



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

December, 1961

Sydney Church of England Grammar School

Speech Day—14th December, 1961

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 Mr. J. E. M. Dixon, B.Ec., A.A.S.A., Chairman of Council.

Summary of Headmaster's Report.

Presentation of Prizes and Address by ~~His Excellency~~ The Honourable Sir Kenneth Street, K.C.M.G., B.A., LL.B., Hon. LL.D., Kt. St. J., Lieutenant-Governor of New South Wales.

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. IAN W. HOLT, M.B., B.S., D.T.M.,
D.T.H. |
| Rt. Rev. M. L. LOANE, M.A., Th.L.,
D.D. | Dr. A. DISTIN MORGAN, M.B., Ch.M.,
D.A. |
| Rev. S. C. S. BEGBIE, Th.L. | J. E. M. DIXON, B.Ec., A.A.S.A. |
| Rev. Canon S. G. STEWART, Th.L. | W. L. J. HUTCHINSON, A.C.A.
(Austr.), Th.L. |
| Rev. R. S. R. MEYER, B.A., B.Ed.,
Th.L. | A. B. PODGER, B.E. |
| Rev. J. E. WHILD, B.A. | A. G. LANG, B.A., LL.B. |
| Dr. T. S. HEPWORTH, B.A., Dip.Ed.,
Ed.D. | T. A. TONKIN, B.Ec. |
| R. B. HIPSLEY, B.E. | |

Hon. Secretary:
R. E. LUDOWICI.

Hon. Treasurer:
D. M. MacDERMOTT.

STAFF

Headmaster:

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

Senior Masters:

P. H. ELDERSHAW, B.A. (Syd.),
M.A.C.E., (1), Housemaster Barry
House.

K. D. ANDERSON, M.A. (N.Z.),
M.A.C.E., (3), Housemaster Robson
House.

Chaplain:

Rev. L. M. ABBOTT, B.E. (Adel.), B.D. (Lon.), F.S.A.S.M., A.R.A.C.I., Th.L.

Masters:

- | | |
|--|--|
| I. F. JONES, M.A. (Qld.), (2). | R. K. DOIG, A.S.T.C., (9). |
| H. W. GRIGG, B.A. (Syd.), M.A.C.E.,
Master of Lower School. | B. K. ALLDIS, B.A., B.Sc. (Syd.). |
| J. N. PASCOE, B.Ec. (Syd.), (7). | A. J. MOYES, M.A. (Cantab). |
| W. SAWKINS, B.A., Dip. Ed. (Syd.),
M.A.C.E., (5), Housemaster
Hodges House. | J. W. MATHERS, Dip. Ph. Ed., T.C.
(Syd.). |
| T. B. WHIGHT, B.A. (Qld.), (11). | A. G. FARR, B.Ec. (Syd.). |
| R. A. CILFILLAN, B.A. (Syd.). | N. A. EMERY. |
| W. M. MCGREGOR. | A. E. STAFFORD, A.C.P. (Lon.). |
| T. MILFULL, B.A. (Qld.). | K. GRAHAM. |
| W. N. DOWLING, B.A. (Syd.). | W. FOULKES, T.C. (Newc.). |
| N. M. GODDARD, B.E., (Syd.), (6). | M. HOWARD, T.C. (Wymondham). |
| J. V. TERRY, B.A. (Syd.), M.A.C.E.,
(10). | Rev. P. B. BALL, Th.L. |
| H. C. W. PRINCE, M.A. (Oxon). | D. S. LITSTER, B.Sc. (Qld.). |
| P. R. M. JENKINS, B.A. (Syd.),
M.A.C.E., Master of Middle
School. | D. J. ROSSELL, B.A., Dip. Ed. (Syd.). |
| J. W. BURNS, B.A. (Syd.), (4). | P. C. BEAUMONT, B.A. (Adel.). |
| T. H. VISSER, Ph.D. (Utr.), Mus.D.
(Lon.), T.G.D., M.A.C.E., (12). | N. A. BROADHURST, M.Sc. (Syd.). |
| L. M. JAMIESON, B.A. (Syd.),
M.A.C.E., Master of Preparatory
School, Housemaster Purves
(Junior) House. | E. J. D. SWABEY, M.A., Dip. Ed.
(Oxon). |
| R. M. BLANSHARD, A.A.S.A., House-
Master School House. | S. P. GEBHARDT, LL.B. (Melb.). |
| R. BLOMFIELD, B.E. (Syd.), Dip. Ed.
(Melb.), M.A.C.E. | J. H. WINSTANLEY, L.R.A.M.,
A.R.C.O. (Lon.), M.A.C.E., (8). |

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.

School Counsellor: R. K. CHAMBERS, B.Ec., (Syd.), Dip. Ed. (Melb.), A.B.Ps.S., A.F.A.I.M.

Piano: Miss Fr. JENKINS, D.S.C.M.

Carpentry: W. CHAMBERS.

Woolclassing: R. D. MINTER.

On Leave:

J. K. MORELL, B.A., Dip. Ed. (Syd.).

J. E. COLEBROOK, M.A. (Cantab).

Boxing: A. W. TAYLOR.

Tennis: V. EDWARDS.

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. (Syd.).

PREFECTS:

Senior: S. G. LITCHFIELD.

Second: D. D. SCANLAN.

Prefects:	Sub-Prefects:	
A. B. PERDRIAU.	S. de KANTZOW.	R. M. NORTHAM.
G. N. POLLARD.	J. D. MADGWICK.	I. A. TONKIN.
P. R. WHIGHT	J. D. SCHWARTZKOFF.	H. M. O. ANDERSON.
A. A. BLOMFIELD.	J. H. WISEMAN.	J. B. DOCKER.
D. G. BARLING.	P. A. WOOD.	T. M. GOSLING.
R. I. CARTER.	P. R. A. COHEN.	P. C. HARDING.
I. D. CHALMERS.	P. D. DAWSON.	B. M. McGILVRAY.
D. R. F. IRVINE.	W. D. FERRIS.	I. M. SCOTT.
R. M. L. JONES.	J. R. GRAHAM	K. V. TAYLOR.
J. W. KERR.	T. H. LYNE.	W. T. TROUNCE.
S. D. WARR.	A. G. MARR.	M. D. TRUSCOTT.
	I. B. MITCHELL.	M. J. D. ROBERTS.
		B. R. TONKIN.

