁴¹

At the end of 1921 the school community suffered a loss which affected all but was deeply personal to Purves himself. He had maintained close contact with Mr and Mrs Hodges. (Arriving as a master in June 1921, a young I.F. Jones had tea with the Purveses and found Mrs Hodges a guest in School House.⁴²) On 6 November 1921 Charles Hodges died at Orange. A funeral service was held in the school chapel on 8 November. The Archbishop presided and representatives from Rugby, Townsville and the school carried the coffin. The boys lined up

⁴⁰ Council Minutes, 14 February 1922.

⁴¹ Some of this information comes from various interviews.

⁴² *The Torch Bearer*, May 1969, p. 74.

on each side of the school grounds and along Blue Street as the cortege passed on the way to South Head cemetery. It was obvious that an era was passing.

Six months later Purves handed in his resignation. The Council tried to persuade him to stay and fruitlessly even sought the support of his wife. All was to no effect. In accord with the previously established principle on the resignation of Hodges, he was offered a place on the Council and accepted. He and his wife retired to live, appropriately, on the North Shore, first at Wahroonga and then Roseville. They continued to enjoy bicycling and Purves tended his garden and played golf.⁴³ He died in 1937. On the death of Mrs Purves in 1963, B.H. Travers paid a worthy tribute to the rather reserved classical scholar who once kept goats for his children's milk and who saw a talk as often a fit punishment for misdemeanours:

In the light of passing years it is now patently obvious that his deep but kindly concern at the sacrifices made by Old Boys in World War I greatly affected his health and ultimately caused his retirement from the school. Now too we realise how patient, how considerate, how compassionate a man he was; ever sympathising with honest failure but never condoning dereliction of duty; ever displaying scrupulous integrity but never disparaging the endeavour.⁴⁴

The school had seen the last of its English-born headmasters.

43 See the account in *The Torch Bearer*, December 1921, pp. 127–9. Much of this is based also on information from Miss Phyllis Purves.

44 Shore Archives, 4B3/8.

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A new era

THE first three headmasters of the school had been English-born and educated. For the previous three decades Shore had been formed along the lines of an English public school transplanted to the Antipodes. In drawing much of its inspiration from the United Kingdom the school had been typical of most Australian social institutions. The 1920s were to mark a change. A generation of Australian-born were coming into their own. Born and raised for most of their life here, many of the nation's leaders in the decade following the war had different priorities from those of their parents. Rather than seeing themselves simply as loyal citizens of the British Empire, most of this generation described their faith as that of independent Australian Britons.¹ Interests specific to the local environment became as important as commitment to the wider Imperial network. So it was to be at Shore.

The new atmosphere even affected the School Council. After two decades of general continuity in school administration, it decided to proceed first by 'private and confidential inquiry' rather than by advertisement. A list of names of churchmen and educationalists resident in Australia was put forward, from which a ballot produced three—Brigadier General Iven Mackay, former physics master in the school and later commander of the First Infantry Brigade in the First AIF, Dr Robinson, Assistant Professor of Modern Languages at the Royal Military College, Duntroon and Mr Robson, senior mathematical master at Geelong Grammar. The Council interviewed all three and decided to offer the post to Mr Robson.²

1 The phrase is that of Keith Hancock in *Australia*, London, Ernest Benn, 1930.

2 Council Minutes, 12 September, 27 September and 3 October, 1922. Mackay was to become headmaster of Cranbrook and later commander of the Sixth Division. Robinson who had a distinguished university record at Sydney and held a PhD from Jena in Germany became Lecturer in English and Modern Languages, and later Associate Professor, at Queensland University.

Leonard Charles Robson was born on 17 October 1894, youngest of three sons of James Robson, a government official in the Treasury. A close-knit family, both his parents took an abiding interest in the education of their sons.³ After attending Stanmore superior public, L.C. Robson entered Sydney Grammar in 1907. At the Junior Examination in 1910, he won medals for algebra, geometry and chemistry and the overall prize for general proficiency. At the 1912 Senior Examination, he won prizes for four mathematical subjects and again the prize for general proficiency. A prefect, rower and good athlete, perhaps the only recorded adverse comment in his school career came on one of his reports: 'A good lad—capable and hard-working—not strong on the imaginative side—does he read much. There will be serious limitations to his career unless self culture supplements school work'.⁴ It was an opinion which he himself would repeat to audiences over fifty years later.

Robson was at Grammar in the last days of Weigall. From that legendary headmaster, he apparently learnt a distaste for vulgarity and ostentation which would become part of his own moral precepts. There were also the influences of those committed to a scientific explanation of the world. At Grammar, there was A.H. Lucas. At the University of Sydney, he formed a long-lasting friendship with the mathematician, Professor Carslaw. He won high distinctions each year in mathematics, chemistry and physics and graduated with first class honours in mathematics.

Robson enlisted in the First AIF in 1915. First rejected for poor eyesight, he became a stretcher bearer but was promoted later to become lieutenant and adjutant in the Eighteenth Battalion. He was mentioned in despatches in 1917 and awarded the Military Cross in 1918. His war experience would have a marked impact on his later educational practices and views. As an adjutant, he learnt administration. As an Australian soldier, in common with many of his generation, he became committed to an ethic of service and sacrifice which he had seen among many of his comrades. Such commitment carried over into his role as headmaster. No longer would there be bicycles in the entrance hall to School House. Instead an officer's pistol was soon to be

3 Interview with Colonel Basil Holmes, 11 August 1981. (Colonel Holmes was a cousin of L.C. Robson.)

4 Sydney Grammar School, Report on Robson 3, 22 September 1907 (in possession of Dr Alastair Robson). According to his own account, his father determined to send his sons to Grammar after seeing Weigall leading a column of cadets down College Street, Sydney. L.C. Robson Papers, Box IV.



L.C. Robson, 1923.
(Source: Shore Archives
HB4/1. From *The Torch
Bearer*, May 1923.)

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found hanging there.

While overseas, Robson was awarded the New South Wales Rhodes Scholarship for 1916 (his brother Alfred had been New South Wales Rhodes scholar for 1912). He took up the award after the war, reading mathematics at New College, Oxford and graduating with first class honours in 1920. Returning to Australia he became senior mathematical master at Geelong Grammar. He was aged twenty-eight when he took up his appointment as headmaster of Shore in January 1923.⁵

⁵ When Robson arrived in Sydney in October 1922 for his interview with the Shore Council, a delegation from the Sydney Grammar Council met him at Central Railway to hand over an offer of appointment as headmaster of his old school. He considered it seriously, but declined principally on the grounds that there were still too many old masters at Grammar who had taught him. Secretary, Board of Trustees, Sydney Grammar to L.C. Robson, 3 October 1922 (in possession of Dr. Alastair Robson). Further information from Mr R.C. Dence.

His early Australian education and his experiences as an officer in the Australian Army during World War I marked out Robson from his predecessors. Also significant were his views on the needs of Australian industry and commerce. Very early, he recognised that there was a close relationship between schools and the economy. 'The object of any school is to provide training of such a character as will best fit its pupils to be of service to the community', he wrote for the Sydney Chamber of Commerce in 1924. Although such schools as Shore had generally prepared boys for professional life as a first choice, commercial careers were now achieving equal status. 'This is a happy state of affairs, for the national prosperity depends more than ever before upon a high level of efficiency and endeavour in productive industrial and commercial life.' What was necessary was to convince industrialists that prolonged schooling would be beneficial in producing those who could exercise trust, be self-reliant and develop moral qualities all under 'continual guidance'.⁶

From the beginning of his headmastership Robson encouraged contacts with industry and in 1924 began what would be a series of careers advice offered to the boys by professionals and businessmen. He also tried to encourage a greater awareness of communities outside the home environment of most Shore boys. In 1925, a Shore Club was started in the industrial suburb of Erskineville where fifth and sixth formers could mingle with the local boys. In his address to the boys on the formation of the club, Robson suggested that social inequality had been a recurring theme of human history. He could offer no solution except to suggest that each individual should become more aware of the 'spirit of service', to think about and understand social problems and to take a 'broad view of life and responsibility'.⁷

In supporting such practices, Robson was following in part the spirit of the New Education which had begun in English and some Australian schools even prior to World War I. It was an acceptance in part only, however. He was not unaware of the rhetoric of education for social reconstruction which percolated throughout the English-speaking world in the inter-war years. Rather than rejecting it outright, he found it unable to provide the necessary moral purpose of schooling. In 1928, at a conference at Morpeth College, Newcastle, he addressed the other headmasters of all the major Church of England boys' schools in

6 L.C. Robson, 'School Life and Industry'. *The Australian Teacher*, August 1924, p. 35.

7 The undated address is in L.C. Robson Papers, Box VII.

Australia (all much older than he) on the subject of 'The Place of Religion in School Life'. Basing his thoughts on Professor Findlay's *Foundations of Education* and the distinction between utilitarian and other social functions, Robson suggested that it was the purpose of the clergy, artists and statesmen to interpret the human condition and then 'the teacher comes along in their wake, confirms the advance and consolidates the position so that his young charges may advance a further step, if they are able, in social evolution'. Yet he remained sceptical of the view that human virtue could pass from one generation to another. It was within the development of the individual inner self that he held most confidence. Such should be the 'transcendent aim' to thereby foster 'intellectual power' and 'refinement of feeling'. In many ways it was a restatement of the vision of Thomas Arnold for a twentieth-century audience.⁸

Robson was, therefore, a conservative reformer. He was suspicious of any changes in teaching method which would replace traditional ways. As he told his audience on his second speech day in 1924:

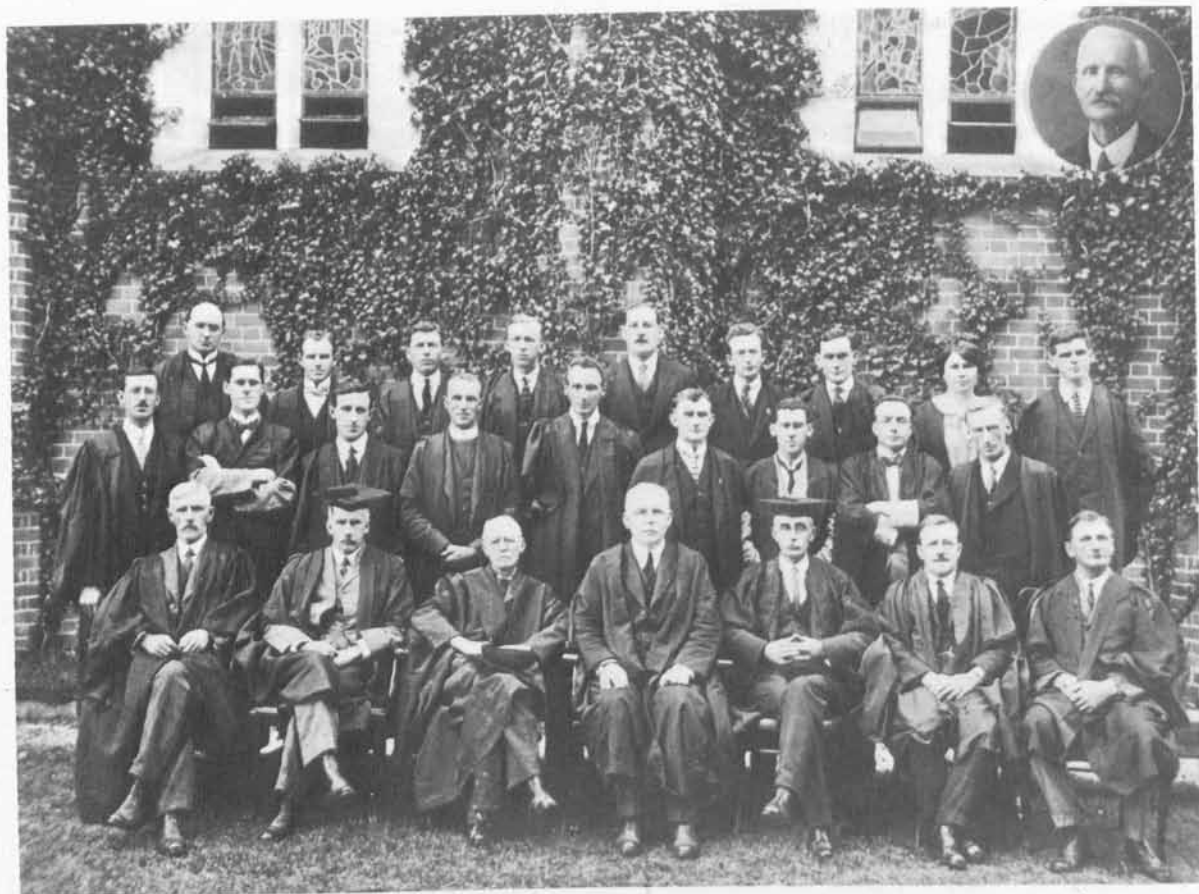
There has recently been even more public discussion than usual of educational topics, and especially of methods of teaching . . . all have heard of the death-knell of class teaching, and of the humiliating effect of the class list. We have been told that the study of the classics is purposeless. There has been frequent reference to new methods, and the impression has undoubtedly been created that rapid change is advisable . . . I confess myself upon the side of the moderate conservatives, who are anxious to hold to anything that is good, and to discard it only in favour of some tested improvement. The ideal is the same as it always had been, to induce in the mind of the pupil the desire to learn, and to use his master as a guide and helper.⁹

As a result, Robson wished to redirect rather than overturn what had gone before. Within a year of his arrival he had helped reorganise science teaching so that for the first time chemistry could be taken at the Leaving Certificate. At the same time, he still held to the nineteenth-century view that classics trained the mind. 'The first object of any secondary work is to expand the mental capacity of the pupil. Most teachers with experience realise that there is no method so useful in attaining this object as the methodical study of a language with a clear and orderly accidence'.¹⁰

8 L.C. Robson, 'The Place of Religion in School Life', 23 May 1928, L.C. Robson Papers, Box XIV.

9 *The Torch Bearer*, May 1925, p. 9.

10 *ibid.* Even senior students specialising in science and mathematics were encouraged not to drop Latin. Information from Dr K.N. Bradfield.



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 The Shore Staff, 1922. *Back row:* F.L. Grutzmacher, A.S. Sams, E.J. Clinch, H.V. Byth, Sgt Maj. F.J. Davidson, J.B. Burrell, I.F. Jones, Miss M. Mackey, W. Dancer. *Middle row:* E.M. Bagot, C.S. Tiley, A.A. Ouvrier, Rev. R.E. Freeth, C.S. Hutchinson, J.R.O. Harris, J.H. Hedges, F.A. Robertson, R.G.H. Walmsley. *Front row:* A.D Hall, H.H. Dixon, Rev. D. Davies, W.A. Purves (headmaster), C.H. Linton, J. Clark, J.L. Pulling, *Inset:* L.A. Baker. (Source: Shore Archives, MA/148. Photo: Melba Studios.)

In the main, efficiency and regularity became much the order of the day under the new headmaster. It started with the school administration itself. Even before seeking applicants for the headmastership, the Council had decided to take over the running of School House. The headmaster was to receive a fixed salary of £1 000 provided total school enrolment was at least 350, while there would be capitation fees for

every boarder in excess of fifty in School House and in excess of twenty in the other houses, up to a maximum of an extra £500, until total enrolment passed 700 when a new agreement would be made. The Council was to grant the headmaster and his family accommodation and meals in School House.¹¹

Robson arrived to find much of the boarding facilities in School House in urgent need of repair or replacement. He soon submitted to Council a list of items required, including almost a new stock of bedding and kitchen utensils. He also put forward suggestions for improving the housekeeping and its accounts, new arrangements for paying staff and even provisions to regularise the pocket-money of boys. His final suggestion for the Council was appropriate: 'I submit to your consideration the suggestion that the headmaster be kept free from all work which is normally done by the Bursar of a school'.¹²

Seven months later, the Council agreed to appoint a school bursar to manage school accounts and grounds. Mr F. Nicholson was appointed at a salary of £500 per annum.¹³ In April 1924, the Council decided to appoint its own Finance Committee to approve school expenditure.¹⁴ These decisions fulfilled part of the aim of delegating responsibility, a practice which Robson himself had learnt as an adjutant in the army. He extended the policy by recommending in 1925 that H.H. Dixon become officially second master in the school, a post which he took up in 1926.¹⁵

This was all part of new staffing arrangements. Robson had brought from Geelong Grammar B.G. Davey to help develop commercial studies in the school. An accountant, he was to teach mainly in the Middle School and Upper Fourth mods.¹⁶ The rest of the staff was made up generally of those who had had long service in the school and younger men who had joined during or after the war (Table 5.1).

In May 1923, the Council resolved to take steps to allow for the orderly retirement of the four oldest masters, recognising its 'moral obligation' of establishing pensions for them.¹⁷ It was decided also to

¹¹ Council Minutes, 12 September 1922.

¹² Headmaster's report in Council Minutes, 13 February 1923.

¹³ Council Minutes, 26 September and 29 October, 1923.

¹⁴ Council Minutes, 28 April 1924.

¹⁵ Council Minutes, 18 November 1925. See also *The Torch Bearer*, May 1926, p. 14.

¹⁶ For his career and achievements, see *The Torch Bearer*, May 1948, pp. 3-4.

¹⁷ Council Minutes, 8 May 1923.

Table 5.1 Shore Staff, December 1923

<i>Name</i>	<i>Years of Service</i>	<i>Age</i>
C.H. Linton	35	61
D. Davies	35	65
L.A. Baker	34	65
A.D. Hall	33	60
R.G.H. Walmsley	23	48
H.H. Dixon	22	50
J.R.O. Harris	21	46
J. Lee Pulling	20	56
J.H. Hedges	8	31
F.L. Grutzmacher	8	41
E.M. Bagot	8	35
C.S. Tiley	7	30
J. Clark	5	50
F.A. Robertson	5	28
R.E. Freeth	4	37
A. Ouvrier	4	29
I.F. Jones	3	24
J. Burrell	3	34
E.J. Clinch	3	30
A.S. Sams	3	27
Miss M. Mackey	3	42
B.G. Davey	1	39

Source: Figures attached to Report of House Committee of Council, 26 October 1923.

consider a possible pension scheme for all the staff. A year later, on the school anniversary of 4 May 1924, A.D. Hall died. As a tribute to his long years of service, the Council agreed to provide his wife a pension for five years and educate his son free.¹⁸ At the end of 1924, David Davies retired from teaching but remained as honorary archivist for the school.¹⁹ A year later, Charles Linton, who had been suffering from ill health, accepted the Council's offer of a year's leave on full pay and a pension.²⁰ Finally, at the end of 1927, L.A. Baker retired on similar conditions.²¹

The death of A.D. Hall and the retirement of the other three masters, all of whom had been at the school almost since its beginning, marked the end of an era. A new generation of Australian-born masters re-

18 Council Minutes, 21 May 1924.

19 Council Minutes, 20 August 1924.

20 Council Minutes, 21 October and 18 November 1925 and attached correspondence.

21 Council Minutes, 14 March 1927.

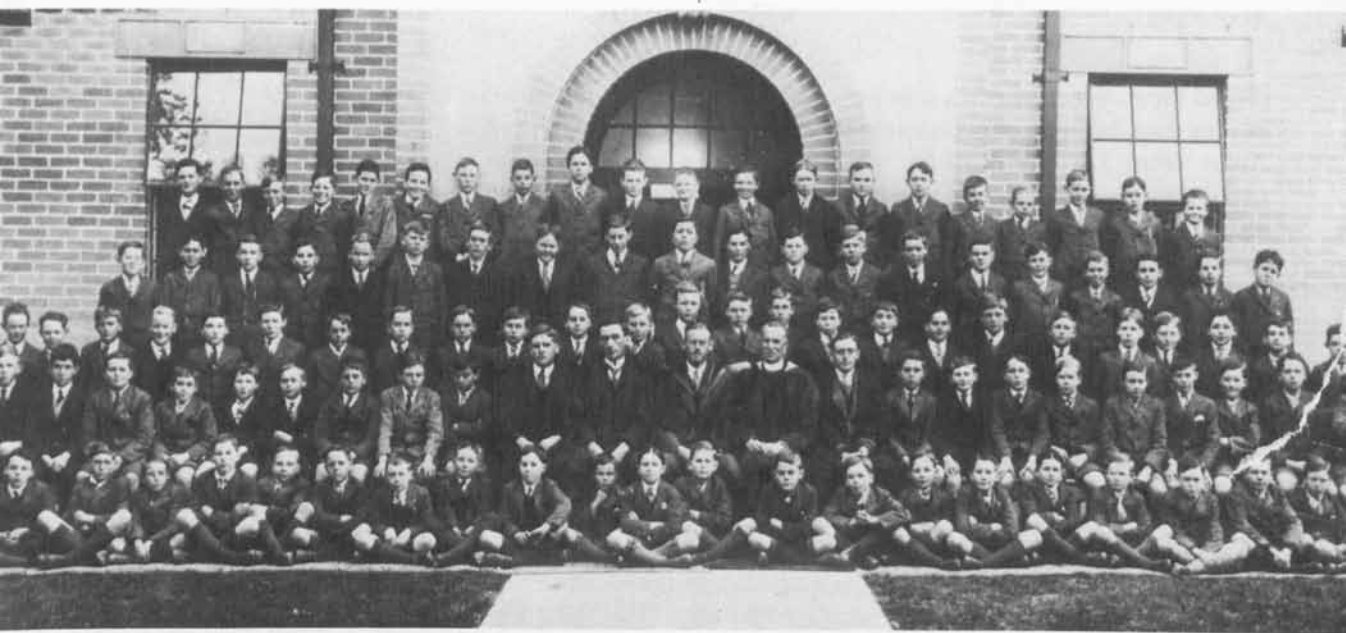
placed them. Significantly, a number of appointments in the last years of Purves had been in the humanities, modern languages and science. Apart from I.F. Jones, who was to specialise in the classics, the appointments of 1921 had included A.S. Sams who taught English and history, the French teacher Miss Mackey, who until World War II would remain the only woman on the staff, and J.B. Burrell, who would teach in the Lower School. A former chemistry teacher at the University, E.J. Clinch, helped strengthen the science side, taking charge of Leaving Certificate chemistry. Among the early appointments of the new headmaster was a young University of Sydney English graduate, P.H. Eldershaw, who arrived in 1924. Mr C.E. Burgess joined the staff at the end of 1926, later becoming senior English master and then senior history master in 1939. In 1925, G.H. Broinowski had joined the staff to teach French and mathematics, and an old boy, E. Mander-Jones, had returned to teach in 1926. In 1928, the Reverend N.à B. Backhouse became chaplain. Born in Melbourne and educated at Ormond College, he had been ordained in England where he had taken part in social action in the slums of East London. He would help carry forward that mission in his work for the boys' club attached to the school.

The retirement of the old masters led to two further changes. The pensions established on their retirement brought about a consideration of the whole subject of superannuation. In conjunction with the twenty-fifty anniversary of the school in 1914, the Old Boys' Union had established The Torch Bearer Fund, which was based on voluntary subscriptions from members as a means of providing allowances for masters who had twenty-five years' service.²² In 1926, the School Council took over the fund and at the same time established trustees to administer its own endowment scheme on terms similar to that operating at Melbourne Grammar. An extra school fee of 10/6 per term was imposed to pay the premiums.²³

More immediate were the new arrangements for boarding. With the retirement of the Reverend David Davies, the Council decided to purchase his boarding house and run it itself. 'Ned' Bagot became housemaster. As part of establishing links with the past, and in common with the house competitions started in 1919, this boarding house became officially known as 'Hodges'. In 1925 the Council also purchased 'Pinwherry' (one of the three houses Sir Thomas Dibbs built for his

²² *The Torch Bearer*, June 1914, pp. 10-12.

²³ Council Minutes, 16 December 1925, 7 May and 9 November 1926. See also *The Torch Bearer*, May 1927, p. 11.



The Prep. School 1926.
(Source: Shore Archives
BC22/5. Photo: Melba
Studios.)

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family and formerly known as 'Marilba') and J.R.O. Harris and Robson House moved from the 'Old Observatory' just down the hill. Four years later, the Council bought another of the former Dibbs' homes, 'Elsmere', and Hodges House moved there in 1930. It was all part of a policy of bringing boarding closer to the school and more within its general financial and administrative control. Only Barry House, in the third Dibbs house, 'Bishopsgate', still remained under the personal arrangements of Lee Pulling.

The new headmaster was also anxious to strengthen the overall academic standards of the school. In late 1924, he proposed to the Council the 'urgent need' to establish a Preparatory School, so reviving some of the prewar discussion.²⁴ By mid-1925, the Council had agreed to purchase 'Upton Grange', the property next to 'Graythwaite' and formerly the home for the hospital's nurses. At speech day 1925, the headmaster explained the reasons for opening a preparatory school.

One of the greatest tasks which we have to face each year is the prompt assimilation of our new boys. The difficulty of the task is not due to the number of boys, but rather to the variety of their early training. Our recruits are drawn from a number of different sources, which vary greatly in curriculum and in the standard attained. A considerable proportion are

²⁴ Headmaster's report in Council Minutes, 19 November 1924.

country boys, who have, in most cases, had little opportunity for suitable primary training. . . . Each year we are faced with the problem of shaking together into uniformity boys who have reached a fair average standard, but who are by no means uniform in individual subjects. It has become most necessary to have a standard in the Lower Forms, and to provide a section of the school which will give primary education which our experience has found to be most suitable for secondary work.²⁵

The Preparatory School opened in 1926, taking in both day boys and boarders. Three classrooms were downstairs with boarding accommodation upstairs. The boarding facilities conformed to modern standards of efficiency. The dormitories were designed to minimise distance between the matron's room, clothes and linen room and the bathroom. The lack of furniture in bedrooms helped cleaning.²⁶

The new 'Junior' boarding house (later named 'Purves') opened with 23 boys. It was decided to draw a distinction between the Preparatory School and the Main School at the level just below the Third Form. As a result, the two old Second Forms and a new First Form constituted the new Prep. The initial enrolment was 98.²⁷ The first headmaster of the Prep. was the Reverend R.E. Freeth. After he left to become headmaster of Guildford Grammar in 1928, R.G.H. Walmsley took charge.

The organisation and teaching in the Prep. took much of its shape from the activities of the main school. The boys were divided into quarters named after the four masters: Linton, Hall, Davies and Baker. Prep. teams engaged in sporting competitions with other schools. The curriculum focused on preparation for a grammar school education with basic work in mathematics, English and languages. In its first year the Prep. boys also took part in performances of 'Hamlet' and 'Macbeth'.²⁸ There was also room for innovation in musical teaching, so reviving some of the developments of the 1890s. Lessons on the history and appreciation of music were held in conjunction with class singing. Under Walmsley, a Prep. choir emerged.²⁹

The first five years under the new headmaster were undoubtedly a success. Enrolment had grown from 554 in 1924 to 610 in 1926, with the opening of the Prep. School. By 1929, there would be 667 boys in the

25 *The Torch Bearer*, May 1926, pp. 9–10.

26 For details, see *The Torch Bearer*, May 1964, p. 79.

27 Headmaster's report in Council Minutes, 17 February 1926.

28 *The Torch Bearer*, December 1926, pp. 154–5.

29 *The Torch Bearer*, September 1927, p. 81.

school with 68 boys in the sixth form and 202 boarders.³⁰ Academic standards remained high. Over the period 1923 to 1927, Shore boys had been first in general proficiency each year of all male candidates at the Leaving Certificate.³¹ The school was in a healthy financial condition. As early as 1925, the report of the Treasurer had noted that, for the first time in five years, income exceeded expenditure. Under the new arrangements, the boarding houses were actually making a profit.³²

By late 1927, the Council was preparing plans for future development. A sub-committee of Council meeting to consider possible options had even raised the question of whether the school should transfer to a new site, but rejected it on the grounds that such a move would change the character of the school.³³ As Robson indicated at the 1927 speech day:

The idea of establishing a large school in big grounds is very attractive at first, but it involves consideration of the whole question of the purpose which the school is designed to serve. The purpose implied at our foundation was that we should be a day and boarding school, capable of serving the church and the community in Sydney and in the country. The need for a school of our present character is greater now than it was years ago, and will become even greater in the future. A sweeping move would change the character of the school: though a fine boarding school might spring up, 'Shore' would cease to exist; and more important still, many of the services which 'Shore' renders in the present character would be lost.³⁴

Without excluding the possibility of some future development at Northbridge, the Council sub-committee had therefore decided to remodel the existing buildings, by first providing new and expanded accommodation for boarders. Other areas for future consideration included a school assembly hall, improved laboratories, concentration on the Prep. School, additional classrooms and completing the policy of bringing all boarders under the financial control of the school.³⁵ A wide and expansive policy of modernisation. Before consideration could be finalised another matter had to be settled.

30 Figures from *The Torch Bearer*, May 1964, p. 42.

31 Headmaster's report in Council Minutes, 21 March 1928.

32 Treasurer's Report for 31 December 1925 in Council Minutes.

33 Council Minutes, 16 November 1927.

34 *The Torch Bearer*, May 1928, p. 11.

35 Council Minutes, 16 November 1927.

The new era was not without its tensions. One incident in 1928 highlighted the difficulties of a young headmaster coming to terms with what many saw as the traditions of a school.

Over the previous decades, but particularly since the war, a close relationship had emerged between the school and its old boys. As in other church schools, the relationship had been formalised by the new ordinance of Synod in 1923 allowing for the election to Council of five representatives of the Old Boys' Union. (These would be in addition to the existing provision for six laymen.) With the introduction of this arrangement, the Old Boys' Union would come to exercise an indirect but important influence on school administration and policy. Of the five Old Boys' Union members elected for the first time in 1924, R.W. Carey and A.B.S. White were previous lay members of Council. Carey would remain on the Council until 1932, A.B.S. White until 1945, being Secretary for most of the 1920s. Dr A.H. Moseley would serve on the Council until 1942 and Dr F.G. Antill Pockley until 1932, the same year in which the fifth Old Boys' Union representative, Mr Dudley Williams, also retired. All five would play an active part in Council affairs. Their presence signalled the beginning of the era when old boys would come to have a dominant voice on Council.

These changes were associated with a search for some independence on the part of the Union itself. In 1926, it was decided to discontinue the traditional practice whereby the headmaster of the school had been *ex officio* President of the Union. Despite opposition from the new headmaster, the Union now decided to elect its President from amongst its own members.³⁶ The first, holding office for two years, was N.Y. Deane. A.B.S. White succeeded him in 1928–29.

By the late 1920s the Old Boys' Union was both formally and informally involved in school affairs. The playing of games held a high place amongst the priorities of many old boy supporters of the school. The passion was typical of the age. The introduction of house competitions at Shore in 1919 had been associated with the aim of providing opportunities for all to play at least cricket and football. Games 'inside' the school were complemented by the increasing importance of the GPS competitions and events. These were the hey-days of large crowds and celebrations at both football matches and the annual Regatta and Athletics meetings. Sports journalists avidly followed the careers of the latest schoolboy successes, giving prominent press attention to their

³⁶ Old Boys' Union Minutes, 1 October 1926 and interview with Mr N.R. Conroy, 27 June 1980.

'Pinwherry' which the School bought in 1926 as the home for Robson House. (Source: Shore Archives BC23/40.)



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achievements. Quite naturally, rivalry between the GPS schools was heightened. Amongst the old boys' associations of all schools, there was a continual expectation that the merit of a school would be judged by its sporting achievements.

As a prominent athlete in his youth, L.C. Robson was obviously aware of the pressures of sporting competitions. As a headmaster, he also was conscious of what many saw as the corruption of nineteenth-century ideals on the purpose of games. In a private paper prepared in late 1927, he set down what he regarded as the value of team games but also the possible dangers involved in an excessive devotion to winning. To Robson, a 'complete system of education' should produce 'a sound moral outlook, based upon religion', arouse a 'keen intellectual curiosity' and 'implant firmly those ideals of chivalrous character and conduct which are the basis of civilised society'. In this last respect, organised games for all could contribute to the ideal of corporate endeavour, teaching 'unselfishness, self-restraint, forbearance and humility'. Problems arose because of intense interest in inter-school competitions which put the aim of winning above all. Nevertheless, experience still told schoolmasters that games, rightly organised and played in the right spirit, are a fine preparation for life.³⁷

³⁷ 'The Educational Value of Games', paper by L.C. Robson written in 1927 (in possession of Mr B.H. Travers).

In public, the headmaster welcomed the interest of old boys and others, provided that they recognised the problems involved in organising various sporting activities. At the 1927 speech day, he admitted that results in senior competitions had been disappointing and had led to lengthy consideration of how to organise games. The masters welcomed suggestions from old boys but it had to be recognised that only those fully involved in actually administering games knew the problems involved. There had to be a balance between providing games throughout the school and preparing the first teams. Those who wanted to see Shore at the top could help both by encouraging those who voluntarily gave time to the running of games and by supporting the school even in its 'weak' years. Finally, he suggested that many parents were not co-operating with the school. Many boys were absent from house matches on flimsy grounds of excuse, so making the task of masters even more difficult.³⁸

This particular speech was a response to a growing ground swell of dissatisfaction amongst a number of old boy supporters of the school. Of particular concern was the lack of success of Shore first fifteens and rowing eights since the end of World War I. Despite the premierships of the cricket eleven in 1924–25, and the victories in the minor sport of shooting and amongst second teams, most interest centred on the football field and the river. In a school where a rowing tradition had been established very early, it seemed of particular concern that Shore had not won the 'Head of the River' since 1915. A very good oarsman, on his arrival in 1923 L.C. Robson had taken over the coaching of the eight from Alan Ramsay. Despite some close finishes, the school eight was still not successful from 1923 to 1925, nor in 1926–27 when the Reverend R.E. Freeth was coach (Table 5.2).

At the end of 1927, the Old Boys' Union decided to form a sub-committee to investigate the state of school sport and to consult with the masters regarding the problems of organisation.³⁹ The committee was composed of the President, V.H. Treatt and D'Arcy Roberts (later President of the Union, 1930–31). It met with the headmaster and four other masters, Mr Dixon, the sportsmaster, Mr Tiley, in charge of rowing, Mr Harris, the main cricket coach, and Mr Eldershaw who had been coaching the first fifteen. As a result of this meeting, the four masters agreed to put down certain suggestions on paper to submit to

³⁸ *The Torch Bearer*, May 1928, pp. 8–9.

³⁹ Much of the following account is based on documents located in the L.C. Robson Papers, Box XII.

Table 5.2 Results of Shore First and Second Teams, 1919–27

<i>Places of First Teams</i>					
<i>Year</i>	<i>Cricket</i>	<i>Football</i>	<i>Rowing</i>	<i>Athletics</i>	<i>Shooting</i>
1919	3	6	3	1	2
1920	3	2	3	2	3=
1921	2	2	Out of final	4	1
1922	5	6	2	3	3
1923	2	2=	4	1	3
1924	1	5	2	2	2
1925	1=	4	2	2	1
1926	3=	6	3	2	1
1927	5	4=	4	6	3

<i>Places of Second Teams</i>					
<i>Year</i>	<i>Cricket</i>	<i>Football</i>	<i>Rowing</i>	<i>Athletics</i>	<i>Shooting</i>
1919	1	4	4	4	3
1920	1	4	3	2	1
1921	1=	2	2	1	2
1922	1	4	2	4	2
1923	2	1	1	7	3
1924	2	4	Out of final	5	2
1925	1	5	2	6	3
1926	2	4	Out of final	1	3
1927	2	4	Out of final	1	2

Note: Only four schools participated in the rowing finals each year and only four schools in total were involved in shooting.

Source: L.C. Robson Papers Box XII.

the Union.

The document which arose out of this discussion was to cause misunderstanding and ill-will. The masters prefaced their details on the current organisation of individual games with the view that 'excessive keenness' on the part of old boys might be doing 'incalculable harm' by undermining the efforts of the masters and their standing with the boys. They rejected criticisms that they did not seek help from old boys, but wondered how many of them would be prepared to give up two afternoons a week and a Saturday in order to coach teams. The masters pointed out that similar agitation over lack of victories had occurred elsewhere, such as at Newington four years previously. The sports masters there had suggested that there was 'a temporary shortage of material' but there were many promising juniors. Now Newington was near the top in cricket and football. To help remedy the problem, the masters suggested that old boys should support the teams, whatever

their success, and take an active interest in the actual organisation of games. Finally, they proposed that old boys encourage parents to keep their sons longer at school to provide stronger and older teams, pointing out that Shore had only four boys aged nineteen while two other GPS schools had respectively eleven and nineteen boys of that age. The rest of the report contained an outline of organisation in individual sports.⁴⁰

Apparently, the masters had intended that these issues be merely points of discussion with the sub-committee of the Old Boys' Union.⁴¹ Instead, the Old Boys' Union committee decided to treat the document as a final report. There was obvious dissatisfaction and some belief that the masters had been criticising old boys unduly. The Secretary of the Old Boys' Union now wrote formally to the School Council, bringing forward the whole question of the 'unsatisfactory condition' of school sport. As a result, the Council appointed its own sub-committee composed of three Old Boys' Union representatives, A.B.S. White, Dudley Williams and Dr F.G.A. Pockley, and also A.L. Blythe, Treasurer on Council.⁴² The report of this sub-committee was strongly critical of the document which the masters had prepared, arguing that it was couched in the 'most tactless terms' and bordered upon the 'insulting'. It suggested that the report was inaccurate and 'misleading' particularly when 'it states as excuse, that there is not the material amongst 600 odd boys which in the past has existed amongst half that number'. The sub-committee itself did not 'regard the winning of competitions as the one aim in view, but it does place the greatest importance on reasonable success in sport as essential to the building of character ... in other words, that a continued poor showing in school competitions will have a tendency to train our boys to aim at, and be complacently satisfied with something poorer than the best, not only in sport but in life', quoting as its authority the nineteenth-century view that England's battles were won on the playing fields of Eton. It then went on to state that it believed the necessary keenness was lacking. 'Briefly the school has too many teachers and not sufficient masters who are prepared to take part in the full life of the School.' It suggested that the headmaster supply information on numerous issues, including

40 A typed version of the document appears attached to Council Minutes, 4 April 1928.

41 The sports master, H.H. Dixon, claimed in a letter to the headmaster that it was merely an outline of 'factual information' but it was entitled 'Report of Masters to Old Boys' Union Committee'. Manuscript versions and the Dixon letter appear in L.C. Robson Papers, Box XII.

42 Old Boys' Union Minutes, 9 February 1928 and Council Minutes, 15 February 1928.

whether masters understood it was part of their contractual obligations to supervise sport; if there was a sports committee; and posing the leading questions as to whether other schools had as many playing grounds or rowing facilities as Shore.⁴³

Having considered the report of its sub-committee, the Council held a special meeting at which the headmaster was not present. At this meeting in early April 1928 the Council decided to ask L.C. Robson to comment on both the document of the masters and the report of the sub-committee.⁴⁴

The controversy placed the headmaster in a difficult situation. Obviously a number on the Council had now taken exception to the attitude of the masters. In his prepared reply, the headmaster attempted to set down fairly carefully the difficulties of reconciling sporting concerns with other interests in a school. It was a gentle reminder of the difficulties of running a school. He pointed out that without having qualified specialists in each subject area the school could not have achieved its high academic standing of recent years. It was important to note this priority. With such aims in mind, it was worthwhile considering that while he may not have been able to find any 'genius' in coaching, all the staff were very keen. It was quite right for masters to maintain other interests outside the school, including private academic coaching, if necessary. There were also considerable demands upon teaching outside class, including between nine and sixteen hours of corrections each week. Nevertheless, of the 29 masters on staff, he could find no fault with their work and practically all played an active part in coaching or organising games. To prove his point, he gave a detailed outline of the role in sport of all masters. It was a spirited defence of his staff. At the same time, the headmaster had a final shot to offer if necessary. He prepared and wrote out his letter of resignation.⁴⁵

Unprecedented events forestalled the crisis. The 1928 'Head of the River' took place on Saturday, 21 April. Following the Easter rowing camp in March the headmaster had personally taken over the sole coaching of the eight. On the morning of the Regatta, the third and fourth fours competed in the usual unofficial events, winning both. In

43 Report of Council sub-committee to Council, attached to Council Minutes, 21 March 1928.

44 Council Minutes, 4 April 1928.

45 The undated document, probably prepared in early to mid-April, appears in L.C. Robson Papers, Box XII. The information on his letter of resignation comes from Mr B.H. Travers.

the afternoon, the school first and second fours also won. At the start of the championship eights, the headmaster came down to encourage his crew. He told them that they had a good chance of winning. He also reminded them that Shore badly needed a 'Head of the River' win, particularly since a victory would have a great bearing on whether parents sent their sons to the school. In the words of one member of that crew, it was a 'most un-Robson like remark'.⁴⁶ The eight won by three-quarters of a length from Sydney Grammar.

The editorial of the May 1928 issue of *The Torch Bearer* spent much time analysing the events of Saturday, 21 April. 'Five wins in five races in the one day, the return of the Major Rennie Trophy after an absence from the school of thirteen years, the placing of the school once more in the lead in respect of the number of wins in the Rowing Championship! We may perhaps be pardoned if we give way to our feelings and allow some small fraction of our exuberance to enter the pages of "The Torch Bearer"'.⁴⁷ All schools had their ups and downs it was suggested. Shore had been showing results in academic performance, but not on the sports field. The value of the win lay in the reward for persistence. Most pleasing was that it was obtained through good rowing style. All in the school should now turn to supporting the football teams for the coming season so that they would also have an enthusiastic backing.⁴⁸

In effect, to insiders at least, the victory of the eight was not so unexpected. Behind the win lay past success and experience. Half of the eight had been the winning second four which Jimmy Burrell had coached in 1927. The captain of boats, Hudson, was in his third year in the eight. It did seem that the fruits of victory had come from years of preparation.⁴⁹

Whatever the reason for success, nothing more was heard of the controversial documents and reports. The Council passed a resolution congratulating the headmaster, masters and boys on the 'great success of the school in the boat races—Results: First in Eights, First in First, Second, Third and Fourth Fours'.⁵⁰

General improvements in sport came in a more settled way. Much

46 Interview with Mr D.E. Woods, 19 November 1981.

47 *The Torch Bearer*, May 1928, p. 1.

48 *ibid.*, pp. 2-3.

49 I am grateful to Mr D.E. Woods for pointing this out to me.

50 Council Minutes, 24 April 1928.



Shore winning the 1928 GPS regatta. (Source: Shore Archives SM8/5/FC.)

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was due to new administration and methods. In 1928, J.C. Pope joined the staff after being sports master at The Scots College. Elected as Honorary Secretary of the AAGPS the same year, he soon took up the position of sports master at Shore. In 1930, G.A. Fisher joined the staff. During that football season the school had finished last in the GPS competition for the second year running. This led to a further communication from the Old Boys' Union asking that something be done.⁵¹ Appointed first fifteen coach, Fisher decided to change the organisation in football so that the junior teams also played against other schools. The old 'colour' matches ended. J.C. Pope was set the task of organising fixtures. At the same time, Fisher helped change psychology by altering the football uniform. A white band was added to the blue guernsey to give a better impression of a boy's size. The white shorts which 'invited dumping—especially on a muddy field' were changed to blue, 'after due reference to the Old Boys' Committee!'.⁵² In 1932, the first fifteen were runners-up and in 1933 joint premiers with one of the legendary St Joseph's College teams which would come to dominate GPS football over the next decade.

In some respects, the controversy over sport in 1928 had harked back to some of the misunderstandings between the first Robson and his Council in the mid-1890s. On both occasions young headmasters had resented intrusion into the internal administration of the school. Perhaps the nervous, rather brusque manner of L.C. Robson in the 1920s had upset some, just as the hasty impetuosity of E.I. Robson had caused difficulties with his Council. In other respects, there were major differences in both the nature of the disputes and their outcome. The problems E.I. Robson faced were related as much to the caution of his Council against the background of a severe depression as to his own personality. L.C. Robson had become headmaster when the school was well-established and secure. His problem was related to an active Old Boys' Union which, quite naturally, wished to see many of the values of their own schooling preserved. Finally, E.I. Robson had ultimately left the school because he had been unable to maintain the confidence of his staff. Throughout the dispute in 1928, the second Robson had shown that he was prepared to defend his staff from what he regarded as unwarranted criticism.

In the end, all was resolved amicably. The Council itself learnt by the

51 Old Boys' Union Minutes, 4 September 1930.

52 Memoirs of G.A. Fisher in *The Torch Bearer*, May 1969, pp. 95–6.

episode. In August 1928, it adopted a report of one of its own sub-committees set up to establish procedures so that council members could be informed as to school affairs. The former Finance Committee was now to act as an Executive Committee of Council. The bursar would act under this committee of five, which would report to each council meeting and carry out an annual inspection of the school premises. The headmaster was to make a written report to each council meeting containing specific information in set categories, including enrolment, health, examination results, religious activities, games and masters. There was also a suggested form of agenda for each meeting of council. The sub-committee noted that it had consulted with the headmaster in preparing the report and suggestions and he approved. It was designed towards establishing further efficient procedures in council administration.⁵³

One final postscript showed the healing of wounds. In December 1929 A.B.S. White presented a cheque for £1000 in order to establish a scholarship for the best all-round boy in the school. Candidates would have to have been enrolled in the school for two years, be aged between 16 and 19, and be members of the Sixth Form. The award was to be based on 'ability and attainment in school work', 'fondness for and success in games', 'moral character', 'personality, leadership, and influence over others'. The selection committee would comprise the President of the Old Boys' Union, a Council nominee and the headmaster.⁵⁴

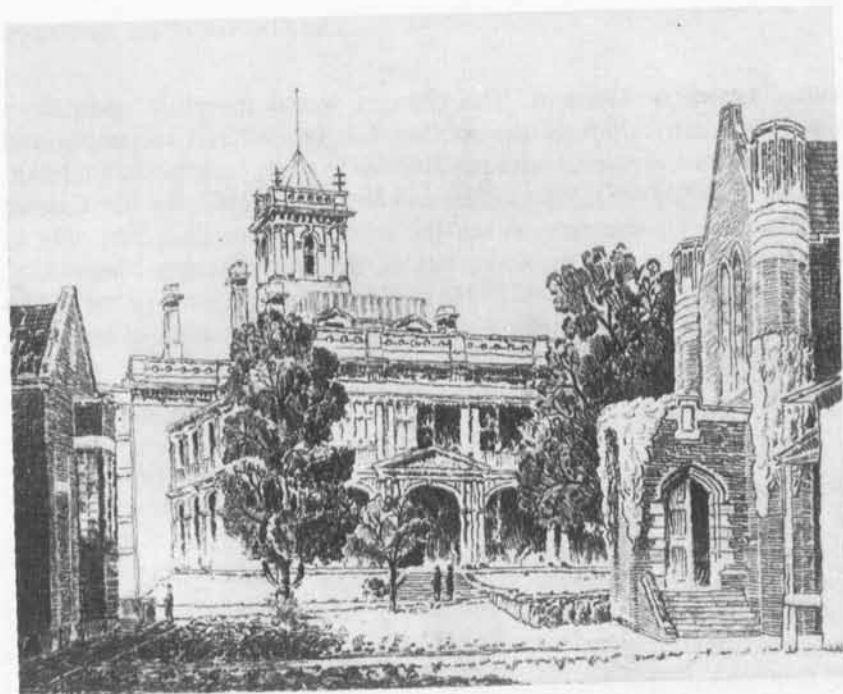
By late 1928 the Council was attempting to finalise definite building plans. As part of an overall program, it was decided to pursue an active policy of purchasing properties on the school boundaries. In November 1928, in accord with his agreement for the school to purchase 'Elsmere', the owner, Dr Davidson, agreed to sell also No. 70 Union Street.⁵⁵ By early February, it was decided to demolish cottages owned in Mount Street, and to take steps to purchase property at the front gate of the school on the corner of Alma and Blue Streets.⁵⁶ The other immediate focus was decisions regarding future accommodation for boarders. Some of those with long associations with the school were unhappy to

⁵³ See Council Minutes, 15 August 1928.

⁵⁴ For outline of the scholarship terms, see *The Torch Bearer*, May 1930, pp. 2-4.

⁵⁵ Council Minutes, 4 December 1928.

⁵⁶ Council Minutes, 20 February 1929.



From the Chapel. The old
School House and
McCaughey dormitories.
New dining hall on the left.
(Source: Shore Archives
BC26/8/FA. Drawing:
Raymond G. Powell.)

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see a wholesale reconstruction of the existing buildings. After a series of Council meetings, and an inspection of the school property, it was decided that School House would not be destroyed. Rather, it would be remodelled in such a way that would provide better accommodation for both the headmaster and the boarders. The actual details of the plan still remained under consideration but at least initial steps had been taken.⁵⁷ Council had also agreed to the building of a dining hall. Its foundation stone was laid in September 1929.

By the end of 1929, the future for the school seemed bright. At speech day, the headmaster pointed out that following the full enrolment of that year the demand for places in 1930 was also much greater than usual. The applications for day boys were up by 40 per cent and boarders by 15 per cent.⁵⁸ Growing enrolment was helping to expand the curriculum. In 1930, German would be available from the Lower Fourths. Boys would then be able to take English, Latin, French, and mathematics, and either history or science, and as optional subjects,

⁵⁷ See Council Minutes, 27 September, 24 October and 3 November 1928.

⁵⁸ *The Torch Bearer*, May 1930, p. 6.

either Greek or German. The changes would therefore maintain a three-fold curriculum of the mother tongue, foreign languages and mathematics and science with possibilities to study such modern humanities as history.⁵⁹ With past differences being forgotten, the headmaster appealed to his audience to see the school as consisting 'not only of the present boys and masters', but as 'an ever-widening community, sharing a common tradition'.⁶⁰ He could not foresee some of the future difficulties which would affect even the small community of which he spoke.

⁵⁹ *ibid.*, p. 7.

⁶⁰ *ibid.*, p. 13.

6

Depression and recovery

THE 1930 school year began much as expected. An enrolment of 681 in the first term, including 200 boarders (compared to 607 and 202 boarders in Term I, 1929) meant that the finances of the school were in a healthy state.¹ There was little effect noticeable as yet of the deteriorating Australian economy. Rather, some internal re-organisation seemed more important. In late 1929, the newly elected federal Labour Government had abolished compulsory military training, and instituted a scheme of support for voluntary cadet corps. The school decided to participate in the scheme, re-organising on the basis of companies and instituting a new uniform made of khaki and adorned with the school colours. The first parades were held in May 1930. By September, there were 201 volunteers in the corps, thus including almost all those over the eligible age of around fifteen.²

With such tasks completed, the headmaster left in mid-1930 for an overseas trip to England. The second master, H.H. Dixon, became acting head. Life continued normally except for certain necessary changes. In June, F.L. Grutzmacher, science master for fourteen years, died.³ In his place, the acting headmaster appointed J.N. Pascoe who had taught at Strathfield Grammar and The Armidale School. Joining the science staff, he also taught economics to boys who passed through the Intermediate but who did not take Latin.⁴

Some past discussions were also now finalised. In November, Dr S.A. Smith submitted a medical scheme report, first commissioned the

1 Headmaster's report in Council Minutes, 18 June 1930.

2 *The Torch Bearer*, September 1930, pp. 81-2.

3 For an appreciation of his career and personality see *The Torch Bearer*, September 1930, pp. 66-7.

4 Interview with Mr J.N. Pascoe, 15 November 1980.

previous year. It had arisen out of the concern with epidemics in boarding houses. The Council decided to adopt his proposal that all boys be examined medically on entry and that record cards of each be kept for periodic further examination. The report also outlined new provisions for ensuring a sound diet and recommended constant attention to ventilation, school furniture and posture in the classroom. It was a statement of the need to ensure bodily health and physical well-being, so mirroring the earlier concern with proper efficiency in school administration.⁵

Slowly the impact of the depression on both rural and urban Australia became more apparent. In September 1930, the Council noted the report of the acting headmaster that the number of boarders had declined to 181 and that 'the majority of the transfers and withdrawals are undoubtedly due to the prevalent difficult financial conditions'.⁶ More immediate was the decision of Council to grant financial support to the boys' club which the Reverend Backhouse had established at Miller's Point the previous May.⁷ About a dozen Shore boys regularly attended the club engaging in various activities with about 50 local boys.⁸

The Miller's Point boys' club, successor to the earlier one at Erskineville, indicated a certain sensitivity to the less privileged in the community. At speech day in 1930, H.H. Dixon responded to press criticism of GPS schools producing 'thoughtless citizens' actuated by 'short-sighted selfishness'. He suggested that the aim of 'training' at the school was quite the opposite, attempting to repress personal convenience for the 'good of the team, the house, the school'. 'We do promote good citizenship. But perhaps more might be done to make boys more articulate, more ready to stand up before men, and so be less diffident in playing a part in public life.'⁹

Over the following decade the ethic of social service would become more pronounced, not only at Shore, but elsewhere. As part of this policy, the Council agreed to the establishment in June 1932 of a Boy Scouts' Troop formed out of the Miller's Point boys' club venture.

5 Council Minutes, 19 November 1930 and 4 February 1931.

6 Headmaster's report in Council Minutes, 17 September 1930.

7 Council Minutes, 17 September and 15 October 1930.

8 See *The Torch Bearer*, September 1930, p. 70.

9 *The Torch Bearer*, May 1931, p. 8.



The cadet band, 1930.
(Source: Shore Archives
CA2/170.)

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Having seen the Boy Scouts movement in operation at English public schools on his overseas trip, the headmaster himself encouraged the idea. So did the Old Boys' Union. The troop met on Friday evenings in the gymnasium. By late 1932, it had over 60 boys in two troops and an auxiliary patrol. The Reverend N. á B. Backhouse was group scoutmaster and others in charge included the masters H.W. Grigg and C.E. Burgess and the Reverend C.T. Debenham.¹⁰

The establishment of the Scouts at the school reflected a growing concern to act out a conscious social role in the community. There were also other developing interests in the school. A Natural History Society, founded in late 1931 with over 50 boys, soon flourished with rooms given over to an almost 'entomological zoo'.¹¹ A new literature and arts club, 'The Thing', was formed, bringing in a number of guests and speakers, including the actress Sybil Thorndike, who entertained the group in the Old Library with stories of Bernard Shaw.¹² These activities indicated a certain 'seriousness' pervading the school in the early 1930s, replacing

¹⁰ *The Torch Bearer*, September 1932, pp. 114–16.

¹¹ *The Torch Bearer*, May 1932, p. 2 and pp. 23–4.

¹² *The Torch Bearer*, May 1933, p. 15 and May 1964, pp. 83–4, and Memoirs of C.E. Burgess in *The Torch Bearer*, May 1969, pp. 90–1.

some of the earlier obsession with sport.

In the short term, however, more immediate difficulties confronted the Council. The headmaster had returned in 1931 to find a serious decline in the numbers of boarders, who now constituted only 156 out of a total enrolment of 627.¹³ By mid-1931, the Council had decided to take some action. It had been considering previously the situation regarding Barry House which Lee Pulling still ran on his own account. In July 1931, it was decided to close Barry House and disperse the boarders there to the other three houses in the main school.¹⁴ In February 1932, the new school year opened with only 115 boarders enrolled out of a total of 605 boys.¹⁵

Throughout Australia 1932 was a bleak year, with up to one-third of the workforce unemployed. Even those with apparent security were affected. Some smaller non-government schools suffered particularly, as parents withdrew their sons and daughters, often to enrol them in government high schools. At Barker College on the upper North Shore, enrolment declined two-thirds in three years. By the end of 1932, there were only 95 boys enrolled there.¹⁶ Shore never suffered such losses. As in the depression of the early 1890s, it survived difficulties rather better than similar Sydney schools. In some respects the school gained. A young University graduate in mathematics, Wilbur Sawkins, found himself without an expected high school post. In early 1932 he became 'resident Maths master' at Shore where he would spend all 42 years of his teaching career.¹⁷

The economic crisis, however, did affect all school leavers. In early 1931, the Old Boys' Union had decided to institute a scheme to try and find positions for its unemployed members. Two years later, principally through the efforts of an old boy, G.E. Browne, the Union had been able to place about 200 old boys in jobs.¹⁸

In such ways the economic crisis brought together that community of which the headmaster had earlier spoken in 1929. It also tended to

¹³ Council Minutes, 18 February 1931.

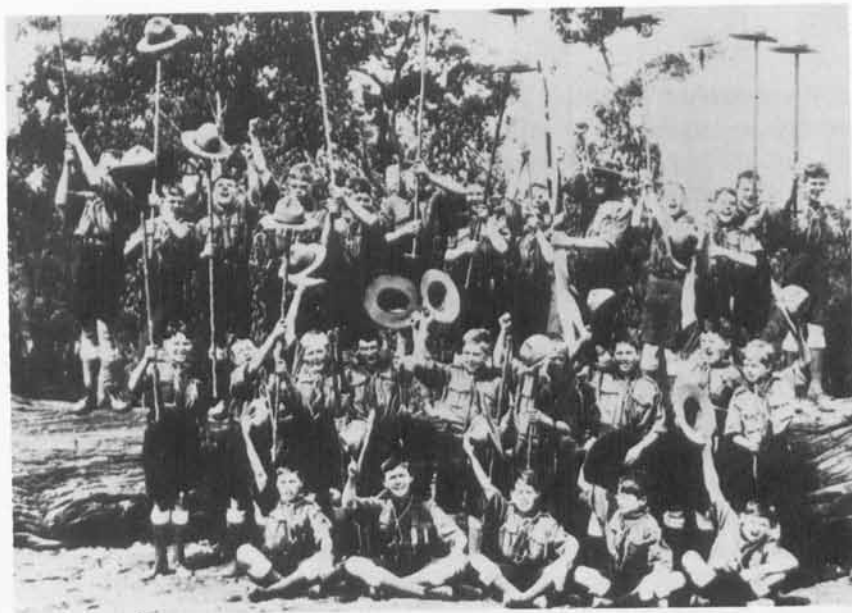
¹⁴ Council Minutes, 13 July 1931. For the earlier discussion, see Council Minutes, 15 October 1930.

¹⁵ Headmaster's report in Council Minutes, 17 February 1932.

¹⁶ Stuart Braga, *Barker College*, p. 207.

¹⁷ Interview with Mr Wilbur Sawkins in *The Shore Year Book*, 1974.

¹⁸ *The Torch Bearer*, December 1933, p. 247.



The Shore Scouts, c. 1932
(Source: Shore Archives ST/9.)

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reinforce accepted ideals. At speech day in 1931, L.C. Robson reaffirmed a commitment to a tradition of education which 'rests on religion, culture, and discipline, on games as a means to an end and the cultivation of individual responsibility'. The 'drop in the value of materials' in the world reinforced the need to guard against 'a drop in the value of intangibles'.¹⁹

The concern with educational traditions took various forms. In part, there was an insistence on independence and some irritation with State-imposed uniformity. In 1931, the headmaster informed his audience on speech day that he accepted the 'incentive' of the Intermediate Certificate but criticised the way it disrupted the school, taking place only three weeks after the start of third term.²⁰ Along with other headmasters at non-government secondary schools in New South Wales, he was to become increasingly critical of the general effects of the State examination system. In 1933, he served on the committee that the Minister of Education, D.H. Drummond, established to review secondary education. Its report would lead ultimately to the establishment in 1936 of the Board of Secondary School Studies, representing the university, the Department of Education and both departmental and

¹⁹ *The Torch Bearer*, May 1932, p. 10.

²⁰ *ibid.*, p. 5.

non-government schools. Robson himself believed that all secondary schools had to be able to adjust to differing needs and varying aptitudes. The curriculum of New South Wales schools was far too related to university entrance, but in a manner which did not allow for either proper general or specialised studies.²¹ He particularly favoured changes which would encourage those of 'superior intellect' but accepted that there was a wider problem.²²

In the main, Robson and other non-government headmasters in New South Wales had little influence on the State bureaucracy. Partly, this was the legacy of Peter Board. The first Director of Education had generally by-passed the non-State secondary school sector in his negotiations with the university for examination reform in 1908-12. His successors took similar stands. The State Department tended to pursue its own interests, with little attempt to consult non-government schools.

The headmaster found more common interests outside government circles. Following the conference of headmasters of Church of England schools at Morpeth in 1928, he had formed an alliance with Julian Bickersteth of St Peter's, Adelaide to push forward the idea of an Australian organisation similar to the Headmasters' Conference in England. The original idea was Bickersteth's but Robson actively encouraged the proposal as a means of asserting Australian independence.²³ He came back from his trip to England in 1930 convinced that there were separate interests of the Australian version of the English public school which should be identified. Further support came from Dr Littlejohn of Scotch College, Francis Rolland of Geelong College and the newly-appointed James Darling of Geelong Grammar. The first meeting of the Headmasters' Conference of Australia was held at Geelong Grammar School on 21-22 December 1931. Apart from Bickersteth, Robson, Littlejohn, Rolland and Darling it included R.P. Franklin of Melbourne Grammar and the Reverend S.J. Sullivan of Xavier College (invitations had also been sent to other schools which were associate members of the Headmasters' Conference in England). The aim was to form a body of headmasters of boys' schools which had

21 See L.C. Robson, 'Secondary Education', *The Australian Quarterly*, 14 September 1934, pp. 31-40.

22 L.C. Robson 'Odds and Ends in Education', address to Rotary Club, 22 November 1932, L.C. Robson Papers, Box VII.

23 See J. Wilson Hogg, 'The Headmasters' Conference—A Historical Perspective' in *Papers Delivered at the Twentieth Meeting of the Headmasters' Conference of Australia*, 1979, pp. 104-12.

'ideals in common'. Membership was limited to schools already attached to the Headmasters' Conference in England and those which could show that they were independent, accepted the tradition of public school ideas and were not run for private profit.²⁴ Meeting every two or three years, the conference would become a forum for both exchange of ideas and formulation of policy uniting non-government schools. Its second meeting was held at Shore in 1933. L.C. Robson would soon become one of its leading spokesmen.

