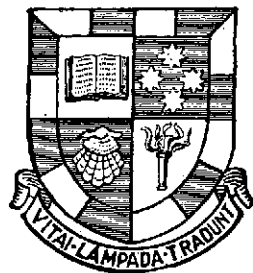


F5
Item
79



**Sydney Church of England
Grammar School**

NORTH SYDNEY

DECEMBER, 1935

President:

THE MOST REV. THE LORD ARCHBISHOP OF
SYDNEY.

Council:

The Ven. Archdeacon W. A. CHARLTON.
The Ven. Archdeacon H. S. BEGBIE.
Rev. Canon H. N. BAKER, M.A.
Rev. E. F. N. CASH, M.A., B.D.
Rev. O. G. DENT, L.Th.
Rev. W. F. PYKE, B.D.
Professor E. R. HOLME, M.A.
Mr. A. B. S. WHITE.
Mr. F. W. HIXSON, O.B.E., V.D.
Mr. W. A. PURVES, M.A.
Mr. H. V. JAQUES, M.L.A.
Lt.-Col. The Hon. T. A. J. PLAYFAIR, D.S.O., O.B.E.,
V.D., M.L.C.
Mr. R. C. M. BOYCE, B.A., LL.B.
Mr. ADRIAN H. CURLEWIS.
Mr. A. D. FISHER, B.A., LL.B.

Hon. Secretary:

Dr. A. H. MOSELEY, D.S.O.

Hon. Treasurer:

Mr. A. L. BLYTHE, O.B.E.

Headmaster:

L. C. ROBSON, M.C., M.A. (Oxford), B.Sc. (Sydney).

Second Master:

H. H. DIXON, B.A. (Sydney).

Chaplain:

Rev. N. a'B. T. BACKHOUSE, B.A., Dip.Ed. (Melbourne).

Master of Preparatory School:

R. G. H. WALMSLEY, B.A. (Oxford).

Assistant Masters:

- J. LEE PULLING.
E. M. BAGOT, M.A. (Adelaide).
C. S. TILEY, B.E. (Sydney).
J. CLARK, M.A. (Edinburgh).
E. J. CLINCH, B.A., B.Sc. (Sydney).
A. S. SAMS, M.A. (Sydney).
J. B. BURRELL, B.A. (Melbourne).
Miss M. MACKEY, M.A. (Royal University of Ireland).
I. F. JONES, M.A. (Queensland).
B. G. DAVEY, A.F.I.A.
P. H. ELDERSHAW, B.A. (Sydney).
G. H. BROINOWSKI.
E. MANDER-JONES, B.A. (Oxford), B.A. (Sydney).
C. E. BURGESS, M.A. (Durham).
J. CARINGTON POPE, M.A. (New Zealand).
H. W. GRIGG, B.A. (Sydney).
J. F. E. MONCKTON, M.A. (Cambridge).
*G. A. FISHER, B.A., B.Sc. (Queensland).
*P. CHILDS, M.A. (Cambridge).
S. C. BEGBIE.
J. N. PASCOE, B.Ec. (Sydney).
W. SAWKINS, B.A. (Sydney).
F. M. McCRACKEN, B.A. (Melbourne).
T. B. WHIGHT, B.A. (Queensland).
E. K. STEWART, M.A. (Sydney).
G. P. CAMPBELL, B.A. (Sydney).
*Mr. Fisher exchanged with Mr. Childs of Shrewsbury
School for 1935.

Miss E. B. WALMSLEY Music
Sergt.-Major F. J. DAVIDSON .. Physical Drill and Gymnastics
W. C. STUART Shorthand
A. J. FISHER Freehand Drawing
H. M. FORD Mechanical Drawing

Bursar:

F. V. NICHOLSON.

Prefects:

Senior: TONKIN, T. A.

Second: DEY, D. L.

WALTON, J. W.
BOURKE, R. U.

CHURCH, J. C.
HOLMES, R. A. G.
SMITH, E. B. J.

WALTON, F. W.
WELCH, S. L. St. V.

BRADHURST, H. C.
BUSBY, H.
FORSYTHE, A.
HIPSLEY, J. W.
POPE, D. C.

SHAW, H. G.
TRAVERS, B. H.
MIDDLETON, L. W.
SWIRE, B. E.

CREAGHE, R. F.
MARSH, J. G. M.
PEDLINGHAM, R. A.
ROBINSON, R. G.
TOOTH, M. A.

SEAGOE, G. E. G.

SWIFT, R. A.

WARD, F. H.

The General School Committee:

President: THE HEADMASTER.

Vice-President: THE SECOND MASTER.

Hon. Secretary: THE SENIOR PREFECT.

Committee: THE MASTERS.

THE PREFECTS AND SUB-PREFECTS.
FORM REPRESENTATIVES.
ELECTED MEMBERS.

Form Representatives:

VIb.—CREAGH, J. O'N.
VIc.—WILLIAMS, J. E.
VA.—GEDDES, A. E. M.
Vb.—MINNETT, P. J.
Vc.—COOPER, R. S.
U. IVa.—BELL, T.
U. IVb.—ROBINSON, D. A.
U. IVc.—WISE, T. W.
U. IV^{REM.}—FISHER, J. W.
U. IVm.—COVENTRY, A. R.

Elected Members:

McKELL, J.
OLDHAM, E. M.
SELFF, E. F.

Captains of Sports:

Athletics: TONKIN, T. A.

Boats: BRADHURST, H. C.

Cricket: BOURKE, R. U.

Football: TONKIN, T. A.

Rifle Shooting: MIDDLETON, L. W.

Boxing: BOURKE, R. U.

Swimming: SWIFT, R. A.

Tennis: BOURKE, R. U.