CAPTAINS OF SPORT:

Athletics: S. D. WARR.

Boats: S. G. LITCHFIELD.

Cricket: D. D. SCANLAN.

Football: S. G. LITCHFIELD.

Shooting: P. R. A. COHEN.

Swimming: A. B. PERDRIAU.

Tennis: G. N. POLLARD.

SCHOLARSHIPS, 1961.

A.B.S. White Scholarship	S. G. Litchfield
Old Boys' Union Bursary	D. D. Scanlan
Bruce and Eldon Beale Memorial Prize	R. J. B. Bosworth
Cecilie Purves Memorial Prize	D. N. Scott
S.C.E.G.S. Association Bursary	A. B. Perdriau
Grainger Exhibitions	{ J. D. Schwartzkoff D. J. Cotton
J. N. Graham Exhibitions	{ P. A. Wood D. P. R. Esplin
Open Entrance: (Oswald Stanton-Cook Scholarship).....	N. J. Lorsch
(Christina Campbell Scholarship)	S. J. Milthorpe
(Hodges Scholarship)	M. A. Cameron
Open School	{ R. M. FitzHerbert R. E. McGlynn R. D. Williams B. D. MacDermott
Open Scholarship No. 1	{ C. R. Barton W. G. Cockell W. J. Britton
Open Scholarship No. 2	{ W. J. McNiven G. P. Kirkwood T. Drevikovsky
Archbishop's Exhibitions	{ T. H. Begbie P. G. Gerber S. A. Stewart

PRIZE LIST, 1961.

SIXTH FORM:

Brian Pocklev Memorial Prize	S. G. Litchfield
Burke Prize and United Services Prize (first in General Proficiency)	J. G. Graham
War Memorial Prize (second in General Proficiency)	M. J. D. Roberts
A. H. Wade Memorial Prize (General Merit)	P. B. Andrews
Percival Sharp Memorial Prize (VI A Form Prize)	J. D. Schwartzkoff
Harold Dean and R. S. Reid Prizes (Mathematics)	G. N. Pollard
Charlton Prize (VI A—set Divinity)	J. D. Schwartzkoff
J. S. Wilson Memorial Prize (English)	J. D. Schwartzkoff
David Cowlshaw Memorial Prize (Latin)	T. S. Southwell-Keely
Herbert Kendali Memorial Prize (French)	J. D. Schwartzkoff
German Prize	J. D. Schwartzkoff
Ian Menzies Memorial Prize (History)	M. J. D. Roberts
Monteith Cowper Wood Memorial Prize (Physics)	J. R. Graham
John Kingsmill Phillips Memorial Prize (Chemistry)	J. R. Graham
Desmond Hum Memorial Prize (Geography)	I. D. Chalmers
Russell Sinclair Memorial Prize (General Merit)	R. P. Armati
Donald Muston Memorial Prize (General Merit)	C. H. Kingsell
The LODGE TORCH BEARER Prize (Ancient History)	P. B. Andrews
Accountancy Prize	J. W. Kerr
Geology Prize	S. de Kantzow

FIFTH FORM:

Alan Ludowici Memorial Prize (V A Form)	P. Evans
Hunter Stephenson Prize (Mathematics)	{R. E. Alexander G. H. Pollard
Eric Mileham Litchfield Memorial Prize (General Merit)	D. J. Cotton
Harry Eames Budd Memorial Prize (English)	P. Evans
The Esdaile Prize	D. J. Cotton

FOURTH FORM:

Alan Ludowici Memorial Prize (IV A1 Form)	C. R. Barton
Roy Milton Prize (French)	C. R. Barton
L. R. Benjamin Memorial Prize (Science)	R. B. Hudson
Geoffrey Cohen Memorial Prize (General Merit)	S. J. Milthorpe
Frank Bennett Memorial Prize (English)	S. J. Milthorpe
Tamworth Group Prize (Mathematics)	R. B. Hudson

SUB-INTERMEDIATE FORM:

Alan Ludowici Memorial Prize (S A1 Form)	H. J. Crawford
Hunter Stephenson Prize (French)	H. J. Crawford
The Selby Prize (Physics and Chemistry)	H. J. Crawford
Tamworth Group Prize (Mathematics)	H. J. Crawford

THIRD FORM:

Alan Ludowici Memorial Prize (III A1 Form)	T. M. Drevikovskiy
Daryl Loddington Hall Memorial Prize (French)	T. M. Drevikovskiy
PREPARATORY SCHOOL:	
John Scott Memorial Prize (II A Form)	R. C. Selby
John Scott Memorial Mathematics Prize (Division 6a)	R. H. Smith

SPECIAL PRIZES

ART:

E. T. Thring Memorial Prize	I. M. Scott
Junior Prize	T. R. Hobson
W. M. N. Stewart Memorial Prize (Preparatory School)	T. A. Storrier

CATECHISM:

Uther Prize	B. D. MacDermott
	R. H. Smith

GENERAL KNOWLEDGE:

John Jamieson Memorial Prize	M. J. D. Roberts
Junior Prizes	IVth Forms M. F. Chiu
	S Forms W. G. Cockell
	IIIrd Forms T. M. Drevikovsy

MUSIC:

The R. G. H. Walmsley Memorial Prize	R. N. Wyndham
Practical Senior	J. W. Foskett
Practical Junior	I. B. Terry
Theoretical Senior	P. H. R. Meyer
Theoretical Junior	P. C. R. Meyer

WOODWORK:

G. R. and R. V. Kierath Prize	J. L. Poole
Junior Prize	P. A. Armour

WOOLCLASSING:

Riverina Group Prizes	Vth Form	A. N. Woods
	IVth Form	W. J. Bright
	S Form	P. H. Gall

CHOIR:

The David Davies Memorial Prize	C. J. Fox
Choir Prizes	D. H. Grigg
	D. E. Marr

ORIGINAL CONTRIBUTION TO SCHOOL MAGAZINE:

"Torch Bearer" Prize	J. D. Schwartzkoff
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DEBATING PRIZES:

	J. D. Schwartzkoff
	A. R. Coulter
	P. C. Hemphill

GENERAL ACTIVITIES:

Old Boys' Union Prize	I. D. Chalmers
D. J. Richards Memorial Prize	P. R. Whight

GENERAL MERIT

DIVISION

UPPER SCHOOL

FORM

DIVINITY

Form

VI A	(J. D. Schwartzkoff)	(J. D. Schwartzkoff)	1 a (C. N. Pollard)	W. L. Kennedy
VI B	(R. N. Wyndham)	(S. de Kantzow)	1 b (R. P. Armatti)	
VII C	D. J. Berghouse	D. M. Scarlett	{ C. H. Kingsell	
VII D	R. C. Delbridge	W. B. Thomas	1 c P. R. Watton	
VII E	S. A. Stewart	P. W. Mitchellhall	1 e (P. B. Andrews)	
V A	C. A. K. Jones	(P. Evans)	2 a (R. E. Alexander)	(D. J. Cotton)
V B	L. Spring	A. R. G. Brown	{ G. H. Pollard	L. A. Scott
V C	P. H. Whitney	L. D. McA. Roberts	2 b C. R. Johnson	M. F. McEachern
V D	A. T. McNeil	C. A. Potts	2 c R. W. Hutchins	J. B. W. St. V. Welch
V E	(C. R. Barton)	A. S. Town	2 d G. E. Sherrington	C. J. Tonkin

MIDDLE SCHOOL

IV A1	(C. R. Barton)	(C. R. Barton)	3 a (R. B. Hudson)	(S. J. Millthorpe)
IV A2	C. J. Penny	A. J. Edey	3 b L. G. Williams	{ T. H. Cox
IV B1	A. R. U. Bourke	G. K. Aldridge	3 c A. C. Mackay	{ W. H. Wiseman
IV B2	R. R. Treagus	R. R. Treagus	3 d R. R. Treagus	A. H. Chapman
IV C	(W. J. Bright)	W. T. Woods	3 e J. R. Gleadow	J. S. Whitty
				M. H. Cottrell-Dorner

LOWER SCHOOL

III A1	(H. J. Crawford)	(H. J. Crawford)	4 a (H. J. Crawford)	{ W. G. Cockell
III A2	(P. C. R. Meyer)	C. B. Mitchell	4 b K. S. Oxby	{ J. M. Thompson
III B1	R. E. Bull	D. C. Shields	4 c J. D. Hamilton	{ J. A. U. Broome
III B2	P. A. Longley	R. M. Christie	4 d R. M. Christie	{ R. A. N. Stephens
III C	J. L. McRae	C. H. Fleming	4 e P. O. Jones	{ A. S. Proctor
III A1	W. J. Britton	(T. M. Drevikovsky)	5 a B. H. R. Neil	K. J. Bennett
III A2	M. J. V. Fowitt	R. W. D. Forsyth	5 b G. D. Tait	M. A. Cameron
III A3	R. V. Ellerman	R. J. Shields	5 c R. C. Garmock	D. G. White
III B	R. B. Longley	R. B. Longley	5 d R. B. Longley	J. D. Gibb
III C	T. R. Cadwallader	G. C. Evans	5 e C. C. Evans	J. A. Harvey
				M. Heath

II A	(R. C. Selby)	(R. C. Selby)	6 a (R. H. Smith)	C. B. Edge
II B	B. S. McRae	L. R. Rawson	6 b R. C. Munn	A. O. Atkins
Remove A	R. W. Wenden	C. M. Burge	7 a D. K. Muston	R. W. Wenden
Remove B	I. D. Jones	I. D. Jones	7 b P. E. N. Austin	C. A. Hudson
I	B. R. Davies	R. H. Hattersley	8 M. A. Halvorsen	D. J. Whitten

PREPARATORY SCHOOL

ORDER OF MERIT IN THE SIXTH FORM IN GENERAL PROFICIENCY:

- I. J. R. Graham; 2. M. J. D. Roberts; 3. P. B. Andrews; 4. J. D. Schwartzkoff; 5. C. N. Pollard; 6. R. P. Armatti; 7. T. S. Southwell-Keely; 8. C. H. Kingsell; 9. A. R. P. Steele; 10. D. R. F. Irvine; 11. P. C. Hemphill; 12. P. A. Wood; 13. B. M. McGillivray; 14. (aeg) A. R. Coulter; S. de Kantzow; 16. W. L. Kennedy; 17. (aeg) W. D. Ferris; D. J. Coates; 19. M. J. Reid; 20. D. B. R. Robinson; 21. P. R. Whight; 22. A. B. Perdriau; 23. D. B. Clarke; 24. H. M. O. Anderson; 25. P. J. Coots; 26. G. D. Robbins; 27. R. S. W. Neil; 28. T. F. Donnan; 29. D. G. Barling; 30. S. J. K. Jeffery.

HEADMASTER'S REPORT, 1961

Sir Kenneth Street, Mr. Chairman, Ladies and Gentlemen—

Today we welcome Sir Kenneth to the School, hoping that you, Sir, will enjoy this visit which to you must be rather a busman's holiday. Perhaps some of our parents may not be aware that you are President of the Council of Cranbrook School; therefore we appreciate all the more the fact that you have honoured us with your presence at a gathering which is perhaps beyond the call of duty.