Within the school, concern with independence led to a renewed search for symbols of identity. In late 1930, following suggestions from an old boy, Rupert Palmer, steps were taken to register the school Coat of Arms with the College of Heralds. After appropriate modifications, this was duly done.²⁵ The new official coat of arms appeared for the first time on the cover of the December 1931 *Torch Bearer*. There was also a renewed interest in the history of the school and its name. The Old Boys' Union started research into the early records of the school in early 1932 with a view to producing a written account. The School Council agreed to co-operate.²⁶ In terms of nomenclature, the editor of *The Torch Bearer* had his own view:

The Editor learns with no small degree of concern that exception has been taken to the use in these pages of the word Shore as a convenient synonym for the somewhat verbose title of the school. For this lapse from purism he craves pardon; and seeing that no one can stop him, proceeds to offer an excuse. A name is something by which a thing may be described, and when thus described may be recognised by others. If that name has split the welkin on many an honourable occasion, if it is used by thousands to describe something which they love, if it is in addition to these sentimental associations a convenient label, well—what about it?²⁷

That particular issue would remain unsettled. More permanent was a decision of the headmaster to establish a similarity of dress throughout the school. In September 1932, he outlined to Council his proposal for a uniform of an ordinary sac suit of dark grey material with black shoes and school tie of blue and white. The traditional blue mitre would be worn on the coat top pocket except for boys above the Upper Fourths

²⁴ *Minutes of the First Meeting of the Headmasters' Conference of Australia*, December 1931, pp. 3–4 (reproduced 1981).

²⁵ *The Torch Bearer*, September 1930, pp. 71–4 and Council Minutes, 17 June 1931. For further details, see Shore Archives, CC/1–13.

²⁶ Council Minutes, 20 July 1932 and *The Torch Bearer*, December 1932, p. 229.

²⁷ *The Torch Bearer*, December 1932, p. 189.

The difference a jumper makes . . .

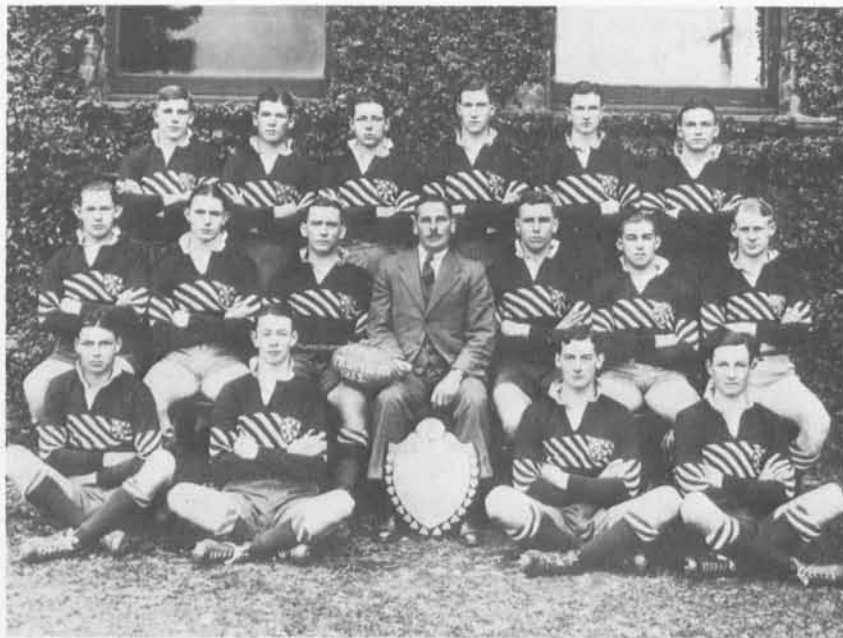


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The Shore First Fifteen, 1930. *Standing left to right:* G.L. Newton, F.H. Ifould, A.T. Muston, G.A. Fisher Esq, D.O.N. Bourke, B.G. Rae, D.M. Cowlshaw. *Seated left to right:* J.M. Scott, J.H. Goldfinch, F. Munro, T.T. Halstead, J.P. Gowing, G.C. Cullis-Hill, P.C. Taylor. *In front, left to right:* L.B. Holmes, C.G. Boughton, H.L. Higgs. (Source: Shore Archives SM5/326. Photo: Melba Studios.)

where it would be optional. By early 1933, most boys were wearing the new uniform. Its introduction was appropriate to times of austerity. It also continued past policies. Regularity was becoming much the order of the day.²⁸

By Term I 1933, much of the economic crisis for the school had passed on. Total enrolment was 33 above the numbers of twelve months earlier. The number of boarders had begun to grow again. In general, there were 158 new boys, including 46 boarders, 'comparable with the

²⁸ Council Minutes, 21 September and 6 October 1932.



The Shore First Fifteen, 1933: Joint premiers with St Joseph's College.
Standing left to right: J.D. Sawkins, J.I. Gardiner, C.B. Hudson, D.J. Baggett,
 N.G. Langby, B.E. Marris. *Seated left to right:* W.L. Buckham, G.E. Wansey,
 H.M. Vincent (captain), G.A. Fisher Esq., W.H. Travers, T.J. West,
 R.A. Swift. *In front, left to right:* G.G. Hyles, R.D. Cohen, J.D. Cadell,
 T.A. Tonkin. (Source: Shore Archives SM5/330. Photo: Sidney Riley.)

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new enrolment of the most prosperous years'. The headmaster even had to refuse entries to the Upper Fourth and Fifth Forms, in order not to disturb the general organisation of the school. Apart from the Preparatory forms, the school was back to normal. Even in the Prep. there were 58 new boys, although the total number of boarders in Junior House was only eight.²⁹

After inspecting the boarding houses in March, the Council resolved to consider again the whole question of remodelling, deferred due to the decline in boarders over the past three years. It was decided to approach Lee Pulling and request him to lease out his residence so that boarders might be accommodated there, while School and Robson Houses were renovated and improved.³⁰ During late 1933 Robson House was

²⁹ Headmaster's report in Council Minutes, 15 February 1933.

³⁰ Council Minutes, 24 March 1933.

remodelled. The quarters for the boys and the living arrangements for the housemasters and matron were separated, the two main dormitories were enlarged and bath accommodation modernised. The ground floor now provided two rooms for recreation and prep. work.³¹

The major changes to School House took place at the end of 1934. The school architect, Rupert Minnett, prepared the plans in consultation with the headmaster. The aim was to produce a modern functional design in harmony with the chapel and new dining hall. The foundations and general outline of the old house and tower remained but the external appearance was markedly altered. The old iron and lace and semi-gothic tower gave way to red brick. The interior was remodelled to provide for the residence of the headmaster in the southeast wing. The McCaughey dormitories built in 1921 were improved and equipped with modern dressing and bath-rooms. There was provision for a large prep. room and a house library on the ground floor, and on the middle floor of the northern wing a matron's department to look after the well-being of the 80 boys and five resident masters.³² Whatever the merits of the overall architectural design, there is little doubt that most of the occupants were pleased with the final result. A *Torch Bearer* panegyric summed up the change:

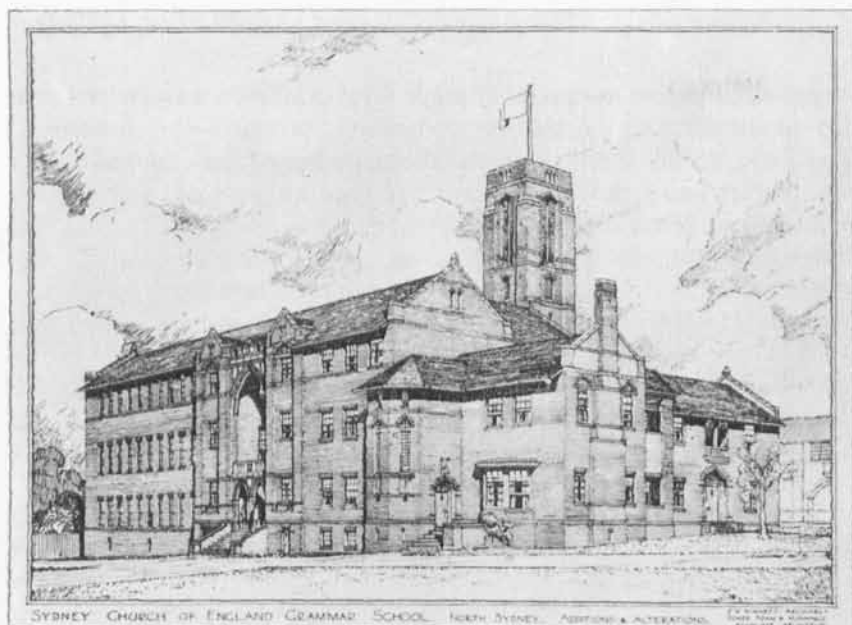
Whereas the old building was more of a house than a school, the new suggests the school rather than the house. Hence, doubtless, the name—School House. It has been designed, carefully and thoughtfully, for the purpose for which it now stands—a splendid new building of three stories, of red brick and an impressive appearance.³³

Modernisation not only provided more comfortable living for the boarders. The years 1935–38 saw a number of new activities inaugurated in the school. The most spectacular was the Pageant of Australia, first performed in 1936. The idea was based on the project method introduced into Australian schools in the 1920s. It drew upon drama as a means of self-expression and learning. The headmaster accepted the idea because, as he later told the prestigious New Education Fellowship meeting in 1937, group projects could replace the nineteenth-century aims in organised games. 'In our normal class work there can, and does,

31 Report of Sydney Church of England Grammar School for the Year Ended 30 June 1934 (copies of all reports to Synod after 1930 are held in the bursar's office at the school).

32 For details see Report of Sydney Church of England Grammar School for Year ended 30 June 1935 and Supplement to *The Torch Bearer*, September 1934.

33 *The Torch Bearer*, December 1935, pp. 186–7.



The design of the new School House. (Source: Supplement to *The Torch Bearer*, September 1934.)

creep in a feeling that teacher and taught are different beings with different aims and viewpoints. If in the doing of a large piece of work teacher and pupil work side by side, there is a very real coming together of the two in the pursuit of the common aim.³⁴ At the 1936 speech day, he elaborated on these aims by suggesting that the purpose of the Pageant was three-fold: to find an activity in which the school would take part as a team; make a contribution to the education of the boys different from the routine of the classroom; and finally spread a sense of achievement amongst those who did not thrive in class work.³⁵

With his military background, Robson first organised the project under a commanding officer, adjutant and quarter-master. C.E. Burgess was given the prime task of organisation and J.N. Pascoe was Treasurer. The headmaster believed that any project had to be grand in scale and visual effect. The foundation was a large exhibition illustrating the one hundred and fifty years of European settlement introduced by a large map of Australia of approximately 270 square feet (25.083 square metres) which J.C. Pope had made. B.G. Davey and his boys had also

34 Shore Archives, HB4/19; L.C. Robson, 'An Experiment in Project Work Involving the Whole School', paper delivered to the New Education Fellowship, 30 November 1937.

35 *The Torch Bearer*, May 1937, p. 12.

constructed papier mâché relief maps. The exhibition was divided into the seven sections of history, geography, products and industries, economic, social, political organisation, transport and communication and literary and artistic endeavours. All used maps, charts and models, some of which had been drawn together with assistance from firms and individuals. J.C. Williamsons lent sets and scenery to turn a classroom into a mid-Victorian drawing room. The actual pageant was a two-hour drama on the Australian past. I.F. Jones wrote the script, and H.W. Grigg and E.K. Stewart produced the work. Over 100 boys took part, with an audience of 1200 on the first night and 1400 on the second. The Pageant was held again in 1938 on Chatswood Oval as part of the formal sesquicentenary celebrations. It culminated in the singing of 'Advance Australia Fair'.³⁶

The headmaster later told the NEF Conference that the success of the Pageant depended much on its 'novelty'. He believed that such a show should be repeated only every three years. 'Nothing will ever take the place of sound work. Such a Project will co-ordinate the qualities one tries to train in school: the teacher has always to be on his guard against frittering away his own energies, and those of his pupils on the frills of education, and neglecting at the same time the true values of the discipline of the mind and the training of the mind'.³⁷ Despite such caution, the Pageant gave rise to new ventures. There tended to be a shift away from the more intellectual and social concerns of the early 1930s towards a greater appreciation of music, art and drama. The Boy Scouts remained. A revived branch of the boys' club also opened at Miller's Point in late 1935, becoming known as the 'Torch Club'.³⁸ But other earlier organisations seem to have languished. 'The Thing' suffered from small attendance at what appears to have been its last two meetings in 1936.³⁹ In contrast, G.A. Fisher had organised an 'Entertainments Club' in early 1936 which held successful concerts on Friday, at mid-day and also lectures in the evening.⁴⁰ The performance of the

36 For details of the exhibition and pageant see *The Torch Bearer*, December 1936, pp. 171–202. See also the comments of L.C. Robson, *The Torch Bearer*, May 1937, p. 12 and Memoirs of C.E. Burgess in *The Torch Bearer*, May 1969, pp. 89–92.

37 Shore Archives HB4/19; L.C. Robson, 'An Experiment in Project Work Involving the Whole School'.

38 *The Torch Bearer*, September 1935, pp. 105–6 and September 1936, p. 101.

39 *The Torch Bearer*, September 1936, p. 95.

40 *The Torch Bearer*, May 1936, pp. 22–3 and Council Minutes, 17 March 1937.



Pageant stimulated other forms of musical activity. By December 1936, a small orchestra had been formed while attempts were being made to establish a school choir.⁴¹ The orchestra soon lapsed but there remained the chapel choir under Mr Walmsley while a choral club known as the 'School Octet', composed of eight masters and boys with an accompanist, was soon formed.⁴²

Similar developments occurred in the visual arts. In the Preparatory School, the arrival in 1929 of the English-born J.F.E. Monckton was a great stimulus to the teaching of art. In late 1935, an art exhibition, mainly of the work of Prep. boys, was held in Form I.⁴³ An Art Club soon emerged, holding successful exhibitions and attempting to stimulate interest in art within the school. A woodwork exhibition was held in conjunction, with work presented from boys in the carpentry classes

The Eureka Stockade. Part of the dramatic performance at the 1936 Pageant of Australia. (Source: The Shore Archives PA/10. Photo: Sidney Riley.)

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⁴¹ *The Torch Bearer*, December 1936, pp. 204-6.

⁴² For fuller details of the development of drama and music, particularly in the 1930s and 1940s, see *The Torch Bearer*, December 1958, pp. 99-102.

⁴³ *The Torch Bearer*, September 1935, pp. 110-12.

The Exhibition of Industries at the 1936 Pageant. (Source: The Shore Archives PA/28. Photo: Sidney Riley.)



under Mr Bill Chambers.⁴⁴

Although not well-versed himself in any of these activities, the headmaster encouraged their development (he did, however, also take an abiding and personal interest in carpentry). He was not alone in this respect. The comment of the Council in its report to Synod in 1937 was appropriate to the concern with the leisure of young persons which so marked debate among educationalists in the inter-war years:

The growing number of activities of this kind is satisfactory evidence of a lively interest on the part of boys in the school and what it stands for. They show an intelligent desire to participate in collective recreation, and give the boy an opportunity to develop his personality free from the restrictions necessarily imposed in the classroom.⁴⁵

By 1937, much of the classroom teaching itself was taking place in a cramped building in some need of repair. In his report to Council in March 1937, the headmaster commented, 'I consider that I ought to report that many of our classrooms are now in a very bad condition'. Although the Council had noted this before (and in 1935 had begun to re-consider the matter which had been deferred since the late 1920s) the

⁴⁴ *The Torch Bearer*, September 1937, p. 122. See also the account of the art and craft exhibition which I.F. Jones and W. Chambers organised. *The Torch Bearer*, September 1935, pp. 119-20.

⁴⁵ Report of the Sydney Church of England Grammar School for the Year Ended 30 June 1937.

Depression and recovery

situation had now become desperate. A number of rooms were not watertight and had let in rain. Some windows were loose and did not fit properly; if closed the atmosphere became intolerable. The headmaster ended his report with the warning 'I cannot see that at present how they can be even habitable in twelve months time'.⁴⁶

At the very next meeting of Council, it was decided to proceed immediately to prepare plans for erecting ten new classrooms.⁴⁷ The school architects, Minnett and Shirley, co-operated over design. The building took place between October 1937 and February 1938. All the old building west of the Old Library was pulled down. A new two-storey block of classrooms was erected with a cloister leading to the main building and a projection parallel to the Graythwaite boundary. The block was made of 'rough-faced red brick' with 'synthetic granite' facings. It included a prefects' room, two rooms for the Prep. and subject rooms for the Fifth and Sixth Forms. Large and well lit, the rooms contained a variety of desks and tables as well as modern-designed chairs. Each room had a selection of prints, woodcuts and etchings. At the same time, the old main block was repainted. On the verandah above the Labs, three former rooms were turned into two, and were used as both form and science demonstration rooms.⁴⁸

Other ground improvements complemented the new building. The school oval was fenced in and trees were planted. At Northbridge, further extensions were started to create a new ground behind the pavilion for cricket and football.⁴⁹ During 1938, the Council also finalised arrangements for purchasing 'Bishopsgate', which then formally reopened as Barry House. Pat and Mrs Eldershaw took charge of the new house, looking after Barry boarders for the next 27 years. The Council also bought the 'Observatory' which J.R.O. Harris had once occupied. The latter purchases were regarded as important 'not only because they increase the area available for boarding accommodation, but also they preserve, for all time, the outlook towards the harbour and the city'.⁵⁰ Shore would remain the school on the hill with



J.C. Pope in class. (Source: Shore Archives BC22/35.)

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⁴⁶ Headmaster's report in Council Minutes, 17 March 1937.

⁴⁷ Council Minutes, 21 April 1937.

⁴⁸ *The Torch Bearer*, May 1938, p. 9.

⁴⁹ Report of the Sydney Church of England Grammar School for the Year Ended 30 June 1938.

⁵⁰ Report of the Sydney Church of England Grammar School for the Year Ended 30 June 1939.



An aerial view of the school and North Sydney in 1936. (Source: Shore Archives SF/1/FD.)

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the expansive views.

Most of the new improvements were made possible through the interests of old boys and parents. By the middle 1930s L.C. Robson was entering his second decade as headmaster. He now had a secure and comfortable relationship with the Old Boys' Union. Demand for places in the school revealed its continuing and growing prestige. The headmaster was even expressing concern over the enrolment pressure.⁵¹ At speech day 1936, he indicated that it might be necessary in the future to give some preference to those who had personal ties with the school such as sons of old boys or younger brothers.⁵²

L.C. Robson had already taken steps to formalise and channel most of this interest in the school. In late 1935, he had outlined a scheme for a School Association which would link together all connected with the school in order to provide better mutual understanding, promote understanding of the purpose and aims of the school and secure future school development. The 'S.C.E.G.S. Association' was formed on the school anniversary in 1936.⁵³ The first President was F.W. Hixson. A ladies committee was soon formed principally with the aim of raising funds through fetes. By the end of 1936, the Association had 685 members and had set a target of raising £50 000 for the Jubilee of the school in 1939.⁵⁴

The Association was linked to the establishment of a Jubilee Fund in September 1936. It was founded on three related principles. First, that independent schools had to assume responsibility for giving a lead in education and thus be equipped to do so. Secondly, that the 'future of the nation depends upon high personal character and an individual responsibility for service', qualities which were 'the foundation of the work of public schools' which should be 'represented more forcibly than ever'. Finally, it was suggested that Shore was qualified to lead 'because it is now soundly established, and because its influence spreads among the sound average of the community'.⁵⁵ The specific objects of the fund were to build an Assembly Hall (then estimated to cost £15 000), establish laboratories and classrooms with up-to-date equipment and

51 See Headmaster's report in Council Minutes, 15 July 1936 and 17 February 1937.

52 *Report of the Headmaster, 1936*, p. 17.

53 *The Torch Bearer*, December 1935, pp. 170-1.

54 *The Torch Bearer*, September 1936, p. 91.

55 *ibid.*, p. 87.

finally, to free a greater proportion of the school's income for general purposes.⁵⁶ By early 1937, the Old Boys' Union was also lending its formal organisation to the Fund. Old boy representatives were appointed in Sydney suburbs and country districts to increase membership of the Union and obtain support for the Jubilee Fund. In late 1937, A.D. Fisher of the Council and the masters E. Mander-Jones, H.W. Grigg and G.A. Fisher visited northern New South Wales to raise endowments from old boys.⁵⁷

The Jubilee Fund was significant for the development of the school itself, but it also reflected a new awareness in education throughout the general community. In the cultural renaissance of the late 1930s overseas ideas and practices on education became increasingly important. In 1938 the headmaster left on an overseas trip. Significantly, whereas in 1930 he had confined his attention to English schools, he now visited Sweden and Finland also, and took particular interest in both non-government schools in the north-eastern United States and the large comprehensive high schools of Chicago.⁵⁸ What he saw introduced him to much of the 'progressive' elements of curriculum reform and self-government so prominent in Northern American education in the 1930s. He came back still committed to the tradition of a grammar school curriculum but convinced that the school still needed to improve its material and equipment, particularly in science. As he told the Council in February 1939, it was difficult to teach science with only one chemistry laboratory and one physics laboratory and two demonstration rooms.⁵⁹

By October 1939, the Council had agreed to seek an increase in its overdraft limit with the Bank of New South Wales from £22 500 to £30 000 so that it could take steps to build a modern science block.⁶⁰ The science masters participated in its planning and design. Completed in March 1940 at a cost of £7 000, the new block contained four large laboratories for both physics and chemistry. The labs were well lit with two rooms fitted for projection work. They helped place the school in the forefront of school science teaching in Australia.⁶¹

⁵⁶ *The Torch Bearer*, May 1937, pp. 80-1.

⁵⁷ Memoirs of G.A. Fisher in *The Torch Bearer*, May 1969, p. 94.

⁵⁸ A diary account of his trip is held by Dr Alastair Robson.

⁵⁹ Headmaster's report in Council Minutes, 15 February 1939.

⁶⁰ Council Minutes, 4 October 1939.

⁶¹ Report of the Sydney Church of England Grammar School for the Year Ended 30 June 1940.



'On parade.' Sergeant Major F.J. Davidson and a drill squad. (Source: Shore Archives MA/10.)

One further change committed the school to scientific method. Following overseas experience, and in accord with procedures already operating in State schools, the school adopted a system of IQ tests and record cards on individual boys. As the headmaster suggested, 'It has certainly resulted, in our case, in a greater interest on the part of form masters in the problems of individual boys'.⁶²

A decade that had begun with some uncertainty had ended with the

⁶² Council Minutes, 18 October 1939.

school even more firmly established in the minds and hearts of its supporters. In its fiftieth year, the school had an enrolment of over 700 boys. Over 6 000 boys had passed through the school since its foundation. The Governor General and Lady Gowrie attended a garden party on 8 May attended by 3 000 guests. An old boys' dinner in the evening attracted 400. There was much cause for celebration. Even sporting traditions were maintained. The eight won the Regatta, so establishing a hat-trick of victories, and completing a record of six firsts, three seconds, two thirds and a fourth since the memorable year of 1928. There was some sadness and a final break with the past. H.H. Dixon had died in 1937 after thirty-five years at the school. J. Lee Pulling, who had been acting headmaster while L.C. Robson was overseas in 1938, had retired at the end of that year after teaching at Shore for 36 years. Only one master, R.G.H. Walmsley, now remained from the days of Hodges.

Twenty-five years previously, when the memory of the Hodges era was much alive, the school had celebrated its first quarter of a century on the eve of a war in which many of its old boys died. In May 1939, it was also obvious that another conflict was not far away.

7

A school in wartime

FOR most of the six years from 1939 to 1945 one of the key themes at the school would be 'shortages'. From the beginning, there was never any shortage of boys. In May 1940, the headmaster went so far as to publish a statement on enrolment policy. Pointing out that sometimes he had been unable even in recent years to enrol the sons of old boys, he suggested now all should make application at least twelve months, and possibly two years in advance.¹ Throughout the war there was a continuing high list of new entrants and a full complement in the classrooms (Table 7.1)

Table 7.1 Shore Enrolments, 1940–45

<i>Year</i>	<i>Day Boys</i>	<i>Boarders</i>	<i>Total</i>
1940	504	208	712
1941	508	209	717
1942	464	242	706
1943	524	210	734
1944	557	225	782
1945	548	223	771

Source: Reports to Synod, 1940–45.

From the beginning of the war, there were some difficulties with staffing. A former member of the AIF, the headmaster held strong opinions. He wanted to maintain teaching strength in the school (discouraging at least one staff member from enlisting), but believed that young single men should join up. He made it clear to two masters who arrived in 1940 that he considered it their duty to enlist. One, the young poet, James McAuley, rejected his suggestion and left the

¹ *The Torch Bearer*, 6 May 1940, p. 43.

school.² The other master, H.G. Shaw, decided to enlist but declined the offer of the headmaster that he should rejoin the staff on his return. (He did in fact return for 1948–49.)³ Other masters had already decided to join up of their own accord. The Council agreed to maintain their contributions to the Torch Bearer superannuation fund and, if necessary, provide support to their dependants.⁴ By 1943, six masters were serving in the armed forces.

Fortunately, a number of new staff who had joined during the mid to late 1930s did remain. R.A. Gilfillan, an old boy of the school, had come in 1936 and would play an important part in the Scouts and the growing musical activities. W.M. McGregor arrived in 1937 and became housemaster of School House during the war. From Rockhampton Grammar, Tom Milfull had joined the staff in 1939 to teach mathematics. He replaced his fellow Queenslander, Tommy Whight, who had returned to become headmaster of his old school, Townsville Grammar. G.A. Fisher had also left to become headmaster of The Armidale School in 1939. A New Zealander, Keith Anderson, replaced him as headmaster of the Preparatory School. Equally notable were the Russian *émigré* from China, D.P. Fomenko, the quietly spoken Bill Brierley who would teach in the Prep., W.N. Dowling, and Neville Goddard, a former old boy, all of whom joined the staff in 1939–40. These helped strengthen the nucleus of the teaching staff. As the war progressed, some older men came on short-term contracts. Also notable was the addition of female teachers. Miss Glennie Holmes taught during 1940–46 and three other women, Mrs J.C. Pope, Mrs E. Gourlay and Mrs M. Gallia in the final two years of the war.

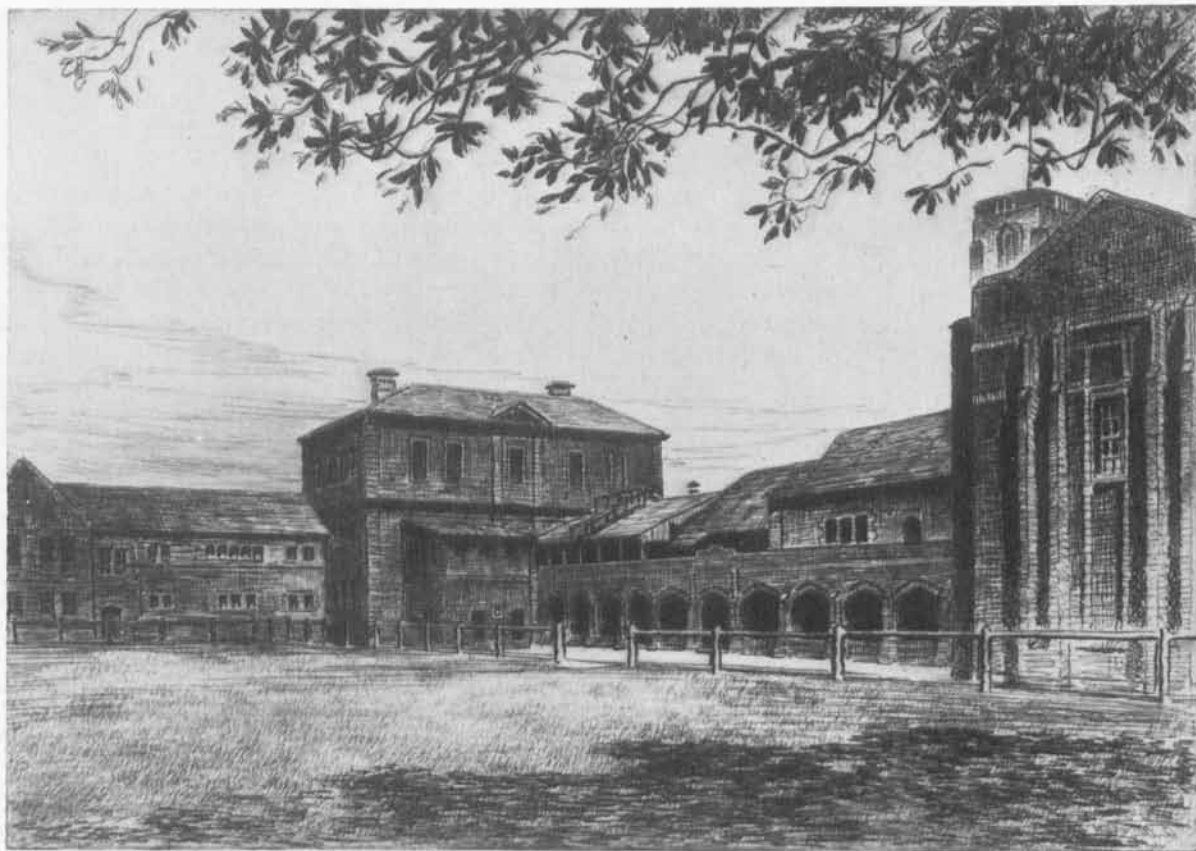
Throughout other GPS schools the shortage of young masters had profound effects. In early 1940, the headmasters of schools affiliated to the AAGPS decided to suspend all official sporting competitions. The decision was taken on the grounds of wartime stringency, but was related also to practical necessities within individual schools. In early 1941, L.C. Robson informed a gathering of old boys that with so few masters in their twenties Shore was not so badly affected but at Sydney Grammar there was no one left to coach the first fifteen. Unofficial matches would replace the GPS premierships for the rest of the war.⁵

2 Peter Coleman, *The Heart of James McAuley*, Wildcat Press, Sydney, 1980, pp. 17–18.

3 Headmaster's report in Council Minutes, 21 August 1940.

4 Council Minutes, 19 June 1940.

5 *The Torch Bearer*, May 1941, pp. 5–6.



In general, teaching in the classroom proceeded normally, even if sometimes under difficulties. By October 1940, there was concern over a shortage of text books. Boys were asked to hand in to the Tuck Shop any text for which they had no further use.⁶ The war also interrupted the prewar plans for improvements. In September 1941, the headmaster informed the Council of the 'urgent need' to replace the classrooms and labs between the old three-storey block and the new wing. He pointed out that the State Government was already contemplating expenditure of £5 000 000 on school buildings, and he himself was convinced of the need to keep ahead of the State high schools.⁷ The Council, however, decided not to proceed with the matter. Despite further lengthy

The school teaching blocks, c. 1940 The new science laboratories are on the left. (Source: Shore Archives BC7/V/FA. Sketch: Austin Platt.)

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⁶ *The Shore Weekly Record*, 28 October 1940, p. 191.

⁷ Headmaster's report in Council Minutes, 24 September 1941.

discussions of both the executive and finance committees, this decision remained in force.⁸ Even if they had decided otherwise, wartime restrictions would have made major building impossible.

In other respects, the war slowly affected the lives of boys. In October 1939, the headmaster had instituted a series of physical efficiency exercises for boys in the Lower Fourth and Third forms.⁹ Most of the older boys continued in the cadets, although the outbreak of war affected its taining. Army staff instructors were no longer available, the annual camp terminated and by the end of 1940 all .303 rifles and bayonets were impounded. The corps made do with old rifles, no ammunition, dummy bayonets and a mock bren gun.¹⁰ For much of 1940 Sergeant Major Davidson continued to supervise both physical culture and the cadets. In October he died after a short illness. In his address in chapel, the headmaster stressed the loss of 'a good simple, loyal man whose unique character leaves its mark more deeply impressed than we can fully know. The school was his life as it was the life of H.H. Dixon and David Davies and others who are not far from our thoughts in this building'.¹¹

Just two years after the outbreak of war, steps were taken to establish a new form of cadets. In September 1941, the headmaster informed the Council that the Federal Government had asked the school to form a unit of the Air Training Corps which had been created to provide pre-service training to boys aged sixteen to eighteen. He hesitated to take action because he believed much of the specialised training in the corps, particularly in mathematics and physics, was already being undertaken in the school curriculum. Moreover, he thought that the school army cadets provided the necessary military instruction.¹² Following criticism of the Minister for Air, John McEwen, that the GPS schools were not co-operating in the ATC scheme, L.C. Robson, as chairman of the Headmasters' Conference, published a press statement outlining these reservations in more detail.¹³ Notwithstanding this

8 Council Minutes, 24 September and 29 October 1941 and Joint Report of Executive and Finance Committees for Council Meeting 29 October 1941.

9 *The Shore Weekly Record*, 19 October 1939, p. 2 and Report of Sydney Church of England Grammar School for the Year Ended 30 June 1940.

10 See *The Torch Bearer*, May 1949, pp. 16-17.

11 *The Shore Weekly Record*, 10 October 1940, p. 152.

12 Headmaster's report in Council Minutes, 24 September 1941.

13 See *The Shore Weekly Record*, 2 October 1941, p. 162 and Headmaster's report in Council Minutes, 15 October 1941.



1941 Staff. *Standing left to right:* J.C. Pope, E.C. Clinch, C.J. Mathieson, T. Milfull, K.D. Anderson, P.H. Eldershaw, W.M. McGregor, W. Brierley, W.N. Dowling, C.E. Burgess, J.N. Pascoe, D.P. Fomenko, H.W. Grigg, W. Sawkins, Sgt Maj. P. Sellick. *Seated left to right:* N.M. Goddard, R.A. Gilfillan, R. King, I.F. Jones, J.B. Burrell, Rev. N.a'B. Backhouse, R.G. Walmsley, L.C. Robson, E.M. Bagot, C.S. Tiley, Miss M. Mackey, T. Kitley, Miss G.M. Holmes, B.G. Davey, G.H. Bronowski.

(Source: Shore Archives MA/130. Photo: Country Life.)

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caution, the school did agree eventually to establish an ATC unit which would begin in 1942. Membership was restricted to boys over sixteen who had completed at least a year in the cadets. Boys were also required to provide a moral undertaking to enlist in the RAAF at age eighteen.¹⁴ Mr C.S. Tiley became first flight commander. By mid-1942, over 50 boys were in the unit. The government soon decided that the summer uniform of khaki would give way in winter to blue tunic and trousers, so creating an image distinct from the longer established army cadets.¹⁵

The new emphasis on military training affected other areas of social service. The numbers in the Scout Troop declined, particularly after

¹⁴ *The Shore Weekly Record*, 31 October 1941 and Headmaster's report in Council Minutes, 19 November 1941.

¹⁵ *The Torch Bearer*, August 1942, pp. 74-6.

1942 when they reached a low of only twelve.¹⁶ In other ways, the energies of the boys were also directed more immediately towards the war effort. A war savings fund was formed. A scheme was started in Term I, 1940 to collect newspapers and various metals. Eighteen months later, war salvage worth £212 had been collected.¹⁷ In early 1941, the whole school became involved in making camouflage netting. A year later, the boys, and principally the boarders, had produced over 1000 nets, tying $6\frac{3}{4}$ million knots and using 489 miles of twine and $13\frac{3}{4}$ miles of rope.¹⁸

The war also encouraged a different cultural life. As in 1914–18, concerts became the basis for wartime fund-raising. The prewar interest in drama thereby became more firmly established. Informal lunch-hour readings gave way to full-scale stage performances. Equally significant were new literary efforts. *The Shore Weekly Record* had begun just before the outbreak of war in July 1939. Its original aims were to give an accurate account of all weekly activities in the school, inform friends of the school of forthcoming events, and remain a permanent record of the school for future generations.¹⁹ Twelve months later, a fourth aim of stimulating original literary contributions was added.²⁰ An editorial committee of boys ran the paper under the supervision of a master. It helped establish a precedent which was adopted elsewhere. In July 1940, the headmaster agreed to the appointment of a boy as editor of *The Torch Bearer* (although both I.F. Jones and C.E. Burgess remained as general supervisors).²¹ Lack of newsprint restricted the size of both *The Torch Bearer* and *The Shore Weekly Record* during the war. Nevertheless, the new paper helped maintain a focus on school activities and purpose.

For most of 1940 and 1941, the war still seemed far away. Unlike the years 1914–18, there was only limited news from old boys fighting overseas. In December 1941 all changed. The attack on Pearl Harbour took not only the Americans by surprise. More threatening to Australia was the sinking of the *Repulse* and *Prince of Wales* off the coast of

16 *The Torch Bearer*, June 1957, pp. 56–7.

17 *The Shore Weekly Record*, 19 February 1942, p. 2.

18 *The Shore Weekly Record*, 26 March 1942, p. 1.

19 *The Shore Weekly Record*, 20 July 1939, p. 1.

20 *The Shore Weekly Record*, 4 July 1940, pp. 92–3.

21 *ibid.*, p. 94.

A school in wartime

Malaya on 10 December. At speech day eight days later, the headmaster indicated as far as possible the school would continue along normal lines despite the war in the Pacific. The school buildings had been inspected for purposes of air raid precaution. Bricks, iron and timber from old buildings demolished on the corner of Alma and Lighthouse Streets (following school purchase of the properties in 1940) had been stored for possible use in constructing shelters.²²

The Sunday following speech day, the headmaster called together a meeting of housemasters to discuss possible evacuation of at least part of the school. A plan emerged for the bursar, Robert Anderson (who had been appointed in 1937), A.D.W. Fisher from the Council and a master, Pat Eldershaw, to investigate a number of sites. The group set out across the Blue Mountains in a car fuelled with coal gas, a rather tiring trip in the hot summer. After examining various sites on the western plains, the group settled on the Mount Victoria Hotel, long without a licence but then occupied by shift workers at the Lithgow Armaments Factory. The School Council decided to buy the hotel and arrange for the transfer of boys from the Prep. and junior part of the main school. A letter was sent out to parents of all boys in the Prep. and in the Third and Lower Fourth forms, indicating that the Junior boarding house would close in 1942 and offering accommodation at Mount Victoria. K.D. Anderson, headmaster of the Prep., was put in charge of the venture. During January 1942, he, the bursar and the school carpenter, Bill Chambers, spent much time rearranging the hotel so that it could accommodate both classrooms and dormitories. In an old building, there remained many problems, particularly electrical wiring and plumbing.²³

The Mount Victoria branch of the school opened in Term I, 1942 with 75 boarders and a few day boys (whose parents had also moved up to the Blue Mountains). There was a combination Fourth and Fifth class, one Sixth class and one Third and one Lower Fourth form. Apart from Keith Anderson and his family, the hotel-turned-school also accommodated three resident masters, R.A. Gilfillan, and H.C.W. Prince and J.V. Terry, both of whom had just joined the staff, a matron, Miss Huby, and her assistant. The branch lasted for all of 1942. Its curriculum tended to follow as far as possible what was being taught at North Sydney, although the formal teaching of science was obviously

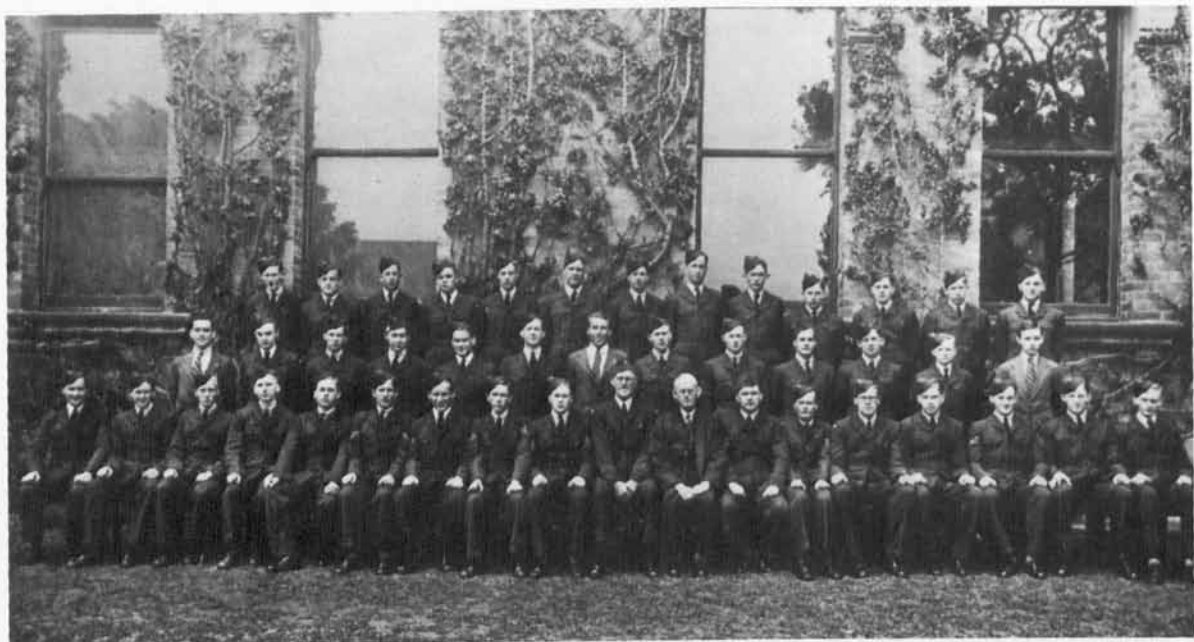


Bruce Manning of School House making camouflage nets during the war. (Source: Shore Archives BC26/34.)

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²² *Report of the Headmaster for 1941*, p. 15.

²³ Interview with Mr Keith Anderson, 17 August 1979; Council Minutes, 7 January 1942.



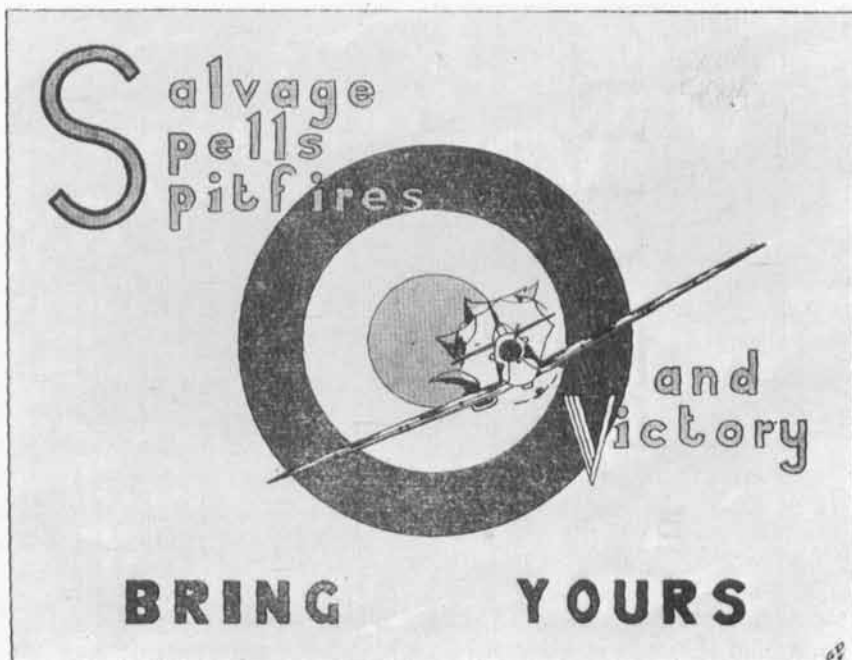
The first ATC Flight, 1942.
(Source: Shore Archives
CA1/51.)

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restricted because of the lack of laboratories. Walks, cycling and picnics generally replaced organised games. During the winter, a cleared patch half a mile from the school allowed for a few matches against local and other schools. The branch was isolated from much of what was occurring in Sydney, but parents often visited on the weekends. On Sundays, the boys packed into the local church. In April 1942, Rob Gilfillan and John Terry organised a concert which helped to keep up morale and spirits. By the end of the year, a rather distinctive community had evolved. The report in *The Torch Bearer* noted:

Circumstances have made for an unusually fine camaraderie among boys who, in the Main School, might have had little contact with one another. We do not pretend that the grouping, in the same classes, of boys of all capacities, has made our work easier; but there has been a kind of intellectual levelling, in that A, who is a backward plodder, finds that B is really not a swot, but a very decent chap, and rather a devil in a dormitory fight! And when they have worked together, in class or making beds or waiting at table, B finds much to admire in A's steadiness and simplicity; and so both derive benefits which are spiritual in the best.²⁴

²⁴ *The Torch Bearer*, December 1942, p. 122. For early accounts of the Mount Victoria branch, see *The Torch Bearer*, May 1942, pp. 17–18, *The Shore Weekly Record*, 5 March, p. 19 and 12 March 1942, p. 15. Further information from *The Torch Bearer*, May 1964, pp. 80–2 and interview with Mr Keith Anderson, 19 August 1979.



(Source: *The Torch Bearer*,
August, 1942.)

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Following the Battle of the Coral Sea, the invasion threat to Australia faded. Many parents now indicated that they wished their sons to return to the main school at North Sydney. As a result, the Council decided that it could no longer afford to maintain the Mount Victoria branch. The building remained as part of school property and was sold off after the war. The boys returned to the heights of North Sydney for the beginning of the school year in 1943.

At the main school itself, the wartime crisis had left its mark. Air raid trenches were constructed on the oval and near the chapel. The making of camouflage nets for the national war effort continued at an ever more hurried pace, the output totalling over 1 500 in 1942.²⁵ In March 1942, the headmaster had presented a concerned report to Council over possible military takeover of school buildings, an action already occurring in Melbourne. As chairman of the Headmasters' Conference he had urged the authorities that if school buildings had to be resumed, primary schools should be taken over before secondary, and girls' schools before boys'; so that the 'elementary training of future members of the forces may not be interrupted'. Of more immediate impact was the growing

²⁵ *The Shore Weekly Record*, 17 February 1944, p. 3.

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The Mount Victoria
Branch School, 1942.
(Source: Shore Archives
BB/2.)



shortage of domestic staff.²⁶ The expanding war effort throughout 1942 consumed all forms of manpower. In March the government had made the registration of all persons over sixteen compulsory. By January 1943 the Director General of Manpower had authority to order civilian workers into essential occupations. In general, wartime industries offered attractive wages, as many women filled formerly male positions. By late 1942, the domestic staff in the school had declined from a normal complement of 33 to only ten.²⁷ Eventually, the Council agreed to pay increased wages to retain staff, but the problem would continue well into the postwar world. Amongst the boarders, boys helped in the kitchen and general domestic duties.

Such manpower crises occurred when the school population was expanding. Boys were staying at school longer than in the prewar years. By 1944, the Sixth Forms had 35 boys more than usual, and the Fifth Forms, ten more.²⁸ In part, the trend was apparently related to wartime circumstances. Boys remained at school until seventeen and then joined the services. Of longer term significance was the growing emphasis on qualifications. In early 1942, Sydney University announced restrictions on entry. The same year, the Commonwealth Government introduced

²⁶ The Headmaster's report in Council Minutes, 18 March 1942.

²⁷ Headmaster's report in Council Minutes, 21 October 1942.

²⁸ Report of the Sydney Church of England Grammar School for the Year Ended 30 June 1944.

financial assistance for students on low incomes. These measures helped increase competition for places. In November 1942, the headmaster himself suggested that boys should now consider whether it was more in the national interests that they should enter the university rather than the armed forces.²⁹ Despite wartime difficulties, academic performances also remained high. In 1940, P.R.M. Jenkins had been first in the State in general proficiency. He would return to teach at the school in 1942. I.G. Ross emulated his achievement in 1943, so being the sixth Shore boy to hold the honour over the previous twenty years. Overall, the normal pattern of a five-year secondary school course was now firmly set, not only at Shore but elsewhere throughout New South Wales. The effect on the school and its administration was significant. Compared to 20 years previously, the distribution of numbers in the school was now more evenly balanced. Attempts to restrict total numbers would be a deliberate postwar policy (Table 7.2).

Table 7.2 School Population, 1944–47

	1944	1945	1946	1947
VI Forms	129	128	116	125
V Forms	120	99	120	113
IV Forms	138	143	140	146
S Forms	147	148	143	125
III Forms	124	125	117	114
Preparatory School	124	128	137	133
<i>Total</i>	<u>782</u>	<u>771</u>	<u>773</u>	<u>756</u>

Source: Reports to Synod, 1944–47.

The growing number of Sixth Formers had its advantages. If anything, the school sporting performances throughout the Second World War surpassed previous efforts. In the unofficial competitions which the GPS held during the war, Shore eights and fours won most of the rowing regattas on the Parramatta River from 1941 to 1942. In 1943, the school won six of the nine races of the unofficial schools regatta, the eight winning by five lengths. Equally notable were the football victories. By 1942, it was estimated that more boys than ever were playing football, with 23 teams in competitions.³⁰ Under the coaching of K.D. Anderson, a former New Zealand rugby player, the first fifteen was undefeated in

²⁹ *The Shore Weekly Record*, 19 November 1942, p. 166.

³⁰ *The Shore Weekly Record*, 7 May 1942, p. 52.

Table 7.3 Shore First XV Matches 1940-49

Year	Opponents							Total Results			Points	
	SGS	SHS	SIC	SJC	TKS	NC	TSC	W	L	D	For	Against
1940	W16-10	W22-6	W29-9	L 6-10	L 8-12	W58-0	W 6-3	5	2		145	50
1941	W19-9	W 6-3	W57-0	L 3-10	W16-9	W33-0	W22-6	6	1		156	37
1942	W10-9	W 9-5	W24-5	L11-16	W20-3	W17-3	W14-9	6	1		110	54
1943	W 9-3	L10-17	W22-3	W13-12	W 9-6	L 8-13	L11-14	4	3		82	68
1944	W22-0	W25-3	W28-8	W 9-3	W 9-0	W14-10	W17-4	7	0		124	28
1945	W15-13	W25-6	W14-3	W14-3	W40-8	W19-12	W23-3	7	0		150	48
1946	W21-8	L 3-10	W22-6	L 9-19	W25-0	W 9-0	W24-3	5	2		113	46
1947	W14-9	W17-5	W25-0	L11-12	D11-11	W12-11	D 3-3	4	1	2	93	51
1948	W19-6	D 6-6	W18-9	L 3-11	L 6-8	D 3-3	W 9-3	3	2	2	66	44
1949	L18-20	W27-11	W35-3	W 8-6	W10-3	L14-15	W11-9	5	2		123	67

Source: *The Torch Bearer*, September 1949, p. 118.

1944 and 1945. Football strength continued into the postwar years (Table 7.3). Overall, the last two years of the war were notable in the sporting history of the school. Apart from football success, the first eleven won the unofficial cricket premiership in 1944. The 1944 athletics team was possibly the strongest ever. Finally, the eight won the unofficial regatta again 1945.

The sporting achievements of the latter war years were matched by undoubted flowering in drama and music. An annual 'Play Day' was instituted in 1941. During 1942 a school concert of plays and music was performed publicly at the Mosman Town Hall, the Independent Theatre and the Soldiers' Memorial Hall, Killara.³¹ The overall aim was to interest boys in the manner whereby drama was produced and performed.

Changes in musical life were particularly notable. During 1941, Richard Merewether, a boy in the school, had helped form a small orchestra of six players, with Miss Glennie Holmes at the piano. The group was a great success at the school concerts. The following year, Merewether enlisted the help of Mrs Faunce Allman, a noted musical teacher and wife of George Allman, an old boy. She assisted in bringing the now expanding orchestra up to school concert standard.³² By 1943, there were 30 members in the school orchestra. It provided the culmination of a decade of developments in music. The prewar Octet Club had grown to over 50 members and combined with the new interest in drama there was the basis for an expansion in the theatrical arts. As the Council noted in its report for 1943:

The school is doing far more than would have been thought possible a few years ago, but always under improvised conditions, which detract from the enjoyment, increase the labour, and no doubt affect the efficiency of performance. The life of the school would be made much more full if there were a suitable hall in the school, and it would be constantly used.³³

The thought was for the future. So, too, was much of the educational discussion both in and outside the school in the last two years of the war.

Throughout Australia there was much planning during the last two and

31 See *The Shore Weekly Record*, 26 November 1942, p. 173.

32 For early history of the orchestra see *The Shore Weekly Record*, 12 November 1942, p. 162. See also *The Torch Bearer*, June 1957, pp. 41-2 and December 1958, pp. 103-5.

33 Report of the Sydney Church of England Grammar School for the Year Ended 30 June 1943.



Gas mask wearers. (Source: Shore Archives BA/19.)

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a half years of the war. Educationalists were prominent in the debate over the future of Australian schools. In January 1943, the Headmasters' Conference was held at Shore. As chairman, L.C. Robson introduced the proceedings. Even before the war, he had tried to convince his fellow headmasters of the need to influence national decision-making. The conference was a means of 'contact with men of affairs throughout Australia' he had told their dinner meeting in 1939. It should develop a 'distinctive contribution' in education.³⁴ Now in 1943, he was to play a major role in committing the conference to a program of educational and social reconstruction founded on a new spiritual purpose. In his inaugural address, Robson reminded the group of the charge of social divisiveness often levelled at the independent boys' schools in Australia. He believed that they should endeavour to 'make a greater contribution than in the past to national education'. This could be achieved by making their individual schools as good as they could be, and then by exerting influence over the general educational system.³⁵ The Conference itself passed a series of major resolutions calling for a Commonwealth Royal Commission to reorganise Australian education and make provision for a spiritual basis of education, promotion of a common Australian sentiment, a school leaving age of seventeen, and religious schools where required. It was suggested that the non-government boys' schools make their contribution to national education on the basis of their religious purpose, and through the training of their pupils for community service and social responsibility.³⁶

Over the succeeding months of the war L.C. Robson and James Darling of Geelong Grammar would become the leading spokesmen for the Australian non-government secondary schools. Particularly aware of the English debate over the future of the public schools, both strove to reassert the importance of spiritual renewal and maintenance of Christian education in the postwar world.³⁷ In the farewell service to boys leaving the school at the end of 1944, the headmaster set out what he saw as the justification for their past schooling and the ideals that he hoped they would maintain:

³⁴ Speech by Mr L.C. Robson at Headmasters' Conference Dinner, 1939, L.C. Robson Papers, Box XIV.

³⁵ *Addresses on Education, Given at Headmasters' Conference of Australia*, January 1943, pp. 9-10.

³⁶ *ibid.*, p. 55.

³⁷ Details of various articles and speeches appear in L.C. Robson Papers, Box XIV.

British education at its best is a comprehensive process, and a good school does not recognise the walls of a classroom as its boundaries or the hours of the school days as its sole province. There are indeed five elements in education. First, there is instruction and learning—the imparting and acquiring of knowledge and the cultivation of pride in the qualities of the mind. Then there is the right and profitable use of leisure. In this I include games, which I think we have learnt to use fairly well as a means of developing manly virtues; but, of course, a great variety of profitable spare-time activities come within the province of the school. Next I would put discipline. Boys have to be taught to live as members of an organised society, and to subject their own wishes and convenience, in reasonable degree, to the rules by which an organised community lives. A school has the duty of holding before its pupils that the object of their training is not merely personal profit or individual happiness but to enable them to use their gifts and powers to make others safer and happier. Finally, all these things depend for their motive upon the acceptance of a philosophy of life which, for Christian people, must spring from their religious faith.³⁸

With the background of national unity in war, many boys even reassessed their own attitudes. One article in *The Torch Bearer* debated 'Are We Snobs?' An old boy contributor felt that in his years at school there was too much feeling of social superiority, too much worship of athletic brawn, and too little concern for the poor and those in need. 'We measured success in terms of vulgar material gain, instead of contributions to the thought or welfare of the nation'. Others, including a senior master and the senior prefect, disagreed. They suggested that pride in the school should not be confused with snobbery.³⁹

A more general critique of the curriculum came from an editorial at the end of 1943. It suggested that Australian education was far too narrow, failing to 'turn out into the world good men—good in mind and good in body. Our present system provides for the latter, but sadly neglects the former'. The answer was first, to provide education based on a religious and moral foundation, so that youth would have a 'sense of public duty and responsibility'. Secondly, the subjects in the curriculum ought to be more general, including those that were now classed as non-academic. Finally, in an interesting comment on the impact of new forms of media, it was suggested that radio and cinema be controlled.⁴⁰

By late 1943, the Council was itself considering the nature of the traditional grammar school curriculum. The pressure of numbers in the upper school, combined with staff shortages, brought about a general

38 *The Shore Weekly Record*, 7 December 1944, p. 176.

39 *The Torch Bearer*, May 1943, pp. 49–50.

40 *The Torch Bearer*, December 1943, p. 102.



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Shore School Eight, 1941: 'Winners'. From left to right: K.E. Goldring (bow), R.J. Luker (2), R.W. May (3), G.B. Edwards (4), I.R. Osborne (5), I.R. Carter (6), P.R. Evans (7), P.N. Shaw (Stroke), J.D. Hum (cox).
(Source: Shore Archives SM8/412. Photo: Sidney Riley.)

curricula and administrative reorganisation in 1944. The new atmosphere of expected postwar changes assisted the development. In October 1943, the headmaster noted that the previous classification of boys into classes nominated as 'A, B, C, D and Mods' had always disadvantaged weaker boys who felt less was expected of them. However, he was not prepared to consider any radical restructuring as 'it is obviously disadvantageous to mix the more intelligent with the less intelligent in the same class'. He had discussed a reorganisation and renaming of classes which would 'abolish the old nomenclature while at the same time preserve the advantage of grading'.⁴¹ Eventually, it was decided to establish a scheme which would also economise the time of masters. The Upper Fourths were organised into two forms, IVA1 and IVA2, which did two languages; two forms called IVB1 and IVB2 which studied French, and IVC with no language work. The Lower Fourths became known as SA1, SA2, SB1, SB2 and SC with similar teaching arrangements. The old nineteenth-century heritage of a classical and modern

⁴¹ Headmaster's report in Council Minutes, 20 October 1943.



The First Fifteen against
Newington, 1944. (Source:
Shore Archives SM5/379.
Photo: Associated
Newspapers.)

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side was at least abolished in form, if not substance.⁴²

Some on the Council wanted to see more consideration given to a redirection in the curriculum. The Rev. R.J. Hewett and the Rev. W.F. Pyke proposed that the headmaster give thought to the provision of more technical education in the school curriculum.⁴³ The headmaster responded coolly. He could see no prospect of including any expanded technical studies which would include woodwork and metalwork workshops and other expensive equipment. There were other more necessary priorities. Moreover, he doubted whether it was desirable that technical education should in fact be taught in the school on a large scale.⁴⁴ Nothing more was heard of the matter. Wartime curricula modifications were small. By 1944, geography at least could be taken in the Sixth Form at both Pass and Honours level.⁴⁵

In general, the academic curriculum of the school remained tied to the State examination requirements. As a member of the Board of Secondary School Studies, the headmaster made it clear that he

⁴² Details appear in *The Shore Weekly Record*, 17 February 1944.

⁴³ Council Minutes, 20 October 1943.

⁴⁴ Headmaster's report in Council Minutes, 17 November 1943.

⁴⁵ *Report of the Headmaster for 1944*, p. 9.

opposed the new arrangements for a partly internally assessed Intermediate Certificate and the dropping of the foreign language requirement for university matriculation. He believed also that a further decision selecting university entrants on the basis of six Leaving Certificate papers would lead to narrow specialisation.⁴⁶ As had Purves in 1912–14, he had to live with the new situation.

If the examination system determined much of what was possible, then so did the nature of the school population. Unlike the State high schools, Shore imposed no entrance tests. A large number of boys still came from country districts and their previous education was often uneven. Despite the good record of the school at the State examinations, it would be difficult to pursue a policy of merely producing an intellectual élite. In 1943, the headmaster pointed out to Council the IQ results carried out at Shore and a number of State high schools (Table 7.4). Even allowing for a number of intelligent country boys who were less adept at answering test questions than their city counterparts, the differences were quite marked between Shore and a number of the prestigious high schools. Less obvious, however, were the differences in Leaving results between Shore and other major GPS and high schools in 1943, a year in which L.C. Robson considered that the school had not performed well (Table 7.5).

In a special report to Council in July 1944, the headmaster outlined what he would like to see as a future policy in the school curriculum. Despite his public role as chairman of the Headmasters' Conference, he remained sceptical that a comprehensive plan of educational reconstruction would emerge in Australia, as was contained in the *English Education Act* of 1944. More likely, he believed, would be pressure for material improvements from such organisations as the Teachers' Federation. As far as the school itself was concerned, he felt that it was already on the right lines in terms of organising the curriculum. He would 'like to have a school with a fairly uniform curriculum, providing for one type of pupil only, from the point of intelligence', but realised that this was not possible. A fee-paying school had to provide for a variety of pupils. Moreover, it was right that boys from different geographical and occupational backgrounds should mix together. Nevertheless, he maintained also that it would be a mistake to emulate the model of a multi-lateral comprehensive school. About a quarter of the boys went on to the land and the rest divided into professional and

⁴⁶ Headmaster's report in Council Minutes, 15 March 1944 and also *Report of the Headmaster for 1944*.

Table 7.4 Average IQs, 1943

School	Score %					
	above 130	120-129	110-119	100-109	below 100	
Shore	8	29	34	21	7.5	
Canterbury Boys	22	50	27	1	—	
North Sydney Boys	36	47	17	—	—	
Sydney Boys	40	41	18	1	—	
Fort Street Girls	34	47	17	2	—	

Source: Headmaster's report in Council Minutes, 18 August 1943 based on Department of Education figures and Shore tests

Table 7.5 Leaving Certificate Passes, 1943

School	% Honours I	% all Honours	Average Pass
Shore	18.8	50.7	7.39
Grammar	24.4	48.6	7.96
St Joseph's	28.6	50.8	8.00
Scots College	15.2	43.5	7.65
Barker College	12.5	46.0	7.21
North Sydney Boys	24.7	58.5	8.06
Sydney Boys	29.5	57.0	8.59

Source: Headmaster's report in Council Minutes, 16 February 1944. The average pass is calculated on 4 for Hon. I, 3 for Hon. II, 2 for A, 1 for B.

commercial careers. For that reason, he put a low priority on technical education (except for providing 'interesting manual activity'). The school should be prepared to indicate that it would not offer the same variety as the State system. 'We ought to give our first effort to languages, mathematics, science, history etc. and should not be side-tracked.' Furthermore, he did not want to lower the age of entry as had occurred in other Prep. schools. The object of the Prep. was to provide a sufficient number of boys in the main school who could set the standards for the rest. Boys under eight and a half did not fit into the environment of a big school. In other respects, he wanted to see greater opportunity and prospects for the staff, not only in terms of salary, but general fulfilment in their work. Finally, he believed that despite his fears of a few years ago, the school would preserve its status. Many in the community still found the environment of State schools unsatisfactory, while enrolment pressures revealed that parents more than ever valued education. Any future development, however, should take place through a greater attention to spiritual motives in Australian schools. It



The first Play Day 1941. On the left, the *Merchant of Venice* performed by 2b maths. On the right, the *Crimson Coconut* performed by Hodges House. (Source: Shore Archives DC/69.)

