



Sydney Church of England  
Grammar School  
North Sydney

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December, 1962

# Sydney Church of England Grammar School

Speech Day—13th December, 1962

Visitors are requested to be seated before 2.45 p.m.

The Official Party will arrive in the  
marquee at 3.05 p.m.

## OPENING SERVICE

Prayer

Hymn

O God, our help in ages past, Our hope for years to come, Our shelter from the stormy blast, And our eternal home!	A thousand ages in Thy sight Are like an evening gone, Short as the watch that ends the night Before the rising sun.
Beneath the shadow of Thy throne Thy saints have dwelt secure; Sufficient is Thine arm alone, And our defence is sure.	Time, like an ever-rolling stream, Bears all its sons away; They fly, forgotten, as a dream Dies at the opening day.
Before the hills in order stood, Or earth received her frame, From everlasting Thou art God, To endless years the same.	O God, our help in ages past, Our hope for years to come; Be Thou our guard while troubles last, And our eternal home!

Lesson:—I Peter, ii. 11-25.

Prayers

## PRIZE GIVING

The Chair will be taken by His Grace, Most Reverend H. Gough, D.D.,  
Lord Archbishop of Sydney and Primate of Australia, President of  
Council.

Summary of Headmaster's Report.

Presentation to J. M. Dixon, Esq.

Presentation of Prizes and Address by L. C. ROBSON, Esq.

C.B.E., M.C., M.A. (Oxon), B.Sc. (Syd), F.A.C.E.

Vote of thanks by the Senior Prefect.

Benediction

National Anthem

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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.  
Rt. Rev. M. L. LOANE, M.A., Th.L., D.D.  
Rev. Canon S. G. STEWART, Th.L.  
Rev. R. S. R. MEYER, B.A., B.Ed., Th.L.  
Rev. J. E. WHILD, B.A.  
Rev. D. W. B. ROBINSON, M.A.  
Dr. T. S. HEPWORTH, B.A., Dip.Ed., Ed.D.  
R. B. HIPSLEY, B.E.

Dr. IAN W. HOLT, M.B., B.S., D.T.M., D.T.H.  
Dr. A. DISTIN MORGAN, M.B., Ch.M., D.A.  
J. E. M. DIXON, B.Ec., A.A.S.A.  
W. L. J. HUTCHINSON, A.C.A. (Austr.),  
Th.L.  
A. B. PODGER, B.E.  
A. G. LANG, B.A., LL.B.  
D. M. MacDERMOTT

Hon. Secretary:  
R. E. LUDOWICI.

Hon. Treasurer:  
T. A. TONKIN, B.Ec.

## STAFF

### Headmaster:

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

### Senior Masters:

P. H. ELDELSHAW, 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, (on  
leave).

### Chaplain:

Rev. L. M. ABBOTT, B.E. (Adel.), B.D. (Lon.), Th.L.

### Masters:

I. F. JONES, M.A. (Qld.), (2).  
H. W. GRIGG, B.A. (Syd.), M.A.C.E.,  
Master of Lower School.  
J. N. PASCOE, B.Ec. (Syd.), (7).  
W. SAWKINS, B.A., Dip. Ed. (Syd.),  
M.A.C.E., (5), Housemaster Hodges  
House.  
T. B. WHIGHT, B.A. (Qld.).  
R. A. GILFILLAN, B.A. (Syd.).  
W. M. MCGREGOR.  
T. MILFULL, B.A. (Qld.).  
W. N. DOWLING, B.A. (Syd.).  
N. M. GODDARD, B.E., (Syd.), (6).  
J. V. TERRY, B.A. (Syd.), M.A.C.E., (10).  
H. C. W. PRINCE, M.A. (Oxon).  
P. R. M. JENKINS, B.A. (Syd.), M.A.C.E.,  
Master of Middle School.  
J. W. BURNS, B.A. (Syd.), (4).  
T. H. VISSER, Ph.D. (Utr.), Mus.D. (Lon.),  
T.G.D., M.A.C.E., (12).  
L. M. JAMIESON, B.A. (Syd.), M.A.C.E.,  
Master of Preparatory School,  
Housemaster Purves (Junior) House.  
R. M. BLANSHARD, A.A.S.A., Housemaster  
School House.  
R. BLOMFIELD, B.E. (Syd.), Dip. Ed.  
(Melb.), M.A.C.E.  
R. K. DOIG, A.S.T.C., (9).

J. K. MORRELL, B.A., Dip. Ed. (Syd.).  
B. K. ALLDIS, B.A., B.Sc. (Syd.).  
A. J. MOYES, M.A. (Cantab).  
J. W. MATHERS, Dip. Ph. Ed., T.C. (Syd.).  
A. G. FARR, B.Ec. (Syd.).  
N. A. EMERY, (11).  
A. E. STAFFORD, A.C.P. (Lon.).  
K. GRAHAM.  
W. FOULKES, T.C. (Newc.).  
M. HOWARD, T.C. (Wymondham).  
Rev. P. B. BALL, Th.L., Dip. R.E.  
D. S. LITSTER, B.Sc. (Qld.).  
N. A. BROADHURST, M.Sc. (Syd.).  
S. P. GEBHARDT, LL.B. (Melb.).  
J. H. WINSTANLEY, L.R.A.M., A.R.C.O.  
(Lon.), M.A.C.E., (8).  
G. J. WHITE, B.Ec. (Syd.).  
N. T. A. JACKSON, T.C. (Syd.).  
I. R. BARLOW, B.Sc. (Syd.).  
T. W. BREWIS, B.A. (Oxon).  
D. J. WARD, B.A. (Syd.).  
J. E. WILSON, B.A. (Syd.).  
K. W. SANDERSON.

### On Leave:

J. E. COLEBROOK, M.A. (Cantab.).  
D. J. ROSSELL, B.A., Dip. Ed. (Syd.).  
P. PHILPOTT, T.C. (Syd.).

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)  
Library.

School Counsellor: R. K. CHAMBERS, B.Ec., (Syd.), Dip. Ed. (Melb.), A.B.Ps.S., A.F.A.I.M.  
Piano: Miss D. HARPUR, D.S.C.M. Violin: Mrs. M. S. WINSTANLEY, A.R.C.M.,  
L.R.S.M. (Lon.).  
Carpentry: W. CHAMBERS. Boxing: A. W. TAYLOR.  
Woolclassing: R. D. MINTER. 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: D. G. BARLING.

