



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

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**December, 1960**

# Sydney Church of England Grammar School

Speech Day — 15th December, 1960.

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.

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.

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 The Governor of New South Wales, Lt.-Gen. Sir Eric Woodward, K.C.M.G., C.B., C.B.E., D.S.O.

Vote of thanks by the Senior Prefect.

Benediction

National Anthem

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Tea will be served in the School Grounds.

## PRIZE LIST, 1960.

### SIXTH FORM:

Brian Pockley Memorial Prize .....	D. L. Cay
Burke Prize and United Services Prize (1st in General Proficiency) .....	R. J. B. Bosworth
War Memorial Prize (2nd in General Proficiency) .....	D. N. Scott
A. H. Wade Memorial Prize (General Merit) .....	D. J. Farram
Percival Sharp Memorial Prize (VI A Form Prize) .....	R. H. Wyndham
Harold Dean and R. S. Reid Prizes (Mathematics) .....	G. N. Pollard
Charlton Prize (A-set Divinity) .....	R. H. Wyndham
J. S. Wilson Memorial Prize (English) .....	R. H. Wyndham
David Cowlshaw Memorial Prize (Latin) .....	D. N. Scott
Herbert Kendall Memorial Prize (French) .....	P. T. Southwell- Keely
Ian Menzies Memorial Prize (History) .....	P. T. Southwell- Keely
Monteith Cowper Wood Memorial Prize (Physics) .....	R. J. B. Bosworth
John Kingsmill Phillips Memorial Prize (Chemistry) .....	D. H. Lloyd
Desmond Hum Memorial Prize (Geography) .....	D. N. Scott
Russell Sinclair Memorial Prize (General Merit) .....	R. J. B. Bosworth
Donald Muston Memorial Prize (General Merit) .....	J. B. Keene
Ancient History (The "Lodge Torch Bearer" Prize) .....	A. H. D. Budd
Accountancy .....	K. J. Phillis
Geology .....	A. H. Palmer
	{F. R. Maslin
	{P. J. F. Moses
	{J. B. Keene
	{W. S. Bremner

### FIFTH FORM:

Alan Ludowici Memorial Prize (VA Form) .....	J. D. Schwartzkoff
Hunter Stephenson Prize (Mathematics) .....	P. A. Wood
Eric Milcham Litchfield Memorial Prize (General Merit) .....	T. S. Southwell- Keely
Harry Eames Budd Memorial Prize (English) .....	J. D. Schwartzkoff

### FOURTH FORM:

Alan Ludowici Memorial Prize (IVA <sub>1</sub> Form) .....	P. Evans
Roy Milton Prize (French) .....	P. Evans
L. R. Benjamin Memorial Prize (Science) .....	D. J. Cotton
Geoffrey Cohen Memorial Prize (General Merit) .....	R. E. Alexander
Frank Bennett Memorial Prize (English) .....	P. Evans
Tamworth Group Prize (Mathematics) .....	D. J. Cotton

### SUB-INTERMEDIATE FORM:

Alan Ludowici Memorial Prize (SA <sub>1</sub> Form) .....	C. R. Barton
Hunter Stephenson Prize (French) .....	C. R. Barton
The Selby Prize (Physics and Chemistry) .....	{C. R. Barton
Tamworth Group Prize (Mathematics) .....	{R. B. Hudson
	{R. B. Hudson

### THIRD FORM:

Alan Ludowici Memorial Prize (III A <sub>1</sub> Form) .....	H. J. Crawford
Daryl Loddington Hall Memorial Prize (French) .....	W. G. Cockell

### PREPARATORY SCHOOL:

John Scott Memorial Prize (IIA Form) .....	B. D. MacDermott
John Scott Memorial Mathematics Prize (Division 6A) .....	R. L. Whitten

## PRIZE LIST—(Continued)

### SPECIAL PRIZES:

#### General Activities:

Old Boys' Union Prize .....	{R. T. Halstead
	{J. B. Keene
D. J. Richards Memorial Prize .....	{K. N. Chandler
	{I. B. Mitchell

#### Catechism:

Uther Prize .....	B. D. MacDermott
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#### Choir:

The David Davies Memorial Prize .....	C. J. Fox
Choir Prizes .....	{P. C. R. Meyer
	{C. R. Wallis

#### General Knowledge:

John Jamieson Memorial Prize .....	J. D. Schwartzkoff
Junior Prizes .....	IVth Forms J. R. Nield
	S Forms C. R. Barton
	IIIrd Forms W. G. Cockell

