



Sydney Church of England  
Grammar School

NORTH SYDNEY

DECEMBER, 1945

# Sydney Church of England Grammar School

Speech Day—13th December, 1945

## Programme

Visitors are requested to take their seats in the marquee before 3.15 p.m.

At 3.15 p.m. a short service will be held in the marquee.

At 3.30 p.m. the Chair will be taken by His Grace, the Archbishop of Sydney.

### ORDER OF PROCEEDINGS:

Summary of Headmaster's Report.

Presentation of Prizes.

Address by Brigadier The Honourable T. A. J. Playfair, D.S.O., O.B.E.,  
V.D., M.L.C.

Vote of Thanks (the Senior Prefect).

National Anthem.

Tea will be served in School House Quadrangle and in the Dining Hall.

The official visitors will be entertained by the Council and the Headmaster in the Headmaster's Lodge.

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## ORDER OF SERVICE

### HYMN.

O God, our help in ages past,  
Our hope for years to come,  
Our shelter from the stormy blast,  
And our eternal home.

Under the shadow of thy throne,  
Thy Saints have dwelt secure;  
Sufficient is thine arm alone,  
And our defence is sure.

Before the hills in order stood,  
Or earth received her frame,  
From everlasting, Thou art God,  
To endless years the same.

A thousand ages in thy sight  
Are like an evening gone,  
Short as the watch that ends the night,  
Before the rising sun.

Time, like an ever-rolling stream,  
Bears all its sons away,  
They fly forgotten, as a dream  
Dies at the opening day.

O God, our help in ages past,  
Our hope for years to come,  
Be thou our guard while troubles last,  
And our eternal home.

THE SCHOOL LESSON.—1 Peter, ii, 11-25.  
PRAYERS.

## PRIZE LIST, 1945

	DIVINITY	FORM	DIVISION
Form VI A	(Clarke, G. S.)	(Foster, M. L.) aeq.	{ (Bowe, R. C.) (Gilder, W. T.)
Form VI B	Jamieson, H. H.	Jamieson, H. H.	Foster, M. L.
Form VI C	Tidswell, R. E.	Booth, B. D.	Raupach, D.
Form V A	Palmer, K. J.	(Palmer, K. J.)	Edwards, K. D. G.
Form V B	Stanley, H. M.	Lyall, N. D.	McNeil, R. I.
Form V C	Biddulph, M. C.	St. Clair, U. M.	Rothwell, B. L.
Form V D	Coggins, J. S.	Bradshaw, J. L.	Carruthers, B. G.
Form IV A1	Cameron, A. D.	(Benjamin, P. J.)	Benjamin, P. J.
Form IV A2	Dalrymple, F. R.	Nelson, D. J.	Harrison, F. G.
Form IV B1	Creer, J. N.	Goodchild, D. J.	Moses, W. K.
Form IV B2	Hordern, I. R. C.		
Form IV C	Catterall, R. G.	Matthews, D. F.	Hain, R. E.
Form S A1	Willis, D.	(Willis, D.)	Willis, D.
Form S A2	Minnett, J. J.	Mansell, H. C.	Lloyd, D. B.
Form S B1	Yeend, P. J.	Milne, J. G.	Milne, J. G.
Form S B2	Cooper, R. F.	Cooper, R. F.	Bailey, K. G.
Form S C	South, A. P.	South, A. P.	Raleigh, J. B.
Form III A	Nettleton, S. B.	(Corin, R. A.)	Hooke, J. L.
Form III B	Palmer, T. F.	Rutherford, R. B.	Noble, R. A. S.
Form III C	Green, V. J. D.	Gibson, J. B.	Gibson, J. B.
Form III D	Spring, A. H. L.	Hungerford, P. R.	Hungerford, P. R.
Form II A	Maclean, W. H.	Noble, N. R. aeq.	{ Padman, B. J. Leggett, K. C.
Form II B	Foskey, C. J.	Webster, A. M. aeq.	{ Cuffe, W. Warden, J. C.
Remove A	Harpur, M. H.	Harpur, M. H.	Harpur, M. H.
Remove B	Shellshear, P. W.	Widdis, F. C.	Barnier, A. B.
Form I	Walker-Smith, J. A.	Walker-Smith, J. A.	Harris, A. P.

