



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

December, 1963

Sydney Church of England Grammar School

Speech Day—12th December, 1963

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!

Beneath 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 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 of Prizes and Address by Dr. H. S. WYNDHAM,
C.B.E., M.A., Dip. Ed., F.A.C.E.

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.
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.,
M.A.C.E.
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.,
F.A.C.A., F.F.A.R.C.S., F.F.A.R.A.C.S.
J. E. M. DIXON, B.Ec., A.A.S.A.
W. L. J. HUTCHISON, A.C. (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. 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 (on
leave).

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).
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.), A.M.I.E.
(Aust.), (6).
J. V. TERRY, B.A. (Syd.), Dip. Ed. (N.E.),
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.).
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. BLOMFIELD, B.E. (Syd.), Dip. Ed.
(Melb.), M.A.C.E.
R. K. DOIG, A.S.T.C., (9).
J. K. MORELL, B.A., Dip. Ed. (Syd.).
J. E. COLEBROOK, M.A. (Cantab.), (4).

B. K. ALLDIS, B.A., B.Sc. (Syd.).
A. J. MOYES, M.A. (Cantab.).
J. W. MATHERS, Dip. Ph. Ed., T.C. (Syd.).
N. A. EMERY, (11).
A. E. STAFFORD, A.C.P. (Lon.).
K. GRAHAM, B.A. (N.E.).
W. FOULKES, T.C. (Newc.), Housemaster
School House.
M. HOWARD, T.C. (Wymondham).
Rev. P. B. BALL, Th.L., Dip. R.E.
D. S. LITSTER, B.Sc. (Qld.), Dip. Ed. (N.E.).
J. H. WINSTANLEY, L.R.A.M., A.R.C.O.
(Lon.), M.A.C.E., (8).
G. J. WHITE, B.Ec. (Syd.).
P. PHILPOTT, T.C. (Syd.).
N. T. A. JACKSON, T.C. (Syd.).
T. W. BREWIS, B.A. (Oxon).
I. R. BARLOW, B.Sc., Dip. Ed. (Syd.).
D. J. WARD, B.A. (Syd.).
J. E. WILSON, B.A. (Syd.).
M. G. HAM, B.Sc. (Qld.), P.C.E. (Lon.).
I. LEIGH COOPER, T.C. (Bath.).
F. H. ROSS, B.Sc. (N.S.W.), Dip. Ed. (Melb.).
G. A. COUSINS.
D. J. O'BRIEN.

On Leave:

D. J. ROSSELL, B.A., Dip. Ed. (Syd.).
N. A. BROADHURST, M.Sc. (Syd.), Dip. Ed.
(N.E.).
S. P. GEBHARDT, LL.B. (Melb.).

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 J. FETHERSTON, D.S.C.M., L.Mus.
Violin: Mrs. M. S. WINSTANLEY, A.R.C.M., L.R.S.M. (Lon.).

Mr. M. LESLIE, L.Mus.

Carpentry: W. CHAMBERS.

Woolclassing: R. D. MINTER.

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

Bursar: J. E. McCANN, B.Com., A.A.S.A., A.A.I.C.A., A.S.T.

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

PREFECTS:

Senior: G. R. HODGKINSON

Second: R. C. HUDSON

Prefects:	R. E. McGLYNN	P. J. JEFFREYS
D. H. HARDY	S. J. MARSHALL	D. J. McCARTY
J. D. MENDEL	G. H. POLLARD	J. G. PEGG
D. P. R. ESPLIN	J. W. WEIGHT	C. W. STEVENS
R. M. FITZHERBERT	J. M. DIXON	G. B. WALLACE
A. F. HOWELL	I. D. McA. ROBERTS	D. R. CAMERON
E. H. KATER	D. P. SEVIER	R. B. HUDSON
W. M. KING	R. B. TUBBS	M. F. McEACHERN
.....	J. T. M. VERNON	S. R. SPRING
R. J. N. MARSHALL	D. M. WILSON
J. B. W. St.V. WELCH	W. H. WISEMAN	P. J. DICKSON
Sub-Prefects:	E. E. APTED	P. B. TERRY
G. N.	C. R. BARTON	
BASSINGTHWAIGHTE	T. H. BEGBIE	
B. W. HOLT	A. R. U. BOURKE	

CAPTAINS OF SPORTS:

Athletics: R. C. HUDSON	Shooting: D. H. HARDY
Boats: J. B. W. St.V. WELCH	Swimming: G. N. BASSINGTHWAIGHTE
Cricket: J. W. WEIGHT	Tennis: G. H. POLLARD
Football: G. R. HODGKINSON	
Golf: R. C. HUDSON	

SCHOLARSHIPS, 1963.