#### Art:

E. T. Thring Memorial Prize .....	G. J. Shead
Junior Prize .....	C. A. Potts
W. M. N. Stewart Memorial Prize (Preparatory School) .....	T. A. Storrier

#### Original Contribution to School Magazine:

"Torch Bearer" Prize .....	C. H. Graham
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Debating Prizes: .....	{A. R. Coulter
	{D. M. Scarlett
	{J. D. Schwartzkoff

#### Music:

The R. G. H. Walmsley Memorial Prize .....	C. J. Fox
Practical Senior .....	C. H. Graham
Practical Junior .....	R. H. Brezzo
Theoretical Senior .....	R. N. Wyndham
Theoretical Junior .....	P. H. R. Meyer

#### Woodwork:

G. R. and R. V. Kierath Prize .....	J. L. Poole
Junior Prize .....	K. S. McMaster

#### Woolclassing:

Riverina Group Prizes .....	Vth Form D. J. Coates
	IVth Form J. C. McMaster
	S Form W. J. Bright

Vth FORM PRIZES  
(Other than Special Prizes)

DIVINITY: J. R. Graham  
J. G. Mason  
D. I. MacDermott

DIVISION: K. J. Phillis  
R. K. McDonald  
J. M. Kingsmill  
G. D. G. Clifford

GENERAL MERIT:

C. L. Ayres  
A. D. Marx  
O. M. Podger  
P. B. Andrews  
T. S. Bannister

Vth FORM PRIZES  
(Other than Special Prizes)

R. P. Armati  
R. I. Carter  
R. J. Franklin  
J. W. Kerr  
R. G. Delbridge

FORM: S. de Kantzow  
E. G. Harvey  
J. W. Kerr  
G. D. Perrett

B. M. Connell  
T. M. Gosling  
J. W. Kerr

J. E. S. Lawson  
W. B. Thomas

	DIVINITY	FORM	DIVISION
Form IVA <sub>1</sub>	S. A. Stewart	(P. Evans)	(D. J. Cotton)
" IVA <sub>2</sub>	J. F. Cowper	K. B. McCaskill	G. R. Hodgkinson
" IVB <sub>1</sub>	P. H. Mason	G. A. Firth	L. A. Scott
" IVB <sub>2</sub>	J. J. Buckman	I. D. McA. Roberts	I. D. McA. Roberts
" IVC	I. D. Crauford	M. F. McEachern	I. Kilpatrick
" SA <sub>1</sub>	C. R. Barton	(C. R. Barton)	(R. B. Hudson)
" SA <sub>2</sub>	D. B. Bates	S. A. B. Fitzhardinge	D. B. Bates
" SB <sub>1</sub>	G. E. Timms	G. K. Aldridge	A. G. Mackay
" SB <sub>2</sub>	Alan G. Robertson	Alan G. Robertson	D. Bowen
" SC	C. T. Godlee	W. T. Woods	M. H. Cottrell- Dormer
" IIIA <sub>1</sub>	P. G. Buckman	(H. J. Crawford)	J. H. Higinbotham
" IIIA <sub>2</sub>	J. M. Warren	S. M. Dunn	F. M. Hibbs
" IIIA <sub>3</sub>	K. A. Wharton	K. A. Wharton	J. A. U. Broome
" IIIB	R. E. Bull	R. E. Bull	R. E. Bull
" IIIC	B. A. T. Robson	P. D. Hicks	R. F. Harvey
" IIA	B. D. MacDermott	(B. D. MacDermott)	(R. L. Whitten)
" IIB	G. H. Easy	A. R. Tyson	G. H. Easy
Remove A	P. A. Armour	R. C. Selby	R. H. Smith
Remove B	B. S. McRae	S. G. Andrew	S. G. Andrew
Form I	C. P. L. Lloyd	T. B. Macphillamy	T. B. Macphillamy

GENERAL MERIT: G. H. Pollard, J. S. Wenden, G. C. Dent, T. N. Holman, T. H. Begbie, W. H. Sands, A. H. Chapman, J. S. Whitty, R. R. Treagus, J. M. Thompson, B. M. Whyte, J. B. F. Anderson, D. C. Shields, P. G. Heard, L. W. Davies, D. R. B. Allen, C. B. Edye, D. S. Carment, D. J. Dey.