PRIZE LIST

	DIVINITY.	FORM.	DIVISION.
FORM VI	A. (Walton, J. W.)	(Richards, D. J.)	1a. (Swire, B. E.)
	B. Morrison, D. B.	(Stokes, N. C.)	1b. Swirles, C. M.
	C. Daisley, G.	Epps, R. G.	1c. Tilbury, L. D.
		Tooth, M. A.	
FORM V	A. Waterhouse, E. W.	(Geddes, A. E. M.)	2a. Geddes, A. E. M.
	B. McLeish, J. G.	Thurlow, D. K.	2b. Starkey, W. J.
	C. Hellicar, A.	Hellicar, A.	2c. Kirkby, C. E.
FORM-U. IVA	Yuille, W. E.	(Woodward, W. W.)	3a. Lowick, B. R.
B	Urquhart, A. H.	Hume, I. H.	3b. Newell, P. T.
C	Rudd, B. R.	Lewis, O. C.	3c. Colwell, R. J.
REM.	Dally, J. D. }	Boydell, A. M. B.	3d. Garnock, C. T.
	Flashman, A. C. R. }		
M	Harrison, B. M.	Crowley, A. K.	3e. Oppy, L. N.
FORM L. IVA	Cuthbert, A. B.	(Ward, G. W.)	4a. Shaw, L. N.
B	Dyason, W. H.	Lipscomb, J. W.	4b. Green, D. B.
C	Boydell, C. B.	Standing, G. P.	4c. Rogers, R. R.
M	Munro, W. F.	Arnott, E. C.	4d. Arnott, E. C.
FORM III	A. Robertson, T. I.	(Jenkins, P. R. M.)	5a. Jenkins, P. R. M.
B	Lakeman, A. R.	Lakeman, A. R.	5b. Fairchild, J. C.
C	May, J. L.	May, J. L.	5c. Greenwood, R. E.
M	Neeson, J. L.	Hall, G. M.	5d. Girvan, N. S.
FORM II	A. Butler, G. H.	Cowlishaw, J. A.	6a. Blomfield, R.
B	Maxwell, A. V.	Milne, J. B.	6b. Isles, J. L.
C	Marshall, B. R.	Marshall, B. R.	6c. Osborne, I. R.
D	Stagg, R. H.	Lintou, J. M.	6d. Lintou, J. M.
FORM I	Rhodes, D.	Rhodes, D.	7. Rhodes, D.

PRIZE LIST (Continued)

(a) VI Form—

Brian Pockley Memorial Prize	Tonkin, T. A.	
Burke Prize (the gift of W. Burke, Esq.)	}	
United Services Prize		For General Proficiency aeq. {
War Memorial Prize		
Percival John Sharp Memorial Prize (Form Prize)	aeq. { Richards, D. J. Stokes, N. C.	
Harold Dean Memorial Prize } R. S. Reid Memorial Prize } (Mathematics)	}	Swire, B. E.
A. H. Wade Memorial Prize (Modern Side)		Swire, B. E.
Charlton Prize (Divinity)		Walton, J. W.
John Sidney Wilson Prize (English)		Richards, D. J.
Russell Sinclair Memorial Prize (General Merit)		Holmes, R. A. G.
David Mahlon Cowlshaw Memorial Prize (Latin)		Stokes, N. C.
Herbert Kendall Prize (French)		Wallman, P. H.
Greek (Mrs. Dixon Hudson)		Walton, F. W.
German		Stokes, N. C.
History (Old Boys' Union)		Stokes, N. C.
Physics (Mrs. Cecil Hoskins)		Swirles, C. M.
Chemistry (Mrs. Cecil Hoskins)		Swire, B. E.

(b) General—

Alan Ludowici Memorial Prizes (Form Prize)—

VA.	Geddes, A. E. M.
U. IVA.	Woodward, W. W.
L. IVA.	Ward, G. W.
IIIA.	Jenkins, P. R. M.
Roy Milton French Prize (Modern Side)	Crowley, A. K.

PRIZE LIST—(Continued)

Hunter Stephenson Mathematics Prize	Geddes, A. E. M.
Hunter Stephenson French Prize	Ward, G. W.
Uther Prize (Church Catechism)	Hewett, J. L.
Physics and Chemistry—	
Upper Fourth	Clifton, S. J.
Lower Fourth	Cuthbert, A. B.
General Knowledge (Mr. C. E. Graham)	{ Holmes, R. A. G.
	{ Massie, J. H. H.
	{ Jenkins, P. R. M.
“Torchbearer” Prize (Mr. J. F. Fitzhardinge)	Shaw, H. G.
Debating Prizes (The Headmaster)	{ Walton, J. W.
	{ Richards, D. J.
	{ Bedford, R. D.
Choir	{ Merewether, E. J.
	{ Pearce, J. K.
	{ Wright, J. V.
Music (Senior)	Woods, W. C.
Music (Junior)	Merewether, E. J.
Drawing (Freehand)	Yuille, W. L.
Drawing (Mechanical)	Clifton, S. J.

The School gratefully acknowledges the gift of the Special Prizes indicated above.

DISTINCTION LIST

HIGH DISTINCTION has been awarded to:—

FORM VI	ENGLISH:	Holmes, R. A. G.
	CHEMISTRY:	Swire, B. E.; Smith, E. B. J.; Williams, J.
FORM V	LATIN:	Geddes, A. E. M.
	FRENCH:	Geddes, A. E. M.
	MATHEMATICS:	Geddes, A. E. M.; Walkom, D. G.
FORM U. IV	MATHEMATICS:	Lowick, B. R.
FORM L. IV	ENGLISH:	Cuthbert, A. B.
	MATHEMATICS:	Mackenzie, E. J.; Shaw, L. N.

DISTINCTION has been awarded to:—

FORM VI	ENGLISH:	Dey, D. L.; Pope, D. C.; Richards, D. J.; Robinson, R. G.; Stokes, N. C.; Walton, J. W.
	LATIN:	Stokes, N. C.; Richards, D. J.
	FRENCH:	Wallman, P. H.; Walton, J. W.; Richards, D. J.
	MATHEMATICS:	Swire, B. E.; Holmes, R. A. G.; Young, F. J.; Sands, J. R.
	HISTORY:	Stokes, N. C.; Shirley, A. D.; Richards, D. J.
	PHYSICS:	Swirles, C. M.; Epps, R. G.
	CHEMISTRY:	Sands, J. R.; Young, F. J.; Shaw, H. G.
	GERMAN:	Smith, E. B. J.; Stokes, N. C.; Travers, B. H.

FORM V	LATIN:	Kelly, M. N.; Nield, B. R.
	FRENCH:	Kelly, M. N.; Nield, B. R.
	MATHEMATICS:	Craig, D. P.; Stokes, H. W.
	GERMAN:	Kelly, M. N.; Waterhouse, E. W.
FORM U. IV	FRENCH:	Lowick, B. R.
	HISTORY:	Thomas, E. G. B.
	GERMAN:	Lowick, B. R.; Braddon, R. R.
FORM L. IV	ENGLISH:	Clarkson, J. B.; Lloyd, G. A.
	LATIN:	Shaw, L. N.
	FRENCH:	Mackenzie, E. J.; Gunning, J. P.