On the other hand we regret that His Grace the Archbishop is absent abroad. It is true to say that despite his very busy life, this is the first major School function at which His Grace has not been present since he became President of the School Council.

Writing this report several weeks before Speech Day itself, dare we hope that the weather is more kind to us this year than last? The only compensation for last year was that Mr. Robson said afterwards that he did not remember such an occasion during his term of office!

It has been concerning in the last twelve months to know just what effect financial restrictions in the community may have upon entry to the School. So it is interesting to note that, generally speaking, enrolments have continued to come in as normal and that there have been few withdrawals. There has been, therefore, no reason to alter our procedure of enrolment, although we have reviewed it carefully on several occasions this year. Applications are accepted in chronological order, with the exception that space must be kept for boarders. Parents wishing to enrol sons at the School are urged to do so very early in the life of the boy, and to accept the School's assurance that the fullest consideration is given to every application before either its acceptance or its refusal.

This year also has been the occasion for a reassessment of the School's tradition of education in the light of the restriction of entrance to the universities, and the possible introduction of the Wyndham Report. This is a school founded to give an academic education of the grammar school type; for boys who are not highly academic, alternative curricula of academic content are provided. This has been the School's tradition for over seventy years, and the present demand for enrolment here gives good reason for assuming that parents wish this particular tradition to be continued. Within the intellectual range of the boys we have provided a broad, general academic education to Intermediate Certificate standard. After the Intermediate Certificate a boy is allowed to choose his subjects within the framework of requirements for both a university entrance and a general academic education. At this stage in his career a boy is given the choice of a group of seven subjects out of well over fifty distinct combinations; on entry to the Sixth Form he can again make a slight change in the choice of some of these subjects. This seems to be a reasonable breadth of choice. Parents thus are requested to give full consideration to the choice which has to be made after the Intermediate Certificate, and to plan their son's course over two years, and not one, as has been evident this year in many cases.

In the light of this reassessment this year, and of the demand for academic education of the type the School provides and of the Wyndham Report, there seems to be no reason to alter the School's tradition greatly in the immediate future. Despite the general belief, the Wyndham Report does propose that schools will be able to allocate boys to certain courses; so it should not be supposed that in the new set-up a boy will be able to choose just what he wants to do without some degree of restriction. To

use Dr. Wyndham's own words, the new scheme does not involve "a soft pedagogy, a kind of cafeteria approach to the school curriculum where youngsters can pick easy courses and leave the hard ones." In this school we intend to maintain our academic tradition and in certain respects to direct boys, as has always been the case, since sufficient alternative is provided within the framework of our academic tradition.

Further, this enquiry into our tradition has revealed that there is a wide misconception of the use which should be made of an education of such an academic content. Recently it has been evident that there has been an alarmingly increasing tendency in the community as a whole to label as failures boys who do not gain entrance to the university or do not pass in an examination that is purely academic in content. No boy is a failure in life merely because, not being academically gifted, he fails in an academic examination any more than he is a failure in life because he is not a sufficiently good ball game player to play cricket and football at first grade level.

With restriction of entrance to the university many boys in the next few years will matriculate but will not get into the quota. Are they too to be labelled failures in the same silly way in which the term failure is being applied in other cases?

Matriculation is an examination for university entrance and should be used for that purpose only; the educational requirements for entry to other parts of the business world should be stated by those in authority in that world. It is to be hoped that the day is not far distant when business houses will demand for their entrance standards a balanced education rather than a specialised one such as is the matriculation, and when they will accept, as probably more reliable than any other, an assessment of the boy made by his Headmaster.

Even within this school, with its intense support for academic education both from the school itself and from parents and Old Boys, only about half the boys are really interested in university education. The remaining half have no intention of undertaking further tertiary education of an academic type; but they do have an interest in tertiary education of the type which is necessary for progress within their chosen vocation after they leave school. Such boys will have good careers in those many branches of industry and commerce for which academic qualifications are not the prime requirement. And they will not be failures in life!

Indeed, of all the candidates who sat for the Leaving Certificate in 1960 only 17% entered the University of Sydney in 1961. Allowing an equivalent number for entry to the Universities of N.S.W. and New England it is apparent that at least 60% of last year's Leaving Certificate candidates did not take up university education. The growing tendency therefore to say that every child who leaves school must be educated to university entrance level is quite unrealistic, for two reasons: first, it assumes that all children have equal academic capacity; and secondly, it assumes apparently that, having gained university entrance level, university education will be available for all children if they wish it. Both assumptions are equally futile.

On the other hand, those wishing to enter the university must be in the top group academically. And boys wishing to enter the university in the next three or four years will have to reach an even higher academic standard than in the past in order to guarantee selection within the quota. Boys seeking professional courses must therefore devote adequate time to their academic education in order to reach the necessary standard.

Further, much more positive steps must be taken by the nation at large to provide university education. It is not good enough in 1961 just to say that there are too many undergraduates for the spaces available and that therefore there must be restriction. It is wrong that some who are qualified

for entry will not gain entry. No generation at any time should ever be penalised in their future career for lack of adequate administrative planning, the case now. There is an urgent need for this State to have at least two, properly four, more universities; the longer there is delay in their establishment, the greater will be the number of young people of this generation who are denied the chance of a university education and the chance of a heritage that is rightly theirs. As a nation, we must not allow the financial burden, great though it is in the establishment of universities, from preventing from entering a university anyone who is qualified and wishes to have such an education. This failure to provide university facilities for a generation of students, which is what the present situation implies, cannot but have the gravest social consequences in the future of the nation. It should be the concern of all citizens to endeavour to overcome this weakness in our educational set-up. Government committees have been established and are working valiantly for this purpose both on the State and Federal levels; but very little will be achieved unless there is a driving compulsion from the nation at large that this state of affairs shall be overcome. The longer the delay in arousing public opinion in this matter, the deeper the inroad made into the future education and welfare of this country.