**GENERAL MERIT:** (Valder, P. G. and Mackenzie, B. S., aeq.); Macpherson, D. W.; Richardson, W. R. F.; Hamilton, J. M.; Williams, J. R.; Cormack, B. D.; (Houstone, J. M.); Goldrick, R. B.; Green, J. W.; Palmer, R. D. and Rutter, D. W., aeq.; Myers, J. F.; Clifton, K. P.; Webster, D. A.; Cuninghame, J. B. F.; Kesterton, H. A.; Macdougall, R. J.; Knight, R. G.; Goulston, K. J.; Litchfield, R. M.; Peel, R. W. K.

## PRIZE LIST (Continued)

(a) Form VI—	
Brian Pockley Memorial Prize .....	Burns, A. J.
Burke Prize and United Services Prize (for general proficiency)	Foster, M. L.
War Memorial Prize (2nd in general proficiency)	Melville, A. E.
Percival Sharpe Memorial Prize (VIth Form) ..	Foster, M. L.
Harold Dean and R. S. Reid Prizes (Maths.) aeq.	{ Bowe, R. C. Gilder, W. T.
A. H. Wade Memorial Prize (Modern) .....	Harley, J. D.
Charlton Prize (Divinity) .....	Clarke, G. S.
J. S. Wilson Memorial Prize (English) .....	Melville, A. E.
Russell Sinclair Memorial Prize (General Merit)	Valder, P. G.
Donald Muston Memorial Prize (General Merit)	Mackenzie, B. S.
David Cowlshaw Memorial Prize (Latin) .....	Gilder, W. T.
Herbert Kendall Memorial Prize (French) .....	Foster, M. L.
Ian Menzies Memorial Prize (History) .....	Clarke, G. S.
Monteith Cowper Wood Prize (Physics) .....	Macourt, D. J.
John Kingsmill Phillips Prize (Chemistry) .....	Skidmore, J. A.
(b) General—	
Alan Ludowici Memorial Form Prizes:	
VA .....	Palmer, K. J.
IV A1 .....	Benjamin, P. J.
SA1 .....	Willis, D.
III A .....	Corin, R. A.
Roy Milton French Prize .....	{ Benjamin, P. J. Peakes, G. B.
Hunter Stephenson Mathematics Prize .....	Edwards, K. D. G.
Hunter Stephenson French Prize .....	Edwards, J. K. F.
Uther Prize (Church Catechism) .....	Foskey, C. J.
David Davies Memorial Choir Prize .....	Willis, D.
Torchbearer Prize .....	Melville, A. E.
D. J. Richards Memorial Prize .....	Melville, A. E.
Geoffrey Cohen Memorial Prize .....	Houstone, J. M.
L. R. Benjamin Memorial Prize (Physics and Chemistry in IVth Forms)	Benjamin, P. J.
Physics and Chemistry (Sub-Intermediate Forms)	Willis, D.
General Knowledge Prizes (Dr. H. L. St. Vincent Welch)	{ Nickoll, J. K. Benjamin, P. J. Gallop, E. D.
"Lodge Torchbearer" Prize .....	{ Shearman, B. T. Melville, A. E.
Debating Prizes (The Headmaster) .....	{ Foster, M. L. Mackenzie, B. S.
Choir Prizes .....	{ Codey, P. D. Green, V. J. D.
Play Day Awards—(Open) .....	Form V C.
(Original Play) .....	Finch, D. W.
Physical Efficiency—(Over 14) .....	Stone, J. G.
(Under 14) .....	Tancred, B. J.
Music Prizes—Practical, Senior .....	Barrand, P. H.
"                    Junior .....	Mellor, R.
Theory .....	Myers, J. F.
Orchestra Prize—General .....	{ Rodger, I. C. Walker, A. L.
Junior .....	{ Hunt, D. W. Simos, I. J.
Drawing—Freehand .....	Davidson, R. A.
Mechanical .....	Harrison, F. G.