CREDIT has been awarded to:—

FORM VI	LATIN:	Walton, F. W.
	MATHEMATICS:	Shaw, H. G.; Tonkin, T. A.; Dey, D. L.
	CHEMISTRY:	Hambly, C. K.
FORM V	LATIN:	Edwards, O. L.
	FRENCH:	Craig, D. P.; Gilet, M. J.; de Greenlaw, G.
	MATHEMATICS:	Edwards, O. L.; Kelly, M. N.
	HISTORY:	Bedford, R. D.; Stow, J. B.
	GERMAN:	Hope, R. M.
FORM U. IV	ENGLISH:	Brown, L. A.
	LATIN:	Woodward, W. W.
	FRENCH:	Tom, G. C. P.; Yuille, W. L.
FORM L. IV	ENGLISH:	Studds, W. J.
	HISTORY:	Mackenzie, E. J.; Lipscomb, J. W.

COMBINED ORDER

Boys whose names are below the ruled lines in the Form Lists, left before the Third Term. (n.p.) means not placed. Order of Merit except in Form VI.

UPPER SCHOOL

VI. A

Creaghe, R. F.
Dey, D. L.
Hambly, C. K.
Holmes, R. A. G.
Oldham, E. M.
Pope, D. C.
Richards, D. J.
Robinson, R. G.
Sands, J. R.
Shaw, H. G.
Shirley, A. D.
Smith, E. B. J.
Stokes, N. C.
Swire, B. E.
Swirles, C. M.
Tonkin, T. A.
Toose, P. B.
Travers, B. H.
Wallman, P. H.
Walton, F. W.
Walton, J. W.
Ward, F. H.
Whiteman, J. D.
Williams, J.
Young, F. J.

Ellis, R. J.
Nettheim, A. F.
Seagoe, G. E. G.
Swift, R. A.
Warren, N. W.

VI. B

Bourke, R. U.
Bradhurst, H. C.
Burns, J. W.
Busby, H.
Church, J. C.
Creagh, J. O'N.
Crombie, D. A. J.
Dey, R. M.
Epps, R. G.
Forsythe, A.
Green, P. B.
Harris, A. G.
Hayley, L. F.
Henning, J. C. L.
Hoskins, H. J.
James, P. C.
Marsh, J. G. M.
McKell, J.
Morrison, D. B.
Self, E. F. L.
Tilbury, L. D.
Welch, S. L. St. V.
Higinbotham, A. H.
Tilbury, C. E.

VI. C

Daisley, G. S.
Dreverman, J. K.
Evans, G. D.
Greenwell, P. H.
Hipsley, J. W.
Ife, N. R.
Middleton, L. W.
Millard, B.
Pedlingham, R. A.
Pronk, H. W.
Swann, L. J.
Tooth, M. A.
Williams, J. E.

Cummins, R. E.
Davison, C. R.
Greenwell, L. P.
McCormick, M.
Mercer, W. J.
Watkin, J. F.

V. A

Geddes, A. E. M.
Kelly, M. N.
Waterhouse, E. W.
Hope, R. M.
Edwards, O. L.
Nield, B. R.
Craig, D. P.
Stokes, H. W.
Walkom, D. G.
Geddes, B. L.
de Greenlaw, G.
Goldring, M. G.
Symonds, M. L. }
Wallman, R. H. }
Yuille, A. L.
Alcorn, S. A.
Fielden, B. H.
Rae, J. M.
Thorp, G. M.
Fitzherbert, J. C.
Fox, D. H.
Symonds, B. B.
Lane, A. I.
Morris, W. L.
Mawby, B. P.
Whittle, J. C.
Gilet, M. J.

Edwards, N. A.
Shaw, W. G.
Whitney, W. T.

V. B

Thurlow, D. K.
Sharkey, W. J.
Bedford, R. D.
Stow, J. B.
McLeish, J. G.
Garrett, D. A.
Young, H. S.
Webb, R. J.
Wood, M. C.
Robertson, J. A.
Hutchison, J. W.
Kirkby, C. E.
Beale, H. E.
Reaney, J. W.
Callahan, P. R.
Minnett, P. J.
Jay, B. P.
Macphillamy, C. H.
Noble, J. E.
Blaxland, P. D.
Waterhouse, J. T.
Lovell, G. T.
Pronk, J.
Slade, D. W.
Lawson, W. H.
Butler, G. H.
Butler, J. L.
Morgan, L. R. (n.p.)

Gloor, A. V.
Sutton, H. L.

V. C

Hellicar, A.
Allcock, B. H.
MacAndrew, K. D.
Haydon, J. B.
Sundstrom, A. C.
Findlater, J. H.
Deakins, R. F.
Wise, H. G.
Ibbatt, P. R. J.
Hewson, G. R.
Neil, R. S.
Munro, D. A. R.
Gardiner, P. E.
Gardner, D. H.
Edwards, C. L.
Reaper, A.
Barnes, J.
Cooper, R. S.
Clayton, H. S.
Mayne, H. F.

Bennett, F. S.
Bevan, R. H.
Collins, R. H.
Fowler, J. O.
Hudson, K. M.
McKellar, L. E. B.
Millard, W. G.
Palmer, D. W.
Robinson, J. C.

UPPER SCHOOL—Continued

U. IV. A

Lowick, B. R.
 Yuille, W. L.
 Woodward, W. W.
 Braddon, R. R.
 Thomas, E. G. B.
 Clifton, S. J.
 Welch, J. B. St. V.
 Lovejoy, D. J.
 Alexander, N. G.
 Hoddle, N. G. }
 Yuill, G. J. F. }
 Allcock, B. G.
 Bestic, A. E. }
 Cort, V. S. W. }
 Richardson, P. C.
 Saunders, J. Q. A.
 Bell, T. }
 Potter, B. H. }
 Geddes, I. A.
 Bourke, R. V. }
 Brown, L. A. }
 Smith, J. H.
 Mackisack, G. H.
 Playfair, P. H.
 Puruell, J. S.
 Jones, K. W.
 Barton, B. R.
 Kerr, R. W.
 Bell, D. G.
 Tcm, G. C. P.

U. IV. B

Hume, I. H.
 Newell, P. T.
 Urquhart, A. H.
 Whitney, G. H.
 Linton, J. E.
 Robinson, D. A.
 Morell, M. T.
 Jones, P. B.
 Neil, H. M. P.
 Yuill, C. K.
 Connor, G. B.
 Magee, D. J.
 Long, M. M.
 Willsford, P. C.
 Finckh, A. M.
 Little, E. A.
 Massie, J. H. H.
 Rathgate, D. D.
 Way, P. F.
 Clark, A. S.
 Oldham, J. E.
 Browne, H. R.
 Cormack, J. A.
 Maclean, R. S.
 White, K. M.
 Griffith, D. L. (n.p.)
 Harris, R. G. (n.p.)

Janes, B. S.
 Green, R. T.