ORDER OF MERIT IN THE SIXTH FORM  
IN GENERAL PROFICIENCY

1, R. J. B. Bosworth; 2, D. N. Scott; 3, (aeq.) D. J. Farram, G. N. Pollard; 5, A. H. D. Budd; 6, R. H. Wyndham; 7, (aeq.) K. J. Phillis, P. T. Southwell-Keely; 9, C. L. Ayres; 10, A. D. Marx. 11, J. H. Alexander; 12, R. A. Barnett; 13, J. R. Graham; 14, D. H. Lloyd; 15, P. R. Horrobin; 16, T. P. Lyttle; 17, J. B. Keene; 18, R. T. Halstead; 19, J. A. Booker; 20, A. H. Palmer; 21, M. J. Sevier; 22, A. W. Stevenson; 23, O. M. Podger; 24, J. P. Isbister; 25, M. J. D. Roberts; 26, G. N. Goodsell; 27, P. B. Andrews; 28, K. R. McDonald; 29, D. L. Cay; 30, T. S. Bannister.

## HEADMASTER'S REPORT, 1960.

Your Excellency, Your Grace, Ladies and Gentlemen,—

Once again we welcome Your Excellency to the School, and we would like you to know how grateful we are that you have been able to find time in your busy life to come and present the prizes today.

On behalf of the School Council may I welcome you all here.

You may not realise it, but the number of people who have supported Speech Day in recent years has grown so great that we have been forced to hire the largest marquee that is available in Sydney. I hope that you all are able to see the proceedings and that you all can hear well.

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The most difficult problem that the School has had to face this year has been the question of the size and composition of the School. As forecast last year, the possibility of the Sixth Year of Secondary Education under the Wyndham report caused a complete reassessment of the number of boys in the School. The demand for places, which there has been in the last five years and which appears to be ever increasing in the next decade, together with an additional Sixth Year (even though still nebulous) meant that a very close investigation of the size of the school was necessary. At the same time any investigation had to take into account the limiting factor of the area of the School property and the positioning of the present buildings. As you are all aware, the buildings are not placed in the best possible positions as the property has been purchased over a long period of time. About the two problems of size of the School and the use of space it is proposed to speak at some length so that the School community will be aware of what has to be done in the near future.

To enrol a boy at this School now demands that parents must take steps within the first six to nine months of their son's life to have even a reasonable chance of acceptance. It is very awkward to know what policy to adopt when one is receiving requests for applications for entry to the School in 1975—which is what happened early this year. We faced such demands by saying that to accept an application so far in advance seemed improper, since it bound the School to a policy which could not be properly thought out at this time for a period so far ahead, and also by pointing out to the parents that it was perhaps forecasting a boy's education in a way which, in a decade and a half's time, may prove to be quite wrong—both for the boy and for the School!

The whole question of how boys should be entered into the School has been reviewed three times in the past 18 months. We are not complacent about our enrolment procedure and we are constantly removing the weaknesses as they are revealed. However, we do feel that the system is as fair and as accurate as it can possibly be, allowing for the chances of correspondence going astray in the course of a ten-year period. It must be realised that early application does not necessarily guarantee a definite place. For example, we only have twenty vacancies for nine-year-olds and in some years these twenty vacancies are filled in a month. Consequently, any boys born in the remaining eleven months of that year must go on a waiting-list. We do beg all parents who have boys entered for the years ahead to keep in touch with the School, preferably by letter, especially if there is a change of address. Again, there is a considerable difficulty in providing entry at other than the normal times, i.e., other than into the three years of the Preparatory School, and into First Year of Secondary Education. It has been the experience of the School in recent years that boys do not leave after the Intermediate Certificate; and so, there are in fact very few vacancies in the senior school after First Year. Council did consider at length the question of increasing the enrolment of the

School but has found that the size of the present property makes it unwise to do so. So the size of the school will remain as near to its present composition as is possible, and plans are being made to develop the land available so as to provide proper facilities for this number of pupils.

Steps have also been taken in the last twelve months to purchase more land adjacent to the School, and it is pleasing to be able to report that property at the front of the school, which we had hoped for so many years would come to us, has eventually come into our possession. At the same time we have taken steps to increase the playing facilities at Northbridge, where it is hoped more progress may be made in 1961.

The completion of the building near the arch has allowed plans to be made for further building of classrooms and laboratories in the coming year. About 1930, Mr. Robson, with the School Architects, Mr. Minnett and Mr. Shirley, made a long-range plan for the complete development of the classroom block. Unfortunately, the war interfered with the fulfilment of this plan; and the slowness of gaining possession of buildings on the school boundary added further to the delay. After many years of frustration in this respect, it has at last appeared possible that the plan can be completed; and so 1960 has been a year of long discussions about the future development of the School.