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was through such emphasis that education could give 'some common sense of purpose, some common vision to the nation' and 'a guiding ideal of character to the individual'.⁴⁷

Four months after this report of July 1944, the headmaster submitted a further statement on future buildings. It contained also his views on the size and composition of the school. Disturbed by the growing pressure of numbers he wanted to see enrolment limited to 700 boys divided into 27 forms. The number of main classes at each level would vary between four and five. The school would remain a 'grammar school', and thus any future development plan would not include provision for workshops. Any new building should take place on the north-side of Lighthouse Street between Alma and Edward Streets. His building plan provided for twenty-four classrooms, five laboratories and two lecture rooms, a Library, Geography Room, two Art Rooms, a Bursar's Office, School Office, Book Shop and Store, School Shop and Assembly Hall. Of those not already built, the most important was the Assembly Hall which would have a multiple function to provide for not only school assemblies but lectures, speech days, concerts and drama, dances, old boys' gatherings, art exhibitions and mass examinations and combined classes. It should be a building containing a maximum of 1 200.⁴⁸

⁴⁷ Headmaster's report in Council Minutes (special meeting), 11 July 1944.

⁴⁸ Report upon School Buildings, October 1944, in Council Minutes, 18 October 1944.

In general, the outcome of discussion over educational reconstruction in the school tended to confirm existing policy. The views of the headmaster prevailed. His standing in Australian education reinforced the strength of his opinions on future directions in the school. The decision not to change substantially was significant. It would influence the development of the school for much of the next two decades. Even the building program would become a major guideline. As a first step, it was decided that the proposed hall should be a memorial to those old boys who had been killed during the war.⁴⁹

In keeping with the desire for continuity, the Council itself also reconfirmed much of its existing procedures. In July 1943, the Executive Committee prepared a formal constitution designed to supersede the regulations first laid down in 1928. Particularly detailed, it outlined various matters: the numbers of executive officers and permanent committees of Council, the order of business at meetings and the respective powers and functions of the Council and the headmaster, and the Honorary Secretary, Treasurer, Executive Committee and Finance Committee.⁵⁰ A number of Council members considered such regulations unnecessary. In particular A.B.S. White expressed the view that it would be 'inadvisable' to adopt a set of regulations at that time. The Council then rejected by seven votes to six a motion to adopt such a code of regulations.⁵¹ Twelve months later, it accepted a more limited form of procedures in regard to its own officers. As well as outlining the duties and functions of the Secretary and Treasurer, it was provided formally that the Executive Committee, comprised of the Secretary, Treasurer and four other members of Council, should elect its own chairman.⁵² These decisions coincided with the beginning of a new era in the affairs of the Council. Since the formation of the Executive Committee in 1928 the senior councillor had generally been chairman. For much of that time, Professor Holme, on the Council since 1898, had held that position. In 1945, he decided to resign the position while remaining on Council. His successor would be Brigadier T.A.J. Playfair who would guide the Council through much of the early postwar period. In 1945, A.B.S. White resigned from council after almost 36 years of continuous service.

49 Council Minutes, 20 June 1945.

50 Draft Regulations in Council Minutes, 21 July 1943.

51 Council Minutes, 18 August 1943.

52 Council Minutes, 19 July 1944.



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The Octet Club Pierrots at the last concert of the war held at the Anzac Memorial Hall, Cammeray 30 July–2 August 1945. Formed in the late 1930s as a singing group of masters and boys, the Octet Club grew during the war into a large choir, with active encouragement from a number of the masters including Mr R.A. Gilfillan and Mr H.W. Grigg, both pictured here fourth and fifth from the left in the back row. (Source: Shore Archives DC/80.)

One final area of planning for the postwar world concerned the staff. As in World War I, inflation had undermined the salaries of masters. Following submissions from the 'Common Room', the Council agreed in mid-1944 to adopt an overall scheme of salary increases for all.⁵³ Further prolonged attention was also given to the general question of superannuation with a view to taking action in the postwar period.⁵⁴

In such ways, the school authorities prepared for the end of the war. Gradually, the school itself began to readjust. In the summer of early 1945 a contractor demolished and filled in the air raid precaution trenches which had been created in the middle of the school ground three years earlier. The ground was being made ready for the coming football season. Although the final end of hostilities was still some months away, it was a sign that life was returning to normal.

The war had affected the school and its community in many ways. In

⁵³ Report of Executive Committee in Council Minutes, 21 June 1944.

⁵⁴ Report of Executive Committee in Council Minutes, 20 June 1945.

the earlier conflict of 1914–18 the boys had been made constantly aware of the sacrifices of old boys. *The Torch Bearer* had been in close touch with news from the front; its pages filled with the names of those who had served and died. In 1939–45, the participation of old boys in the war was often less noticed but no less real. The introduction of conscription for home defence makes comparisons with World War I difficult. However, of those 1930–45 leavers in the Shore Survey, over one-quarter served overseas with the AIF, and about a further fifth were in the Air Force and Navy. Overall, the total participation rate was as high, if not higher than in 1914–18, although far fewer were killed (Table 7.6).

Table 7.6 War Service of Shore Old Boys, 1939–45

Years of Leaving	Total Served		Total Killed		Prefects Served		Prefects Killed	
	No.	%	No.	%	No.	%	No.	%
1930–34	359	42.1	36	4.2	35	44.8	1	1.2
1935–39	488	66.5	46	6.3	66	77.6	5	5.8
1940–45	324	33.9	12	1.3	63	32.2	5	3.8

Note: Due to certain inconsistencies in maintaining the school register it is not possible to obtain figures on the World War II service of most pre-1930 entrants. To give some indication of the participation of those at the school in 1920s it was therefore decided to analyse war service by years of leaving, in contrast to the years of entry analysis of World War I servicemen. For details on the Survey groups, see the Appendix.

Source: Shore Register, 1930–45.

As in 1914–18, the war had interrupted the careers and lives of many young men who had left the school over the previous decade. Many would die in the Middle East, Europe or New Guinea, or would suffer in such infamous camps as Changi. Large numbers would achieve distinction. Of the sample of 1930s leavers who responded to the survey of old boys in 1980–81, almost half achieved officer rank. Of the school leavers of 1940–45, perhaps one-quarter went straight from school into the air force. It was a different war from the horror of 1914–18, but still terrible in its own way. Of the total number of 2063 old boys who served, 231 had died. In the school, and throughout Australia, almost all were pleased to see a return to days of peace.

8

Postwar changes

At speech day 1945 the headmaster outlined proposed plans for the future. Suggesting that there was still much to be done if the school wished to achieve all it could for its pupils, he emphasised two main directions to be pursued. First, the conditions of teaching service had to be improved, particularly by providing for a proper superannuation scheme. Secondly, there were major building projects envisaged. These fell into two classes, concerned with boarding accommodation and general teaching. All the boarding houses should be enlarged and improved. On the teaching side, the new classroom block and science laboratories, built in the 1930s, formed the first two stages of a four-stage scheme. The third stage would replace the old rooms including the library and bursar's office. The fourth stage would be the building of a School Hall. Beyond these developments there were plans for further laboratories, better classrooms, workshops, a gym and swimming pool. The most important project would be the School Hall, a fitting memorial to all those Shore old boys who had served in World War II. Placed at the entrance to the school it would occupy 'one of the most prominent positions in the city of Sydney'.¹

In effect, these plans were long delayed. As with most other independent schools, Shore faced the paradoxes of the postwar world. There was increasing and growing pressure on enrolments. At the same time, continuing inflation added to cost increases and labour shortages. Neither problem was solved easily. In terms of numbers, the headmaster still wanted to preserve a balance within the school. Initially, he looked to taking over 60 boys into the Prep. each year, another 40 into the Third Forms and a smaller number into the higher forms. By the mid-1940s certain enrolment procedures had evolved. Some provision was made for the sons of old boys. Generally, applicants were placed on

¹ *Report of Headmaster for 1945*, pp. 11–12.

a 'definite' or 'waiting' list for any particular year. By 1946, the Prep. itself was booked up to the year 1951. The largest of the Church of England boys' schools in New South Wales at the outbreak of war, Shore did not grow as quickly as others in the immediate postwar years (Table 8.1). For a few years, the result would be some disappointment and bitterness on the part of those unable to secure a place for their sons.²

Postwar readjustment also involved problems of staffing and salaries. For a number of years, the boarders still had to do much of the maintenance around the houses. It was not until the second term in 1948 that the headmaster could report that 'at breakfast on Monday, 9th August, another move towards pre-war conditions was made. The number of resident maids is now sufficient to make the presence of boys in the kitchen no longer necessary. Maids now carry trays to and from tables. Boys are still responsible for the serving of food and the clearing of tables'.³ To keep domestic staff, the Council had to increase wages substantially. In 1939, the school had employed over 100 persons, of whom only just over one-third were on the teaching side. It now became increasingly difficult to maintain sufficient numbers to keep up even repairs and maintenance. The postwar restrictions on building materials accentuated problems. The Council had to defer its plans for reconstruction, even though the War Memorial Hall fund had more than passed its objective of £30 000 by 1950.⁴

Table 8.1 Church of England Boys' Schools: Population

School	Population		Increase	
	1940	1951	No.	%
King's	281	530	249	88
Cathedral	34	77	43	127
Shore	712	777	59	8
Barker	292	508	216	74
Tudor House	73	118	45	62
Trinity	186	715	529	284

Source: *Report of the Commission appointed by the Archbishop of Sydney 1964*, p. 164

² *The Torch Bearer*, May 1946, pp. 41–2 and interview with Mr K.D. Anderson, 31 July 1979.

³ Headmaster's report in Council Minutes, 18 August 1948.

⁴ See Reports of Sydney Church of England Grammar School for Years ended 30 June 1947–50.

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Postwar atmosphere.
School House and Poplars,
1950. The poplars were
later removed for the
building of the War
Memorial Hall. (Source:
Shore Archives BC26/33.)



The difficult postwar situation gave rise to a reconsideration of financial planning in the school. Soon after his arrival as headmaster in 1923, L.C. Robson had called for some form of outside benefaction.

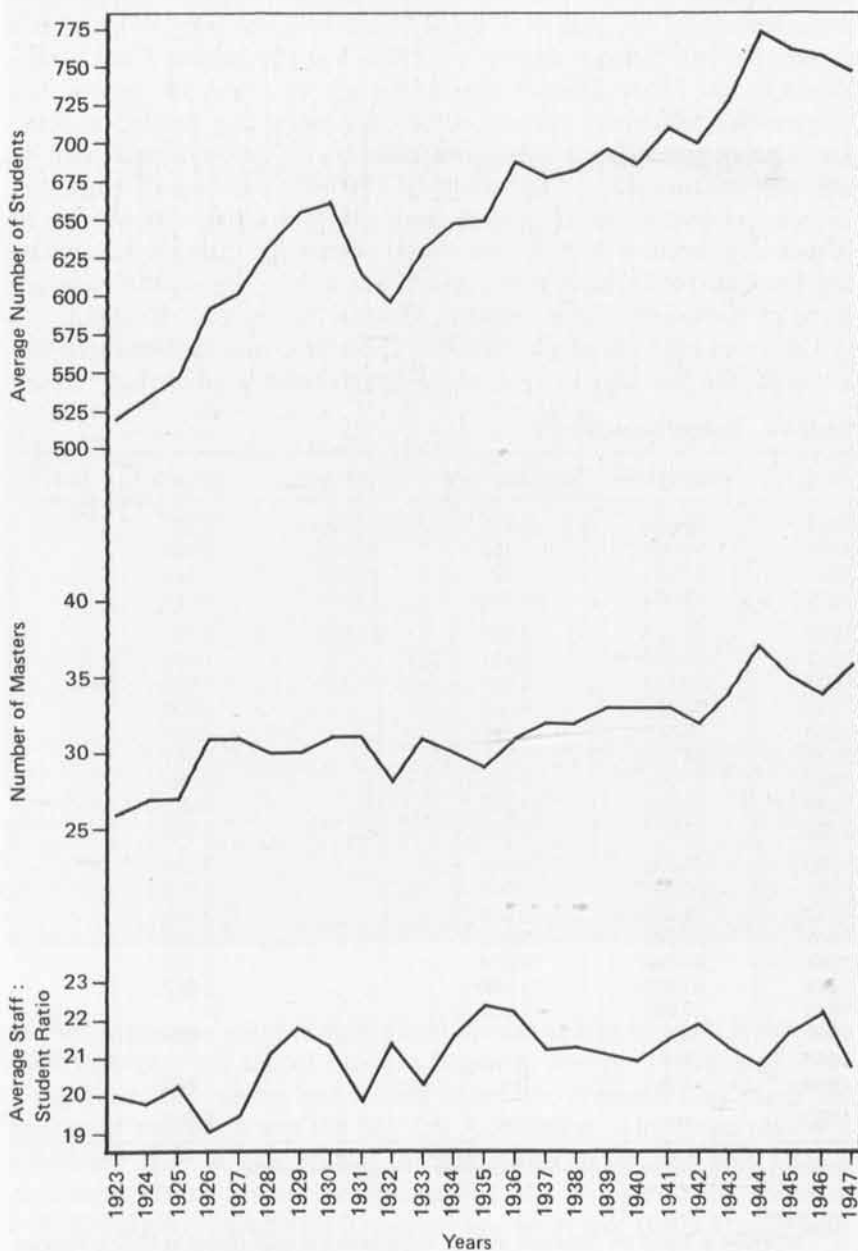
The annual fees are rather less than £35 per boy. The 540 boys in the school need for efficient handling twenty-six masters and a bursar, an average of one salary per twenty boys. Thus less than £700 is available per master. It should be obvious that, when working expenses are deducted, a credit balance can only be shown by the exercise of most rigid economy and no small measure of ingenuity.⁵

Even in the Depression, the school had made an operating profit. This had occurred with the continuing high staff-student ratio of over twenty to one which was maintained even beyond the war (Figure 8.1). In 1947, the headmaster himself taught 16 periods out of 35. The average teaching commitment for masters was 29.5 periods.⁶ The load was carried while the School Council devoted some of its operating resources to building. Apart from its original endowment of around £30 000 the only major bequest to the school since 1889 had been

⁵ *The Torch Bearer*, May 1925, p. 11.

⁶ L.C.R. 'A Note upon the relation between number of boys and number of masters' in Reports to Council, 1945-55 (held in bursar's office).

Figure 8.1. Staff : Student Ratios, 1923-47.



Source: A note upon the relation between number of boys and number of masters in Reports to Council, 1945-55.

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£10 000 under the will of Sir Samuel McCaughey. Another £30 000 had come from gifts for general purposes, including the fetes which raised money for Northbridge during the 1920s and the Jubilee Fund established in the 1930s. Overall, during its first 58 years, the school had received £70 000 from sources other than operating profits on fees. During that period it was estimated that the total capital represented by school properties was in 1947 about £200 000, the purchase of which had been sometimes effected through bank overdrafts. Thus, two-thirds of school development had been financed principally through accumulating small surpluses each year.⁷ Much was due to the careful management of such men as A.L. Blythe, Council Treasurer, 1926–44.

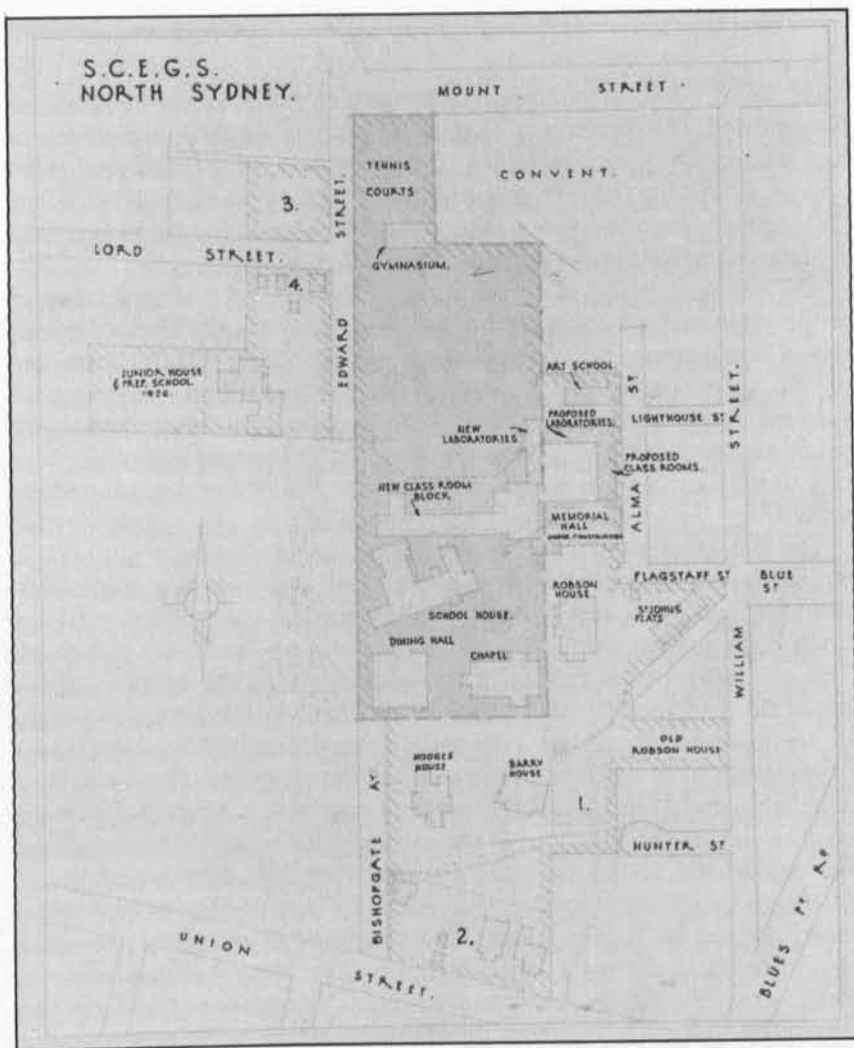
The years 1946–49 marked a minor financial crisis. In 1946 there was a loss for the first time in over twenty years. Despite an increase in fees

Table 8.2 School Accounts (£)

Year	Tuition Fees	Boarding Fees	Expenses	Surplus	Deficit
1924	19 668	5 670	24 118	1 220	
1925	20 002	7 444	24 859	2 588	
1927	21 391	11 729	31 226	1 893	
1929	23 004	12 398	30 765	4 637	
1930	23 222	12 698	32 733	3 186	
1931	21 514	9 871		1 485	
1932	20 785	9 156		1 650	
1933	22 191	9 756		1 808	
1934	26 648	10 691		2 928	
1936	24 371	13 925		3 374	
1937	23 067	14 461		3 299	
1938	24 952	14 782		3 961	
1939	25 377	16 727		4 233	
1940	25 358	16 664		3 324	
1941	26 001	17 064		4 660	
1942	25 668	18 941		3 588	
1943	26 686	16 924		3 954	
1944	28 340	18 224		7 159	
1945	27 977	17 966		3 207	
1946	27 937	17 364			944
1947	n.a.	n.a.		669	
1948	n.a.	n.a.			3 199
1949	n.a.	n.a.		824	
1950	n.a.	n.a.		2 669	

Source: L.C. Robson, School Balance Sheets (file in headmaster's office)

⁷ The above is based on estimates of L.C. Robson in a special report in 1947 in Reports to Council 1945–55. In 1945 he suggested £100 000 had been spent since his arrival in 1923. *Report of Headmaster for 1945*, p. 10.



The school site and properties in 1953 with proposed plans for development. (Source: Shore Archives BC11/76.)

in 1947 there was another substantial operating loss in 1948. It was not until 1950 that the school finances began to recover (Table 8.2).

Previous fund raising had related to specific projects. One small but important exception was the SCEGS Association, which had played a significant role in the prewar Jubilee celebrations and was now a continuing effort. Under the direction of Mrs Donald Esplin and Mrs C.R. Cormack, respectively Treasurer and Secretary 1940-47, and with active support from Mrs L.C. Robson, the Association had become principally a ladies' committee and a means for mothers of boys to meet

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staff. Since 1940, it had been customary to hold American Teas for fund-raising. During the war years these funds were given to charities or war-related projects, including the proposed War Memorial Hall appeal. Following the war, other funds went to support school activities. Amongst its early decisions, the Association resolved to support the erection of new school gates once the hall was built.⁸

The example of the SCEGS Association revealed the significance of an on-going organisation for fund-raising. In 1947, the Council established a sub-committee to review the whole area of benefaction and development, particularly in view of possible operating losses and the growing funds allocated to State schools. The committee decided to establish some form of public information to encourage benefactions and to take early steps to prepare plans for future development of the school.⁹

The headmaster deferred his own report on developments until future circumstances became clearer. The pressure and worry of administration and teaching soon told on his health. In April 1949, while teaching a Sixth Form mathematics class he suffered a heart attack and collapsed. The stunned boys sat in silence for moments while the headmaster lay prostrate. Eventually, one fetched help.¹⁰ Sent to recuperate in hospital, the headmaster prepared the overdue report on buildings and future developments. It was based on the assumption that the school would be able to expand its facilities by acquiring properties in Alma Street on the eastern side of the school near the entrance gates, and other houses in the north-west corner near the existing Prep. He also hoped to see further acquisitions of land in William and Flagstaff Streets, and below Barry House in Union Street. The aim was to extend the teaching departments of the main school towards the east and also provide for better provision for the Preparatory School. The proposed hall was now envisaged to have a basement providing for music and also a tuckshop and other storage areas. Amongst other proposals, there were plans for improved boarding accommodation, a new school hospital, extension of the chapel, improvements to Northbridge, a school swimming pool, regarded as 'very important', more tennis courts, a gymnasium to allow for expanded physical education and workshops for woodwork and

8 SCEGS Association, 21 July 1948 in Reports to Council, 1945-55. See also *The Torch Bearer*, June 1957, pp. 62-3, and *Shore Reports*, June 1981.

9 Report to Council from sub-committee under chairmanship of Professor Holme, 16 June 1947.

10 Information from P.J. Yeend.

metalwork.¹¹

Over the next three years, the Council set out to acquire the necessary properties so as to allow for extensions. By 1952, it had bought a terrace of seven houses in Lord Street, lands south and east of Barry House, and two two-storey houses at the corner of Lighthouse and Alma Streets. The school had also bought St John's Flats near Robson House, which it would later use for accommodation of masters. The purchases had resulted from normal operating accounts as the finances of the school improved in the early 1950s, although private benefaction had assisted in the use of part of the newly acquired land in Lighthouse Street.

In 1948, the school had received a large private endowment from the estate of Edward Thring, a well-known Sydney surgeon who was related to the famous headmaster of Uppingham in England. Initially, it was hoped that the sum would be used for the construction of a swimming pool. Inflationary costs made this impossible. It was therefore agreed to put the money towards an Art Block. The building was planned with the assistance of the Art teacher, John Lipscomb. The boys designed the 50-foot (15.25 m) abstract mural on the outside. The Canadian-born Harry Seidler, just establishing himself as representative of a new generation of architects creating a style appropriate to modernism in Australia, lectured in the building in July 1952 and later gave it public praise: 'I have seen one healthy little building in Sydney recently. It is the art building at Shore Grammar School. It's inexpensive and rather poor in workmanship, but it has spirit about it.'¹²

Whilst the headmaster was overseas on recovery leave in 1949, the Council tried also to settle the vexed question of enrolment policy. The acting headmaster, Mr Bagot, submitted a report indicating the extent of the demand for places in the school. The school was virtually booked up until 1958. For each of the intervening years between 1950 and 1958 there were provisional lists. The provisional list for 1950 had included 420 names, of whom 43 had been able to secure enrolment owing to cancellations. Of the remaining 377, 230 were on lists for later years. This meant that about 98 boys on the 1950 provisional list would be turned away.¹³ In order to regularise the situation, the Executive

11 Headmaster's Report upon Future Development of the School submitted to the Executive Committee, 11 July 1949 in Reports to Council, 1945-55.

12 Shore Archives BC3/5 and BC3/21 containing news cuttings of July and August 1952.

13 Special Report on Enrolments, 21 September 1949 in Council Minutes, 21 September 1949.



The 1948 swimming team.
Standing left to right:
H. Maccallum, J.B. Alldis,
D.A. Newton. *Seated left*
to right: V.F. Arnold,
M.R. Matthews,
A.E. Mitchell Esq.,
I.A. Curlewis.
(Source: Shore Archives
SM12/75.)

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Committee decided to recommend an enrolment fee of five pounds to be charged for all new boys from the beginning of 1951.¹⁴ The decision caused a flood of protests. When the headmaster returned, it was decided to drop the proposed fee.¹⁵ All had to live with the fact that parents would obviously be enrolling their sons far into the future, and at a number of schools lest they be disappointed.

With an increasing demand for school places, the Council also decided to make substantial increases in fees (which in 1950 still required the approval of the Prices Commission) so as to overcome the deficits of previous years and improve the salaries of staff.¹⁶ From now on, changes in the fee schedules became an annual, if not bi-annual, event. In 1952, following pressure from the Headmasters' Conference, the Menzies Government was able to ease part of the financial burden on parents by allowing school fees up to an amount of £50 as a tax deduction. By 1958, the fees for day boys had more than doubled in eight years; those for boarders had also increased by almost twice (Table 8.3).

Concern over fees was tied directly to rising costs. At the beginning of 1951, the Council decided to provide for an overall increase in staff salaries. It determined also that future increases would now be tied to changes in the basic wage as decided at national arbitration hearings.¹⁷ This was a marked break with the past system, which had placed masters in categories with set increments each year. The new scheme operated for a few years but soon proved unjust to many of the masters on the staff. In the first place, teachers in State schools continued to receive large salary settlements which were well beyond what was offered to a number of Shore masters in their middle range of service. Secondly, Shore masters with young families, most of whom had been appointed on contracts with a guarantee of annual fixed increments, were no longer certain of their future financial situation.¹⁸ In some respects, the problem was insoluble as long as the school tried to maintain its own system in a period of national inflation. In late 1953, it was decided to revert to the old scheme of annual increments, maintaining the tradi-

14 Report of Executive Committee for Council Meeting, 19 October 1949.

15 Interview with Mr K.D. Anderson, 31 July 1979.

16 Report of the Executive Committee of Council on Fees and Salaries, 9 May 1950.

17 Report of Executive Committee for Council Meeting, 21 February 1951.

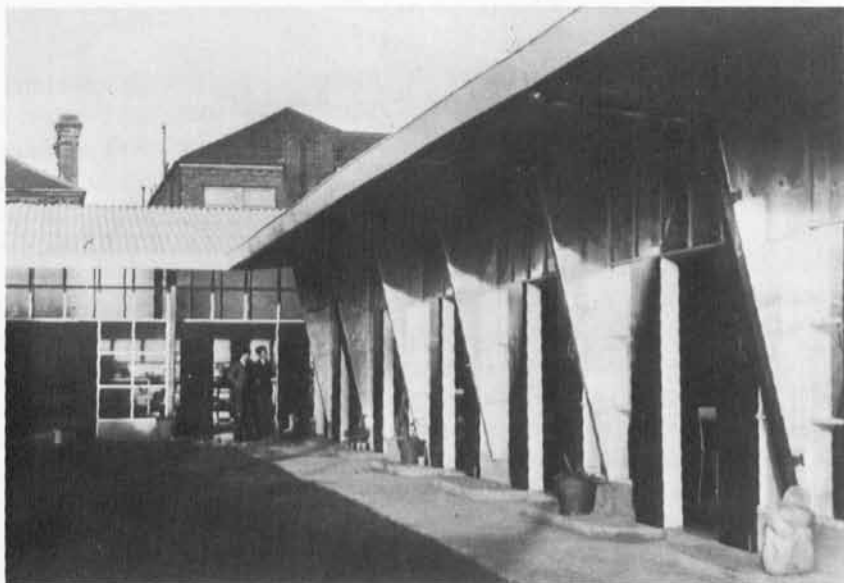
18 Interview with Mr T.B. Whight, 10 April 1981.

Table 8.3 Fee Increases, 1950–58 (£)

	1950 3rd term	1951 2nd term	1951 3rd term	1st term	1952 2nd term	3rd term	1954 1st term	2nd term	1955 1st term	2nd term	1957 1st term	1958 1st term
<i>Day boys</i>												
Over 12	46	50	56	60	60	64	66	66	68	76	86	94
10–12	40	44	50	54	54	58	60	60	62	70	80	88
Under 10	36	40	46	50	60	54	56	56	58	66	76	84
<i>Boarders</i>												
Over 12	136	150	170	184	200	204	206	216	218	234	256	264
10–12	126	140	160	174	190	194	196	206	208	224	246	254
Under 10	112	128	148	162	178	182	184	194	196	212	234	242

Source: Records of the bursar from Council minutes.

The Art School, c.1952
(Source: Shore Archives
BC3/12.)



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tional division of masters into categories which had operated since World War I, even though this still complicated comparison with salaries paid in State schools.¹⁹ By 1955, the headmaster had at least designed a scheme of classification which would grade masters in four classes in terms of academic standing, training or equivalent experience, teaching ability and participation in school life. Service not only to the school but teaching elsewhere and participation in the war would be taken into account.²⁰

These dilemmas revealed how the expanding, but inflationary, economy of the postwar years was subtly changing relations in the school. Throughout his period as headmaster, L.C. Robson had always insisted that the masters should be well paid. Apart from a slight salary cut in 1931, it was only during the war that salary issues had become of major concern to the staff. Even then, the masters had only approached the Council through the headmaster. The body representing the masters had become the 'Common Room'. First formed in the 1930s, and representing all staff but the headmaster, the 'Common Room' was still considered, even in 1943, as existing for 'social than for other reasons' and an initial approach on salaries was made via an informal meeting of

¹⁹ Salaries for 1954 attached to Council Minutes, 17 November 1953.

²⁰ L.C. Robson, Memo to Executive Committee, 9 March 1955.

most masters.²¹ Following the war, however, the 'Common Room' had gradually become a source of some independence. The headmaster at least always respected its existence, making sure that it was known he was around before entering the 'Common Room' itself.²² Yet even this organisation would be overtaken by outside events. Industrial unionism had never held much strength in independent schools prior to World War II. Teachers belonged to non-industrial professional associations, or groups focusing on subjects in the curriculum. By the mid-1950s, this was altering. In 1957, the Assistant Masters' Association of New South Wales, the major body representing male teachers in non-government schools, registered as an industrial union with the Arbitration Court.²³ It was a portent for the future.

Despite the concerns of the Council and the headmaster, the school had slowly returned to normal in the postwar years. The academic performance at the State examinations continued at a high level. In 1947, Shore boys were first in the State in mathematics, physics and chemistry and third in English. By then boys from the school had come first in the State in Leaving Certificate chemistry eight times over the previous twenty years.²⁴ By the 1950s, there was intense concentration on academic studies at both government and non-government schools. With an expanding economy, entrance to university became the goal of many. Even before the war, the school had established a reputation of producing a number of outstanding Leaving Certificate candidates. In 1942–50, an average of 73.36 per cent of candidates from Shore passed the Leaving Certificate; in 1951–60 71.33 per cent did so. These figures were slightly below the state average for all schools as revealed in the Wyndham Report, which gave a pass rate of 79.5 per cent of all candidates in 1956.²⁵ In view of the high retention rate in the school of boys now remaining to sit for the Leaving Certificate, this was not

21 E.M. Bagot to L.C. Robson, 8 December 1943 in Council Correspondence ST-SZ (filed under Staff-Teaching).

22 Interview with Mr T.B. Whight, 10 April 1981.

23 A.G. Farr to L.C. Robson, 18 November 1957 in Council Correspondence-Assistant Masters' Association.

24 *The Torch Bearer*, May 1964, p. 58.

25 Figures extracted from special report of the headmaster to Council, 1 April 1963 in Reports to Council, 1963–66.

unexpected. On at least one basis, those Shore boys who did pass the Leaving Certificate compared more than favourably with those from other schools. For the years following the 1952 Leaving Certificate, the headmaster maintained a record of results which he presented to Council at the beginning of each year. Basing comparisons on those who actually passed the Leaving Certificate, and using a points system of four for first class honours, three for second class honours, two for A's, and one for B's, he produced an average pass for a number of boys' schools. The results are set out in Table 8.4. What they seem to show is that an average Shore boy who passed did well, while the number of first class honours could be very high, as in the years 1953 and 1956.

In general, the school maintained its high academic standing through-

Table 8.4 Leaving Certificate Results, 1952-57

<i>Average Passes</i>					
<i>School</i>	1952	1953	1954	1957	
Shore	7.73	7.54	7.37	7.68	
Grammar	6.90	6.85	6.82	6.95	
Scots	7.06	7.24	7.11	7.52	
King's	6.57	7.00	7.17	6.59	
Newington	6.52	6.49	6.50	6.07	
Barker	7.65	6.88	n.a.	7.65	
Knox	7.02	5.87	n.a.	n.a.	
Trinity	6.03	6.71	n.a.	n.a.	
Cranbrook	7.03	n.a.	n.a.	7.80	
Sydney High	7.96	8.29	n.a.	7.41	
North Sydney High	7.53	7.69	n.a.	7.70	
North Sydney Tech	6.64	7.04	n.a.	6.69	
Fort Street	n.a.	n.a.	n.a.	7.70	

<i>First Class Honours</i>						
<i>School</i>	1952	1953	1954	1955	1956	1957
Shore	12	21	11	3	21	13
Grammar	8	11	13	14	12	17
Scots	5	9	8	8	12	17
King's	4	8	8	8	7	7
Newington	2	4	3	1	1	3
Barker	6	5	n.a.	4	8	14
Knox	2	2	n.a.	n.a.	n.a.	n.a.
Trinity	2	0	n.a.	n.a.	n.a.	n.a.
Cranbrook	6	n.a.	n.a.	5	6	14
Sydney High	14	23	n.a.	n.a.	26	18
North Sydney High	20	8	n.a.	9	45	35

Note: There were no overall comparable figures produced for 1955 and 1956.

Source: Annual reports of the Headmaster to Council at beginning of each school year.

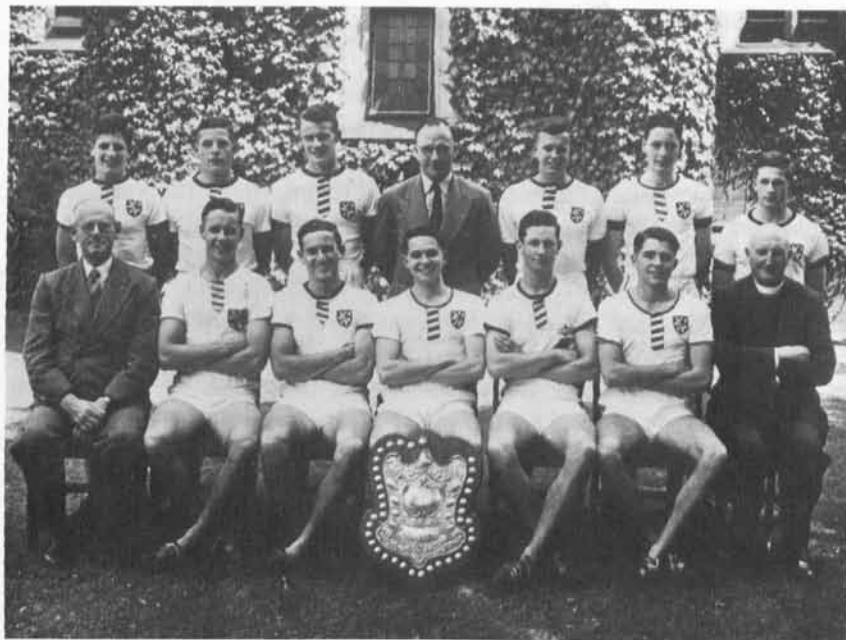
out the 1950s, despite increasing competition from high schools and other non-government schools which were expanding in size and reputation. Undoubtedly, part of the reason lay in staff stability. At a period of increasing difficulty in attracting masters, the school still retained many of those who had come in as young men in the 1920s and 1930s. As one example, Tom Milfull had been No. 26 on the staff list when he arrived in 1939. It was not until twenty years later that he was in the single figures.²⁶ It was indicative of the standing of the school that, even during the relatively prosperous late 1940s and throughout the economic growth of the 1950s, the school could still attract staff of quality and experience. A new generation of what would be long-serving masters was emerging. During the late 1940s, there was the language scholar, T.H. Visser, and L.M. Jamieson who came from Knox and would become headmaster of the Prep. when K.D. Anderson moved into the main school in 1955. There were also the old boys, John Burns and Neville Emery. During the 1950s, new appointments included J.R. Bernard, R.M. Blanshard, R. Blomfield, R.K. Doig, J.K. Morell, J.E. Colebrook, J.W. Mathers, A.J. Moyes, A.E. Stafford and W. Foulkes, all of whom arrived in the years 1950–58.

For much of the early postwar years, the record in games was as impressive as it had been in the war. Disturbed by the continuing spectator interest in schoolboy sport in the prewar years, the headmaster had wanted to maintain the wartime suspension of the GPS competitions.²⁷ On this issue, however, he received only limited support. By 1946, the GPS competitions had been reinstated. Most notable was the continuing rowing success of the school. If St Joseph's was the champion GPS football school in the years after 1930, then Shore could lay claim to be the champions in rowing (Table 8.5). Shore eights won the head of the river four years in succession from 1949 to 1952. The eight of 1950 was regarded by L.C. Robson as the 'best school crew that there has been in New South Wales'.²⁸ In that same year, the school also won or dead-heated for three of the four races, was first in both the senior and junior sections of the athletics and won the rifle shooting. In 1952, the school won all races at the regatta and the first eleven were

²⁶ Interview with Mr T. Milfull, 7 August 1981.

²⁷ Headmaster's report in Council Minutes, 20 February 1946. He also told the Old Boys' Union that he appreciated their decision that the matter should be a domestic one which the GPS headmasters should decide. Old Boys' Union Minutes, 7 February 1946.

²⁸ Headmaster's report in Council Minutes, 21 June 1950.



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Shore Senior Athletic Team—Premiers, 1951. *Standing left to right:* R.M. Kater, D.F. Booth, B.J. Amos, J.W. Burns Esq., K.J. St Heaps, R.R. Heppell, A.J. McIntosh. *Seated left to right:* L.C. Robson Esq., K.R. Burrow, G.A. Julius, J.H. Gambrill (captain), V.H. Treatt, P.F. Gambrill, Rev. N.a'B. Backhouse. (Source: Shore Archives SM2/308. Photo: Sidney Riley.)

Table 8.5 GPS Premiers, 1930–57

School	Sport					
	Rowing	Athletics		Shooting	Cricket	Football
		Snr	Jnr			
Shore	10	4	5	7	4	1
Grammar	3	4	4	8	—	1
King's	—	1	1	6	5	2
Scots	1	5	6	2	2	2
Newington	1	—	—	3	—	—
St Joseph's	4	5	1	—	6	16
St Ignatius	—	—	1	—	1	—
Sydney High	3	3	4	—	3	1
Armidale	—	—	—	1	—	—

Source: J.C. Carrington Pope, *Unity in Diversity A Historical Commentary on the Athletics Association of the Great Public Schools of New South Wales* (1961).



Short Rifle Team—Joint Premiers, 1954. *Standing left to right: G.R. Stiles, T.J. Glennie, H.W. Grigg Esq., W.J.W. Edwards, R.B. Wilson. Seated left to right: B.B. Sherington, D.W. Douglas, E.M. Watson, I.H.E. Barraclough, R.F. Dawson, J.H. Atkinson. (Source: Shore Archives SM9/168. Photo: Sidney Riley.)*

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premiers. In football, the second fifteen, under the coaching of Tommy Whight who had returned from Townsville Grammar in 1946, were successful in winning or sharing their competition premiership from 1947 to 1951. The mid to late 1950s would be rather leaner years, but there were some surprises even from unexpected quarters. In November 1955, the headmaster noted:

An incident which deserves recording in the Headmaster's report took place in a very junior game against St. Joseph's. When the final over of the match commenced St. Joseph's had 5 wickets in hand and a slow leg break was bowling. The first three balls were uneventful but he then bowled five men in succession with the last five balls of the match.²⁹

Along with games, the activity which had flowered during the war had been drama and music. In 1946, the school produced 'Trial by Jury', the first in a series of Gilbert and Sullivan musicals presented over the next

²⁹ Headmaster's report in Council Minutes, 15 November 1955.

six years. Howard Grigg organised much of the production and the now well-established school orchestra performed under the guidance of Mrs Faunce Allman. The Art School provided most of the set design. The success of these Gilbert and Sullivan productions, with an interruption in 1950 for the performance of 'Merrie England', again emphasised the pressing need for a school hall.

By the early 1950s, the shortage of building materials had eased. The School Council decided to revive the architectural plans for the proposed hall which an old boy of the school, John K. Shirley, had first prepared in 1935. This original had been for a hall with a basement in the Collegiate Gothic Style, then common in British and American schools. It was to form one side of a future quadrangle. The estimated cost of £78 000 now seemed beyond the resources of the school, despite the success of the War Memorial appeal. In 1952, the Council commissioned a panel of architects, John Brogan, Cobden Parkes and Professor Leslie Wilkinson, to prepare new plans. They now adapted the original Shirley design for a less ambitious building. The proposed basement was discarded. Instead, the hall was elevated to a first floor with an undercroft under the centre of the building. There were also extra rooms at ground level for various purposes. Two rooms were added during the building of the hall on its north-east corner. They served as dressing and make-up rooms for stage performances and later as a musical centre. The hall itself was about 125 feet (40 m) by 45 feet (15 m), with a seating capacity of 800 in the main floor, 150 in the gallery and 150 on stage. The most ambitious of the school's building projects since its opening in 1889, the original, accepted contract price for the hall was £47 500. The builders were Robert Wall and Sons. By the time the Governor-General, Sir William Slim, officially opened the building on the school's sixty-fifth birthday on 4 May 1954, the final cost including fixtures and stage equipment was £61 400. The associated building of two new classrooms and the remodelling of the front entrance of the school, including the erection of two new gates, brought the total cost of the whole project to £68 150. By then, the War Memorial fund itself stood at over £50 000.³⁰

The opening of the hall fulfilled one of the long-term aims which L.C. Robson had held since his arrival as headmaster in 1923. The success of the War Memorial appeal also raised the long-term question of how much the school could depend in the future on the goodwill and generosity of its supporters. As contributions to a war memorial,

³⁰ See *The Torch Bearer*, May 1954, pp. 5–8 and August 1954, pp. 62–3.



donations for construction of the hall had been tax deductible. In a deliberate move to assist independent schools, the Menzies Government in 1954 allowed all gifts to schools for general building purposes as tax deductions.³¹ A year later, on the suggestion of Mr T.A. Langley, the Council decided to establish the 'S.C.E.G.S. Building Fund' under the control of trustees who would maintain and invest funds for purposes of building and construction.³² The first steps had been taken for future major expansion.

In the meantime, the Council proceeded with further property purchases and some additions to the school. A woodwork and carpentry room had been completed in 1956. During 1958, work began on constructing the new Prep. buildings. In general, the capital projects and property purchase of the decade after 1951 would more than match the previous expansion (Table 8.6).

Two other decisions during 1957 helped fulfil long-term aims of the headmaster. The long-discussed superannuation scheme finally came to fruition. The earlier scheme of 1926 had provided on retirement a lump

Iolanthe, 1951. (Source: Shore Archives DC/79. Photo: Audio-Visual Activities.)

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31 Don Smart, *Federal Aid to Australian Schools*, University of Queensland Press, St Lucia, 1978, p. 28. See also Sir Robert Menzies, *The Measure of the Years*, Cassell, London, 1976, pp. 93-4.

32 Council Minutes, 15 February 1955.

Table 8.6 Capital Projects, 1951–60

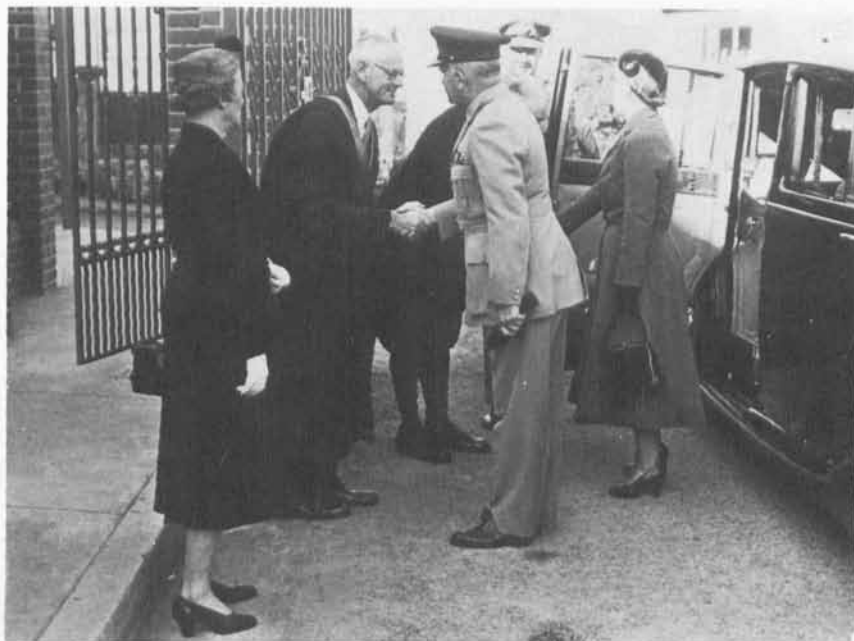
Years		(£)
	<i>Buildings</i>	
1951–52	Art Building	8 431
1953–54	War Memorial Hall	59 946
1954	Two Classrooms adjoining Hall	4 129
1956	Woodwork Room	7 426
1957–59	New Prep Room	42 998
1959–60	Alterations to Old Block	24 147
1955–58	Extending and re-making C and D Grounds at Northbridge	7 462
1955–60	Gladesville reclamation	2 973
	<i>Properties</i>	
1951	10/12 Alma Street	4 068
1951	Lot 1, Gladesville	2 320
1953	Old Tennis Courts at Northbridge	796
1953–58	42/46 William Street	9 379
1954	26 Alma Street	4 190
1956	21 Lord Street	1 574
1959	Roseanna Flats	9 333
1960	298 Blues Point Road	31 677
1960	The Eirie	31 387
1960	60 William Street	14 389
1960	21/23 Alma Street	5 340

Source: Figures supplied to the Archbishop's Commission, 1964.

sum that was now rather meagre. The new SCEGS Masters' Provident Fund provided for a contribution of 5 per cent of salary from both individual staff members and the School Council. These funds were applied first to meeting an insurance with the balance being invested. Upon retirement a master received the full value of these premiums and investments. The scheme was compulsory for all new staff members and those who resigned from the school would receive the value of his own superannuation account, plus a proportion of the Council's contributions, dependent upon their age and years of service in the school.³³ For the older masters who did not have the benefits of this scheme which came into operation in January 1958, the Council continued to pay pensions related to the current cost of living.

The second decision concerned music in the school. The Allmans who had done so much for musical life in the 1940s and 1950s were close to retirement. In 1957 it was agreed to appoint a Director of Music, and Mr Max Morris took up the initial appointment. The long-established musical traditions in the school now received formal recognition. As in

³³ Council Minutes, 19 November 1957.



His Grace the Archbishop H.W.K. Mowll, the headmaster and Mrs Robson greeting the Governor-General and his wife, Sir William and Lady Slim, at the opening of the War Memorial Hall, May 1954. (Source: Shore Archives BC11/21.)

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the early 1890s, music became part of the curriculum for junior boys in the school.

L.C. Robson had now been headmaster of the school for over thirty years. Aged in his sixties, not only had he been longer in the post than his three predecessors, but he was older than either Hodges or Purves on their retirement. He had never fully recovered from his serious heart attack in 1949. For most of 1956, he and his wife were on leave in England. Clem Tiley was acting headmaster in his second last year at the school. In November 1957, the headmaster and Council decided formally that he would retire at the end of 1958.³⁴

Despite the formal surroundings of Sydney Town Hall, his final speech day in 1958 was typical of Len Robson. As on the previous thirty-four occasions, it was an outline of the past year's activities. Never one to dwell long on educational philosophies, he spoke of the planned and continuing building expansion of the school. For the

³⁴ *ibid.*

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The War Memorial Hall.
(Photo: Audio-Visual
Activities.)



future, he reiterated a theme he had mentioned in recent years by noting the growing burden of administration and management which any headmaster now faced. Both parents and boys could help 'by avoiding trivial and unnecessary correspondence, by observing the routine and by following administrative arrangements, by caring for property, by showing initiative, above all by avoiding the use of the telephone except in urgent matters'.³⁵ Of his own reflections on the past, nothing was said. Rather, he farewelled the school he had served for over a third of a century with a note of thanks:

It is scarcely appropriate in the annual report for a single year to make valedictory acknowledgements in full; I shall hope to do this elsewhere. It is sufficient to say here that my wife and I are leaving a work which has given us many years of happiness, and which would not have been possible if we had not had the ungrudging help and friendliness of countless people. For all this we are grateful. We know that the work is being transferred to capable hands and we are confident that the same help and friendliness await our successors.³⁶

³⁵ *Report of the Headmaster for 1958*, p. 11.

³⁶ *ibid.*, p. 14.

Postwar changes

How can one assess the career of the man who had been so long associated with the school? The period of the previous headmasters, E.I. Robson, C.H. Hodges and W.A. Purves had occupied the first thirty-three years of Shore. None had been headmaster for more than a decade or so. L.C. Robson alone had been headmaster for thirty-six years. When he took up his position at the beginning of the school year in 1923, No. 3396 on the school register was about to enrol. The boy to register last for the year 1958 was given the number 9233. Almost 6000 boys had, therefore, come under his influence. For much of the public outside the school, Shore had become closely identified with his ideals and personality. Some, both in and outside the school community, even found it difficult to conceive of what the school would be or had been like without him.

One way of understanding a man is to try to evaluate changing phases in his career. It is possible with hindsight to see a number of developments in the role of L.C. Robson at Shore, and in Australian education generally. It is certainly important to recognise that he had been the first Australian-born headmaster of the school. In 1923, many had found this fact alone rather a shock. There is little doubt that, initially, many of the older generation of masters, particularly those who were English-born, were a little resentful of any proposed changes to the administration of the school. Perhaps these early sometimes difficult years reinforced the reserve of an already shy personality. Highly nervous, he had literally trembled in many of his early addresses to the assembled boys. It was not until the late 1920s that he could feel firmly established as headmaster.

If in his early years L.C. Robson was concerned principally with the internal administration of the school, then it was during the 1930s and 1940s that he achieved a national reputation. Along with Julian Bickersteth and the three Victorian headmasters, Littlejohn, Rolland and Darling, he can be credited as being one of the founding fathers of the Headmasters' Conference. During World War II Darling and he had become the major spokesmen for church-based and independent secondary schooling. To his great credit, despite his other growing concerns, L.C. Robson never lost touch with or interest in his school. By the 1950s he was an elder statesman whom many young new boys looked upon with awe as the headmaster who had taught their fathers. In more ways than one, he was undoubtedly 'the chief'.

The link between the generations of Shore boys whom L.C. Robson taught was consolidated by the consistency of his moral and intellectual standards. Whatever the changes in his own career and reputation, he



Tom Milfull. (Source: Shore Archives MA/45.)

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The end of an era of Shore music. Farewell to the Allmans 1957. (Source: Shore Archives MA/39.)

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did little to alter his early formed conceptions of proper moral conduct and the importance of discipline as a way to right living. His own morality was founded clearly on Christian principles, as the mass of surviving speeches in chapel amongst his own private papers give so much clear testimony. As such, he always expected that Shore boys would become reserved, if not modest and unassuming, Christian gentlemen. In this sense, he was a moral absolutist. As thousands of Shore boys will always remember, 'the chief' could never tolerate any forms of 'ostentatious vulgarity'.

Equally clear was his insistence on accuracy and rigour in academic matters. Even before he arrived, Shore had a fine academic reputation. His leadership helped consolidate that reputation and improved its standing in science and mathematics. Understandably, for one of such intellectual stature, he found it difficult to teach boys who had little academic ability. Not that he did not care in his own way for all his boys, even if his judgments on their future careers and prospects were sometimes astray.

It was the same search for what we now call 'excellence' that shaped L.C. Robson's appreciation of style and form in games. A hurdler and excellent oarsman in his youth, he was a perfecter of technique. Even with the less academically gifted he could find much common ground, particularly if they shared his life-long passion for rowing.

The lasting achievement of L.C. Robson was that he helped shape Shore according to his own values and moral precepts. He did not do this alone. Despite some of the early difficulties, he always got on fairly well with his Council. For almost all his years, there was a loyal, dedicated and able staff. Most accepted the goals he set for the school, although many were also ready to oppose him when they thought necessary, even though they realised that he was not always prepared to accept their advice. Few ever fully entered his confidence. Undoubtedly some continued to disagree with him, but hardly any doubted his constant dedication to the interests of the school of which he was headmaster.

Significantly, L.C. Robson did not give up his interest in education upon his retirement. Perhaps more than any other of his generation of Australian headmasters, he recognised the possible contribution of scientific education to economic growth. While in England he had been impressed by the Industrial Fund which had been formed there in 1955 to develop science facilities. Following the report of the Murray Commission in 1957, Robson and Frank Elliot Trigg of the chartered



Shore farewells its headmaster, L.C. Robson arriving at the Town Hall with the Governor, Sir Eric Woodward, for his thirty-sixth and final speech day. (Source: Shore Archives, photo album.)

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accountants, Price Waterhouse, decided to form a similar organisation in Australia to provide students trained in the sciences for the projected expansion of the universities. The Industrial Fund for the Advancement of Scientific Education in Schools was formed on 20 March 1958 under

the chairmanship of the industrialist, Sir Edward Knox.³⁷

Leonard Robson now became chairman of the advisory committee of the Industrial Fund, recommending aid to specific schools. The objects of the fund were to increase scientific awareness in the community, expand the number of scientists and technologists, make the best use of talent, and generally encourage scientific progress. Over £1 266 000 was collected, most being distributed to boys' schools associated with the Headmasters' Conference and being used for capital expenditure on science labs.³⁸ Its success as an organisation was reflected later in its direct influence on government policy. Following the introduction of Federal aid for school science laboratories in 1964, the Menzies Government appointed Robson chairman of its Commonwealth Advisory Committee on Science Laboratories.

L.C. Robson died on 5 December 1964. As a token of his services to Australian education, a Knighthood had been offered just before his death.³⁹ Amongst the tributes that flowed in was one of another headmaster from a younger generation, who had known and observed him for almost twenty years:

Much of Leonard Robson's greatness lay in the almost Elizabethan completeness of the man. His schoolmastering qualities were outstanding; his administrative ability unsurpassed. His mind was furnished by wide and perceptive reading, and disciplined by the secure father of all Science, Mathematics. His spirit drew its principles from religion and its strength from faith. He was a fine games player and an outstanding athlete.⁴⁰

L.C. Robson was almost the last of a generation of headmasters who commanded respect and awe throughout the Australian community. Although he achieved much outside the school, particularly through the Headmasters' Conference and later as a promoter of science education, those who knew him best will always associate him principally with Shore. It is undoubtedly how he would wish to be remembered.

37 *Records of the Australian Academy of Science*, Volume No. 4, Canberra, 1974, p. 66. The records of the fund are now held in the Bassett Library.

38 *ibid.*, pp. 67–8. See also Don Smart, *Federal Aid to Australian Schools*, p. 39–40.

39 Although the knighthood was never formally accepted or conferred, special arrangements allowed his wife to assume the title of Lady Robson.

40 J. Wilson Hogg, 'Robson of Shore', *The Australian Teacher*, June 1965, p. 9.

Contemporary concerns

WITH the impending retirement of L.C. Robson, the School Council faced a certain dilemma. After thirty-six years of the same head controlling the day-to-day affairs of the school, it was hard to imagine who could replace him. No one on the Council had the experience of selecting a new headmaster. Indicative of the difficult decision which confronted the school governors was the long search now instituted. Almost as much time, and certainly more effort, went into choosing the fifth headmaster of Shore, as had gone into the selection of the first. Enquiries were begun in Australia and England where a selection committee was also established to interview applicants. Throughout 1958 the process of interviewing and selection narrowed the field of 29 applicants to a short list of three, two of whom the Council itself interviewed in Sydney. After almost a year of enquiry, it was decided to offer the position to Mr B.H. Travers, then headmaster of Launceston Grammar School.

Basil Holmes Travers was born on 7 July 1919, son of Lieutenant Colonel R.J.A. Travers and Mrs Dorothy Mabel Travers, the daughter of Major-General Holmes, commander of the Fourth Division First AIF who had been killed in France in 1917. B.H. Travers had entered the Shore Prep. in 1928. His school career was marked by prizes, awards and distinctions. He was the holder of the Council Junior Scholarship 1933-35, was second prefect in 1936 and senior prefect in 1937, also holding the A.B.S. White scholarship that same year. He passed the Leaving Certificate three years in succession from 1935 to 1937. In 1937, he was second in General Proficiency, winner of prizes in divinity, history and English and achieved at the Leaving Certificate First Class Honours in French, Second Class Honours in English, Latin and history and 'A' passes in mathematics I and II. In games, he won cricket and football colours, 1935-37, and athletic colours, 1936-37. He was captain of both cricket and football and a member of the GPS teams, 1936-37.

He was also a cadet lieutenant, 1935–37.

Following his school career, Travers had entered St Paul's College having won an exhibition to the university. In 1940, he was elected Rhodes Scholar for New South Wales but deferred completing his Arts degree and taking up the scholarship until 1945. During the war he was aide-de-camp to Major-General Iven Mackay, commander of the Sixth Division. He was later Major of the Fifteenth Infantry Brigade in New Guinea, being awarded the OBE and being mentioned in despatches. Having attended the Staff School Australia, he became General Staff Officer, Headquarters, Second Australian Corps. In 1943, he married Margaret Emily Marr, daughter of George Marr, Chairman of Directors of Gordon Marr and Sons.

At Oxford after the war, Travers studied philosophy, politics and economics, graduating in 1947. He was awarded a Bachelor of Letters in 1949. He won a half-blue for athletics in 1947 and blues for cricket 1946, 1948 and for football 1946–47, was captain of Oxford University Rugby Football Club 1946–47, and represented England in rugby 1947–49. From 1948 to 1949, he was assistant master at Wellington College. Returning to Australia, he took up a post at Cranbrook teaching history and French. In 1953, Launceston Grammar appointed him headmaster.

With his academic, sporting and military background, B.H. Travers had obviously much to offer. Still in his thirties, he was young enough to carry through change, but his previous connection with the school guaranteed some form of continuity. There was also a personal link. General Holmes, the grandfather of B.H. Travers, was the uncle of L.C. Robson. In some respects, the changeover between Robson and Travers mirrored the early Hodges-Purves transition. Both Hodges and Purves had been brought up in the tradition of the nineteenth-century English public school. Purves had of course also worked under Hodges whom he regarded as a mentor. Australian-born and educated in Sydney in the Australian adaptation of the public school tradition, Robson and Travers had served in the Australian forces where they also gained administrative experience. Their views on service and discipline owed much to both their schooling and military careers. Yet, there were also marked differences. Just as Hodges had been a mathematician, and Purves a Latin and Greek scholar, so the humanities background of the new headmaster was in marked contrast to the applied mathematical skills and interest in science and technology which L.C. Robson had shown. More significantly, the new headmaster was of a different generation with his own ideas and approaches. Even though he had been senior prefect, he had virtually severed all connections with the



The new headmaster,
B.H. Travers, in his study,
1962. (Source: Shore
Archives HB5/25.)

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school after he left. When he re-entered the school gates as headmaster in January 1959 he had little knowledge of the current workings of Shore, apart from the fact that several of the masters remembered him as a boy.¹

The appointment of the headmaster coincided also with changes on Council. The 1950s had seen many long serving council members retiring, including E.R. Holme (1898–1952) H.V. Jacques (1923–51) and Judge Curlewis (1933–54). F.W. Hixson (1923–51) had died while still a council member. In 1957, Brigadier Playfair, chairman since 1945, had retired because of ill health. For most of the last period that L.C. Robson was headmaster, R.B. Hipsley, first appointed in 1939, was chairman. J.M. Dixon, a council member since 1945, replaced him in 1958 just prior to the new headmaster's taking up his appointment. In 1957, A.D.W. Fisher, Treasurer since 1945, also resigned. The new Treasurer was D.M. MacDermott.

There were similar changes in internal administration. Robert Ander-

¹ Some of this is based upon an interview with Mr B.H. Travers 22 January 1981.

American Teas

Hoop-la Stall, 1951. (Source: Shore Archives AB/10.)

Flower Stall, 1980.
(Source: Shore Archives
AB/15.)



Over 31 American Teas from 1943 to 1974, the SCEGS Association was to raise over \$100 000 all of which was donated to the school. It continues as one of the important organisations attached to the school.

son, bursar since 1937, retired in 1961. Since the establishment of the post in 1923, the position of the bursar had become increasingly vital. Its duties included being not only clerk to the Council but also chief accountant and manager of the school properties and supervisor of the non-teaching staff. With the proposed expansion of the school the position would become more important. In 1962, the Council chose as the new bursar, J.E. McCann, an accountant with experience in the Commonwealth Bank and the stockbroking firm, Ord Minnett.

There was now new leadership in the school. Was there to be a redirection in the development of Shore? L.C. Robson had left behind a school which was still offering a traditional grammar school curriculum. The basic subjects were English and mathematics. Fifty years earlier, under Hodges, these together had made up just over one-third of the school timetable each week. They now constituted just under one-third of the timetable. In over half a century, Latin and foreign languages had declined in importance while science had grown. In 1904, only boys in the Middle School had taken some science. Now, all boys studied science

to the Intermediate with physics and chemistry supplanting the classics and the humanities as dominant subjects for study at the Leaving Certificate. As the new headmaster was to say in 1965:

Unless a close look at this is soon taken, there is a danger that school education will return once more to the position typical of the end of the 19th century when the curriculum was dominated by the classics. At that time it was believed that no person could be considered educated unless he was expert in Latin and Greek. Far too frequently now do we hear a similar cry that only by knowledge of Mathematics and Science will we be able to survive into, and in, the future.²

In other respects the curriculum had expanded but much of its emphasis remained the same. The study of divinity was still compulsory throughout the school. Those boys in the lower academic forms studied business principles and then accountancy, the more specialised equivalents of the commercial studies formerly undertaken in the 'Mods' forms. Perhaps the major innovation had come in the 1950s when art and music were introduced for all in the Third Forms (Table 9.1).