U. IV. C

Lewis, O. C.
 Rowland, E. McG.
 Rudd, B. R.
 Henderson, W. G.
 Wise, T. W.
 Minty, J. C.
 Shrimpton, H. A.
 Pringle, W. A.
 Marr, G. E.
 Pierce, R. E.
 Charlton, G.
 Finlay, J. B.
 Ives, J.
 Moody, G. R.
 Mair, R. G.
 Potter, D. E.
 Finlay, G. G.
 Sands, N. R.
 Clarke, K.
 Gabriel, E. G.
 Early, V. M.
 Moore, C. F.
 Hore, K. V.
 Thurlow, J. H.
 Fewtrell, R. D.
 Colwell, R. J.
 Harvey, I. G.
 Ferguson, A. D.
 Read, W. T.

Connell, A. D.
 Scarvell, E. G.

U. IV. Rem.

Boydell, A. M. B.
 Garnock, C. T.
 Flashman, A. C. R.
 Fisher, J. W.
 Mundell, W. M.
 Bartley, D. T.
 Leate, F. O.
 Morell, J. F.
 Scandrett, R. C.
 Harding, D. B.
 Dally, J. D.
 Broad, R. R.
 Rice, H. E.
 Perkin, J. E.
 Nicol, J. M.
 Baker, J. T.
 Smith, R. J. H.
 George, E. H.
 Sautelle, R. B.
 Millett, E. F.
 Coward, W. G. (n.p.)

Coote, P. D.
 Holliday, E. S.
 Whyte, D. L.

U. IV. M

Crowley, A. K.
 Harrison, B. M.
 Barnes, W. G.
 Oppy, L. N.
 Downes, R. B.
 St. Clair, J. W. D.
 Tindal, A. P.
 Woodhouse, G. R.
 Crombie, M. C.
 Temple-Smith, F. O.
 Scott, A. P.
 Trebeck, E. P.
 Coventry, A. R.
 Lumsdaine, P. A.
 Reid, I. B.
 Webster, G. W. L.
 Buttenshaw, A. A.
 Banyard, J. R.
 Finley, R. K.
 Ashton, B. Y.
 Symes, R. R.
 Kelly, R. H.
 Thompson, F. P.
 Smith, S. F.
 Wright, W. H.
 Tomlinson, J. B.
 Lyttle, S. K. P.
 Abraham, C. G.
 Ludowici, F. J.
 Bull, H. R.
 Griffiths, A. A. (n.p.)

Bassingthwaighe, R. E.
 Girvan, H. H.
 Minnett, J. A.

MIDDLE SCHOOL

L. IV. A

Ward, G. W.
 Mackenzie, E. J.
 Cuthbert, A. B.
 Shaw, L. N.
 Robertson, D. G.
 Clarkson, J. B.
 Gunning, J. P.
 Walton, T. B.
 Howie, E. C.
 Nathan, F.
 Murray-Jones, J. D.
 Dickson, J. G.
 Falk, K. L.
 Anderson, I. W.
 Woods, W. C.
 Studds, W. J.
 Monckton, F. E.
 Farr, A. G.
 Austin, G. L.
 Lloyd, G. A.
 Thomas, H. O.
 Johnston, H. V.
 Webber, L. E.
 Pitman, K. W.
 Neil, H. B.
 Leitch, J. C.
 Dey, P. A.
 Walton, I. C.
 Way, D. R.
 Cameron, K. J.
 Taylor, D. M.

 Milne, J. H.

L. IV. B

Marshall, J. H.
 Irvine, R. B.
 Badham, C. D.
 Lipscomb, J. W.
 Wotton, R. G.
 Dyason, W. H.
 Gunton, G. I.
 Green, D. B.
 McCarthy, J. D.
 Pritchett, W. B.
 Stanton-Cook, B. A.
 Barnes, W. N.
 Swift, R. E.
 Jackson, W. A.
 Warren, E. D.
 Armstrong, B. A.
 Hume, P. H.
 Pugh, N. R.
 Barton, A. B.
 DuVernet, B. S.
 Dean, J. C. H.
 Spooner, S. D.
 Cook, R. H.
 McNab, P. N.
 Bowden, B. H.
 Hirst, C. J.
 McDowell, K. D.
 King, J. C.
 Sheehan, H. D. (n.p.)

 Adamson, C. R.
 Garland, D. G.
 Hope, J. D.

L. IV. C

Standing, G. P.
 Martin, G. C.
 Rogers, R. R.
 Boydell, C. B.
 Forsythe, C.
 MacDiarmid, J. A.
 Savage, R. H.
 Thompson, A. H.
 Blomfield, D. C.
 Fraser, P. A.
 Butler, S. E.
 Dent, J. R. T.
 Inglis, R. R.
 Maxwell, F. A.
 Spain, C. S.
 Cooksey, J. M.
 Venn-Brown, F. W.
 Adams, J. G.
 Briggs, D. K.
 Jackson, H. H.
 Carr, M. O.
 Williams, D. A.
 Nisbet, P. W.
 Taylor, D. W.
 Howell, D. J.
 Lyell, A. R.
 Garland, D. G.
 Sweetland, E. St. J.
 Swinbourne, J. F.

L. IV. Mod.

Arnott, E. C.
 Bridgen, N. L.
 Knowlman, J. F.
 Berntsen, M. O.
 Farram, G.
 Wythes, G. A.
 Glover, E.
 Samuëls, B. G.
 Baker, D. R.
 Wallace, B. L.
 Gawne, A. C.
 Spooner, J. H. B.
 Munro, W. F.
 Johns, R. A.
 Muston, H. K.
 Mackinnon, C. E. O.
 Hall, M. S.
 Lowe, R. N.
 Hüg, A. L. (n.p.)
 Jarrett, J. C. (n.p.)
 O'Donnell, J. L. (n.p.)
 Suttie, G. C. (n.p.)
 Varley, J. A. (n.p.)
 Waterhouse, W. T. (n.p.)
 Blunt, J. M.
 Britten, J. C. J.
 Fotheringham, A. H.
 Hess, A. L.
 Marr, V. J.
 Nash, B. B.
 Robertson, R. S.

LOWER SCHOOL

III. A

Jenkins, P. R. M.
Wallace, J. R.
Robertson, T. I.
Wilson, P. T.
Robins, W.
Chancellor, A. H.
Henderson, J. S.
Butler, B. S.
Griffiths, R. J.
Hirodo, M.
Blunt, E. A. R.
Henry, F. T.
Feather, R. H.
Priest, M. R.
Kemp, A. A.
Moxham, R. M.
Millingen, K. S.
Kraefft, D. F.
Stitt, D. H.
Ross, F. E. H.
Anderson, K. M.
Mighell, H. M.
Beckett, B. S.
Yuill, K. B.
Lyell, J. S.
Merrett, W. K.
Harding, I. G.
Wood, D. E.
Newth, J. K.
Cameron, M. M.