After considering the propriety of completing the quadrangle in Alma Street, Council has decided (as a result of the purchase of property at the front gate) that it would be wise now to develop the classroom block in the area east of the Hall. It is not without considerable thought that a departure from the long-standing plan has been made. But the tremendous growth of North Sydney has demanded a reassessment of the School's future. In view of the concept of multi-storeyed buildings, it now seems wise to plan the School's development so as to preserve the splendid views of Sydney Harbour to the south and east—if this can be done!

It is a pity there is in Australia no law such as that of the Ancient Lights which in Great Britain secures the preservation of wonderful views such as the School has of the Harbour. We have done our utmost within the bounds of finance to secure this outlook from the School and are further endeavouring to plan the School's development in a manner suitable to these views.

In line with such planning, the administrative heart of the School near the arch has been remodelled. When one looks at this work now, it seems to have been there for a long time already. There is no question that the School has been united physically by the completion of this work. The improved facilities now available for the administration of the School make one wonder how we have managed for so long. At the same time, further improvements have been made to the Preparatory School where playing and gymnastic equipment has been provided on the lower playground, and where a tennis court is being prepared for use in 1961. Old Boys also will be pleased to see the Walmsley Bell in position. Since many books and art prints have been added to the library, the Preparatory School is becoming a very well-equipped School indeed.

At Northbridge plans have been made to move the entrance gates nearer to the pavilion. Some parking space will still be provided inside the ground, whilst it is hoped to grass over the old road, thus improving the whole area. This movement of the gates has been made possible by a generous donation by Mr. E. C. S. White. In 1923 his father, Mr. A. B. S. White, donated the original gates, and now his son has preserved the family connection. For this generosity we are indeed grateful.

The School also wishes to thank Mr. G. A. N. Woodcock once again for a further donation which will be used in the Preparatory School Library. Also, Dr. Frank Cash has kindly presented to the School several photographs suitably titled and framed, which later will be displayed in the School Library. The photographs of most interest are those of the former

presidents of the School Council, whilst the others are of views about North Sydney. In addition, he has enlarged for Hodges House a photograph of Mr. C. H. Hodges, the former Headmaster after which the House is named.

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Throughout the year the scholarship of the School has in general been of reasonable standard. There is no doubt that every boy in the School could work harder and to greater effect. It must be realised that the Leaving Certificate is now, rightly or wrongly, regarded in the community as an essential qualification for most positions. A good pass in the Leaving Certificate is achieved only if a solid scholastic foundation has been obtained in the years before the Leaving Examination, especially in Fifth Form. Only by steady and consistently good work can this be achieved.

The results in 1959 marked a slight improvement on the previous year, although there were not sufficient A passes. C. S. Phegan obtained a maximum pass with First Class Honours in Maths I, Maths II, and German, and A passes in Latin and English. Four boys—J. H. Pollard, J. D. Heydon, C. S. Phegan, and C. C. Vonwiller—were placed in the first hundred in the State.

The possession of a Leaving Certificate merely shows that a boy has reached a certain scholastic standard in academic work. In no way does it assess character, vocation or a boy's capacity to undertake higher education in those courses which are not taught at schools but in which a boy may be deeply interested. The Leaving Certificate is a good guide to the possibility of academic success in University education, and a boy who cannot gain a Leaving Certificate easily is unwise to undertake a professional career at the University. But it is extraordinary to see the high value being put upon Leaving Certificate passes to determine whether a boy can enter the commercial or industrial world. There are many prominent people whose earlier failures in academic examinations have in no way prevented their becoming successful business men or women.

This is no plea for a lowering of the academic standard of the Leaving Certificate, nor is it a suggestion that boys should not work hard in an endeavour to pass it. But rather is it a belief: that the Leaving examination is being used by the community in the wrong way; that failure in the examination is too frequently regarded as a social disgrace when in fact it really means that the boy who so fails is of below average scholastic ability; and that some boys are being passed over for jobs for which they are eminently suited by reason of their practical dexterity because they have failed in an examination which is purely theoretical and academic. A more reliable guide to a boy's capacity, practical and academic, can more often be found in his school reports than in his ability to pass examinations. When 15,833 children sit for an examination—as have done for the Leaving this year—it seems reasonable to doubt whether all of them are using the test for proper academic purposes and whether it is a test of creative thinking or of academic cramming.