At the same time as the nation has to face this huge problem of the establishment of more universities, all States are facing a revision of secondary education of a type similar to the Wyndham Report. It is good to see, after so much delay, that the Wyndham Report has at least come to parliamentary action. If the Wyndham Report is carried out in its fullest extent, it must be an improvement upon the present system of secondary education. It will provide a better level of education for that huge majority of children who are not academically gifted, and at the same time will, if implemented as it is being planned now, give adequate stimulus to those of intellectual capacity. But it will not succeed if it is subjected to constant and ill informed attack; once parliamentary authority is given to this new system of secondary education it must receive the undivided support of all, both in places of authority in education and in the community at large. The new system will allow a variety of curricula, a greater variety of approach to public examinations, and in the long run will provide better qualification for children, educating them more satisfactorily for the places they will occupy in the community after they leave school.

In so far as academic standards in secondary education are concerned the schools are generally determined to keep them up, and indeed to raise them slightly. When will the universities make known the standards they intend to demand at the end of the sixth year? It is to be hoped that the present trend to have different requirements for entry to each university will be stopped and that there will be efforts made to achieve an entrance standard common and acceptable to all universities. Variety is valuable; but not at the expense of administrative and educational efficiency, as is becoming the case now. Indeed, educational "one-upmanship" is being practised to such an extent now that we are in danger of having so many different examinations that there are not enough examiners, let alone not enough teachers.

To cope with these two major problems in education (the change in secondary education and the university restriction), the School has been planning carefully its buildings and their use. Unfortunately, we have not been able to proceed as quickly as forecast last year, but plans have gone ahead very considerably towards buildings on the land the School now has available.

The Library has been brought into full use this year, and in this connection the help of the S.C.E.G.S. Association is greatly appreciated. Should any members of the school community wish to donate books to the Library, we should be greatly pleased. We should, however, like to

be able to destroy or return any books considered unsuitable by reasons of binding or date of publication.

Perhaps the most exciting event of the year has been the receipt of a very large anonymous donation. The amount given has not been exceeded before in the school's seventy-two years, and has only once been equalled. This donation has been named the Holterman Fund. Part of the income will be used to provide part of a scholarship in Science and Mathematics for a boy repeating his Leaving Certificate; the boy so selected will be called the Holterman Scholar. The remainder of the income will be used to establish the Holterman Research Fellow; this will be a member of the School Staff who will carry out research into the teaching of Physics in the secondary field. The effect of this Fellowship is that the school will have supernumerary to establishment one teacher in Physics who is devoting his time to research. So far as can be ascertained, this is probably the first Fellowship of this type in a secondary school. The first holder of the Holterman Research Fellowship will be Mr. R. Blomfield.

A further endowment of an academic nature is the S.C.E.G.S. Association Bursary, which is awarded annually to allow a second year in the Sixth Form for a boy who would not otherwise have been able to remain at school. The help of the S.C.E.G.S. Association in this way, as in so many other ways, is deeply appreciated by both boys and staff.

The S.C.E.G.S. Association too has donated two of the chairs on the platform today, thus making a set. Also, Mrs. A. H. Moseley has presented the school with this beautiful table for use on such occasions, thereby commemorating the work done by Colonel Arthur Moseley as a member of the School Council. Both gifts are greatly appreciated. The school wishes to thank Mrs. V. E. Richards for the gift of a chalice, patten and altar cloth in memory of her son, Douglas, and Mr. G. A. N. Woodcock for a further donation to the Preparatory School Library. Such gifts make the school realise that its efforts are valued and encourage us all to greater efforts in our task.

Generally speaking, the scholarship throughout the year has been reasonably good. The attitude of boys has been more purposeful in their approach to work and their persistence and concentration have been growing. In 1960, 117 boys passed the Intermediate Certificate, including ten boys with the maximum pass of eight A's. Passes in the Leaving Certificate in 1960 reached the best average the school has had since 1942. The top passes were not so many as usual, but the percentage of A passes was very much higher than normal. Two boys, D. N. Scott and R. J. Bosworth, were in the first 100; and D. N. Scott gained the maximum pass with two first class honours and four A's.

Parents will be interested to know that from 1961 onwards it is proposed to publish a list of the first 200 in the Leaving Certificate. This challenge should be accepted by many boys who now are well within this group in the State.

D. J. Cotton was successful in 1960 in winning one of four National Mutual Life Assurance Bursaries; and he has also been selected to attend the Nuclear Research Foundation School for secondary Science students to be held at the University of Sydney next January.

In accordance with the policy of pastoral care, especially in the scholastic sphere, this year Mr. P. R. M. Jenkins was appointed Master of the Middle School. The creation of this post will continue into the Middle School the close supervision given by the Master of the Lower School, and so will strengthen the school generally. Parents are reminded that the staff is always ready to meet them to discuss their son's progress. Such meetings need to be carefully arranged so that the staff can be available at times

when they have no other commitments. Generally speaking it is not reasonable to request such meetings at night nor is it wise to have them too often.

Whilst scholarship has been showing signs of improvement, regrettably attendance has not. It is rather disturbing that, as at the 31st October this year, only 29% of all boys in the Senior School had a 100% attendance record. On the other hand it is pleasing to be able to report that attendance during the winter and the football season was on the whole good. There was distinct evidence that boys attacked the problem of football injury in the right spirit, and did not allow a minor injury to prevent their attendance at school or their playing later. A detailed survey of injuries was reported in the *Shore Weekly Record* at the end of the season; but rumour has it that this merely redirected attention from injury on the football field to injury in the School playground!

Once again a plea is made for parents to arrange dental and medical appointments outside school hours. The dates of terms and holidays, and the details of the calendar, both yearly and terminal, are published as early as possible in order to allow the activities of the school to be taken into consideration when making family plans. Appointments and family arrangements of all types should therefore be made after full consideration has been given to these dates.