III. B

Fairchild, J. C.
Lakeman, A. R.
Jones, R. K.
Forsyth, M. H.
Symonds, L. S.
Petrie, J. C.
Lyttle, K. P.
Jones, W. B.
Osborne, D. R.
Procter, D. A.
Searle, W. B.
Roughton, D. R.
Morell, D. B.
Davies, P. W.
Hittman, K. C.
Perkins, G. O.
Wright, P. C.
Lang, A. B.
Lang, W. R.
Thearle, L. E.
Conolly, B. R.
Cains, S. P.
Flecknoe, K. J.
Rhodes, E. D.
Wallace, S. K.
Burnet, R. C.
Digby, E.
Bradfield, J. E.
Lynton, J. S.

III. C

May, J. L.
Dunsmore, I. D.
Greenwood, R. E.
Kerridge, N. W.)
Wileman, B. G.)
Burgess, W. F.
Sundstrom, E. M.
King, R. J.
Isherwood, E. K.
Chapman, R. H.
Stanley, J. D.
Meynink, J. L.
Killen, J. G. T.)
Haley, P. E.
Pringle, J. A.
Read, J. C. T.
Stedman, J. N.
Cormack, O. R.
Böwëll, P. J.
Chapman, R. G.
Morgan, J. B.
Lewis, P. M.
Tindal, R. T.
Deane, W. A.
Utz, K. R.
Bowman, A. S. R.
Plackett, F.
Dowling, K. I.

III. M

Girvan, N. S.
Hall, G. M.
Balcombe, G. R.
Harris, S. R.
de Jongh, D. M.
Connell, G. M.
Munro, K. A.
Shiels, E. J.
Neeson, J. L.
Lambell, N. A.
Huby, W. L.
Barnes, J.
Hyams, R. K.
Chounding, D.
Greenwell, M. P.
Green, R. D.
Heron, R. P.
Lane, K.
Smith, N. C.
Ankin, C. T. E.
Bannister, M. K.
Warburton, G. C.
Hagger, M. C.
Miller, J. H.
Britten, H. G. J. (n.p.)
McMaster, J. L. (n.p.)

England, P. G.
Stevenson, R. T. R.

PREPARATORY SCHOOL

II. A

Cowlshaw, J. A.
 Finckh, E. S.
 Butler, G. H.
 Byrne, A. A.
 Dent, J. A. S.
 Howie, J. S.
 Blomfield, R.
 Scandrett, R. N.
 Godwin, J. W.
 Hewett, J. L.
 Bracey, J. E.
 Bell, J. W. F.
 Merewether, E. J.
 Malfroy, J. F.
 King, B. W.
 Keatinge, R. H.
 Oliver, J.
 Pickburn, R. J.
 Saunders, B. P. A.
 Tyson, R. G.
 Scarvell, R. E.
 Howell, H. W.
 Venn-Brown, I.
 Lyne, C. B.
 King, K. L.
 Reaney, P. T.
 Gemmell, C. S.
 Macarthur, J. R. (n.p.)

II. B

Milne, J. B.
 Maxwell, A. V.
 Wood, J. B.
 Ives, R. F.
 Bligh, D. G.
 Murphy, P. V.
 Williams, D. A.
 Williams, W. T.
 Wright, J. V.
 Ilbery, P. L.
 Horley, S. P.
 Isles, J. L.
 Mitchell, W. D.
 Creighton, R. C.
 Hall, J. S.
 Little, G. R.
 Rogers, A. R.
 Gunton, P. E.
 Penn, L. E.
 Vincent, J. H.
 Burggraf, R. P.
 Parsonson, A. C.
 Needham, R. E.
 Fotheringham, R. S.
 Davies, J. L.
 Temple-Smith, E. A.
 Heydon, K. H.
 Meikle, A.
 Roseby, J. G.

Thornton, E. R.

II. C

Osborne, I. R.
 Marshall, B. R.
 Read, B. N.
 Jones, J. R.
 Kerr, G. L. S.
 Shaw, P. N.
 Jordan, B. R.
 Perry, E. H.
 McDonald, G. S.
 Ogden, F. A.
 Suttie, I. C.
 Goswell, K. J.
 Richards, W. E.
 Turner, D. B.
 Taylor, K. H.
 Boekemann, R. W. A.
 Crane, J. M. C.
 Farr, B. G.
 Carey, D. R.
 Woodman, A. L.
 Allen, W. J. B.
 Shirley, G. A.
 Marshall, A. H.
 Maclean, J. P.
 Wilson, A.
 Weekes, J. W.
 Taylor, C. W.
 Brown, D. S. (n.p.)

II. D

Linton, J. M.
 Higgs, R. F.
 Harvey, A. G.
 Turnidge, F.
 East, W. C. P.
 Coward, A. G.
 Gains, R. W.
 Stagg, R. H.
 Wolstenholme, G. V.
 Elliott, J. H.
 Kerridge, A. D.
 Goldring, K. E.
 Hardie, J. B.
 Pearce, J. K.
 Hum, J. D.
 Haley, J. E.
 Brigden, F. R.
 Hardwick, M. R.
 Spooner, B. D.
 Stanton-Cook, R. O.
 Robertson, S. B.
 Laurence, G. L.
 Hardy, G. P.
 Waight, D. J.
 Lambell, W. R.
 Doyle, K. R.
 Hore, P.
 Treloar, J. R.

I. A

Rhodes, D.
 Eaton, R. C.
 Mitchell, G. S.
 Greenberg, T. S.
 Wood, P.
 Stevens, R. W.
 Mackie, D. B.
 Eaton, J. A.
 Meikle, L.
 Stuart, J. A.
 Lawrie, L. G.
 Dunne, L. F.
 Mackinnon, D. F.
 Freeburn, P.
 Walker, R. B.
 Watson, T. O.
 Meikle, T. A.

I. B

Boyd, W.
 Kivell, H. W.
 Adams, P. D.
 Bagot, E. M.
 Small, N. A. (n.p.)

HEADMASTER'S REPORT, 1935.

YOUR EXCELLENCY, MY LORD ARCHBISHOP, LADIES & GENTLEMEN,

Before presenting my formal report, I take the privilege of welcoming Your Excellency to the School, and of offering you our cordial congratulations upon the honours which have been so fittingly bestowed upon you. We assure Your Excellency that in the high office which you are about to assume, you will have the good wishes and dutiful loyalty of all who are represented here, as of all sections of the Commonwealth.