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One hundred and seventeen boys passed the Intermediate Certificate in 1959. Six boys gained the maximum pass with eight A's. Again, in this part of the School there is insufficient awareness that a pass in this examination is only achieved by hard and consistent work. Boys who expect to go on to an academic career must realise that the Intermediate is the first academic hurdle they have to jump. Since it is an easy standard academically, they must pass it well if they are later to reach a high standard of academic scholarship. Conversely, boys who are unable to pass the Intermediate Certificate must consider whether they are destined for careers which involve further academic learning. In fact, in recent years very few boys who have failed in the Intermediate Certificate Examination have later passed the Leaving. Thus, those who fail in the Intermediate are well advised to give careful consideration to their future career and



especially to the question whether they leave school and adopt some form of vocation for which specialist training of a type not given here is more suitable.

Also parents should clearly understand that to pass the internal Intermediate Certificate requires three actions on the part of the candidate: first, he must reach a satisfactory pass standard in his academic work in the last half of the second year as well as in the whole of the third year; secondly, he must reach pass standard in the actual Intermediate examination; and thirdly, he must give evidence to the School that his diligence in study and his conduct are sufficiently good to be granted a certificate to this effect.

This year, as a result of their behaviour, several boys have not been granted such a certificate of good conduct and so have not fulfilled the requirements necessary to gain the Intermediate Certificate.

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Moreover, parents should also know that a similar certificate of good conduct and personal character is an essential part of the Leaving Certificate examination. These certificates are not given lightly; nor should they be.

Certificates of regular attendance are also a requirement of these two public examinations. At present attendance at School is not as good as it can be. Last year attention was drawn to the failure of boys to have 100% attendance record. At the middle of October only one-quarter of the School had attended every day. Frequent absences from School interrupt consistent teaching and consistent learning, both of which are necessary to achieve academic success. Illness is not always the only cause of absence; many times the absences could have been avoided.

Parents are requested not to arrange appointments in school hours, nor to ask for time out of school unless it is absolutely essential. Normal dental and medical treatment should be carried out in the holidays; and where it has to overlap into term time appointments should be made after school hours.

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The academic progress and the development in character of every boy is constantly being reviewed by the staff. The School Counsellor, Mr. R. K. Chambers, is always available to discuss social or academic problems with boys, and can be consulted privately by parents. The appointment of Mr. Grigg as Master of The Lower School has resulted in a much closer pastoral care among the younger boys. This year time has been created for form periods in which boys may discuss any matter with their form master. In these ways we hope to keep in closer touch with each boy. On their part, boys must be willing to come forward and talk over their problems with members of the staff, rather than to wait until they are in trouble or in difficulties before doing so.

In the case of younger boys pink cards are given as rewards for good work and conduct. The card is sufficient reward in itself so that parents are asked not to attack its purpose by over evaluating it financially, or to cause nervous prostration by regarding the failure to earn one each week as a family or academic disaster. The standards necessary to gain a pink card are high and are rigidly applied. Consequently a card really does signify a good week's performance. That a boy has not received one does not mean that he is not working well; it merely means that he has failed to come up to a very high standard.

The homework industry is another matter. This is a term given to the flurried execution of homework done on a boy's arrival at school in the morning, either before Chapel or before School—and often with the assistance of the brains or the work of another boy or boys. Homework, as the term implies, should be done at home either in the afternoon or at night. A certain time is allotted to each subject and work is set for each evening. The full time should be given to it and parents are asked to

ensure that the necessary amount of time is in fact so devoted and that other activities do not interfere with it. Homework gives a boy the opportunity to move towards true learning by doing his work himself. The work should have been entered by the boy in his Home Lesson Book where it can be checked by parents if necessary. Any queries concerning homework should be addressed to the boy's form master and can well be done in a letter.

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Once again we have had mixed results in games. In Rowing, the Eight performed extremely well, gaining a well-deserved victory. The First Four came second and the Second Four third. Friends of the Boat Shed conducted a very successful Junior Regatta in early March, as a result of which it has been possible to improve many facilities there. We greatly appreciate the help given to us by many mothers once again during the Rowing season.

In Football the First Fifteen again had a mixed season. At times the team performed extremely well indeed, and then had extraordinary and inexplicable lapses. Once again many boys played matches, and the organisation required to achieve this is now quite tremendous. On one Saturday 600 boys played football. The glamour team of the year was the 8th XV, who preserved an undefeated record.