A.B.S. White Scholarship	G. R. Hodgkinson
Old Boys' Union Bursary	J. D. Mendl
Bruce and Eldon Beale Memorial Prize	P. Evans
Cecilie Purves Memorial Prize	D. J. Cotton
S.C.E.G.S. Association Bursary	D. P. R. Esplin
S.C.E.G.S. Association Exhibition (1)	E. R. Gaden
" " (2)	N. J. Lorsch
Grainger Exhibition	{ C. R. Barton
	{ R. B. Hudson
	{ S. J. Milthorpe
	{ H. J. Crawford
J. N. Graham Exhibition	{ C. R. Barton
	{ R. B. Hudson
	{ S. J. Milthorpe
	{ J. H. Higinbotham
	{ C. P. Kirkwood
Holterman Scholarship	G. H. Pollard
Open Entrance: (Oswald Stanton-Cook Scholarship)	S. R. Pickering
(Christina Campbell Scholarship)	D. M. Jenkins
(Hodges Scholarship)	M. A. Cameron
Open School	{ B. D. MacDermott
	{ R. H. Smith
	{ D. J. M. Ireland
Open Scholarship No. 1	{ W. J. Britton
	{ I. J. Woodforth
	{ S. L. Knibbs
Open Scholarship No. 2	{ T. M. Drevikovskiy
	{ P. C. Green
	{ G. A. Coffey
Archbishop's Exhibitions	{ G. J. Keen
	{ M. B. Robinson

Form	DIVINITY	FORM	PREPARATOR
I	R. S. Smyth-King	R. L. Dey	
Remove B	E. P. Collard	E. P. Collard	
Remove A	P. R. Wood	P. R. Wood	
II B	R. G. Stinson	I. J. S. Robertson	
II A	(R. M. Finch)	(D. G. Selby)	
III C	C. P. Hardy	J. S. Burnell	LOWE
III B	R. L. Trenchard Smith	R. L. Trenchard Smith	
III A3	R. J. Scard	R. J. Scard	
III A2	S. W. Davies	W. H. Turk	
III A1	(S. R. Pickering)	(S. R. Pickering)	
S C	D. W. Sturrock	H. R. Hardy	
S B2	I. F. McEachern	R. G. Munn	
S B1	G. C. Woodrow	G. C. Woodrow	
S A2	J. B. Green	R. A. Yeates	
S A1	G. V. Lehmann	(D. M. Jenkins)	MIDDLE
IV C	R. M. S. White	R. M. S. White	
IV B2	J. M. Hiatt	A. B. Blakeney	
IV B1	R. W. Weight	R. W. Weight	
IV A2	M. D. A. Howitt	D. G. White	
IV A1	(W. J. Britton)	(B. H. R. Neil)	
VE	J. D. Turnbull	P. O. Jones	UPPER
VD	R. H. Brezzo	R. H. Brezzo	
VC	J. P. Graham	R. A. Cooper	
VB	(D. H. Grigg)	M. Mills	
VA	(S. W. Elliott)	(S. W. Elliott)	
VI F	g H. H. Drake	J. H. Alexander	
VIE	f J. A. D. Yonge	J. C. Kimber	
VID	e A. E. K. Holden	C. I. Badham	
VIC	d P. H. Mason	(A. L. Wunderlich)	
VIB	c S. R. Spring	(C. B. Williams)	
VIA	b J. M. Dixon	(S. J. Milthorpe)	
	a (W. M. King)		

ORDER OF MERIT IN THE SIXTH

1. R. B. Hudson; 2. S. J. Milthorpe; 3. C. R. Barton; 4. G. H. Pollard; 5. D. P. R. Esplin
 11. B. W. Holt; 12. M. J. Campbell; 13. R. M. FitzHerbert; 14. R. E. McGlynn
 19. D. M. Wilson; 20. R. B. Tubbs; 21. J. M. Dixon; A. L. Wunderlich; 23. A. F. Howell
 28. M. F. McEachern; 29. S. Assheton-Chin; 30. A. E. K. Holden; P. H. R. Meyer
 36. R. W. Hutchins; 37. A. J. Eddy; 38. R. J. Hope; 39. G. R. Hodgkinson; 40. S. R. Spring
 46. J. D. Mendl; 47. S. A. B. Fitzhardinge; 48. W. H. Wiseman; 49. C. I. Badham

SPECIAL

ART:

W. M. N. Stewart Memorial Prize (Preparatory School)	R. M. Finch
Junior Prize	T. A. Storrier
E. T. Thring Memorial Prize	V. L. Crethar

CATECHISM:

Uther Prize	S. R. Pickering
-------------------	-----------------

GENERAL KNOWLEDGE:

Junior Prizes	IIIrd Forms	S. C. Churches
	IVth & S Forms	T. M. Drevikovskiy
John Jamieson Memorial Prize	Vlth & Vth Forms	J. R. Nield

MUSIC:

Theoretical Junior	R. A. Fox
Theoretical Senior	D. E. Marr
Practical Junior	H. M. Selby
Practical Senior	P. G. Gerber
The R. G. H. Walmsley Memorial Prize	A. K. Smith

LIST, 1963.