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

## Report of the Headmaster for 1945

I have the honour to present my report of the School for the past year.

Since our last Speech Day, victory has been won in both theatres of war; and it is right that we should rejoice and acclaim the valour of our fighting men, on sea and land and in the air; and the wise leadership of our King and Queen, and of Mr. Churchill and of the late President Roosevelt; and the steadfastness of all the allied peoples who have stood together for freedom. Yet our rejoicings have been saddened by the realisation of the great gaps made in the ranks of the nation by the loss of so many of the finest of our young men. Our records show that at least 1936 of our Old Boys served in the armed forces of the Empire and 14 in the Merchant Navy. Of them, 138 are known to have given their lives, 23 are posted "missing, presumed dead", 14 "missing, believed killed", 25 "missing", and 11 are prisoners of war "not yet reported".\*

We do honour to them all, and specially do we think of those who will return no more. Their names will be enshrined in the School and they will be held in pious remembrance. We rejoice to welcome back so many from overseas. We find them matured by experience and tempered by endurance. They have shown themselves worthy members of the English race, the toughest that the world has known. It is a joy to meet many of them again, not only for the pleasure of seeing them, but because they give us assurance by their ardent demeanour that our national character is our greatest inheritance, and that it is being preserved in spite of so much that we see around us. We are bound to hope that these young men will find the opportunity to bring to the pressing tasks of peace time the qualities that the war years have discovered in them.

The year's work has been satisfactory, though the School has been conducted under difficult conditions. I need not dwell upon the difficulties. It is to be hoped that some of them will soon pass, and that the strain of the war years will be relieved. No doubt it has done us good to have overcome the troubles which have recently been unavoidable. It is team work and friendship that make a School go forward, and these qualities are, I believe, characteristic of the School. We have a good team—Council, parents, masters and boys—and I wish to thank all members of it for their help and co-operation. I specially thank the three executive officers of the Council, namely, Brigadier Playfair, Chairman of the Executive Committee, Mr. A. D. Fisher, the Honorary Treasurer, and Mr. R. B. Hipsley, the Honorary Secretary. All are Old Boys and are deeply attached to the School. Their attitude is to face problems and to attack them with persistence and with vision. Indeed, during the year the Council has been very active in planning for the School's future. Not much is seen of their activity

\* Details are as follow (as on 3/12/45):

	Navy	Army	Air Force	Total
Enlistment	128	1186	622	1936
Fallen	6	66	66	138
Missing, presumed dead	—	1	22	23
Missing, believed killed	1	8	16	25
P.O.W. not yet reported	—	11	—	11

In addition, 14 in Merchant Navy.

until its results appear later in a forward move. They will soon be looking for your even closer co-operation, and I have no doubt that they will receive it. I regard it as particularly fitting that Brigadier Playfair should be our principal speaker to-day. He is a distinguished citizen and soldier; he is one of us in no fewer than three capacities, as an Old Boy, as the father of two Old Boys and a present Prefect, and as a senior member of the governing body which is so actively consulting for our welfare.

I should like also, before passing on, to place on record our thanks to two gentlemen who have ceased to be members of the Council. Mr. A. B. S. White resigned in September, after many years of active membership. He has been associated with the School for the greater part of his life: as a boy, and one-time senior prefect; as an Old Boy and one-time President of the Union; as a Councillor, for some years Honorary Secretary; as a parent and the father of a senior prefect; and as a generous benefactor. Mr. T. A. Strudwick was recently compelled by ill health to resign. His association is comparatively recent, but has been most valuable during the last few years for his special knowledge of finance.

