



**Sydney Church of England
Grammar School
North Sydney**

December, 1959

Sydney Church of England Grammar School

Speech Day — 10th December, 1959.

*Visitors are requested to be seated before 2.45 p.m.
The Official Party will arrive in the
marquee at 3.05 p.m.*

OPENING SERVICE

Prayer

Hymn

| | |
|---|---|
| O God, our help in ages past, Our hope for years to come, Our shelter from the stormy blast, And our eternal home. | A thousand ages in Thy Sight Are like an evening gone, Short as the watch that ends the night Before the rising sun. |
|---|---|

| | |
|---|---|
| Under the shadow of Thy Throne Thy saints have dwelt secure; Sufficient is Thine arm alone, And our defence is sure. | Time, like an ever-rolling stream, Bears all its sons away, They fly forgotten as a dream Dies at the opening day. |
|---|---|

| | |
|---|---|
| Before the hills in order stood, Or earth received her frame, From everlasting, Thou art God, To endless years the same. | O God, our help in ages past, Our hope for years to come, Be Thou our guard while troubles last, And our eternal home. |
|---|---|

Lesson:—I Peter, ii. 11-25.

Prayers

PRIZE GIVING

The chair will be taken by the Most Reverend the Lord Archbishop of Sydney.

Summary of Headmaster's Report.

Presentation of Prizes and Address by His Excellency T. W. L. MacDermot,
High Commissioner for Canada.

Vote of thanks by the Senior Prefect.

Benediction

National Anthem

Tea will be served in the School Grounds.

COUNCIL

President:

THE MOST REV. THE LORD ARCHBISHOP OF SYDNEY.

Members:

- | | |
|--|---|
| Rev. Canon FRANK CASH, M.A., B.D., Th.D. | Dr. A. DISTIN MORGAN, M.B., Ch.M., D.A. |
| Rev. R. P. GEE, Th.L. | J. E. M. DIXON, B.Ec. |
| Ven. F. W. TUGWELL, B.A. | Professor D. M. MYERS, B.Sc., D.Sc. (Eng.) |
| Rev. S. C. S. BEGBIE, Th.L. | W. L. J. HUTCHINSON, A.C.A. (Aust.), Th.L. |
| Rev. Canon S. G. STEWART, Th.L. | A. B. PODGER, B.E. |
| Rev. R. S. R. MEYER, B.A., B.Ed., Th.L. | A. G. LANG, B.A., LLB. |
| R. B. HIPSLEY, B.E. | T. S. HEPWORTH, B.A., Dip. Ed., Ed.D. |
| Dr. IAN W. HOLT, M.B., B.S., Dr. D.T.M., D.T.H. | |

Hon. Secretary: Mr. R. E. LUDOWICI.

Hon. Treasurer: Mr. D. M. MacDERMOTT.

STAFF

Headmaster:

B. H. TRAVERS, O.B.E., M.A., B.Litt. (Oxon.), B.A. (Sydney).

Senior Masters:

P. H. ELDERSHAW, B.A. (Sydney), K. D. ANDERSON, M.A. (N.Z.)

Chaplain: Rev. J. F. W. MASON, B.A. (Sydney), Th.L.

Master of Preparatory School: L. M. JAMIESON, B.A. (Sydney).

Housemasters:

- | | |
|--|-----------------------|
| *W. SAWKINS, B.A., Dip. Ed. (Sydney) (5) | Hodges House |
| *K. D. ANDERSON, M.A. (New Zealand) (3) | Robson House |
| *P. H. ELDERSHAW, B.A. (Sydney) (1) | Barry House |
| P. R. M. JENKINS, B.A. (Sydney) | School House |
| L. M. JAMIESON, B.A. (Sydney) | Purves (Junior) House |

Masters:

- | | |
|--|---|
| *I. F. JONES, M.A. (Q'land) (2). | R. BLOMFIELD, B.E. (Sydney). Dip. Ed. (Melbourne). |
| H. W. GRIGG, B.A. (Sydney). | *R. K. DOIG, A.S.T.C. (9). |
| *J. N. PASCOE, B.Ec. (Sydney) (7). | J. K. MORELL, B.A., Dip. Ed. (Sydney). |
| *T. B. WHIGHT, B.A. (Queens- land) (11). | *J. E. COLEBROOK, M.A. (Cantab.) (4). |
| R. A. GILFILLAN, B.A. (Syd.) | B. K. ALLDIS, B.A., B.Sc. (Sydney). |
| W. M. MCGREGOR. | B. G. HAMILTON, M.A. (New Zealand). |
| T. MILFULL, B.A. (Q'land). | A. J. MOYES, M.A. (Cantab.). |
| D. P. FOMENKO, B.Ec., M. Litt. | J. W. MATHERS, Dip. Ph. Ed. |
| W. N. DOWLING, B.A. (Syd.). | A. G. FARR, B.Ec. (Sydney). |
| *N. M. GODDARD, B.E. (Sydney) (6). | *M. W. MORRIS, L. Mus. A., L.R.S.M., L.T.C.L., D.S.C.M. (Sydney) (8). |
| *J. V. TERRY, B.A. (Syd.) (10). | N. A. EMERY. |
| H. C. W. PRINCE, M.A. (Oxon.). | A. E. STAFFORD, A.C.P. (London). |
| J. W. BURNS, B.A. (Sydney). | K. GRAHAM. |
| *T. H. VISSER, Ph.D. (Utrecht). Mus. D. (London) Dip. T.G. (12). | W. FOULKES. |
| J. R. BERNARD, B.A., B.Sc., Dip. Ed. (Sydney). | M. HOWARD. |
| R. M. BLANSHARD. | P. B. BALL, Th.L. |

*Senior Masters in (1) English; (2) Classics; (3) French; (4) History;
(5) Mathematics; (6) Physics; (7) Chemistry; (8) Music; (9) Art; (10)
Geography; (11) Games; (12) Librarian.