DIVISION

GENERAL MERIT

SCHOOL

8 R. S. Gray	S. R. Williams
7b P. A. T. Angus	T. D. Goodman
7a D. R. Alexander	R. G. Davies
6b R. G. Stinson	R. W. Glover
6a (M. A. Halvorsen)	G. K. Bailey

SCHOOL

5e J. R. Powell	T. R. B. Walker
5d P. R. Medway	J. H. C. C. Colvin
5c R. J. Scard	I. D. Jones
5b D. J. Dey	C. P. L. Lloyd
5a P. E. A. Koppstein	(S. C. Churches)

SCHOOL

4e S. A. Barr	R. R. Monro
4d A. G. Muston	M. J. Davis; N. R. Snodgrass
4c G. C. Woodrow	J. F. Boulbee
4b R. A. Yeates	(R. S. Angyal)
4a (D. M. Jenkins)	

SCHOOL

3e K. S. McMaster	M. Heath
3d D. Q. Hughes	M. S. Bennett
3c R. F. G. Woodhouse	R. B. Longley
3b D. G. White	I. R. Baggie
3a (M. A. Cameron)	(W. J. Britton)
	(T. M. Drevikovskiy)

2e (R. A. Cooper)	J. W. Montgomerie
2d W. S. Kierath	R. H. C. Meischke
2c J. L. G. Bisley	W. K. B. Shannon
2b K. A. Wharton	K. S. Oxyby
2a (H. J. Crawford)	(W. G. Cockell)

1g F. P. Watson	J. Bowen
1f (W. M. King)	A. J. Petrie
1e R. J. Griffiths	T. J. Cooper
1d (R. C. Hudson)	P. N. Wallman
1c D. T. C. Cohen	(T. H. Begbie) (R. C. Hudson)
1b (C. R. Barton)	(D. P. R. Esplin)
1a (G. H. Pollard)	

FORM IN GENERAL PROFICIENCY

6. J. R. Nield; 7. P. J. Richardson; 8. R. C. Hudson; 9. T. H. Begbie; 10. W. M. King; 15. P. N. Wallman; 16. C. B. Williams; 17. R. H. Loblay; 18. I. D. McA. Roberts; 24. M. J. W. Jenkins; 25. J. P. Wenborn; 26. T. A. D. Evans; 27. T. J. Cooper; 32. W. J. McNiven; 33. R. A. Woodhouse; 34. G. E. Timms; 35. D. J. McCarty; 41. A. G. Mackay; 42. W. T. Woods; 43. T. J. Christiansen; 44. R. J. Atkinson; W. G. Bishop; 50. K. B. Horsley.

PRIZES

WOODWORK:

Junior Prize	A. W. Chartres
G. R. and R. V. Kierath Prize	R. M. Wallace

WOOLCLASSING:

Riverina Group Prizes	{D. O. F. Sides
	{A. S. Proctor
	{P. H. Gall

CHOIR:

Junior	{G. J. Keen
	{P. J. M. McNab
Senior	D. H. Grigg
The David Davies Memorial Prize	D. M. Jenkins

ORIGINAL CONTRIBUTION TO SCHOOL MAGAZINE:

"Torch Bearer" Prize	(not awarded)
----------------------------	---------------

DEBATING PRIZES:

.....	{P. W. Jenkins
	{W. J. McNiven
	{J. R. Nield

GENERAL ACTIVITIES:

D. J. Richards Memorial Prize	{C. D. Alexander
	{J. B. Cuttle
Old Boys' Union Prize	D. H. Hardy

PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize (Division 6a)	M. A. Halvorsen
John Scott Memorial Prize (II A Form)	D. G. Selby

THIRD FORM:

Daryl Loddington Hall Memorial Prize (French)	S. R. Pickering
Alan Ludowici Memorial Prize (III A ₁ Form)	S. R. Pickering

SUB-INTERMEDIATE FORM:

George Gordon Black Memorial Prize (English)	R. S. Angyal
Hunter Stephenson Prize (French)	D. M. Jenkins
The Selby Prize (Science)	D. M. Jenkins
Tamworth Group Prize (Mathematics)	D. M. Jenkins
Alan Ludowici Memorial Prize (S A ₁ Form)	D. M. Jenkins

FOURTH FORM:

Frank Bennet Memorial Prize (English)	B. H. R. Neil
Roy Milton Prize (French)	B. H. R. Neil
L. R. Benjamin Memorial Prize (Science)	B. H. R. Neil
Geoffrey Cohen Memorial Prize (General Merit)	{ W. J. Britton T. M. Drevikovskyy
Tamworth Group Prize (Mathematics)	M. A. Cameron
Alan Ludowici Memorial Prize (IV A ₁ Form)	B. H. R. Neil

FIFTH FORM:

Harry Eames Budd Memorial Prize (English)	S. W. Elliott
The Esdaile Prize	R. D. Williams
Eric Mileham Litchfield Memorial Prize (General Merit)	W. G. Cockell
Hunter Stephenson Prize (Mathematics)	H. J. Crawford
Alan Ludowici Memorial Prize (V A Form)	S. W. Elliott

SIXTH FORM:

Donald Muston Memorial Prize (General Merit)	T. H. Begbie
Russell Sinclair Memorial Prize (General Merit)	R. C. Hudson
Geology Prize	G. L. Wunderlich
Accountancy Prize	M. F. McEachern
Economics Prize	C. B. Williams
The Lodge Torch Bearer Prize (Ancient History) ..	P. J. Richardson
Desmond Hum Memorial Prize (Geography)	G. R. Hodgkinson
John Kingsmill Phillips Memorial Prize (Chemistry) ..	C. R. Barton
Monteith Cowper Wood Memorial Prize (Physics) ..	R. B. Hudson
Ian Menzies Memorial Prize (History)	P. J. Richardson
German Prize	C. R. Barton
Herbert Kendall Memorial Prize (French)	W. M. King
David Cowlishaw Memorial Prize (Latin)	J. R. Nield
J. S. Wilson Memorial Prize (English)	S. J. Milthorpe
Charlton Divinity Prize	W. M. King
Harold Dean and R. S. Reid Prizes (Mathematics) ..	G. H. Pollard
Percival Sharp Memorial Prize (VI A Form Prize) ..	S. J. Milthorpe
A. H. Wade Memorial Prize (General Merit)	D. P. R. Esplin
War Memorial Prize (second in General Proficiency)	S. J. Milthorpe
Burke Prize and United Services Prize (first in General Proficiency)	R. B. Hudson
Brian Pockley Memorial Prize	G. R. Hodgkinson