In Shooting the First Team occupied fifth place, and the Second Team fourth place. Concern is being expressed about the future of Rifle Shooting based upon the supply of .303 ammunition. A change in Government policy may in time affect this sport and investigation is being made at present to find a way in which the training so provided can be continued. Mr. Blomfield has relieved Mr. Grigg as Master in charge of Shooting, a post which Mr. Grigg has held for many years. Indeed it seems hard to imagine a School shooting team without either Mr. Bagot or Mr. Grigg.

The number of boys playing tennis regularly has increased noticeably, although it is still only a small percentage of the School. Special mention must be made of J. D. Newcombe, who has been Captain of Tennis for the last two years, and who has not been defeated when playing for the School in singles since he was twelve years old. He is a tennis player of the highest quality and yet he has always played the game in the most modest and proper manner. Junior boys in the School may well copy his example in this respect. His skill and modesty have now been rewarded by his being selected as a member of the Australian Junior team to play in Miami, Florida, in the United States International Under 19 Championships in December this year.

In Athletics the School performed particularly well. After last year's successful season we did not expect to have strong teams, yet the Senior team came fourth and the Junior team fifth. There were once again some fine individual performances, especially those of S. D. Warr in the 100 Yards Open, and of J. K. Stuart in the 440 Yards Open. Still it was the Junior team and the distance runners who excelled themselves. All rose to the occasion on the day of the G.P.S. Athletics and performed much better than they had done at any other time.

In Cricket the standard generally is improving. However, too few boys seem to realise that concentration and performance of a high quality are required if success in Cricket is to be achieved. Too few boys obtain big scores in batting; too few boys can really field well; and the varying lengths of the bowlers leave much to be desired. Perseverance and hard practice are necessary if cricketing quality is to be achieved. But there is no reason why any boy should field badly. A high standard of fielding can be reached by any boy who is prepared to practise or to spend time in perfecting a technique which is easy to acquire if one is prepared to work for it.

To provide games for more boys, arrangements have been made whereby some sixty boys are able to play Squash at the North Sydney courts. This

opportunity was provided in the football season, mainly for those not playing football.

The Golf team has competed regularly against other Schools, and provides an additional activity for a small group of boys. The team won its division but was eliminated in the semi-final.

It is pleasing to be able to report a general improvement in the quality and performance of G.P.S. games this year, and to see a return to common sense in inter-School matches. Many parents will perhaps be surprised at the constant reference to the need for quality of performance in games and athletic pursuits. We tend in these times to lose sight of the need for all-round performance in games. Whilst the examples given below are perhaps those of the better performers at games, nevertheless these are not unusual in the School. Cay, the Senior Prefect, has been a member of the Eight, the Football team and the Rifle team, and is a Cadet Under-Officer. Stuart is a member of the Eight, the Football team, the Athletic team, and is a Warrant Officer in the A.T.C. Sevier is a member of the Cricket team, the Football team (until injured), has played in the Golf team, and is a Cadet Under Officer. These three boys are captains of four games; and not only do they play several games, but it is pleasing to be able to report that their academic work has remained up to standard. It is important that boys do many things well rather than that they excel at one thing to the complete exclusion of everything else—as seems to be the modern attitude to games.

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Work in both the Army Cadets and the Air Training Corps has once again been of a high standard. Bivouacs were held early in the year and a field day was held this term. Unfortunately, the Army Ceremonial Parade had to be cancelled owing to rain, but Lieutenant-General H. G. Edgar kindly came to the school at the appointed time and met the Officers and Under Officers. The A.T.C. has provided the Guard of Honour for today's Speech Day.

The Dramatic Society departed from a long-standing tradition this year quite accidentally, and did not perform a Gilbert and Sullivan opera. A change in the Master in charge of Music unfortunately cut right into the preparation of the musical side, and it was decided to abandon the performance for this year. However, five very good plays were presented, the acting of which was of an extremely high standard. In addition, the stage decor has become quite a feature of recent dramatic productions. The musical side of the School was, however, very well displayed in a most successful and varied concert this term. The quality of performance was extremely high indeed, showing that little had been lost by cancelling the Gilbert and Sullivan—indeed much has been gained under Mr. Dudman's able tuition.

Other societies have flourished as usual. Thanks to the energies of Mr. Cooper and Mr. Heath, both Old Boys, and to the devotion of Mr. Gilfillan, the Scout Troop is functioning strongly. Starting as the enthusiasm of a few boys in 1959, the Railway Club has gone from strength to strength until it organised an outing in a special train, the comings and going of which were recorded in detail on the indicator board at Central Station.