Second: J. W. KERR.

<b>Prefects:</b>	I. W. FOULSHAM.	B. B. CARPENTER.
J. B. DOCKER.	M. R. G. HOLMES.	G. A. FIRTH.
A. G. MARR.	L. A. SCOTT.	T. N. HOLMAN.
I. A. TONKIN.	J. B. W. St. V. WELCH.	J. D. MENDEL.
R. E. ALEXANDER.	G. P. WOODS.	S. J. K. JEFFERY.
B. T. HALSTEAD.	H. G. BONNETTE.	R. J. N. MARSHALL.
G. R. HODGKINSON.	R. D. BALDWIN.	T. E. TRIGG.
R. C. HUDSON.	D. H. HARDY.	A. J. BRADHURST.
G. A. K. JONES.	R. L. MUNN.	P. EVANS.
R. N. WYNDHAM.	C. V. PARSONS.	A. H. MACKENZIE.
<b>Sub-Prefects:</b>	J. S. WENDEN.	S. A. STEWART.
G. B. COOK.		
D. COTTON.		

## CAPTAINS OF SPORT:

Athletics: R. J. N. MARSHALL.	Shooting: D. H. HARDY.
Boats: D. G. BARLING.	Swimming: G. B. COOK.
Cricket: G. A. K. JONES.	Tennis: S. J. K. JEFFERY.
Football: J. W. KERR.	

## SCHOLARSHIPS, 1962.

A.B.S. White Scholarship .....	D. G. Barling	
Old Boys' Union Bursary .....	J. W. Kerr	
Bruce and Eldon Beale Memorial Prize .....	P. A. Wood	
Cecilie Purves Memorial Prize .....	C. H. Kingsell	
S.C.E.G.S. Association Bursary .....	H. G. Bonnette	
Grainger Exhibitions .....	D. J. Cotton	
	C. R. Barton	
	R. B. Hudson	
	S. J. Milthorpe	
J. N. Graham Exhibitions .....	D. P. R. Esplin	
	C. R. Barton	
	R. B. Hudson	
	S. J. Milthorpe	
Holterman Scholarship .....	S. J. K. Jeffery	
Open Entrance: (Oswald Stanton-Cook Scholarship).....	N. J. Lorsch	
	(Christina Campbell Scholarship) .....	D. M. Jenkins
	(Hodges Scholarship) .....	M. A. Cameron
Open School .....	R. D. Williams	
	B. D. MacDermott	
	R. H. Smith	
Open Scholarship No. 1 .....	W. G. Cockell	
	W. J. Britton	
	I. J. Woodforth	
Open Scholarship No. 2 .....	G. P. Kirkwood	
	T. M. Drevikovskiy	
	P. C. Green	
Archbishop's Exhibitions .....	P. G. Gerber	
	S. A. Stewart	
	G. J. Keen	

**PRIZE**

Form	DIVINITY	FORM	PREPARATORY
I	I. C. McAlpin	P. R. Wood	
Remove B	W. D. M. Taylor	W. D. M. Taylor	
Remove A	D. C. Selby	D. C. Selby	
II B	D. C. Scanlan	C. G. Henley	
II A	M. B. Robinson	(D. K. Muston)	
III C	H. R. Hardy	H. R. Hardy	LOWER
III B	D. S. Carment	F. A. Pigott	
III A3	D. W. Holt	J. M. Ralston	
III A2	M. W. Hudson	M. W. Hudson	
III A1	R. C. Selby	(D. M. Jenkins)	
S C	M. Heath	R. M. S. White	
S B2	J. M. Hiatt	A. B. Blakeney	
S B1	R. B. Longley	R. W. Weight	
S A2	D. G. White	S. A. Christiansen	
S A1	W. J. Britton	(B. H. R. Neil)	MIDDLE
IV C	R. F. Harvey	R. A. Stanley	
IV B2	C. B. Wilson	R. A. Payne	
IV B1	R. H. Brezzo	D. C. Shields	
IV A2	M. H. McMichael	M. H. McMichael	
IV A1	W. G. Cockell	(H. J. Crawford)	UPPER
VE	H. H. Drake	R. H. Jackson	
VD	J. A. Dunn	Alan C. Robertson	
VC	C. T. Godlee	R. R. Treagus	
VB	D. B. Bates	S. Assheton-Chin	
VA	(C. R. Barton)	(C. R. Barton)	
VIF	R. J. Saunders	P. J. Ayling	
VE	P. H. Whitney	J. F. Cowper	
VID	A. R. Corbett	F. P. Deutsch	
VIC	J. B. W. St. V. Welch	(K. B. McCaskill)	
VIB	J. B. Cuttle	(P. Evans)	
VIA	(K. B. McCaskill)		

**ORDER OF MERIT IN THE SIXTH**

1, P. Evans; 2, R. E. Alexander; 3, G. H. Pollard; 4, E. K. Wong; 5, G. E. Sherington; Wenden; 11, S. J. K. Jeffery, R. N. Wyndham; 13, T. S. Abbott; 14, C. A. Firth; 15, J. R. Parsons; 21, J. B. Docker; 22, G. R. Hofmann; 23, G. S. Dowe; 24, B. T. Halstead; 30, S. P. Deutsch; 31, C. A. Potts; 32, A. R. G. Brown; 33, B. W. Holt; 34, M. F. McEachern; 40, W. M. King; 41, D. R. Molloy; 42, D. H. Callaghan; 43, J. L. McPhail; 44, R. C. Hudson; 50, I. S. Cameron.