HEADMASTER'S REPORT, 1963

Your Grace, Dr. Wyndham, Ladies and Gentlemen:

It is a very great pleasure today to welcome our guest, Dr. Wyndham, the Director-General of Education in N.S.W. In this school we have some reasonable knowledge and understanding of the problems involving the administration and control of schools; but we look with respect upon one who, in one calendar year, completes eight high schools and builds another twenty and who administers the destinies of over 630,000 children and 25,000 teachers. As if that were not a sufficient task, the drawing up, let alone the spending, of the annual education budget would deter most people. Many may not fully realise that the number of children in the State Education Department has in the last ten years increased by over 200,000 while the number of teachers has increased by over 10,000. The school therefore would wish to pay respect to the great work being done by the Department of Education in coping with the never ending problems of education in today's affluent society.

In addition, the school honours Dr. Wyndham personally for his part in the major revolution in education popularly known as the "Wyndham Report". This revolution is now revealing so many interesting side effects such as the rewriting of syllabi, the rejuvenation of the teaching profession and the consequential attack on the whole concept of education at the secondary level. If the new scheme has done nothing else, it has at least made every one in the teaching profession examine what he is doing, what he is teaching and what is his aim.

We are also pleased to welcome Mrs. Wyndham, and hope she will enjoy the afternoon.

Indeed, in discussing the scholarship of any school now the first question is always: "How is the Wyndham Report developing?" It will be remembered that last year's Speech Day report outlined the necessary changes. This year the new scheme has been completely instituted in the III Form, and almost completely in the 'S' Forms. In 1964 the scheme will be functioning fully in the first three years of the school's secondary education. One problem still to be solved, however, is the exact proportion of time to be allotted to each of the non-examinable subjects: art, craft and physical education. In a school which provides so many games as we do, it is hard to see exactly what form physical education should take, especially since nearly 40 years ago this school in fact shortened the teaching day so that all boys could take part in physical education in the form of games at Northbridge. How far any other form of physical education should be provided in an already shortened day is a matter still to be determined.

A second problem, which cannot yet be fully settled and which may possibly vary from one year to the next depending on the academic ability of each particular group of boys, is how many boys should study at the three standards: 'A' level, 'O' level credit and 'O' level pass. The purpose of the Wyndham scheme is that each boy is able to study at the level most suited to his ability in each particular subject. Administratively, it may not be desirable to provide individual choices in every subject for every boy in the school. In the present V and VI Forms, in preparation for the Leaving Certificate, we do in fact grade each boy in every subject; and there is no doubt that this can be done throughout the whole school. But it would be

expensive of time and staff and would require the fees to be very much higher than they are at present. At the moment, therefore, we are not proposing to grade every boy in every subject, as we do in the Vth and VIth Forms, but rather to grade them in general ability and to teach them in accordance with this ability. This will mean that weaker boys will rightly still be taught at 'O' level pass standard, whilst stronger boys will be taught at 'A' level standard. Just where 'O' level credit will be taught is a matter to be decided later by experience.

There is one point of concern, however, in the development of the Wyndham Report. This is the possibility of the syllabi at 'A' level standard becoming so divorced from those at 'O' level that a boy will not be able to change from one level to another. The philosophy behind the report is to allow any boy to go across to 'A' level if he develops late, or across to 'O' level if he finds that any subject is becoming too difficult for him. It is absolutely vital therefore that divisions within the subject itself, such as the division at present between Maths I and Maths II and General Mathematics, be not allowed to grow up again. It is essential that a boy be able to move from 'A' to 'O' or vice versa without any difficulty or any gap in knowledge being evident. It is concerning to see signs that such gaps may already be appearing in some subjects under the new scheme—despite efforts to prevent them.

In so far as the new fifth and sixth years are concerned there is little to report at present. To some this may appear to be poor planning. But when it is realised that the first Higher School Certificate examination will not take place until 1967 and that the first candidates will not enter upon their last two years until 1966, there is still quite some time left for planning. Also plans are being made for entry to the university in 1966 but details are not yet finalised.