I have the honour to present my report of the varied activities of the School for the past year. The period has been busy and happy. Although it has not been marked by an unusual number of successes such as victories in games or prizes in competitive scholarship, nevertheless there has been a highly satisfactory standard of effort in most, perhaps in all, directions. Two years ago Sir Philip Game was good enough to refer to the School as a "live show"; I counted this a great compliment at the time, and we have since tried to be more worthy of it. From the point of view of School government, the year has been marked by greatly increased confidence. After a period of anxiety, the School has emerged stronger than ever, and with a confidence in its own future which enables it to formulate with assurance plans for progressive development. During the years of financial anxiety, the total numbers in the School did not fall appreciably, but there was a falling in the proportion of boarders: I am now able to say fairly definitely that in 1936 the recovery will be complete and the proportion quite normal.

The building programme has been advanced another stage by the completion of the new School House. Twelve months ago it was possible only to explain the plans for the building, which was then in skeleton form. To-day we are able to invite you to examine the results, and I do so most cordially. The building has been in full occupation since April, and has therefore been fully tested. It can be pronounced a success in every way. If it brings into contrast this less presentable portion of the School, is not, perhaps, entirely to be regretted. The creation of the School which we hope to develop is not a matter solely for those within its boundaries, but is one in which we invite the interest and support of all who are connected with it. I hope that you will see to-day what has been done, and also the great amount which remains to be done, and that many will feel a sense of partnership both in our achievements and in our plans for the future. Our next big task is the re-building of class rooms and laboratories and the construction of a Hall. In this respect, the Council has set itself a

high standard. Possibly we could provide for some of our needs by renovation at a comparatively small cost, but the result would not be satisfactory. The standards of School equipment have rightly risen considerably in recent years, and we propose to aim at something which will stand the test of time. The Council has been considering sketch plans for the next stage of building: though these plans are not sufficiently advanced for publication, they offer a very sound arrangement of the general lay-out, and their completion is chiefly a matter of detail. I am delighted to be able to announce that a gentleman who desires to remain anonymous has offered a thousand pounds towards certain of the new buildings. I shall no doubt be pardoned for expressing the hope that others may see in the School a fitting object for their generosity.

* The health of the School has been very good during the past year and the attendance has been slightly better than in recent years. Since the health of boarders is our special responsibility, I am accustomed to compare the attendance of boarders and day boys: this gives, admittedly, a somewhat incomplete statistical check upon the health record of the boarders entrusted to us, but, so far as it goes, it is distinctly reassuring. There have been cases of individual illness which have given us cause for anxiety, but these have been few in comparison with our numbers. We have not been entirely free from infectious diseases, but the number of cases has been very small. One cannot expect to exclude infectious diseases from a boarding school, but it would appear that the routine, which we adopt to prevent their spread, is meeting with very fair success. I feel justified in commending highly the vigilance exercised in this respect by house masters and their matrons: and take this opportunity of acknowledging also the unremitting attention given by the School Medical Officer, in the course of, and often much in excess of, the duties laid upon him.

* It is the conviction of Schools such as this that religion is the first and most important element of a liberal education. In the life of the School, there is a continuous attempt to give full effect to this principle, and to present religion in an appropriate manner. But just as it is hard to describe in its due proportion the somewhat indefinite result of class-room work, so it is hard to convey the spirit with which we endeavour to animate our religious teaching. The chapel services take place daily, but there is every effort to give them variety and purpose and meaning. Once a week as a rule instruction is given and there is practice in the musical part of the service so that all may be encouraged to take part in worship with understanding. There is also regular and carefully graduated instruction of classes in the prayer book as well as in the Scriptures. I feel

sure that this has had great effect, and I thank both the Chaplain, Mr. Backhouse, and also Mr. Walmsley, for the great thought and enthusiasm which they have devoted to these matters. We have had addresses on several week days on topics illustrative of the general work of the Church. The Open Sundays have been held as usual once per term: this year the preachers were His Grace the Archbishop, the Headmaster of The King's School, and Canon R. B. S. Hammond. As is our custom, important festivals of the Church year have been observed, and the sacred characters of Anzac Day and of Armistice Day have been marked by appropriate services. I again am happy to acknowledge the zeal shown by the choir, and the great support given to it by several of the School staff, and also by that most enthusiastic of Old Boys, Mr. Gordon Turnbull.

With deep regret I record the passing in July of Langford Baker, whose name is so much a part of the history of the School. He joined it in 1890 and served upon the staff until the end of 1927. It is quite impossible to do justice in a few words to his life and work. He seems to me typical of those schoolmasters for whom our nation has a deep respect to which it far too seldom gives expression. Their work is done in a way which brings them neither fame nor high reward; but it is done steadily and faithfully and its influence is beyond estimation. I have never heard any but kindly words of Mr. Baker, and perhaps this is the reward which he would treasure most. His work lay, for nearly forty years, mainly in the Middle School among boys of 13 to 16 years of age, as the "Torchbearer" says: "leading the eager ones, encouraging the triers, urging the recalcitrants." It is such men as he who have won for the Public Schools the place which they hold—men of no great ostentation, but of kindly nature and simple sincerity.

The work of the School has gone forward steadily in the Class room. In 1934, 77 boys gained the Intermediate Certificate and 46 the Leaving Certificate. On the whole, the passes were of good standard and call for no special remark. There were rather fewer good Leaving passes and rather more good Intermediate passes than usual. Duty compels me to give these figures because they are the only figures which can be given in relation to the routine teaching which forms the daily task of the School: they represent very inadequately the work of only two of the eight grades of which the School is composed; but in referring to the work of the School, as a whole, I must content myself with speaking in somewhat vague and general terms; we are not satisfied with it: I should not like to think that we ever should be. Nevertheless, there has been sound progress, and quite as much diligence and success as usual.

* Last year I drew attention to the success of boys of all-round ability. I am happy to say that the record has been well maintained. The list of principal prize winners contains the names of many of the School's leading athletes, and there are many examples in lower classes of success in work and in games. I do not wish to suggest that all boys can be expected to achieve success in several departments of school life: any boy is doing well who tries hard in the various activities toward which his interest and ability lead him. However, it is a very fair claim that the tradition is now firmly established that hard work and hard play are both possible and worth while.