By the late 1950s, there were major changes pending in New South Wales education. Since the 1930s there had been much discussion of curricula reform. L.C. Robson had long been a critic of the existing system, which he saw as being far too related to university entrance, but in a manner which did not allow for either proper general or specialised studies. In 1957, after four years of deliberation, the committee appointed to survey secondary education under the Director-General, Harold Wyndham, presented its report. The Wyndham committee recommended a number of major changes, which were to affect all schools over the following decade. It was now proposed that there should be secondary education for all adolescents. A general common core curriculum in the first four years would include English, social studies, science, mathematics, music, art, craft, physical and health education and religious education. Students would sit for a School Certificate at the end of the four years, replacing the old Intermediate Certificate. In the final two years of secondary school, they would study specialised courses, designed for university entrance. A Higher School Certificate would be the culmination of six years' schooling for what was imagined to be only a select number of students.

L.C. Robson had welcomed the Wyndham report, regarding it as merely fulfilling his own and others' earlier aims, which could have been

2 *Headmaster's Report*, 1965, p. 13.

Table 9.1 School Curriculum, 1960

Subject	1st Year		2nd Year		3rd Year		4th Year		5th Year	
	Periods per wk.	Nos.	Periods per wk.	Nos.	Periods per wk.	Nos.	Periods per wk.	Nos.	Periods per wk.	Nos.
English	5	159	5	163	5	158	5	136	6	142
Latin	6	138	6	69	6	64	5	18	6	19
French	5	138	5	103	5	99	5	71	6	79
History	3	159	4	150	4	146	5	89	6	82
German	—	—	5	13	5	12	5	6	6	1
Maths I & II	7	159	7	163	7	158	8	85	8	80
Gen. maths	—	—	—	—	—	—	8	43	5	46
Physics	—	—	3	131	3	129	5	76	6	83
Chemistry	3	163	3	158	5	158	5	88	7	79
Gen. science	2	159	—	—	—	—	—	—	—	—
Geography	4	51	5	94	5	94	5	80	6	69
Art	2	159	5	28	5	30	5	6	6	4
Bus. principles	4	21	4	32	4	29	—	—	—	—
Accountancy	—	—	—	—	—	—	5	21	5	15
Geology	2	21	4	32	4	29	5	41	6	30
Anc. history	—	—	—	—	—	—	4	47	4	50
Music	2	159	1	131	—	—	—	—	—	—
Divinity	2	159	2	163	2	158	2	136	1	142

Source: Council Files: Information for the Industrial Fund for the Advancement of Scientific Education in Schools, March 1960.

achieved in the 1940s but for the war.³ For those now planning the future of the school, it added another dimension for change. It was not until 1962 that the scheme would first come into operation, but its prospective implementation was already affecting the policies of all New South Wales schools in the late 1950s.

Soon after his arrival the new headmaster presented a paper on the current state of the school. Outlining its previous history, he suggested that traditionally the school had placed considerable emphasis on high academic studies as well as 'gentlemanly behaviour, good manners and dress' and 'service to the community', the latter being reflected in the large numbers of old boys in the traditional service professions of medicine and law as well as holding high administrative posts in public companies. He saw the policy of the previous headmaster and School Councils as building upon these traditions by providing for future expansion of the school, without increasing fees too substantially. The school had now grown to an enrolment of 801 in 1959, although the pressure for places meant that 500 boys were turned away each year. Despite the building program of recent years there still remained a number of deficiencies. Only two senior school classrooms had been built since 1940, boarding accommodation had remained unaltered for two decades, the space for sport and general recreation was still much the same as in the 1920s. The teacher-pupil ratio was still fairly high at 1:21.4. In the IVth and S forms it was even 1:33. In terms of extra-curricular activities, it would be necessary soon to recruit more staff in their thirties who could assist in games, or develop the dramatic and musical side of the school. The obvious weaknesses within the school he perceived were the inadequate library, the need for more science laboratories and improved classroom facilities, the lack of some form of technical education, the need for recreational space and change rooms, the small size of the common room for staff, the dispersed office accommodation for the bursar and other administrative officers of the school, and finally, the need for better recreational and study areas in the boarding houses. He felt the Council should also consider whether the school should increase its number of teams playing games. Noting that certain plans were already under discussion, including provision for improvements to Northbridge, Gladesville, the Prep. School and hall quadrangle, the new headmaster urged the creation of a plan which would look towards the year 2000. Among the most important impending change would be the implementation of the Wyndham scheme which

3 *Report of the Headmaster for 1958*, p. 12.

would increase the size of the school by from 80 to 90 boys and require three extra classrooms and five additional masters. The Council should also evaluate whether the school should become comprehensive with mixed ability classes, multi-lateral with academic, technical and commercial streams, or remain a grammar school. Among the most immediate priorities, he recommended the rebuilding of the west wing next to the old three-storey block, restructuring the administrative offices, planning for the academic reorganisation in sixth year, and continuing the purchase of land. He also wanted to see an appeal for a swimming pool, plans for science laboratories and improved administrative efficiency.⁴

Much of what the new headmaster suggested complemented earlier decisions. It was unlikely that any major changes to the curriculum would be considered. Attention now focused on carrying forward many of the plans of modernisation which had their origins in the 1930s. The problem was really how to develop a school which had outgrown its nineteenth-century site in a district becoming increasingly commercial. There was still a little room to expand or alter existing structures. Some plans were implemented soon after the arrival of the new headmaster. The new Preparatory School classroom block had been opened in 1959. In 1960–61, the area around the old Blackwood Laboratories and the Arch was remodelled. The administrative offices were now increased, the masters had an enlarged common room and the Library had expanded. The old wooden balcony and steps, so long the scene for numerous addresses by headmasters in the past, had now given way to a stone verandah and concrete steps.

Alterations and additions could achieve only so much. The prospective increase in the size of the school under the proposed Wyndham scheme altered previous ideas on building development. If there were limitations on how far the school could extend its site, could the answer to growth be found in other ways? During 1960, the headmaster travelled overseas to familiarise himself with multi-storeyed schools in North American and English cities. In 58 days he visited 30 schools, many of which had adopted high-rise development on restricted sites. On his return, the Council spent much of 1961 preparing plans for future development of the school. It would all cost considerable money. In July 1962 it was decided to launch a building appeal with an initial target of £350 000. The major focus was to be provision for a new teaching block

4 Headmaster's Comments on the School, 2 March 1959, in Reports to Council 1956–62.



The opening of Benefactors. The Archbishop, the Right Reverend H.R. Gough, Mr L.C. Robson, representing the Industrial Fund for the Advancement of Science, and the Chairman of Council, Mr J.E.M. Dixon, at the opening of the Benefactors Building, 1964. (Source: Shore Archives, BC5/8. Photo: Pat Purchell.)

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which became known as the Benefactors Building.⁵

Benefactors was opened on 4 May 1964, the seventy-fifth anniversary of the school. Containing sixteen new classrooms and ten new laboratories, its cost was £183 000, most of which came from the building appeal. It was a new concept in Australian school buildings. A multi-storeyed structure on a sloping site, it employed, in the words of the Council chairman, 'currently practised building techniques, in order to make use for a school of column-supported, curtain-wall construction, in order to conserve land, in order to keep costs down, and in order to leave flexibility in working areas should they become desirable in the future'.⁶ Far more than the original governors, the School Council was particularly conscious of creating a structure which would be cost efficient and would last well into the future.

The scientific laboratories in the new building were a major addition

⁵ Council Minutes, 18 July 1962.

⁶ *The Torch Bearer*, 4 May 1964, p. 333.

to the teaching facilities of the school. J.N. Pascoe, who had now taught at the school for over thirty years, had helped design much of the top floor which provided some of the most modern scientific teaching in Australia. It was a reflection of the growing status of scientific specialisation in education. As part of the building program, in March 1963 the school had also accepted a grant of £30 000 from the Industrial Fund for Scientific Education in Schools.⁷

Benefactors was only part of a building campaign to which supporters of the school contributed. In early 1965, it was decided to erect a memorial to L.C. Robson who had died the previous December. A committee composed of representatives of old boys who had been at the school in his period of 36 years as headmaster, organised a special appeal. Lady Robson opened the L.C. Robson Memorial Reading Room in March 1968. Designed principally as a private study area for senior boys, the room was in the form of an extended balcony connecting the Assembly Hall to the new Benefactors Building.

By 1969, the 1962 building appeal amounted to £489 595, well beyond the initial target. Apart from the Benefactors Building the appeal aided the construction of new change rooms at Northbridge and improvements at the Gladesville rowing shed. Also important was the remodelling of Robson House at a cost of \$154 000 (with the boys moving temporarily into accommodation in Benefactors). This involved new standards in boarding accommodation. For the first time, each boy now had his own desk and book-case, while carpet now lined the old wooden floor.⁸

In June 1968, the Council had decided to establish a major new building program entitled 'The Trident Development Project'. The three main aims were to be a Physical Education Complex, the extension and modernisation of Barry and Hodges Houses and a Cultural Centre which would house a vastly improved art and craft centre, with provision also for music and a library. The planning for the first two began immediately, while it was decided to defer construction of the third until the 1970s.⁹ The Prime Minister, J.G. Gorton, himself a boy at the school in the 1920s, launched the project appeal in July 1968. The initial target was \$500 000. With the experience of the previous

7 J.M. Dixon, Chairman, Council, to the Chairman of the Executive Committee of the Industrial Fund for the Advancement of Scientific Education in Schools, 27 March 1963 in Council Correspondence File.

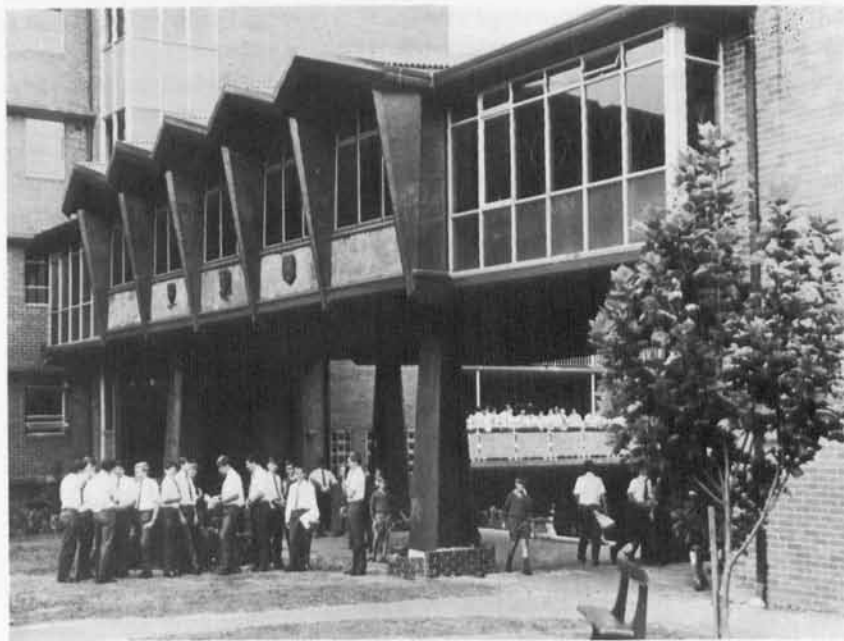
8 For descriptions of the new arrangements see *The Torch Bearer*, May 1969, pp. 46-8.

9 Council Minutes, 18 June 1968.



Lady Robson, Dr and Mrs Alastair Robson and their family admiring the memorial plaque in the L.C. Robson Reading Room. (Source: Shore Archives BC25/37. Photo: Jutta Malnic.)

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The L.C. Robson Memorial Reading Room. (Source: Shore Archives BC25/2. Photo: John Hearder.)

fund-raising campaign, volunteer teams of old boys were formed under sectional and divisional leaders related to city and country districts. K.G. Smith was campaign chairman and the Council Treasurer, T.A. Tonkin, played an active part. By September 1968, three months after the start of the campaign, the appeal totalled \$514 386; by 1974, when the appeal closed, \$603 366.99 had been donated.¹⁰

Much of the fund-raising had taken place against the background of changing relations between the State and independent schools. The decision of the Menzies Federal Government in 1963 to introduce grants for scientific laboratories in all Australian secondary schools helped reopen discussion over State aid. Those associated with the government of Shore were to be caught up in the forefront of the debate.

The Sydney Synod had previously established a committee under Bishop M.L. Loane to review the State aid question. The Archbishop of Sydney, the Most Reverend H.R. Gough now also appointed a committee of fourteen members to consider the problems associated with State aid to Church schools. Its chairman was B.H. Travers. The committee reviewed not only the recent Commonwealth proposal for aid to scientific laboratories, but also other forms of direct and indirect aid already available to non-government schools. It pointed out that both Federal and State governments already provided financial assistance for all parents through scholarships and bursaries, while schools themselves received various forms of rate and tax exemptions, the benefits of income tax rebates for donors to building funds as well as access to government stores and other services. The committee stressed also the growing need for science laboratories, particularly in view of the requirement in the Wyndham scheme that all students study science for five periods a week during the first four years of secondary school. On a majority vote, the committee recommended that Anglican schools accept the grant for science facilities provided that this did not commit schools to accepting future forms of aid, nor be taken as a precedent. It suggested also that there should be no further aid without a Commonwealth referendum.¹¹ The Standing Committee of Synod accepted these recommendations by a majority vote in August 1964. Three months later, Synod rejected them and reaffirmed opposition to all State aid, a

10 See *The Torch Bearer*, December 1968, pp. 130-2 and May, 1969, p. 104; *Report of the Headmaster for 1974*, p. 17.

11 *State Aid to Church Schools: A Report of the Committee selected by His Grace, the Archbishop of Sydney, to Consider the Problems Associated with State Aid to Church Schools*, July 1964.

view in accord with the conclusions of Bishop M.L. Loane's committee. Faced by such division of opinion, individual schools came to their own decision. By early 1965, thirteen of sixteen Diocesan secondary schools had decided to accept aid. In March 1965, after a lengthy meeting, the Shore Council decided also to accept the Commonwealth aid for science laboratories.¹²

The new era of State aid brought about a new consciousness of common interest amongst all non-government schools in Australia. By 1968, an Association of Independent Schools had been formed in New South Wales to consult together on industrial and other matters. By 1970, a National Council of Independent Schools, representing non-government schools throughout Australia, had emerged. Its founding chairman, was J.M. Dixon, who was to assume an important role in discussions with governments, particularly following the increased funding for education after 1972. A similar role as spokesman for non-government schools was thrust upon B.H. Travers as chairman of the Headmasters' Conference in 1971-73.

Some realised that the answer to an uncertain future was to provide for more continuous support for the school. Following the report of the national Karmel Committee in 1973, steps were taken to form 'The Shore Foundation'. The President of the Foundation became Mr Ken Smith, earlier chairman of the 'Trident Project'. The aim was to provide long-term support for the school. One of the first projects was to complete part of the third stage of the Trident Development Project that had been deferred because of increasing costs. In 1971, the school had acquired a full-time librarian, Mrs Georgina Hart, the first permanent female member of the teaching staff since Miss Mackey. It was now decided to raise a further \$500 000 by means of an appeal to help build a new library. The library was finally opened in May 1976 at a cost of over \$750 000, raised from donations of \$404 000 and bank borrowing. Underneath the library, the T.A.J. Playfair Hall, named in honour of the previous Council Chairman, allowed for audio-visual presentations.

The opening of the library was the culmination of most of the building plans drawn up in the late 1950s and early 1960s. In just over a decade of fund-raising, school supporters had contributed \$1 million for building purposes. In total, including further renovations to the Prep. boarding house in 1977, the school had spent \$4 million on buildings since 1959, of which only \$16 000 had come directly from government sources. Much of the building program had been carried on under the financial

¹² Council Minutes, 16 March 1965.

Table 9.2 School Fees and State Aid, 1968–79 (per pupil)

	Term Fees (\$)										
	1968	1969	1971	1972	1973	1974	1975	1976	1977	1978	1979
Day boys											
Upper	200	215	245	274	295	410	422	495	535	565	605
Lower/middle	180	195	220	244	260	360	372	445	480	505	540
Prep	160	175	190	215	214	300	312	375	405	425	455
Boarders											
Upper	440	465	515	569	625	830	897	990	1 080	1 140	1 215
Lower/middle	420	445	490	539	590	780	847	940	1 025	1 080	1 150
Prep.	380	405	435	485	514	685	747	835	915	960	1 020
	Annual Aid (\$)										
	1968	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979
State											
Secondary pupils							142	180	202	230	266
Primary pupils	24	33	43	55.5	68	75	82	108	122	138	157
Commonwealth											
Secondary pupils		50	50	68	104	111	115	162	193	241	296
Primary pupils		35	35	50	62	76	79	105	121	154	196

Note During 1974–75, the above figures are fees established in third term 1974 and second term 1975.

Source: Records of the bursar from Council minutes and related sources on state aid.



'Where some books were stored.' Interior of 'Room 15' c.1973. The librarian, Mrs Georgina Hart, and 'staff' G.P. Clinton and M.A. Makai. (Source: Shore Archives LA/45.)

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management of Mr. T.A. Tonkin, Treasurer of the Council from 1962 to 1975, and the bursar, J.E. McCann.

A second purpose of the Shore Foundation was to establish an educational trust which could provide for educational purposes within the school. With increasing fees, it was recognised that there might be need to establish various bursaries and assistance so that the school would not become confined solely to the very wealthy. Any future withdrawal of State aid could also place the school in an embarrassing situation unless it had certain resources to fall back on (total annual aid by 1979 was almost equivalent to a term fee for day boys; see Table 9.2). It was hoped that future bequests and endowments would therefore place the school in a more secure financial environment. It was a task designed for the 1980s and beyond.

Development and growth have been two of the marked features of Shore over the past two decades. In this respect, the school has mirrored much of what has occurred generally in Australian education. But in what other ways has the school changed? Some concerns remained perennial. In the 1950s, academic and other pressures were altering the

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The Shore library. (Photo:
John Storey.)



policies of schools towards games. In 1957, the Headmasters' Conference had suggested that there should be a check on highly competitive sport. Although he wanted to see all boys playing football, B.H. Travers argued, as had L.C. Robson, that team games must primarily perform an educational and moral purpose rather than be a focus for spectator interest and intense inter-school rivalry.¹³ He also recognised the failings of the AAGPS which was only responsible for organising matches between the first and second teams of each age group. Other headmasters in Sydney shared his views. In 1963, it was decided to suspend the GPS cricket competition, while continuing matches between the schools. After protests from a number of GPS Old Boys' Unions, the competition was restored a year later. As in the 1920s, there was still some conflict between the expectations of those once at the school and the differing priorities of the 1960s and beyond.

Increasingly, however, the school in the 1960s began to cater for different interests and physical aptitudes. Some, such as Surf Life Saving, introduced at the suggestion of the headmaster in 1959, related to the ethic of active community service. Others were more individually oriented such as golf (although played as a team sport). Equally significant had been the moves to incorporate new activities involving

¹³ See *Headmaster's Report*, 1961, p. 13, 1962, pp. 13–4, 1963, p. 12 and 1964, p. 12.

different forms of experience and service. In 1960, the school participated for the first time in the newly established Duke of Edinburgh's Scheme. The aim was to encourage boys to pursue some specific goal as part of their leisure time.¹⁴ Three years later, the school purchased 50 acres (20.23 ha) near Linden Railway Station in the Blue Mountains. As with the Timbertop experiment at Geelong Grammar, the headmaster hoped that the 'Bush Hut' would encourage city-born boys to test themselves in unfamiliar surroundings and come to terms with the natural environment, as part of both their formal studies and new forms of extra-curricular activity.¹⁵ By 1968, 73 boys in the Fourth and Fifth Forms were undertaking adventure training as an alternative to the conventional summer sports. The Linden property had become the base for bush hikes.¹⁶

Following the opening of the PE complex, physical activity in the school became even more diversified. Basketball, gymnastics and squash became part of the curriculum. By 1977, the GPS basketball competition involved 90 Shore boys.¹⁷ Even then, there would still be commitment to the more traditional games. In cricket, the school were premiers in 1969 and again in 1971–72. In 1969, the first fifteen were sole premiers and in 1970 and 1977 were equal premiers with St Joseph's, repeating the feat of 1931. At the 1977 Regatta there were three firsts, two seconds and one fourth, almost emulating the celebrated year of 1928.

Other activities, such as debating, which had languished for a period, revived in the early 1970s. Following the suspension of government support for cadets in 1973 it was decided that all boys in Forms IV, V and LVI would undertake one of a number of forms of service, including participation in an orchestra and choir. By 1974, a school orchestra was again being formed. A similar renaissance occurred in drama with a number of musical and other productions in co-operation with girls' schools.

By the late 1960s, the school was slowly changing both physically and as an institution. Even the teaching side of the school had become more complex. In 1959, school counselling had become integrated into the curriculum. Mr R.K. Chambers was employed part-time to carry out IQ



'Tommy' Whight and 'Rob' Gilfillan. (Source: Shore Archives MA/9. Photo: G. Ramsay.)

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¹⁴ See *The Torch Bearer*, December 1960, p. 97.

¹⁵ 'Ideas on the Bush Hut', 19 February 1963 in Reports to Council 1963–66.

¹⁶ *Headmaster's Report*, 1968, p. 19.

¹⁷ *Headmaster's Report*, 1977, p. 7.



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Shore and Wenona combine: the orchestra for *Oliver*, 1975. Left to right: Nigel Nunn, Robin Low, Richard Burstal, Fiona Hanies, Peter Hammond, Michael Copeman. Mr H. Whyte conducting. (Source: Shore Archives MC3/11. Photo: Stuart Brown Studios.)

testing, and provide general counselling services and vocational guidance.¹⁸ A formal system of pastoral care was instituted for junior boys in the main school in 1960 when Mr Howard Grigg was appointed Master of the Lower School of Third and 'S' Forms.¹⁹ By 1963, the system had been extended so that the main school had been divided into three two-year groups, with Mr Peter Jenkins in charge of the Middle School of Fourth and Fifth Forms, and the headmaster with the responsibility for the Lower and Upper Sixth Forms which would emerge under the Wyndham scheme.²⁰ The school was becoming a larger organisation accompanied by a more active recruitment of staff in the 1960s. The enrolment had grown from 861 in February 1959 to 1059 in February 1967, an increase of 23 per cent. The staff establishment had

¹⁸ Council Minutes, 21 July, 18 August and 17 November 1959.

¹⁹ Council Minutes, 16 February 1960.

²⁰ Headmaster's report to Council, February 1963 in Reports to Council 1963–66.

grown from 39 to 56, while the teacher: pupil ratio had dropped from 1:22.1 to 1:19.1. Of those on the staff in 1967, 33, or almost two-thirds had been appointed under the new headmaster.²¹ Some of those who had served for so long were now retiring. Among those who left the school in 1964–69 were I.F. Jones, W.M. McGregor, P.H. Eldershaw, J.N. Pascoe, H.C.W. Prince, N.M. Goddard, W.N. Dowling, T.B. Whight and R.A. Gilfillan. In June 1967, Howard Grigg died suddenly. As a group, the service of these ten masters totalled 316 years. By the early 1970s, four other long-serving masters, Keith Anderson, previously second master and then acting headmaster in 1969, Tom Milfull, 'Jamie' (L.M. Jamieson) and Wilbur Sawkins had also retired.

The departures of these senior masters changed the age structure of the staff. In 1961, almost one-third of the staff had been aged over 50 and just over a third were 35 or younger. By 1967, only one-fifth of the teaching staff were over 50, while a third were now aged 30 or less (Table 9.3).

Table 9.3 Staff Changes, 1961–67

Age	1961 Total %	1967 Total%
61–	13.3	8.9
56–60	11.1	7.1
51–55	8.8	5.4
46–50	4.4	3.6
41–45	6.7	16.1
36–40	20.0	16.1
31–35	13.3	8.9
26–30	11.1	23.2
20–25	11.1	10.7

Source: Headmaster's Review, 30 April 1961, in Reports to Council 1956–62; and Headmaster's Review of the School presented to the Executive Committee, August 1967, in Reports to Council 1967–68.

The larger staff establishment in a more complex organisation made the more leisurely discussions at staff meetings of earlier days rather more difficult. With many new staff members unfamiliar with existing procedures in the school, by the early 1970s the headmaster found it necessary to issue a number of printed guidelines and staff instructions. They were intended as not only maintaining communication but also of



Keith Anderson (*Source:* Shore Archives MA/11.)

0082

²¹ Headmaster's Review of the School, presented to the Executive Committee, August 1967, p. 3.



0083
Staff enjoying what is now an annual event—the boys and masters football match, 1979. *Left to right:* John Colebrook, Peter Jenkins, David Spurr, John Jenkins, Norman Webb, Allan Gow, Di Simpson, Ken Perrin and Robert Abbey. (Source: Shore Archives MA/163.)

giving a sense of purpose and direction.²² Formal staff seminars and evaluations became more common in subject areas and throughout the staff generally.

Outside pressures also affected other traditional arrangements for the staff. Continuing postwar inflation remained a perennial problem in adjusting staff salaries. During the late 1960s there were numerous misunderstandings over the school system of grading staff which had been first instituted in 1917 and later reframed in the 1950s. Eventually it was mostly taken out of the hands of the school. In June 1970, the New South Wales Industrial Commission handed down an award for assistant masters and mistresses in non-government schools. The decision signalled a new era in which pay and conditions would become principally the decision of an Arbitration Court, rather than the School Council.

The past traditions of formal distance between Council and staff also

²² Some of this is based on an interview with Mr B.H. Travers, 22 January 1981.

1



2



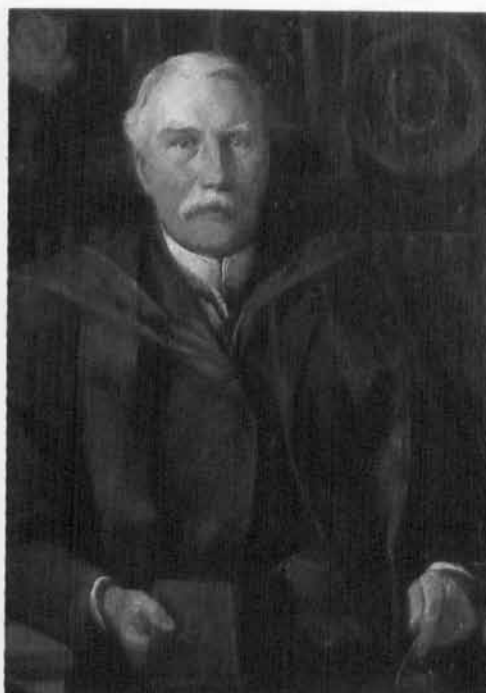
1 Shore and its Sydney setting in the 1980s. 2 A 'nucleus of Shore'. The North Shore Grammar School, 1887. *Back row:* Mr Morgan (second master), E. Abraham, J.H.M. Abbott, Mr Austen (headmaster), H.W. Kendall, F. Adams, W.B. Clarke. *Second row:* A.J. Reid, A.J. Williams, O. Green, F.V. Cliff, M. Abbott, G.R.C. Clarke, N. Cox. *Front row:* N. Trevor-Jones, W. Abraham, R.W. Carey, E. Cox, H. Liggins. Most of the boys pictured here would be early enrolments at Shore.

0086

3



4



5



3 The first headmaster, E.I. Robson.
(Artist: Unknown.)

4 The second headmaster, C.H. Hodges.
(Artist: Ethel Stephens 1912.)

5 The third headmaster, W.C. Purves.
(Artist: Norman Carter, c.1920.)

6 Holtermann and his nugget. A stained
glass window originally in Holtermann's
Tower now in the school library.

7 The original school crest. A stained
glass window now in the school library.

8 'Young Champions'. The first Shore
crew of 1891 whose victory helped inspire
the words of the school song. *Back row,*
left to right: E. Standfield (cox) aged 14,
weight: 5 stone, S.B. Wallace (bow) aged
16, weight: 10 stone 6 lbs. *Front row, left to*
right: C.J. Jeanneret (2) aged 17 weight: 10
stone 3 lbs., N. Trevor Jones (stroke) aged
16, weight: 9 stone 7 lbs., R. Barton (3)
aged 17, weight: 11 stone 2 lbs.

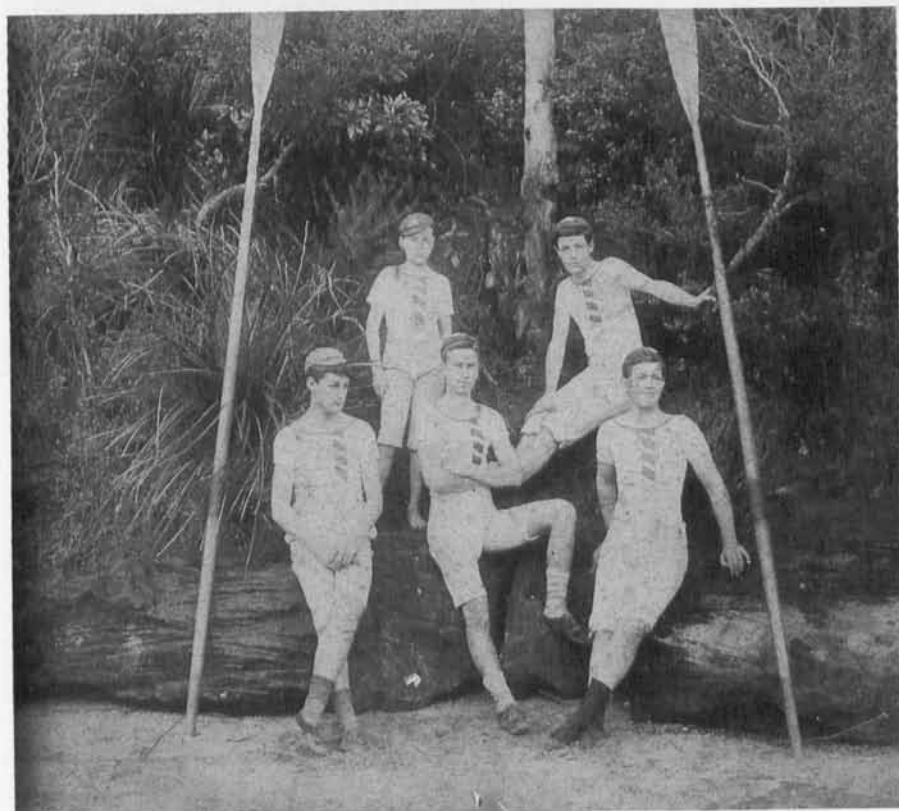
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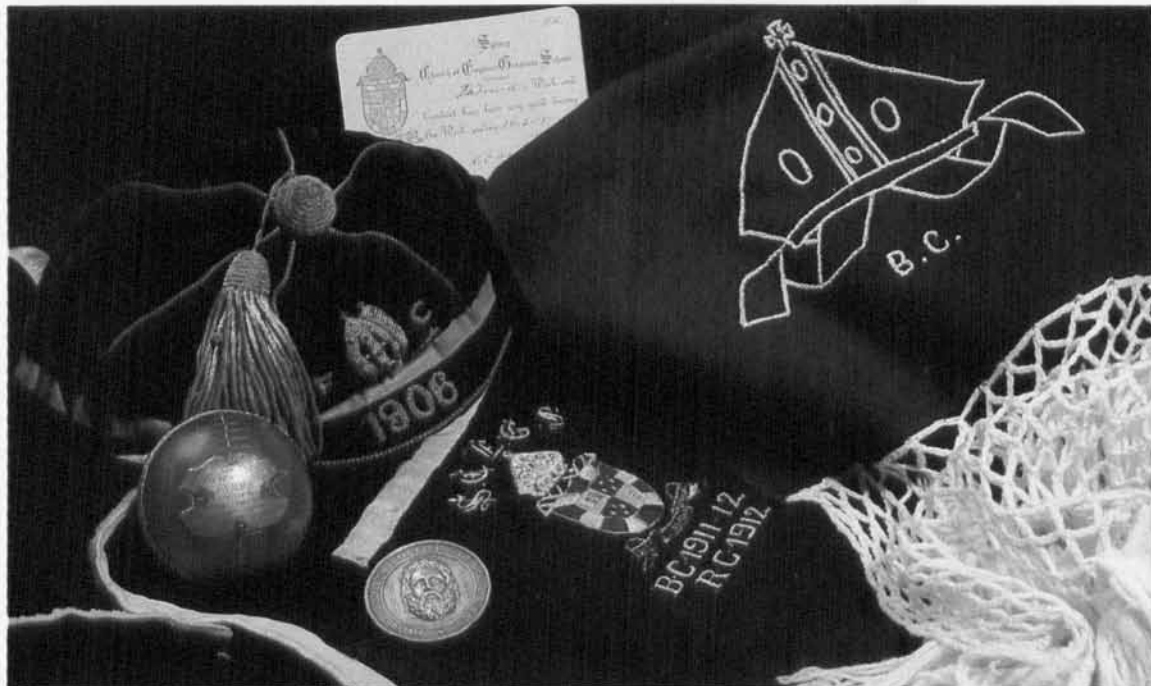


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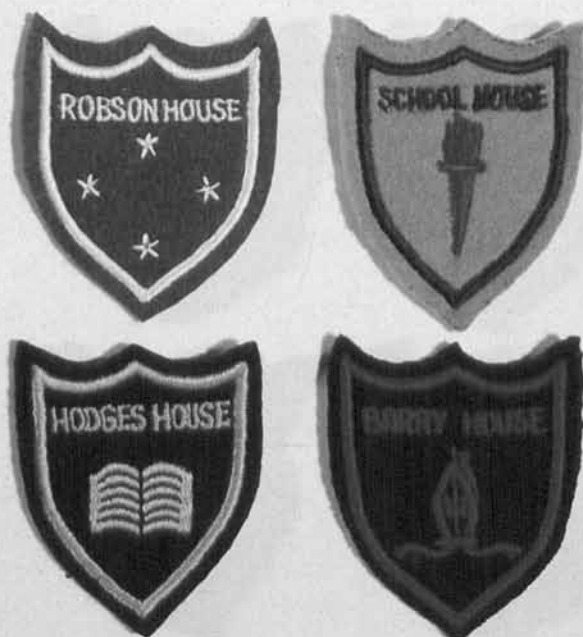
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- 9 'Symbols and awards of a Generation'. 10
 The 'colours' blazer belonged to Kerrod Voss, a one-legged rower; A.D. Fisher won the GPS Medallion for the under-13 150 yards in 1895; the football honour cap is that of T.A. Playfair; R.J.A. Massie was presented with the engraved cricket ball for taking 223 wickets for 2256 runs in 1906-10; F.A. Ludowici's pink card for Division and Form is dated 18-3-15; and the rowing scarf was worn in the early 1920s.

- 10 A football poster with an obvious message.



0067



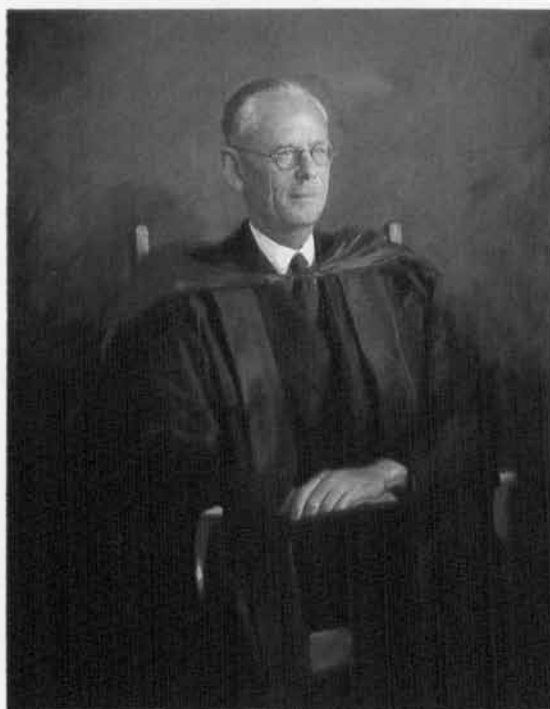
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11 The badges of the four school houses. The symbols of Robson, School and Hodges Houses—respectively the stars of the Southern Cross, the torch of life and an open bible—were first incorporated in the original school crest but later modified to their present form to become part of an official Coat of Arms which the College of Heralds accepted in 1932. (The fourth quarter in the Coat of Arms is an escallop shell, the Christian pilgrim emblem, establishing a connection with St. James's School whence the original endowment arose.) The bishop's mitre of Barry House, also an early symbol and badge, represents the link with the founder of the school.

12 The fourth headmaster, L.C. Robson. (Artist: Sir William Dargie—Archibald Prize, 1946.)

13 The fifth headmaster, B.H. Travers. (Artist: Graeme Inson 1973.)

12



13



14 Northbridge Memorial Grounds.
(Photo: Courtesy of Department of Main
Roads.)

15 A familiar sight to all present and past
Shore boys—the arch and pear tree outside
the headmaster's study. (Photo: John
Storey.)

16 Shore's Sydney skyline. The arch of
the Sydney harbour bridge framed by
Robson House on the left and the chapel
on the right. (Photo: John Storey.)

17 The headmaster's residence with
School House behind. (Silk-screen print: F.
Allerton.)

14



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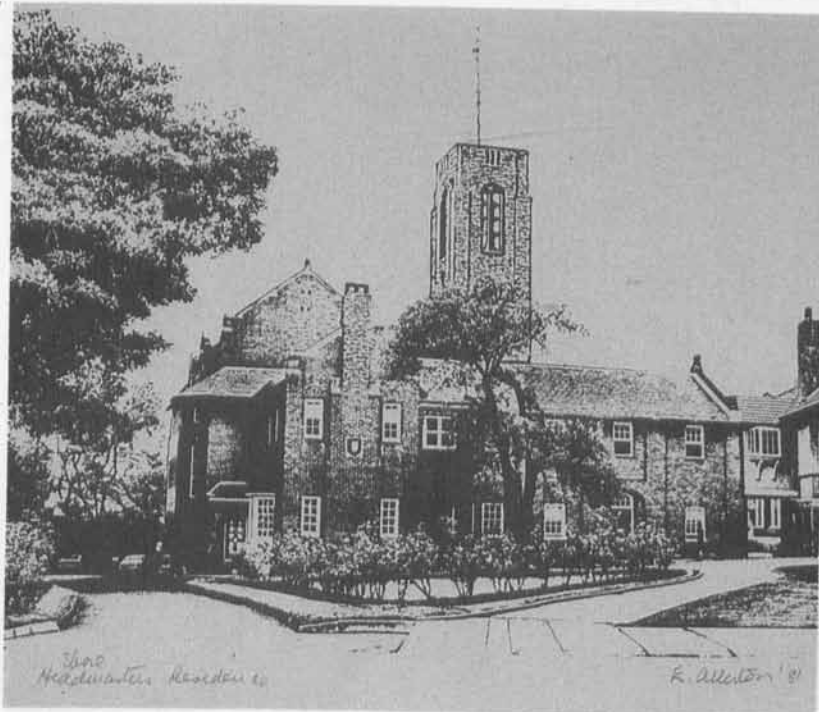


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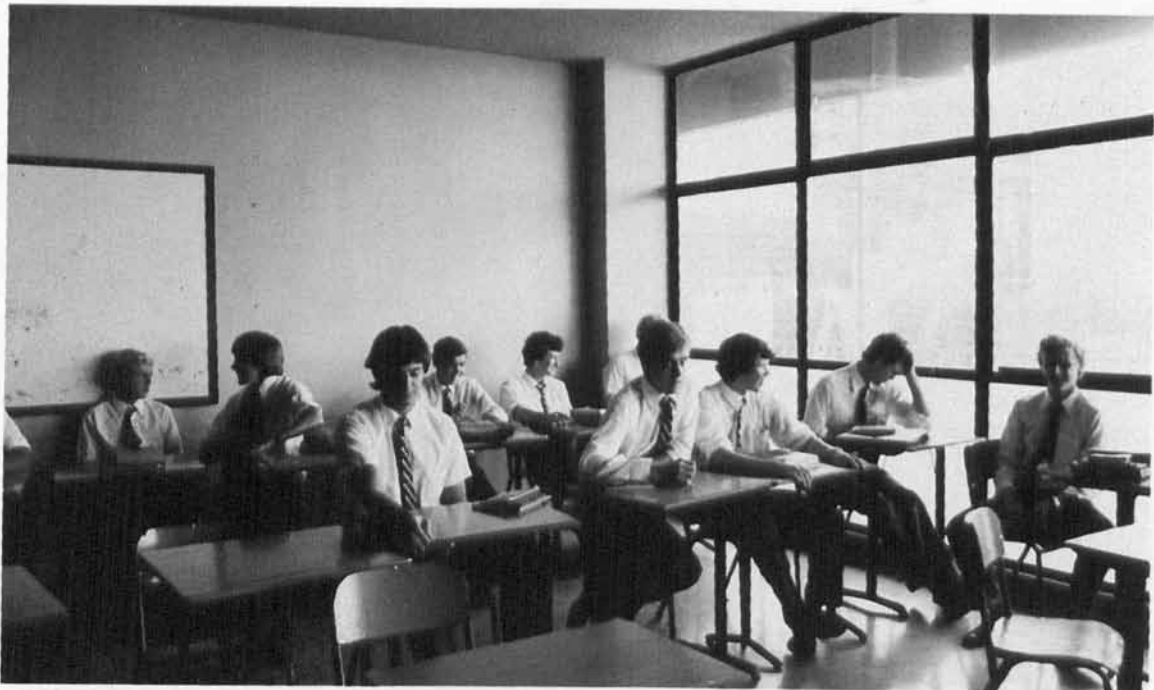
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0090



18

19



18 An Upper-Sixth Form class in Benefactors. 19 Staff Meeting in the Common Room. Views of Shore through the camera of Marcus Laing, assistant master of Wellington College on exchange at the school, 1982. His links with the school were more than he first imagined. His great-grandfather was first cousin of Bishop Alfred Barry.

0091

began to change. In 1975, Council members met staff representatives of the 'Common Room' to discuss the superannuation scheme. As a result, masters were later given the right to elect not to contribute to the scheme.²³

In many respects, the past decade has been a period of review and consolidation for the school. In late 1969, the headmaster had travelled overseas principally to examine school libraries and other forms of teaching aids, including computer-assisted programs. It was a year of student unrest throughout the United States. He returned convinced that education and the school were at a 'watershed'. The school authorities might have to reconsider its curriculum, particularly improving in such areas as music, and decide whether the school should continue to teach such subjects as the classics. There was a need to re-examine the whole meaning of a Shore education, including not only teaching arrangements, but also the problem of discipline for senior boys and the place of religion.²⁴

Throughout 1971–73, the Council gave considerable attention to the functioning of the school and its various activities. Apart from certain modifications, particularly in regard to chapel services, it was decided eventually that the school would not drastically alter its existing arrangements. Instead, it was found necessary to issue for the first time a detailed statement of rules and regulations. It was founded on a reaffirmation of the religious purpose of the school:

Thus it is demonstrated that this is a Church School. It was founded and is carried on to give boys a good education, based upon Christian principles. These principles are enunciated in the Chapel, in the classrooms and wherever boys come under the guidance of the school authorities. Boys become familiar with the School Lesson and the School Psalm in which Christian concepts of life and responsibility are set forth. The school expects that in their bearing and conduct, boys will manifestly live up to these concepts by being courteous to people of every kind at all times. It is a matter of pride to all concerned with the administration of the school to believe that all boys leave the school with a clear concept of the obligations by a Christian gentleman.²⁵

This was a statement of the importance of continuity in the policy and development of the school. Shore now represents an educational



'Jamie' (Source: Shore Archives MA/24.)

0092

23 Notes on a Meeting between Representatives of Common Room and Council, 28 April 1975 in Council Files—Masters' Provident Fund.

24 Headmaster's Report on Overseas Trip, 12 February 1970, pp. 46–8 in Reports to Council, 1969–70.

25 Sydney Church of England Grammar School *Rules and Routine*, 1973.

0093
Cadets parading the
colours, 1979. (Source:
Shore Archives CA2/419.)



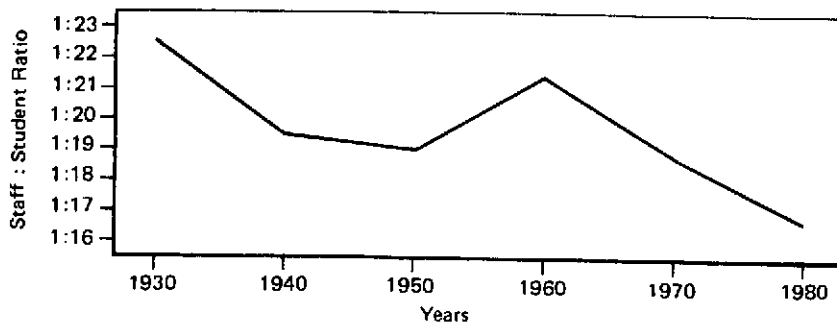
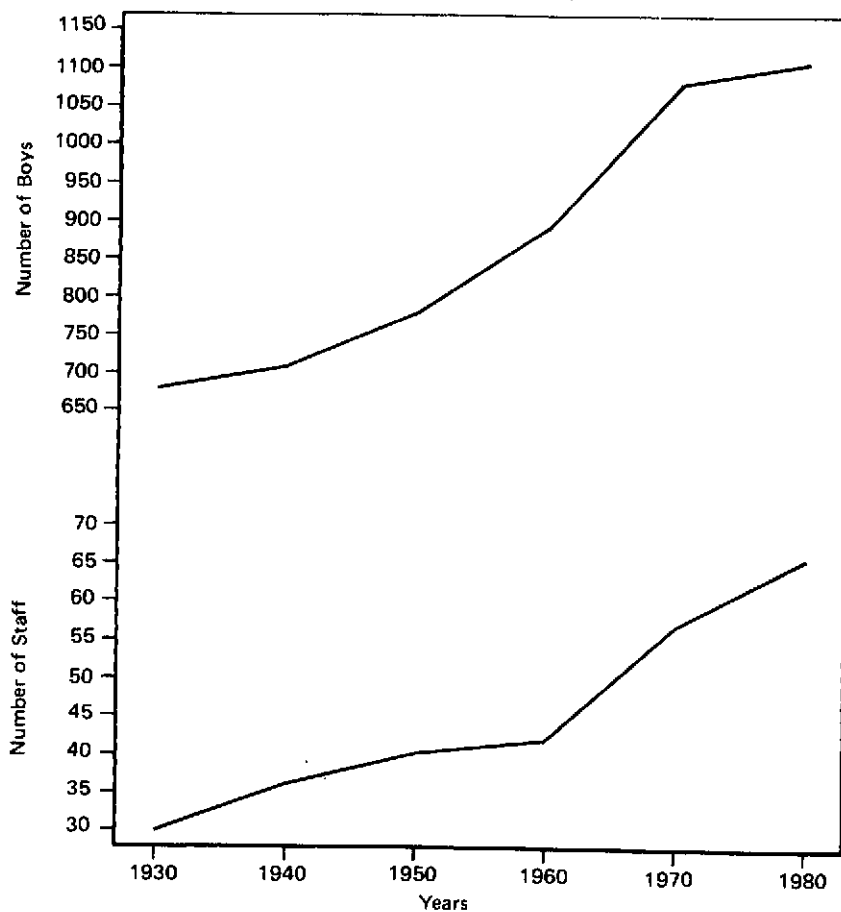
tradition which emerged primarily in the nineteenth century. It is a tradition in which religion plays an integral part. In a period of growing secular thought, its place as an Anglican school has become more important. It is also notable that continuity has been a marked feature of its past. There have been only five headmasters in over 90 years of its history. The last two headmasters cover a period of 58 years between them. Even among the assistant staff, there have been and still are a large proportion of staff members who have spent much of their working life in the school. Over half a century there has remained a generally stable structure of staffing, even though the establishment has increased in size and the teacher: pupil ratio has fluctuated (Table 9.4 Figures 9.1, 9.2).

There has been a similar strong continuity on Council. Apart from the *ex officio* position of President, held by the incumbent Archbishop of Sydney, a total of 111 individuals served on the Council during the first ninety years of the school's history. Of these, just one-third were appointed after 1939. Of those appointed to Council prior to 1939, almost one-quarter served for twenty years or more. Of those appointed since 1939 (including twelve members appointed in the 1970s) one-sixth by 1979 had been on the Council for at least twenty years (Table 9.5). Among the long-serving members in recent years have been R.B. Hipsley (1939–74), Dr A. Distin Morgan (1942–71) and R.E. Ludowici (1951–80). The present Chairman, Mr J.E.M. Dixon, has been on the Council since 1945. In general, long terms of office have been a feature

Table 9.4 Distribution of Staff by Years of Service

<i>Staff by years of service</i>	1930			1940			1950			1960			1970			1980		
	No.	%	Cum. %	No.	%	Cum. %	No.	%	Cum. %	No.	%	Cum. %	No.	%	Cum. %	No.	%	Cum. %
25 +	3	10.00	—	1	2.78	—	6	15.00	—	7	16.67	—	4	7.02	—	5	7.58	—
24-20	—	—	10.00	2	5.56	8.34	4	10.00	25.00	7	16.67	33.34	3	5.26	12.28	8	12.12	19.70
19-15	—	—	10.00	8	22.22	30.56	1	2.50	27.50	1	2.38	35.72	3	5.26	17.54	2	3.03	22.73
14-10	4	13.33	23.33	7	19.44	50.00	9	22.50	50.00	3	7.14	42.86	7	12.28	29.82	10	15.15	37.88
9-5	10	33.33	56.66	3	8.33	58.33	4	10.00	60.00	7	16.67	59.53	11	19.30	49.12	16	24.24	62.12
4-2	9	30.00	86.66	7	19.44	77.77	15	37.50	97.50	8	19.05	78.58	21	36.84	85.96	17	25.76	87.88
1	4	13.33	99.99	8	22.22	100.00	1	2.50	100.00	9	21.43	100.01	8	14.04	100.00	8	12.12	100.00

Source: Figures supplied by headmaster October 1980 in Reports to Council 1979-

Figures 9.1 and 9.2. Staff and School Population 1930-80.

Source: Figures supplied by Headmaster October 1980 in Reports to Council 1979-

Table 9.5 Council Members – Years of Service

<i>Total Years of Service</i>	<i>Appointed 1889–1939</i>	<i>Appointed 1939–79</i>
35–	3	2
30–34	2	1
25–29	4	1
20–24	6	3
15–19	11	8
10–14	18	6
5–9	11	11
0–5	14	10
	<u>69</u>	<u>42</u>

Source: *The Torch Bearer*, May 1964, pp. 183–5; May 1969, pp. 106–9; May 1979, pp. 8–11.

of those holding the major positions of Chairman and Treasurer.

Finally, continuity is a marked feature of the school curriculum. Shore is still founded on the grammar school model of its original charter of 1886. After almost a century, some might consider this a weakness. It might well prove to be its greatest strength. There is little doubt that Bishop Barry, at least, would be well pleased.

The Boys of Shore

The first generation

The background of boys

A known total of 3031 boys entered and left Shore in the years 1889–1922. They were the first generation of Shore boys. A number of reasons suggest why they can be nominated as such. First, the initial thirty-three years of the school was the time of the three English-born headmasters, Robson, Hodges, and Purves. Secondly, the First World War and its immediate aftermath was an important watershed in the social, as well as the political, history of Australia. Thirdly, it was not until the early to mid-1920s that substantial numbers of old boys' sons entered the school. As two examples, William Branthwaite Clarke, son of William Branthwaite Clarke, No. 8 on the register, was enrolled in February 1920, while L.F. Fitzhardinge, son of J.F. Fitzhardinge, No. 77 on the roll, became a boy at the school in February 1921. Both left after L.C. Robson became headmaster. It would seem reasonable, therefore, that to an extent that we can talk of generations in history, the experiences of those who spent their school-days at Shore, in the period up to and including the early 1920s, were in some ways different from those who came after.

There are also six distinct phases which can be seen in the years 1889 to 1922. Such phases correspond both to the changing fortunes of the school, and to the impact of outside events such as World War I. These are the initial half decade of 1889–94, when total enrolment was growing; the period of decline of 1895–1900; the first phase of Hodges as headmaster in 1901–05; the last five years of the Hodges era from 1906 to 1910; the first years of Purves up to World War I from 1911 to 1914; and finally the years of the war, from 1915 and its immediate aftermath, leading to the retirement of Purves in 1922. These phases have been used as the basis for analysing such data as enrolments at the school, ages on entry and leaving, and qualifications of school leavers. Some of the boys who entered the school in these years would leave

after 1922. They therefore are not strictly part of the first generation. Nevertheless, as their parents had decided to enrol them at the school before Purves retired, it was decided to include them when discussing enrolment patterns. What appears below are the several patterns. Fuller details appear in the Appendix.

Shore was founded primarily as a day boy school. Initially most boys came from the local district of North Sydney (including Milson's Point and Waverton), the Mosman area (including Cremorne and Neutral Bay) and the city. The enrolments from these three districts constituted 60 per cent of new boys for the years 1889–94. From the mid-1890s, the percentage of boys from North Sydney declined markedly, while those from the Mosman area and the city grew (the apparently high percentage of enrolments from the city may indicate a postal address rather than the residence). By the early twentieth century the pattern of Sydney's transportation was a major influence on school enrolment. The main shift throughout the whole period 1889–1922 was towards those expanding suburbs along the North Shore railway line from Wollstonecraft to Hornsby. By the 1920s, more than one quarter of total enrolment lived along the North Shore line. For one boy who lived at Roseville Shore was the obvious choice when he was enrolled in 1916. It had a 'wonderful reputation' and was 'convenient' for train travellers. Two brothers followed him in the early 1920s.¹

Despite Shore's reputation as a North Shore school, boarders also formed a substantial proportion of the school population from the very beginning. Overall, they constituted between 20 per cent and 30 per cent of the boys who entered the school from 1889 to 1922. Although only two enrolled in 1889, as a group they made up one-quarter of new enrolments in the years 1889–94. In the period of declining enrolment at school during the late 1890s, the percentage of boarders among new enrolments did drop to as low as 12.5 per cent in 1896, but this was in relation to a very small total of only sixteen new boys in that year. Over the period 1895–1900, the percentage of known boarders among new enrolments still averaged 19.6 per cent. By the early twentieth century, the proportion of boarders in the general school population was growing again. The creation of new boarding houses in these years showed the growing total numbers, but also important was their proportionate size. Of new enrolments from 1911 to 1914, the boarders constituted 31.4 per cent. During the war and postwar years it was just under 30 per cent. The pattern of having just over one-quarter of the school as boarders

1 Interview with Mr R. Fowler, 3 August 1979.

was now well established.

Not all boarders came from the country. During the 1890s boys from outside Sydney constituted one-fifth of total enrolment. This figure actually declined slightly during the early 1900s when Hodges was building up the total numbers in the school. By the eve of World War I the reputation of the school seems to have been well established in both the city and country districts. For the years 1906–22, boarders made up just over one-quarter of new enrolments. Particularly marked are specific areas from which boys came. The central western districts around Bathurst, the southwestern slopes near Goulburn, and the Tamworth area all figure prominently. Particular towns and settlements were also important. Of the 114 boys who entered Pulling's house from 1911 to 1914, seven came from the small central New South Wales western settlement of Woolomin and another seven from Moree. It would seem that during this period the boarding houses began to establish links with particular families and regions. Such connection extended outside New South Wales. Between 1901 and 1915, 282 boys entered School House. Twenty-nine came from Queensland, and of these ten originated from the Rockhampton area. Two were the Voss brothers, Paul and Kerrod, who both enrolled in January 1905.

The regions from where these first boys came helped establish links with the school which would continue well into the future. The basis of a community would be founded not only on shared experiences at school, but family ties and other loyalties. Equally significant was the generally common basis of social background. The school fees obviously restricted the social clientele.

From some limited samples of boys entering the school in 1889–90, 1895, 1902–14, and 1915–22 (which correspond in part to the identified phases in the fortunes of the school) tentative conclusions can be drawn on the occupations of fathers. From the beginning, two occupational groups predominate—the established professions and those in managerial posts in such areas as commerce, industry or government. These two groups constitute over half the known occupations of fathers in 1889–90 (although almost one-quarter of occupations is unknown) and more than two-thirds by 1915–22. The proportionate numbers of these two respective groups tend to relate to changing circumstances within the school and outside. The percentage of fathers in the established professions increased steadily as the academic reputation of the school became more noted. Particularly significant are those fathers in the legal profession, being almost one-sixth of the sample for 1902–14 and 1915–22. In contrast, those in managerial positions fluctuate. The



The School assembled, 1896. The following is a list of known boys with their appropriate register number:

1 Bradley S.H.B. 374; 2 Glen W.C. 381; 3 Markell H.F. 331; 4 Westgarth R.N. 309; 5 Spiller F.C. 396; 6 Browne G.E. 375; 7 Langtree J.C. 328; 8 Harrison E.F. 68; 9 Walker H.D.D. 365; 10 Bradley C.H.B. 373; 11 Balcombe G.T. 371; 12 Roberts H.A. 333; 13 Cole E. 378; 14 Bland H.S. 350; 15 (unknown); 16 Simpson F.G. 363; 17 Abraham C.D. 192; 18 Giblin W.E. 321; 19 Love N.C. 341; 20 Walker R.D. 366; 21 Barker C.M. 348; 22 Murnin L.G. 359; 23 Read T.W.V. 344; 24 Minnett L.A. 392; 25 Parton F.D. 343; 26 Wilson D.D. 336; 27 Minnett R.V. 425; 28 Stephens F.G.N. 397; 29 Mills A.A.N. 384; 30 Gould A.C.M. 299; 31 Levick N.N.G. 311; 32 Gould H.J. 370; 33 LeMesurier H.G. deH 330; 34 Mergell C.L. 202; 35 Turton E. 347; 36 Read E.W.V. 345; 37 Friend A.T. 194; 38 Herring E.E.E. 212; 39 Dent T.H. 167; 40 Willis E.M. 388; 41 Bourke E.V. 142; 42 Yeomans J.B. 190; 43 Dibbs L.D.B. 298; 44 Forsyth A.E. 354; 45 Hartridge F.S.S. 322; 46 Keys J.H. 327; 47 Holdsworth L.J. 339; 48 Lyne J. 245; 49 Moore R.R.H. 178; 50 Moodie W.C. 215; 51 Hopkins F.P. 300; 52 Armstrong J.N.F. 32; 53 Lamb F. de V. 173; 54 Strange F. O'R. 269; 55 Rundle G.W. 334; 56 Simpson S.M. 395; 57 Langtree R.G. 329; 58 Hargrave O.O'R. 241; 59 Terry C. 364; 60 Friend O.E. 390; 61 Hutchinson E.L. 323; 62 Dietrich L.H. 320; 63 Hopkins E.O. 357; 64 Roberts D'A.F. 217; 65 Harriott H.P. 112; 66 Moseley A.H. 181; 67 Wilson R.C. 115; 68 Bice W.P. 372; 69 Carey L.W. 152; 70 Hordern H.V. 391; 71 Fuller C.D. 380; 72 McMaster J.E.R. 293; 73 Blaxland A.D. 316; 74 Hale C.E. 79; 75 Barker H.M. 349; 76 Wilson K. 439; 77 Rundle C.W. 229; 78 Fetherstonhaugh C.M. 281; 79 Hobson G.L. 242; 80 Wallace D.C. 135; 81 Murnin C. 286; 82 Muston J.A. 70; 83 Rabone H.R. 394; 84 Ross J.G.F. 362; 85 Rose W.B. 249; 86 Wilson W. 105; 87 Waite A.H.C. 307; 88 Gunning G. 283; 89 Giblin N.E. 195; 90 Holtermann S.H.O. 273; 91 Way E.R. 367; 92 Boydell W.G.B. 232; 93 Cowper D.H. 389; 94 Cope C.J. 236; 95 Dent L.N. 353; 96 McClure J.H. 383; 97 Ritchie A. 332; 98 Rabone A.J. 393; 99 Westgarth G.M. 308; 100 Wilson J.H. 187; 101 Kater E.D. 326; 102 Dawson D.S. 297; 103 Browne P.E. 376; 104 Olive E.C. 342; 105 Fisher A.D.W. 156; 106 Fischer S.A.L. 282; 107 Allen C.P. 314; 108 Uther G.T. 261; 109 Forsyth J.E. 355; 110 Campbell B.C.G. 317; 111 Bland F.C.B. 278; 112 Allen G.N. 158; 113 Jaques H.V. 340; 114 Deane V.Y. 352; 115 Vernon G.H. 220; 116 Turton N.W. 346; 117 Woore N.L.C. 369; 118 Turner M.C.H. 386; 119 Trevaskis W. 296.

(Source: Shore Archives.)

marked decline in 1895 of those entrants with fathers in commerce and industry probably reflects the 1890s depression. The decline continues into the twentieth century. The growing percentage of those from commercial and industrial backgrounds in the period 1915–22 (one-third) obviously relates to the slow but steady industrialisation of Australia during the war. Of other groups, the only marked change is that of graziers. The growing numbers of graziers amongst fathers of boys (about 11 per cent for 1915–22 entrants) is associated obviously with the expansion of the boarding side of the school. What may well be important also was the wartime closure of country boarding schools, unable to find new staff or meet the new government legislation of 1916, which led to further regulations of private schools. As one example, the connection of the Litchfield family with the school appears to begin during the war with the decline of the Monaro Grammar School.²

It is also significant that increasingly Shore became a place where boys 'finished' their schooling. The importance of the growing academic reputation of the school in the early twentieth century shows through in changing patterns of age of entry. During the 1890s boys entered the school at various ages. Although over half the boys were between 13 and 16 when they enrolled, almost 15 per cent in the first half-decade were 10 or under, over one-quarter were aged 11 or 12, and 4 per cent were aged 17 or over. By the early twentieth century, and particularly after 1906, there was a growing predominance of boys enrolling between the ages of 13 and 16 (over three-quarters of the enrolment from 1906 to 1922). With the establishment of Mosman Prep, it would seem that, increasingly, the younger boys were excluded from the school. Interviews with members of the first generation indicate that many attended other Prep. schools which also emerged with the specific aim of sending boys on to Shore, Grammar and other GPS schools. Bavin's Prep. at Chatswood and Stuppert's Turrumurra College are but two examples. By 1920, it was most unusual for very young boys to be at the school. One ten-year old who enrolled in that year found that he had to spend almost two years in 11B, amongst many boys of up to three years older.³ On the other hand, up until 1922, there was still a significant proportion of boys enrolling at the school from the age of 17 or over.