Quotas to the university seem to be working out reasonably well. Most boys who had the capacity to go to the university seemed to have been accepted in 1963. There is, however, no doubt that the large number of children sitting for the Leaving Certificate makes competition for the quota very strong. There is also no doubt that there are quotas in all universities, despite public utterances to the contrary. Parents therefore must be realistic in the choice of a career for their son. Practically speaking it is now unrealistic to consider a university career for any boy who has failed the Intermediate Certificate—yet some parents are still doing so. Percentages gained in the Fifth Form examinations should be studied carefully; and in the event of consistently low marks an academic career at the university would appear most unlikely to succeed. It is at this stage—after the Intermediate Certificate and after a year in Fifth Form—that realistic consideration must be given to the type of tertiary education to be undertaken by a boy. If a boy is not sufficiently strong academically to enter the university, other forms of tertiary education must be considered—and there are plenty of such courses! Parents are advised not to frown upon apprenticeship and diploma courses, since these courses may well be just the type of practical training best suited to a boy who has had difficulty with pure academic study.

Admittedly, there is cause for concern in the lack of diploma courses; but there does seem to be some evidence that more of such courses will be either resurrected or instituted in order to cope with this gap in the present educational structure. Last year I drew attention to this weakness and pointed out that the sands of time were running out for many of the younger generation. It is true to say, one year later, that little has been done. Whilst there seems to be a growing, and perhaps more widespread, understanding of such gaps in the educational structure, little has been done which will satisfy parents of the group of children who are just about to

leave school. Therefore every influence in the community should be brought to bear upon the problem for which only a determined political programme will provide a quick solution.

This is but one example of the emergency in education which is now upon the community. The Robbins Committee in Great Britain has said that "this is an emergency of the same importance as that produced by demobilization after the last war and demanding the same type of extraordinary steps to meet it." How true this is and how little evidence there is at present of emergency action!

Last year's public examination results were on the whole reasonable. The Leaving Certificate results were mostly as forecast, revealing that with greater personal drive and more determination to succeed better results could have been achieved. For two years now there has been evidence that boys will work when driven, but that they seem to lack an intrinsic desire to perform to their fullest capacities. Reference was made last year to the "neutralism" of the Sixth Form, to the fact that boys were tending to be neither positive nor negative but rather neutral, and to await instructions to do something. This same neutral approach has been evident to some extent this year in the scholastic side of the Sixth Form. Indeed, it is an alarming feature of contemporary society that effort seems only to be produced under compulsion. There is so little voluntary spontaneity in what a boy does—except perhaps to disobey rules and regulations—with the consequent result that there does not seem to be any evident enjoyment in a task attacked, well done and conquered. The academic race is now so difficult that only a positive attitude to scholarship will produce the results necessary to succeed.

In the Intermediate Certificate forms in 1962 the results were somewhat better than usual, mainly because there are in this age group greater numbers of above average scholars. But it seems that these Intermediate Certificate results may have gone to the heads of some of the boys in question. The present Fifth Form has greater depth of ability than usual but not necessarily greater individual ability. This group uses this ability to be thoughtful about activities in the school. At times however, they are over critical, and perhaps intolerant, of others; but they will do well to remember the adage: "He most lives who thinks most—feels the noblest—acts the best." How well they act will be seen at the end of 1964!

Several instances of scholastic achievement must be reported. John Dyson Heydon, who was first equal in general proficiency in 1959, has been elected as Rhodes Scholar for N.S.W. in 1964. Heydon's academic career has been brilliant to date. R. B. Hudson, who is first in the school this year, gained a prize in the Schools Mathematical Competition, as also did R. M. FitzHerbert and F. M. Hibbs, whilst in the junior division N. J. Lorsch was first. Three boys, P. Brown, R. Gee, I. Fielden, gained awards in the Science Teachers Association research competition.

Yet whilst it is more than ever important that boys work harder and that they realise the need for much greater effort than has been the custom perhaps in the past, parents too must be aware of the danger of over-driving their children. The increasing demand for coaching over and above the normal school work is most concerning. If a boy works conscientiously and honestly at school, doing the preparation set, revising and doing extra work of his own volition, there should be little or no need for coaching. Each individual has only a certain capacity; and whilst extra coaching may assist, it will not solve the problem of achieving a standard of which a boy is not truly capable. All that will result from such pressure or extra coaching will be greater tensions in the individual and in the family, to the possible detriment of the health of all concerned. This pressure is not

only seen in scholastic work, but it is also apparent at times in games where there seems to be an increase in the endeavours of some parents to make their sons achieve athletic performances of which they are not capable. A boy must be allowed to develop and mature as an individual; naturally he must work hard and try hard; he should attempt to improve in all he does; but to drive him persistently to reach standards for which he is not equipped can result only in disaster.

A study of results in games this year reveals a considerable improvement. More opportunities for boys to play games are being provided in a greater variety of ways, even though some boys do not realise it. It has, for example, been said there are no alternatives to cricket and rowing; yet at present the school provides opportunities for swimming, surf life-saving, royal life-saving and tennis, quite apart from the very large number of boys who (with the full knowledge and approval of the school) compete each weekend with local sailing clubs. Many games are provided but not every boy bothers to find out how he can be selected in a team. Still, we are endeavouring constantly to improve facilities for, and to increase provision of, sporting activities.

The increasing numbers of senior boys in the school demand more attention and more grounds. Thus, a programme is being drawn up which will provide for more games at weekends for senior boys and for more games during the week for younger boys. For any programme of games to be satisfactory depends largely upon being able to obtain games against other schools, and to find grounds on which to play. Not every school has the same policy as Shore; and so we are often left with teams without matches. For this reason we have greatly enlarged the list of schools against whom matches are sought, in an endeavour to provide more regular games for as many boys as possible.