**SPECIAL**

**ART:**

W. M. N. Stewart Memorial Prize  
 (Preparatory School) ..... D. H. W. Hyles  
 Junior Prize ..... T. A. Storrier  
 E. T. Thring Memorial Prize ..... I. Bruce

**CATECHISM:**

Uther Prize ..... D. E. S. White

**GENERAL KNOWLEDGE:**

Junior Prizes ..... IIIrd Forms P. K. Hanson  
 ..... IVth & 5 Forms T. M. Drevikovskiy  
 John Jamieson Memorial Prize ..... VIth & Vth Forms J. R. Nield

**MUSIC:**

Theoretical ..... {P. G. Gerber  
 ..... {A. K. Smith  
 Practical Junior ..... S. M. Dunn  
 Practical Senior ..... R. W. Deane-Butcher  
 The R. G. H. Walmsley Memorial Prize ..... D. G. Martin

# LIST, 1962.

SCHOOL	DIVISION	GENERAL MERIT
	8 P. R. Wood	G. B. Weir
	7 b R. Swire	R. S. Williams
	7 a M. A. Halvorsen	D. J. Whitten
	6 b C. G. Henley	W. H. Bell
	6 a (M. J. Morgan)	J. McC. Ireland
SCHOOL	5 e H. R. Hardy	W. R. Waters
	5 d A. N. Simpson	C. P. Durman
	5 c R. C. Haigh	A. J. Berkman
	5 b G. D. Thatcher	J. M. Wood
	5 a (D. M. Jenkins)	R. S. Angyal
	4 d M. S. Bennett	
	4 c J. L. F. Hill	D. J. C. Bigg
	4 b A. G. Kerr	I. R. Baggie
	4 a (B. H. R. Neil)	M. A. Cameron
SCHOOL	3 e R. A. Stanley	G. H. Fleming
	3 d I. C. Porter	
	3 c D. C. Shields	A. S. Proctor
	3 b K. S. Oxby	C. B. Mitchell
	3 a (H. J. Crawford)	(F. M. Hibbs)
SCHOOL	2 e P. J. Clifford	E. H. Kater
	2 d C. B. Williams	R. W. Murray
	2 c S. C. Hall	S. C. Lee
	2 b S. A. B. Fitzhardinge	W. T. Woods
	2 a (R. B. Hudson)	(T. H. Begbie)
	1 f J. W. C. Pike	
	1 e (J. W. Kerr)	
	1 d (P. Evans)	A. S. Town
	1 c R. M. Cottee	(A. R. Watts)
	1 b (A. J. Bradhurst)	G. S. Dowe
	1 a (R. E. Alexander)	

## FORM IN GENERAL PROFICIENCY

1, K. B. McCaskill; 7, D. J. Cotton; 8, D. P. R. Esplin; 9, A. J. Bradhurst; 10, N. J. S. Nield; 16, S. A. Stewart; 17, D. G. Barling; 18, R. L. Munn; 19, J. C. Wallace; 20, C. V. S. B. Harris; 26, C. A. Beard; 27, P. R. Wolton; 28, H. R. Wallace; 29, A. G. Marr; 35, A. R. Watts; 36, B. B. Carpenter; 37, J. W. Kerr; 38, G. P. Woods; 39, L. G. Seago; 43, R. Hodgkinson; 46, J. B. W. St. V. Welch; 47, J. M. Dixon; 48, G. L. Marr, J. F. Cowper;

## PRIZES

### WOODWORK:

Junior Prize ..... A. W. Chartres  
 G. R. and R. V. Kierath Prize ..... P. J. Moors

### WOOLCLASSING:

Riverina Group Prizes ..... S. Form K. S. McMaster  
 ..... IVth Form P. H. Gall  
 ..... Vth Form J. F. Leah

### CHOIR:

Junior ..... D. N. Powell  
 Senior ..... G. C. Dent  
 The David Davies Memorial Prize ..... T. M. Drevikovskiy

### ORIGINAL CONTRIBUTION TO SCHOOL MAGAZINE:

"Torch Bearer" Prize ..... J. R. Nield

### DEBATING PRIZES:

..... P. Evans  
 ..... J. R. Nield  
 ..... S. A. Stewart

### GENERAL ACTIVITIES:

D. J. Richards Memorial Prize ..... {D. J. Cotton  
 ..... B. T. Halstead  
 Old Boys' Union Prize ..... R. L. Munn

### PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize  
(Division 6a) \_\_\_\_\_ M. J. Morgan  
John Scott Memorial Prize (II A Form) \_\_\_\_\_ D. K. Muston

### THIRD FORM:

Daryl Loddington Hall Memorial Prize (French) — D. M. Jenkins  
Alan Ludowici Memorial Prize (III A1 Form) — D. M. Jenkins

### SUB-INTERMEDIATE FORM:

Tamworth Group Prize (Mathematics) \_\_\_\_\_ B. H. R. Neil  
The Selby Prize (Physics and Chemistry) \_\_\_\_\_ B. H. R. Neil  
Hunter Stephenson Prize (French) \_\_\_\_\_ T. M. Drevikovskiy  
Alan Ludowici Memorial Prize (S A1 Form) — B. H. R. Neil

### FOURTH FORM:

Tamworth Group Prize (Mathematics) \_\_\_\_\_ H. J. Crawford  
Frank Bennet Memorial Prize (English) \_\_\_\_\_ G. P. Kirkwood  
Geoffrey Cohen Memorial Prize (General Merit) — F. M. Hibbs  
L. R. Benjamin Memorial Prize (Science) \_\_\_\_\_ H. J. Crawford  
Roy Milton Prize (French) \_\_\_\_\_ H. J. Crawford  
Alan Ludowici Memorial Prize (IV A1 Form) — H. J. Crawford

### FIFTH FORM:

The Esdaile Prize \_\_\_\_\_ {C. R. Barton  
M. F. Chiu  
Harry Eames Budd Memorial Prize (English) — S. J. Milthorpe  
Eric Mileham Litchfield Memorial Prize  
(General Merit) \_\_\_\_\_ T. H. Begbie  
Hunter Stephenson Prize (Mathematics) \_\_\_\_\_ R. B. Hudson  
Alan Ludowici Memorial Prize (V A Form) — C. R. Barton

### SIXTH FORM:

Donald Muston Memorial Prize (General Merit) — A. J. Bradhurst  
Russell Sinclair Memorial Prize (General Merit) — D. P. R. Esplin  
Geology Prize \_\_\_\_\_ C. A. Potts  
Accountancy Prize \_\_\_\_\_ J. W. Kerr  
The Lodge Torch Bearer Prize (Ancient History) — G. E. Sherington  
Desmond Hum Memorial Prize (Geography) — A. R. Watts  
John Kingsmill Phillips Memorial Prize (Chemistry) E. K. Wong  
Monteith Cowper Wood Memorial Prize (Physics) — D. J. Cotton  
Ian Menzies Memorial Prize (History) \_\_\_\_\_ {K. B. McCaskill  
G. E. Sherington  
German Prize \_\_\_\_\_ G. R. Hofmann  
Herbert Kendall Memorial Prize (French) — P. Evans  
David Cowlshaw Memorial Prize (Latin) — P. Evans  
J. S. Wilson Memorial Prize (English) — P. Evans  
Charlton Divinity Prize \_\_\_\_\_ K. B. McCaskill  
Harold Dean and R. S. Reid Prizes (Mathematics) R. E. Alexander  
Percival Sharp Memorial Prize (VI A Form Prize) — P. Evans  
A. H. Wade Memorial Prize (General Merit) — G. H. Pollard  
War Memorial Prize  
(second in General Proficiency) \_\_\_\_\_ R. E. Alexander  
Burke Prize and United Services Prize  
(first in General Proficiency) \_\_\_\_\_ P. Evans  
Brian Pockley Memorial Prize \_\_\_\_\_ D. G. Barling