The parents of these early Shore boys seem to have viewed the school

2 Information from Mr Charles Litchfield.

3 Interview with Mr George Ekin, 5 July 1980.



as serving different functions, depending upon their own family background and expectations. For many boys, an education at Shore provided the basis of entry into the professions. Sometimes this meant following the careers of their fathers; on other occasions, it meant a break with past family traditions. One boy from Orange who entered the school in 1918, aged sixteen, saw it as his chance to escape from the dust and flies of the family property. His mother chose Shore because his cousins had gone there and the fees were below those of The King's School.⁴

Other parents, in both the city and country, had different hopes. As one old boy, the second son in a family of five without a mother, said of his father's intentions, he and his brothers were sent to the school not for academic or sporting purposes but rather for 'general education—to

A gathering of boys in the mid-1890s. (Source: Shore Archives BA/5.)

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⁴ Interview with Mr N.R. Conroy, 27 June 1980.

teach us to mix' and 'understand one another'.⁵ It was probably not an atypical reason.

At school

For day boys, 'getting to school' was the first task of the school day. With some of the early entrants living close to the school, many came by foot, even if it meant for one, in the 1890s, a walk of a mile and a half. As late as World War I it was still possible for some 'local boys' to go home for lunch, returning for afternoon school. Other journeys were more complicated. Boys from the Mosman area could catch a tram once the service from North Sydney to Spit Junction was opened in September 1893 (extended to the Spit in November 1900). For those coming by the North Shore railway, the nearest stop to the school before the opening of North Sydney station in 1932 was Bay Road (now known as Waverton). From there boys would walk up the hill to the school.⁶

From the beginning, the school day appears to have started with assembly and prayers at 8.40 a.m. All then moved off to classes at 9.00 a.m. With the opening of the chapel in 1915 a short twenty minute morning service replaced the assembly. The actual location of the various classes prior to 1900 is unknown. With the pressure of numbers after the arrival of Hodges the Assembly Hall itself was divided down the middle and turned into two classrooms. By about 1905, there were twelve form classrooms and three special rooms for physics, carpentry, and drawing.⁷ Under Hodges a practice began of tests for new boys on arrival at school. The exam consisted of work in arithmetic, reading, French and Latin. On this basis they were allocated to set forms.⁸

Boys had their own form masters who were responsible for their overall care. In the Lower School, particularly in Form I, it would seem that the form master often taught across the curriculum. Walmsley in particular, who had a variety of ages in his form, often brought along the younger boys at a different pace in mathematics. In the modern side of the school, the form master did much of the teaching. Elsewhere,

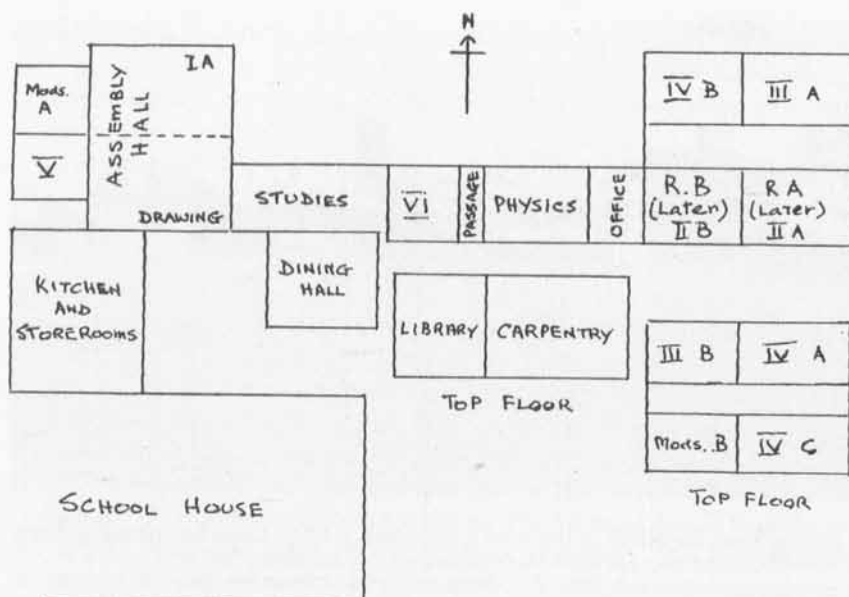
5 Interview with Mr Charles Bright, 5 July 1980.

6 Most of this paragraph and the following one are based upon written memoirs in *The Torch Bearer* of May 1964 and interviews conducted in 1978-81.

7 Information based primarily on the memoirs of Kerrod Voss in *The Torch Bearer*, May 1964, pp. 154-7 and interview with Mr C.S. Tiley, July 1977.

8 I am grateful to Sir Adrian Curlewis for some of this information.

The school environment, 1905-06 ...

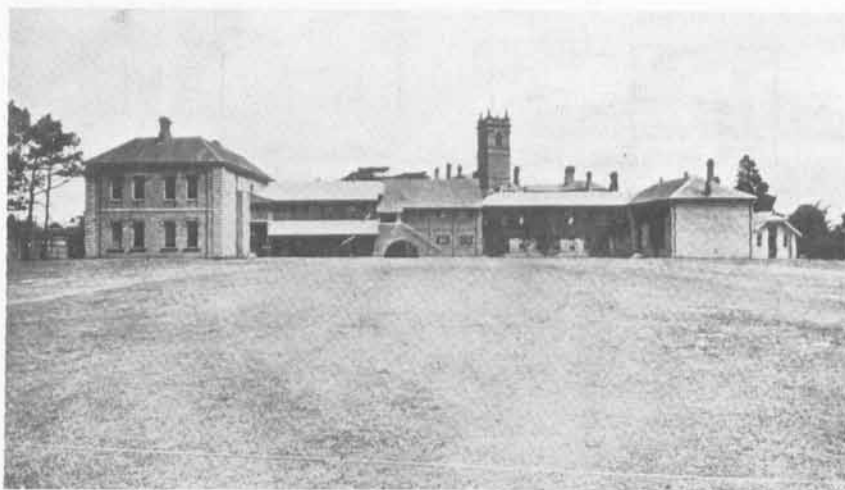


Looking from the South at the school buildings and rooms, c. 1905-06. Some of the form masters were VIth (Hodges), IVA (Linton), IVB (Fidler), IVC (Hall), Mods A (Morgan), Mods B (Hales), IIIA (Pulling), IIIB (Baker), IIIC (Dixon), Remove A (Wilshire) and IA (Walmsley). (Source: *The Torch Bearer*, May 1964, p.153.)

specialisation prevailed, with masters teaching in their subject disciplines.

In class, relations between staff and boys were fairly formal. The boys sat in lined rows of desks. Masters wore gowns and mortar boards. Most kept canes as a warning. At least one in the early twentieth century used two so that if he missed on the down stroke he could catch a boy's hand with the other on the up stroke. Quite naturally, the boys regarded this as unfair. He was not liked.⁹ During the war, corporal punishment was regularised. All canings had to be entered in a book. Other misdemeanours earned nominal detentions known as '30's' and '45's' which could add up to drills or Saturday detentions. More serious offences earned a trip to the headmaster. For those who worked well, there was

⁹ Interview with Mr C.S. Tiley, July 1977.



Looking from the North at the school buildings, c. 1920. Little had changed since 1905–06 except that pressure of numbers meant that there had been some rearrangement of rooms. The VIth form room was still under the arch, but the Vth and IVth forms now occupied all the old teaching block while the IIIrd forms had taken over the old carpentry shop. (Source: Shore Archives BC/19/5.)

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the pink card system first instituted under E.I. Robson.

In general, few masters had sympathy with the more open teaching methods such as Barton and Mackay attempted in 1920. The subject matter was often stylised and formal. One English-born boy, educated first at an English Prep. school, found on his arrival in 1920 that he was required to take extra lessons in English with great attention to grammar and structure. Because of his accent, however, he was often called on to read passages out aloud.¹⁰ Despite the formality, older boys in particular sometimes established warm relations with masters. For at least one of the first generation, one master, J.H. Hedges, himself a boy at the school from 1906 to 1912, was 'almost Shore'—a superb teacher who made the humanities interesting, even lending out books from his personal library.¹¹

Undoubtedly, boys often took advantage of any detected weaknesses in masters. The increasingly deaf David Davies was the butt of many jokes as he grew older. Understandably, he himself responded angrily, and perhaps not always justly, to what he saw as schoolboy foolery.

¹⁰ Lt. Col. G.J. Dean to Mr B.H. Travers, 4 August 1979.

¹¹ Interview with Mr N.R. Conroy, 27 June 1980.

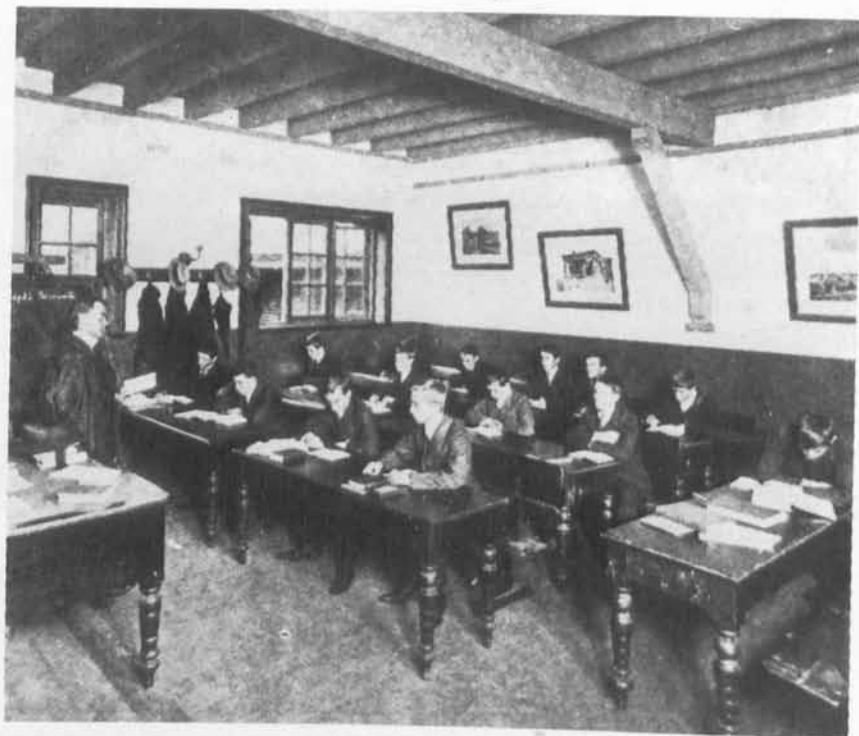
Other masters had their idiosyncracies which were accepted because of their general stature. On at least one occasion the urbane Lee Pulling reputedly turned up late for a class which he then proceeded to teach from outside the room.¹²

Under Hodges the school day was divided into two one-hour lessons until 11.00 a.m. There was then a break and another hour period and lunch at 12.30 p.m. The afternoon school lasted from 1.30 p.m. until 3.30 p.m. Sometime before or during the war, the school timetable became seven periods of forty minutes, three in the morning before a break, two between break and lunch and two in the afternoon. School finished then at 3.00 p.m. At break in the 1890s many played pick-up games. Sometimes an ice-cream man would frequent the back streets behind the school. By the war, a tuck shop had opened under 'Devil' Hall, the carpentry instructor. With the introduction of drill instruction in 1903, compulsory exercises became part of the lives of most boys at 11.00 a.m. On occasions Purves would use the morning break to address the school from the steps of the upstairs verandah. It established a tradition that his successor would follow. At lunch, some day boys, whose parents had paid extra fees, would eat a school meal with the boarders. Most brought their own packages. 'Going down Shore' was apparently also a trip some boys made even in the 1890s.

Outside the classrooms, the prefects were supposed to maintain discipline. The office of prefect had been established in nineteenth-century English public schools as a means of providing moral examples and leadership to the younger boys. At Shore, the prefect regulations first laid down in 1893 were administrative as much as moral. Prefects had to see to the 'good order' of the school; their oath of office required them to see that they upheld their aim in and outside the school. But they were also required to take calls morning and evening, while the house prefects had to take calls on Saturday, Sunday, week-day dinner, and on other occasions when required. They had to assist the house master on duty by taking prep, when requested and other duties when asked. In return, they had certain privileges including immunity from detention, *ex officio* membership of the general athletic club, unrestricted limits regarding bounds (except as regards going to Sydney), leave to stay up until 10.00 p.m. and freedom from prep. in the Hall.¹³

¹² Private information.

¹³ The regulations and oath of office are laid down in the first roll of prefects currently held in the headmaster's office.



Mr Wilshire teaching modern languages, c.1907. (Source: *The Town and Country Journal* 24 April 1907)

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From 1891 to 1914, prefects constituted about one-sixth of the total enrolment. Their duties gradually changed in certain ways. Under Hodges during the first days of term, the senior prefect or duty prefect apparently called out the roll by forms at the Morning Assembly. After a form card had been prepared, a roll on a black background which could be marked with a slate pencil, one of the form took the roll and handed it to the prefect. Each roll had names scored in red to indicate the 'always late' boys. When the chapel opened, prefects read the lesson each morning and then raced up to unlock doors and buildings which had been closed to keep boys out until the start of school.¹⁴ Sometimes their duties became wide-ranging. In 1919, when Purves was on

¹⁴ Memoirs of R. Cairns Anderson in *The Torch Bearer*, May 1964, pp. 151-2, and Shore Archives BA/131; Interview with Mr Russell Sinclair, 28 March 1977.



The tuck shop of 'Devil' Hall, the carpenter, c.1912. (Source: Shore Archives BC29/4.)

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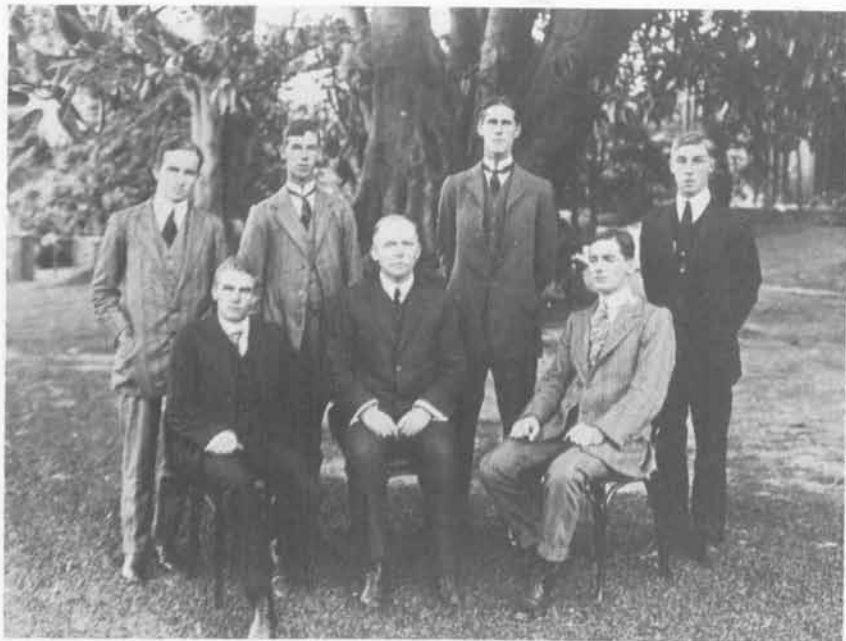
extended holiday, and Lee Pulling was acting head, the senior prefect actually spent much of his time interviewing prospective parents and arranging school fixtures. Prefects could also cane, but following an incident in 1917 which later involved court proceedings, this could only be done in the presence of other witnesses. The punishment took place in the closed Sixth Form room with the friends of the culprit counting the assigned strokes outside.¹⁵

Changing technology added to school regulations. After Kerrod Voss lost his leg in a tramway accident, prefects were instructed to see that no boys jumped off a moving tram.¹⁶ Overall, however, the school rules did not intrude much into the lives of boys. There was no compulsory school uniform. E.I. Robson encouraged boys to wear school colours but did not insist upon it.¹⁷ Some boys wore school blazers with sports pockets

¹⁵ Interview with Sir Adrian Curlewis, 4 June 1979.

¹⁶ *ibid.*

¹⁷ See *The Torch Bearer*, May 1893, p. 90.



Shore prefects, 1911. *Standing left to right:* K.B. Voss, G.W. Walker, C.S. Tiley, H.R. Braddon. *Seated left to right:* R.C. Anderson (senior prefect), W.A. Purves Esq., G.R. Hamilton (head of the House).

The small number of prefects in this photo is quite striking. In his first year as headmaster, Purves actually created no full prefects but relied upon those whom Hodges had elevated to office in 1910. (Source: Shore Archives PB/56.)

simply for 'flashness'.¹⁸ Under Hodges at least, straw boaters seem to have become mandatory. Even then, boys had their own ways of dealing with this regulation. Hats left hanging outside classrooms were often 'pegged' (pulled down so that they were holed).¹⁹ Authority tended to smile at these schoolboy pranks. The boys themselves often controlled their other forms of appearance. The length and form of hair grown tended to come more under schoolboy scrutiny than that of the masters. One well remembered incident is of one of the Pockleys trying to save

¹⁸ Shore Archives; Interview with Mr George Sayers and Mr Rupert Minnett, 21 February 1971.

¹⁹ *ibid.*



'Mill On' 1917. The senior prefect, R.S. 'Blue' Holcombe, is officiating. (Source: Shore Archives BA/28.)

his whiskers from the scissors.²⁰ Others were immune from such assaults because of their age. At least one boarder in 1903 smoked a pipe and 'wore a full-grown moustache'.²¹

In many ways the school of the first generation remained the boys' school. The boys had their own code of ethics, which included dealing with transgressors not behaving in the expected way. Cheating or telling on one's friends was certainly not accepted. The masters and prefects tolerated the rough side of school life, provided it did not become too disruptive. Both Hodges and Purves disapproved strongly of outright cruelty and tried to improve the general standards of civility in the school. (Purves in particular could not even stand to attend officially sponsored boxing tournaments.) The prefects stopped outright bullying, but often allowed boys to settle their differences amongst themselves. The tradition of 'mill on' had apparently emerged during the 1890s. A fight between two boys attracted a crowd urging them on. Hodges tried to regulate the practice by requiring boys to put on boxing gloves. 'Mill on' soon became a semi-officially accepted event at which prefects often presided. It was actually not all that serious and hot-blooded, but a

20 Interview with Mr C.S. Tiley, 3 November 1978.

21 Interview with Mr F.S. Coxon, 20 April 1979. The boarder was J.C.S. Newman from Grenfell, aged nineteen when he entered the school in 1903. He left the same year.

diversion from school-day routine.²² There were unstated rules, which at least one new boy from England found to this cost that he did not quite understand. He ended up with a rather bruised face after a prefect finally decided to stop the contest.²³

Some fights were carried on with the world outside the school. In May 1893, *The Torch Bearer* noted that a local parent had brought her son—a State schoolboy—to see the headmaster, alleging that a Shore boy had abused him. Mentioning the matter to the school, Robson himself admitted that he knew of the great deal of provocation being received from State school boys (the cry of ‘grammar bummer’ became usual), but that he hoped that if punishment was necessary it ‘would always be inflicted in gentlemanlike manner—with the fists’.²⁴

In maintaining the ‘good order’ of the school, the office of sergeant major became more important. The first sergeant, McKay, was primarily chief clerical officer. A former member of the Royal Engineers, he did not wear a uniform, nor did he punish boys directly. The punishment drills he conducted, according to one account, lasted no more than ten minutes although reputedly he made boys stay for the full length of their Saturday detention.²⁵ Living just outside the school grounds in a cottage in Mount Street, separated from the school by a gate, one of his main duties was to ring the bell for school assembly. ‘Every morning at the tick of twenty to nine he was through that gate, marching in a dead straight line across to his office under the verandah and, as soon as he was there, bang, bang, bell to prayers.’²⁶ His successors took a more active interest in the character of the boys. Cooke-Russell was most instrumental in ensuring proper military bearing on parade once the cadets were formed. Upon his resignation in 1913 to take up a training post with the Australian Army, he persuaded another Scots guardsman, Sergeant-Major F.J. Davidson, to come to the school. Davidson had joined the Scots Guards at the age of fourteen, and had served in the Boer War. From 1908 to 1913, he had been a gymnastic instructor at

22 Information from interviews with Mr C.S. Tiley, July 1977 and Mr Russell Sinclair, 28 March 1977. ‘Mill on’ occurred also at Sydney Grammar in these years; there were similar rules.

23 Extracts from the unpublished memoirs of E.C.J. King-Salter (at the school 1914–17).

24 *The Torch Bearer*, May 1893, p. 89, and interview with Mr George Sayers and Mr Rupert Minnett, 21 February 1971.

25 Interview with Mr George Sayers and Mr Rupert Minnett, 21 February 1971 and memoirs of W.M. Amphlett in *The Torch Bearer*, May 1964, p. 147.

26 Interview with Mr C.S. Tiley, July 1977.

Aldershot.²⁷ Affectionately known as 'Onkus', he conducted the compulsory 'physical training' and the Friday detention parades. It was perhaps he, as much as any other, who helped preserve the image of 'right conduct'. At 'PT' exercises, he took a particular aversion to felt hats which began to appear during the war:

Look at dat boy (he always said dat for that) there. He's the kind of boy dat don't want no physical training. Hold yourself up, Boy. I don't want to go down the street with a friend and have him say: Who's dat boy—Oh, dat's a North Shore Grammar Boy. You can always tell a North Shore Grammar Boy when you see him walking along the street with his hands in his pockets, his back up nine 'oles, a felt 'at on, and CHEWIN' GUM.²⁸

For the boarders, school life was a different world from that of the day boys. During the week, school work governed much of their lives. Prep. was constant at night and in the morning. On the weekends in the 1890s, there was often a boating picnic which the long-term housemaster, 'Chops' Hall, organised; on Sundays, before the opening of the chapel, boys marched down to Christ Church, Lavender Bay. In the early 1890s, Miss Robson often had both boarders and day boys for afternoon tea. Mr and Mrs Hodges continued the practice for boarders by having a small group in on Sundays. Other boarders went out on passes on Sunday afternoons, sometimes to the home of day boys. *The Torch Bearer* tried to encourage hobbies for all the boys; but not everything was organised. 'Sometimes, you'd just mooch round and read books and talk and sit on the grass and fill in time.'²⁹

School House had all the problems associated with a former domestic residence turned into a boarding house. The dormitories were small, often holding only half a dozen boys. Arrangements for water supply and sanitary disposal were often inadequate. In 1894 a boarder complained that he and his fellows had let day boys into the house for a shower after football practice (there being no games' change rooms) and, as a result, 'the water could be seen trickling through the ceilings of the Lower Studies and down the steps which connect the upper and Lower Studies'.³⁰ The headmaster had his own complaints of strange

27 For his background, see *The Torch Bearer*, December 1940, p. 120.

28 From the memoirs of Athel D'Ombra (1913–18) in *The Torch Bearer*, May 1964, p. 161. According to another account, 'Onkus' once jumped up during a rude performance of the comics, 'Stiffy' and 'Mo', and 'roared in his best Sgt Major "Get off the stage you dirty curs".' Information from Mr W. Carson, 9 April 1980.

29 Interview with Brigadier Claude Cameron, 18 May 1979.

30 *The Torch Bearer*, August 1894, p. 41.

smells. In 1897, the Council agreed to ventilate the earth closets outside his study.³¹ The sewer became available in 1898 but it was not until the holidays of 1899–1900 that the school was finally connected.³² Even then, one new boarder in 1902, having just come from somewhat better conditions at The Armidale School, found the lavatories with lead covering on a wood floor and pans, rather than urinals, rather primitive.³³

The growing enrolments under Hodges strained accommodation in School House, although the building of the dining hall did at least provide better catering. By about 1910, there were six dormitories. The main four were 'bottom' for prefects and seniors (about 14 boys), 'side' for those slightly less senior (about 12 boys), 'top', situated straight above bottom and subject to quick retribution from the prefects for any undue noise, and the 'attic' containing about eight junior boys located at the base of the tower. On the same landing as the attic were the three bedrooms of the housemasters, A.D. Hall, F.N. Frith, and Alan Clunies Ross. (Later on, Clunies Ross's bedroom became a small dormitory for two boys.) Outside the headmaster's bedroom was the fifth dormitory, formerly the sick room (now replaced by the sanatorium) and containing six or seven small boys. On the same landing was the workroom of the matron and the final dormitory containing only three beds. In such cramped conditions, the two senior house prefects had the privilege of a small chest-of-drawers while all other boys kept their clothes in lockers situated between the bottom dormitory and the Matron's workroom.³⁴ Accommodation did not improve much until the McCaughey dormitories were opened in 1921.

There were equal pressures on accommodation in the other boarding houses. In Pulling's 'Bishopsgate' about 40 boys crowded in during the war. With limited ablutions, it was rather hectic in the morning. 'Down the stairs we'd go, anything between thirty and forty of us, one shower, run through it; if there was a bit of soap you got it'.³⁵ It was far from the

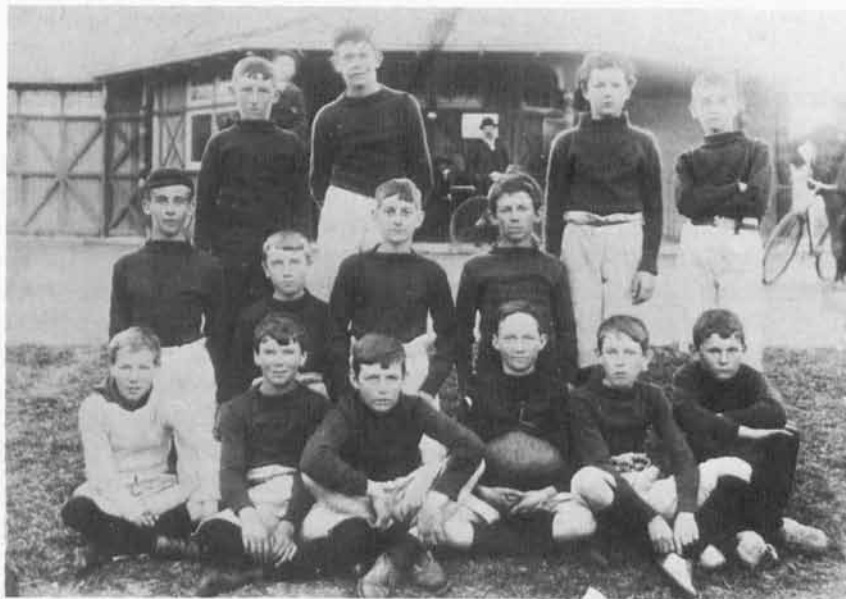
31 Council Minutes, 22 February 1897.

32 Council Minutes, 30 January 1900.

33 Interview with Mr F. Coxon, 20 April 1979.

34 Memoirs of Kerrod Voss in *The Torch Bearer*, May 1964, pp. 159–60. According to one journal article, boarders in the early 1920s were required to have, apart from underclothing, (i) a best suit, of a dark colour, and two suits for every-day wear; (ii) two duck trousers and cotton shirts for cricket, and sports jerseys for football, three sports towels; (iii) slippers and two pairs of boots; (iv) macintosh or overcoat and travelling rug; (v) a small handbag. *The Austral Briton*, 12 April 1922, p. 14.

35 Interview with Mr Charles Bright, 5 July 1980.



The third fifteen 1899 (with fourteen photographed). Their weight and size require no comment. The team played only one match, against Sydney Grammar winning 6-0. 'In the first half S.G.S. got the ball nearly every time, but it never seemed to come out, and some of the backs were practically idle, the centre three-quarters scarcely getting a pass. In the second half, a change in our front rank enabled us to get the ball, and some good work by the backs enabled us to score twice.' (*The Torch Bearer*, September 1899, p.22.) (Source: Shore Archives photo album.)

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comforts of home.

Life in the boarding houses was often a shock for small boys from isolated country districts. From most accounts, it was fairly rough, particularly in School House just after the war. Some of the older boys were wont to prey on the younger. Such habits as 'run throughs' with towels, or tossing boys up in the air and catching them in bed sheets became common. Day boys venturing too close to the boarding houses sometimes regretted it. With the establishment of school football on Saturdays during the war, the boarders found themselves a new activity to occupy their weekends, either playing or watching. Those day boys who had not come to support the school on the Saturday often had to run a gauntlet of boarders on the Monday morning.³⁶

Although not all played in the early years, sport provided the main

³⁶ The above is based on a number of interviews and various oral accounts.

common bond in the school. The administration of games came under the general control of the General Sport Committee which was composed of all masters, prefects, games captains and some other boys which the Committee itself nominated. There were sub-committees for the individual games. By the eve of war, these embraced rowing, rugby, cricket, athletics, shooting, swimming and boxing.³⁷ The General Sports Committee was responsible also for the approval of sporting awards to boys. To judge from the surviving minutes, there was often much discussion over the appropriate forms of dress and blazers which could be worn. In December 1915 a sub committee was appointed to 'enquire into and report on the fact that certain people were wearing the school blazer without being entitled to it'.³⁸ Eight months later, the General Committee decided to sanction three types of blazers: a 'colour' blazer with the school badge and abbreviated letters indicating a 'colour' award for 'highest distinction' in the GPS games of cricket, football, rowing, athletics and shooting; a first award blazer for other members of first teams who had represented the school in at least three GPS matches; and finally a plain blazer with only the letters SCEGS to members of second teams.³⁹ In effect, these conditions regularised past practices, although there would continue to be disputes over whether junior boys or those in lower teams were entitled to any form of award. With the introduction of the house competition in 1919, there was also provision for boys to achieve 'house colours' badges.⁴⁰

The inauguration of the house competition brought all boys into some form of organised team activity. Day boys now played regularly alongside boarders, representing the houses into which they had been allocated. Earlier, in the 1890s, a different form of compulsion had operated. The early football teams were small and light. If you weighed between ten and eleven stone 'you played in the firsts whether you liked it or not'.⁴¹ By 1893, the school was putting three fifteens into the field. The results were often lopsided, particularly against the football

37 The minutes of the committee prior to 1913 have not survived.

38 General Sports Committee Minutes, 9 December 1915.

39 General Sports Committee Minutes, 18 August 1916.

40 The house competition established a points system for matches between the four houses. Most points went to the victors in cricket and football with a lesser weighting for rowing and athletics and even fewer points in the minor sports of boxing, shooting and swimming. General Sports Committee Minutes, 26 February 1920.

41 Interview with Mr George Sayers and Mr Rupert Minnett, 21 February 1971 (in Shore Archives).

strengths of King's, Newington, and St. Joseph's. By the late 1890s, professional coaches were helping both the cricket and football. Amongst those who assisted cricket in the early twentieth century was Victor Trumper. The cricket teams of 1889 to 1914 would become a nursery of future Sheffield Shield and Test teams; members included A.J. Hopkins, the three Minnetts, H.V. Hordern, A.D. Fisher, R.J.A. Massie, and J.M. Gregory.⁴² The football victories of 1908–09 under Mackay as coach were equally memorable, with crowds of up to 2000 at North Sydney Oval.⁴³ Prior to the war, perhaps only half the boys played sport. Transportation difficulties deterred some. Many boys left school at 3.00 p.m. simply to make sure they got home before dark. Others had little opportunity to develop interest and skills. Restricted by space, there was often little room in the school where junior boys could practise. Even H.V. Hordern, the later Test star was in the 1890s a 'scabby' cricketer who played with 'a soft ball, a narrow stick for a bat, and the side of the school house for a wicket and wicket-keeper'. There were grades among the 'Scabbies'—'Despicables' and 'In-betweens', but one got into the seconds and firsts often by determination and luck.⁴⁴ The introduction of compulsory physical training meant that at least all boys got some exercise. There was also swimming down at Lavender Bay. It was Iven Mackay who first brought some systematic approach to team games by introducing the 'colour' matches. Not until the acquisition of Northbridge could such ideas be translated into consistent practice.

For those who did play, 'getting there' was sometimes a difficulty. There were some compensations. Despite having to catch a ferry and train, boys liked going to Newington because after the match they could swim in the pool there.⁴⁵ Once Northbridge was opened, there was at least a tram over the Suspension Bridge. Rowers had different problems. At first, in the 1890s and until World War I, they could practise at 'headquarters' in Berry's Bay. Later, crossing the harbour they caught the tram to Gladesville and then walked down to the shed. As part of the policy of house competitions, house regattas began but were later

42 For a fuller list, see *The Torch Bearer*, September 1938, pp. 122–5.

43 Interview with Mr A. Garbett and Mr C.S. Tiley, 22 November 1978.

44 From *Googlies*, cited in *The Torch Bearer*, May 1964, p. 119.

45 Interview with Mr George Sayers and Mr Rupert Minnett, 21 February 1971. For some discussion of the importance and problems of practice, see *The Torch Bearer*, September 1898, pp. 29–30 and December 1911, p. 97.

dropped because they interfered with preparations for the Regatta.⁴⁶

Of all events, the Regatta was the most gala of schoolboy sporting occasions. Its only rival was the annual GPS athletics meeting which had emerged by the early 1900s. At the first contest with Riverview in 1892, the whole school hired a launch to cheer on the crew.⁴⁷ It started a tradition. The hiring of the launches, and the sometimes unrestrained pelting of rival school boats, became a feature of early twentieth-century Regattas on the Parramatta.

Sporting enthusiasm was a predominant feature of school life by the early 1920s. The press accentuated the trend by focusing on schoolboy crews and heroes. Status amongst the boys depended principally upon doing well at the various forms of athletic pursuits. In general, the academically gifted were accepted, provided that they at least tried to participate at games.⁴⁸

Some in the school did have other interests. Music and then debating were established early. During the 1890s *The Torch Bearer* had tried also to encourage hobbies, and a school museum had flourished for a while.⁴⁹ In 1911, the physics master, A.C. Ross, had helped start a Camera Club. Photographic excursions were held, with competitions for making lantern slides but all seems to have collapsed soon after Ross left for Queensland in 1912.⁵⁰ During the war, a number of boys started a magazine of their own. Entitled '*PI*', it was followed by the *Blue and White*. The editors of the *Blue and White* claimed in their first issue that they were starting the paper so 'that budding authors and poets may have some scope to show their ability'.⁵¹ Amongst the major contributors was to be the poet Kenneth Slessor.

Whatever their interest, throughout the whole period of the first generation from 1889 to 1922, over half the boys had spent a total of three years or less in the school, although a few remained for up to

46 Interview with Mr Russell Sinclair, 28 March 1977. For history of the sheds see *Shore Reports*, December 1981.

47 Memoirs of W.M. Amphlett in *The Torch Bearer*, May 1964, pp. 145-6.

48 Interview with Sir Brian Windeyer, 25 October 1979.

49 See *The Torch Bearer*, June 1891, pp. 11-12; September 1891, pp. 11 and 14-15; December 1891, pp. 15-16; April 1892, p. 2.

50 *The Torch Bearer*, June 1911, p. 10; December 1911, p. 97; March 1912, p. 128; and June 1912, p. 169.

51 *The Blue and White*, October 1920, p. 1. See also G. Harold Broinowski memoirs in *The Torch Bearer*, May 1964, p. 164.

Sydney Church of England Grammar School.

Clarke III

REPORT

Term ending *27th September 1889*

Form	SUBJECT.	Places in Class.	No. of Boys in Class.	Mark p.c.	Exam only	Class average p.c.	No. of times absent	Remarks
<i>II B.</i>	Divinity	3	4	41	42			} His home work is always very well done. but his work in class is disappointing. <i>J.D.</i>
	English	4	4	24	56	4		
	Latin	4	4	18	48	6		
	History	4	4	39	50	1		
	Geography	3	4	23	41	3		
	Greek							
	Music							Sings fairly - is attentive & well-behaved.
	Drawing							
	Drill							
	Combined Subjects	4	4	29	47			
<i>III D</i>	French	2	7	56	43			He takes interest in French and pronunciation.
	German							
<i>IV</i>	Arithmetic	2	8	34	26			Good but inclined to be lazy. <i>P.H.K.</i>
	Algebra							
	Geometry							
	Trigonometry							
	Physics	1	8	56	14			
	Chemistry							
	Combined Subjects	1	8	96	74			Fair - takes great interest in his work. <i>B.D.</i>

NUMBER OF TIMES ABSENT

0

NUMBER OF TIMES LATE

0

NUMBER OF TIMES DETAINED FOR INATTENTION

2

Ernest J. Robson Head Master.

Next term begins *Tuesd. Oct 8th* at *9.10 A.M.*

eleven years, and some were aged in their early twenties when they left. The 'school life' of most boys increased only slowly. In the first five years of the school, over 60 per cent of the school leavers had spent only two years or less in the school. The retention rate actually rose during the enrolment crisis of the late 1890s, but by the early 1900s half were still leaving after two years or less, and only one-fifth remained five years or more. By 1915–22, when the school was well established, the numbers leaving before or after two years had dropped to just over one-third; but just under 60 per cent still left after only three years or less, and no more than one-quarter remained for five years or more. In contrast, the age of school leavers rose noticeably. In 1889–94, just under half the school-leavers had been aged sixteen or more when they left the school. In 1901–05, this group constituted almost 60 per cent of school-leavers; by 1915–22 they made up almost three-quarters. The explanation rests in the new enrolment policy under Hodges. As the age of entry rose, so did that of school-leavers. In general, the school population was much older in the early 1920s than it had been 30 years previously.

The increasing proportion of older boys in the school was associated with growing numbers staying on to undertake the academic examinations. For the first twenty years of the school, only one-sixth of the boys left school with a formal qualification. It would seem that many parents of the first generation regarded a Shore education as sufficient preparation for a job. So did many employers, as interviews with old boys testify. Changes in the examination system from 1910 and the emer-

Table 10.1 School Leavers, 1889–1922 Qualifications (%)

Qualification	Cohort					
	1889 94	1895– 1900	1901– 05	1906– 10	1911 14	1915– 22
None	88.2	84.5	86.0	83.1	75.8	74.1
Junior only	7.9	10.6	7.2	10.0	11.6	0.7
Senior only	—	—	—	0.2	0.9	—
Junior and Senior	1.5	0.4	—	1.8	5.5	0.3
Inter. Cert. only	—	—	—	—	0.9	11.5
Leaving Cert. only	—	—	—	—	0.4	5.4
Inter. & Leaving Certs.	—	—	—	0.2	0.2	5.7
Matriculation only	—	1.1	2.4	1.4	—	—
Other	2.5	3.4	4.5	3.3	4.6	2.3

Note: The category 'Other' generally included completion of the University matriculation examination and one other examination; but also various other combinations of qualifications, particularly in the years 1910–22. In this and all following tables, percentages may not total 100 exactly.

Source: SCEGS Register, 1889–1926

gence of the State high schools seems to have started the process of change. Increasingly, a certificate became the means of entry to most white-collar occupations, as well as the basis for further studies. By the early 1920s, credentialism was slowly taking hold (Table 10.1).

Beyond school

Generalisations regarding the careers of the first generation once they left school must be based on information relating to a limited number of boys who left the school in the years from 1889 to 1922. The Shore Survey in 1980 provided a sample of 52 old boys who entered the school prior to World War I. Eleven had enrolled from 1906 to 1910, while Hodges was headmaster, and a further 41 in the years 1911 to 1914. All had left Shore by 1921. In view of the fairly high percentage of war service amongst Shore old boys in 1914–18 it is worthwhile noting that of this group 21 served in World War I, ten of them enlisting in the last year of the war in 1918. A further ten served in World War II. Eighteen of the total group became officers. Amongst those enrolling at the school after 1914 and leaving by 1922, the Shore Survey provided a slightly larger sample of 73 respondents. None of these served in World War I, although just over one-third had some form of military service in the following years.

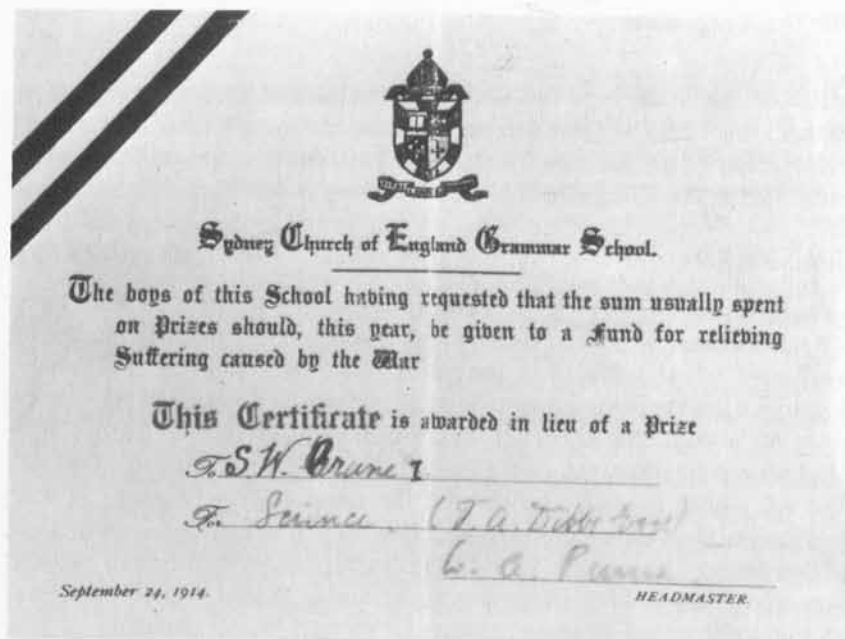
Of this particular sample of Shore old boys, just over 40 per cent had completed a qualification before or on leaving school (almost double the proportion of Shore school leavers who completed qualifications in the period 1902–22). They therefore may not be typical of the first

Table 10.2 School Leavers, 1902–22 Post-School Qualifications (%)

Type	Cohort	
	1902–14 (Entrants)	1915–22 (Entrants)
Holding awards	36.5	43.8
Bachelor's degree	35.0	48.9
Postgraduate	5.0	2.0
Diploma	32.5	30.6
Other	25.0	18.3

Note: The top line indicates those in the survey who held some form of qualification. The bottom four lines indicate proportion of the types of awards. Many respondents held more than one type of award. Thus, those holding a postgraduate degree are included also in the bachelor's degree. The category 'other' includes various forms of qualifications from tertiary and professional bodies.

Source: Shore Survey.



Prizes were part of the system of school rewards from the very beginning of the school. Mostly the prize received was a book but during World War I certificates were awarded instead. (Source: Shore Archives AA3/14.)

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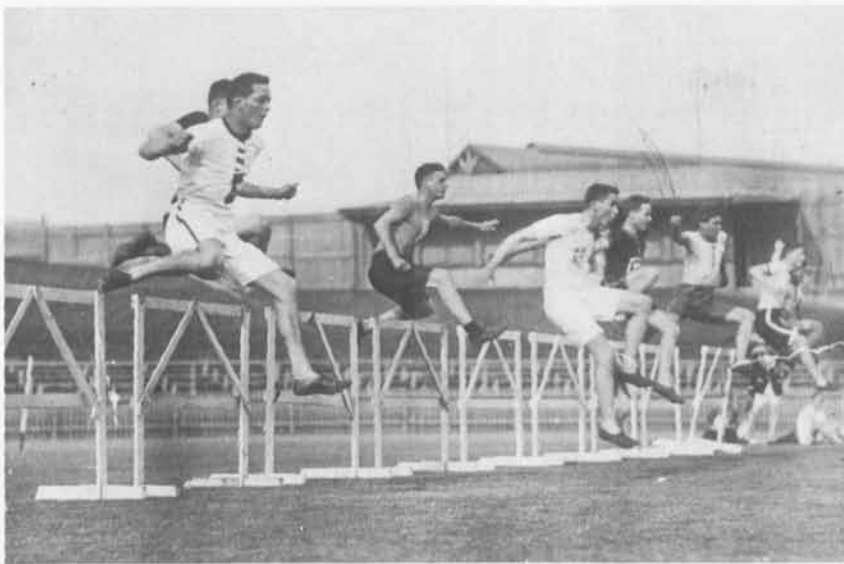
generation. The growing stress on qualifications is shown also in the post-school awards which the Survey sample had completed by the end of their careers. Over 30 per cent of those who had left school by 1922 later completed at least a first university degree (Table 10.2). The probability of holding such a degree amongst this generational sample of Shore boys was more than twenty times that of the comparable national age group (Table 10.3). Over 40 per cent of the sample undertook tertiary awards of various forms either at university or through professional institutes and colleges.

Despite the growing emphasis on credentialism, some of this first generation sample followed occupations which bore only slight relation

Table 10.3 Australian Male Population Post-School Qualifications (%)

Type	Cohort	
	Born 1897-1901	Born 1902-1906
Univ. qualification	1.6	1.8
Other tertiary	2.6	3.1

Source: Leonard Broom and F. Lancaster Jones, *Opportunity and Attainment in Australia*, Australian National University Press, Canberra, 1976, p. 11.



The 120 yards hurdles at the GPS Sports, 1922. 1st, N.R. Burns (King's); 2nd, N.M. Hardy (Shore); 3rd, W. Wiseman (Newington). Time: 16 2/5 secs. (Source: Shore Archives SM3/359.)

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to their own background or formal qualifications. This applies particularly to the group of pre-1914 entrants. The fathers of over one-third of this small sample of those entering the school before World War I had been in the professions, while about one-quarter were in managerial posts in industry. Only one-twentieth of the fathers of this particular group of pre-1914 entrants had been graziers. In contrast, while just under one-third of these pre-1914 entrants went into the professions, and just over one-third into commercial and industrial management, 15 per cent became graziers or sheep farmers. Because of the small size of the sample it would be difficult to draw major conclusions from this apparent shift on to the land. Nevertheless, interviews with boys at the school before 1914 do confirm that even the city-born were prepared to take up various rural occupations once they left school or sometimes after World War I. In the interwar years, soldier settlement and other schemes still encouraged those with some capital to take up grazing and farming.

Occupational breakdown provides only part of the picture. Research in the 1960s suggested that Shore had stood out in the twentieth century as one of nine Australian independent schools with significant links with the established professions, business and the land. In 1965, Sydney Grammar and Shore together had 16 per cent of entries in *Who's Who*.⁵² By that time, most of this first generation would have been reaching the

52 S. Encel, *Equality and Authority*, Cheshire, Melbourne, 1970, p. 157.

Table 10.4 School Leavers, 1902–22 Community Service

Organisation	Total Serving			Years of Service	
	No.	%		No.	%
Federal or State Parliament	1	0.8	– 10 yrs 10 yrs + not known	1	0.8
Governing committee or council of a Federal or State political party	4	3.2	– 10 yrs 10 yrs + not known	1 1 2	0.8 0.8 1.6
The board of a major corporation	10	8.0	– 10 yrs 10 yrs + not known	2 5 3	1.6 4.0 2.4
Government & statutory corporation	5	4.0	– 10 yrs 10 yrs + not known	4 1	3.2 0.8
Government advisory committee of enquiry or Royal Commission	8	6.4	– 10 yrs 10 yrs + not known	4 2 2	3.2 1.6 1.6
Governing body of a professional or trade association	23	18.4	– 10 yrs 10 yrs + not known	12 9 2	9.6 7.2 1.6
Governing committee or council of an educational organisation	13	10.4	– 10 yrs 10 yrs + not known	4 8 1	3.2 6.4 0.8
Governing committee of a major sporting or social organisation.	18	14.4	– 10 yrs 10 yrs + not known	5 10 3	4.0 8.0 2.4

Source: Shore Survey.

.. RULES ..

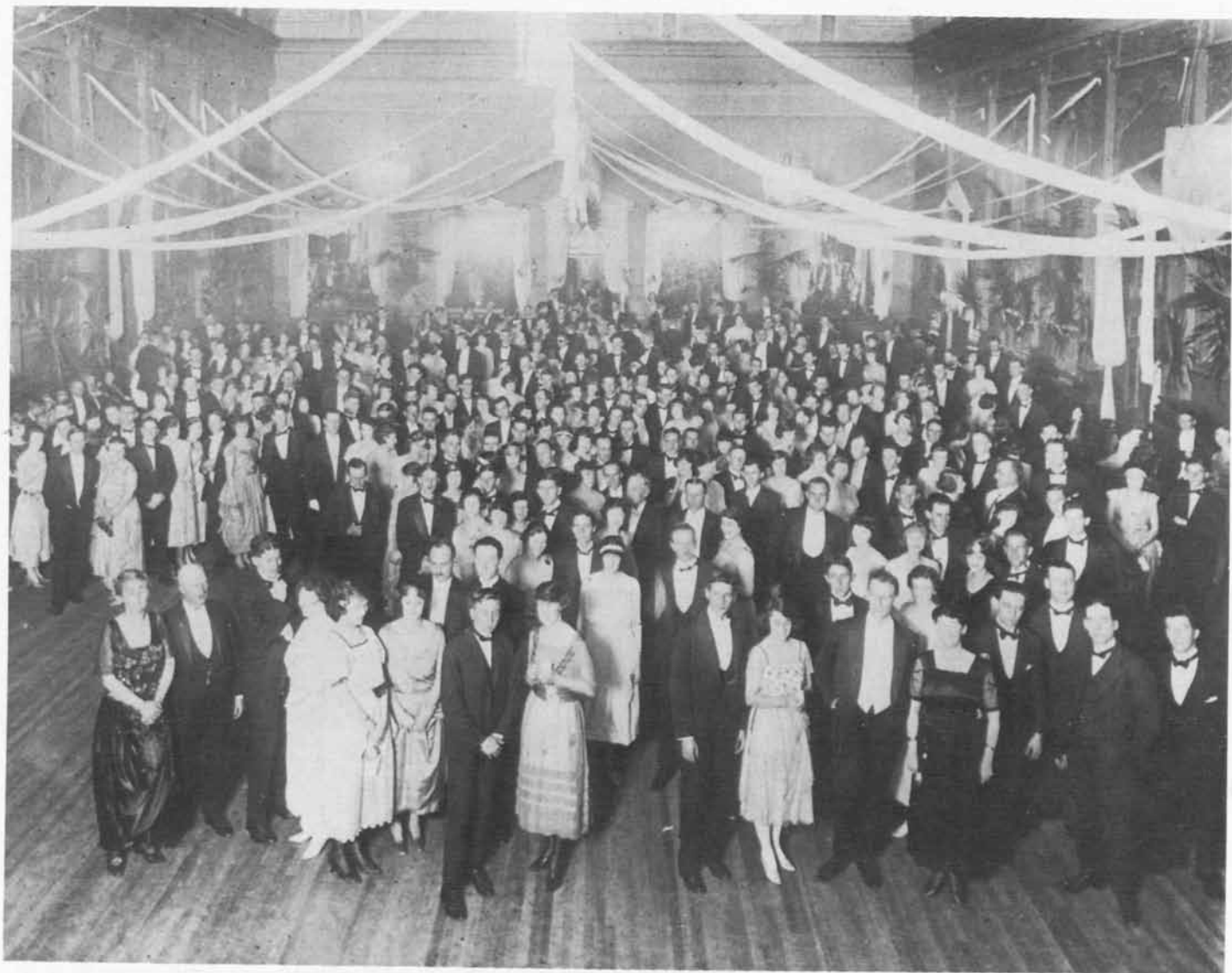
School Hours.	i.—School Hours from 9.10 to 12.30 and from 1.40 to 3.40 p.m.
Saturdays.	ii.—Detention (for which no excuse except illness will be received) from 9.15 to 11.45 a.m.
Excuses.	iii.—Boys unavoidably late or boys returning after absence must bring a written excuse to the Head-master, signed by parent or guardian. Excuses will not be received for work undone except before the lesson, and will not be accepted unless signed by the parent or guardian. Excuses for lessons should be given to the Form-master. Excuses for lateness or absence should be posted at the School Office before 10 a.m.
Books, &c., for Lessons.	iv.—No books or anything else may be brought in to a lesson except what is needed for that lesson. Home lesson books and pencils are to be brought in to every lesson.
Workshop.	v.—The door leading on to the balcony of the carpenter's shop is not to be used except by boys going to and from their classes in the workshop, and there is to be no dawdling on the balcony.
Intervals.	vi.—No boys are to remain in class rooms during intervals.
Catapults, Crackers, &c.	vii.—Catapults, fire-arms and fireworks or crackers are strictly prohibited on the school premises.
Water.	viii.—Any splashing of water about will be severely punished.
Windows.	ix.—Boys are not to climb on the window ledges of the class rooms.
Damage to School Property.	x.—No boy is to cut, write upon or otherwise injure desks, walls or any other of the school property.
Accidental Damage.	xi.—Any accidental damage to school property must be at once reported to the Sergeant.

xi.—Boys bringing lunch to school must eat it under the school verandah, and nowhere else.	Lunch at School.
xii.—No waste paper is to be thrown about the school or on the grounds, but into the waste paper box.	Waste Paper.
xiii.—Boys are to wear School Colours going to and from school. School Colours can be purchased at the office.	School Colours.
xiv.—All books used in the school may be obtained at the School Office for cash.	Books.
xv.—All Books, Coats, Hats, Bags, &c., should be carefully marked with the boy's name, otherwise the authorities cannot receive complaints about lost property.	Books, &c., to be marked.
xvi.—The Sergeant will assign one locker for each boy—which is to be used for books only.	Lockers for Books.
Bags or Clothing must not be kept in the locker for books.	Clothing, &c. not to be kept in
The lockers will be inspected occasionally, and Bags or Clothing found in them will be impounded and the owner fined 3d.	Inspection of Lockers.
Boys are to be careful that books belonging to other boys are not kept in their lockers.	
xvii.—Anything found on top of the Upper Lockers will be impounded and the owner fined 3d.	Nothing to be put on top of Upper Lockers.
xviii.—Books are not to be left lying about the school premises. Books found by the Sergeant will be impounded and the owner fined one penny; if the book has no name on it, three pence.	Books not to be left lying about.
xix.—All Hats, Bags, Coats, &c., left in school after the school is closed for the day will be impounded and the owner fined one penny for each article, or three pence if not marked.	Hats, &c., not to be left in school.
xx.—Books, &c., in pound must be taken out before 10.55 on Fridays, or 9.15 on Saturdays.	Pound.
xxi.—Boys should remove all books, &c., at the end of Term.	Nothing should be left in School during the Holidays.
The authorities cannot accept any responsibility for property left in school during the holidays.	

School rules, c.1919. All boys were issued with a card of rules 'to be carefully kept and produced when required, with the owner's name on it'. (Source: Shore Archives RC/1.)

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end of their active careers. Small though the sample is, those represented in the Shore Survey seem to support the impression of the school's old boys being well represented amongst Australia's social and political élite. Of the 52 pre-1914 school entrants in the survey, eleven



The Old Boys' Union Dance, Paddington Town Hall, 1923. (Source: Shore Archives OA2/25.)

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had been awarded an Imperial or national honour (half being awarded in wartime, however). Just under one-fifth of these pre-1914 entrants had served on some institutional body, being rather better represented on educational or sporting bodies than political organisations or major corporations. (Only three had served on the board of a major company, although one of these had over 20 years' service.) The second group of the first generation, those leaving school in the period 1915–22, had proportionately fewer Imperial or national honours (seven out of 73 respondents with only one awarded in wartime) but a rather more active profile in various community bodies, particularly in terms of participation in organised political and economic activities. Overall, 28 per cent of this first generation indicated that they had served in at least one of a number of categorised organisations (Table 10.4).

What then of the first generation's continuing relation with the school? The Old Boys' Union, founded as early as 1894, had been designed to foster interest and support for the school. Only one of the first generation sample in the Shore Survey had a father who was an old boy. As a group, however, they would help establish patterns of family attendance at the school which would go beyond even the next generation. These patterns appear to strengthen slightly as the school grew in size and reputation, but are certainly present amongst those attending the school 1902–22. About one-quarter of the pre-1914 entrants in the sample had sent at least their first-born son to Shore, just under one-half of those who indicated that they had male children. Of those with two or more sons (34 per cent of the sample), just under half had also been sent to Shore. One-sixth of the pre-1914 entrants also had grandchildren either at the school or booked in. Amongst the 1915–22 entrants, almost two-thirds had male children and over half their first sons had gone to Shore. Of those with two or more sons (30 per cent) half had also gone to Shore. When compared with the pre-1914 entrants a similar proportion had male grandchildren who had been or would be attending the school.

Figures tell only part of the story. There seems little doubt that by the early 1920s there had emerged the basis of a Shore community with shared values and experiences which found its clearest expression in the connection of old boys with the school. The Old Boys' Union and the representation of old boy members on Council were the formal signs of this relationship. The less informal relationships were to be found in the emergence of old boy parents.

The second generation

The background of boys

Life at Shore under English-born headmasters; commitment to a British Empire of which Australia was a part; attachment to games as a way of life: these were but some of the values and experiences of the first generation of Shore boys. Their successors in the twenty odd years from the early 1920s to the end of World War II experienced a school undergoing more rapid changes. Even with hindsight the arrival of L.C. Robson in 1923 marks a significant turning point in the history of the direction of school affairs. It was certainly the beginning of a period of fluctuation: the 1920s with the new headmaster establishing himself; the early years of the Depression from 1930–34; the phase of recovery and rebuilding in the school in the late 1930s; and finally the years of World War II.

Despite change, there was much to link the school to its earlier years. The suburbs around Spit Junction, Mosman, Cremorne, and Neutral Bay, and those along the North Shore line still supplied half the entrants during the 1920s and early 1930s. During the early years of the Depression, when entrants from outside Sydney declined to just over one-fifth of new enrolments, boys from suburbs north of the harbour made up over two-thirds of total new boys. Some of these Northern areas were well-developed even before the suburban housing boom of the 1920s—for instance, the population of Mosman did not grow substantially in these years.¹ Apart from the proportionate rise in the early 1930s, overall the percentage of entrants from the Mosman area actually declined slightly over the period, 1923–45. More notable was the continuing importance of suburbs along the North Shore railway line. Large numbers often came from specific suburbs. Thus, of those

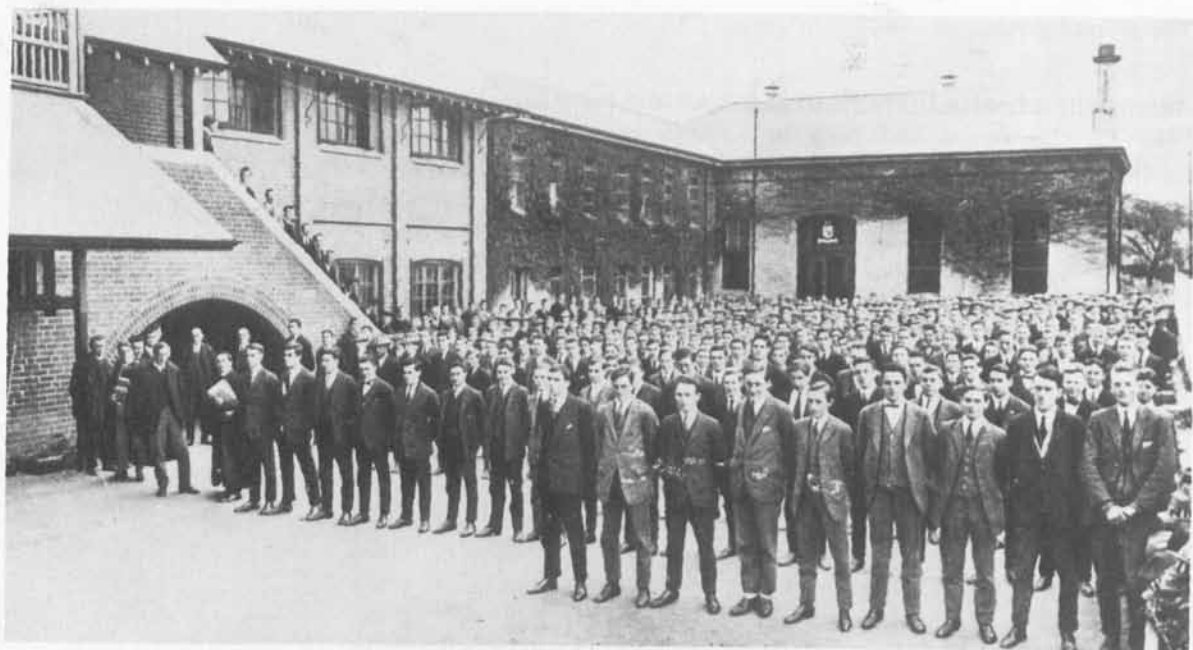
¹ See Peter Spearritt, *Sydney Since the Twenties*, Hale and Iremonger, Sydney, 1978, p. 43.

entering the school in 1923–29, some 4.2 per cent came from Killara. By 1940–45, this figure had risen to 7.8 per cent. Also of growing significance were the expanding districts along the Lane Cove River and Middle Harbour, although the proportion of boys from particular suburbs often fluctuated. In 1923–29 only 0.7 per cent of Shore entrants came from Riverview; in 1935–39 some 5.2 per cent did so, but in 1940–45 the figure had again fallen to 2.8 per cent.

Such trends portray Shore as continuing predominantly as a North Shore independent school. It was by no means unique in this respect. By 1950, there were seventeen non-catholic independent schools on the lower North Shore from Hunters Hill to Manly, and a further sixteen from Roseville to Hornsby.² What is equally significant, therefore, is the pattern of enrolment from outside Sydney. As has been shown, the numbers of country boarders amongst the total school population had become marked even before World War I. The proportion of Shore entrants from outside Sydney was just under one-quarter in the years 1923–29, declined to just over one-fifth during the early years of the Depression and then constituted almost one-third of total enrolment in the late 1930s and one-quarter during the war. As previously, a number of country areas stand out. Particularly significant is the Tamworth district from where a total of between one-fifth and one-quarter of country boarders came in the years 1923–45.