The present policy is as follows. There is a certain degree of compulsion in the games played in the III Form, the idea being to endeavour at this age to use the year as one of exploration to find a boy's athletic capacity. The two major sports of cricket and football are used, together with athletics, for this investigation. Matches are played on a form basis; and as a boy reveals his ability, so he is graded into a school team. Of course there are quite often more boys available than there are school teams—for it is vain to establish a school team if it cannot find any opponents or a ground to play on!

As a boy proceeds through the school he is allowed to choose from the facilities offered the games that he will play. It is strongly suggested to him that he play football, for reasons explained in the past. But it is true to say that any boy who really does wish to play a game has the opportunity to do so; and also that, if he does not play games, it is because he chooses not to—be it from laziness or such great shyness that he will not ask—rather than because no game or no team is available.

In rowing there has been a gradual increasing of the facilities. We now expect each year that approximately 80 boys will be able to row. This is the maximum number we can cope with at present, for two reasons: rowing facilities and the problems of transport to and from Gladsville. So, in addition to boys preparing for G.P.S. races, there are five tub IV's who row regularly.

It is proper to place on record the school's deep appreciation of the work done by Mr. Colin Davies in the seven years in which he coached the VIII. His humour, his devotion and his thoughtful approach to the game have contributed greatly to the well being of the school's rowing. We hope that he will accept our gratitude. Mr. Julian Mitchell, an Old Boy of the

School and a present parent, has kindly taken his place as coach of the VIII. May he too enjoy his time as coach!

Once again regular tennis matches with other schools have been held. Whilst our team was not particularly strong in the matches at Easter time all boys gave a good account of themselves. However, it is pleasing to see the success in the tennis world of two Old Boys, John Newcombe and Geoffrey Pollard. Newcombe's name is appearing regularly on the Australian level; while at Sydney University this year Pollard has, in the one year, gained two blues (tennis and squash), being the first undergraduate to gain two blues in one year for some considerable time.

In the football season it is now becoming quite normal to see large numbers of teams play. This year the school played 485 games, winning 231, losing 218 and drawing 36. Since 57 games were cancelled in late April as a result of bad weather, more than 500 games of football were offered to boys in 1963. In the senior school 402 games were played, 185 won, 186 lost and 31 drawn. It is interesting to report that over a quarter of these 402 games were played against schools outside the A.A.G.P.S. In the Preparatory School there has been a remarkable improvement: of the 83 games played, 46 were won, 32 lost and 5 were drawn, whilst 133 boys out of 140 played football for the school. The school now has a reputation for good forward play, for good sportsmanship and for sound physical fitness. Our attention must now be devoted to great improvement in back play; and this is planned for next season.

Unfortunately the accidental death of Richard Marshall cast a period of sadness over one part of the football season. The rarity of such an accident made its occurrence all the more striking. The school expresses its deep sympathy to Mr. and Mrs. Marshall and Gillian. Many others have joined the school in expressing their opinion of Richard's fine school career and in wishing to commemorate it tangibly. So the top part of a new building for the storage of games equipment at Northbridge will have incorporated in it a score board to be known as the Richard Marshall Memorial Scoreboard. The building is partly completed, at the time of printing this report, and it is hoped it may be in full use by the end of the year.

The administering of large numbers of games of football each week is only overcome by the help of many referees, Old Boys and present boys, and also by the enthusiastic support given by a large number of the staff who act as coaches. Over twenty masters coach and referee regularly. Twenty-one boys also passed their referee's badge. The high standard of play being reached by the school is due mainly to the enthusiasm of these persons.

In cricket, facilities are being expanded to incorporate as many boys as possible. In addition to more than 20 school teams, cricket is played on a form basis by the III Forms on Tuesday, 'S' Forms on Wednesday and IV Forms on Monday. The problem of cricket now is to find opponents who can produce teams and grounds to cope with our teams. In general, however, the standard is improving throughout the school; and there have been some very fine performances in the 1st XI this year. The batting of John Weight has been a delight to watch, and the team has performed very well in all their matches.

In athletics there has been a noticeable revival of interest. Over 80 boys prepared for the G.P.S. competition and pursued their training with great enthusiasm. Yet the standard of performance required to win is now so high that even more preparation and greater enthusiasm are necessary if success is to be achieved. Boys are beginning to realise what is required, hence the improvement.

The success in rifle shooting reflects a long range plan begun by Mr. Blomfield and Mr. W. Chambers and carried out most capably by David Hardy, the captain for the last two years. Again, to provide for an increasing number of boys the season has been made longer and in future it is hoped to provide shooting practically all the year round.

Squash and golf continue to provide opportunities for those interested. Regular games are played in squash. In golf the school team was weaker than usual and was eliminated in the early rounds of the school tournament.

Swimming is becoming more popular again, especially as it is now followed up by surf life-saving training. More than 60 boys train regularly for surf life-saving and maintain a regular Saturday morning patrol at Manly Beach. Such a patrol is quite unique in the history of the Surf Life-Saving movement since no organisation, other than a recognised surf club, has undertaken such voluntary service. The patrol works under the Beach Inspector and has taken part in several rescues. In addition the patrol does the normal duties, such as cleaning up and checking equipment, which are done by any club member.