The public examinations with all their defects are still with us, but, though there is little visible sign of reform, I am optimistic enough to believe that it must and will come soon. It is interesting to know that discussions are going on in other countries very similar in many ways to that which has been and is proceeding here. There is, in fact, much activity in thought throughout the world concerning secondary education and the very pressing problems associated with it. Naturally, the problem presents itself in various countries with various complexions, according to the need which happens to be most acute in each country at the moment. But fundamentally, as it appears to me, it is a struggle between, on the one hand, a desire for reasonable internal freedom in schools, and on the other hand, the standardising influence which almost inevitably accompanies large-scale organisation. Everywhere education by the State has increased enormously in the last few decades, and the rate of increase is now becoming even greater. More types of education are being recognised and developed. There are far more pupils and they are staying at technical, commercial, and other schools longer, both by choice and also by force of economic circumstances. Furthermore, it is being realised steadily throughout the world that the appetite for education is growing rapidly. While public policy and common sense suggest the encouragement of this appetite and its satisfaction, it is at the same time becoming more and more apparent that a partial solution of the problem of finding employment lies in the raising of the age of compulsory education. Hence, although the problem of organisation has been acute in the past, it is rapidly becoming more pressing; and in the building up of an organisation to deal with large numbers, it is only too easy to lose sight of the fact that individual schools grow best not by conforming rigidly with a common scheme, but by varying within reasonable limits from it. Common standards and the way of measuring them assume importance: and it is found difficult to allow within schools of the same type varieties of method of

arriving at a common goal. Throughout the world this danger that the machine may subdue the initiative of the individual has been growing in acuteness, but at last it would appear to be recognised as a danger. As educational administrators are becoming more and more preoccupied with the problem of large numbers, many schools and many practising teachers are growing more anxious to free themselves from restrictions upon their individuality. Here in N.S.W. the problem seems to me to have the characteristics which I have endeavoured to outline. It is to be regarded not necessarily as a conflict between the administrator and the schoolmaster but as a process of mutual adjustment. We have seen the public examinations, for example, grow as simple methods of co-ordinating the work of a large body of schools. They have now assumed an importance in the public mind, and also in the minds of teachers and others, which they were never intended to have. Furthermore, they have come to be used for a variety of purposes apart from those which they were intended to serve. They have steadily taken the Schools into their grip, and the latter, having awakened to find themselves captive, are finding it by no means easy to secure their freedom. Re-adjustment must come and it must be of such a kind as to allow greater liberty to Schools than they now enjoy. Progress in education is far more likely to come through the corporate spirit of the School as the unit than by the machinery of the most sympathetic administration: hence there must be freedom for the School as the unit to make trial of new ideas and new curricula. Similarly, improvement in the art of teaching is likely to come from the initiative and intellectual activity of the teacher who is in daily touch with the problems of the individual pupil: therefore, the spirit of research should be encouraged in him and he should be free to follow the path which he finds by experience suited to his own powers and to the needs of his pupils. Liberty is to be desired for private schools even more than for those under the State. The latter, having a common trunk, cannot from their nature differ vastly one from another. The former, however, have a greater opportunity of developing a separate individuality, and, by making wise use of this opportunity, they can render a useful service to the educational progress of the whole State.

Though the results in G.P.S. games, were not as good as in recent years, I have no fear that this indicates a falling-off in keenness. Our experience in athletics illustrates my justification for saying this. The senior team was eighth out of nine competing schools, the lowest place, I believe, which we have ever occupied. Yet the energy and enthusiasm given to training and the skill of coaching were undoubtedly even greater than in 1934, when we won the competition handsomely. There were more

boys in training than ever before and they worked with more spirit and determination. The Junior team had results more in keeping with its efforts and was only very narrowly beaten for first place. In cricket and football we obtained only mediocre results, if we are to measure our success by our place in the competition table. Yet on many occasions both teams played exceedingly well. The principal reason for their comparative lack of success was, I believe, the very simple one that they met several better teams. I have no doubt that they will commence next year with a renewed determination to succeed. The crew secured the one victory of the year: after a neck-and-neck struggle with our traditional rivals, Grammar, they won in the last few hundred yards by a margin so small as to indicate that the difference between the crews was negligible. The second crew was third and the third crew dead-headed for second place. The Shooting Team was fourth in a year of very close competition: the second rifle team was beaten by only one point for first place. In tennis, which does not rank as a major sport, the team won the inter-school series of matches and also retained the Fairwater Cup in the annual match against S.G.S.

* A few years ago I heard the opinion expressed frequently that games were occupying too large a place in school life, or at least that inter-school competitions were looming too large. I have not heard this opinion so often recently, and, indeed, I think that there is less justification for fear. Schools well know that they reap the kind of harvest which they sow, and that, if they sacrifice other things to proficiency in games, they are bound to suffer in the long run. There was, and perhaps is, ground for fear that, since more is heard of school games than of other activities, the general public may not be fully aware of the variety of life which exists within the School. Games are developed with the definite object of cultivating qualities of chivalrous character; they enable boys to intermingle freely in an atmosphere of mutual consideration; among their minor uses is the opportunity which they give for boys to meet masters and for masters to meet boys. They have a very definite place and there is much in maintaining them in their place with balance. At present I feel fairly well satisfied with the School in this respect. I have mentioned the fact that many prominent athletes, junior and senior, have done well in work; this is a healthy sign. That we have suffered a lean year philosophically and with confidence in the future is also a healthy sign. There should be a philosophic attitude towards defeat, but there should also be a powerful will to win. That there is no lack of the latter has been shown on many occasions, notably in the boat race and in the recent match between the First Eleven and Riverview.

* I find this healthy attitude among the minor teams in various games. For example, it was most invigorating to watch many of the junior football teams; though no great importance is attached to the result of their games, there is no lack of energy or enthusiasm or determination. Again, in the House Regatta which was held this term and in the training for it, there was the same energy and keenness, perhaps the more praiseworthy in the mind of one who knows the rigours of fixed-seat rowing. The Boxing Tournament and the Swimming Carnival were further examples, both excellently organised and keenly contested.

* The various other interests of the School have been well maintained. For the past six years we have had little difficulty in maintaining a Voluntary Cadet Corps of 180, which is about as many as can be handled. Military training cannot of course be entirely fun, but there is, on the whole, very good interest and keenness. Over 90 per cent. of the Corps went into camp last week. The teaching and examination for non-commissioned and commissioned ranks has met with a particularly keen response: there are now eight officers and thirty-seven N.C.O.'s, all efficient and able to pull their weight in instruction and leadership. The Corps won the Vicars Cup for Miniature Rifle Shooting and the Merris Match on the open range during the year. The Kirby Shield for drill was wrested from us after having reposed in the hall for many years. There is probably no need for me to emphasise again this year the value which I place upon the Cadet Corps' work: by providing an avenue for individual achievement, a training in self reliance and initiative and a reinforcement of discipline, it makes a great contribution to our corporate life.