Data on social background for most of this second generation were far more readily available than for those at the school up to 1923. Generalising from the Survey of Shore old boys, fathers in the professions and managerial occupations still predominated. Overall, there were a number of fluctuations in the proportion of the professional and managerial groups. As one instance, entrants with fathers in the legal profession constituted 12.6 per cent of the sample of 1915–22 entrants of the first generation, but declined from 6–7 per cent of entrants in the 1920s and early 1930s to under 5 per cent of those entering the school during the Second World War. The general proportion of fathers in managerial posts remained fairly steady at about one third for the whole period. Of other major occupational groups, the difference between the proportion of boys with fathers as graziers during the Depression of the 1930s compared with the years of World War II is quite notable. Only 7 per cent of 1930–34 entrants had grazier fathers. By 1940–45, grazier-fathers made up almost one-sixth of enrolments. Over the whole period 1923–45, the only occupational groups which show an approximation to

2 Peter Spearritt, *Sydney Since the Twenties*, p. 205.



The School assembled at
9 a.m. to hear the words
of the headmaster,
L.C. Robson, c.1927.
(Source: Shore Archives
AE/6.)

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the proportions in the two national censuses of 1933 and 1947 are those of the lower professionals and clerical workers. (See Appendix)

The 1920s marks the period when sons of old boys begin to enter the school in some numbers. The process was apparently slow at first. The Survey of old boys provided a sample of approximately one-quarter of all entrants during 1923–45. Of those who came in the 1920s and early 1930s, just over one-twentieth had a father who had been at the school up to the end of World War I. Significantly, a number had other relatives who had been at Shore, particularly uncles (although those with a father and an uncle would have predominated in this latter group.) It was only by the 1940s that approximately one-fifth of Shore entrants had a father who had been at the school (Table 11.1)

The most notable difference between entrants of those years and those of the earlier period is the proportion of younger boys. By 1935–39 boys aged fourteen and under made up 80 per cent of new enrolment. In part, this trend was the result of deliberate policy. The establishment of the Prep. School encouraged entrants between the ages of nine and twelve. Moreover, L.C. Robson sought to create a pattern of fairly regular numbers throughout all classes in the main school. Behind such policy lay other social and educational changes. Age was becoming much more a criterion of grading students throughout all

Table 11.1 School Entrants, 1923–45 Shore Connections

Years at Shore	Cohorts			
	1923–29	1930–34	1935–39	1940–45
<i>Old Boy Fathers (%)</i>				
Pre-1900	3.6	2.0	0.8	
1900–09	1.1	1.5	7.3	1.5
1910–19		1.5	4.2	10.9
1920–29				1.2
Not stated	1.1	1.5	2.3	6.4
	<u>5.8</u>	<u>6.5</u>	<u>14.6</u>	<u>20.0</u>
<i>Other Relatives (%)</i>				
Father's father				
Mother's father	0.4		0.4	0.7
Uncle(s)	8.0	9.5	16.4	17.9
	<u>8.4</u>	<u>9.5</u>	<u>16.8</u>	<u>18.6</u>

Source: Shore Survey.



Pioneers of the second generation: a young Pat Eldershaw (first term on the Staff), with M. Scott (senior prefect, 1924), A. Hearne (prefect, School House) and D. Litchfield (senior prefect, 1925). (Source: Shore Archives BA/129.)

schools. In general, parents now were more likely also to enrol their sons at an earlier age and keep them longer at school so as to complete the State examinations. The median age of entrants declined from 13.5 in 1923–29 to 12.7 in 1940–45.

The Shore Prep. had been established primarily as a means of encouraging younger entrants. It had been designed also to overcome the different educational background of boys. Despite this innovation, new entrants in these years still came from a variety of school backgrounds. Of those leaving in 1939, most of whom entered the school in the early to mid-1930s, over 40 per cent had attended more than one school prior to coming to Shore. More revealing is the type of school or schools last attended. As noted above, it would seem from oral evidence that many boys in the first generation had come from prep. schools. Amongst the 1939 school leavers, almost one-third had attended only a private primary or prep school before coming to Shore. However, over one-third of these, or almost one-eighth of the total group, had gone to the one school, Mosman Prep., which was a traditional feeder school. Of the 1945 school leavers, most of whom had entered the school in the late 1930s to early 1940s, just over one-quarter had gone only to a prep. or private school (with only one-twelfth of the total group coming from Mosman Prep.). The most notable difference between the two groups is the higher proportion of the 1945 leavers who had gone to another

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major grammar or high school before entering Shore. In general, the larger grammar schools (often with their own prep. schools) and both State high and primary schools were fulfilling the function performed earlier through smaller private establishments. (See Table 11.2) The age of the independently owned prep. school was not yet over in 1945, but it was certainly fading.

Table 11.2 Previous Schooling of Shore Entrants

	Cohorts	
	1939 (Leavers)	1945 (Leavers)
One school attended	69	66
Two schools attended	36	61
Three schools attended	12	12
Four schools attended	2	3
Not stated	5	11
<i>Total</i>	<u>124</u>	<u>153</u>
Secondary grammar	8	18
High school	5	7
Intermediate high	6	15
Prep. or private primary	41	40
Prep. or private and State Primary	17	16
State primary	38	40
At home	1	4
Overseas	3	2
Not stated	5	1
<i>Total</i>	<u>124</u>	<u>153</u>

Note: Of 1939 school leavers 17 had gone to Mosman Prep.; of the 1945 school leavers only 12 had gone there.

Source: School record cards of school leavers.

If previous schooling was mixed, then so was the denominational background of boys. Although founded as a Church of England establishment, the school had never publicly imposed religious tests on entrants. Even before World War I, boys of other Protestant background, particularly Presbyterians, had attended the school.³ In the 1920s, a family of three Jewish boys and at least one Roman Catholic boy were at the school. Although they attended Chapel they were surprisingly excluded from Divinity lessons.⁴ A. Ouvrier, a master at

³ Interview with Mr G.M.P. McCrae, 7 May 1979.

⁴ Interview with Dr C.H. Selby, 15 November 1980.

the school from 1920 to 1925, was a practising Catholic. He later became the head of a religious order. Overt sectarianism gradually died out. In 1943, the headmaster reported that of the 34 masters, 29 were of the Church of England, two were Presbyterians, two were Methodists, and one a member of the Russian Orthodox faith.⁵ Nevertheless, diversity extended only so far. Amongst those who entered the school from the early 1930s to the early 1940s about four-fifths came from Anglican backgrounds. There was a fair representation of other Protestant faiths, particularly Presbyterians, and the occasional Roman Catholic and Jewish boy (Table 11.3).

Table 11.3 Religious Background of Shore Entrants

Denomination	Cohorts (by year of leaving)						
	1939	1940	1941	1942	1943	1944	1945
Church of England	95	132	128	130	97	146	124
Presbyterian	17	18	25	15	13	16	14
Methodist	5	2	1	1	6	2	8
Congregational	1	2	2	5	1	2	2
Church of Christ	1						1
Baptist				1			
Christian Science		4	2				
Roman Catholic	1				1	1	
Greek Orthodox							1
Lutheran							1
Jewish	2	1			1	1	1
Not stated	5	2	1	4	2	2	2
<i>Total</i>	<i>127</i>	<i>161</i>	<i>159</i>	<i>156</i>	<i>121</i>	<i>170</i>	<i>154</i>

Source: School record cards of school leavers.

At school

The personality and ideals of L.C. Robson dominated the life of Shore in these years of the second generation. From the beginning he made it fairly clear, to boys and masters alike, that generally he would have it his way in his school. Some learnt to their cost that certain behaviour would not be tolerated. It was rather noticeable that some boys there for the beginning of 1923 were not there in second term of that year.⁶ Much rough behaviour, previously accepted as part of life in the boarding

⁵ Executive Committee of Council Minutes, 13 December 1943.

⁶ Interview with Mr D.E. Woods, 19 November 1981.



Young members of the second generation. The interior of 11A, 1934. By the 1930s, the Prep. School was an integral part of the school. (Source: Shore Archives BC 22/4.)

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house, disappeared. Such traditions as 'mill on' died out. A new atmosphere began to pervade the school, although it was a gradual transformation in manners rather than a revolution:

By the thirties there was a noticeable reduction in what the old Chief called 'offences against the person'; not only did bullying and callous teasing decline but the authority of prefects tended to be exercised more by moral than physical persuasion. These were some fruits of the Chief's lifelong campaign in favour of civilised and humane behaviour and consideration of others.⁷

Some traditions were rediscovered and reinforced. At his first speech day, the new headmaster announced that he had decided to reintroduce the wearing of straw hats. 'Appearance and bearing are a most important consideration, and react in no small degree upon the general development of boys.'⁸ It was a decision particularly popular with old boys, symbolically marking the beginning of a new era with ties to the

⁷ Memoirs of Harold G. Shaw in *The Torch Bearer*, May 1964, pp. 168–9.

⁸ *The Torch Bearer*, December 1923, p. 101. See also Old Boys' Union Minutes, 5 October, 1923.

past. In other ways a few eccentricities remained. One boy in the 1920s insisted on opening the batting wearing his boater.⁹

The new reign of efficient administration soon made its mark on the lives of the boys. Even the allocation of new boys to classes was altered in the interests of an efficient and speedy beginning to the year. In place of the earlier tests in mathematics and basic language, by the 1930s two masters now spent the first morning of the first term interviewing boys on their background and then distributing them into the various forms. A half-term examination completed the sorting-out process.¹⁰

Until the rebuilding program of the 1930s, all the classrooms were in the old block—first built in 1889 and now operating with additions. The previous generation had left its own legacies. Not only were the old desks scarred by years of boys' initials but there were crib holes in most.¹¹ Perhaps these 'learning aids' were rather less necessary than before. The new generation of masters tended to be less severe than their predecessors on boys who did not have the 'right' answer. Older boys found it easier to get on with these younger masters who arrived at the school in the 1920s and after. A young I.F. Jones introduced one boy to the wide variety of academic interests that he would pursue in his later career as historian and Greek scholar.¹² Among the slow learners, B.G. Davey soon earned the reputation of being an encouraging and interesting teacher.¹³ Staff appointments of these years were men of experience and quality. The headmaster himself took classes in mathematics. It was an area where he expected much. On at least two occasions within four years, two newly appointed but experienced teachers of mathematics found the work of their prospective Intermediate Certificate candidates criticised severely. The actual examination results gave a lie to the earlier predictions of 'the chief'. Restrained praise was soon forthcoming.¹⁴

Familiarity in the school did not extend too far. Even in the 'Common Room' the tradition of surnames amongst masters continued into the

9 'Then and Now', memories of Mr P.H. Eldershaw. 'Pat' Eldershaw has kindly allowed me to see some of his own reminiscences on Shore life in these years.

10 Interview with Mr T.B. Whight, 10 April 1981.

11 Interview with Dr C.H. Selby, 15 December 1981.

12 Interview with Professor L.F. Fitzhardinge, 14 November 1980.

13 Interview with Mr Tony Brown, 5 July 1980.

14 Interviews with Mr T.B. Whight, 10 April 1981 and Mr T. Mitfull, 7 August 1981.



0111
L.C. Robson and the 1924 Shore eight—'runners up' and the second Shore eight that he coached. The boys are wearing their various insignia. The new headmaster wears his own—his returned serviceman's badge. *Standing left to right:* D.R. Litchfield, C.R. Capel, P.B. Best, R.P. Macoun. *Seated left to right:* R.B. Hipsley, W.E. Whatmore (captain of boats), L.C. Robson Esq., D.A. Walton, E.B. Hoare. In front: A.R. Litchfield. (Source: Shore Archives SM8/549. Photo: Melba Studios.)

1930s, and to a degree into the 1940s.¹⁵ Sergeant-Major Davidson became renowned for his talent of recognising all boys and nominating those with the same surname in order of enrolling at the school.¹⁶ By the 1930s, L.C. Robson was credited also with knowing all his 600-odd boys by face if not by name.¹⁷ Other practices (first introduced under Purves and strengthened by Robson) maintained checks over who was in the school at any time. Each master was required to check the roll every period of each day. The daily returns would then be sent to the office.¹⁸

¹⁵ Interview with Mr T.B. Whight, 10 April 1981.

¹⁶ Interview with Dr C.H. Selby, 15 December 1981.

¹⁷ Interview with Mr T.B. Whight, 10 April 1981.

¹⁸ 'Then and Now', memories of Mr P.H. Eldershaw.

At the end of the week a boy also took around the book so that masters could record punishments meted out.¹⁹

The system of pink cards and Saturday detentions which E.I. Robson first introduced still remained. So did the early administrative structure of division of marks into Forms (consisting of all subjects except mathematics) and Divisions (all maths subjects). Pink cards were given for good work in either Form or Division or for both. With growing specialisation, the Form Master would confer each week with all those taking his form. This took place generally at the staff meeting which the headmaster held each week. From out of these discussions pink cards were awarded. In the 1920s there was a weekly test in each form. Following his overseas tour of 1930, L.C. Robson introduced fortnightly orders and these were used each second week as the basis for Pink Card awards.²⁰

The form of drills and detention also followed the earlier established pattern. Punishments were now handed out in 30-minute detention slots. 'One 30' or 'two 30s' required boys to stay back after school on either Tuesday or Friday afternoon for 30 minutes or an hour. 'Three 30s' meant a drill parade which the Sergeant-Major held for 30–40 minutes on Friday, while 'four 30s' led to a detention on Saturday between 9 a.m. and 11.30 a.m.²¹

Boarding in the 1920s, particularly in the old Holtermann Tower, was still often primitive. Two of the five dormitories in School House were in the newer McCaughey building, the other three were in the cramped upper reaches of the nineteenth-century structure. The old School House studies remained much the preserve of the house prefects. Their destruction in the 1930s ended a potential haven for the pursuit of some forbidden pleasures. In other ways, comforts improved. In the view of one observer there was much to eat for boarders, particularly if they liked roast beef or mutton.²² Even after the opening of the new dining-room, some dietary problems remained. With the concern of the School Council over the health of boys, the headmaster reported in 1936 that there had been outbreaks of gastric trouble and diarrhoea. There

¹⁹ For an account of this 'going around with the book', see *The Torch Bearer*, May 1935, pp. 37–8.

²⁰ B.H.T. 'Pink Cards, Detentions, Using the Cane', Staff Instruction No. 13, 17 June 1971, in Reports to Council 1971–72, and also further information from interviews.

²¹ *ibid.*

²² Interview with Mr P.H. Eldershaw.

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The south-west dormitory
of Barry House, c. 1930.
(Source: Shore Archives
BC4/2.)



was general dissatisfaction over the preparation of meat, but modernisation soon helped with the introduction of refrigeration.²³ World War II put an end to one other dining tradition. With the shortage of domestic staff it was decided in 1943 that day boys would no longer be able to have midday dinner at the school.²⁴

Outside class, sport was still a dominant passion, even among the more scholarly boys.²⁵ It was now virtually compulsory for boys to play in the major game of football. To be exempt required a note from parents. Other games such as tennis slowly emerged (first introduced as a recognised school sport in 1921), but the internal house competitions declined in importance as matches against other schools became more of the norm for all. During the 1920s the school ground and Northbridge still had rough surfaces. At Northbridge, cows grazed on a nearby dairy farm, while the local carriers sometimes sent their horses to feed on the grass of the school oval.²⁶ Even in the late 1930s the three lower grounds at Northbridge were 'little more than three oasis of grass surrounded by vast areas of barren ground, relieved by an occasional tuft'.²⁷ The improvements for the fiftieth anniversary of the school on the eve of

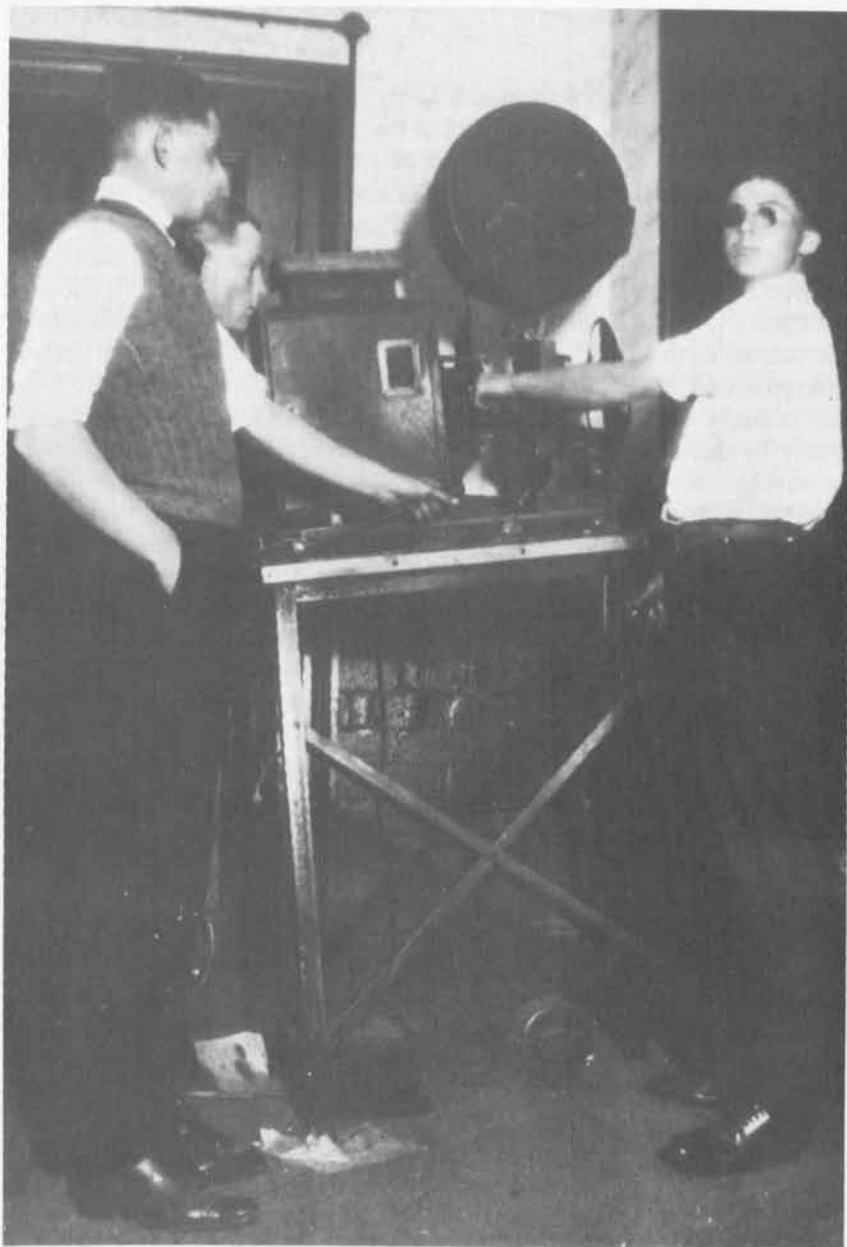
23 Headmaster's report in Council Minutes, 19 August 1936.

24 *The Shore Weekly Record*, 2 December 1943.

25 Interview with Professor L.F. Fitzhardinge, 14 November 1980.

26 'Then and Now', memories of Mr P.H. Eldershaw.

27 Memoirs of Harold G. Shaw in *The Torch Bearer*, May 1964, p. 158.



The first moving projector
used in the School, c.1925.
Operators, *left to right*:
W.K. Carson,
J.L. Macdonald,
J.S. Carson. It helped to
brighten up Saturday
evenings. (Source: Shore
Archives CE/2.)

war helped improve the situation and created the new 'E' ground behind the pavilion.

With his concern for regular and orderly ways, it was inevitable that

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the arrival of L.C. Robson would have some impact on the organisation of games. Given his concern over the intensity of competition it was also to be expected that he would try to control some of the dominant sporting passions which revealed themselves in various ways, including a growing demand for different forms of sporting regalia and dress in the 1920s. In 1925, the General Committee accepted a modified scheme of sporting awards classified as 'school colours', 'first awards', 'second awards' and 'third awards' all of which were based on representation of the school in the major sports of cricket, football, rowing, athletics and rifle shooting. (It was not until 1949 that swimming would be accorded the status of colour award, while colours for tennis would be introduced in 1953; significantly, boxing was no longer recognised as a school sport.) Specific terms and conditions indicated the appropriate qualification for each award.²⁸

Four years later, it was decided to abolish the General Sports Committee and establish 'The General School Committee' comprised of all masters, prefects and sub prefects, with provision for election of further members from the Sixth, Fifth, Upper and Lower Fourth forms. Under the new committee, there would be a sports executive, with similar powers to the old General Sports Committee and other sub-committees to arrange school activities such as the editing of *The Torch Bearer*. The new arrangement came into effect in 1930.²⁹ These changed arrangements partly revealed the aim of giving games their proper but not undue place in school.

By the mid-1930s, the fostering of new interests in the school was having its effect. Between 450 and 500 attended a concert of plays and musical entertainment in December 1932.³⁰ Over a decade later, during the war, Play Day, by then 'a permanent and popular school activity', involved 86 boys performing in eleven plays.³¹

More regular light entertainment was provided for both day boys and boarders. Dances for members of the first fifteen, parents and staff were held during the 1930s. The second annual Sixth Form dance took place

28 General Sports Committee Minutes—Report of sub-committee appointed 7th July 1924, to draw up and submit to the General Sports Committee a definite scheme governing the award of colours etc, and defining uniform School apparel for Sports'. Earlier discussion in the Committee had centred on calls for colour caps and the need to standardise dress.

29 General Sports Committee Minutes, 24 July 1929.

30 *The Torch Bearer*, December 1932, pp. 163–5.

31 *The Shore Weekly Record*, 9 December 1943, p. 170.

in the dining hall in December 1938. Dancing began at 8 o'clock and ended 'punctually at midnight'.³² The war seems to have interrupted any similar festivities over the next six years. There were, however, other entertainments, including silent films, introduced in the late 1920s. By October 1943, the Film Committee had bought a 'talking picture projector', which was installed in the Dining Hall and was soon offering Saturday night films.³³ For a brief period the Robson House boarders also started their own magazine, *The Robsonian*.³⁴

Compared with those of their predecessors, the lives of this second generation of Shore boys were well organised. Even in the 1920s, all were in the cadets and had one match or practice on at least two days of the week. Masters who could were expected to help out giving up their Saturdays and two afternoons a week to coach teams. Team matches in cricket and football often meant long trips across Sydney to play at various venues.

During the 1930s and 1940s, the newer activities and clubs supplemented rather than replaced the earlier concern with games. By the late 1930s even the physical jerks under 'Onkus' had been more regularised. Starting with the Prep., members of the College of Physical Education and Recreation visited the school to organise a series of exercises and grading of boys. The aim was to help those who did not get much out of seasonal sports. The exercises were designed to develop both physical fitness and personality so as to 'reach a harmonious re-adjustment which will tend towards a psycho-physical perfection'.³⁵

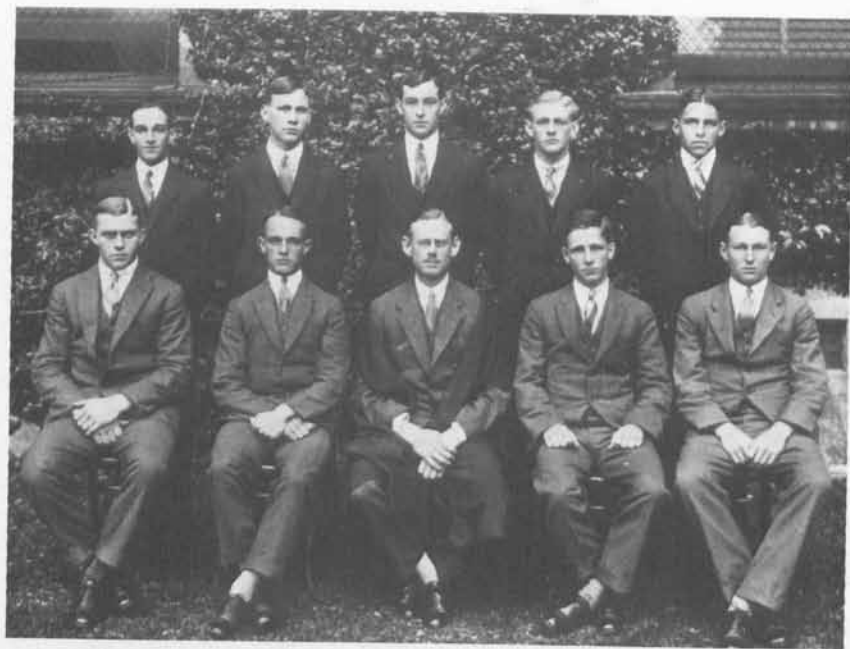
Such aims were part of an overall concern with the conduct of boys. Much of the code of ethics was unspoken, and often unwritten. Boys were expected to behave in an accepted way both in and out of school. Boaters had to be worn outside the school gates and eating in the street was forbidden while in school uniform. It was certainly expected that on public transport Shore boys would give up their seats to ladies and raise their hats to masters at all times. Such 'gentlemanly conduct' had always been part of the school ethos but now it was made more public. Most boys were probably proud to be upholding the 'good name' of the school. If they did not, there were always 'spies' on the North Shore line

32 *The Torch Bearer*, December 1938, pp. 172-3.

33 *The Shore Weekly Record*, 7 October 1943.

34 *The Shore Weekly Record*, 24 July 1941, p. 125.

35 *The Torch Bearer*, September 1938, p. 101.



Shore sub-prefects. 1927. *Standing left to right:* W.H. Kellett, E.L. Dixon, C.K. Magno, A.H. Mack, W.D. Phillips. *Seated left to right:* D.K. Phillips, F.C. Taylor, L.C. Robson Esq., J.M. Dixon, R.C. Nevill.

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This is one of the earliest known surviving photos of sub-prefects as a group. E.I. Robson had created deliberate differences between prefects and sub-prefects. Originally, prefects individually wrote their oath and signed their name in the prefects' register; they could be deprived of office only for 'misconduct'. Sub-prefects merely signed their names as a group; they could lose their office 'if proved unfit for it generally'. Not all sub-prefects became full prefects. Most seem to have served up to a year in the junior post. L.C. Robson maintained most of these traditions although in 1930 he created the post of second prefect as second-in-command to the senior prefect. By 1934, both sub-prefects and prefects signed the register collectively. (Source: Shore Archives PB/58. Photo: Melba Studios.)

prepared to report on the misconduct of Shore boys.³⁶

The publication of the *Shore Weekly Record* allowed for the appearance of a more regular set of rules and regulations concerning school routine. Among other procedures, such as requiring written notes from parents for absence from the school or early leave, there was the perennial concern of L.C. Robson over the telephone. The 'telephone

³⁶ Interview with Mr Tony Brown, 5 July 1980.

Concern for physical health . . .



Exercising under the eye of Sergeant-Major Davidson at morning recess, c.1933–34. The new school uniform was obviously still not adopted universally. (Source: Shore Archives BA/55. Photo: *Country Life*.)

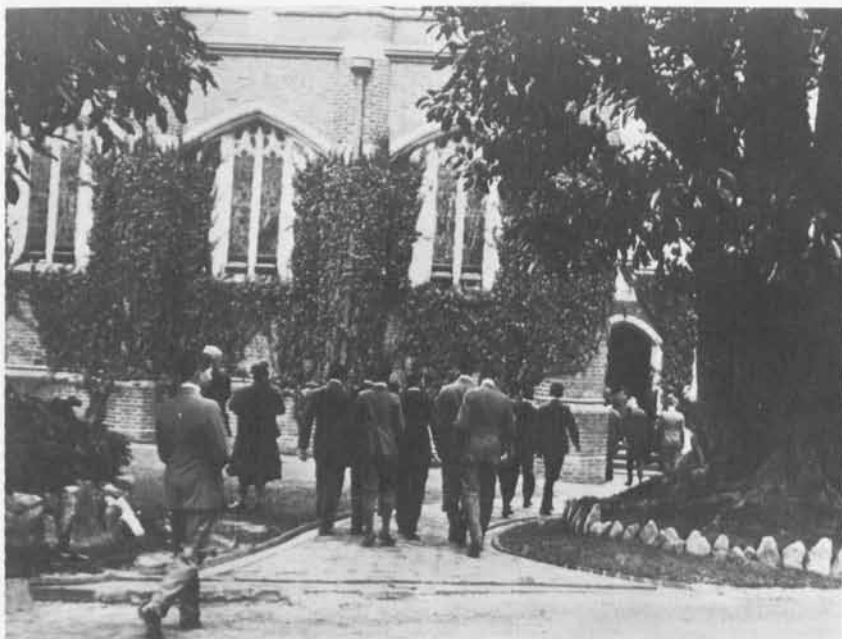
0115

should never be used for any purpose for which a note will serve. Telephone messages are actually very inconvenient, and they are often lost or misunderstood.³⁷ Actual breaches of conduct received severe warnings. Smoking was outlawed as leading to 'bad discipline'. Those caught on two separate occasions would be expelled.³⁸ Undoubtedly, some practices still earned the surveillance of authority. One boy who entered in 1945 found 'considerable less brutality' in School House than he had experienced while boarding in State schools in Tamworth. However, some time-honoured schoolboy customs still operated. New-

³⁷ *The Shore Weekly Record*, 5 March 1942, p. 1.

³⁸ *The Shore Weekly Record*, 25 February 1943.

... and moral conduct.



0116
Going into Chapel 1 May 1933. One of the boys is wearing the 'apple catchers' which first came into fashion during World War I. (Source: Shore Archives BC6/25. Photo: McLeod and Smith.)

comers and 'strangers' had the experience of being rolled down the steps of the bottom dormitory of School House in the dirty clothes basket. The custom continued for a few years until an unfortunate incident led to a serious injury which, when discovered, put an end to it all. 'The chief' at least remained as severe on 'barbaric behaviour' as he had been on his arrival at the school over twenty years earlier.³⁹

For most boys, life at school became an increasingly important part of their lives. If members of this second generation were younger overall than their predecessors when they entered the school, then they also tended to remain longer. The increasing retention rate appears to have begun in the 1930s. This is consistent with other traits which have shown

³⁹ Interview with Mr Tony Brown, 5 July 1980.

students remaining in secondary schools longer during the Depression both because initially they were unable to find a job and because overall formal qualifications were becoming increasingly important.⁴⁰ So it was at Shore where more boys now left with a formal certificate. The median age of school leavers at Shore only rose from 16.3 in 1923–29 to 16.6 in 1939–45, while the proportion of over seventeen year olds actually declined. In contrast, the qualifications of school leavers changed dramatically. In the pre-1923 era only an academic élite had left the school with a formal qualification. By 1945 a credential was becoming commonplace. Particularly notable were the growing numbers completing both the Intermediate and Leaving Certificates. Overall, the qualifications of Shore leavers throughout the period becomes increasingly more noticeable when compared with the total Australian male population of similar age. By remaining to complete the Leaving Certificate, Shore boys obviously had an advantage in entry to those professions and other occupations requiring also a tertiary qualification. There seems

Table 11.4 School Leavers, 1923–45 Qualifications (%)

Qualifications	Cohort			
	1923–29	1930–34	1935–39	1940–45
None	62.2	48.2	37.5	29.0
Intermediate Cert. only	23.8	27.6	29.6	31.0
Intermediate and Leaving Certs	7.1	17.5	26.0	32.7
Leaving Cert. only	6.2	6.3	5.7	7.1
Other	0.8	0.3	1.1	0.2

Note: The other category generally includes some form of university matriculation.

Source: SCEGS Register, 1889–1926 and Shore Register, 1927–45.

Table 11.5 Total Australian Population Qualifications (%)

Qualification	Cohort				
	Born 1907–11	Born 1912–16	Born 1917–21	Born 1922–26	Born 1927–31
Intermediate Cert.	16.9	19.4	20.5	21.6	23.0
Leaving Cert.	7.4	8.2	8.5	9.1	9.8

Source: Broom and Lancaster Jones, *Opportunity and Attainment in Australia*, p. 11. The analysis is based on the 1966 census.

⁴⁰ See Alan Barcan, *A History of Australian Education*, Oxford University Press, Melbourne, 1980, p. 248.

little doubt that L.C. Robson's aim in the early 1920s to raise general academic standards in the school was being well achieved by the late 1930s. (See Tables 11.4 and 11.5).

Beyond school

Of the numbers who left the school from 1923–29, a total of 1055 boys, the Shore Survey provided a sample of 188 or 17.8 per cent. For later years, the respective figures were a sample of 24.2 per cent for the 1930–34 leavers, 26.8 per cent for the 1935–39 leavers, and 32.4 per cent for the 1940–45 leavers. In terms of overall numbers, it is therefore rather more plausible to use this sample to draw certain generalisations about the school leavers of this second generation than it was for those of the years 1889–1922. (For further discussion regarding the representativeness of the total Survey sample see the Appendix.)

Given the growing emphasis on qualifications among school leavers in the period 1923–45 it was to be expected that a large number of boys might pursue further studies. Even amongst the 1920s group of school leavers in the Survey sample many had completed various forms of tertiary and other training. Over 30 per cent now hold a university degree. Others had undertaken a variety of tertiary studies, including not only post-graduate and other diplomas but also other forms of training and certification which professional institutes and other bodies offered. Over the whole period there was a general move towards completing a university degree. Of those who left the school during the war approximately half now possess a university bachelor's degree. As with the trend towards completing the Leaving Certificate, the growing proportion of Shore leavers holding formal tertiary qualifications contrasts markedly with the total Australian male population. (See Tables 11.6 and 11.7.)

Table 11.6 School Leavers, 1923–45 Post-School Qualifications (%)

	<i>Cohort</i>			
	1923–29	1930–34	1935–39	1940–45
Holding Awards	42.6	58.0	52.3	60.6
Bachelor's degree	35.5	33.2	45.9	43.7
Postgrad. degree	1.3	4.1	8.8	7.0
Diplomas	46.5	44.2	37.6	36.6
Others	16.8	18.4	7.3	12.1

Source: Shore Survey



George Wearne spinning a top, c.1939. (Source: Shore Archives BA/26.)



Playing chess in the Minnett Room, School House. Left to right: Ian Osborne, John Merewether, Peter Bateman, George Edwards and Russell Stimson. (Source: Shore Archives BC26/36.)

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Table 11.7 Australian Male Population Post-School Qualifications (%)

Type of qualification	Cohort			
	Born 1907–11	Born 1912–16	Born 1917–21	Born 1922–26
University degree	1.8	2.1	2.4	3.1
Other tertiary	3.3	3.6	3.7	4.0

Note: These figures relate to qualifications revealed at the 1966 Census. On the basis of a seventeen-year-old school leaver they approximate to the cohorts of Shore old boys above.
Source: Leonard Broom and F. Lancaster Jones, *opportunity and Attainment in Australia*, p. 11.

With such a high concentration of those school leavers holding tertiary qualifications, it might be expected that there are some notable comparisons with the first generation of Shore old boys. To judge by the Survey sample, if anything, the professional group became increasingly

important. Much would seem to be due to the high proportion of medical doctors among the 1935–39 and 1940–45 leavers. In part, boys were following the careers of their fathers. Over 40 per cent of these groups of school leaver doctors had fathers in medicine. But what of other factors? By the late 1930s the school curriculum was beginning to emphasise science far more than previously. Did this encourage boys to take up a science-related profession such as medicine? A medical practice was certainly a path to some security in the 1930s. Of the 1940–45 leavers, almost one-fifth of the Shore Survey became doctors. On the other hand, those entering law, a traditional route for the first generation, declined from 8.2 per cent in 1923–29 to 5.2 per cent of the 1940–45 Survey leavers. Otherwise, there seems to be no marked differences in the occupations Shore boys of the second generation chose when compared with their predecessors. The decline in the late 1930s leavers of those becoming graziers (from 13.2 per cent of 1930–34 cohort, to 9.6 per cent of 1935–39) probably reflects the 1930s Depression and the lower number of country boarders who entered the school in the early 1930s. Amongst the 1940–45 leavers there is a return to the figure of about one-seventh of boys becoming graziers. It is interesting to note, however, that 4.5 per cent of the 1930–35 leavers still became small farmers.

This second generation of Shore boys left school when the economy was beginning to change. Australian industrialisation became more important from the 1920s on and particularly after 1945. Larger organisations and corporations became a significant feature of economic and social life. It might, therefore, be expected that many would serve either in corporations or other social and political organisations. How far the experience of the school influenced their behaviour is difficult to determine. Many of the first generation who served in World War I had joined up because that was what was expected both at home and at school. At least one boy at the school in the early to mid-1920s believes that his generation was taught to believe in social service.⁴¹ Certainly the concept of service changed during the interwar years, not only at Shore but elsewhere. Curriculum innovations, such as the boys' clubs and Boy Scouts, were aimed at introducing new forms of social responsibility. On the surface, the differences in outcome between the first and second generations is not noticeable. The military service of those at the school from 1923–45 has been noted already. Similarly, the profile of a social élite emanating from the school is still marked. Just

41 Interview with Dr C.H. Selby, 15 December 1980.



'Fatherly advice.' R.H.G. Walmsley and M.M. Helsham outside the Headmaster's Lodge, c.1938. (Source: Shore Archives BA/46.)

under 10 per cent of the second generation in the Survey, or 78 old boys, had been awarded an Imperial or national honour with one-third of these receiving the award for services in World War II. (A further third had received an honour since 1960.) In the 1977 *Who's Who*, there were 166 Shore old boys. Of these, at least 95 were at school during 1923–45.⁴² A recent study of a small group of Australian élites reveals Shore as holding equal fifth place amongst non-government schools attended.⁴³ Equally significant, however, is the general participation of this second generation in various community organisations. Almost

⁴² I am grateful to Professor L.W. Davies for presenting me with the basic information for this analysis.

⁴³ John Higley, Desley Deacon and Don Smart, *Elites in Australia*, Routledge & Kegan Paul, London, 1979, p. 88.

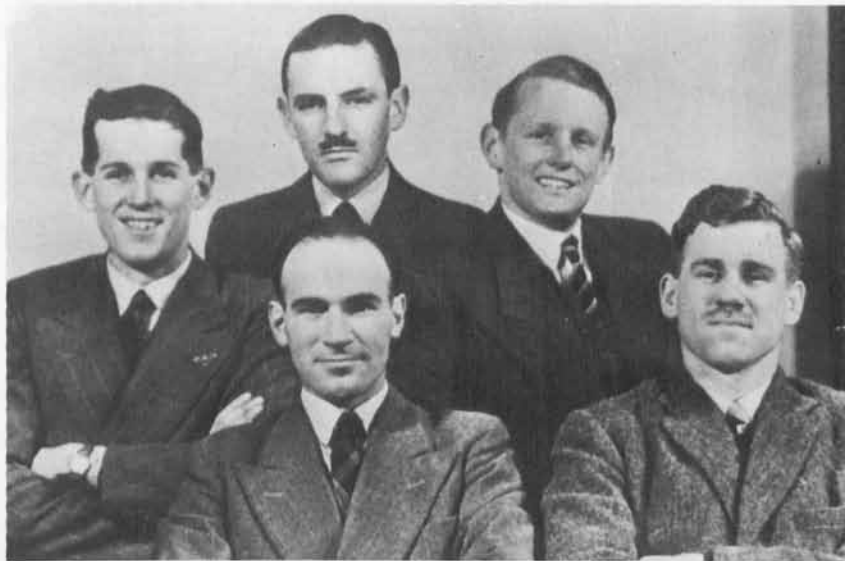
one-third of those in the Shore Survey indicated that they had been decision-makers in one of a number of nominated political or social organisations (Table 11.8).

Table 11.8 School Leavers, 1923–45 Community Service

Organisation	Total Serving		Years of Service		
	No.	%	No.	%	
Federal or State Parliament	9	1.0	– 10 yrs	6	0.6
			10 yrs +	1	0.1
			not stated	2	0.2
Governing committee or council of a Federal or State political party	29	3.3	– 10 yrs	21	2.1
			10 yrs +	6	0.6
			not stated	2	0.2
The board of a major corporation	89	10.0	– 10 yrs	37	4.1
			10 yrs +	40	6.1
			not stated	11	1.2
Government statutory corporation	44	4.9	– 10 yrs	29	3.1
			10 yrs +	13	1.4
			not stated	2	0.2
Government advisory committee of enquiry or Royal Commission	82	9.2	– 10 yrs	55	6.1
			10 yrs +	17	1.7
			not stated	14	1.6
Governing body of a professional or trade association	174	19.5	– 10 yrs	117	13.1
			10 yrs +	43	4.7
			not stated	14	1.6
Governing committee or council of an educational organisation	99	11.1	– 10 yrs	66	7.2
			10 yrs +	24	2.4
			not stated	9	1.0
Governing committee of a major sporting or social organisation	122	13.7	– 10 yrs	80	9.0
			10 yrs +	29	3.0
			not stated	13	1.5

Source: Shore Survey.

Loyalty to institutions seems to have been a characteristic of this particular generation of Shore leavers. Significant in this respect was the focus on the school itself. Many old boys maintained personal relations with each other once they left the school. One medium of contact was the Old Boys' Union whose influence on school policy during these years has been discussed. Also significant was the Shore Club. The idea of a club for old boys was first raised in late 1922. Initially, it was proposed that the club be related to the Old Boys' Union organisation, but the executive opposed the suggestion on the ground that union activities should be related only to supporting school activities. The club was thus formed on a separate basis with an initial membership of 350.



Five Rhodes Scholars of the second generation. *Back row left to right:* L.W. Davies (1948), I.G. Esplin (1937), W.W. Woodward (1946). *Front row left to right:* E.B.I. Smith (1941), B.H. Travers (1940). Taken at Oxford, 1948. (Source: Shore Archives HB5/5.)

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By the mid-1920s it had formed associations with other GPS old boys' clubs, renting premises in Phillip Street, and later the Fairfax building in Hamilton Street. During World War II, the individual GPS clubs merged into the Schools' Club, half the membership of which were Shore old boys.⁴⁴

A more personal interest in the school is shown in terms of enrolment. Less than 10 per cent of the second generation represented in the Shore Survey had a father who had also been at the school. Yet many of this group helped establish connections with the school beyond their own generation. Over half of the sample who had male children had sent a son to the school. Furthermore, the link, once established, was strengthened. Just under two-thirds of the sample who had more than one male child also sent a second son to Shore. Of those with three or more male children, two-thirds had also enrolled their third son.

Personal connections with the school went beyond the immediate family. A large number of old boys in the Shore Survey could nominate

⁴⁴ Interview with Mr A.N. Harding, 30 January 1979. Early history of the club appears in *The Torch Bearer*, May 1923, pp. 81-3; May 1924, pp. 47-8; and August 1924, pp. 91-2.



The 1931 Regatta. *From the left: King's, St Joseph's, Shore and High. Result: Shore first, High second, St Joseph's third, King's fourth. (Source: Headmaster's Study.)*

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not only brothers but also uncles, cousins and other members of their extended family who had attended Shore. A considerable proportion had obviously married into families which also had connections with the school. Over 70 per cent of the sample from the Survey had a relative who had attended Shore within their own network of extended family, or that of their wives'. More than one-third had at least three relatives who had been at the school. A small sample of just under 5 per cent also had eight or more relatives who had been at the school. If the first generation of Shore boys had helped lay the foundations of family connections with the school, then this second generation certainly consolidated them. By the end of World War II, the school was entering its seventh decade and its third generation of boys.

12

The third generation

The background of boys

Shore is now over ninety years old. In the thirty-five years since World War II, over 6 000 boys have entered the school. This third generation of Shore boys has been analysed in five phases: the postwar period of 1946–50, when the school was undergoing financial difficulties; the last years of L.C. Robson from 1951 to 1958; the first period of B.H. Travers as headmaster from 1959 to 1965, and then the half decades from 1966 to 1970 and 1971 to 1975. As previously, the Shore register has provided basic information on ages, tenure and background of all boys, while the Shore Survey of old boys provided a sample of over 2 000 or one-third of the boys who had entered and left the school since 1945.

For almost all of its history, Shore has drawn most of its boys from the north side of the harbour. If anything, this trend has been accentuated in the postwar period. The continuing dominance of the northern part of the city is due as much to the expansion of new suburbs as to the continuing importance of such areas as suburbs along the North Shore railway line. By the 1960s the Northern Beaches from Manly to Palm Beach were providing as many entrants as the more traditional area around Mosman. Of the 1971–75 entrants 11.8 per cent came from the Northern Beaches and only 10.6 per cent from the Mosman area. In contrast, the proportion of boys coming from outside the Sydney region declined slightly when compared with the interwar years, although the percentage of boarders in the school remained fairly steady, being just over 30 per cent in 1946–50 and 1951–58 and still 26.3 per cent in 1966–70. It was only during the mid-1970s that the total number of boarders began to decline.

The social background of new boys in this third generation was fairly similar to both the pre-1914 and interwar entrants. The continuing strength of those with fathers from professional backgrounds was

primarily due to the growing significance of medical practitioners. The high percentage of medical practitioner fathers amongst the 1959–65 and 1966–70 Survey entrants (12.5 per cent and 15.8 per cent respectively) might well relate to the similarly high proportion of doctors amongst the 1935–39 and 1940–45 school leavers. It would seem highly likely that old boys from these years would now be enrolling their sons (as figures presented below tend to reveal). Among the group of fathers in managerial occupations there is a noted decline in the proportion of those in the manufacturing sector, from 9.6 per cent of 1946–50 entrants to 5.7 per cent in 1971–75. Otherwise, the overall proportion of fathers in managerial posts remains steady at about one-third for the whole period. Among those from rural backgrounds, grazier fathers are still the most significant, making up about one-seventh of total enrolment in 1946–50, declining to about one-tenth in the 1950s, only to rise again in the 1960s and 1970s. (See Appendix.)

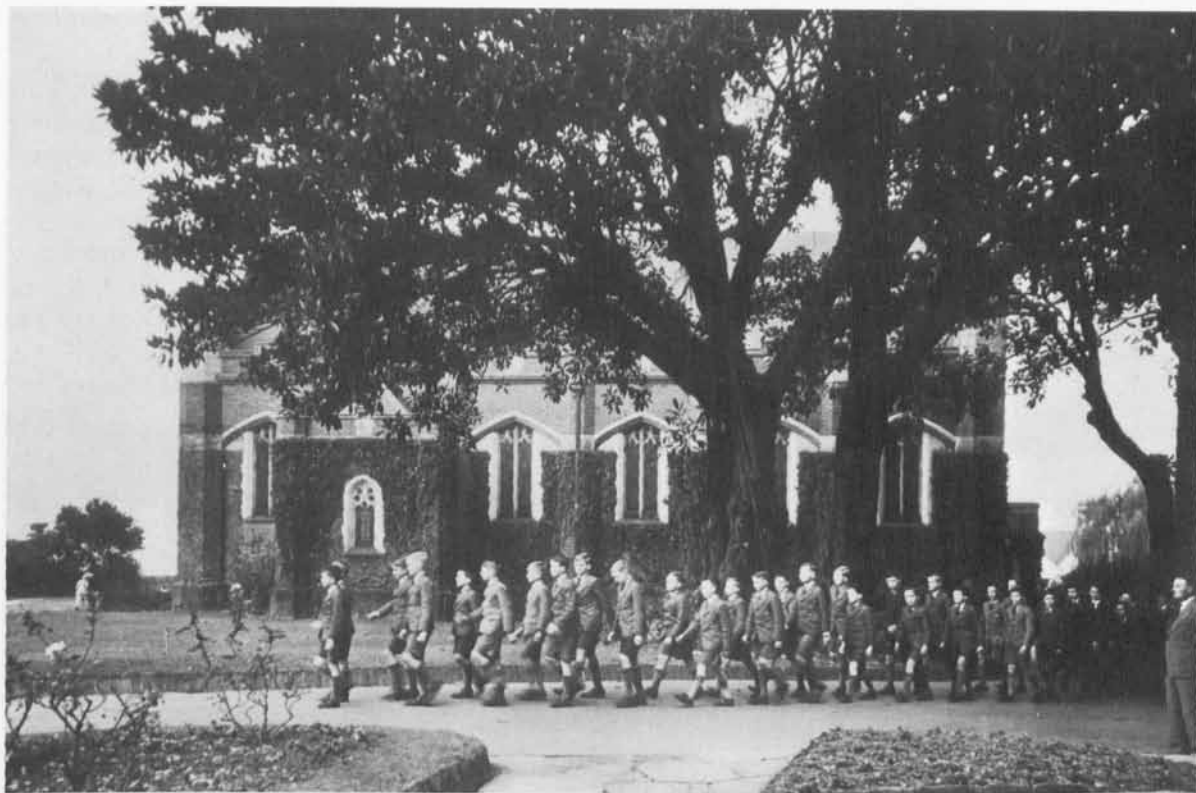
By the 1950s, there were many families who had long associations the school at the age of 13 or younger. A few were accepted in later years, either at or beyond the Intermediate Certificate. As a result, a far more regular pattern of age structure existed in the school after 1945 than previously. Most boys now came into the school either in the Prep. or in the Third Forms. The mean age of entry remained fairly steady being 12.3 in 1946–50 and 12.2 in 1970–75. As will be seen, the vast majority would remain to complete five years of secondary schooling.

By the 1950s, there were many families who had long associations with the school. A master who arrived in 1949 remembers an annual performance at the first staff meeting of each year.

The chief would be sitting there, Bagot would be sitting there, Tiley would be sitting there and the new boys' list would be read out and the chief would say 'E.B. Smith from Pokotaroo (or wherever), Clem this would be one of Ted Smith's boys', 'No sir, he didn't have any boys, he only had girls.' 'Well, what Smith's this?' 'Oh this would be so-and-so Smith.' 'Oh yes, I remember, rowed in the fourth IV in 1936 and caught a crab just coming through the bridge. I remember him now.' And this sort of thing would go on and it was a very interesting insight into the family tradition. You see there was still a lot of family ties in the school through the Common Room, through the chief's long experience of rowing and so forth.¹

It was during the early 1960s that the peak of old boy fathers was reached. Most of the fathers of these years would have been members of the second generation of Shore boys. It was also during the early 1960s that the proportion of those with other relatives who had been to Shore

¹ Interview with Mr L.M. Jamieson, 5 July 1979.



also reached a peak. As the school population increased in size during the late 1960s, with the full introduction of the Wyndham Scheme, the percentage of those boys with fathers and other relatives who had been to the school declined, to rise again slightly in the 1970s (Table 12.1).

As previously, new boys had attended a variety of schools. By the

'Beginners'. Prep. boys returning from Chapel under the care of Mr H.C.W. Prince.

(Source: Shore Archives BC22/43. Photo: Audio-Visual Activities.)

Table 12.1 School Entrants, 1946–75 Relatives at Shore (%)

	Cohort				
	1946–50	1951–58	1959–65	1966–70	1971–75
Father	34.0	37.6	52.8	40.5	43.9
Father's father	2.4	3.5	4.9	9.2	11.8
Mother's father	2.1	1.9	1.6	4.8	7.1
Brother(s)	43.8	50.8	57.9	58.0	48.2
Uncle(s)	23.2	27.5	33.6	28.0	26.9
Cousin(s)	24.7	32.0	34.5	28.3	20.3

Source: Shore Survey.

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1970s, the school was enrolling between 160 and 180 boys each year—the majority from primary schools in the Northern suburbs of Sydney. The 1976 entry came from 68 different schools in all. The entry process was also becoming more complex. It now was no longer possible to grade boys after a short examination on interviewing. As the headmaster noted ‘now we have the problem not only of determining at what level to start teaching in the III Form, but also of deciding how much remedial teaching is necessary before their secondary work can begin.’² After conducting a series of diagnostic tests, it was decided in 1977 to introduce two remedial teachers to take Special English and Mathematics in the Prep. III and S Forms.³

At school

By the 1970s, getting to school had changed markedly since the first Shore boys had gathered together in July 1889. Those who could walk to

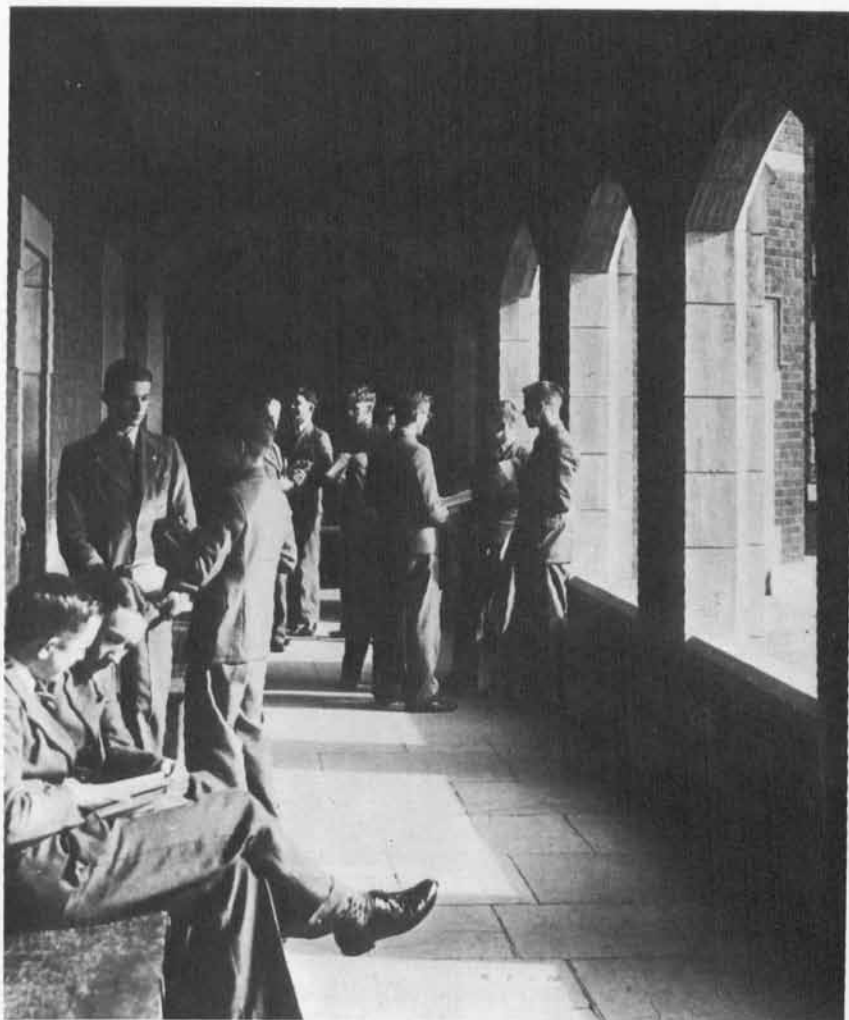
Table 12.2 Shore Boys' Travel

<i>Form of Transport to School</i>	<i>Year</i>		
	1967	1971	1975
Train only	315	248	225
Bus only	273	264	293
Bus and train	98	129	154
Car with family	107	91	91
Car with friends	18	24	15
Own car	3	19	3
Walk	30	26	18
Ferry	3	4	14
<i>Northbridge to Home (Including boarders)</i>			
<i>Time taken</i>	1967	1971	1975
Less than 15 minutes	72	88	46
15–30 minutes	306	372	234
30–45 minutes	224	145	151
45–60 minutes	176	158	130
60–90 minutes	100	95	86
more than 90 minutes	34	15	16

Source: Location survey carried out by the school and currently in Council Files - B.H.T. Location Survey, 1975 (found amongst Headmaster's reports to Council).

² *Headmaster's Report, 1976*, p. 3.

³ *Headmaster's Report, 1977*, p. 6.



'Between classes.' The Undercroft, 1950. (Source: Shore Archives BA/73. Photo: Audio-Visual Activities.)

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school were now much in the minority. With the growing spread of suburbs, even the traditional train or the tram journey had altered. Even in 1956, the acting headmaster had Mr C.S. Tiley complained that 'traffic jams were affecting attendance at morning Chapel'.⁴ Getting home at night also had become a long journey particularly for those who had to make a number of bus and train connections following games practice at Northbridge (Table 12.2).

⁴ Acting Headmaster's report in Council Minutes, 20 November 1956.



'The chief' and boys assembled in the new hall. 'Remember those nervous hands that flickered incessantly from coat pocket to microphone knob to coat pocket.' (From the memoirs of G.L. Cousins (1953-60) in *The Torch Bearer*, May 1964, p. 172.) (Source: L.C. Robson photo collection.)

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The pattern of the school day, first established under Hodges, has changed little in the years since 1945. With the growing size of the school, each boy in the 1950s attended chapel on two mornings a week. By the early 1970s, the school day was beginning at 8.30 a.m. on Tuesday and Wednesday, with boys attending chapel on each of these mornings and at 8.50 a.m. on Mondays, Thursdays and Fridays. The school timetable was still divided into seven periods of forty minutes each with breaks at recess and lunchtime. Grading of classes had continued and boys were taught in form or subject sets. By the 1970s, apart from the regular curriculum, there were special classes in woodwork, art, woolclassing—first introduced in 1959—and tennis.

Boarding life at Shore became rather more comfortable in the postwar years. There still remained the perennial problem of food and diet. In 1947, the headmaster sought the opinion of a dietitian at Royal

Prince Henry Hospital. Her view was that the school meals were inadequate in terms of protein, calcium, and vitamins B and C. Recommendations included the need for more fruit and a greater variety of meals.⁵ Fifteen years later there were still problems and complaints. By the mid-1960s, however, there were marked changes in accommodation. The changes carried out first in Robson House set new standards of boarding. Also important was the opening of the physical education complex and the swimming pool, providing some relaxation and activities at weekends.

For most of the early to mid-twentieth century, organised games had occupied much of the attention of boarders and day boys after school. The new interest in drama, music, and public affairs during the 1930s and 1940s began trends which continued beyond the war. By the early 1960s there was a general wide range of activities occurring as a regular part of the school life. These were:⁶

Air Training Corps	The Labour Gang
Army Cadets	Library Committee
Athletics	Life Saving Society
Camera Club	Music Society
Chapel Choir	Projector (Films) Club
Chapel Vestry	Railway Club
Chess Club	Rifle Shooting
Concert Orchestra	Rowing
Cricket	School Magazines
Cricket Umpiring	Scouts
Crusaders' Union	Small Bore Rifle Club
Debating	Sports Executive Committee
Duke of Edinburgh's Award	Squash
Football	Stamp Club
Football Referees	Swimming
Golf	Tennis
The Hall Committee	Theatre Club

Some of these activities were universal. Others were voluntary. During the 1940s and 1950s most boys from the S forms up engaged in

⁵ Report on Food Service at Sydney Church of England Grammar (26/6/47) in Reports to Council, 1945-52.

⁶ Report of the Commission appointed by the Archbishop of Sydney, 1964, p. 214.

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'Better times for boarders.'
A modern dormitory in
Hodges House. (Photo:
Marcus Laing.)



the cadets or ATC one day a week. With the introduction of the Wyndham Scheme, military service was confined to the IV, V, and VI Forms, involving over 400 boys. In the mid-1970s changed government regulations reduced the cadet corps by half. As a result, different forms of service on one day a week had emerged for about half those in the Middle and Senior School. Even before then, in the early 1960s, those senior boys not in the cadets or ATC had served as the headmaster's 'labour gang', helping out around the school. By the 1970s, non-cadet service involved work in the library and the expanding school archives which the headmaster had encouraged since his arrival, or participation in the Duke of Edinburgh's Scheme or in the burgeoning school orchestra. By 1980, however, one avenue of service finally ended. After years of some difficulty, it was decided to disband the Scout Troop.

Games occupied at least two afternoons a week for most boys of the third generation. In the early 1960s, the reintroduction of form football matches revived some of the earlier tradition of football for whatever talent which had existed in the 'colour' matches of the post World War I years. With the opening of the PE complex the boys in the Junior School had swimming included as part of their formal timetable, with a choice of summer sports, and football in the winter (with gymnastics for those exempted). In the Senior School there was a choice of various activities in both winter and summer including not only the traditional games but also basketball, gymnastics, surf life saving, and adventure training.

As previously, the prefect system maintained a system of leadership



The 1951 rowing camp. *Standing behind:* M.P.C. Williams. *Seated left to right:* J.W.L. Vivers (on bench in front), R.T.S. Ballhausen, V.H. Treatt, W.B. Chenhall, C.A.C. Julius, A.J. Pennefather (on bench in front) and J.C. Warden. (Source: L.C. Robson photo album.)

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in the school. The headmaster still selected the prefects but after consultation with staff, and the senior prefect. With the growing size of the school, the proportion of those boys becoming prefects declined in comparison with the pre-1945 period. (See Table 12.3.) With the introduction of the Wyndham Scheme sub-prefects were appointed from the Lower VI to supervise the school while the Higher School Certificate was in progress. The system of house prefects still remained in operation. Appointed by their house master, they had authority only in their own boarding houses. In 1962 it had been decided to give each school prefect the responsibility of looking after a particular form. The aim was to pass on traditions and customs of the school and to assist the development of individual boys.⁷

⁷ Prefect System, Selection, Staff—Prefect Relationship, Report No. 3, 3 October 1972, in Reports to Council, 1972–73 and Form Prefects, 1 February 1980, in Headmaster—Papers to Council.

Table 12.3 Prefects and Sub-Prefects as a Percentage of VI Forms

<i>Year</i>	<i>No. of Prefects and Sub-Prefects (a)</i>	<i>No. in VI Form (b)</i>	<i>% of (a) to (b)</i>
1938	33	85	38.9
1940	33	97	34.0
1941	28	90	31.1
1945	24	120	20.0
1950	20	117	17.1
1951	28	105	26.6
1955	25	113	22.2
1959	30	136	22.1
1960	31	134	23.1
1961	36	151	23.8
1965	37	201	18.4
1967	43 (7 in LVI)	136	31.6 (26.5)
1970	49 (13 in LVI)	147	33.3 (24.5)
1971	50 (11 in LVI)	147	34.0 (26.5)

Note: The figures in brackets in column 3 represent the percentage of (a) to (b) without counting the Lower VI sub-prefects which are in brackets in column (a).

Source: Prefect System, Selection, Staff-Prefect Relations Report No. 3 3 October 1972 in Reports to Council 1972-73.

Table 12.4 The School Generation, 1956-60 (Third to Sixth Forms)

Graduating from Prep.	67
New boys, 1956	58
	<hr/> 125
<i>Add:</i>	
New boys, 1957-60	25
Repeaters from earlier years	42
<i>Total</i>	<hr/> 192
<i>Less:</i>	
Repeaters left behind	49
Leavers, 1957-60	40
	<hr/> 89
Passing out of school at end of fifth year	<hr/> 103

Source: Report of the School to the Archbishop's Commission, 1962.