Piano: Miss M. G. KEYTE.

Carpentry: W. CHAMBERS.

Woolclassing: R. D. MINTER.

Boxing: A. W. TAYLOR.

Tennis: H. B. A. MOLESWORTH.

Sergeant-Major: J. H. DIXON, J.P. (formerly 2nd A.I.F.).

Bursar: R. ANDERSON.

School Medical Officer: Dr. R. M. DEY, M.B., B.S. (Sydney).

PREFECTS:

Senior: C. S. PHEGAN.

Second: P. N. WANSEY.

| | | |
|------------------|------------------|-------------------|
| M. W. A. BAXTER. | D. R. BOTTOMLEY. | J. B. KEENE. |
| D. L. CAY. | P. W. JACKSON. | T. H. JAMISON. |
| N. B. DOCKER. | M. J. SEVIER. | J. K. STUART. |
| D. J. FARRAM. | P. J. STEVENS. | D. R. CALVER. |
| J. A. HARDING. | | J. W. M. DIXON. |
| J. D. HEYDON. | B. I. DICKSON. | J. HARRIS. |
| R. W. MURCHISON. | Sub-Prefects: | G. B. PARKER. |
| J. H. POLLARD. | J. E. PAYNE. | J. D. WARNER. |
| P. B. SHEATHER. | J. B. BURGMANN. | M. P. WUNDERLICH. |
| B. H. WATSON. | I. J. CONSTABLE. | R. H. HENDERSON. |
| B. S. BREMNER. | | |

CAPTAINS OF SPORT:

| | |
|-----------------------------|---------------------------|
| Athletics: D. R. BOTTOMLEY. | Shooting: P. B. SHEATHER. |
| Boats: B. I. DICKSON. | Swimming: G. F. LEGGE. |
| Cricket: P. N. WANSEY. | Tennis: J. D. NEWCOMBE. |
| Football: B. I. DICKSON. | |

SCHOLARSHIPS AND SPECIAL PRIZES, 1959.

| | |
|--|--------------------|
| A.B.S. White Scholarship | C. S. Phegan |
| Grainger Exhibitions | {C. C. Vonwiller |
| | {R. J. B. Bosworth |
| J. N. Graham Exhibitions | {J. B. Burgmann |
| | {B. A. Frost |
| | {K. J. Phillis |
| Old Boys' Union Bursary | P. N. Wansey |
| Bruce and Eldon Beale Memorial Prize | C. W. Williams |
| Cecilie Purves Memorial Prize | B. M. Munday |
| Open Entrance: (Oswald Stanton-Cook Scholarship) | P. A. Wood |
| (Hodges Scholarship) | D. J. Cotton |
| (Christina Campbell Scholarship) | S. J. Milthorpe |
| Open School | D. R. F. Irvine |
| | R. E. Alexander |
| | R. N. FitzHerbert |
| | R. E. McGlynn |
| Under 14 years No. (1) | A. R. Coulter |
| | P. Evans |
| | C. R. Barton |
| No. (2) | J. Schwartzkoff |
| | J. C. Wallace |
| | W. J. McNiven |
| Archbishop's Exhibitions | A. R. Steele |
| | S. A. Stewart |
| | T. H. Begbie |

PRIZE LIST, 1959

SIXTH FORM:

| | |
|---|--------------------------------|
| Brian Pockley Memorial Prize | C. S. Phegan |
| Burke Prize and United Services Prize (1st in General Proficiency) | {J. D. Heydon C. S. Phegan |
| War Memorial Prize (2nd in General Proficiency) | J. H. Pollard |
| A. H. Wade Memorial Prize (General Merit) | B. A. Frost |
| Percival Sharp Memorial Prize (VI A Form Prize) | J. D. Heydon |
| Harold Dean and R. S. Reid Prizes (Mathematics) | {C. S. Phegan J. H. Pollard |
| Charlton Prize (A-set Divinity) | R. A. Begbie |
| J. S. Wilson Memorial Prize (English) | J. D. Heydon |
| David Cowlshaw Memorial Prize (Latin) | I. J. Constable |
| Herbert Kendall Memorial Prize (French) | J. Harris |
| Ian Menzies Memorial Prize (History) | J. D. Heydon |
| Monteith Cowper Wood Memorial Prize (Physics) | J. H. Pollard |
| John Kingsmill Phillips Memorial Prize (Chemistry) | B. A. Frost |
| Desmond Hum Memorial Prize (Geography) | D. G. Tonkin |
| Russell Sinclair Memorial Prize (General Merit) | C. C. Vonwiller |
| Donald Muston Memorial Prize (General Merit) | M. W. A. Baxter |
| German | C. S. Phegan |
| Ancient History (The "Lodge Torch Bearer" Prize) | P. W. Jackson |
| Accountancy | D. C. Watters |
| Geology | J. B. Keene |