## HEADMASTER'S REPORT, 1962

Your Grace, Mr. Robson, Ladies and Gentlemen,

Many years ago on a platform very close to where this one is today a youth stood and addressed a gathering such as this, with Mr. Robson also on the platform. The relative positions in life were the same—Mr. Robson being the master and the youth the pupil. In those days in fear and trepidation this senior prefect said what he thought he should say; and today I speak in the same frame of mind, saying what must be said. But in the meantime both my wife and I acknowledge frankly that we have learnt a great deal from Mr. and Mrs. Robson about the art of headmastering—if there is such a word!

Never did any of us believe that the present situation would occur—dream though some of us perhaps did! But never in those wildest dreams was there the possibility that the second and third generations of the Robson family might also be present! Thus it is all the more exciting today to be welcoming the family.

Many were present to say farewell to Mr. and Mrs. Robson a few years ago. Today they will join in welcoming them again.

Many others may perhaps not be aware of Mr. Robson's work for education since his retirement—for that is what he calls his very busy, present life! Mr. Robson's work in the field of the Industrial Fund for the Advancement of Scientific Education in Secondary Schools is perhaps not widely known. Though he said a few years ago that he intended to forget all about the educational world, it is certain that his influence is widely felt throughout Australia still, that his guidance is valued by many headmasters in many states, and that the contribution he has made to developments in the scientific fields within independent schools has been truly surprising.

In his endeavours to improve the teaching of Science in schools he has been far ahead of others who seem recently to be making a great hubbub about this matter. It seems too, that a certain banking organisation, which must be nameless, has been able to make good use of his enquiring and penetrating mind.

The burning educational question this year has of course been the introduction of the Wyndham Report. It has been loosely said in some spheres that independent schools have not accepted the report, and have not altered their syllabi to cope with first year. The real truth of the matter is that independent schools for many years have had a first year which in content, in character and in spirit is very much the same as the new syllabus. In this school for example, we have been teaching Art, Music and P.E. and of course Divinity in first year for many years. We therefore had very little need to make changes; indeed in view of the short notice given this time last year we made no change of any significance. In 1963 however, we will be moving to the full first year programme in so far as we can in view of our shortage of classroom accommodation. We will be also instituting the new second year, again not fully as a result of accommodation, but sufficiently so in order to maintain the spirit of the new curriculum and to ensure that no boy will suffer.

What do these changes involve? First, one finds new subjects in the curriculum—Art, Craft, Music and Physical Education. So some old subjects will have to disappear to make way for the new. It seems impossible from the purely mechanical point of view of the timetable to allow any boys



in future to do three languages. This is not so disastrous as this bald statement sounds, because the number of boys involved yearly in three languages is only about fifteen. On the other hand it is proposed to maintain the teaching of three languages and to offer in second year a choice between German and Latin, with French for those doing two languages, and to offer French only for those doing one language. The alternatives for boys doing no languages will remain as Geography and Commerce, as Business Principles will probably be called in the new syllabus.

Secondly, in general there has been a complete revision and overhaul of all the syllabi of instruction. This has done every subject a great deal of good. Endeavours have been made to rewrite syllabi without cramming into them that detailed prescription which was the signboard of former syllabi. Every endeavour is being made to cut out the wasteful, unimportant work and to replace this with new topics more relevant to education in the middle 20th century. Regrettably, there are some members of the teaching profession who long for detailed syllabi and restrictive prescriptions; but the general body of the profession hopes that this number is decreasing and that their wishes will not be granted.

The third major change of course will be the fact that Art, Music and Physical Education will be kept going into higher classes of the school than before. This will result, in the first four years, in a more balanced education, but perhaps in not quite the same amount of actual academic knowledge. After four years boys will sit for an external public examination, to be called the School Certificate, in a minimum of five subjects, four of which must be English, Maths, Science and Social Studies. (History or Geography may be taken instead of Social Studies). There is no limit to the number of subjects which a boy may take, other than the difficulties of the timetable. Of course the detailed rules and regulations of the School Certificate Examination have not yet been written, so not a great deal more can be said at this stage. However, sufficient is known to say that a boy from this school will sit for six subjects at least, and also to say that there seems to be no purpose in continuing to sit for the Intermediate Certificate, though this examination will continue to exist. In each subject for the new School Certificate there will be three distinct levels of attainment: the advanced level to challenge the top 25% of children in that subject; the ordinary level, credit, for the slightly above average boys; and the ordinary level, pass, for the average boys. The standard of the examination no doubt will be such that about 70-80% of children in any subject will be capable of passing provided they work hard and diligently.

It is also planned that there will be sufficient overlap between the syllabi for the advanced level and the syllabi for the pass level that a boy may move upwards or downwards in any subject at any stage of his career without loss of teaching time and without syllabus difficulty. Full details are not as yet available of the third and fourth years; but it is fair to forecast that the new curriculum is developing in such a way that it will be possible to maintain high educational standards, if boys are prepared to accept the challenges offered and are also prepared to work at the highest level which they can attain in each subject. The removal of detailed syllabi, the standards within each subject and a new concept of the rules and regulations of a public examination—all of which seem at present to be hopeful symptoms of the new scheme—hold great promise of a much improved secondary education.

The other burning question in 1962 of course has been the imposition of the quota. Even after twelve months notice of the fact that entry to the Universities will be limited, very little is still known about the real effect of this quota. Parents should understand that there is now a quota for entry to the Universities of Sydney and New England, and that the

University of N.S.W. states: "in some faculties owing to pressure of accommodation it will not be possible to accommodate all students seeking to enrol"—which seems to be a quota though it is not so admitted! The Australian National University at Canberra of course has limited accommodation.