* The interest in Scouting has continued without abatement. The School troop has held several camps and made numerous expeditions into the country. A number of Scouts under the leadership of Mr. H. W. Grigg attended the Jamboree at Frankston in Victoria in January last. Mr. R. A. Gilfillan, an Old Boy, is at present the Acting-Scoutmaster; he has rendered service to us for which we are deeply grateful. The Group Committee of parents, under the presidency of Mr. R. J. Sands, has given most valuable support to the troop and has provided it with much splendid equipment. In order that boys may get the most out of Scouting, it is desirable that they should join the troop as soon as they are eleven years old; they then have several years' Scouting at an age when they most enjoy the games and the camp life.

* Debating and literary activities have been maintained satisfactorily. The Debating Team, though it did not win, performed very creditably in the inter-school debates and was eliminated only by the narrowest margin. The Dramatic Society revived

itself very successfully, indeed during the present term and produced two plays in very creditable manner. Their enthusiasm infected very happily the Lower Fourth Forms, who, in their turn, presented three one-act plays last Tuesday. Those who have followed recent issues of the School Magazine, "The Torchbearer," will agree with me that a remark in commendation of it is overdue. Its recent expansion and improvement reflect the time and thought devoted to it by the editorial committee. It has grown in liveliness and interest, and at the same time keeps its traditional position as a dignified record of School doings.

* Once more I have to thank the Old Boys for the expression which they have given to their loyalty to the School, particularly through their two organisations, the Union and the Club. The dinner was again very successful. There was an enormous attendance at the annual dance, which was exceptionally well organised and well conducted. The Old Boys' Tea attracted more than 300 Old Boys on 4th October. I am glad to take this opportunity of expressing my personal appreciation of the work of the Union Committee and its executive and of the officials of the Club: they not only conduct the affairs of their respective organisations with great energy and efficiency, but also show in many ways deep and practical interest in the welfare of the School itself. Not the least practical illustration of this is the personal interest which they show in the award of the bursaries which the Union gives annually. It is, I hope, a satisfaction to them to know that these bursaries are of very great benefit and are highly appreciated by the holders.

The School received advice during the year of a generous bequest of £1000 under the will of the late Mrs. Christina Campbell for the purpose of founding a scholarship. The Council has decided that the Scholarship shall be awarded to the best boy in general proficiency in the Preparatory School and that it shall be tenable in the Upper School for two years; it is expected that it will be possible to make the first award at the end of 1936. The name of Mrs. Campbell will be honoured for the gifts which she has made to the cause of education, and the School is grateful for the share of her generosity which it is destined to enjoy.

* Certain important alterations have been made this year in the conditions under which Junior Scholarships will be awarded at the end of 1936 and thenceforward. In future, five scholarships will be awarded, namely, the Archbishop's Exhibition, for sons of Clergy, an open entrance scholarship, a scholarship open only to boys who have been at the School for two years, and two for which entries will be accepted from boys under 14 both

within and without the School. The awards will be made, as hitherto, upon a competitive examination in November. More precise details of the conditions are to be had by specific enquiry at any time.

The prizes this year include two which have been endowed during the year. The "Herbert Kendall" Prize will recall the name of one who was dear to his many friends: his name was the first entered on the School roll. The "David Cowlshaw" Prize will keep green the memory of one who was also held in affection and who, early this year, was cut off by a sad accident at the very outset of a career which held much promise. We are grateful to those who, by endowing the prizes, have shown that they feel that the School is the fitting place for these memorials.

Mr. Patrick Childs leaves us at the end of this year to return to Shrewsbury School, and Mr. Fisher returns to us from Shrewsbury before the commencement of next term. I feel great satisfaction with the general effect of the exchange. Mr. Childs has settled so acceptably into membership of the Staff that we shall be extremely sorry to part with him. I know that he has enjoyed his experiences in this country, and I hope that due proportion of his pleasure has come from his work and life in this School. I hear from the Headmaster of Shrewsbury that Mr. Fisher has won their good opinion and friendship, and the letters which I have from Mr. Fisher himself leave no doubt of the value of the personal and professional experience which he has gained. During the year the Council permitted me to send Mr. Eldershaw and Mr. Grigg each for a fortnight to Victoria: they moved among Victorian Schools and were able thus to enlarge their professional experience.

It is now my pleasure to make an announcement which, I believe and hope, may be of importance in the future of the School. ~~An endeavour is to be made early next year to inaugurate an association of all who are interested in the School.~~ For some time it has been felt that there is a sentiment favourable to the formation of such an association. There are many here who will remember the fêtes which were held for the purpose of raising funds for the Memorial Playing Fields. The material benefit of the fêtes was considerable and we shall always be grateful to those who worked so hard to make them successful. But their benefit was much more than material, for they brought into close personal contact parents, staff, and Old Boys, and all those who felt a sense of partnership in the School. In recent years there has been nothing to provide such a link; and many who have obtained in the past pleasure and interest from close contact with the School have felt the lack of a means of keeping in touch with it.

The proposal has been discussed already by a small number of those who conceived the idea, and they intend to take steps to give effect to it next term. It would perhaps be premature to endeavour to give all the ideas which they have in mind, but a brief outline may be given. Parents of past and present boys, Old Boys, and all who are linked personally with the School will be invited to join. The chief activities will be a meeting in each term: in one term a garden party or social gathering, in another an evening meeting, and so on. By means of occasional bulletins or communications, members will be kept informed of School fixtures and activities. The association will not concern itself with the internal administration of the School. The chief object is to bring together the large body of persons who are friendly to the School, and anxious to realise even more fully the purposes for which it exists; to unite them in a bond of common interest and effort; to fill them with a spirit of faith in the high destiny of the School; and to give them opportunities for sharing with us in our endeavours to make it really a focus of culture and a driving force in the community. Education is an art which is advancing rapidly. Every year sees new ideas—some useless, some full of light. One thing is clear: the school of the future must be no mere collection of class rooms, but a beautiful building, fitted in every way to enshrine an ideal.

Another School year draws to its close. More than a hundred of our boys are about to leave; I believe that there will be few who will take away any but very happy memories of their school days; I hope that they will return from time to time to renew old associations, and that they will keep their interest in the School and the things for which it stands. Next year their places will be taken by the advance guard of another generation. A school is a living force, continuous in life and spirit, in spite of the change in its boys, and growing by the strength which it gives to them; this thought needs no emphasis, for it is surely present in the mind on Speech Day. It is natural that we should to-day think of what has been done in the forty-seven years of the School's history. Yet there remains much to be done. The School is past its childhood days and is growing from youth to confident manhood. It is at the stage at which it can square its shoulders and look forward to an important destiny. It is our hope that not only its boys and its Old Boys, but all those who have some feeling of faith in it, will wish to be regarded as partners in its future.

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