This year, too, there has been a revival of interest in Debating, membership of the Society rising to about seventy boys. Two or three debates per week were held to provide an opportunity for all boys to take part. Six teams competed in the City of Sydney Eisteddfod. Although we had little success in the G.P.S. Competition, there is evidence of possible improvement in future years.

And to cater for boys whose interests lie in other directions, the Duke of Edinburgh's Award Scheme has been begun in the School. The scheme is designed "as an introduction to leisure time activities, a challenge to

personal achievement and as a guide to those people and organisations who are concerned about the development of our future citizens"—as His Royal Highness the Duke of Edinburgh has himself written. The scheme lays stress upon "qualities of effort, energy, enthusiasm and endurance and so offers a challenge to boys". At the same time the standards of achievement required are intended to match those of boys of average abilities and are within the reach of most boys provided they make the effort.

The School has been approved as an operating authority of the Award scheme and is the first authority in Australia to be so approved. Already first aid lectures have begun and some boys are working for the awards.

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During the year there have been some changes in the School Council. Reverend R. P. Gee's place was for a short time taken by Reverend D. W. Robinson, who now also has had to resign as he is going overseas. The Venerable F. W. Tugwell has also retired. We thank both Mr. Gee and Archdeacon Tugwell for their years of wise counsel and assistance. We welcome in their places the Right Reverend M. L. Loane and Reverend J. Whild, and are looking forward to their help in the settling of school policy. Mr. T. A. Tonkin has also joined Council as an Old Boys' representative. With all the planning mentioned earlier in this report, Council has had a hard working year and I wish to express both my own and the School's appreciation for their efforts on our behalf.

There will be several changes of Staff next year. Mr. Dudman has been granted a scholarship to France and we wish him every success. His place will be taken by Mr. J. H. Winstanley, L.R.A.M., A.R.C.O., who has been Music Director at St. Peter's College in Adelaide for many years. Mr. Colebrook is going on leave for two years but Mr. Jenkins returns to fill this place. It is with regret that the death of Mr. Fomenko during the course of the year must be recorded. His scholarly comments and pertinent suggestions about academic standards are already greatly missed in the School; and his influence went far beyond the classroom and the sporting field at Northbridge. His place will be taken by Mr. S. P. Gebhardt, B.A., who comes to us from Geelong Grammar School. Regretfully too I must record the death of Mrs. Dora Allman who for many years assisted with the School's musical development. Her vigorous conducting of the School Orchestra, demanding always the highest of performance, will be gratefully remembered by many, quite apart from her great musical gifts which she passed on to her many pupils here. The Rev. J. F. W. Mason is leaving to take charge of the parish at Northbridge. Mr. Mason has been with us nine years, and in that time his sincerity and his intense devotion to his ministry has set a striking example to all who have come in contact with him. The spiritual side of the School has been increased in strength and yet in humility as a result of his ministry and example. We wish him every success in his new ministry, hoping that his pastoral care will still extend to some playing fields in his new parish.

I should also like to thank the Staff for their help again this year. The successful completion of another school year is entirely due to their energy and effort. To the prefects too praise must be given. Though I have raised the standards of excellence required of prefects and sub-prefects, mostly they have risen to the challenge. Under David Cay's leadership they have led the school well.

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Speech Day reports have perhaps been wrongly regarded in the last few years by some who do not understand their purpose. A Speech Day is the occasion when the Headmaster reports to the School community upon the activities of the School, upon its problems and upon those matters to which the attention of the School community should be drawn. It is not the custom to use the occasion as a chance to bring parents back to

school; rather is it that Speech Day is the opportunity to put before the School community matters which are of vital concern to the satisfactory function of education from day to day.

Here in the School there is adequate evidence of disconcertingly bad lapses of morality—stealing and cheating are but two forms of these lapses. This year there has been an increase in incidents of cheating in examinations; and there have been too many thefts of property. There have even been incidents of smoking and drinking. His Grace the Archbishop spoke strongly on this subject of morals during his recent Address to Synod; your sons will tell you how often I am compelled to speak on assembly about these matters.

I do not wish to labour this point nor do I wish it to be taken out of context and so to imply that lapses are occurring all day and every day. But I do want to say that too few boys seem aware that such actions are bad lapses of morality. Now where does the blame for this lack of awareness lie? With the boy himself; with the School's training; or with the family circle? May I suggest that perhaps it is with all three in part.