As Table 12.3 shows, the numbers of older boys in the school, and also their overall proportion in the school increased markedly in the postwar period. Even in the 1950s there was a very high retention rate of boys entering the school in the Third Forms. In 1956, only 11.6 per cent of pupils who entered government high schools remained to fifth year.

By 1963, this had increased only to 22.9 per cent.⁸ At Shore, 125 boys from the Prep. and elsewhere entered the Third Forms in 1956. Five years later, after allowing for repeaters and leavers, two-thirds graduated. Comparison of the number of Leaving Certificate candidates in 1960 with the number of Intermediate Certificate candidates two years previously shows that Shore had the highest holding power, 91 per cent, of all Anglican boys' schools (Table 12.4).⁹

This holding power is particularly high when compared with national figures. In 1959-60, 31 per cent of boys in Australia left school at or before the age of fifteen; and only 14 per cent were aged seventeen or over. By 1971-72, 35.7 per cent of boys at Australian government schools, and 59.1 per cent at non-government schools, left after the age of seventeen.¹⁰ At Shore, the mean age of leaving, even amongst 1946-50 leavers, was 16.6 years and the median, 16.8 years. By 1971-75, after the introduction of the Wyndham Scheme, the mean was 17.4 years, and the median 17.6 years. In general, of the 1946-50 leavers, 64.6 per cent were aged seventeen or more; and 69.3 per cent of the 1971-75 leavers were aged over seventeen. The pattern of holding students already established in 1946, was maintained throughout the period.

The growing number of older boys presented dilemmas. During the 1950s, headmasters and headmistresses in Sydney found it increasingly difficult to police the activities of older pupils outside school hours. Despite the growing number of extra-curricular activities which schools offered, there were also many other attractions produced in the postwar boom. Appeals were often issued to parents to restrict the number of parties, particularly end-of-year dances for sixth formers and other senior boys. With the introduction of the Wyndham Scheme there was the added problem of many eighteen year-olds in school who could legally drive a motor vehicle and consume alcohol. Undoubtedly, some expectations and attitudes had changed markedly since the war. Some of the older masters who had taught at the school prior to 1939 (or in other, similar schools) found that it was now rather more difficult to motivate boys and have them accept traditional codes of ethics. The dilemmas were not peculiar to Shore but were and are faced in all late

⁸ *Report of Archbishop's Commission*, 1964, p. 193.

⁹ *ibid.*, p. 195.

¹⁰ W.C. Radford and R.E. Wilkes, *School Leavers in Australia, 1971-72*, Australian Council for Educational Research, Melbourne, 1975, p. 13 and p. 85.

The postwar curriculum



A Prep. School class,
c. 1959. (Source: Shore
Archives BC22/18.)

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twentieth-century schools.

In one major respect, there was a marked difference between the third generation and their predecessors. Amongst the first group of postwar school leavers about three-quarters left school with a formal paper qualification. By the early 1970s almost all did (Table 12.5). Credentialism had become accepted as a major fact of life.

Table 12.5 School Leavers, 1946–75 School Qualifications

Award	Cohort				
	1946–50	1951–58	1959–65	1966–70	1971–75
Intermediate Certificate	29.9	25.1	18.0	0.6	
Intermediate and Leaving	40.4	47.5	57.3	5.2	
Leaving Certificate	5.9	3.3	7.5	1.0	
School Certificate			1.0	15.7	13.5
School and H.S.C.				61.9	68.1
H.S.C.				5.3	6.5
None	23.8	24.1	16.2	10.4	11.9

Source: Shore Register, 1946–75.



The art class of IIIA1 and IIIA2, 1961. (Source: Shore Archives BC3/16.)

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Beyond school

For this postwar generation, extended education immediately after school has become accepted as the norm. The differences between them and their fathers can be noted by examining the main occupation in the first five years after leaving school of those who left the school between 1923 and 1929 and the 1966–70 cohort of leavers. Of the 1923–29 leavers, approximately one-quarter were clerks, one-quarter students, and one-eighth respectively, stationhands/jackeroos and apprentices. Of the 1966–70 leavers, the category ‘student’ accounts for almost two-thirds of the sample, with a further eighth being apprentices in some form.

The significance of post school qualifications for this third generation

Table 12.6 Shore Leavers, 1946–81 Tertiary Qualifications (%)

	Cohort				
	1946–50	1951–58	1959–65	1966–70	1971–81
Holding Award	60.1	67.2	73.7	79.0	46.8
Bachelor's degree	38.5	34.0	43.5	55.4	63.7
Post Grad. degree	4.2	9.5	9.2	6.1	1.0
Diplomas	42.4	39.8	31.4	21.4	15.7
Certificates	0.7	1.1	0.5	0.8	1.6
Other	14.2	15.6	15.4	16.2	18.0

Note: The 1971–81 cohort includes over one-fifth who were still completing tertiary qualifications in 1980–81.

Source: Shore Survey.

Mr Bill Chambers working in the Art and Craft Centre with Stephen Feuerring, Neil Maltby and Richard Davies, c.1968. (Source: Shore Archives BC/81.)



is more clearly revealed in the continuing growth of those holding awards throughout the postwar period. Of those in the Shore Survey who left school in 1946–50, 60 per cent by the late 1970s had completed some form of tertiary qualification. Of the 1966–70 Survey leavers, almost 80 per cent had done so. There is also a shift towards university bachelor's degrees and postgraduate awards among these school leavers (Table 12.6).

Over one-third of the group of school-leavers from 1946 to 1970 became upper professionals, while at least a further one-quarter attained managerial positions. There is one noted difference between these leavers and the second generation. The proportion of medical doctors declined slightly. Certainly, it did not reach the high levels found among the 1935–39 and 1940–45 leavers. Undoubtedly the quota system for university entrance, introduced in the early 1960s, had some effect here. However, in general, there is a marked shift towards professional occupations which are expanding in Australia in the postwar period. Among the 1959–65 and 1966–70 school leavers, over one-half were in some type of professional position. Of the 1970s leavers, many of whom were still completing qualifications at the time of the Shore Survey, almost one-third were also in professional occupations. Perhaps the most obvious distinction between this third generation and the pre-1945 leavers is the declining proportion of those going on the land. Of the

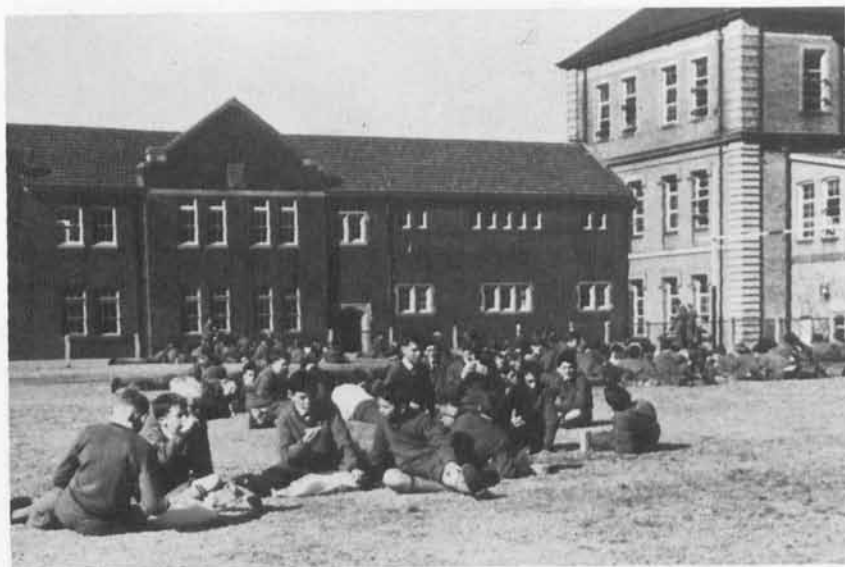


'Learning the S.L.R.' ATC camp, 1973. *Left to right:* M.B. Wilkinson, D. Hinchey, C.S. Greaves, D. Myers, M.C. Donnelly and R.B. McGowan. (Source: Shore Archives CA1/40. Photo: RAAF Williamstown.)

school-leavers up until 1958, there is still as high a percentage as previously of school leavers becoming graziers and farmers. By the 1960s the proportion had declined markedly, from 16.3 per cent of 1946–50 leavers to only 5.5 per cent of those leaving the school in 1966–70. It was clearly an indication not only of the higher capital costs of grazing in the postwar years but also the difficulties of providing opportunities on the land for the younger sons of established graziers. Among the first generation of Shore boys some born in the city had settled on the land. Now the cycle has reversed.

If many Shore old boys of this third generation are professionals, what then of their general role and service in the wider community? Because of the large sample of post-1945 leavers who replied to the Survey (over 2200 respondents) it was decided to analyse their role in community and social organisations in relation to the specific cohorts already identified. As large numbers of those holding positions in organisations would still be serving, it was decided also not to nominate their years of service as had been done for the first and second

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'Diversions.' Lunch on the Oval, 1962. (Source: Shore Archives BA/13.)



generation. Overall, there appears to be a continuing decline in the proportion of Shore old boys in identifiable political, social and community organisations over the whole period, 1946–81. In general, over one-third of 1946–50 leavers had held some particular office or position

Table 12.7 Shore Leavers, 1946–81 Community Service (%)

	Cohort				
	1946–50	1951–58	1959–65	1966–70	1971–81
<i>Held Office</i>	36.5	30.8	22.8	11.8	4.1
<i>Organisation</i>					
Federal or State Parliament	0.8	0.8	0.2	—	0.2
Governing committee or council of a Federal or State political party	1.6	2.1	1.6	0.7	0.2
Board of a major corporation	7.4	6.0	3.3	1.0	0.4
Government statutory corporation	4.4	1.9	2.3	0.3	1.3
Government advisory committee, committee of inquiry or Royal Commission	6.3	3.7	2.6	—	—
Governing body of a professional or trade association	23.2	15.3	9.9	3.1	0.8
Governing committee of an educational organisation	9.5	7.2	5.2	3.4	1.2
Governing committee of a major sporting or social organisation	16.6	12.2	11.3	7.2	2.3

Source: Shore Survey.



'Admonitions.' Sergeant Major J.H. Dixon and boys. (Source: Shore Archives MA/8.)

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while only slightly more than one-fifth of 1959-65 leavers and just over one-tenth of 1966-70 leavers had done so. However, the major differences lie mainly in areas where age and experience would be significant. Thus, 7.4 per cent of the 1946-50 leavers had been on the board of a major corporation but only 1 per cent of 1966-70 leavers.

There are similar differences in reference to service on the governing body of a professional or trade association, while very few, if any, of the post-1966 leavers had yet to be asked to serve on a government statutory corporation, inquiry or Royal Commission. In contrast, the differing percentages of those indicating that they had been on committees of educational, sporting, or social organisations are not so marked (Table 12.7).

There is also a similar difference in the proportion of those in the third generation with military service. About one-fifth of those who left the school from the mid-1940s to the mid-1960s served in some respect in the Australian military forces. Their service was concentrated principally in the Army Reserve or CMF. During the early 1950s, there was compulsory national service for all, reintroduced on a selective basis in the mid-1960s. Throughout the whole period since the war a small but significant proportion of school leavers have also been in the permanent military forces. Wartime experience or associations was obviously significant in this respect, but apparently not the only determining factor. Thus, the proportion of 1946–50 leavers in the permanent military service was 3.7 per cent, declining to 1.7 per cent of 1951–58 leavers (at a time of compulsory national service but also low military budgets in the late 1950s), to rise again to 4.5 per cent of 1959–65 leavers (at a period of increasing service recruitment with the onset of the Vietnam War).

Finally, to judge from the Survey group, there certainly appears to be continuing loyalty to the school. As a total group, two-thirds of the second generation who responded to the Survey had sent their sons to Shore. Amongst the post-1946 leavers, there is only a slight decline in the tendency to enrol sons in the school. Of those who left the school in 1946–50 and who had male children, 57 per cent indicated that they had sent their first son to Shore or booked him in. Of those 1946–50 leavers with two or more male children, almost the same proportion had sons at Shore or booked in. Amongst the 1966–70 leavers, half of those with male children had sent or intended to send their first son to Shore. Amongst the post-1971 leavers more were prepared to indicate that they had enrolled their sons than to admit that they had male children! Quite obviously, the school seems assured of support from its old boys well into the future.

Some conclusions

ALL histories have to have an end, even if that end is merely an artificial break in time. Accepting the limitations of all time-bound perspectives, one might well ask what has been the meaning of the past for the institution and community of Shore? The overall impression is one of uniformity. Much of what the school authorities set out to achieve in 1889 still remain the main official aims of the school. If the aims of the school have remained fairly similar over the years, then so too have the social background and achievements of that 'ever-widening' community of which L.C. Robson spoke in 1929. It seems quite clear that Shore is an example of a stable and generally conservative institution, reflecting many of the values of the immediate community with which it has been associated. In some ways, it is probably not unique in this regard in Australian social life. In other respects, it is.

The school itself is linked to an educational tradition with its origins in nineteenth century England. Undoubtedly, part of this public school tradition has been reinterpreted in terms of the twentieth-century Australian environment, but much remains the same. Three features appear predominant: the concentration on an academic curriculum, the search for means of consolidating group loyalties and the ethic of social service, and finally, the importance of a disciplined response to life as interpreted through the medium of Christianity.

In the late nineteenth and early twentieth century, the academic curriculum still centred around the study of the classics. The classical curriculum was there not only as a means of entry to the established professions but also as an integration with the culture of past genera-

tions. As such it was part of the ascribed status that the school passed on to boys, even to those who left without any formal qualifications or had spent most of their school studying 'modern' subjects. By the twentieth century, with the growing significance of credentialism, the academic curriculum became more of the way of achieved status for all, through the medium of the State-organised school examinations. Concurrently, the shift towards science in the curriculum reflected growing modernisation and technological change throughout Australian life generally. By the late twentieth century, many Australian schools which have emerged from the English public school tradition have continued to adapt their curriculum to include a more comprehensive range of subject offerings. It is significant that Shore has resisted this latter trend.

If the concentration on the academic side of school life is one marked feature of Shore still important in the late twentieth century, then the continuing attachment to the educational value of group activities within the school environment is another distinguishing feature. E.I. Robson and his generation of mainly English-born headmasters helped transplant to Australia the ideology of organised games providing moral lessons to boys. Participation in team activities, it was believed, helped reinforce group loyalties and attachment to ideals beyond self-interests. By the early twentieth century the passion for games had become so intense that some observers, such as L.C. Robson, could see that the will not only to participate but also to win was destroying the very moral foundation which 'athleticism' was meant to support. Other ways were found of promoting the twentieth-century ethic of social service. Yet it was still believed that participation in both games and other school activities could pass on lessons for adult life. Certainly, the school authorities could maintain that the high degree of commitment to the perceived interests of the nation were well revealed through the wartime service of so many old boys in both 1914-18 and 1939-45. Further more, as this history has also helped show, Shore boys have been represented in many aspects of twentieth-century Australian life.

In the end, any school must concern itself with the total well-being of the individual. Shore was originally a foundation of the Church of England. It remains an Anglican school. Its ethics are still founded in Christianity. The school represents the ideal of the disciplined Christian life. Sometimes, there has been little tolerance of those who have resisted rules and rituals. Some have probably felt that there was not enough encouragement of individual differences. There is always a fine dividing line between conformity for its own sake and acceptance of the necessary regulations for a community living together. Ultimately, one

must take heart in the words of the official school lesson as an evaluation of the ideals and aims of the school:

For so is the will of God,
that with well doing
ye may put to silence
the ignorance of foolish men:
As free, and not using your
liberty for a cloke of
maliciousness, but as the
servants of God.

Appendix

Statistical Analysis: The Shore Register and Shore Survey

THE statistics in this history were based on two sources of data. Since the beginning of Shore in 1889, the school's authorities have maintained a Register. This Register has formed the basis for information on the approximately 12200 boys who entered the school up until 1975. In particular, the Register provided information on all boys for: address on entry; year of entry; age on entry; year of leaving; age of leaving; whether boarder or day boy; whether prefect; and examination qualifications. There was also information for some boys on war service and whether they had relatives at the school. The Register has been published for the period between 1889 and 1926 and since then has been in manuscript form.

In order to supplement this data base, it was decided to carry out a survey of all Shore old boys whose addresses were held at the school. The aim was to acquire information on the occupations of boys' fathers as well as further data on the careers, attainments and interests of boys on leaving school and their general and continuing association with Shore. A copy of the questionnaire mailed out to 6470 old boys in May 1980 is set out below.

There were 3205 responses to this questionnaire. This represented 49.5 per cent of the mailing list. Of these respondents, approximately two-thirds were members of the Old Boys' Union. The respondents to the Survey were, therefore, partly self-selecting. They represented old boys with whom the school had maintained some contact and who showed sufficient interest to return the questionnaire. Younger age

Survey of the Old Boys of Shore

May 1980



OFFICE USE ONLY

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Please answer each question by following the instructions given. In some cases you will need to circle the answer you choose, as shown below.

Was your father an old boy of Shore? Yes.....①

No.....2

In other cases you will be asked to "WRITE IN" an answer. Please be brief and to the point in these answers.

1. Years at Shore. (WRITE IN)

First year 19 _____

Number of years at Shore _____

Office Use

--	--

(7-8)

--

(9)

2. Are you engaged currently in any form of occupation or profession?

(10)

Yes, regular full-time.....1

Yes, regular part-time.....2

No.....3

Retired.....4

3. (a) If you answered YES to Q2, please describe the type of occupation as precisely as possible, stating both the nature and grade of occupation and whether self-employed, e.g. clerk in a stockbroker's firm, or real estate agent (self-employed). If employed by an organisation or business corporation, please indicate the name of that organisation or business corporation.

Occupation Details: _____

Name of Organisation/Corporation: _____

--	--

(11-12)

--	--

(13-14)

(b) If you answered NO or RETIRED to Q2, please describe your most recent type of work as precisely as possible, again stating both the nature and grade of occupation and whether self-employed. If you were employed by an organisation or business corporation, please indicate the name of that organisation or business corporation.

Occupation Details: _____

Name of Organisation/Corporation: _____

--	--

(15-16)

--	--

(17-18)

4. What were your main occupations during the first five years after leaving Shore? Again, please describe the type of occupations as precisely as possible, stating both the nature and grade of occupation. (Include 'STUDENT' if applicable). If employed by an organisation or business corporation, please also indicate the name of that organisation or business corporation.

--	--

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(19-20)

...cont'd

4. (cont'd)

Office Use

(21-22)

(23-24)

EDUCATIONAL AWARDS

(25)

5. Do you hold any degrees, diplomas or personal certificates awarded after you left Shore?

Yes.....1

No.....2

Please give details. (WRITE IN)

(a) Degree Name

Institution

Year Awarded

1.
(26-27)

(28-29)

(30-31)

2.
(32-33)

(34-35)

(36-37)

(b) Diploma Name

Institution

Year Awarded

1.
(38-39)

(40-41)

(42-43)

2.
(44-45)

(46-47)

(48-49)

(c) Certificate Name

Institution

Year Awarded

(50-51)

(52-53)

(54-55)

6. Have you ever held office in any of the organisations listed below? (56)

Yes.....1

No.....2

If YES, please give specific details, including years of office holding.

<u>Type of Organisation</u>	<u>Position and Name of Organisation</u>	<u>Years of Office</u> (19— to 19—)
1. Federal or State Parliament	<input type="text"/>	<input type="text"/>
2. Governing Committee or Council of a Federal or State Political Party	<input type="text"/>	<input type="text"/>
3. The Board of a Major Corporation	<input type="text"/>	<input type="text"/>
4. Government Statutory Corporation	<input type="text"/>	<input type="text"/>
5. Government Advisory Committee, Committee of Enquiry or Royal Commission	<input type="text"/>	<input type="text"/>

1. Federal or State Parliament

(57)

2. Governing Committee or Council of a Federal or State Political Party

(58)

3. The Board of a Major Corporation

(59)

4. Government Statutory Corporation

(60)

5. Government Advisory Committee, Committee of Enquiry or Royal Commission

(61)

...cont'd

6. (cont'd)

Office Use

<u>Type of Organisation</u>	<u>Position and Name of Organisation</u>	<u>Years of Office (19— to 19—)</u>
6. Governing body of a Professional or Trade Association		
7. Governing Committee or Council of an educational organisation		
8. Governing Committee of a major sporting or social organisation		

(62)

(63)

(64)

7. Have you ever served in the Australian Military Forces? (65)
- Yes.....1
- No.....2

If YES, please give details in the table below.

<u>Branch of Service</u>	<u>Permanent or Reserve</u>	<u>First Year Served (19—)</u>	<u>Total Years Served</u>	<u>Highest Rank Obtained</u>
(66)	(67)	(68-69)	(70-71)	(72-73)

8. Have you ever been awarded - (74)

(a) Any Imperial or national honour? Yes.....1

No.....2

(b) A Fellowship (or equivalent) of a Learned or Professional Body? (75)

Yes.....1

No.....2

If YES, to (a) or (b), please give details including year awarded.

9. What was your father's occupation when you entered Shore? Please describe the type of work as precisely as possible, stating both the nature and grade of occupation and whether self-employed.

(76-77)

13. Could you please indicate any other members of your immediate and extended family who have been or are old boys of Shore, and are not listed in answers to Q10, i.e. brothers, uncles, cousins, nephews, sons-in-law, and, if you are married your wife's father, grandfather, brothers, uncles, cousins or sons-in-law.

<u>Name</u>	<u>Relationship to Self</u>	<u>Approximate years at Shore (if known)</u>
_____	_____	19__ to 19__
_____	_____	19__ to 19__
_____	_____	19__ to 19__
_____	_____	19__ to 19__
_____	_____	19__ to 19__
_____	_____	19__ to 19__
_____	_____	19__ to 19__
_____	_____	19__ to 19__

14. Please mention below any other aspects of your career, hobbies, interests or associations which have resulted in recognition by your peers and in your personal satisfaction.

Thank you for your kind assistance

Please return to:

The Bursar
Shore School
PO Box 1221
North Sydney NSW 2060

(47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65)

(66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80)

groups were naturally more fully represented than older old boys. Although over 3000 boys entered and left the school before 1923, only 125 are to be found responding to the questionnaire. The response rate improves markedly with the 1920s entrants, of whom one-sixth were represented in the Survey. Of the 1950s age cohorts, and beyond, approximately 40 per cent responded to the Survey questionnaire.

Despite such limitations on the nature of the final Survey sample, limitations similar to most forms of survey research, there is no major reason to believe that the results from the Survey have given an inaccurate picture of the school and its clientele. The large size of the sample itself gives some ground for confidence about generalisations concerning recent school leavers at least. The major distortion might well be in an over-representation of professional occupations amongst the Survey group. As has been shown, throughout the twentieth century about one-third of the Survey sample had professional fathers. A review of fathers of Shore boys in the 1940s (compiled from school record cards) indicated that perhaps only one-fifth were professionals.¹ It also seems that professionals might also be over-represented in terms of occupations of all Shore old boys.

Certainly it would appear that many of the Survey group of school leavers of the early twentieth century had greater success at the public examinations than their contemporaries. Of the small number of pre-1922 leavers who responded to the survey, 40 per cent had completed at least one of the public examinations; less than one-quarter of their contemporaries had done so. Even by the 1930s a disproportionate number of the Survey sample had completed the Leaving Certificate (the basis of entry to the University). Overall, until World War II, the Survey sample have approximately a 50 per cent better record at the public examinations than their contemporary school leavers. The difference becomes far less marked for the post-1945 generation. Moreover, about one-quarter of pre-1959 and over one-third of post-1959 Survey entrants were prefects, compared to approximately one-seventh and one-quarter respectively of all Shore entrants. The obvious conclusion is that the Survey sample represents, disproportionately, a surviving academic élite of the school (Table A.1).

¹ See C.E.W. Bean, *Here My Son*, p. 231. The problem might, of course, be related to the definition of a profession. These 1940s figures suggested 52 per cent of boys' fathers were in 'business', much higher than has been calculated for the Survey group.

Table A.1 School leaver cohorts: Attaining a Leaving Certificate or Higher School Certificate

	All Leavers		Survey Leavers	
	No.	%	No.	%
1923-29	142	13.3	42	22.1
1930-34	204	23.8	89	40.0
1935-39	234	33.7	97	47.6
1940-45	380	39.8	176	56.9
1946-50	345	46.3	175	62.0
1951-58	553	50.8	301	61.9
1959-65	701	64.8	334	76.4
1966-70	694	73.4	241	84.2
1971-75	955	74.6	239	90.9

Source: SCEGS Register, 1889-1926. Shore Register, 1927-75 and Shore Survey.

Some of the results from the analysis of the Register and Survey have been described above. The respective data sources have been indicated by the headings 'Shore Register' and 'Shore Survey'. A fuller tabulation of occupations of fathers, ages on entry, school tenure age on leaving and occupations of the respondents to the Survey is provided below in respect of the first, second and third generation of Shore boys. A stratification scheme for the occupations of old boys and of their fathers has been related to that outlined in Leonard Broom and F. Lancaster Jones, *Opportunity and Attainment in Australia*, (Australian National University Press, Canberra, 1976). The advantage of this classification scheme, which is based on the national Census from 1911 to 1966, is that it allows for some national comparisons with those Shore old boys represented in the Survey sample. The analysis of the geographical and regional background of Shore boys has been related to the postcode system of Australia. The map (p. 322) indicating the major areas appropriate to postcode districts outside Sydney, should be consulted as a guide.

Finally, the Shore Survey provided some indication of not only the occupations but also the areas of employment of old boys. At least half of the respondents to the Survey were in some form of economic or social organisation in 1980-81 or just prior to their retirement. (Those not listed in this way included graziers, the self-employed, including most medical practitioners, and clergymen.) Such organisations were classified into four major categories: private and corporate industry, public service, professional and commercial services and health and education services. Because of the variety of organisations involved and the uncertainty of identifying the function of all, it was not possible to

break down the largest category of private and corporate industry, but the other categories did lend themselves to more discrete description. The results are set out in Table A.2.

Table A.2 Employment of Old Boys

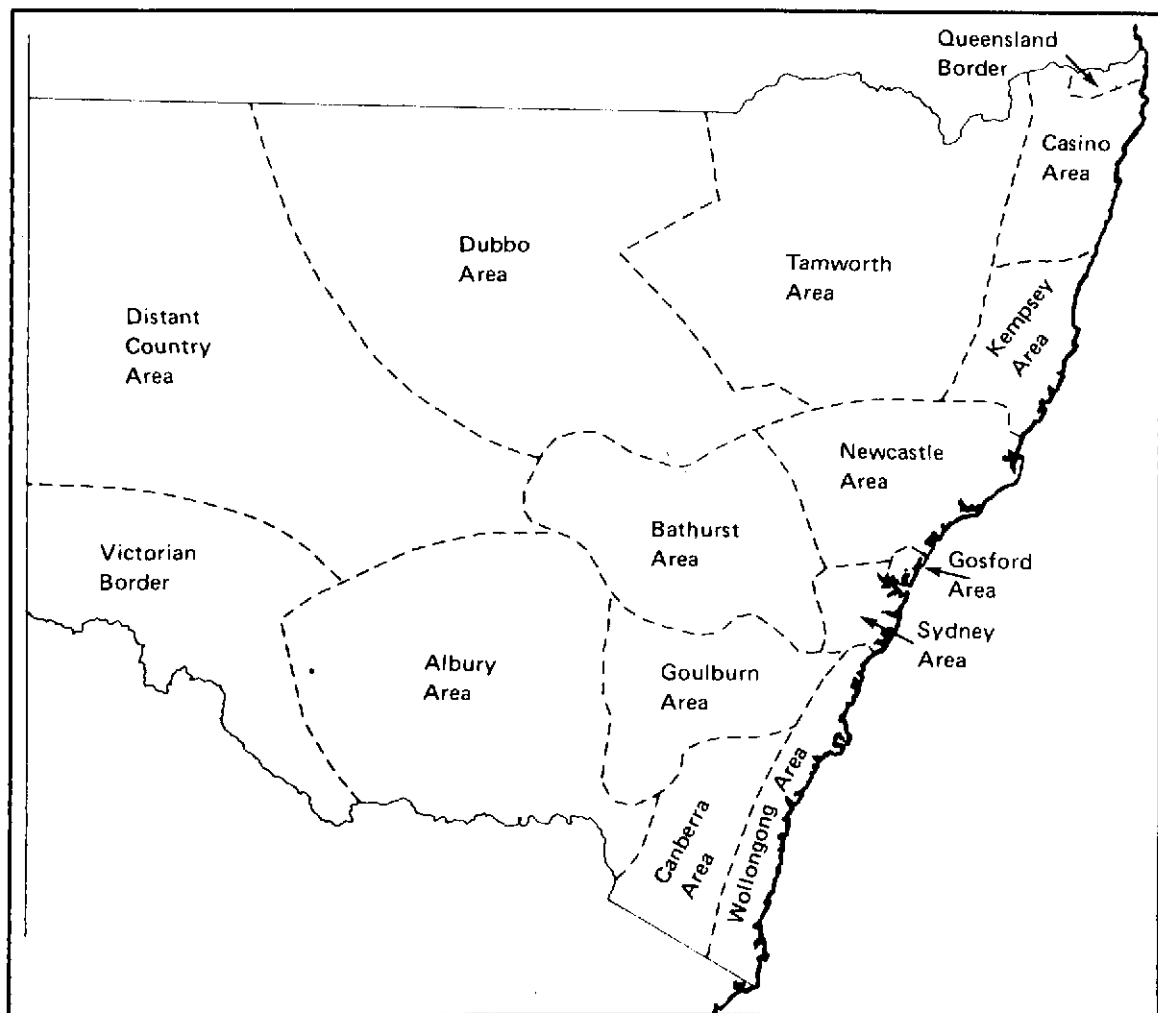
	Respondents		Organisations	
	No.	%	No.	%
1 Private and corporate industry	1002	67.5	770	76.8
2 Public service				
a Commonwealth government	77		30	
b New South Wales government	98		40	
c Other national governments	8		6	
d Other State governments	12		12	
e Local government	9		9	
	204	13.8	97	9.7
3 Professional and commercial services				
a Solicitors' firms	32		24	
b Accountants' firms	49		26	
c Banks	45		11	
d Stockbrokers	15		13	
	141	9.5	74	7.4
4 Health and education services				
a Hospitals	41		19	
b Universities	54		18	
c Tertiary colleges	13		9	
d Schools (non-government)	28		15	
	136	9.2	61	6.1
Total	1483	100.0	1002	100.0

Source: Shore Survey

It seems fairly obvious that while the organisational pattern of Shore old boys is predominantly in the private and corporate sector, there is no particular concentration in any specific industry or organisation. CSR, a company well known traditionally for recruiting Shore old boys, did have forty-four respondents represented in the Survey (3 per cent of those in organisations). Qantas, classified here as part of the private and corporate sector, had nineteen respondents; while the AMP had eight; Perpetual Trustees, seven; AWA, Johnson & Johnson and Rheem Australia six each. No other industrial company or corporation had more than five respondents. Among those in the public services, there were eleven Shore old boys respectively in the Commonwealth Department of Defence and the New South Wales Department of Education

(the latter were, or are, possibly all State school teachers). There were fifteen old boys in the New South Wales Health Commission and five are on the staff of the Royal North Shore Hospital. In the professional and commercial services category, there were nine respondents from the chartered accountants, Price Waterhouse, while the Bank of New South Wales had fifteen and the Commonwealth Bank nine. Of the fifty-four university staff, twenty-four were at Sydney University. Among non-government schools, ten old boys represented masters at Shore itself.

Overall, however, the most significant feature of the Survey is the diversity and range of organisations represented. The pattern is as complex as the modern Australian economy. If an old boy network in terms of employment did once exist, it now seems hard to detect.



The first generation

School Entrants, 1889–1922 Geographical Background (%)

Region	Cohort						
	1889-94	1895	1900	1901-05	1906-10	1911 14	1915-22
<i>Sydney</i>							
City	5.8	8.5	7.4	7.6	13.5	8.6	
City East	4.2	4.5	5.7	3.7	2.6	3.5	
City North:	(63.9)	(57.1)	(60.2)	(51.7)	(50.3)	(56.0)	
Nth Sydney	41.9	31.3	25.2	15.4	9.0	6.7	
Mosman area	10.3	10.7	15.4	19.9	15.3	18.1	
N. beaches	1.9	0.4	—	1.0	2.2	3.1	
N. Shore line	8.6	14.3	17.4	13.6	21.6	27.6	
Other	1.2	0.5	2.2	1.8	2.2	0.6	
City N—W	1.9	2.2	1.9	1.9	1.0	1.5	
City S—W	0.3	2.2	1.3	1.8	1.2	1.6	
City South	2.6	4.0	3.4	2.9	3.2	2.0	
<i>Outside Sydney</i>	(29.8)	(20.8)	(18.9)	(28.8)	(26.2)	(26.1)	
Newcastle area	4.8	7.1	3.0	2.5	2.6	2.9	
Gosford area	0.3	—	—	—	—	0.2	
Bathurst area	1.6	—	1.3	4.3	2.4	3.5	
Goulburn area	1.6	2.7	1.5	2.3	2.8	3.8	
Canberra area	1.3	0.9	0.4	0.2	1.0	1.0	
Wollongong area	1.0	2.2	0.6	2.7	0.8	0.8	
Casino area	—	0.4	0.9	1.2	0.6	0.6	
Kempsey area	0.3	—	0.2	0.8	0.6	0.8	
Tamworth area	1.3	2.7	3.8	7.4	5.0	5.2	
Dubbo area	2.2	1.3	1.3	2.3	2.6	1.7	
Albury area	4.5	1.3	0.9	1.4	2.0	1.2	
Distant country area	0.6	—	—	0.6	0.6	0.2	
Queensland border	—	—	—	—	0.2	0.1	
Queensland	1.0	2.2	4.2	2.5	4.4	4.2	
Victoria	0.3	—	0.2	—	—	0.2	
Other	—	—	1.0	0.6	0.8	0.7	
Not known	0.6	7.1	0.8	1.6	1.6	0.6	

Note: The figures in brackets indicate total enrolments for city North and outside Sydney. In this and all following tables the percentages may not total 100 exactly. Nor will the figures in brackets always total exactly the column below.

Source: SCEGS Register, 1889–1926

School Entrants 1889–1922 Ages (%)

Age	Cohort					
	1889–94	1895–00	1901–05	1906–10	1911–14	1915–22
00–10	14.7	11.2	7.2	2.9	1.8	1.8
11–12	28.1	25.6	27.5	14.2	14.2	14.6
13–14	27.1	34.2	35.1	41.2	43.5	40.3
15–16	23.6	21.9	24.1	34.0	34.6	36.5
17–00	4.0	6.4	5.3	7.4	5.6	6.3
Not known	2.2	0.5	0.8	0.4	0.2	0.5
Mean age	13.0	13.2	13.3	14.0	14.0	14.1
Median age	12.9	13.2	13.3	14.1	14.1	14.2

Note: Age is related to year of entry, that is, a boy born in 1907 and entering in 1920 would be nominated as 13, on entry.

Source: SCEGS Register, 1889–1926

Short Entrants, 1889–1922 Occupations of Fathers (%)

Occupational group	Cohort			
	1889–90	1895	1902–14	1915–22 (1911 Census)
Upper professional				
Architects, engineers	2.2	2.1	7.7	3.3
Scientists, univ. teachers	1.1		1.9	2.0
Pharmacists	2.2			
Med. practitioners, dentists	3.3	4.2	7.7	7.3
Judges, barristers, solicitors	3.3	16.7	11.5	12.6
Clergy	3.3		5.8	4.6
Accountants, auditors	1.1	2.1	1.9	2.0
Stockbrokers	1.1			
<i>Total</i>	17.6	25.1	38.5	31.8 (2.1)
Graziers, wheat and sheep farmers				
Graziers	3.3	10.4	3.8	11.9 (2.0)
<i>Total</i>	3.3	10.4	3.8	11.9
Lower professional				
Teachers			3.8	1.3
Writers, artists	1.1		1.9	1.3
Other			1.9	1.3
<i>Total</i>	1.1		7.6	3.9 (1.3)

	1889-90	1895	1902-14	1915-22 (1911 Census)	
Managerial					
Public service administrators	6.7	4.2	3.8	3.3	
Local government			1.9	1.3	
Manufacturing	1.1	4.2	1.9	3.3	
Building				0.7	
Transport	1.1	2.1		0.7	
Finance	7.8	8.3	3.8	5.3	
Commerce	17.8	6.2	1.9	7.3	
Personal services	2.2	2.1			
Rural services			1.9	5.3	
Business services			5.8	4.0	
Mining	2.2	2.1		2.0	
<i>Total</i>	<u>38.9</u>	<u>29.2</u>	<u>23.0</u>	<u>33.2</u>	(5.5)
Self-employed proprietors					
Shop proprietors, small business,	2.2		1.9		
Other				2.6	
<i>Total</i>	<u>2.2</u>	<u>—</u>	<u>1.9</u>	<u>2.6</u>	(1.3)
Other farmers					
Fruit, vegetable sugar cane	1.1		1.9	1.3	
Mixed			1.9	0.7	
<i>Total</i>	<u>1.1</u>	<u>—</u>	<u>3.8</u>	<u>2.0</u>	(13.8)
Clerical					
Book-keepers			1.9	1.3	
Clerks				2.0	
Insurance, real estate salesmen	3.3	2.1	1.9	0.7	
Commercial travellers	1.1			3.3	
Public servants	1.1		1.9		
<i>Total</i>	<u>5.5</u>	<u>2.1</u>	<u>5.7</u>	<u>7.3</u>	(4.4)
Armed forces/police					
Armed Forces	1.1	2.1	3.8		
<i>Total</i>	<u>1.1</u>	<u>2.1</u>	<u>3.8</u>		
Other		2.1	7.6	3.4	
<i>Total</i>	<u>—</u>	<u>2.1</u>	<u>7.6</u>	<u>3.4</u>	(0.7)
Unknown	26.7	29.2	7.7	4.0	

Note The cohorts 1889-90 and 1895 are based on analysis of Sands directories and electoral rolls in the thesis of David Patrick. The cohorts 1902-14 and 1915-22 are based on data from respondents in the Shore Survey.

School Leavers, 1889–1922

		Total Years at Shore (%)						
No. of Years		Cohort						
		1889-94	1895-1900	1901-05	1906-10	1911-14	1915-22	
Less than	1	29.6	21.1	13.7	5.9	2.2	2.7	
	1	4.9	—	5.7	10.8	14.1	12.3	
	2	28.1	21.4	30.4	21.6	24.8	21.3	
	3	19.2	19.1	20.0	19.6	18.0	21.6	
	4	11.3	12.1	9.3	14.1	15.8	16.3	
	5	4.9	11.6	8.7	11.4	10.1	13.7	
	6	1.0	11.6	3.9	7.5	6.8	5.5	
	7	—	6.5	3.6	5.9	4.4	3.6	
	8	—	2.8	3.0	1.6	2.6	1.6	
	9	—	0.5	1.5	1.4	0.4	0.9	
	10	—	—	—	0.2	—	0.2	
	11	—	—	0.3	—	0.7	—	
Not known		1.0	0.3	—	0.2	—	0.4	
Mean years		2.8	4.0	3.4	3.6	3.4	3.4	
Median years		2.6	3.6	2.8	3.2	3.0	3.1	
		Age on Leaving (%)						
Age		Cohort						
		1889-94	1895-1900	1901-05	1906-10	1911-14	1915-22	
	9	1.5	0.9	0.6	—	—	0.1	
	10	4.9	2.3	0.6	0.4	0.7	0.5	
	11	5.9	3.7	2.7	1.0	1.1	0.9	
	12	11.8	4.7	6.0	1.	1.3	2.1	
	13	8.4	4.2	7.2	3.5	2.6	2.2	
	14	7.4	7.4	11.6	7.1	5.1	4.9	
	15	10.3	14.9	14.9	11.4	11.4	12.8	
	16	17.2	20.5	22.7	24.9	23.3	21.8	
	17	16.3	17.2	16.1	25.2	24.6	26.9	
	18	11.8	17.7	9.0	15.5	17.6	19.3	
	19	2.0	5.1	7.2	7.5	9.7	7.1	
	20	—	0.9	0.9	1.0	2.0	0.7	
	21	—	—	—	0.6	0.4	0.2	
	22	0.5	—	—	—	0.2	—	
Not known		2.0	0.5	0.6	0.8	—	0.8	
Mean age		14.7	15.7	15.5	16.3	16.5	16.4	
Median years		15.3	16.0	15.7	16.5	16.6	16.6	

Source: SCEGS Register, 1889-1926.

School Leavers, 1902-22 Occupations (%)

Occupational group	Cohort	
	1902-14 (Entrants)	1915-22 (Entrants)
Upper professional		
Architects, engineers	5.8	5.5
Scientists, univ. teachers	1.9	1.4
Med. practitioners, dentists	9.6	4.1
Clergymen	1.9	
Judges, barristers, solicitors	1.9	13.7
Accountants, auditors		1.4
Stockbrokers	1.9	1.4
Ship, aircraft officers		
<i>Total</i>	<u>23.0</u>	<u>26.5</u>
Graziers, wheat and sheep farmers		
Graziers	13.5	16.4
Wheat, sheep farmers	1.9	1.4
<i>Total</i>	<u>15.4</u>	<u>17.8</u>
Lower professional		
Teachers	1.9	1.4
Writers, artists	5.8	
Public relations		1.4
Other professional	1.9	6.8
<i>Total</i>	<u>9.6</u>	<u>9.6</u>
Managerial		
Public service administrators	7.7	
Inspectors		
Manufacturing	9.6	6.8
Building, construction		
Transport		
Finance	7.7	
Commerce	7.7	2.7
Rural services		6.8
Business services	5.8	5.5
Mining	1.9	
<i>Total</i>	<u>40.4</u>	<u>21.8</u>
Self-employed proprietors		
Shopowners, small business		4.1
<i>Total</i>		<u>4.1</u>
Other farmers		
Mixed		2.7
<i>Total</i>		<u>2.7</u>

	1902-14 (Entrants)	1915-22 (Entrants)
Clerical and related workers		
Clerks	1.9	4.1
Commercial travellers		4.1
Insurance, real estate salesmen	1.9	
<i>Total</i>	3.8	8.2
Craftsmen and foremen		
Mechanic		1.4
<i>Total</i>		1.4
Labourers		
Storemen/packers		1.4
<i>Total</i>		1.4
Other	1.9	1.4
Not stated	5.8	4.1

Source: shore survey.

School Leavers, 1902-22 Military Service (%)

	Cohort	
	1902-14 (Entrants)	1915-22 (Entrants)
<i>Branch</i>		
Army	57.7	32.9
Navy	1.9	1.4
Air Force	3.8	5.5
<i>Nature of service</i>		
Permanent	9.6	9.5
Reserve CMF	9.6	13.7
First & Second AIF	25.0	9.7
Other wartime	11.5	4.6
<i>Rank</i>		
Privates	15.4	8.2
NCO	7.7	5.5
Junior officer	32.7	27.4
Senior officer	1.9	2.7

Note: As not all respondents in the survey answered all questions uniformly there will be no total correlation between the percentage in 'Branch', 'Nature of Service' and 'Rank'. The category of 'private' includes all up to corporal in army and air force and leading seaman in Navy; 'junior officer' includes major in army, squadron leader in air force, and commander in navy; 'Other wartime' includes participation in war but not in the AIF.

Source: Shore Survey.

School Leavers, 1902-22 Schooling of Immediate Family*1902-14 Entrants*

	<i>Male children %</i>
No sons	32.7
One son	34.6
Two sons	30.8
Three sons	1.9
	<u>100.0</u>

<i>Relative</i>	<i>At shore %</i>	<i>Period %</i>						
		<i>Pre-1939</i>	<i>1940-49</i>	<i>1950-59</i>	<i>1960-69</i>	<i>1970</i>	<i>Not known</i>	
First son	26.9	7.7	7.7	5.8			5.8	
Second son	13.5		3.8	1.9			7.7	
Third son	3.8			1.9			2.6	
First grandson	17.3				5.8	9.6		
Second grandson	13.5				1.9	11.5		

1915-22 Entrants

No sons	35.6
One son	34.2
Two sons	23.3
Three sons	4.1
Four sons	2.7
	<u>100.0</u>

<i>Relative</i>	<i>at Shore %</i>	<i>Period %</i>					
		<i>Pre-1939</i>	<i>1940-49</i>	<i>1950-59</i>	<i>1960-69</i>	<i>1970</i>	<i>Not known</i>
First son	41.1	1.4	20.5	6.8			12.3
Second son	16.4		4.1	5.5	1.4		5.5
Third son	6.8			2.7			4.1
First grandson	19.2				1.4	15.1	2.7
Second grandson	12.3					9.5	2.8

Source: Shore Survey.

The second generation

School Entrants, 1923–45 Geographical Background (%)

Region	Cohort			
	1923–29	1930–34	1935–39	1940–45
<i>Sydney</i>				
City	7.1	3.7	6.5	5.6
City East	2.2	2.8	3.8	2.5
City North:	(62.3)	(66.4)	(58.0)	(58.0)
Nth Sydney	6.3	4.4	3.3	1.8
Mosman area	20.9	24.6	19.0	17.6
N. beaches	2.8	3.1	3.8	4.7
N. Shore line	29.0	28.5	24.3	29.1
Other	3.3	5.8	7.6	4.8
City N-W	1.0	0.9	2.3	2.1
City S-W	1.0	2.2	2.8	3.0
City South	2.5	2.1	1.8	3.0
<i>Outside Sydney</i>	(23.7)	(21.8)	(31.5)	(25.0)
Newcastle area	2.2	2.7	4.1	2.8
Gosford area	0.5	0.1	—	—
Bathurst area	2.2	2.9	3.1	4.0
Goulburn area	3.0	3.7	2.0	3.6
Canberra area	1.4	0.7	1.0	0.4
Wollongong area	1.0	0.4	0.1	0.5
Casino area	0.6	1.3	0.5	0.7
Kempsey area	0.5	0.1	0.4	—
Tamworth area	5.3	4.6	7.4	5.6
Dubbo area	2.5	2.4	2.4	2.9
Albury area	1.5	0.5	1.1	1.8
Distant country area	0.2	0.1	0.1	0.3
Queensland border	0.1	—	—	0.2
Victorian border	—	—	0.3	0.1
Queensland	1.6	0.9	1.8	1.5
Victoria	0.4	0.8	—	0.1
Other	0.9	0.8	0.5	0.9
Not known	0.5	0.1	—	—

Source: SCEGS Register, 1889–1926 and Shore Register, 1927–45.

School Entrants, 1923-45 Ages %

Age	Cohort			
	1923-29	1930-34	1935-39	1940-45
-10	8.9	10.2	10.0	12.4
11-12	21.2	22.3	30.9	31.1
13-14	40.1	36.1	37.9	40.5
15-16	25.7	27.1	19.1	15.3
17-	4.1	4.3	2.0	0.6
Not known	—	0.1	0.1	0.1
Mean age	13.4	13.3	12.9	12.7
Median age	13.5	13.4	12.9	12.7

Source: SCEGS Register, 1889-1926 and Shore Register, 1927-45.

School Entrants 1923-45 Occupations of Fathers %

Occupational group	Cohort					
	1923-29	1930-34	(Census 1933)	1935-39	1940-45	(Census 1947)
Upper professional						
Architects, engineers	7.9	7.0		8.7	5.7	
Natural scientists, univ. teachers	1.8			0.8	0.3	
Med practitioners, dentists	5.8	10.9		8.7	6.9	
Pharmacists	0.7	1.0		0.4	1.2	
Clergymen	1.8			2.6	0.3	
Judges, barristers, solicitors	6.1	7.0		4.5	4.8	
Accountants, auditors	4.7	8.0		4.2	4.8	
Stockbrokers	0.4	2.0		1.9	0.9	
Ship, aircraft officers	0.4			0.4	0.3	
Total	29.6	35.9	(2.2)	32.2	25.2	(1.6)
Graziers, wheat and sheep farmers						
Wheat, sheep farmers					0.3	
Graziers	9.7	7.0		12.8	13.1	
Total	9.7	7.0	(3.4)	12.8	13.4	(2.8)
Lower professional						
Professional medical workers				0.4		
Teachers	0.4			1.1	0.6	
Writers, artists	0.4	0.5		0.8	0.3	
Draftsmen, technicians					0.6	
Wool classers						
Advertising	0.4			0.8	0.3	
Public relations					0.3	
Other professional	0.7	1.5		1.1	0.6	
Total	1.9	2.0	(1.6)	4.2	2.7	(2.3)

	(Census 1923-29 1930-34		(Census 1933)	1935-39	1940-45	(Census 1947)
Managerial						
Public service						
administrators	3.6	1.0		1.5	3.6	
inspectors	1.8	0.5			0.3	
Manufacturing	6.1	5.5		5.7	4.5	
Building, construction	0.7	1.0		0.4	1.2	
Transport	1.8	1.5		2.3	2.1	
Finance	5.8	6.5		6.4	4.8	
Commerce	4.7	8.5		9.8	6.0	
Personal services	1.1	1.0		0.4	0.3	
Rural services	4.7	3.0		3.0	3.3	
Business services	4.7	2.0		4.2	5.1	
Mining	0.4	1.5		1.1	0.9	
<i>Total</i>	35.4	32.0	(5.3)	34.8	32.1	(6.1)
Self-employed proprietors						
Shop owners, small business		1.0		1.1	1.8	(not classified)
<i>Total</i>		1.0	(2.9)	1.1	1.8	
Other farmers						
Fruit, vegetables, sugar cane	0.4	0.5		0.8	0.3	
Mixed	1.1	1.0		0.8	2.4	
Dairy				0.4	0.3	
<i>Total</i>	1.5	1.5	(9.2)	2.0	3.0	(13.8)
Clerical and related workers						
Book-keepers, cashiers	1.8	1.5		0.4	1.5	
Clerks	0.4	0.5		0.8	1.8	
Public servants	1.1	0.5				
Insurance, real estate salesmen	0.7	2.0			2.1	
Commercial travellers	2.2	1.5		1.5	1.2	
<i>Total</i>	6.2	6.0	(8.3)	2.7	6.6	(10.1)
Members of armed services						
Armed services					3.3	
<i>Total</i>			(0.7)		3.3	(2.1)
Craftsmen and foremen						
Mechanics, vehicle body builders		0.5				
Building, construction foremen	0.7	0.5				
<i>Total</i>	0.7	1.0	(13.1)			(18.8)

	1923-29	1930-34	(Census 1933)	1935-39	1940-45	(Census 1947)
Shop assistants						
Shop assistants	0.4	0.5				
Total	0.4	0.5	(3.6)			(5.5)
Operative and process workers						
Food and beverage	0.4					
Total	0.4		(8.0)			(9.4)
Drivers						
Drivers in railway, road, sea transport	0.4				0.3	
Total	0.4		(6.4)			(7.0)
Other						
Parliamentarians		1.0				
Other	1.1	0.5			0.6	
Total	1.1	1.5			0.6	
Not Known	12.2	12.4		10.6	11.3	
Total	12.2	12.4		10.6	11.3	

Source: Shore Survey.

School Leavers, 1923-45

		Total Years At Shore (%)			
No. of Years		Cohort			
		1923-29	1930-34	1935-39	1940-45
Less than	1	2.7	0.6	—	0.3
	1	9.8	8.8	5.3	5.4
	2	23.6	17.7	16.9	12.3
	3	20.0	18.9	17.2	14.6
	4	20.0	17.8	16.1	14.6
	5	12.2	13.7	15.8	20.4
	6	7.2	11.3	12.9	13.8
	7	2.9	7.4	7.6	10.5
	8	0.9	2.9	4.8	4.7
	9	0.3	0.8	1.9	2.5
	10	—	—	1.4	0.8
	11	—	—	0.1	0.1
Not known		0.5			
Mean years		3.3	3.9	4.3	4.6
Median years		3.1	3.7	4.1	4.6

Age	Age on Leaving (%)			
	Cohort			
	1923-29	1930-34	1935-39	1940-45
-9	0.3	0.2	0.3	0.4
10	0.4	1.1	0.3	0.2
11	1.6	0.2	0.4	0.7
12	1.8	2.0	1.1	2.2
13	3.6	2.7	2.5	2.7
14	5.6	4.6	2.9	3.7
15	13.0	10.2	11.2	10.2
16	25.3	26.6	27.7	23.2
17	27.5	30.5	32.2	37.7
18	15.5	16.5	19.1	17.5
19	4.6	4.3	2.2	1.3
20	0.6	0.8	0.1	0.1
21	—	—	0.3	—
Not known	0.2	0.1		0.1
Mean age	16.1	16.3	16.4	16.3
Median age	16.3	16.5	16.6	16.6

Source: SCEGS Register, 1889-1926 and Shore Register, 1927-45.

School Leavers, 1923-1945 Occupation (%)

Occupational group	Cohort				(Census 1966)
	1923-29	1930-34	1935-39	1940-45	
Upper Professional					
Architects, engineers	4.9	5.9	4.1	5.6	
Scientists, univ. teachers	1.6	1.0	1.5	2.6	
Med. practitioners, dentists	8.2	6.3	17.3	19.6	
Pharmacists			1.0	1.3	
Clergymen	0.5	1.5	0.5	0.7	
Judges, barristers, solicitors	8.2	7.8	6.1	5.2	
Accountants, auditors	6.5	8.3	4.1	5.6	
Stockbrokers	1.6	1.5	1.0	1.0	
Ship, aircraft officers	0.5		0.5	0.3	
Total	32.0	32.3	36.1	41.9	(3.5)
Graziers, wheat and sheep farmers					
Wheat, sheep farmers	0.5			1.0	
Graziers	13.0	13.2	9.6	13.1	
Total	13.5	13.2	9.6	14.1	(2.7)
Lower Professional					
Professional medical workers	0.5		0.5	0.7	
Teachers	1.1	0.5	1.0	2.9	
Writers, artists	1.1	1.5	0.5		

	1923-29	1930-34	1935-39	1940-45	(Census 1966)
Advertising		1.5	1.5	0.3	
Public relations		0.5	1.5	0.3	
Other professional	2.2	3.9	2.5	3.3	
<i>Total</i>	4.9	7.9	7.5	7.5	(4.5)
Managerial					
Public service administrators	1.6	3.9		1.3	
Inspectors	0.5	0.5		0.3	
Manufacturing	8.2	6.8	6.6	7.2	
Building, construction		1.0	1.5		
Transport	1.1	2.9	1.5	1.3	
Finance	6.5	5.9	5.6	3.9	
Commerce	4.3	7.3	10.2	4.2	
Personal services			2.1	1.0	
Rural services	1.1	0.5		0.7	
Business services	6.5	3.9	5.1	6.9	
Mining	0.5	0.5	1.5	0.3	
<i>Total</i>	30.3	33.2	34.1	27.1	(7.9)
Self-employed proprietors					
Shop owners, small business	1.6	1.0	1.0	1.0	
<i>Total</i>	1.6	1.0	1.0	1.0	(0.8)
Other Farmers					
Fruit, vegetable, sugar cane	0.5	0.5	1.5		
Mixed	3.3	0.5	2.5	2.0	
Dairy	1.1	0.5	0.5		
<i>Total</i>	4.9	1.5	4.5	2.0	(4.4)
Clerical and Related workers					
Book-keepers, cashiers	1.6	1.0	0.5	0.7	
Clerks	3.3	2.9	1.5	0.3	
Public servants		1.0		0.3	
Insurance, real estate salesmen	1.6	1.0	1.0	0.3	
Commercial travellers	0.5	1.0	0.5	1.6	
<i>Total</i>	7.0	6.9	3.5	3.2	(11.5)
Members of armed services/police					
Armed services			1.0	0.3	(2.2)
Craftsmen and foremen					
Mechanics		0.5			
Bakers, brewers				0.3	
		0.5		0.3	(21.3)
Shop assistants			0.5	0.3	
<i>Total</i>			0.5	0.3	(2.6)

	1923-29	1930-34	1935-39	1940-45	(Census 1966)
Drivers		0.5		0.3	
Total					(6.5)
Personal, domestic service					
Gardeners	1.1				
Total	1.1				(4.6)
Farm and rural workers					
Station hands			0.5		(3.9)
Other					
Parliamentarians	0.5	0.5	0.5	0.3	
Other	1.1		1.3	1.3	
Not Stated	2.7	2.9	1.0	0.3	

Source: Shore Survey.

School Leavers, 1923-45 Military Service (%)

	Cohort			
	1923-29	1930-34	1935-39	1940-45
Branch				
Army	48.9	57.1	60.4	19.3
Navy	6.0	3.4	4.6	7.8
Air force	7.6	20.0	17.8	25.5
Nature of service				
Permanent	7.6	12.7	12.7	8.5
Reserve CMF	22.3	29.3	18.8	21.2
Second AIF	13.6	23.9	29.9	5.9
Other wartime	11.4	5.9	14.2	10.1
Rank				
Privates and equiv.	9.2	13.2	17.3	20.6
Skilled		0.5	0.5	
NCO	7.1	14.1	15.7	9.5
Junior officer	40.8	49.8	48.2	19.3
Senior officer	6.0	5.4	3.6	2.6

Note: As not all respondents in the survey answered all areas consistently, there will be no correlation between the percentages in 'Branch', 'Nature of Service', and 'Rank'. The categories of private ranks includes all up to corporal in army and air force and leading seaman in navy. 'Junior officer' includes up to major in army, squadron leader in air force and commander in navy. 'Senior officer' includes all above those ranks. Other wartime includes participation in war but not in the AIF.

Source: Shore Survey.

School Leavers, 1923-45 schooling of Immediate Family

	Male Children %
No sons	22.0
One son	39.5
Two sons	27.1
Three sons	9.4
Four sons	1.8
Five sons	0.2
	<u>100.0</u>

Relative at Shore	%	Period %					Un-
		Pre-1949	1950-59	1960-69	1970-79	1980-	known
First son	46.3	0.5	10.5	19.7	10.7	0.2	4.6
Second son	24.9	0.1	3.0	9.4	8.7	0.5	3.0
Third son	7.6		0.4	2.8	3.4	0.3	0.7
First grandson	9.0				1.7	5.6	1.7
Second grandson	3.7				0.1	3.3	1.3

Note: The column 1980- includes those booked in at the school for future years.

Source: Shore Survey.

School Leavers, 1923-45 Schooling of Relatives (%)

<i>Own family at Shore</i>	%
Brother(s)	47.4
Uncle(s)	11.2
Cousin(s)	23.7
Nephew(s)	24.6
Son(s)-in-law	2.5
Brother(s)-in-law	6.2

<i>Wife's family at Shore</i>	
Father	2.7
Brother(s)	1.9
Uncle(s)	2.2
Cousin(s)	1.3
Nephew(s)	0.6
Son(s)-in-law	0.2
Brother(s)-in-law	0.6

<i>Number of relatives identified at Shore</i>	%
One	72.7
Two	50.8
Three	34.1
Four	23.1
Five	15.9
Six	11.4
Seven	7.5
Eight	4.8

Source: Shore Survey.

The third generation

School Entrants, 1946-75 Geographical Background (%)

Region	Cohort				
	1946-50	1951-58	1959-65	1966-70	1971-75
<i>Sydney</i>					
City	4.2	5.1	7.4	3.1	3.2
City East	2.5	0.3	0.5	1.1	0.7
City North:	(64.4)	(68.9)	(64.4)	(68.4)	(68.7)
Nth Sydney	2.3	1.5	1.7	2.2	1.7
Mosman area	15.4	17.5	12.1	12.1	10.6
N. beaches	6.3	8.1	9.0	10.9	11.8
N. Shore line	33.4	34.4	32.6	34.7	29.0
Other	6.7	7.9	9.1	9.9	15.2
City N-W	1.2	1.5	1.3	1.7	1.2
City S-W	2.3	2.2	1.4	0.5	0.8
City South	2.0	1.7	2.5	1.6	0.9
<i>Outside Sydney</i>	(23.2)	(20.3)	(21.8)	(21.8)	(23.8)
Newcastle area	1.5	2.2	2.4	1.8	2.3
Gosford area		0.2	0.4	0.2	0.2
Bathurst area	3.8	2.6	2.3	2.5	2.7
Goulburn area	2.6	2.9	2.0	0.8	0.8
Canberra area	1.4	0.8	2.0	2.1	1.8
Wollongong area	1.1	0.6	0.9	1.1	1.0
Casino area	0.3	0.5	0.4		
Kempsey area	0.5	0.2	0.1		
Tamworth area	5.7	5.0	4.6	5.3	5.2
Dubbo area	2.6	1.6	2.6	2.5	2.7
Albury area	1.1	1.0	0.6	1.1	1.5
Distant country area	0.4	0.1	0.3	1.0	0.4
Queensland border	0.4			0.2	0.4
Queensland	1.6	1.5	0.7	0.3	0.2
Victoria	0.1		0.8	0.4	0.6
Australia other		0.3	0.4	0.1	0.6
Overseas	0.1	0.8	1.3	2.4	3.4

Source: Shore Register, 1946-75.

School Entrants, 1946-1975 Ages (%)

Age	Cohort				
	1946-50	1951-58	1959-65	1966-70	1971-75
-10	17.9	17.2	17.6	20.4	20.3
11-12	35.8	38.6	37.2	34.0	35.8
13-14	35.7	38.9	39.7	33.6	31.7
15-16	9.2	4.5	4.3	5.3	6.6
17-	1.0	0.7	1.3	6.3	4.9
Not known	0.2	0.2	0.1	0.2	0.6
Mean age	12.3	12.1	12.1	12.2	12.2
Median age	12.3	12.2	12.2	12.2	12.2

Source: Shore Register, 1946-75.