The number of children in secondary education is increasing greatly each year; but the number of children remaining at school till the Leaving Certificate standard is increasing much more rapidly still. Yet at the same time entrance to the University is being limited. The standard therefore required of a boy who wishes to enter a University has quite positively been raised. So boys must be prepared to work very solidly in order to gain places in the quotas under such restrictive conditions. Families too must be realistic in facing this rising standard and must admit that some boys are just not capable of reaching this new standard. The choice of their future career therefore becomes a matter of great importance; and in every sphere children may have to change their ideas of what they intend to do after they leave school. Many will be disappointed; some will be forced into careers which they do not really want to follow; but all face rising standards of competitive entry.

Your attention is directed to last year's Speech Day comment: "No generation at any time should ever be penalised in their future career for lack of adequate administrative planning. There is an urgent need for this State to have at least two, properly four, more Universities." Apparently there is still no sight of a new University, any more than there was this time last year. Such a state of affairs must not be allowed to continue; public opinion must be roused; and the urgency of the need for the provision of more tertiary educational institutions must be driven home to every responsible person. Not only are there insufficient places at University level, but there are also too few suitable facilities at diploma level in many of the professions and vocations.

Whilst credit must be given to governmental attempts to face the huge problems of post war education and to the magnificent progress made in secondary education in recent years, the time has come for some frank comment upon the lack of realism which seems to be guiding governmental action and also public opinion in the matter of post-secondary education. A huge population is already leaving the schools and is moving into the industrial, commercial and professional communities. It seems that the current, and perhaps only, method of coping with these numbers is to say that only those children with higher qualifications (as represented by passes in the Leaving Certificate in the case of New South Wales) will in future be granted opportunity for higher or further education and for employment in commerce and industry.

The increasing body of knowledge now to be learnt demands longer years of learning, a length of time which applies to all, not merely to the top 20 to 25% who matriculate or gain good passes in any appropriate public examination. When will information be given by those in authority about the plans for further education? How many more thousands of children must leave school to pass into an educational vacuum before something is done to provide them with the higher education they need in this highly technical age? There is no doubt that part of the reason of lack of success at the secondary level of education can be found in the fact that in the minds of many children secondary education is geared only to higher academic instruction and not the realism of life in the later half of the 20th century.

The winds of change are blowing over the educational fields, the sands of time are running out for many of the younger generation; how many more children will drift away before action is taken?

In the light of the need for rising standards it is well to look at the school's scholastic performance in the past twelve months. Looking back upon the work of the Sixth Form in 1961 it is evident that the boys were extremely diligent and conscientious in their preparation for the Leaving Certificate. Not only did they work at their set tasks, but they made a sincere effort to educate themselves. This sincerity was reflected in the quality of their passes and in the fact that many more honours and passes were obtained than usual. There is no doubt that successful performance in the Leaving Certificate only follows conscientious, consistent and enlightened work throughout the whole year. Unfortunately the Sixth Form in 1962 may not have been as diligent as their immediate predecessors—but time alone will tell whether that is a fair judgment.

The Intermediate Certificate results in 1961 on the other hand revealed a lack of consistent work from the boys who were capable of a much better standard.

How is strength or weakness indicated in the academic sphere? Reports are sent out each term setting out the opinions of the staff about each individual performance. When reporting the staff feel that they should be as frank and candid as possible; so their comments are designed to mean what they say. There is disturbing evidence that some families view these frank comments as the personal antagonisms of individual members of staff towards a particular boy. This is not so. The report is frank so that every boy will understand where his weakness lies and what he needs to do to overcome it; if the comment is not clearly understood the boy must ask what he has to do. The significant point is that the boy must do something himself: he must either work; or if he considers he has been working, he must find out why he is considered to have a weakness and what he has to do to overcome it.

Far too frequently boys claim that it is impossible to ask a member of the staff a question, either in or out of class, about the work being done. It is said masters are intolerant or sarcastic; there is no doubt the teaching profession is human. But there is also no doubt that no master has ever thrust aside an honest, sincere endeavour by a boy to improve his academic standard. Perhaps too frequently the silly schoolboy idea of toadying to a master prevents genuine enquiry. Surely the time has come for the younger generation which demands a more adult treatment to adopt a more adult code of honour—a code which will set store on integrity, on honesty of purpose, on genuineness of endeavour and on truth rather than on jejeune solidarity, on resentful unity and on wily sapping of authority. A request for maturity of handling must be matched by a demonstration of a self disciplined and mature integrity.

In general a more responsible and constructive approach to personal effort is required from each boy. When the work (or the game) appears difficult the answer is not to run to the master (or to the coach) but rather first to sit down and to wrestle with the problem oneself. A boy is achieving true scholarship when he regards a member of staff teaching him as a tutor to lead and to direct his efforts rather than as a slave-driver to flog him along. True education is gained not by doing only what one is told, either by parent or master, but rather by thoughtful desire to improve and by true endeavour to better one's knowledge, standard and character. And this should be the aim of every boy.

It is pleasing on the other hand to be able to report instances of diligence which have been rewarded publicly. R. B. Hudson gained a National Mutual Bursary, R. B. Tubbs won the Terry Hayes Award, D. J. Cotton, R. M. Fitzherbert, W. J. McNiven and C. V. Parsons were successful in the Senior division of the Schools Mathematical Competition, whilst in the Junior Division P. N. Wallman was first, and H. J. Crawford, N. J. Lorsch and J. H. Higinbotham were among the prize winners. Two

boys won Gowrie Scholarships: J. D. Schwartzkoff the Torchbearer Foundation, instituted originally by members of the school; and T. H. Begbie the Kuringai Memorial Scholarship. And it is gratifying to see the success of Old Boys at the Universities, showing that the habits of diligence and hard work learnt at school are not forgotten.

The general performances in games this year have not resulted in any outstanding gaining of places in competitions. On the other hand a rather more thoughtful and vigorous approach in performance has created the impression of improvement generally.

It was a strange vagary of fortune that the results in rowing were weak when the atmosphere in the boatshed at Gladsville was one of the best for many, many years. Collectively the crews were excellent in their outlook, vigorous in their training and dutiful in fulfilling their tasks. It is certain they will retain many happy memories of this season, though perhaps not of the results of the Regatta. The school thanks once again those coaches who devote so much of their time to training boys for the Regatta, and also wishes to acknowledge publicly the work done by so many mothers and fathers in rowing camps. It is pleasing to be able to report the building of a practice tank for beginners as a result of a generous anonymous donation. A new trophy, the Richard Yorke Knight Trophy in memory of Richard Knight who was unfortunately killed in an air crash, has been endowed for competition among junior rowers. The new practice eight has been named "R. B. Hipsley" as public recognition by the school of the work which Mr. R. B. Hipsley has done as a member, as Honorary Secretary, and as Chairman of the School Council over many years. Such voluntary service should be so brought to the notice of the school community.