FIFTH FORM:

| | |
|---|-------------------------------------|
| Alan Ludowici Memorial Prize (VA Form) | {A. H. D. Budd R. J. B. Bosworth |
| Hunter Stephenson Prize (Mathematics) | G. N. Pollard |
| Eric Mileham Litchfield Memorial Prize (General Merit) | D. N. Scott |
| Harry Eames Budd Memorial Prize (English) | A. H. D. Budd |

FOURTH FORM:

| | |
|---|--|
| Alan Ludowici Memorial Prize (IV A ₁ Form) | {J. D. Schwartzkoff T. S. Southwell-Keely |
| Roy Milton Prize (French) | J. D. Schwartzkoff |
| L. R. Benjamin Memorial Prize (Science) | {D. G. Barling P. A. Wood |
| Geoffrey Cohen Memorial Prize (General Merit) | D. G. Barling |
| Frank Bennett Memorial Prize (English) | J. D. Schwartzkoff |
| Tamworth Group Prize (Mathematics) | P. A. Wood |

SUB-INTERMEDIATE FORM:

| | |
|---|--------------|
| Alan Ludowici Memorial Prize (SA ₁ Form) | D. J. Cotton |
| Hunter Stephenson Prize (French) | P. Evans |
| The Selby Prize (Physics and Chemistry) | D. J. Cotton |
| Tamworth Group Prize (Mathematics) | D. J. Cotton |

THIRD FORM:

| | |
|--|--------------|
| Alan Ludowici Memorial Prize (IIIA Form) | C. R. Barton |
|--|--------------|

PREPARATORY SCHOOL:

| | |
|--|----------------|
| John Scott Memorial Prize (IIA Form) | R. D. Williams |
| John Scott Memorial Mathematics Prize (Division 6A) | R. D. Williams |

PRIZE LIST—(Continued)

SPECIAL PRIZES:

General Activities:

| | |
|-------------------------------------|------------------|
| D. J. Richards Memorial Prize | {N. B. Docker |
| | {P. J. Stevens |
| Old Boys' Union Prize | {D. R. Bottomley |
| | {E. B. Carr |

Catechism:

| | |
|-------------------|---------------|
| Uther Prize | G. A. Morrice |
|-------------------|---------------|

Choir:

| | |
|---------------------------------------|------------------|
| The David Davies Memorial Prize | A. R. U. Bourke |
| Choir Prizes | {A. R. P. Steele |
| | {P. H. R. Meyer |

General Knowledge:

| | |
|------------------------------------|-----------------------------|
| John Jamieson Memorial Prize | M. J. D. Roberts |
| Junior Prizes | IVth & S. Forms J. R. Nield |
| | IIIrd Form {C. R. Barton |
| | {S. J. Milthorpe |

Art:

| | |
|---|--------------|
| E. T. Thring Memorial Prize | G. J. Shead |
| Junior Prize | R. F. Travis |
| W. M. N. Stewart Memorial Prize (Preparatory School) | D. B. Farr |

Original Contribution to the School Magazine:

| | |
|----------------------------|-------------|
| "Torch Bearer" Prize | G. J. Shead |
|----------------------------|-------------|

Debating Prizes

| | |
|--|---------------------|
| | {R. H. Wyndham |
| | {J. D. Schwartzkoff |
| | {C. C. Vonwiller |

Music:

| | |
|--|----------------|
| For Interest and Proficiency | J. H. Pollard |
| Practical Senior | R. N. Wyndham |
| Practical Junior | I. Baker |
| Theoretical Senior | S. N. Langshaw |
| Theoretical Junior (The R. G. H. Walmsley Prize) | F. Atkin |

Woodwork:

| | |
|-------------------------------------|--------------|
| G. R. and R. V. Kierath Prize | J. A. Whitty |
| Junior Prize | P. H. Gall |

Woodclassing:

| | |
|-----------------------------|---------------------------|
| Riverina Group Prizes | Vth Form G. D. Richardson |
| | IVth Form D. J. Coates |
| | S Form J. R. Campbell |

| | Vith FORM | | Vth FORM |
|----------|---|----------------------------|---|
| DIVINITY | (R. A. Begbie) | A set | D. N. Scott A set P. B. Andrews B set R. C. Corbett C set A. B. Perdriau D set |
| FORM | (J. D. Heydon) B. A. Frost J. A. McCutcheon | VI A VI B VI C | (A. H. D. Budd) (R. J. B. Bosworth) D. A. Cowdroy V B P. B. Andrews V C P. D. Carroll V D |
| DIVISION | (C. S. Phegan) (J. H. Pollard) {M. W. A. Baxter J. D. Heydon M. F. Anderson J. D. Ferris J. M. Cottee | 1a 1b 1c 1d 1e | (G. N. Pollard) 2a D. B. Clarke 2b K. V. Taylor 2c W. L. Kennedy 2d |