Boys must become aware of the importance of adhering to virtues which some modern young people feel perhaps are outmoded. We are a Christian nation and our Christian heritage is based upon stern virtues. An attack on these virtues is thus an attack on the heritage itself. Surely it is not the desire of the youth of today to destroy their inheritance? Generally speaking, boys are conservative in beliefs and just in actions and do not wish to tear down traditions or traditional beliefs. But boys are in danger of doing just this, if they are not aware of the consequences of their actions. The borrowing of a pencil or a ruler can soon extend to keeping of the pencil or ruler—at first by mistake perhaps, then by need and finally by just being too thoughtless or lazy to return it to the owner. Who among us has not lost books in this way; and who among us has not kept books in this way? The examples of books and rulers may appear to be petty; but they are symptomatic of an attitude to the property of others. From such a lack of awareness of the inviolability of property it is a short step to gate-crashing and car-stealing.

It is the School's task to make boys aware of the sternness of our Christian heritage. We take a strong line, disciplinary-wise, whenever cases of misconduct of this serious nature are discovered. But such strong action can often drive the offences underground and prevent other boys from notifying misconduct or losses of property in the belief that it is not honourable to do so. A schoolboy's honour—so mistakenly called—often prevents him from reporting obvious and wilful instances of extreme misconduct, thereby condoning the offence by taking no action to prevent its re-occurrence. I am not suggesting that boys become tattlers; but there must be a standard of conduct which is acceptable to any community; all conduct which falls below this standard must not be accepted; and steps must be taken to improve it. If one boy sees another behaving in an improper or reprehensible manner, it is the former's duty so to exert his personality that the misbehaviour ceases. If he fails to prevent the misbehaviour, he must enlist the aid of friends of like beliefs to help him in his task. If this group of boys, all of whom consider the conduct in question to be reprehensible, fails to prevent the misconduct, then the group must report the incident to the proper authority—his parents, or the school, or the police if necessary. To adopt such a line of action demands moral courage. And to deal with such a situation demands courage by the authority. Far too often at present misbehaviour is condoned by persons in authority because it will cause too much upheaval to do otherwise. Far too often parents condone illegality or aid directly in its committal, by consistently asking for the School's approval for their sons not to obey the school rules. Demands for special leave or privileges are a tacit undermining of the School's authority since they imply the idea that rules are made to be broken and that the breaking of them is

not of serious import. Youth is no excuse for impropriety or for special regulation; Christian principles are the same for us all, no matter what our age.

The way to combat misconduct must surely be for each and every one of us—boy or adult, in the school or in the home—to refuse to condone behaviour which is incompatible with our Christian heritage; and for us all to take steps, immediately upon meeting such behaviour, to prevent its reoccurrence—either by disciplinary action, or by speaking to the boys involved, or by explaining to them the consequences of their actions.

Parents can help positively in this struggle. Knowledge and wisdom is only passed on from one generation to the next in either written or spoken form. When the opportunity arises to speak about this matter of conduct, parents must do so fearlessly and forthrightly, knowing their stand is widely supported in the community. On every occasion upon which the family is faced with lapses of conduct progress towards the prevention of future lapses must be made by parents disciplining their children and at the same time offering to them the wisdom of their years. Children only learn by being told about, and by being made aware of, what they should do.

The School tries to help positively by teaching the principles of awareness and obedience. Recently Sir Francis Rolland, a former Headmaster of Geelong College, said that the task of education was to teach people "what to enjoy, what to fight for, what to reverence." Like so many of his sayings, this one sets out clearly the School's task.

Unless a boy is made aware of what to enjoy, what to fight for and what to reverence, he will never have true purpose in his life. By demanding high standards of performance in work and games the School hopes that boys will enjoy more fully these mental and physical pursuits. It is in order to help them enjoy life more that we have commenced the Duke of Edinburgh's award, that we try to provide a variety of leisure activities and that we provide such first-class games' facilities. By making boys aware that moral principles and Christian virtues are worth fighting for and are often only achieved after great struggle, it is hoped boys will become the more concerned to defend the heritage that is theirs against the materialistic inroads of the twentieth century.

By teaching obedience to God's will and to His laws the School endeavours to impress upon boys that the worship of God is the central spring of their spiritual and physical well-being. Awareness of one's duty to the community and of obedience to God will reinforce the teaching of Church and home and will be in accordance with some verses of the School Psalm. For the first two verses of Psalm 15 surely will act as a beacon to any boy when in trouble—

*Lord, Who shall dwell in thy tabernacle: or who shall rest upon thy holy hill?*

*Even he, that leadeth an uncorrupt life: and doeth the thing which is right, and speaketh the truth from his heart.*