School Entrants, 1946-75 Occupations of Fathers (%)

Occupational group	Cohort					(Census 1966)
	1946-50	1951-58	1959-65	1966-70	1971-75	
Upper professional						
Architects engineers	6.9	6.8	5.4	4.8	5.2	
Natural scientists						
univ. teachers	0.9	1.0	0.7	2.7	2.8	
Med. practitioners,						
dentists	7.5	9.7	12.5	15.8	11.3	
Pharmacists	2.1	0.2	0.4	0.3	2.4	
Clergymen	0.6	1.2	1.8	1.8	2.4	
Judges, barristers,						
solicitors	4.5	5.2	4.7	5.1	3.8	
Accountants,						
auditors	4.8	8.7	9.6	5.1	4.7	
Stockbrokers	0.9	1.0	2.2	1.5	0.5	
Ship, aircraft officers		0.2	0.2		0.5	
Total	28.2	34.0	37.5	37.1	33.6	(3.5)
Graziers, wheat and sheep farmers						
Wheat, sheep farmers	0.6	0.2	0.2	0.3	0.5	
Graziers	14.5	10.9	11.6	13.7	12.7	
Total	15.1	11.1	11.8	14.0	13.2	(2.7)
Lower professional						
Professional medical workers			0.2		0.5	
Teachers	0.6	1.2	0.7	0.6	1.9	
Writers, artists	0.9	0.4	0.4	1.2	0.9	
Advertising	0.6	0.8	0.7	0.3		

	1946-50	1951-58	1959-65	1966-70	1971-75	(Census 1966)
Public relations			0.2			
Wool classers			0.2			
Other professional	2.1	3.1	3.1	2.1	1.4	
<i>Total</i>	4.2	5.5	5.5	4.2	4.7	(4.5)
Managerial						
Public service						
administrators	3.0	1.7	1.3	2.4	2.4	
Inspectors	0.3		0.2			
Manufacturing	9.6	8.7	6.7	6.8	5.7	
Building,						
construction	1.2	1.4	1.1	1.2	1.4	
Transport,						
communication	1.2	1.9	2.2	0.9	1.4	
Finance	3.9	4.8	4.0	1.2	5.7	
Commerce	5.4	6.6	8.3	6.5	4.7	
Personal services	0.3	0.6		1.2	1.4	
Rural services	3.3	1.7	2.0	1.2	2.8	
Business services	6.0	5.4	6.7	5.7	6.6	
Mining	0.3	0.4	1.1	2.1	1.4	
<i>Total</i>	34.5	33.2	33.6	29.2	33.5	(7.9)
Self-employed						
proprietors						
Shop owners, small						
business	1.2	1.9	2.0	1.5	1.4	(0.8)
Other farmers						
Fruit, vegetable	0.9	0.8	0.2	0.3		
Mixed	1.8	2.3	1.3	1.8	2.4	
Dairy	0.3			0.3		
<i>Total</i>	3.0	3.1	1.5	2.4	2.4	(4.4)
Clerical and related						
Book-keepers	0.9	0.6	0.9	0.6	0.5	
Clerks	0.9	2.1	0.4	0.9	1.4	
Public servants		0.2		0.3		
Insurance, real						
estate salesmen	0.3	0.8	1.3	1.2	1.9	
Commercial						
travellers	1.2	0.6	0.7	1.2		
<i>Total</i>	3.3	4.3	3.3	4.3	3.8	(11.5)
Members of armed						
services/police						
Armed services	2.1	0.2	1.1	0.9	1.4	
Policemen					0.5	
<i>Total</i>	2.1	0.2	1.1	0.9	1.9	(2.2)
Craftsmen and foremen						
Instrument maker	0.3					

	1946-50	1951-58	1959-65	1966-70	1971-75	(Census 1966)
Mechanic	0.6					
Plumber, welder		0.2				
Electrician		0.6				
Building foreman	0.3					
Printing tradesman	0.3		0.2			
Bakers, brewers		0.4				
<i>Total</i>	1.5	1.2	0.2	—	—	(21.3)
Process workers						
Food worker			0.2			
Drivers		0.4				
<i>Total</i>	—	0.4	0.2			(6.5)
Domestic service						
Chefs, cooks		0.2				
		0.2				
Other						
Other		0.4	0.4	0.6	0.9	
Parliamentarians		0.4				
<i>Total</i>		0.8	0.4	0.6	0.9	
Not stated	6.6	4.3	2.5	6.0	4.7	

Note: The figure in the far right-hand column is the national 1966 Census figure for particular occupational groups.

Source: Shore Survey.

School Leavers, 1946-75 (%)

<i>Total Years at Shore (%)</i>					
<i>Cohort</i>					
	1946-50	1951-58	1959-65	1966-70	1971-75
<i>No. of Years</i>					
Less than 1	0.1	0.2	0.1	0.5	0.1
1	3.1	2.9	2.7	2.9	4.5
2	9.4	4.5	3.8	6.8	8.7
3	10.9	7.1	4.6	3.5	4.4
4	14.4	15.2	8.2	7.4	7.0
5	21.1	24.7	30.1	7.9	5.0
6	18.8	16.7	22.2	38.2	37.4
7	11.5	14.9	13.0	9.3	10.1
8	7.1	9.4	10.9	12.3	12.6
9	3.1	3.9	4.0	10.2	9.2
10	0.4	0.6	0.4	1.0	0.2
11	0.1			—	—
Mean years	5.0	5.3	5.5	5.9	6.8
Median years	5.0	5.3	5.5	6.0	6.4

	Age on Leaving (%)				
	1946-50	1951-58	1959-65	1966-70	1971-75
-9	0.1	—	0.1	—	—
9	0.1	—	—	0.3	—
10	0.3	0.3	0.4	0.3	0.1
11	0.4	0.3	0.4	0.4	0.6
12	1.6	1.5	0.7	0.5	1.2
13	2.1	2.0	1.1	1.8	2.8
14	2.8	2.5	1.2	2.0	2.8
15	5.5	6.8	4.3	2.0	4.7
16	22.4	23.3	17.6	9.7	7.7
17	41.2	48.3	55.4	28.3	28.9
18	21.9	13.8	18.0	51.5	47.0
19	1.5	1.1	0.9	3.4	3.2
20	—	0.1	0.1	—	—
Mean age	16.6	16.5	16.7	17.2	17.4
Median age	16.8	16.7	16.9	17.5	17.6

Note: Due to some inconsistencies in maintaining the Register, analysis of which was ended at 1975, the figures for 1971-75 may be slightly inaccurate.

Source: Shore Register, 1946-75.

School Leavers, 1946-81 Occupations (%)

Occupational group	Cohort				
	1946-50	1951-58	1959-65	1966-70	1971-81
Upper professional					
Architects, engineers	4.1	4.5	7.7	7.2	4.4
Natural scientists, univ. teachers	0.7	2.7	4.0	2.4	0.5
Med. practitioners, dentists	12.2	11.0	8.7	9.3	5.1
Pharmacists	1.8	1.9	0.2	0.3	
Clergymen	1.1	0.8	0.5	1.0	0.5
Judges, barristers, solicitors	8.1	4.8	10.8	6.6	2.5
Accountants, auditors	2.6	7.0	8.2	10.3	5.4
Stockbrokers	2.2	1.9	0.9	0.7	0.5
Ship, aircraft officers	0.7	0.8	0.7	0.3	0.5
Total	33.5	35.4	41.7	38.1	19.4
Graziers, wheat and sheep farmers					
Wheat, sheep farmers	0.4	0.6	0.5		0.2
Graziers	15.9	14.0	8.2	5.5	4.0
Total	16.3	14.6	8.7	5.5	4.2
Lower professional					
Medical workers		0.2	0.2		0.7
Teachers	1.1	1.7	3.3	4.5	2.1
Writers, artists	2.6	0.4	0.9	2.4	2.5
Draftsmen, technicians			0.2	0.3	
Advertising	1.8	1.0	1.2		0.3

	1946	50	1951-58	1959-65	1966-70	1971-81
Public Relations	0.7			0.5	0.3	0.2
Other professional	1.5	2.5		5.9	7.9	6.6
<i>Total</i>	<u>7.7</u>	<u>5.8</u>		<u>12.2</u>	<u>15.4</u>	<u>12.4</u>
Managerial						
Public service						
administrators	0.4	1.0	1.9	0.7	0.3	
Inspectors		0.6	0.5		0.3	
Manufacturing	4.8	8.3	4.9	3.8	0.7	
Building, construction	1.1	1.7	1.2	1.0	0.5	
Transport, communication	1.8	1.4	1.4	1.7	0.3	
Finance	3.3	4.7	3.8	4.8	1.2	
Commerce	8.9	7.0	8.2	6.6	3.1	
Personal services	0.7		0.2	1.0		
Rural services	1.8	1.0	0.7	0.3	0.5	
Business services	6.3	4.5	3.1	3.1	1.5	
Mining	0.4	0.2	0.7	1.4		
<i>Total</i>	<u>29.5</u>	<u>30.4</u>	<u>26.6</u>	<u>24.4</u>	<u>8.4</u>	
Self-employed proprietors	1.8	1.7	0.5	1.0	0.5	
Other farmers						
Fruit, vegetable	0.4	1.0	0.5			
Mixed	0.7	2.7	1.2	1.7	1.8	
Dairy		0.4				
<i>Total</i>	<u>1.1</u>	<u>4.1</u>	<u>1.7</u>	<u>1.7</u>	<u>1.8</u>	
Clerical and related workers						
Book-keepers		0.4		0.3	1.0	
Clerks	1.1	0.8	1.4	1.7	4.9	
Public servants	0.4			0.3	0.2	
Insurance, real estate						
salesmen	2.2	1.0	2.6	1.4	0.8	
Commercial travellers	1.5	1.6	1.2	2.4	2.3	
<i>Total</i>	<u>5.2</u>	<u>3.8</u>	<u>5.2</u>	<u>6.1</u>	<u>9.2</u>	
Members of armed services/police						
Armed services	0.7	1.0	0.5	0.7	1.2	
Policemen		0.2		0.3	0.2	
	<u>0.7</u>	<u>1.2</u>	<u>0.5</u>	<u>1.0</u>	<u>1.4</u>	
Craftsmen and foremen						
Fitter/turner					0.2	
Mechanic				0.3	0.2	
Plumber/welder					0.2	
Electrician			0.2		0.5	
Building foreman	0.4	0.2			0.2	
Bricklayers		0.2			0.2	
Bakers, brewers						
<i>Total</i>	<u>0.4</u>	<u>0.4</u>	<u>0.2</u>	<u>0.3</u>	<u>1.7</u>	

	1946-50	1951-58	1959-65	1966-70	1971-81
Shop assistants					0.7
Operative and process workers					0.2
Metal workers					
Personal domestic service					
Gardeners	0.4	0.2		0.3	0.7
Cleaners		0.4	0.2		0.3
Cooks/chefs			0.2		0.2
Catering/waiters			0.2		0.2
Bartenders					0.5
Athletes	0.4				0.7
<i>Total</i>	0.8	0.6	0.6	0.3	2.6
Miners					
Metal miners		0.2		0.3	
Farm and rural workers					
Farm workers					0.5
Jackeroos				0.3	2.8
Hunters, fishermen		0.2			0.2
<i>Total</i>		0.2		0.6	3.5
Labourers					
Labourers				0.3	
Building				0.3	
Storemen/packers		0.2			0.2
Other				0.3	0.5
<i>Total</i>		0.2		0.9	0.7
Other					
Parliamentarians	0.4	0.6			
Student			0.5		5.9
Apprentice					5.8
Other	0.7	0.6		1.0	0.5
Not stated	1.8	0.4	0.2	1.4	20.1

Source: Shore Survey.

School Leavers, 1923-29, 1966-70 Initial Occupations

Occupational Group	Cohorts			
	1923 No.	29 %	1966 No.	70 %
Upper professional				
Judges, barristers, solicitors			1	0.3
Accountants, auditors	2	1.1	1	0.3
Ship, aircraft officer	1	0.5		
Graziers, wheat and sheep farmers				
Graziers	1	0.5	4	1.4
Wheat, sheep farmers	1	0.5		

	1923-29		1966-70	
	No.	%	No.	%
Lower professional				
Draftsmen, technicians	1	0.5		
Public relations			1	0.3
Other professional	1	0.5	6	2.1
Managerial				
Inspectors	1	0.5		
Building			1	0.3
Commerce			1	0.3
Rural	1	0.5		
Other farmers				
Mixed	2	1.1	1	0.3
Clerical and related workers				
Book-keeper	9	4.9	5	1.7
Clerk	44	23.9	23	7.9
Insurance, real estate salesmen			1	0.3
Commercial travellers	2	1.1	4	1.4
Armed Services/Police				
Armed services			2	0.7
Craftsmen and foremen				
Electricians	1	0.5		
Painter	1	0.5		
Building foreman			1	0.3
Shop assistants				
Shop assistants	2	1.1		
Operatives and process workers				
Miscellaneous workers			1	0.3
Personal, domestic and other service workers				
Service station attendant	1	0.5		
Athlete	1	0.3		
Miners				
Non-metal miners			1	0.3
Farm and rural workers				
Farm workers	1	0.5		
Stationhands/jackeroos	25	13.6	6	2.1
Dairy farm workers	1	0.5		
Labourers				
Building labourer			1	0.3
Storemen/packers	1	0.5	1	0.3
Other			1	0.3

	1923 No.	29 %	1966-70 No.	1966-70 %
Other				
Apprentice/cadet	27	14.7	35	12.1
Student	51	27.7	180	62.1
Other	3	1.6	1	0.3
Not stated	4	2.2		

Source: Shore Survey.

School Leavers, 1946-81 Military Service (%)

	Cohort				
	1946-50	1951-58	1959-65	1966-70	1971-81
	22.9	24.0	21.6	14.1	3.6
Branch					
Army	17.0	16.3	15.7	8.6	2.6
Navy	2.2	3.7	1.9	2.8	0.5
Air force	4.8	2.3	4.0	2.4	0.5
Nature of Service					
Permanent	3.7	1.7	4.5	2.4	1.6
Reserve/CMF	16.2	14.7	16.0	11.0	2.0
National service	5.2	7.0	1.2	0.3	—

Source: Shore Survey.

School Leavers, 1946-81 Schooling of Immediate Family (%)

	Cohort				
	1946-50	1951-58	1959-65	1966-70	1971-81
No sons	17.3	19.4	28.0	75.5	97.5
One son	33.9	38.2	38.7	18.6	2.3
Two sons	33.2	30.2	18.5	5.5	0.2
Three sons	11.4	10.5	4.5	0.3	—
Four or more sons	4.1	1.7	0.5	—	—
Total	100.0	100.0	100.0	100.0	100.0
Relative at Shore					
First son	47.2	47.1	39.0	12.4	4.9
Second son	28.4	24.0	16.0	5.2	2.5
Third son	5.9	6.8	4.5	1.0	0.8

Note: The percentages for sons at Shore indicate those previously or already enrolled and those booked in.

Source: Shore Survey

School lists

School Council

The following list of Council members includes known degrees and honours as held during the period on Council; however such information may be incomplete prior to 1934.

Presidents

1889	Most Reverend A. Barry, Bishop of Sydney, MA, DD, DCL	1889–1904	Ven. Canon A. W. Pain, MA	1899–1921	His Honour Judge A. P. Backhouse, MA
1890–1909	Most Reverend Archbishop W. S. Smith, DD, DCL	1889–1894	Rev. H. L. Jackson, DD	1899–1926	Mr A. F. Robinson
1909–1932	Most Reverend Archbishop J. C. Wright, DD	1889–1891	Sir Edward Knox, MLC	1899–1906	Rev. R. E. Goddard, BA
1933–1958	Most Reverend Archbishop H. W. K. Mowll, CMG, DD	1889–1899	His Honour Judge W. H. Wilkinson	1900–1927	Hon. R. J. Black, MLC
1959–1965	Most Reverend Archbishop H. R. Gough, CMG, OBE, MA, DD	1889–1892	Prof. T. T. Gurney, MA	1901–1918	Rev. F. R. Elder, BA
1966–1982	Most Reverend Archbishop Marcus Loane, KBE, MA, ThL, DD	1889–1892	Prof. M. MacCallum, MA	1902–1907	Rev. E. S. Wilkinson, MA
1982–	Most Reverend Donald Robinson, MA, ThD	1889–1891	Mr J. R. Street, MLA	1902–1921	Lt. Col. J. MacArthur-Onslow, MLA
		1889–1898	Mr T. A. Dibbs	1905–1915	Rev. E. Lampard
		1891–1908	Mr F. W. Uther	1906–1923	Rev. J. H. MacLean
		1891–1896	Mr J. St. Vincent Welch	1908–1941	Ven. Archdeacon W. A. Charlton
		1892–1910	Rev. Alfred Yarnold	1908–1945	Mr A. B. S. White
		1892–1902	Mr J. Trevor-Jones	1910	Mr R. G. I. Dent
		1892–1909	Mr A. Newham, MA	1910–1921	Mr C. H. Hodges, MA
		1894–1899	Mr C. O. Burge	1910–1922	Ven. Archdeacon G. D'Arcy-Irvine
		1894–1899	Rev. S. S. Tovey, MA	1910–1927	Rev. G. A. Chambers, MA
		1894–1910	Rev. H. J. Rose, KCL, ThA	1915–1934	Ven. Archdeacon D. Davies, BD, FRHS, ThSoc
		1896–1900	Mr J. de V. Lamb	1918–1921	Rev. A. A. Yeates
		1898–1918/1921–1952	Prof. E. R. Holme, OBE, MA	1918–1932	Mr Randal W. Carey, ACIS
		1898–1901	Rev. T. K. Abbott, BA	1921–1922	Mr L. N. Trees
				1921–1924/1935–1940	Rev.

Members of Council

1889–1898	Ven. Archdeacon W. J. Gunther
1889–1892	Ven. Archdeacon R. L. King
1889–1906	Ven. Archdeacon J. D. Langley

- H.N. Baker, MA
 1921–1950 Mr F.W. Hixson, OBE, VD
 1922–1923 Mr K. Williams
 1922–1932 Very Rev. A.E. Talbot, MA
 1923–1928 Rev. W.G. Hilliard
 1923–1935 Mr W.A. Purves, MA
 1923–1951 Mr H.V. Jaques, BA, LLB
 1924–1948 Mr A.L. Blythe, OBE
 1924–1942 Dr A.H. Moseley, DSO
 1924–1932 Dr F.G. Antill Pockley
 1924–1932 Mr Dudley Williams, MC, BA, LLB
 1927/1948–1959 Ven. Archdeacon F.W. Tugwell, BA
 1928–1935 Ven. Archdeacon H.S. Begbie.
 1928–1951 Lt. Col. Hon. T.A.J. Playfair, DSO, OBE, VD, MLC
 1929–1964 Rev. Dr Canon E.F.N. Cash, MA, BD, ThD
 1929–1948 Rev. O.G. Dent, ThL
 1933–1950 Rev. W.F. Pyke, ThSchol, BD
 1933–1940 Mr R.C.M. Boyce, BA, LLB
 1933–1954 His Honour Judge A.H. Curlew (on active service 1940–1945)
 1933–1957 Mr A.D.W. Fisher, BA, LLB
 1936–1938/1941–1945 Dr (Lt.Col.) H.L. St Vincent Welch, DSO, MB, ChM, DOMS
 1937–1947 Rev. L. Gabott, BA, ThL
 1939–1945 Mr T.A. Strudwick, FCA (Aust.)
 1939–1974 Mr R.B. Hipsley, BE
 1941–1955 Rev. Canon R.J. Hewett, ThL
 1942–1971 Dr A. Distin Morgan, OBE, MB, ChM, DA, FACA, FFARCS, FFARACS
 1944–1959 Rev. R.P. Gee, ThL
 1945– Mr J.E.M. Dixon, OBE, BEc, AASA
 1945–1951 Mr E.C.S. White
 1948–1955 Dr N.F. Babbage, MB, BS, FRCS
 1949–1961 Rev. S.C.S. Begbie, ThL
 1951–1980 Mr R.E. Ludowici
 1951–1953 Ven. Archdeacon F.O. Hulme Moir, ThL
 1951–1959 Prof. D.H. Myers, BSc, DSc
 1952–1959 Dr N.D. Campbell, MB, BS
 1952–1953 Mr R.F. Nettheim
 1952–1953 Mr H.M. Bragg
 1954–1974 Rev. Canon S.G. Stewart, ThL
 1956–1964 Mr D.M. MacDermott
 1957– Dr I.W. Holt, MB, BS, DTM, DTH
 1957–1972 Mr W.L.J. Hutchison, ACA, ACIS
 1957–1975 Mr A.B. Podger, BE
 1957–1970 Mr A.G. Lang, BA, LLB
 1957– Rev. R.S.R. Meyer, BA, BEd, DipJourn, ThL
 1959–1975 Dr T.S. Hepworth, BA, DipEd., ED, MACE
 1960–1977 Mr T.A. Tonkin, BEc
 1960–1965 Right Rev. Bishop M.L. Loane, MA, ThL, DD
 1960–1978 Rev. Canon J.E. Whild, BA
 1960; 1963–1973 Right Rev. Bishop D.W.B. Robinson MA, ThD
 1964– Right Rev. Bishop E.D. Cameron, BD, ThSchol
 1966–1978 Rev. R.C. Weir, ThL
 1966– Prof. L.W. Davies, AO, BSc, DPhil, FInstP, FAIP, FIREE, FTS, FAA, FIEEF
 1970; 1974– Mr D.H. Playfair, MBE, ED
 1970–1977 Mr K.R. Utz
 1972– Mr J. Sedgwick, BEc, FCA
 1972–1980 Mr J.G. Denton, OBE
 1974– Rev. V.W. Roberts, ThSchol, DipRE
 1975–1981 Rev. Dr W.J. Dumbrell, MA, MTh, ThD
 1975– Mr K.J. Palmer, BA, LLB
 1975– Mr J.S. Shellard, BA, LLB, MEd, MACE
 1977–1981 Mr K.N. Nott, AASA, ACIS
 1977–1981 Mr R.A. Hammond, BComm
 1978– Rev. G.S. Gardner, BA, ThSchol
 1978– Rev. R.T. Platt, BD, ThL, DipRE
 1980– Dr B.J. Amos, MB, BS, FRACP, FRACMA
 1981– Mr P.D. Davis, BA, MEd, MACE
 1981– Mr R.M. Blanshard, AASA, ASIA
 1982– Rev. T.J. Hayman, ThL
 1982– Mr G.E. Butchard, MIPM

Officers of Council

When present, the President of Council has always chaired Council meetings. Since 1929, there has been a chairman of the Executive Committee of Council. Between 1929 and 1945 E.R. Holme, as senior member of Council, chaired the Executive Committee when present. Brigadier T.A.J. Playfair was chairman of the Executive Committee from 1945 to 1957 and Mr R.B. Hipsley in 1957–58. In 1958, Mr J.E.M. Dixon assumed the position. Effectively, the chairman of the Executive Committee had become the Chairman of Council. In 1966, the Council formally established the post of Chairman of Council. Mr J.E.M. Dixon has been the first incumbent.

Since almost the beginning of Council, there has been an honorary secretary and honorary treasurer elected from among members. Until 1921, the Secretary was also bursar. The office holders are set out below:

Honorary Secretary

Rev. H.L. Jackson 1889–1893
 Mr A. Newham 1894–1905, 1907
 Prof. E.R. Holme 1906, 1908–1918
 Mr A.B.S. White 1919–1928
 Dr A.H. Moseley 1929–1939
 Mr R.B. Hipsley 1940–1947, 1949–1951
 Mr E.C.S. White 1948–1949
 Mr R.E. Ludowici 1952–1963
 Mr A.B. Podger 1964–1973
 Mr J. Sedgwick 1974
 Mr D.H. Playfair 1975–

Honorary Treasurer

Sir Edward Knox 1889–1890
 Mr T.A. Dibbs
 Mr T.A. Dibbs 1891
 Mr F.W. Uther (acting) 1892–1902
 Mr A.F. Robinson 1903–1920
 Mr R.W. Carey 1921–1926
 Mr A.L. Blythe 1927–1945
 Mr A.D.W. Fisher 1946–1956
 Mr D.M. MacDermott 1957–1961
 Mr T.A. Tonkin 1962–1974
 Mr J. Sedgwick 1975–

Headmasters

1889–1900 Mr E.I. Robson, BA (Cantab.), MA (Melbourne). Scholar of Christ's College, Cambridge. Classical Tutor of Ormond College, Melbourne.
 1900–10 Mr C.H. Hodges, MA (Oxon). Scholar of Queen's College, Oxford. Assistant Master, Radley College. Assistant Master, Rugby School. Headmaster, Townsville Grammar school.
 1910–22 Mr W.A. Purves, MA (Oxon). Scholar of Queen's College, Oxford. Senior Classical Master, Ruthven School. Second Master, Townsville Grammar School. Senior Classical Master, Melbourne Grammar School. Headmaster, Toowoomba Grammar School.

1922–58 Mr L.C. Robson, CBE, MC, MA (Oxon), BSc (Sydney), FACE. Scholar at Sydney University (Mathematics). Rhodes Scholar for NSW (1915). New College, Oxford. Senior Maths. Master, Geelong C. of E. Grammar School.
 1959– Mr B.H. Travers, AM, OBE, MA, BLitt (Oxon), BA (Sydney), FACE. Rhodes Scholar for NSW (1940). New College, Oxford. Master, Wellington College, Berks., and Cranbrook School, Sydney. Headmaster, Launceston Church Grammar School.

Staff

- Rev. D. Davies, MA 1889–1924
 A. McC. Hughes, BA 1889–95
 C.H. Linton, MA 1889–1925
 A.J. Kelynack, BA,
 LLB 1889–90
 W. McKay, Sergeant Major
 (School Sergeant) 1889–1909
 J. Langhans, BA 1889–92
 L.A. Baker 1890–1926
 A.H.D. Purcell, BA 1890
 A.D. Hall, BA 1891–1925
 E.R. Holme, BA 1891–94
 G.H. Devonshire, MA 1892–97
 R.G. Burnside, RAM 1893–1901
 D.C. Selman 1894–99
 F.A.A. Russell, BA 1895–96
 K. ff. Swanwick, BA 1896
 H.C. Blaxland, BA 1897–99
 E.T. Turnbull 1897–98
 H.E. Whitfield, BA,
 BSc 1897–98
 A.C. Pilkington, BA 1897–1900
 D.P. Evans-Jones,
 BA 1899–1900
 F.N. Frith 1900–11
 A.H. Yarnold, M.A. (old
 boy) 1901–04
 R.G.H. Walmsley, BA 1901–45
 H.H. Dixon, BA 1902–37
 Rev. A.N. Garrett, ThC 1902–03
 H. Wilshire, MA 1903–18
 J.F. Elphinston, BA 1903–06
 W.R. Morgan 1903–16
 C.B. Fidler, BA 1903–18
 Sgt. Major Anderson 1903–05
 J.R.O. Harris, MA 1904–29
 J.L. Pulling 1904–38
 I.G. McKay, BA 1905–10
 Sgt. Ross (School
 Clerk) 1905–08
 F.C. Hales 1906–11
 Sgt. Major A. Cooke-Russell
 (School Clerk) 1908–11
 C.H. Kaepfel, MA 1910–14
 A.C. Ross, BSc 1910–12;
 1915–20
 R.P. Franklin, MA 1911–15
 C.R. Franklin, BA 1911–13
 A.S. Warren (School
 Clerk) 1911–13
 Sgt. Major FJ Davidson (School
 Clerk) 1911–40
 F.K. Barton, BA 1912–18
 H.B. Simpkins, BA 1913
 E.O. Hutchinson, BA 1913–14
 A.D. Marchant, BA 1913–18
 J.P. Chard, BA 1914–17
 P.C.A. Fornachon, BA 1914
 A.S. Clark, BSc 1914
 W.S.B. Crawford, BA 1914–16
 R.M. Abernethy 1915
 S. Le Maistre, BA 1915
 J. Bogle, BA 1915–16
 C.S. Hutchinson, BA 1915–23
 A.R. Brown, MA 1915–17
 M.A. Charlton, BA 1915
 J.H. Hedges, BA (old
 boy) 1915–27
 E.M. Bagot, MA 1916–53
 R.J. Jackson, BA 1916–18
 F.L. Grutzmacher,
 F.C.S. 1916–30
 C.A. Foggan, BA 1916–19
 H. Hunt, BA 1917–19
 C.S. Tiley, BE (old boy) 1917–57
 Rev. C.P. Brown, MA 1917–20
 Rev. G.M. Searcy, MA 1917–20
 Rev. P.J. Sharp, MA 1917–21
 I.A. Rose 1918–19
 J. Gibson, MA 1918–21
 A.J.A. Waldock, BA 1918
 A. McD. Armstrong,
 BAgSc 1918
 D. Short 1918–20
 A.W. Bates 1918–19
 J. Clark, MA 1919–38
 R.M. Cooke, BSc 1919
 A.L.G. Mackay, BA 1919–21
 Rev. R.E. Freeth, MA 1920–27
 L.J. Eddy, MA, DipEd 1920–21
 C.S. Yarwood, DipEd 1920–21
 F.A. Robertson 1920–25
 A. Ouvrier 1920–26
 F.A. Lenthall 1920
 G. Shaw 1921–22
 A.S. Sams, BA 1921–36
 E.J. Clinch, BA, BSc 1921–57
 W.S. Hool 1921–22
 Miss M. Mackey, BA 1921–44
 I.F. Jones, MA 1921–64
 J. Clemenger 1921–22
 J.B. Burrell, BA 1921–54
 H.V. Byth, BA 1922–23
 W. Dancer, BA 1922–23
 B.G. Davey, AFIA 1923–47
 P.H. Eldershaw, BA,
 MACE 1924–65
 R.M. Sturt, BA, LLB 1924
 S.C. Lyon 1924–25
 R.P. Palmer, BA 1924–25
 Rev. H.P. Fewtrell, MA 1924–25
 A.A. Heath 1924–25
 F.V. Nicholson (bursar) 1924–36
 E. Mander Jones, BA 1925–38
 J.L. Pilkington, MA,
 LLB 1925–26
 S. Ick-Hewins 1925–27
 E.G.H. Weeks, BA 1925–27
 S.B. Snow, MA 1925–26
 G.H. Broinowski (old
 boy) 1925–47
 C.E.M. McConnell 1926
 C.E. Burgess, MA 1926–47
 J.B. Lane, BA 1926
 T. Channer 1926
 H.K. Hunt 1926
 M. Synnott 1926–29
 H.A. Gregory, BA 1926–27
 S.G.O. Martin, BA 1927–34
 P.J. Barwick, BA 1927
 L.C. Furnell, BA, BEc 1927–33
 D.L.G. Agg-Large 1927
 N.G. Hills, BSc 1927
 R.W. Keegan 1927
 J.R. Elliott, BA 1927
 J.C. Pope, MA 1928–50
 Rev. N. a' B. Backhouse, BA,
 DipEd 1928–52
 M.W. Ashton, BA 1928
 Rev. C.T. Debenham,
 ThL 1928–32
 H.W. Grigg, BA,
 MACE 1928–67
 E. Robinson 1928–31
 G. Vaughan, BA 1928–29

- E.B. Lester, MA 1929–31
 J.F.E. Monckton, MA 1929–47
 G.A. Fisher, BA, BSc 1930–39
 J.N. Pascoe, BEc 1930–65
 G.H. Clarke 1930–31
 B.P. Lawrence 1930–31
 S.C.S. Begbie (old boy) 1930–37
 P. Radford, BA 1931–34
 T. Inglis Moore, BA 1931
 W. Sawkins, BA, DipEd,
 MACE 1932–74
 L.B. Wenzholz, BSc 1933
 L.S. Richards, BA 1933
 J.C. Nield, BA (old
 boy) 1933–34
 E.L. Dixon, BA 1934
 C.H. Grace, BA 1934
 F.M. McCracken, BA 1934–38
 T.B. Whight, BA 1935–38;
 1947–68
 P. Childs, MA 1935
 E.K. Stewart, MA 1935–45
 G.P. Campbell, MA 1935–39
 F. Shann, BA 1935–36
 T.A. Lappin, BA 1935–37
 R.A. Gilfillan, BA (old boy)
 1936–68
 W.M. McGregor 1937–64
 H.R. McWilliam 1937–38; 1940
 R. Anderson (bursar) 1937–62
 I.M. Edwards 1938
 F.W.B. Lord 1938
 A.R. Rupp, BA 1938–56
 T. Milfull, BA 1939–71
 Rev. T.H. D. Kitley, BA,
 ThL 1939–46
 D.P. Fomenko, BEc,
 MLitt 1939–60
 J.G. Hendry, BA 1939–45
 C.J. Mathieson, MSc 1939–45
 W.H. Brierley 1939–56
 P. Bretherton 1939
 E.C. Arnold 1939–44
 R.H. King, MA 1939; 1941
 K.D. Anderson, MA,
 MACE 1940–71
 W.V. Butler, MA 1940–48
 N.M. Goddard, BE, AMIE (old
 boy) 1940–64
 Mrs M.M. Kirsten, BA 1940–45;
 1947
 L.H. Watson, MA 1940
 J.P. McAuley, BA 1940
 H.G. Shaw (old boy) 1940;
 1948–49
 W.N. Dowling, BA 1940–67
 Sgt Maj. P. Sellick (School
 Clerk) 1940–48
 Miss M.E.G. Holmes,
 BA 1940–46; 1957
 J.V. Terry, BA, DipEd,
 MACE 1941–69
 P.R.M. Jenkins, MBE, BA,
 MACE (old boy) 1942–
 Dr M. Clarke, MA,
 PhD 1942–44
 H.C.W. Prince, MA 1942–65
 N. Back 1943
 R. Nilsson 1944–47
 G.W. Rowden, BSc,
 DipEd 1944–47
 Mrs J.C. Pope, MA 1944
 Mrs E. Gourlay 1944–45
 Mrs M. Gallia 1944–45
 P.B. Wood (old boy) 1945
 A.E. Mitchell, M.A. 1946–53
 R. Pullen 1946
 N.A. Emery (old boy) 1946;
 1951; 1958–
 J.W. Lipscomb (old boy)
 1946–54
 Mrs G.F. Allman 1946–57
 G.F. Allman (old boy)
 1947–57
 Rev. A.F. Dryden, ThL 1947–51
 J.W. Burns, BA (old boy) 1947–
 D.J.W. Anthony, BSc 1947–48
 Dr T.H. Visser, PhD, MusD,
 TGD, MACE 1947–70
 H.B. Simpkins, BA, DipEd 1948
 Rev. H.T.G. Forster 1948–49
 Sgt Maj. J.H. Dixon, JP (School
 Clerk) 1948–71
 J.G. Haslam, AAA 1948–50
 M.M. Helsham (old boy) 1948
 G.T. Bawtree 1949–50
 L.M. Jamieson, BA,
 MACE 1949–72
 C.J. Nommensen, BA,
 DipEd 1949–54
 M. Porter, BA 1949–50
 S.C. Noake 1949
 D.A. Cameron (old boy) 1949
 J.R. Bernard, BA, BSc,
 DipEd 1950–59
 B.R. Machin 1951–52
 R.S. Walters, BA 1951–52
 W.R. Richards (old boy)
 1951–53
 Rev. J.F.W. Mason, BA,
 ThL 1952–60
 E.R. Woolmington, BA 1952–55
 D. Foa, BA 1952
 C.H. Lloyd, MA 1952
 Rev. R.F. Bosanquet,
 BA 1953–58; 1966–
 P.A. Fuller 1953–55
 J.L. Brown 1953
 R.M. Blanshard, AASA (old
 boy) 1953–63
 D.A. Webster, BSc (old
 boy) 1954–58
 R. Blomfield, BE, DipEd, MACE
 (old boy) 1954–1983
 R.K. Doig, ASTC 1954–
 D.J. Shawcross 1955
 J.K. Morell, BA, DipEd (old
 boy) 1955–62; 1963–81
 J.E. Colebrook, MA 1956–
 R. Sowden, BA 1956–58
 B.K. Alldis, BA, BSc (old
 boy) 1956–63
 B.G. Hamilton, MA 1956–59
 M.H. Howard, BA, TC 1955–57;
 1959–
 L.L. Alexander 1957
 J.W. Mathers, DipPhEd,
 TC 1957–
 A.J. Moyes, MA 1957–
 A.G. Farr, BEc (old boy)
 1957–62
 M.W. Morris, LMusA, LRCM,
 LTCL, DSCH 1957–60
 A.C. Lemon 1957–58
 A.E. Stafford, ACP 1958–
 K. Graham, BA 1958–64
 W. Foulkes, TC 1958–

- Rev. P.B. Ball, ThL,
 DipRE 1959-63
 M.T. Walker, BA, DipEd 1960
 P.C. Beaumont 1960
 D.S. Litster, BSc 1960-63
 D.J. Rossell, BA,
 DipEd 1960-69; 1971-
 J.A. Moses, BA 1960
 R.K. Chambers, BEc, DipEd,
 ABPS, AFAIM 1960-82
 E.J.D. Swabey, BA 1960-61
 N.A. Broadhurst, MSc,
 DipEd 1960-66
 M. Dudman, L. Mus. A.,
 DSCM 1960; 1968-69
 D.R. Bonner-Davies, BA 1960
 S.P. Gebhardt, LLB 1961-66
 J.H. Winstanley, LRAM, ARCO,
 MACE 1961-66
 Rev. L.M. Abbott, BE, BD,
 FRASM, ARACI, ThL,
 DipEd 1961-73
 G.J. White, BEc 1961-77
 P.J. Philpott, TC 1961-73
 N.T.A. Jackson, TC 1961-69
 T.W. Brewis, BA 1962-73
 I.R. Barlow, BSc 1962-74
 D.J. Ward, BA 1962-64; 1972
 J.E. Wilson, BA 1962-70
 J.E. McCann, BCom, AASA,
 ACAA, ASTC (Bursar) 1962-
 M.G. Ham, BSc, BEd,
 PCE 1963-66
 I. Leigh Cooper, TC 1963-64
 F.H. Ross, BSc, DipEd 1963-76
 G.A. Cousins (old boy) 1963-64
 D.J. O'Brien 1963-66
 W. Chambers 1964-69
 G.J. Lewarne, BSc (old
 boy) 1964-
 T.T. Davey, DipAg, FRHortS,
 FCS 1964-65
 B.J. Edwards, TC 1964-
 T.G. Macartney, MSc 1964-75
 M.J. Alexander (old boy)
 1964-65
 D.C. Raadgever, DipFr, Ger, Sp
 (Amst.) 1964-78
 R.C. Peterson, BA, TC 1964-66;
 1977-
 Rev. D.C.S. Smith, ATTI 1965;
 1968-75
 S. Waterhouse, TC,
 DipPhEd 1965-67
 B.G. Turner, BA 1965
 W. McAdam, BSc,
 DipEd 1965-67
 H. Hall, BA, TC 1965-67
 P.R. Carroll, BA,
 DipEd 1965-72
 M. Paige, TC 1965-66
 Rev. V.H.J. Caley, BAgSc,
 DipEd, ThL 1966-67
 J.W. Moir, BA 1966-73
 M.J. Laide, BA 1966-70
 P.J. Cornish, BA,
 DipEd 1966-77
 S.W. Gillespie 1966-
 P.R. Roberts, BA 1966-67
 W.B.S. Pierce, FRCO, FCTL,
 LMusA 1966-74
 D.G. Barry, BA 1967-69
 A.J. deV. Hill, BA, FRGS,
 MACE 1967-77
 R.C. Keft, TGD 1967-68
 J.W. Sleep, BSc 1967-69
 S.A.J. Caldbeck, BA,
 TC 1967-70
 P.H.R. Meyer, AMusA (old
 boy) 1967-68
 M.G. Isbell 1967
 G.I. Feletti, BSc 1967-68
 B.R. Noble 1967
 Rev. R.E. Evans, BA, ThL,
 MIAA 1967-
 A.F. Henry, MA 1967
 D.G. Spurr, BA, LittB, MEd
 (Admin), DipEd,
 MACE 1968-
 D. Horsfield, BA, TC 1968
 R.K. Whiley, MA, DipEd,
 MACE 1968-
 W. Newton, BA, DipEd 1968-69
 J.C. McBride, BComm 1968
 M. O'Sullivan, BSc,
 DipEd 1968-70
 W.T. Reinholdt 1968-71
 A.R.P. Steele, BSc, CertEd (old
 boy) 1969-79; 1983-
 M.T. Harrow, BSc, TC 1969
 J.R. Gorham, BA, DipEd,
 MA 1969-
 C.J. Davey, BSc, TC 1969
 N.J. Curran, BA 1969-79
 C.W. Hawkins, BA, MSc,
 TC 1969-
 Rev. N. Macintosh, BD,
 ThSchol 1969-72
 J.B.R. Terry, FTCL 1969-71
 A.J. Owen, BA, DipEd 1969-72
 R.J. McIntosh, MA,
 DipTG 1970-
 R.A. Evans, MIA 1970-79
 H.T. Andrew, BA 1970-73
 L.A. Peterkin, DipPhysEd,
 OD 1969-71
 R.G. Puller, PE Inst 1970-
 H.J.W. Pidoux, MA, Cert
 Ed 1970
 R. Stark, BA DipEd 1970
 D.G. Nicholls, BSc, MSc 1970
 K.L. Clegg, GPED,
 CertEd 1970-75
 K.E. Jones, BEc, AEd 1970-79
 C.M. Potter, BSc 1970-77
 B.R. Dawson, BA 1971
 D. Hicks, BA 1971-73
 B.R. Nicol, CertEd 1971-80
 W.M. Eastern, BSc, DipEd 1971
 Mrs G.R. Hart, BA, DipLib,
 MACE (librarian) 1971-
 A.M. Ashby, MA 1971-78
 N.J. Gilbert, BSc 1971-72
 I.R. Chapman 1971-73
 Chief Petty Officer, BR Scott,
 (School Clerk) 1971
 M.D. Mills, BA 1972
 Sgt Maj. R.V. Crosby (School
 Clerk) 1972-79
 Sgt Maj. A.J. Pickard (School
 Clerk) 1972-77
 K. St. Heaps, TGD (old
 boy) 1972-77
 B.N. Field, TC 1972-73
 A.A. Gow, BA, TC 1972-
 C.E. Fearon, MSc, TC 1972-74
 C.R. La Flamme, BSc, DipCE,

- DipEd 1972–
 A.A. Gormley, AMusA 1972–78
 F.G. Cooke, MA, TC, Dip Goethe Inst 1972–
 M.T. McKaughan, DipTG (old boy) 1972–
 J. Melamed, BA 1972–73
 L.R. Harding, LRSM, TC 1972–74
 M. Pitt, BA, MA, FRGS, MACE 1973–75
 R.K. Abbey, BSc, DipEd, MEd 1973–82
 Mrs M.M. Orchard, DipMusEd, LTCL, AMusA 1973–75; 1983–
 R.G. Goligher 1973–
 G. Souris, BEc, AASA 1973–76
 D.G. Paulson, ASTC 1973–74
 J.J. Jenkins, BA (old boy) 1973–
 I.N. Gilfeather 1973
 N.A. Webb, BA, TC 1973–82
 M.B. Ferguson, BA 1973–
 M.B. Robinson, BA, DipEd, BA (old boy) 1974–80
 F.E. Sharpe, BA, DipEd 1974–
 B.S. Harley, BSc 1974–76
 G.F.H. Aicken, BA, CertEd 1974–75
 M. Ridley, BA, CertEd 1974
 Rev. B.C. Maxwell, ThL, TC, DipRE 1974–79
 K.J. Perrin, BA, DipEd, MEd 1974–
 D.G. O'Neil 1974
 H.A. Rose, BA, DipEd 1974–78
 S.J. Crawshaw 1974
 Rev. D.G. Duchesne, BA, MA, ThL 1974–
 J.P. Kinny, BSc, TC 1974–80
 P.D. Butler, BA, DipEd, PGCE (old boy) 1975–82
 R.A. Coady, BArch 1975–
 H. Whyte, BMus, DipEd 1975–80
 A.D. Cavill, BSc, DipEd (old boy) 1975–
 D.I. Walker, BSc, DipEd 1975–80
 A. Kingsford Smith, BA (old boy) 1975–79
 P.B. Storey, BA, DipEd 1976–
 D.W. Stewart, DipTeach 1976–
 A.R. Wheeler, BA, DipEd 1976–80
 N. Reid, BSc 1976
 Mrs H. Thomas, AMusA, LTCL 1976–78
 P.P. Grant, BEc 1977–
 L.R. Dobb, BScAg, DipEd 1977–
 Miss D. Simpson, BA, TC, DipLib 1977–
 D.R. Alexander, BA, DipEd (old boy) 1977–82
 K.M. Gilmour, MA, DipEd 1978–
 W.G. Cockell, LLB (old boy) 1978–80
 P.C. Gilchrist, BComm 1978–
 F.J.L. Dale, MA, CertEd, RSA, DipTEFL 1978–82
 J.H. Moore, ED, TC 1978–79
 G.L. Pearce, BComm, TC 1978–81
 Mrs H.B. Vallance, BA, DipEd 1978–
 Mrs C. Long, DipTeach, MHCC 1978–80
 C.E. Silvester, BA DipEd 1978–
 M.M. Bishop, BSc, PhD, ARACI 1978–
 J.A. Meakins, BA, DipEd 1978–
 S.F. Russell, BA, DipEd 1978–
 Sgt Maj. M. Sinclair (School Clerk) 1978–82
 J.E.C. Clark, BScAg, MSc, DipEd 1979–80
 R.A. Shirlaw, CofW 1979–
 R.A. Fox, AMusA (old boy) 1979–
 Maj. T. Parvin (School Clerk) 1980–
 G.O. Uebergang, BA, DipTeach 1980–
 J.R. Leckie, BA 1980–
 A.J. Bird, BA, DipEd 1980–
 T.P. Devin, BA, DipEd 1980–
 D.L. Anderson, DipTG 1980–
 R.C. Dick, BEc, DipEd 1980–
 D.S. Eldridge, BA, DipEd 1980–81
 P.L. Roberson, DipTeach 1980–
 C.M. Wagstaff, BMus 1980–
 D.H. Courtney, BA, DipEd 1981
 J.J. Wilkinson, BA, DipEd 1981–
 D.S. Mason, Cert C & J (old boy) 1981–
 G. Korocz, DipTeach 1981–
 R.A. Clarke, BA (old boy) 1981–
 Mrs M.A. Croft, BSc, DipEd 1981–
 L.R. Lilian, BA, TC 1981–
 A.M. Laing, MA, PGCE 1982
 A.M. Watts, BSc, DipEd 1982–
 D.B. Gates, BA, DipEd 1982–
 G.O. Muggleton, BA 1982–
 R.H.W. Crouch, BA, DipEd 1982–
 T.M. Pitman, BA, DipEd 1982–

First in General Proficiency

- 1889 G.R.C. Clarke
 1890 A.H. Yarnold
 1891 A.H. Yarnold
 1892 A.H. Yarnold
 1893 G.R.C. Clarke
 1894 J.F. Fitzhardinge
 1895 H.P. Harriott
 1896 H.P. Harriott
 1897 A.B.S. White
 1898 F.L. Nash
 1899 F.L. Nash
 1900 F.L. Nash
 1901 S.H.B. Bradley
 K. Williams
 1902 K. Williams
 1903 H. Bullock
 1904 R.L. Newmarch
 1905 K.B.F. Lumsdaine
 1906 K.B.F. Lumsdaine
 1907 C.J. Tozer
 1908 C.J. Tozer

1909	R.C.M. Boyce	1951	M.H. Harpur	1899	S.H.O. Holtermann
1910	L.B. Heath	1952	B.J. Amos	1900	R.S. Reid
1911	H.W. Cuthbert		P.J. McGrath	1901	R.N. Hickson
1912	E.A. Woodward	1953	J.A. Stiles	1902	C.F. Kater
1913	L.S. Dudley	1954	W.B. Clarke	1903	O.G. Dent
1914	E.M. Tyler		M.H. McLelland	1904	O.G. Dent
1915	W.J. Maclean	1955	A.F. Cooper	1905	K.N. Allen
1916	A.L. Clowes		B.D. Doust	1906	H.F. Clarke
1917	A.L. Clowes		R.S. Merrillees	1907	H.H. Massie
1918	A.M. Welsh	1956	J.R. Milfull		I.L. Longwill
1919	G.H. Broinowski	1957	B.D.O. Anderson	1908	C.J. Tozer
1920	F.R. Louat	1958	R. Sinclair	1909	R.J.A. Massie
1921	J.H. Todhunter	1959	C.S. Phegan	1910	C.W.L. Pulling
1922	A.P. Blake		J.D. Heydon	1911	R.C. Anderson
1923	J.C. Jaeger	1960	R.J.B. Bosworth	1912	K.B. Voss
1924	T.A.G. Holmes	1961	J.G. Graham	1913	V.T. Hall
1925	L.F. Fitzhardinge	1962	P. Evans		H.D. Pulling
1926	S.P. Bellmaine	1963	R.B. Hudson	1914	C.E. Hart
	T.J. Dunbabin	1964	S.W. Elliot		J. Blackwood
	L.F. Fitzhardinge	1965	T.M. Drevikovsky	1915	A.A. Heath
1927	T.J. Dunbabin	1966	P.R. Sinden	1916	A.T. Edwards
1928	K.N.E. Bradfield	1967	G.J. Keen	1917	R.S. Halcombe
1929	F.G. Hole	1968	S.R. Pickering	1918	H.F. Wilson
1930	R.E. Makinson	1969	A.J. Makai	1919	L.S. Hudson
1931	C.F. Weston	1970	R.G. Davies		A.H. Curlewis
1932	J. Isbister	1971	L.R. Townley	1920	L.O. Rutherford
1933	J.D. Steed	1972	P.A. Cole	1921	H.T. Boazman
1934	A.G. Lang	1973	T.S. Olds	1922	R.G.O. Harris
1935	D.J. Richards	1974	R.P. Salmon		L.L.S. Barr
	N.C. Stokes	1975	A.D. Lee	1923	L.L.S. Barr
1936	A.E.M. Geddes	1976	J.D. Collins	1924	T.M. Scott
	B.E. Swire	1977	A.J. Black	1925	D.R. Litchfield
1937	M.N. Kelly	1978	M.C. Copeman		C.S. Stuart
1938	B. Whittle	1979	M.B. Allworth	1926	C.S. Middleton
1939	P.R.M. Jenkins	1980	K.Y. Chee	1927	J.M. Vernon
1940	P.R.M. Jenkins	1981	I.C. Cope	1928	A.D. Hudson
	J.A. Friend	1982	G.J. Bond	1929	F.C. Taylor
1941	P.A. Hanks			1930	T.T. Halstead
1942	T.W. Horne			1931	G.C. Cullis-Hill
1943	G.L. Melville			1932	E.C.S. White
1944	W. Ritchie			1933	H.M. Vincent
1945	M.L. Foster			1934	J.R. Burrell
1946	K.D.G. Edwards				W.H. Travers
	H.H. Jamieson			1935	T.A. Tonkin
	P.F. Peters			1936	E.B.J. Smith
1947	B.T. Shearman			1937	B.H. Travers
1948	A.W. McAuley			1938	B.P. Jay
1949	R.A.S. Noble			1939	M.M. Helsham
1950	J.F.R. Kerr			1940	A.V. Maxwell

Senior Prefects

1891	A.H. Yarnold
1892	A.H. Yarnold
1893	G.R.C. Clarke
1894	J.F. Fitzhardinge
1895	G.A. More
1896	J.N.F. Armstrong
1897	A.B.S. White
1898	W.G.B. Boydell

1941 P.N. Shaw
 1942 N.A. Emery
 1943 J.J. Coghlan
 1944 A.D. Eedy
 1945 A.J. Burns
 1946 D.H. Playfair
 1947 D.F.H. Freeman
 1948 J.D. Webster
 1949 G.G. Hawker
 1950 D.A. Webster
 1951 F.S. Bennett
 1952 J.C. Warden
 1953 P.J. Bramma
 1954 C.B. Gordon
 1955 M.J. Swinburn
 1956 A.D. Warden
 1957 A.J. Lane
 1958 J. Sedgwick
 1959 C.S. Phegan
 1960 D.L. Cay
 1961 S.G. Litchfield
 1962 D.G. Barling
 1963 G.R. Hodgkinson
 1964 A.F. Howell
 1965 E.R. Gaden
 1966 A.S. King
 1967 R.S. Angyal
 1968 J.R.W. Hyles
 1969 A.J. Falk
 1970 P.E. King
 1971 D.J. Watson
 1972 D.J. Coghlan
 1973 J.H.W. Playfair
 1974 J.W.F. Gidney
 1975 A.K. Buchanan

1976 J.N. Creer
 1977 M.J. Hawker
 1978 A.M. Hawker
 1979 G.J. Irons
 1980 G.H. Burrow
 1981 M.J. Amos
 1982 P.A. Emery

Second Prefects
(office instituted in 1930)

1930 D.M. MacDermott
 1931 E.C.S. White
 1932 C.R. Sinclair
 I.G. Esplin
 1933 J.R. Burrell
 1934 W.H. Travers
 J.N. Sevier
 1935 R.A. Swift
 G.E. Seagoe
 D.L. Dey
 1936 B.H. Travers
 1937 B.L. Geddes
 1938 J.F. Wearne
 1939 B.G. Wileman
 1940 D.R. Osborne
 1941 R.N. Scandrett
 1942 J.R.U. Jamieson
 R.D. Jones
 1943 F.M. MacDiarmid
 1944 J.M.B. Cooke
 1945 P.F. Everett
 1946 D.J. Bennett
 1947 J.W. Shand

1948 I.A. Curlewis
 1949 W.M. Blanshard
 1950 N. McL. Hughes
 1951 W.L. Jamieson
 1952 B.J. Amos
 1953 J.D. Wilson
 1954 M.H. McLelland
 1955 T.J. Wood
 1956 P.H. Lloyd
 1957 R.P. Heath
 1958 P.E. Bassingthwaight
 1959 P.S. Wansey
 1960 D.J. Farram
 1961 D.D. Scanlan
 1962 J.W. Kerr
 1963 R.C. Hudson
 1964 R.M. FitzHerbert
 1965 D.B. Armati
 1966 R.D. St Vincent Welch
 1967 R.J. Lee
 1968 P.C. Gray
 1969 R.I. Hutchinson
 1970 J.J. Jenkins
 1971 R.A. Moyes
 1972 R.T. Leslie
 1973 G.C. Travers
 1974 R.S. Johnston
 1975 R.A. McGregor
 1976 D.L. Watson
 1977 M.W. Warren
 1978 R.D. Creer
 1979 A.S.W. Playfair
 1980 M.J. Amos
 1981 P.A. Emery
 1982 R.J. Stowe

A note on sources

THE debt to a range of secondary sources is indicated in the footnotes. Two deserve special mention. E.R. Holme's "*Shore*": *The Sydney Church of England Grammar School* (Angus and Robertson, Sydney, 1951) is essentially a memoir of the 1890s from one who was an early master and then a long-serving member of the School Council. It provides some interesting commentary on the inner life of the school, including the troubles of the late 1890s. Rather more analytical is David Patrick's unpublished study: 'The History of the Sydney Church of England Grammar School, 1889-1900: Its Origin and Establishment' (BA Hons. thesis, University of Sydney, 1976). His work was of particular use for this history.

There are a number of other unpublished accounts of the history of the school. In 1948, G.A. Dickinson wrote a two-volume typescript entitled 'A History of Shore School July 1889 to May 1910' and a 'History of Shore from 25th May 1910 (to 1922)'. In 1966, C.S. Tiley compiled a 'Chronology of Shore 1901-1910'. The present headmaster, Mr B.H. Travers, holds copies of both. Finally, the school magazine, *The Torch Bearer*, has often published accounts of the school's past. Of particular significance are the anniversary issues of May 1939, May and December 1964, May and December 1969 and May and December 1979.

Unlike a number of other schools, Shore is fortunate in having a very full record of its general administration. The minutes of Council are extant from the first meeting. They were the major primary source material for this history. From 1929, there are also separate minutes of the Executive Committee of Council. Until 1937, these minutes of the Executive Committee are found in the same volume as that containing the general Council Minutes. From 1938 to 1959 the Executive Committee Minutes are bound in separate volumes. After that date they are again bound in the same volume as the general Minutes. From 1923 to 1945 there are also inserted with the general Council Minutes regular reports of the headmaster and of the sub-committees of Council. After 1945, these and other reports to Council are filed separately. Finally, certain correspondence to Council for 1889 to 1930 are contained in the early Minute volumes. After 1930, copies of correspondence to and from Council are filed separately.

All of the above records are held in the office of the bursar. Also in that office are various other records, including Minutes of the Old Boys' Union, the committee on Northbridge Memorial Grounds, the trustees of the Torchbearer Pension Fund and the SCEGS Association, as well as twenty-one boxes and two cartons containing various papers of the previous headmaster, L.C. Robson.

In the office of the headmaster there are held minutes of the General Sports (later School) Committee and Sport Executive (extant from 1913) and the roll of all prefects who have held office since 1893. There is also a file on staff appointments which was not consulted. The present headmaster, Mr B.H. Travers, also holds a number of files on

various topics first generated under the previous headmasterships of W.A. Purves and L.C. Robson. Finally, there is correspondence to and from the headmasters dating from 1946.

The official published record of the School can be best studied in the annual reports to Synod. The early reports from 1887 to 1921 are to be found in the *Votes and Proceedings of the Synod of the Diocese of Sydney*. Later reports are in the *Year Book of the Synod of the Diocese of Sydney*. The bursar's office holds copies of all the annual reports to Synod from 1930. The history of general activities in the school, particularly games, resides principally in the school magazine, *The Torch Bearer*, which has appeared regularly since 1891. Until 1934, the annual reports of speech day appear in *The Torch Bearer*. After that date, the report of the headmaster on speech day has been published in conjunction with the list of prizes awarded. *The Torch Bearer* also contains a number of original literary contributions from the boys. A magazine devoted specifically to stimulating literary effort is *The Blue and White* which appeared for a brief period after World War I. A more prosaic record of weekly activities is *The Shore Weekly Record* which began in 1939.

There are two published registers of the school: the first appeared in 1905; the second in 1926. As indicated in the Appendix, the register was coded for statistical analysis. Since 1939 there has also been a record card for each boy in the school maintained specifically to record his academic results and other activities and achievements. Each card also lists address on entry as well as the occupation and religion of parent or guardian.

Apart from these official records, there is also the unofficial 'Shore Archives'. The archives are a particularly useful photographic record of the school. They contain also documentary sources and numerous hardware items.

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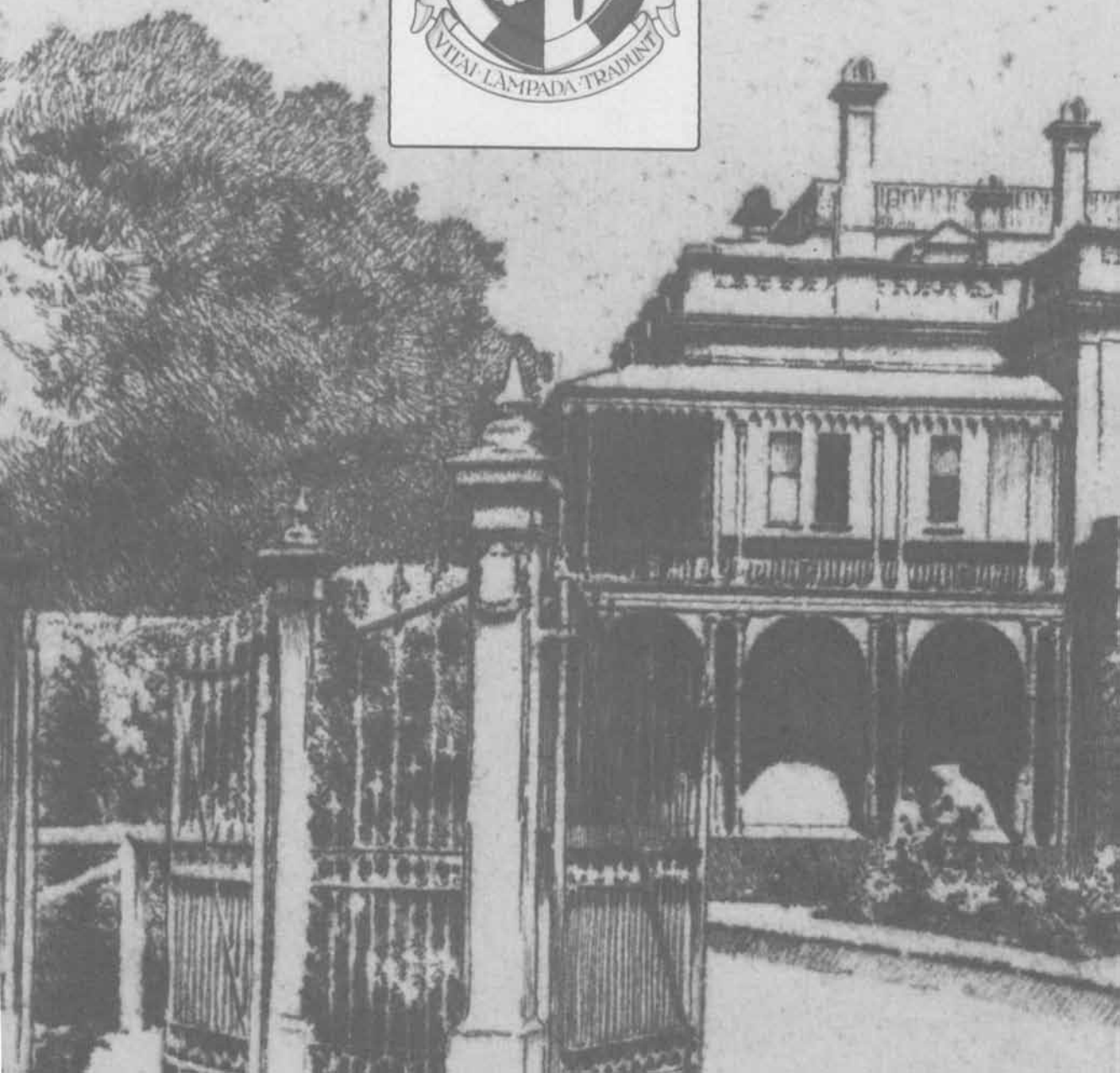
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- Yarrold, A.H. (senior prefect, master and headmaster of Mosman Prep.), 65, 69







Third son of an old boy, Geoffrey Sherington's own acquaintance with Shore began in 1957 when he entered the Prep. After six years of a Shore education he studied Arts at Sydney University, graduating with honours in history. He then taught for a period at the University of New South Wales where he also completed his Master's degree.

In 1970 he went overseas to study in England and Canada, being awarded a Ph.D from McMaster University. He returned to Australia in 1975 and renewed his contact with Shore.

This is his third book, having already written on the history of immigrants to Australia and on English education during the First World War. At present, he lectures in the history of education at Sydney University.

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