| | DIVINITY | FORM | DIVISION |
|-----------------------|--------------------|---|------------------------------|
| Form IVA ₁ | J. D. Schwartzkoff | (J. D. Schwartzkoff) (T. S. Southwell-Keely) | (P. A. Wood) |
| „ IVA ₂ | R. J. Cutler | J. V. Hardman | P. R. Wotton |
| „ IVB ₁ | J. W. Kerr | B. M. Connell | D. J. Coates |
| „ IVB ₂ | R. G. Balnaves | E. G. Harvey | E. G. Harvey |
| „ IVC | J. F. Tremain | S. de Kantzow | R. J. Selby |
| „ SA ₁ | D. J. Cotton | (D. J. Cotton) | (D. J. Cotton) |
| „ SA ₂ | S. A. Stewart | S. A. Stewart | G. R. Hodgkinson |
| „ SB ₁ | A. McNeil | G. A. Firth | L. A. Scott |
| „ SB ₂ | C. A. Reeve | G. C. Dent | I. D. Roberts |
| „ SC | D. Cadwallader | M. F. McEachern | M. F. McEachern |
| „ IIIA ₁ | T. H. Begbie | (C. R. Barton) | T. H. Begbie |
| „ IIIA ₂ | T. A. D. Evans | M. J. W. Jenkins | M. J. W. Jenkins |
| „ IIIA ₃ | A. J. Petrie | {M. A. Noakes {C. J. Penney | {M. J. Lucas {W. H. Sands |
| „ IIIB | C. S. Shadforth | P. G. Ferris | A. H. Chapman |
| „ IIIC | C. T. Godlee | C. T. Godlee | C. T. Godlee |
| „ IIA | A. W. Bathgate | (R. D. Williams) | (R. D. Williams) |
| „ IIB | R. M. Simpson | R. J. L. Gowing | J. M. Warren |
| Remove A | B. D. MacDermott | B. D. MacDermott | R. L. Whitten |
| Remove B | D. A. Cadwallader | D. A. Cadwallader | R. J. Marsh |
| Form I | J. B. Green | R. C. Selby | R. C. Selby |

GENERAL MERIT: (B. A. Frost), (C. C. Vonwiller), (M. W. A. Baxter), (D. N. Scott), I. H. Kennedy, P. R. Whight, R. J. Harvey, D. J. Berghouse, (D. G. Barling), (D. R. F. Irvine), (C. H. Kingsell), P. S. Moore, D. J. Coates, W. B. Thomas, J. G. Dalton, G. H. Pollard, R. E. Alexander, A. R. Corbett, B. R. Barker, P. J. Ayling, R. E. McGlynn, R. H. Loblay, G. K. Aldridge, E. J. Holtsbaum, P. H. Gall, R. A. N. Stephens, J. N. Sutherland, R. T. Low, T. H. Sutton, D. S. Longley, P. A. Armour.

ORDER OF MERIT IN THE SIXTH FORM IN GENERAL PROFICIENCY

1, (aeq.) J. D. Heydon, C. S. Phegan; 3, J. H. Pollard; 4, B. A. Frost; 5, J. Harris; 6, C. C. Vonwiller; 7, M. W. A. Baxter; 8, D. J. Farram; 9, A. C. Leggo; 10, (aeq.) I. M. Anderson, R. H. Wyndham; 12, J. B. Burgmann; 13, J. B. Keene; 14, I. J. Constable; 15, J. D. Moore.

HEADMASTER'S REPORT, 1959

This afternoon this report is somewhat different from previous years, though in form it may not appear to be so. However, this is so for two reasons; first, we welcome His Grace, the Archbishop of Sydney, to his first Speech Day as President of the School Council; secondly, this is my first Speech Day here at the School. It is therefore a day of change in the history of the School.

We welcome His Grace as President of the School Council and hope that this will be the first of many Speech Days. He graciously agreed earlier in the year to open the Preparatory School buildings and to attend the annual Confirmation Service. Realising how busy he is in his first year we appreciate greatly his devoting to us some of his overtaxed time.

It does not seem proper to let this Speech Day go by without making reference to Mr. Robson. Although last year at Speech Day many tributes were paid to him, it does not seem right for his part in the School's life not to be officially recorded at the first Speech Day after his departure. It is twenty-two years since I, as a boy, filled with fear and trepidation, stood on this platform to speak after Mr. Robson. I never dreamt that as a man I should again stand on this platform, also to speak after him, and still filled with fear and trepidation!

A Speech Day without Mr. Robson in charge seems almost unbelievable in the history of the School. The School is now 70 years old; Mr. Robson was here for 36 years—more than half the school's life. The first boy to enter the School in 1923 was No. 3396 on the school register and the first boy to enter the School under my headmastership is No. 9234. So during Mr. Robson's headmastership nearly two-thirds of the Schools' Old Boys passed through the School. Further, Mr. Robson's influence is evident throughout the whole of the School: the demand for scholarship, the demand for quality of performance, the demand for manliness with proper humility, all can be seen in every phase of the school life. The School is a monument of his work, of his energy, of his vision and of his phenomenal memory and capacity for detail and organisation.

Since assuming office, I have had some experience of the amount of work that the Headmaster of this school has to do; and how Mr. Robson was able to cope with the growth of the School in the last thirty years and at the same time to give it the devotion and the direction which he did in his time as Headmaster is a source of wonderment.

Also in various parts of the School there is the evidence of Mrs. Robson's hand. Not only her work with the S.C.E.G.S. Association, but also her help as the Headmaster's wife can be seen both within and without the School.