Unfortunately, once again the tennis was washed out at Easter. Games against other schools have however been played regularly throughout the year, the aim being to give many boys matches and to produce teams nearly comparable in strength to that of the opponents. It is true to say there is a great deal of tennis being played in the school at present.

Mention should be made of the success of John Newcombe and Geoffrey Pollard in the tennis world. Letters have been received from Old Boys in Great Britain commenting extremely favourably upon the court demeanour of John Newcombe at Wimbledon, whilst Geoffrey Pollard was selected as the outstanding junior tennis player of 1961-62, so gaining the Bryan C. Fuller trophy. The sportsmanship and play of both Old Boys may well be taken as examples for all boys in any games.

A positive effort was made this year to provide more games of football for more boys. Football is a game which lends itself to easy administrative organisation and to the playing of many matches in a comparatively short period of time. Accordingly, the football season began with Form football; and out of the enthusiasm so aroused thirty-eight teams in the senior school and seven teams in the Preparatory school were fielded. These forty-five teams played 478 games, winning 214, losing 232 and drawing 32. (In the senior school there were 393 games, 189 won, 180 lost and 24 drawn, whilst in the Preparatory School 128 out of the total of 136 boys played football, winning 25 games, losing 52 and drawing 8.) The important aim of the season was to provide football for boys and to challenge them with the physical ruggedness which the game demands and with the moral fearlessness which is necessary if it is to be played well. In general the school accepted these challenges, playing with enthusiasm and vigour. Many people commented favourably upon the strength of the school's forwards, especially in senior teams. The challenge now lies in the production of sparkling, nimble-footed, hard running backs who will be prepared to make the most

of the opportunities which they are given, and if not given many opportunities, who will go ahead and create them.

Twelve boys passed their referees badge. From these, from boys who are already qualified and from Old Boys came the many referees needed for this number of games. The work of S. R. Spring and E. E. Apted in organising each Saturday referees for forty or so matches is to be highly commended.

An endeavour also has been made to provide more cricket teams. New equipment has been provided for the nets on School Ground and the wickets are already showing the result of increased attention and preparation, due to the more frequent rolling by the new motor roller. In general the weakness of the school's cricket lies in the individual lack of determination to acquire perfect technique. To be a good cricketer it is necessary to spend many hours perfecting and co-ordinating the physical movements of the body required to reach the necessary positions for each shot. Only by hours of individual effort, without a coach being present, will any boy succeed in improving his technique; and, as in scholarship, determination and diligence of practice are essentials for the making of a good cricketer.

In athletics too, similar diligence is needed. Many of the staff are available to help boys and are willing to answer questions on the methods by which improvement can be made. But real success will come only after hours of training and after thoughtful and regular discussions with the coaches. If success is to be gained in Athletics, (and in Swimming too), longer periods of self denying preparation are more necessary than ever before. Indeed the rising standard of performance in athletics creates a dilemma when the school desires to produce all round athletes. It is becoming increasingly difficult for a boy to succeed in so many events as was possible in previous generations. Plans are being made in an attempt to overcome this dilemma and it is hoped to improve those weaknesses revealed in the athletic team this year.

There has been a distinct improvement in Rifle Shooting. The first team was fourth and the second team was third, but the boys devoted themselves to their preparation with determination, being ably assisted by Mr. Blomfield, their coach, and Sergeant Major Dixon and Mr. W. Chambers.

About forty boys have played squash regularly and when football has not conflicted more than fifty boys have competed in the school tournaments.

The method of conducting the schoolboys' golf was altered this year and two teams played in the August vacation. Though the individual performances were good they were not sufficiently good to gain success.

In swimming a lean period is being experienced but many more boys than usual have competed in the school carnivals. Two hundred and forty-four Royal Life Saving Awards were gained in the course of the year, while an increasing number of boys have taken part in the Surf Life Saving training. In the first term eighteen boys gained their bronze medallion whilst forty-five were training for the medallion in the third term. It is important that these boys go on to join a Surf Life Saving Club after they leave school thus making full use of the training which they have received.

It is a paradox facing the school at the moment that, whilst attempts are being made to provide more boys with games and athletic pursuits of a more varied type, the standard of individual performance in every game is going up so steadily that to achieve any distinction it is necessary to devote oneself almost solely to one particular game. The conflict between the ideal of the all rounder and that of individual excellence is one which is difficult to resolve. The all rounder is increasingly being compelled to become a specialist in one, or at the most two, games, because the time needed for practice and perfection is so great. It is to be hoped that whilst at school boys will continue to endeavour to be all rounders and so

become more balanced in their character development. It would indeed be strange if whilst making academic education more widespread—as the new course does—athletic pursuits were allowed to become too highly specialised! Games are played for the purposes of exercise and pleasure as well as for character training and team spirit.

There is no doubt that it will help greatly to build character if boys are more often compelled to face the weaknesses of the public transport system in going to games, rather than to be taken always by car. After all, being with other members of the team is a very important part of team games and it is while travelling to and from games that friendships are made, friendships which remain for the rest of life. May a plea be made also for less expensive or glamorous afternoon teas where the parents provide them? The game is the primary object, though boys do enjoy the teas!

It would not be appropriate to conclude this survey of the games of 1962 without making mention of the fact that Mr. T. B. Whight has handed the duties of sportsmaster to Mr. N. A. Emery. A great deal of work goes into the organisation of games and into having equipment and material available. The devotion that Mr. Whight gave to this duty over many years has been deeply appreciated; many boys would wish that this public acknowledgment be made of the help he has given to them in their games.

Though it was recently announced that the Cadet Force in Australia has been increased, it seems unlikely that any additional establishment will be provided for this school. It is alarming to see the lack of realism in official circles in this matter. The secondary school population is increasing extremely rapidly, so much so that the recent provision of 2000 additional cadets is a mere flea-bite. There is no doubt that Cadet training can assist in the development of a boy's character and can make a positive contribution towards preparedness for national defence. And even though there is a tendency at times in service circles to forget that Cadets are an extra curricula activity under the control of the school—one of many such activities!—more provision should be made for school Cadets.