Should the twenty-four boys at present training for their bronze medallion all pass their test, the school will have trained 132 boys as surf life-savers and more than a dozen boys as instructors in the last two years.

The real problem of games, however, is reflected in the increasing amount of time which must be spent in order to achieve any reasonable standard of proficiency. One has but to read the record book of the A.A.G.P.S. athletics to see how greatly standards have increased in recent years. When this rise in the standards of all games is placed alongside an even greater rise in the scholastic standard necessary to win a Commonwealth Scholarship or to gain entry to the University in times of quota, or even to obtain a job in times of full employment, it can be readily seen how great a pressure is being placed upon senior boys. This pressure is far greater than it has ever been before.

For some time now Headmasters have been concerned about the question—games or work—and have endeavoured to solve it. As far back as 1957 the Headmasters' Conference of Australia expressed its concern in these words:

"The headmasters are unanimous in believing that the time has come when some check ought to be imposed upon highly competitive sport. They remain fully convinced that games and athletic pastimes, properly controlled, are a most valuable factor in education, and they have every desire to encourage the proper use of them in schools and the thorough enjoyment of them by boys. For some time, however, the urge to excel in competition has made an excessive claim upon the interest and energy of many boys, and has tended towards the creation of false values in education. In recent years curricula have expanded and leisure interests have become more numerous and varied by the encouragement of art, music, crafts and the drama. The balance of school life needs correction so that the many activities which contribute to education nowadays may have their due place. The headmasters value the enthusiasm of some parents and Old Boys which has naturally often found its focus in inter-school contests, but feel that a lead towards the establishment of sounder values will be generally welcome."

Recently, as the Leaving Certificate has moved further and further forward in November, the conflict between cricket and the Leaving Certificate has become greater. For many reasons therefore, some administrative and some educational, it has been considered unwise to maintain the cricket competition in future. Accordingly next year, there will be no competition in cricket although the normal arrangements for playing against other schools will continue.

However, this is merely nibbling at the problem. The time has come to examine the whole concept of the A.A.G.P.S. in the light of the late 1960's when education has become more individualistic and more specialised, particularly in the senior years. Considerable thought, patient discussion and tolerant compromise will be needed to solve the dilemma involved. The schools hope that a sound, educational answer will be found in due time.

Training in the Army Cadets is proceeding satisfactorily. A. F. Howell and S. J. Marshall were first equal in the Under Officers course out of 164 cadets whilst E. H. Kater and A. R. U. Bourke were first and second respectively out of 326 candidates in the sergeants course. Greater attention is now being given to realism in training and to fieldcraft, more in accordance with modern army practice. This will develop even better leadership in boys and will, it is hoped, reawaken interest in the C.M.F.

The A.T.C. has been in existence 21 years this year. Unfortunately it has recently been reduced to an establishment not much larger than it was at its foundation. Here too the training has been of very high standard. The quality of the recent ceremonial parade was favourably commented upon, while the Flight has again won the N.S.W. A.T.C. Squadron Rifle Shooting competition, for the third year in succession.

Dramatic productions in the school were once again of high standard. Term I provided an extremely competent production of the difficult *Barber of Seville*, not as an opera but as a play. In Term II *Tom Sawyer* was set to music. The performances of the boys involved, whether on stage, behind the scenes or in the orchestra, were extremely good. Over one hundred persons were involved in *Tom Sawyer*, the music for which was composed by Mr. Winstanley, and the lyrics written by Mr. Graham.

It is pleasing to see the reawakening in the musical side of the school. Unfortunately the decrease in the A.T.C. establishment has caused the A.T.C. band to disappear, thus taking many boys out of the school orchestra. Plans are, however, afoot to rebuild the orchestra; and if *Tom Sawyer* is any criterion the building has already begun. In the concert too there was pleasing evidence of a depth of musical talent which augurs well for the future.

The debating society has been very active again and many more debates were organized for junior boys. The senior team spoke quite well but was not up to previous standards and was victorious in only one of its three G.P.S. competition debates. A second team also competed against other schools and teams have competed in the City of Sydney Eisteddfod.

The Duke of Edinburgh's Award Scheme is progressing favourably. Eighteen boys have now gained the Bronze Award, eight the Silver Award, three the Gold Award, and there are more boys already preparing for the Gold Award. The Gold Award has been won by B. W. Holt, J. G. Pegg and J. L. Poole. Whilst gaining the Bronze Award is comparatively simple, and gaining the Silver Award requires perseverance, the gaining of the Gold Award has proved to be a matter requiring great "energy", "enthusiasm" and "endurance", as the Award Scheme itself sets out. The three boys who have reached the Gold Award have done so after a great display of determination for which they should be highly complimented.

The Scout Troop has also been increased somewhat in size. P. C. Mack and J. R. Gleadow have gained their Queen's Scout badge; and several others are now working for this award. Another eight boys have gained their 1st class Scout badge. The plan of using senior boys as Assistant Scoutmasters, thus training them to occupy such posts after they leave school, is now well under way. J. R. Gleadow has occupied this post in this last term. It is hoped that scouts who have qualified fully, by gaining

the Queen's Scout badge and by training as Assistant Scoutmasters, will accept the challenge of serving in the Boy Scout Movement after they leave school.