The numbers of the School this year are higher than they have ever been. We started the year with over 850 boys; though we have added five classrooms in the Preparatory School there is still need for space. Every available room in the School is used now for teaching purposes, and whilst some of them may be vacant when classes are being taken in laboratories, there will be need for more space for sets in some subjects in 1960.

The property, of course, is increasing all the time. As you can see the old houses in the Hall quadrangle have been cleared away; the Preparatory School classroom block is in full operation; 'C' ground at Northbridge has been resurfaced and brought into full use; and the School has purchased a block of flats behind the Preparatory School in order to round off one corner of the property. All this work, which is of a capital nature, has been costly as you can imagine and still we seem to be in need of even more building.

During the year there have been two bequests. An Athletics trophy in memory of Edwin Spencer Horder has been endowed by his aunt, Mrs. Millicent E. Connelly; and the Tamworth Group of the Old Boys Union has endowed permanently the prizes which they have given in recent years.

The scholarship of the School throughout the year has been of reasonable calibre. The results of the Leaving Certificate in 1958 were average. Two boys, Brian Munday and Marcus Hope, passed with the maximum pass and gained places in the first hundred in the State. There were definitely not enough honours in last year's Leaving Certificate but there is evidence that those who are attempting honours may do better this year. Honours are only gained by hard and consistent work throughout the whole of the year—a fact which those who wish to gain them must realise. Also since the winning of a Commonwealth Scholarship will in future demand a much higher standard than previously, boys must be prepared to work much harder if they wish to win one.

In the Intermediate Certificate 98 boys passed. It is quite evident that much more work is necessary if boys wish to gain the Intermediate Certificate here. Our standard is very high and we demand that boys do in fact produce proper quality before we grant a certificate to them. Younger boys must realise that the internal Intermediate Certificate is an examination in which their record in the S Form, as much as their record in the IV Form, is taken into account.

There is in fact a too widespread tendency among boys to work at half pace during the year and to sprint at examination time. There is evidence of lack of concentration during school hours with the resultant failure to learn work as it is taught. Too often boys persuade their parents that extra coaching is needed, when what is truly needed is effort, concentration and determined singleness of purpose. The growing tendency to believe that coaching is the only panacea for academic weakness must be firmly resisted. Quite often the need is for less laziness, for more self criticism and for more determination by boys to do their duty academically.

For it is a boy's duty to work conscientiously throughout the year without unnecessary compulsion or propulsion by the staff. It is also a boy's duty to attend school regularly. Far too few boys have a 100% attendance record. Too many boys are absent for avoidable reasons, such as minor illnesses or injuries or appointments which should take place out of school hours. It is part of the character training of boys to learn to overcome small unimportant upsets in life; attendance at school can be an outward sign of determination to succeed in this respect.

Parents should then encourage a more positive approach to scholarship by demanding hard and consistent work from their sons, by reading term reports critically, by encouraging children to follow out suggestions made and by seeing that a reasonable amount of preparation is done on week nights and during weekends. At the same time, however, it is necessary to keep a close watch upon physical growth. May I suggest that more parents measure their son on the kitchen door, so that they will see how much boys grow in a term? The startling physical development which can take place will explain more clearly than anything else why boys must go to bed early and not be out late at too many parties. May I encourage parents to talk to their sons' masters reasonably often—not with a view to making life difficult for the master but with a view to discussing how their son is progressing. The staff is very busy, but is always ready to help in this way. While teachers do not regard themselves as the final experts in the handling of children, they do in the course of their daily duty have the experience of dealing with more boys

than the average parent; such experience does justify the offering of advice concerning the welfare and development of children.

Accordingly, the school strongly recommends that during term time parents look more closely at the daily routine in which their son is involved and the amount of sleep he is having. It is difficult for a boy to lead a full life at school, both in the classroom and on the sporting field, and at the same time to grow up physically and mentally. In such circumstances routine becomes very important. Meals should be regular; the times of preparation should be regular; the hours of sleep must be regular. It is not suggested that the routine of the home be altered just to suit the children, but it is especially important that the evening meal be on time every night and that boys commence their preparation each night at the same time.

It is vital too that fathers devote adequate time to their sons. There is a growing tendency for men to abdicate from their responsibilities for the upbringing of sons. Nothing can really take the place of fatherly wisdom, any more than anything can take the place of motherly love. A boy will react greatly to advice and assistance from his father, the more so in this hurried life of today. Indeed one of the most precious gifts a father can give his son today is some of his own time. If a father will spend time with his son, many of the son's most difficult problems will automatically be discussed, and so settled. Often too, a holiday, father and son together without others of the family, will bring very positive results. What has happened to family holidays, to weekend camping expeditions, to picnics and to walks in the bush? Has the decline of these old fashioned family outings been one of the reasons for the disjointed approach to life of youth?

The School is also concerned at the increasing infiltration of adult activity into the life of the School. There are more and more demands that the School undertake to teach boys the things which are more properly the duty of the family or the community. Daily we receive requests for boys to enter this competition, to join this society, to work with this particular club or to learn this particular skill. Too many children are being encouraged to grow up too quickly by being allowed to do things which in former generations were the preserve of the young Old Boy after he had left school.