I am not dissatisfied with the standards of discipline which have been maintained within the School during the war, having in mind the circumstances outside it. There are many influences in present-day life which make it difficult to establish and maintain high standards; and the war has inevitably brought about a slackening of restraint. One cannot be too hopeful that these influences will pass rapidly. It is impossible to shelter growing boys from them entirely, and perhaps it is unwise to attempt it too rigidly. The right course is to give them a high standard and to look to them to act in accordance with it, whatever the influence to which they may be subject. We have undoubtedly found it increasingly difficult lately to do this. There is a growing tendency to adopt careless habits of speech and bearing and general behaviour, to be inexact in carrying out instructions, and to be irresponsible in matters of routine. This is more apparent in the middle and lower School, and it is only fair to the older boys to say that it is not so noticeable in them. We shall do well to make a concerted effort to tighten up without delay, and I ask for the co-operation of parents to this end. There is no doubt that a tidy School uniform is a great aid to a disciplined bearing. It may not be possible yet to insist upon uniform clothing, and we wish to impose no inconvenience or hardship. However, I feel sure that, now that I have pointed out its importance, there will be every effort on the part of parents to overcome difficulties of supply early in the new year. I understand that the material for suits and grey shirts is available and that ties are coming to hand.

Our numbers on the roll were 771 in first term, including 223 boarders. This total is too high, but I find it very difficult to reduce it at present. In practice, it is impossible to exercise more than an approximate control. Entries have been received lately in great numbers for the next four years, and some for the years further ahead. It is obvious that the number who can be accepted for any year depends upon the number remaining in the School from the previous year, and the latter number cannot be estimated with any accuracy more than a few months ahead. There are certain considerations related to enrolments which, though evident to one who is associated with School organisation, are not realised sufficiently clearly by others. It may save misunderstanding if I refer to them briefly. The intake in any year is, of necessity, distributed among boarders and day-boys, and among

various classes, replenishing the enrolment in general from the bottom of the School upward. Very few boys are taken above the Third Forms. A vacancy which occurs through the departure of a day-boy does not create a vacancy for a boarder, nor does the departure of a boy from, say, the Fourth Form, enable a boy to be taken into a different form. Again, if application is made for the enrolment of a boy for a given year, and if there is no room for him in that year, the application is not automatically transferred by us to the following year. Lately we have been troubled—and distressed, for we are anxious to do our best—because some persons have reckoned upon a verbal conversation of some years back as sufficient to ensure enrolment. The lodging of a signed form is, of course, the only application that can be recognised; these are very carefully and systematically recorded and filed. It is surprising how many misunderstandings arise through failure to realise these fairly obvious considerations, and I should like to avoid them, as far as possible.

There were ninety-one passes in the last Leaving Certificate Examination. The general level was satisfactory, though not quite as high as in our best years. Passes of outstanding merit were obtained by Doig, Edwards, Packard and Ritchie. Bull was first in the State in Chemistry. W. P. Nelson and Packard fourth equal in French, and Edwards fourth in mathematics. Under the new conditions, one hundred and nine boys gained the Intermediate Certificate. We published a list allotting "A's" to those whose School record undoubtedly entitled them to the award; there were five, namely, Edwards, Palmer, Richardson, A. B. Shand and Shearman, whom we considered to be worthy of eight "A's." These new conditions are very unsatisfactory. It would be much better to make the examination entirely internal until the time comes—not far ahead, I hope—for it to be abandoned and replaced by a fourth-year examination.

During the last two years the School has been unusually successful in games; indeed, more successful than at any other period in its history. The football team was unbeaten in School games during both years. The eight was second in 1944 and first in 1945. The athletic team and the cricket team were the best in 1944 and the best but one in 1945. These results indicate that a high standard has been established and maintained by the first teams. There has been no more than the usual fluctuation in the standard of the others: some have been better than usual, others not quite so good. We once more won the most important rowing races, first and second fours and junior eights, and had notable success in club regattas. The second eleven was unbeaten during this year. We are very anxious to increase the amount of physical activity and games for the general body of the School. We are conscious that a certain number of boys do not get an adequate amount of organised physical exercise at present, even though so much more is being done for them than formerly. It will take some time to achieve all that we should like to do, while material and labour for grounds are in short supply. We have felt the difficulty most severely in cricket, for which much preparation is necessary.