Though the overall Army establishment has been increased it seems that no provision has been made for the A.T.C. Consequent upon this lack of increase in establishment—in fact, in the case of the A.T.C. a decrease—it seems necessary in the future to limit recruiting for the cadets to boys who are in the Fourth Form.

Training in both the Army Cadets and the A.T.C. has been carried out vigorously. The work done by the Army Cadets on the ceremonial parade was of very high standard, though perhaps a little weak in rifle exercises. The A.T.C. has provided the guard of honour today.

R. H. Wyndham won the Smith's Aircraft Instrument Trophy for the outstanding A.T.C. Cadet Under-Officer in the 1961 courses of instruction, while the A.T.C. Rifle Team once again won the Squadron rifle shoot. Corporal S. R. Spring has won a flying scholarship.

In the Scouts the year has been well spent. It seems possible that there will be one Queen Scout towards the end of this year and nine boys have gained their first class badge.

Dramatic productions of the School have once again been of a high standard. The performance of *Toad of Toad Hall* showed that many boys enjoyed the return of a musical play; and most were surprised at the difficult quality of "Toad" in this guise. The concerts have shown a wide variety of performance; and some parents will be pleased to know that after more practice the rock-and-roll groups have improved greatly since earlier in the

year. Efforts are now being made to revive the orchestra and it is hoped next year to produce more in this respect.

In the Duke of Edinburgh's Award B. W. Holt was the first boy to gain the Silver Award and he was soon joined by G. W. Hyles, D. J. McCarty, J. L. Poole and A. S. Proctor. Six other boys have passed their Bronze Award: A. R. Corbett, G. R. Hodgkinson, R. J. Hope, A. F. Howell, J. T. C. Macphillamy, W. H. Wiseman. Fifteen boys have now gained the Bronze award, with the probability that five more will have completed it by the end of the year.

All these activities show a breadth of interest among the boys. However, although there is occasionally some evidence of dilettantism, not perhaps unusual in this age, there is generally speaking evidence of a lack of perseverance in all spheres of the school's activities. There is a need for a more responsible and more determined approach towards the completion of all tasks undertaken. This extends from those holding posts of authority such as prefects and sub-prefects, to presidents and secretaries of societies, to captains of teams, and to the rank and file in the groups in question. It is disturbing at times to see the lack of initiative demonstrated by boys and their failure to obtain the goal they seek for themselves because there has not been a determined, self-disciplined and courageous attack upon the problems being faced.

Although in respect of initiative David Barling and Bill Kerr have given examples to all boys in the school, their example has not been widely followed. Too many boys sit back and wait to be told what to do and often how to do it; there seems to be no burning ambition to seek completion and perfection for the sake of continuing "until any great matter be thoroughly finished", as it says in Sir Francis Drake's prayer. Also too many boys fear to show initiative in case it offends other members of their group.

To produce quality of performance there must be a certain internal, effervescent enthusiasm to succeed. There is no doubt there is in the school a spiritual awareness which has resulted in perhaps a more courteous approach to life in general, but there is definitely lacking the transforming of this spiritual alertness into positive, explosive action which achieves the desired aim. This bridging between ideal and action is of course only achieved after experience and wisdom are gained; and so it is not reasonable to expect youths to be able to achieve it without help from their parents. But it is reasonable to expect that, once boys have had the problem pointed out to them, they will be a little more positive in their endeavours to succeed in this respect. Unless boys are made aware of what is required, they will not know; but once having been made aware, and still being unable to complete any matter alone, they must ask for further guidance and assistance from their parents or from members of the staff. And they must not be reluctant about this!

Mr. K. D. Anderson is going on a year's leave to Great Britain and the Continent; in fact he has already departed. Mr. Colebrook and Mr. Philpott will be returning to take up duty again next year, whilst Mr. Rossell will stay abroad for a further year. In the course of the year also Mr. Gebhardt will go abroad to undertake post-graduate training at Harvard University. Mr. A. G. Farr leaves to take up an appointment at Camberwell Grammar School; his place will be taken by Mr. M. G. Ham, B.Sc., who will teach Mathematics and Geology. Mr. J. K. Morell is also leaving to undertake work with the Church Missionary Society. We pray that Mr. Morell's work in his new sphere will be of great value to those he serves; and he knows only too well that our best wishes go with him in his undertaking.

This year must not be allowed to pass without making reference to the service of Mr. Robert Anderson who retired as Bursar of the School on 30th November. The Bursar of a big independent school is now an invidious post since he is the servant of the School Council, the assistant to the Headmaster, and the friend of the Staff. Mr. Anderson's service has been diligent and faithful over many years and the School greatly appreciates the work he has done. Boys, past, present and future, may well thank him for his undoubted talent in improving the playing surfaces of the Northbridge ovals. His phenomenal capacity to produce grass even in the driest periods of mid-winter has helped greatly in the enjoyment of games. We hope he will enjoy his retirement.

The new Bursar is Mr. J. E. McCann, B.Com., A.A.S.A., A.A.I.C.A., A.S.T. We welcome Mr. McCann to his post and trust that his period of service with the School will be a happy one.

Mention should also be made of the fact that in the period 1961-1962 no fewer than thirteen members of the staff have carried out some form of in-service training, whether it be subjects for their degree at the University or post graduate subjects for the Diploma of Education, or courses designed to assist them in the teaching of their chosen subjects.

Once again it is proper to place on record appreciation of the work carried out by all members of the staffs whether teaching or domestic, bursarial or grounds. The energy with which the various staffs have attacked their duties greatly adds to the efficiency of the school, and so directly benefits the boys. And of course the work of the Matrons in the boarding houses deserves special comment. Just how much the staffs do for the school was ably demonstrated during the September holidays when the Junior Schools Association Refresher School was held here. Indeed the work done by all members of the staffs positively added to the success of this Refresher Course.

During the year the Reverend S. C. S. Begbie resigned as a member of the Council on his appointment overseas. Mr. Begbie was on the Council for many years; and as a member of the Executive Committee he made a large contribution towards the planning and development of the School. The Reverend D. W. B. Robinson, Vice-Principal of Moore Theological College, and an Old Boy of the School, has taken his place.