In addition to all this, the impression that T.V. is making upon the life of the family and the life of children is not yet clear. There is need at the present moment for close supervision by parents of all that their son does. By supervision is not meant the dull restriction of the actions of the child but rather the careful watching of what a child does and the frequent discussing with him of the proper, disciplined approach to all his activities. The pressure of modern life is such that only with the wisdom and guidance of the family can a son guarantee to grow up as a co-ordinated and intelligent person.

In games this year the School has had mixed results. In Rowing the 1st Four won and the Eight came third. On the whole the performance of the Boat Club was about what we expected it to be. Attention must be drawn to the work which is done by the ladies under the guidance of Mrs. Bradford. We deeply appreciate the help given to us every year. Also reference must be made to the work done by Mr. R. A. Gilfillan who has now passed over the duty of Rowing Master to Mr. A. Moyes. During his period as Rowing Master Mr. Gilfillan has been responsible for many improvements in the shed itself. We have appreciated his work over the years and are looking forward to his continued interest and coaching rather than the detailed assistance he has given us before.

In Football, after a poor start, the 1st XV became quite a reasonable team, playing with quality in the last two matches especially. About 590

boys play football each Saturday, which leaves only the halt and the lame not playing. The organisation for such matches is extremely complicated and was perhaps best seen on the day against The Kings School when as many as five matches were played on the one ground during the day. I hope that next season football teams throughout the school will show a more determined will to win in their approach to the game.

In Shooting the 1st team occupied fourth place and the 2nd team occupied third place.

In Tennis the school won the G.P.S. Competition and also a competition among certain schools conducted throughout the Winter term.

Now that the School is so big it is essential to provide more games to play so that there are more opportunities for sport for all boys. Accordingly, this year the School entered this tennis competition in the second term, and established a golf team in the third term. Unfortunately, both of these rosters have become rather competitive. It seems a poor reflection upon schools that they are unable to play any game unless it is played in a competition. The time has surely come when it is possible to play games by invitation and for the love of the game, rather than for a place on a competition ladder!

In Athletics the success of the School was more marked. The senior team tied for first place with The Scots College whilst the junior team came fourth. The performance of the junior team was indeed very good, many boys gaining places in a most determined fashion. In the senior team there were some very good individual performances, notably those of J. K. Stuart who won the 100, 220 and 440 yards, and of T. H. Jamison who ran in the Mile and the 880 yards because the School asked him to do so. The calm manner in which Jamison accepted this request and his determined effort was worthy of the highest praise.

In Cricket the number of teams which can play is of course restricted by the number of grounds available. However, we do play as many boys on Saturday as we possibly can. Early in the year there was evidence of a lack of concentration in approach throughout all the school teams. But it is pleasing to be able to report that during the third term many big scores were made in all teams throughout the School. The 1st XI has shown considerable improvement as the year progressed.

It is proper that some mention be made of the attitude of boys to games. I am deeply concerned about the competitive element of all G.P.S. sport. At the present moment the fact that we play in the G.P.S. competition is dictating to the School exactly what form our sport will take. This seems to be wrong. Very few spare Saturdays are available to play schools outside the G.P.S. Association. No Saturdays are available in which to partake of activities other than games. The winning of competitions is becoming more important than the playing of the games and the methods of winning are not always in the best spirit.

It is important that a boy compete and that he try his utmost to win; what is not important is the ultimate result—provided the boy has performed with determination, with the will to win and with the right spirit. It is the School's duty to teach the last of these three attributes, but it is the boy's duty to master the other two. Determination comes only with practice, the will to win is harder to acquire. For the will to win is that intangible quality which makes a player perform better than he has done before and which makes the player give that little amount of energy, spirit and determination to hang on no matter what the cost. It is something which every player must have and it is something which we must positively develop within the School. It is pleasing to record that as the year passed there was more and more evidence that boys did have the will to win but were as yet not fully aware of what was required of them.

In the Cadet Corps an historic occasion took place this year when the Minister for the Army (the Hon. J. O. Cramer) presented to the Army

Cadets two flags which had been donated by the S.C.E.G.S. Association. The Annual Ceremonial Parade was made the occasion for this presentation and consecration of flags. Unfortunately, the weather was not kind and the sacred moments of the ceremony were somewhat spoilt by the blustering wind. Apart from this, work within the Cadets has proceeded normally. We have had successes in many of the N.C.O. courses, J. M. Cassidy being highly placed in the Brigade Senior N.C.O. course and G. J. C. Hudson and A. D. Marx in specialist courses.

In the A.T.C. Flight even greater successes were achieved, R. H. Wyndham, H. M. Anderson, and A. H. D. Budd gaining first place respectively in their courses. R. C. Scott continued a worthy tradition by gaining a flying scholarship. The Flight also won the Squadron Rifle Shooting, R. W. Murchison gaining the highest aggregate.

Both Corps have carried out a full year's training with enthusiasm and energy. It is now time that more boys from this School considered serving their country by enlisting in the regular services, Navy, Army or Air Force. A school such as this should provide its due proportion of officers in these services as it does in any other sphere of activity. Thus younger boys are urged to consider this form of service.

The work in the Dramatic Society was really worthy of note this year. We have had no less than five plays and one Gilbert & Sullivan opera. In the first term there were three One-Act plays; in the second term on the nights of the Gilbert & Sullivan opera, "H.M.S. Pinafore", there was also presented a one-act play by Noel Coward. Later in the second term another group very ably presented Shaw's "St. Joan" after only six weeks' preparation. The work on the whole, on the dramatic and musical sides, was of very high quality. During the week of Gilbert & Sullivan one hundred boys were occupied in the production or presentation of the play; twelve masters assisted in some way in preparation, or scenery, or staging, or orchestral work; and many mothers as usual helped with the costumes and makeup.