The many other activities have gone forward extremely satisfactorily. The strength of the Cadet Corps for the year is 355. Uniforms of A.I.F. pattern are now issued. The issue is welcome, though the control of it adds considerably to the work of the officers. 38 boys have attended special courses of instruction and have qualified for various ranks. 13 have held cadet commissions during the year and 19 others have qualified for commissioned rank. The Corps has just completed a seven-day period of continuous training in camp at Wall-

grove. We are maintaining the School Flight of the A.T.C., though the encouragement and assistance are not as great as formerly. We intend to maintain it until the future of the A.T.C. is settled. The training is valuable and is specially suited to certain boys. The Debating Team was most successful and won the G.P.S. Series for the first time since 1937. One of the members, A. E. Melville, won the Lawrence Campbell Trophy for Oratory. Regular debates have been held within the School and have aroused much more interest than formerly. For these successes and for this increase of interest, we have to thank Mr. Kitley. The orchestra has advanced in size and skill, thanks once more to Mrs. Allman. They have appeared on several occasions during the year. On October 12 they gave a concert themselves in the Dining Hall, and their work then reached a very high standard. They have thoroughly earned the compliments that have been paid them, and they deserve all the encouragement that we can give. I wish that we had a suitable room that we could allot to their use. Indeed, we badly need better facilities for the encouragement of music generally. There is no lack of interest or enthusiasm. The School Concert in Second Term again filled the hall on three evenings. The programme was given by the Orchestra, the Octet Club and the Dramatic Society. The Octet Club, under Mr. Monckton, has now for several years given us good entertainment and has given pleasure to its large number of members. Mr. Sawkins is the power behind the dramatic work. Not only was his own production again very good, but he also promoted the fifth annual Play Day ten days ago. At it, no fewer than 14 plays were performed.

During this year, the practice of choosing a theme for the Chapel Services of each week has been continued. Great trouble has been taken in this matter by Mr. Backhouse, and we are grateful to him. I hope that some boys will be sufficiently interested to retrace in their copies of the "Shore Weekly Record" the themes that have been chosen; they will be the better able to value the continuity of the instruction which has been given. There have been several occasions, on week days and on Open Sundays, when we have had addresses from visiting clergy. In April, the Old Boys' Union arranged a service in memory of Old Boys who had given their lives in the war. In August, 74 candidates were confirmed by the Right Reverend C. Venn Pilcher.

At the end of this year Mr. R. G. H. Walmsley is to retire after having served the School with the greatest devotion since the year 1901. It is impossible to record justly in a brief note the nature and extent of his contribution to the life of the School during this long period. He has always been, and is still, an enthusiast. One of his enthusiasms is for cricket; he was for many years a most successful coach of the second eleven, and for a few years he took the firsts with equal success. Another is for the Chapel music; he has been our only organist and choirmaster. Not least is his enthusiasm for his daily teaching work. The boys who have come under his influence in one or other of his capacities must number thousands; and I venture to say that there is not one of them who has not kindly memories of him. We farewell him from the Staff to-day, but he will always be part of the School, for he has given so much of himself to it. We hope that he will make many occasions for revisiting us in the years to come.

I have to record sadly the loss of one of our masters on active service. Gordon Hendry joined us in 1939, and at the end of that year was one of the first to volunteer. He went away as a subaltern in the 6th Division, and served with great distinction, winning the Military Cross and rising this year to the rank of lieutenant-colonel and to the



command of an infantry battalion. It was a sad shock to us to hear recently that he had lost his life in an accident in September.

Of our other masters, F/Lt. Broinowski has returned to Australia after many experiences in the Philippines landings, and, more recently, in Japan: we hope to have him back with us next year. Lieut. A. R. Rupp will also be very welcome on his return at the same time. Lieut. W. V. Butler, after suffering great privations as a prisoner of the Japanese, has communicated with us from Manila; he proposes to spend next year in study in Europe, and is likely to return in 1947. F/Lt. Mathieson is engaged on special Air Force work which will not be complete before April next year, and he hopes to return in June. Captain E. K. Stewart is with an artillery regiment in the islands, and his future movements are at present indefinite.

Mr. A. E. Mitchell has accepted an appointment to the staff from the beginning of 1946.