There has been a very distinct improvement in the spirit and in the zest with which games have been played this year. Boys seem to be becoming more aware of the fact that in addition to the physical exercise received in playing games, there is a mental challenge involved as well. It has been pleasing to see more boys accepting this challenge and endeavouring to overcome any weaknesses they may have.

In Rowing, the general standard at the Boat Shed was extremely high, resulting in a most satisfactory performance by the Eight on the Nepean. Once again we are very grateful for the help of the many mothers who make rowing camps possible, and to the coaches who spend so much time to achieve quality. In addition to the work done by members of the staff, such as Mr. Moyes and Mr. Gilfillan, there is work done by Mr. Davies and Mr. Mitchell, and several younger Old Boys who come regularly to assist. It is proper also to mention the success of Rodney Northam as an undefeated stroke of school crews, and the valuable leadership given by Stephen Litchfield as Captain of Boats. Together these two made a first class team leading the school's rowing.

In Football we have made considerable progress. 291 games were played in the course of the season, and on several occasions the School put 37 football teams on the field in one day. This means that 555 boys out of 906 in the School appeared on the field on a Saturday. With the practice matches held in the course of the football season it is true to say that the School provided over 600 games of football for boys this year!

An endeavour is being made to encourage as many boys as possible to play football. It is good for boys to come into physical contact one with another and also with the ground; and it is even more important in these times of softer living for boys to experience the rough and tumble of this robust game. Administratively football allows many games in a short time; practically boys seem to enjoy learning the proper use of their physical strength and size. Indeed, so many boys wish to play now that we are not always able to obtain for them matches against teams from other schools.

In Shooting, too, there has been a considerable improvement. Although the Firsts came fourth, and the Seconds fourth, the points scored were very much higher than in previous years. To achieve success in Shooting requires the reaching of a very high standard of individual performance and training; and since to some extent it clashes as a game with football, it is often

difficult for boys to do this. But the enthusiasm with which this was done this year reflected well upon leadership of the captain, Peter Cohen.

In Athletics we had a weak year, although there were some very fine individual performances. A member of the School, D. F. Shetliffe, held the Under 16 High Jump Record from 1931 to 1957; so it is gratifying this year to see this record return to the School once more as a result of the performance of C. W. Stevens. Stephen Warr's performance as a sprinter has been in the high tradition of recent years. His example of modesty in success, hard work in training and calm determination in performance is a very valuable one for all to follow.

There is, however, an urgent need for more boys to compete in and to try for athletic teams. At present too many retire from active competition after lack of success in the School Athletic Sports early in August. Does this show a lack of willingness to try? Athletics is one of the few games in which concentration of training can lead to marked improvement in performance, especially in distance running and field games. In most sections of Athletics the school is very weak at present for the simple reason that not enough boys try to improve their standards.

On the other hand, Tennis in the school is exceptionally strong. The performances of John Newcombe, who left in 1960, are well known; but it was not so generally known that Geoffrey Pollard had performed this year equally as well as Newcombe did last year, resulting in his selection to go to Florida in December. So the school has had two players to represent Australia in Junior Tennis in two years. Our best wishes go with Pollard; and, in the academic field as well as on the court, his example of determination, concentration and modesty may well be followed by others.

Each Saturday senior and junior tennis teams play against other schools. At present we are so strong that we have been able to provide as many as three senior teams who are capable of holding their own against other schools. Unfortunately the Fairwater Cup, which takes place at Easter, was cancelled by bad weather this year.

The Cricket teams also have revealed a general improvement in standard. There has been a pleasing increase in the quality of the batting and bowling, with some fine individual performances and an even more pleasing enthusiasm to make proper use of the fine facilities which are provided by the grounds at Northbridge. It has been good to see the necessary self-discipline appear slowly in the batting and bowling of members of the 1st XI, especially Robert Radford. John Madgwick's wicket keeping has been of a very high standard, whilst David Scanlan's leadership has resulted in a fine overall performance by the team.

The Golf Team has had average success. More boys have taken up the sport this year, not at the expense of other games, but rather as an additional interest. A pleasing innovation was a competition between an Old Boys team and 13 boys from the School; the Old Boys properly won!

Squash has increased in popularity and is now sufficiently well organised to hold regular tournaments in both junior and senior divisions.

In general, every endeavour is being made to provide more opportunity for games of all types. In between seasons, lightning knock-out tournaments are held between forms or age groups in as many games as possible. Softball, Basketball, Volleyball and Cricket appear regularly.

At the same time as there is this general improvement in the zest for playing games, there has been overall a general improvement in the spirit of G.P.S. competitions. Some, however, are inclined to forget that the purpose of the Combined G.P.S. teams is to reward the really first class games player with at least one match in the course of the season in a team in which all members are of equal capacity. The Combined G.P.S. football and cricket matches have in the past been played in a truly amateur spirit,

but at a high standard of performance. The growing tendency to believe that the teams must win and so must be selected in time to allow combination to be developed by practising together must be resisted firmly. It is to be hoped that such a belief does not spread widely among either the G.P.S. or their opponents.

There have been some extremely good performances in Cadets this year. In the Army Cadets, D. R. F. Irvine topped the Under-Officers course and won the Winston Churchill award for the best cadet under-officer in the State. He was first out of 375 candidates. Irvine also was selected as one of two Cadets to go to Antarctica on the relief ship in December. P. A. Wood was third in the same course. In the Senior N.C.O.'s course, G. R. Hodgkinson was second and R. P. Armati sixth, out of 444 candidates. In the A.T.C., R. N. Wyndham and C. H. Kingsell were first respectively in Cadet Under-Officer and Senior N.C.O.'s courses. All these performances are extremely good, showing that the boys in question have worked really hard to gain such successes.

Both cadet units provided a ceremonial parade of the highest quality in the course of the year. The Army Cadets provided a Vice-Regal Guard of complete size for His Excellency the Governor at the Annual R.S.L. Congress, the first complete Vice-Regal guard provided by our School Cadets since the war. The A.T.C. was inspected by Air Vice-Marshal Headlam recently at a complete ceremonial parade when their steadiness, turnout and bearing was the subject of very high praise.