Again, it would not be proper to allow this dramatic season to pass without commenting upon the work which has been done by Mr. Grigg in this sphere. This year for the first time he has not taken a part in the Gilbert & Sullivan. The School's reputation for these operas was mainly built up by his efforts and we do value his contribution in this way. Mr. Morris has now completely taken over from him and we look forward to many years of successful performances which this year presaged. Mr. Stafford's work on the dramatic side is also worthy of comment, whilst Mr. Doig's scenery has been really delightful.

The Scouts seem to be having a lean time at the moment. Unfortunately, we have few masters on the staff who have the time to assist here and it will be difficult for the School to keep the group going properly while Mr. Morell is away on leave in 1960 and 1961. Plans are being made in this respect, however.

During the year there has been a noticeable growth in the spiritual side of the School. The Crusader Union has met regularly and has had quite large numerical support in the Senior School as well as in the Preparatory School. This voluntary movement is organised and conducted by the boys under the Chaplain's guidance. Scripture Union membership also is increasing rapidly and is now quite large. Boys also participate in the decisions for the distribution of the Chapel offertories which is made to Church organisations, hospitals and charities.

Indeed, it is true to say generally that boys are giving proper weight to spiritual matters.

As the School property increases in size, the Chapel is becoming more the centre of the School physically—as it always has been spiritually. Boys take a thoughtful part in Chapel services; but they could well take an even fuller part in the congregational portions of their worship. It is

hoped that the new boards for hymn and psalm numbers will encourage greater preparedness for the choral portions of the services.

It is pleasing to be able to report that three Old Boys were recently ordained after training at Moore Theological College, where the Vice-Principal, Rev. D. W. Robinson, is also an Old Boy. Two other Old Boys are in training there now.

The School would be pleased to have details of the locations and appointments of all Old Boys who are ordained so that a proper record of their movements can be kept. Since men do not offer for the ministry until several years after they leave school, we often fail to hear detailed news of Old Boys in this regard.

There is a tendency to overlook the Church as a means of service. It must be realised that Christian witness takes two forms—lay service and the ministry. Boys from this School must serve in both ways: those who have a vocation must seriously consider the ministry as their profession, whilst all others must realise and fulfill their duties as laymen.

As many parents well know, a school functions only because Council, Staff and Prefects make it. This year has been a trying one for all three groups, since a new Headmaster will do things differently.

Council's help to me this year has been really valuable. Under Mr. J. E. M. Dixon's chairmanship, the Executive Committee in particular and the whole Council in general have given me the greatest help. I should especially like to thank Mr. R. Ludowici, the Honorary Secretary and Mr. D. M. MacDermott, the Honorary Treasurer for their guidance.

It is appropriate to record here the School's thanks to Mr. R. B. Hipsley for his years as Chairman. His untiring devotion to the School's well-being undoubtedly helped to contribute to his recent illness. Such service must not be allowed to pass unnoticed.

It is proper also to make comment upon Professor Meyers' resignation from the Council. Professor Meyers has now been on the Council for ten years. In this time he has been a prominent figure, especially in matters concerning the academic side of the School. His clear insight will be missed. Though the School takes pride that such a distinguished Old Boy has been appointed Dean of Science at Vancouver University, we regret his departure from the Council. We wish him and his family well in their new life.

Also, I cannot speak too highly of the work this year of the staffs, academic, bursarial, maintenance and domestic. My taking over of office was made extremely easy by the assistance given not only by Mr. Eldershaw and Mr. K. D. Anderson especially but also by all other members of the staffs. I do appreciate greatly what they all have done. That the difficult period of a change of Headmaster has been—satisfactorily, I hope—negotiated, is largely the result of their kindnesses and forbearance.

Whilst talking about the staff, it must be mentioned that a notable step in education has been taken this year with the formation of the Australian College of Education. The aims of this College are to create a fellowship of teachers which will foster educational thought and set before itself and the community the ethics of high professional responsibility. In pursuing this purpose the College will seek to provide a meeting ground for leading members of the profession and take many other steps towards the expansion and recognition of the profession of teaching within the community. There will in the future be many signs of the value of this new College which will do a great deal towards bringing together all those involved in teaching in any sphere whatsoever. Four members of the staff have already been granted membership of the College and Mr. Robson has been elected a fellow.

There will be several changes in the staff at the end of this year. Mr. Hamilton is leaving to seek further experience in England before returning to New Zealand. Mr. Bernard is also leaving to take up a lectureship at the University of Sydney. Mr. Jenkins is going on one year's leave and Mr. Morell is going for two years to seek experience in the United Kingdom. Mr. D. S. Litster, B.Sc., Mr. J. Moses, B.A., Mr. Rossell, B.A., Mr. P. Beaumont, B.A., and Mr. M. T. Walker, B.A., Dip. Ed., will be replacing them.