This is the suitable time to acknowledge our indebtedness to the ladies who have been with us during the war, in the place of masters serving with the Forces. Their teaching work has been keen and efficient, and they have also been most helpful in other branches of work, specially in dramatic work and in music. We are very grateful to them for the way in which they have fitted into the life of the School.

Once more there has been, in the Press, in the State Parliament, and elsewhere, evidence of keen interest in education. It has been freely stated, with truth, that in education of the right kind lies the hope for the future of the country. There is, however, little agreement as to what is the right kind of education. There has been advocacy of the inclusion of this or that subject in the curriculum of all pupils, and much talk about technique of teaching and about systems of organisation. Subject matter and method and organisation are, of course, important, but I do not wish to discuss them at present beyond saying that I have no confidence in those whose contribution to discussion is merely a dogmatic attitude towards the curriculum. I do suggest, however, that very seldom, in recent controversies, has that nail been hit which ought to be hit hardest. I refer to the effect of personality in education.

No doubt it is the same with all older people, that when we look back to our educational experiences, it is not so much scenes and places and lessons learnt that come to our minds, but persons, and impressions made upon us by their characters and characteristics. It is the boys who are our companions, the men who are our masters, the friends we have known, that matter. Herein is the great truth about education which is liable to be forgotten. Indeed, the influence may be of a bigger personality than any group of friends or masters, the personality of the School itself. For a good School is precisely that, a School which has developed a personality of its own. It is the product of the surroundings in which the School is set, of the type of boy who goes there and the home from which he comes, and the character and ideals of the men who have worked there. All this, and all that it implies, is included in what I mean by personality in education. It is the force which must be built up and used if Schools are to perform the most urgent task before them, that of raising the moral and spiritual quality of the nation. It has been the big force that has made English education hitherto different from that of other countries. Much good that we have had in education has come from the operation of that force. Those irresponsibles who have made the phrase "the old School

tie" synonymous with pompous stupidity or privileged inefficiency have done a disservice to education. English Schools have personality; indeed, I can claim to know something of them, and I know of no better Schools in the world than the best of them. English people themselves are beginning generally to recognise this. We should do well to look to them rather than towards America, as some of our educational theorists are inclined to do. There is bound to be great educational development soon, even though there are so far few signs of the necessary planning for it. It is to be hoped that, when the planning does at last take shape, it will take due account of the need for making Schools that are really Schools, with atmosphere and personality.

It is for this reason that I hope that any tendency towards over-organisation will be resisted and that every effort will be made in the future to allow to Schools freedom of development within bounds that are widely set. I have encountered signs of the contrary tendency. There are some, for example, who would over-prescribe curriculum; and some who would specify too rigidly the distribution of time and the standards attainable in secondary work.

In the same connection; I venture to disagree with those who would allow to Schoolmasters the right to hold and to express political and religious views that are contrary to the tradition of the community as a whole. It is no solution of the matter to say that such views can be kept apart from the School environment. Boys are very discerning creatures, and they can weigh up their masters surely and quickly—sometimes only too quickly. Teaching is only one part of a Schoolmaster's job; the more important part is to be the sort of person whose character and outlook will be a proper influence.

I now wish to give some idea of the plans for the future development of the School. The Council has authorised me to do so and to ask you to share with it a vision of what the School might be, if the material means can be found. First, however, it may be well to sketch briefly the difficulties that have been overcome in bringing the School to its present stage; this may serve to show that the plans for the future are not unduly ambitious, in view of all that has been accomplished so far.

It is one thing to found a School when adequate capital is available to provide it with buildings and equipment. We have not been in this fortunate position; indeed, benefactions for the development of the School have been few and relatively not large. We have had to grow up the hard way, dependent largely upon our own efforts, with our hopes and plans always racing ahead of the means to realise them. The School started 56 years ago from very small beginnings. Its present grounds, buildings and equipment are due to the wise management of relatively small resources, and to the co-operative effort of the community of parents and Old Boys that the School has drawn to itself over the years. During the last 23 years, the period within my own experience, the best part of £100,000 has been found from one source or another for properties and building and capital resources. This seems a large sum and it is indeed both an evidence of the power of co-operative effort and also a justification for ambitious hopes. Very much, however, remains to be done if the School is to be able to do for its pupils all that it wants to do, and it is right that we should be restless for further and more rapid advance. The Council is therefore urgently anxious to make progress in two directions: first, by improving

the conditions of service in the School; and second, by providing build-ings on a scale and of a quality suited to our needs.