With the stress upon academic performance which is generally being demanded outside the school, it is proper to speak strongly of the importance of cadet work. Those associated both with teaching and with cadets are not unmindful of the claims of a boy's studies and have demonstrated their concern by agreeing this year to give up the school period on Tuesdays normally allotted to Cadets. At the same time bivouacs, field days and range practices are essential parts of the year's training and must be accepted as such. It is not correct for boys to argue that cadets interfere with their work in the third term, or indeed at any time. Boys know well in advance what time is devoted to cadet work and they should take this into account in planning their time. For the same reason requests for leave of absence are rarely given favourable consideration as they merely mean that a boy is wishing to avoid those responsibilities which he undertakes when he joins the Cadets. All boys should serve in Cadets, just as all citizens should serve for some time in some voluntary organisation such as the C.M.F., or the Civil Defence, or the Bush Fighting organisation. Too few boys on leaving school seem to realise that there is such an obligation so to serve.

It is pleasing to be able to report that six boys, K. J. Phillis, M. A. Gilfillan, H. R. Hodgkinson, W. T. Trounce, J. B. St. Vincent Welch and P. A. Wood gained their Queen's Scout badges this year. This is the proper peak of scouting training and shows that the work done by these boys over the years has reached the necessary quality. It is hoped that boys who have devoted to the Scouts a large amount of their time whilst at school will continue in the movement after leaving, occupying positions of authority as assistant Scout-Masters and Scout Masters after further training. It has been arranged that, whilst at school, Senior Scouts may occupy the post of Assistant Scout-Master in order to train them in such duties. After they leave school, however, these same young Old Boys should serve in troops other than the school's. In this way the training over the years is directed to its proper purpose.

Mr. Adrian Cooper, who has acted as Scout Master for several years, resigned this year on his appointment to Sydney Grammar School. Mr. Cooper's work has been really first class and is deeply appreciated by all

connected with the School Troop. His work is being carried on by Mr. N. Heath and Mr. Broadhurst. Mr. Gilfillan has returned as Group Scout Master to help; and with Mr. Morell's return next year, this growing section of the school will be well served with leaders.

For the first time since 1945 the School Debating Team had success in the G.P.S. competition. There has been an increasing interest in this activity and the quality of the performance of the team was very high. In the lower forms debates are held regularly in order to stimulate interest.

Other boys have continued quite enthusiastically towards the obtaining of the Duke of Edinburgh's Award. G. W. W. Hyles and A. S. Proctor have qualified for their Bronze Award having completed the first series of the Scheme. They thus become the first boys in the school to obtain the Duke of Edinburgh's Award; and they will be among the first in Australia also. Other boys will complete their series soon. At the request of the Award Committee in London, the school has been rather strict about the standards and has endeavoured at all times to see that the Scheme was properly managed. To some extent this may have dampened the ardour of the boys who have not perhaps been fully aware of this request, but on the whole they have progressed satisfactorily.

The Dramatic activities in the school have been most striking this year. For the young newcomer to the stage, plays were provided in the first and third terms, and a very ambitious production of *Murder in the Cathedral* was undertaken in the second term. On the whole this is a thriving part of the School's activities and one in which there is increasing quality.

Musical activities have also increased greatly this year. The performance of the Chapel Choir has been extremely good on many occasions, while the School Concert revealed the breadth of interest and performance in music, from the Recorder Group in the Preparatory School to three separate Rock and Roll Groups via some very good classical performances. Fortunately, there is an increasing interest by the majority of the school in what one might call the community or congregational part of music; so it is pleasing to see evidence of a return to robust singing by the majority of the boys.

Mention of the school's music calls to mind the conferring by the University of Sydney of an honorary Doctorate of Letters on Mr. G. Faunce Allman, an Old Boy and former member of the Staff, for his service to Music in this city. That he well deserved this was recognised by us all many years ago; we hope he has enjoyed this honour.

Other activities in the various societies have been regularly reported in full in the *Shore Weekly Record*, but it is proper to note the continuing keenness of the Crusaders, the enthusiasm of the Railway, Chess, Projector Clubs, and the quite striking development of the quality of the *Record* itself and of the *Torch Bearer* which boys largely organise.

The activities of a group of non-cadets, facetiously called the "Headmaster's Labour Gang", must be commented upon. It is from this group that some senior games players come to help coach the III Forms in cricket and football on Tuesday afternoon. But even more important is the work which they have performed under the guidance of Stephen Warr, Ian Chalmers and the Gilfillan brothers in tidying up small areas of the school. It is this group which has produced various new rockeries and flagstone steps, which has repaired fences and cut lawns and which has assisted in the general maintenance and improvement of the school's huge grounds. The service the group renders is one which has not been widely noted, but which greatly adds to the school's well-being.

Another group of boys has worked to gain their Surf Life Saving Bronze Medallions. Last year six boys passed; this year the number has increased to ten with four passing the Qualifying Certificate. Fifteen boys have qualified as junior referees in Football, training for this by refereeing

games as well as by playing on Saturdays. In Royal Life Saving 170 awards were gained.

The Small Bore Rifle Club meets regularly on Friday afternoon to shoot on the miniature range. Boys provide their own rifles and competition has been keen.

All these extra curricula activities are available for boys; all are enthusiastically but not so widely supported as they should be. Boys should not wait to be asked to join in such activities, but should go to meetings as they wish.

As usual, I should like to record my deep appreciation of the help given by the School Council and especially its Executive Officers. The willingness with which they serve the school and their help both to me personally and to other members of the Staff is greatly valued.

Once again working for our interests, Dr. Cash is producing a priceless book containing photographs and stories of the early stages of building of the Sydney Harbour Bridge. When completed this will be held in the Library and will be quite unique.