Special mention must be made of the work done by the prefects. Under C. S. Phegan's able leadership they have positively helped the settling in of a new regime. Some will not realise perhaps the burden placed upon prefects in a year such as this. They are trained by the old Headmaster but have to serve the new; they have learned how to handle the old Headmaster but have to deal with the unknown new one. They have, however, managed to cope with the transition. As senior prefect, Colin Phegan has managed to be the first senior prefect to be dux of the School since 1908. Indeed, only four senior prefects, the late A. H. Yarnold, A. B. S. White, the late C. J. Tozer and Colin Phegan, have ever been both senior prefect and dux of the School. The other three would agree that the administrative duties of senior prefect are now far more onerous since the School is so huge in numbers. Accordingly, Phegan's performance is the more meritorious. To be a good senior prefect, to perform his duties so fully and still to be dux, even though he be equal with Heydon, is a sterling effort.

During 1960 Council will move towards the provision of some of the necessary buildings and facilities, which the Wyndham report seems to demand. The provision of the School Certificate at the end of Fourth Year will also allow the school to reorganise its academic programme in fifth and six years. Thus positive academic facilities for those wishing to go on to the University and more comprehensive facilities for those who do not wish to go to the University but who wish to remain at the School for fifth and sixth year in order to gain training in character and leadership will be provided. It will therefore become necessary to reorganise the buildings and to provide more laboratories and other facilities. We have already moved slowly towards this by the provision of wool classing as an extra subject and by some building plans. Council plans to make alterations to the area of the arch, renovating what has for some time been an untidy part of the School. This will allow the administrative heart of the School to be properly organised and established so that any increase in numbers or administrative requirement based upon the sixth year can be readily coped with.

In 1960 also it is proposed to establish the post of master of the Lower School. Mr. Grigg will take up this appointment and his duties will be the co-ordination of the pastoral care of the III and S Forms and to cope with the daily routine matters of behaviour, discipline and scholarship. Where necessary a first enquiry concerning a boy's work and welfare should in future be made by parents to Mr. Grigg or to the boy's Form Master. It is not intended that parents should not have the right of talking to anyone else concerning their son; but rather is it so arranged that closer pastoral knowledge will be held by one person—as already is the case in the Preparatory School. Plans are being made to extend this scheme to other parts of the School later.

Many people will ask whether the policy of the School will be changed in coming years. Council has rightly used the change of Headmasters as an opportunity to review in great detail the future of the School. It is well known that this is a school of high academic standard and that over the years Mr. Robson has preserved these standards despite a changing educational world. Such a policy is in accordance with the School's Foundation Charter.

Council has reviewed this policy in the light of the School's Charter, of the Wyndham report and of modern educational thought. It has found that many of the recommendations involved in the Wyndham report have indeed been carried out in the School for quite a number of years. Accordingly there will be no major change in this direction of the School's policy. The School plans, however, to move towards the full requirements of secondary education as envisaged by the Wyndham report, at the same time retaining its very definite academic bias.

One of the great needs of this School at present, however, is for a greater sensibility. Dr. Charles Raven of Cambridge University talks of sensibility as "the principal qualification" and as being "always the educator's objective." He also states that "the future seems to belong not to the predatory or the immune but to the sensitive who live dangerously."

It is this stress on sensibility and the requirement of a sensitive approach by boys to their life which must be the aim of the School. To a certain extent we can provide an element of danger in the sporting opportunities which we offer to boys. But the element of danger provided by games is mainly a physical one; whereas what we need more is the element of danger which demands a sensitive mental or spiritual appreciation. Our music and drama—and I hope, in future, our increasing orchestral work—do provide some of this sensitive appreciation. We hope to increase it further by the introduction of violin lessons and recorder teaching in the Preparatory School. But, of course, this does not provide the element of danger necessarily. Some parents may be able to afford to send their sons to the Outward Bound School on the Hawkesbury River where they will face such challenges. I hope as many boys as possible will pass through Outward Bound.

But the School should have its own methods of providing opportunities for such problems of training. We do need a bush hut, close to Sydney, but yet in the heart of nature, where boys can learn to live sensitively but dangerously.

Perhaps the future will allow this to take place. A greater sensibility will also make more boys aware of the need to serve the community but which we are part.

The School will continue to stress the duty of service and the pursuit of quality.

Everything the School does must be done at the highest possible standard, be it work, games, play. It will be the policy of the School—as it has indeed always been—to keep this aim constantly before the boys. No one is worse than he who slouches through life without making any particular contribution to the community, large or small.

The pursuit of quality is closely allied naturally with the teaching of leadership. Leadership can be positively taught and it is not so innate and inherent as many are inclined to believe. There is no doubt that the difference between the average and the good leader is some intangible quality which is extremely difficult to define. But there is equally no doubt that a leader can be made a better leader by positive instruction.

Lastly, it is the aim of the School to develop in boys what the Bible calls grace. It is extremely difficult to define this Christian quality. In a theological sense, it can mean an individual virtue or excellence, divine in origin—indeed, something which is a favour of God. In the more mundane sense, however, this concept of favour needs further definition. We all know that favours are done in return for some service rendered; the essential point is that a favour is done *after* something else has happened. So God's Grace is granted as a result of our service to Him. The School prayer mentions also "the quickening power of God's continual grace", thus implying a sense of living and growing as an essential result of gaining grace.

It is in the dual senses (first of serving, then of being made live and whole) that the School attempts with humility to develop in boys God's grace.