The first matter needs no emphasis. Increases in remuneration have been made during the last two years with prospect of further increase in the next few years. The provision for retiring allowances for masters is not less important than current remuneration, and a sub-committee of the Council has been working hard upon a scheme for this purpose. Before 1926, no such provision whatever had been made. In that year a scheme of endowment assurance was inaugurated, with the result that a certain lump sum will be available to masters on retirement. It has never been considered that this lump sum would be sufficient provision. Therefore, in the same year a trust fund was established with the objects both of progressively relieving the current School revenue of liability for pensions, and also in due course of putting them on a basis independent of the School's future financial position. The capital in the fund is now about £12,000—another instance of the successful making of bricks without straw. This is much less than half the capital sum required. The trust fund, known as the "Torchbearer Fund", is an object which has already appealed to a few benefactors, and I earnestly recommend it to the consideration of others.

The building projects fall into two classes. those concerned with boarding houses, and those concerned with the general purposes of the School. The houses all need enlargement and improvement, not to take more boys, but to give better accommodation. Since many matters of detail are involved, it is not easy to give a rapid survey of the require-ments; and I shall, therefore, say merely that the Council is impressed with the urgency of the matter and hopes to avoid too long delay. For the development of the teaching buildings, an outline plan has been in existence for some time. The new classrooms and the laboratories are in accordance with this plan, and represent the fulfilment of the first two stages of it. The third stage is the replacement of the old rooms which include the Library and Bursar's office. We have not so far succeeded in obtaining Government permission to proceed with this work, but it will be carried out as soon as permission is obtained. The fourth stage is the building of the School Hall, to which I have often referred as an urgent need: I shall say more of this later. The plan then provides for further laboratories, lecture rooms and classrooms of good design and in suitable relation each to the others. Even then, there are many things that are not mentioned, such as workshops, gymnasium, swimming pool and so on.

We hope that this statement will enable those who read it to share with us a vision of a great School on this commanding site in the not too distant future. Accomplishment is quite possible by the continuance of that team-work and co-operation which have brought us so far. It is chiefly a question whether we want these improved educational con-ditions for the boys of the near future, or whether we are content to acquire them for our grandchildren. Personally, I feel impatient to have them soon. There is no doubt that increased commitments neces-sitate an increase in the fees as soon as practicable; it may be antici-pated that an announcement on this matter will be made early next year, but it will not have effect before the beginning of 1947.

The School Hall is the object for which we particularly ask assis-tance from any who feel able to support us with material gifts. It is to be placed at the entrance to the School on the ground which is at present vacant. This is one of the most prominent positions in the

city of Sydney. The Council has decided to make the Hall a memorial to Old Boys who have fallen in the war, and believes that, in doing so, it will fulfil the wishes of a large number of persons associated with the School. The plans are not complete, but have reached a fairly advanced stage of consideration. In their present form they are on exhibition to-day. A basement is provided to contain cloakrooms, armoury, music rooms and other badly needed accommodation. The Hall itself is to have a suitable stage and to provide seating, on a generous scale, for about 750 persons on the floor and 250 in the gallery. To those who know the School well, I need not speak of the many purposes which the Hall will serve. It will make possible a great expansion in the activities and in the corporate life of the School.

For many reasons the Hall seems peculiarly fitting as a memorial. We are confident that many friends of the School will feel privileged to have some hand in making such a memorial worthy of the School and worthy of the Old Boys it commemorates.

Another year is drawing to its end. It has been the purpose of this School to train character on right lines and to enable each to give to the nation the service which he can best render, and which the nation most needs. I make no apology for asking that this purpose should be sympathetically understood and for seeking co-operation in order that it may be even more fully achieved.