To the Staff goes my gratitude for their help once again. This is now a big organisation and of necessity tasks must be delegated. The willing co-operation of the Bursar and his staff, of the domestic and maintenance staffs makes the functioning of the school much easier. The help given by the academic staff and by my secretaries, Mrs. Sautelle and Mrs. Holmes, makes possible the better functioning of the school.

Prefects too have given good service this year. It must be satisfying to Stephen Litchfield and David Scanlan, who have come through the school together, to know that they have left discipline and conduct in good order, and that they have contributed materially to the well-being of the school. Litchfield's performance as Senior Prefect has been characterised by a calm and mature efficiency not often found in schools.

This is the age of wide investigation into education. The Prime Minister, the Rt. Hon. R. G. Menzies, speaking recently to the Australian College of Education, pointed out that the population of the world in 1950 was 2,500 millions, and that by the year 2,000 it would be over 6,000 millions. He argued that if productivity is to be increased to meet this situation there must be enormous improvements in all political and civil organisations and in the provisions made for a search into human needs. Such action only can be achieved by energetic and educated persons. But, as the Prime Minister also rightly stated: "Secular education must not come to mean selfish education"; nor is it "the business of today's educators to turn out the 1961 model with automatic mental transmission gears . . . education is the business of producing an educated personality".

This is surely a further demand for the type of education which this school attempts to give. What is needed is a sound basic education which produces tolerant, thoughtful, balanced citizens, striving to achieve the Christian ideals for which the community stands. Such an education is not achieved by devoting the whole of school time solely to academic learning, as is being violently advocated in some circles lately. It calls for attention to be given to all sides of a child's upbringing, especially in those matters known in schools such as this as extra curricula activities.

Time also must be given to developing the ability to think, not so that later in life a boy may use his powers to do what he likes, but so that he develops them for their full and successful application in the social unit of which he becomes a part. Good teaching can help boys to learn to think clearly; and clear thinking is learnt equally as well in the aesthetic or the practical as in the academic field. But good teaching knows not the prescrip-

tive limits of a public examination syllabus; rather does it foster that wide, responsible, critical, inquiring thinking which produces the free mind.

"For what shall it profit a man if he shall gain the whole world, and lose his own soul?" What purpose is served by man's knowing how to launch satellites to reach the galaxies, if he is unable to live at peace with his neighbour? The years of secondary education are those when the principles of high standards, of balanced living and of breadth of vision are imparted to adolescents. But any one of these three is useless if not balanced by the others. The fact that, in the opinion of many whose life work is education, too much purely factual knowledge of an academic nature is being crammed into a child's education is not to be taken, as it is by some, as a plea for a lowering of scholastic standards—honours at the Leaving Certificate are just as important as ever before, since they require a high quality of academic performance!

Still, the mere addition of further hours of work in which to garner more academic facts will not produce balanced education. Perhaps the wheel has turned too far, and there may be a little too much emphasis on extra curricula activities of which games are but one part—though this I doubt since such matters are kept well balanced now in schools. But it is equally wrong to turn the wheel too far back the other way, as some now wish to do. Performances of quality in games, a full life in extra curricula activities and a sensitive understanding of values are as important as sound academic scholarship in the production of balanced, tolerant, Christian citizens. Only by constant thought and consideration and by careful pastoral care during his adolescence, both in the family, in the church and in the school, will a boy be able to achieve the proper balance between these three parts of his education.

And, despite the common belief so frequently expressed lately, most schoolmasters are highly competent in their profession and do have a wide experience upon which to call in endeavouring to achieve this balance. It is urgent that the community realises this and accepts their advice more readily, rather than that it continues to attempt to denigrate their efforts. It is a strange paradox that most citizens, regardless of training and experience, are apparently experts on education whilst most schoolmasters are apparently unqualified and untrained, despite their experience. It is a proper virtue for a citizen to be concerned about the aims and the balance of education, just as he must be concerned about any other aspect of the nation's well being; but in administrative and executive action the opinion of the expert, in this as in any other field, does bear consideration.

Those connected with education will responsibly ensure that the nation's standards are kept up and indeed raised if necessary; in the future they will, I pray, be courageous enough to attack false assessments in secondary education, as they have done in the past.

For various reasons then, there is need for educational changes at present; a change in the secondary sphere is about to be made. Properly instituted, without ill informed or prejudiced interference, and granted suitable administrative freedom, these new proposals can produce a broadly based education for the majority of children. If universities do their part in this change, the brilliant child will be challenged as he ever was, more so perhaps; the average child will be better educated; the dull child, it is hoped, will have achieved some satisfactions which the present system will never allow.

But even such a broad education is not enough unless it is put to purposeful use. Why must a boy be made to enter a profession or job immediately upon leaving school? Why is he frowned upon if he wishes to show some adventure and spirit by travelling or serving abroad instead of settling down at once? Why do we continue to allow the narrow pre-

scriptions of university education or the economic pressures of the business community to dictate that immediately upon leaving school a boy shall not delay a single moment but shall start doing only that work which he can expect to do for the next five or six decades of his life? Boys from this country must serve overseas in order to understand other peoples to our north and to spread the concepts of liberty and Christian freedom. A generation did this in 1914 and another generation did it in 1939 and were none the worse for the delay in the pursuit of their careers!

The growth in the complexity of the world itself and in the content of learning threaten to engulf the mind of the average person and demand that the educated man knows more in circumstances which are simultaneously forcing him to know more about less. Such restriction on his learning can easily result in his having a narrow outlook and in his losing that breadth of knowledge and understanding so very essential to the making of effective judgments. We believe we live in a free society; but man possesses true liberty only when he is free in his own mind and when he makes sound judgments about, and acts responsibly in, the pursuit and defence of his freedom. In times of crisis which the future seems to hold it will require men of courage and energy to achieve the knowledge necessary for the possession of a free mind. As Pericles told the citizens of Athens in a time of great crisis in the history of that city: "Freedom means happiness and courage means freedom". But courage is of the very essence of Christian belief; and the service of God is perfect freedom.