In the course of the year several donations have been made to the School. The generous grant made by the Reverend I. D. Armitage to establish the "I. D. Armitage Scholarship" for boys of the school who intend to enter Holy Orders has filled a great gap in the school's endowments. Reverend I. D. Armitage left school in 1891 and was the first Old Boy of the School to be ordained. In the library many books have been added from the donations made by the S.C.E.G.S. Association, and the new clock was the gift of Mr. and Mrs. W. L. Munn. The Association has also donated the two lecterns on the dais today, thereby completing the furniture for such occasions. And once again the Old Boys Union have donated the School flag; unfortunately it was souvenired after the G.P.S. Athletics.

The most striking feature of the school in the last two or three years has been the thickening of the Sixth Form of the School. In 1950 there were 777 boys in the School and a Sixth Form of 120. This year there are 916 and it is possible that next year there may be as many as 950, with 180 in the Sixth Form. This startling increase has not occurred as a result of increasing the intake into the school at the bottom, but has resulted rather from the increasing demand by the community that boys reach Leaving Certificate standard. This in itself has resulted in more boys staying on past the Intermediate Certificate and into the Sixth Form.



A school of such a size naturally brings huge problems of administration and attacks the concept of a schoolmaster as a person who teaches. Now it is necessary for every member of the teaching profession to be an expert administrator in order to be able to deal with the huge numbers. In the case of the Headmaster, Senior Masters and Housemasters, the problem of administration is one which constantly nibbles away at teaching time. It is becoming increasingly difficult to set the school in motion; and once it is committed to any given track, it is hard to change its direction. The very size of the school leads to the mass production of a boy and to the difficulty of creating individuality and independence in each particular boy. The primary function of a school is to provide intellectual development and to teach boys how to think. A school is not there to train junior assistants for any particular profession or vocation; that is the task of tertiary institutions or of industry or of commerce. The increasing anxiety of parents for the school to prepare a boy for his future vocation must therefore be resisted.

Yet the insistent demand of the community for a paper qualification is compelling boys to choose careers too early in their school life or is confusing them with demands to make their choice before they are ready to do so. The school provides counselling and guidance to assist boys in making such decisions, while the whole system of pastoral care within the school is directed solely towards the development of a boy's character, personality and intellectual ability.

The choice of career must really be made within the family circle. To mature and to cope with adolescence boys need to spend time with their parents, and especially with their fathers, between the ages of fourteen and sixteen. The sympathy between father and son which is built up at this stage of a boy's life is the sure foundation on which to build any future and successful career. The family is the unit of importance taking the responsible decisions. The school is available to help the family and readily offers its greater experience—greater only in the sense that the school sees similar problems among many more boys each year than any one family can see.

In these days of change in education, of demand for more knowledge, of new concepts of education which are unknown to older generations but which are being discovered now, it is vital that the independence of the individual be fully preserved and that every endeavour be made to develop each boy separately in the way most suited to his talents. The danger is that the personality of the individual will be submerged by administrative detail or by sheer weight of facts to be learnt. The family must guard a boy's integrity and individuality, but in so doing must not become selfish in the demands it makes on either the community or the school in respect of any one person. Indeed, the family must firmly resist any desire to request special privilege for a boy.

It is the Church which will provide the cement of spiritual awareness binding the individual and the community to the family. And the Church must be realistic in its approach to youth. Youth rightly demands that religion be related to life and be interpreted in terms understandable in the middle of the 20th century. The development of each boy therefore is a joint task, but one in which the family leads and labours mostly. And on no account must parents abdicate from this responsibility which is primarily theirs alone.

On the other hand a boy must not be mute or unthinking about his development; he must be prepared to speak up thoughtfully and sincerely and respectfully. The current cry of youth to be left alone to grow up or the cry to be understood must be expressed by youth in terms comprehensible to both youth and adult. Adults must genuinely endeavour to understand the implications of modern terms such as gasser; similarly youth

must at least attempt to comprehend the stateliness of the horse and buggy. Sensibility and perceptiveness are needed on all sides and are the first steps to a common communication. A boy must learn to express himself in terms which others can understand and appreciate; he can no more abdicate from his responsibility in this respect than his parents can abdicate from their duty to understand their children.

No record of the year 1962 would of course be complete without recognition of the work done by many Old Boys and Parents of the school for the Shore Building Appeal. The School Council launched the appeal with great diffidence but fully realising that the future well-being of the school demanded such action. After a great deal of preliminary committee work and searching for the right person to lead the appeal, the school was very fortunate in the fact that Mr. J. E. M. Dixon volunteered to undertake this onerous duty. As all are aware, Mr. Dixon has been a member of the School Council and Chairman of its Executive Committee for several years. That he should undertake the additional work of being Chairman of the Building Appeal was a demonstration of devotion to the school which is truly outstanding. Under his capable leadership more than four hundred people in the metropolitan area, and over three hundred in the country regions, have laboured for the school's welfare. Although at times many of us have remarked upon Mr. Dixon's resemblance to the hortator of the Roman galleys, no one could but admire his close attention to detail, his devotion to the cause and his determination to finish the Appeal in the allotted time. His boundless energy has produced the enthusiasm to fire all in their efforts for the Appeal. And in this task he has been magnificently helped by Mr. E. C. S. White as Chairman of the Old Boys' Division, by Brigadier J. McCarty as Chairman of the Fathers' Division and by Mr. T. M. Scott, Mr. W. Carter and Mr. R. Heath in the country. The number of helpers, over seven hundred, as has already been said, is so great that it is impossible to make personal mention of any other individuals; certain it is that nobody will feel upset if reference is made only to these leaders.

The value of the Appeal already has far outweighed the financial assistance which has been so generously given to the school by all those who have signed gift intentions. At the time of printing the Appeal stood at over £234,000. But what this sum of money really has done for the school is to restore to those responsible for its planning and development a versatility of action. Further, it has demonstrated in striking manner the fact that the Shore community in general has faith in the school's endeavours and policies. It is now possible to plan ahead with energy and with certainty in the full knowledge that money will become available in time to execute the necessary plans and that the community which the school serves believes in the type of education which Shore endeavours to provide.

Humbly and sincerely I thank all those who have donated to the Shore Building Appeal and who by their generosity have made my task as Headmaster so much easier in the future. As a result of their generosity and their benefits the whole school will in the future continue as in the past, to be "brought up in godliness and good learning"—as the School prayer for Benefactors says.