Another area in which boys have served with considerable energy has been in the library. Here A. N. McWilliams, as the Senior Librarian, has well established the tradition of the use of the library. More boys are using it in out of school hours as a reading room; and gradually it is coming into full use. Unfortunately its use this year was to some extent limited by the fact that it had to be a classroom; but in future it will be possible to develop the library even further. Some boys, however, do need to give further thought to the correct way of using any library: silence and reading are essential.

The Chapel Council, consisting primarily of boys, has also developed in a satisfactory manner. Gradually those elected to the Council are being taught the duties and responsibilities of a church vestry and are taking a much closer interest in the furniture and fabric of the Chapel. In addition this council of boys is responsible for the allotment, to the various missions and charitable organisations, of the monies received in Chapel collections. The counting and banking of the weekly collections has been carried out in a most efficient manner.

Although reference has been made earlier in this report to some examples of "neutralism", there have also been many instances of sound leadership by boys. Generally there seems to be a growing realisation among senior boys that leadership is a positive characteristic requiring action as well as thought. In a big school one tends to think of leadership as being confined to prefects, sub-prefects, house prefects and captains of games. However, there is ample evidence that the sound leadership given to the school by the prefects is reaching out into all fields of school activity and is having a valuable influence upon boys of all ages.

In this respect the quiet but active leadership of Geoffrey Hodgkinson and Richard Hudson has been most striking. They have been what one may call the most mobile of prefects, moving around the school talking with boys, observing and carrying out their duties in a manner which has resulted in a very efficient year from an administrative point of view. Their calm determination to perform properly their duties has been a most striking example to young boys and one which many may well follow with great personal profit. Both boys have displayed a self confidence which only comes after thoughtful and conscientious consideration of the problems involved and of the welfare of others.

It is hoped that the use of the Bush Hut at Linden will increase this self confidence in leadership and so will add to the quality of a boy's education here. The school has purchased 50 acres to the north of Linden station, bordering on the Grose Valley National Park and application has been made for the lease of certain adjacent Crown land. In this area of bushland it is hoped to give adventure training, to reawaken in boys an awareness of bush and natural surroundings, to provide them with training in living and moving about in the bush, to give them a knowledge of flora and fauna and to develop in them an independence of judgment and a practical capacity to cope with the unusual. It is planned that boys themselves will develop this area by degrees and in the manner in which they would like it to be developed. As life becomes more and more urbanised it becomes more essential that some portion of a boy's time be devoted to training of this type. To provide time to do this will need a reconsideration of how out of school hours are spent. Slowly, we hope to find out the answer to this problem; but of necessity there will be much trial and error before the solution is discovered.

Once again I should like to express my thanks to the staff for their support and assistance in the conduct of the school. There will be several changes of staff next year. Mr. K. D. Anderson and Mr. D. J. Rossell are returning after leave in United Kingdom and Mr. N. M. Goddard is retiring after serving the school for 23 years. Mr. Goddard's high scholarship and devotion to duty have served as an example to many of his colleagues. His penetrating, but constructive criticisms have been of great assistance in the administration of the school. We all hope that he will enjoy his retirement.

Mr. Alldis is leaving to take up an appointment at Barker College, and Mr. Litster is returning to teach at Southport Grammar School in Queensland. Mr. Broadhurst and Mr. Gebhardt have already departed for the Universities of Oregon and Harvard respectively. Mr. Ward is going on leave to study in France, while Mr. White will go to England next May.

Joining the staff next year will be Mr. G. Lewarne, B.Sc.; Mr. T. T. Davey, Dip.Ag.Sc.; Mr. B. Edwards, T.C., and Mr. T. G. Macartney, M.Sc. Also Mr. W. Chambers, who for many years has been teaching carpentry and has acted as maintenance officer of the school, will be joining the academic staff to teach craft.

I should like also to thank the matrons and all the members of the Bursar's staffs, domestic, maintenance and grounds, for their assistance in the conduct of the school. The help of Mr. McCann, the Bursar, has made my task very much easier, while both Mr. McCann and I would wish to acknowledge the work of Mrs. Sautelle and Miss Hall, without whom both of us would be lost.

It is to be hoped that the school community recognises the tremendous time and energy spent by members of the School Council in the government of the school. Running an independent school is now an enormous task on the business side alone, quite apart from the educational requirement. The devoted service given by members of the Council guarantees that the government of the school is at all times first class.

Once again, several generous endowments have been made to the school. The success of the S.C.E.G.S. Building Appeal is now well known; and the fund stands at over £269,600. To these promises must be added also the generous donations, made both by many members of the Shore community and by boys and parents from other schools (especially Sydney Grammar School), to the building fund to assist in the erection of the Richard Marshall memorial. The work of the Old Boys' Union and of the S.C.E.G.S. Association has as usual been quietly done and been magnificently effective. The American Tea this year was an even greater success than ever before. May I thank all those ladies who took part? Mrs. C. R. Forrester has endowed a prize for English in the 'S' Forms in memory of her father, George Gordon Black, an Old Boy of the school. The family of the late O. P. Wood has most generously established a new scholarship in memory of their father. This scholarship will be for the last two years at school. All these donations to the school are gratefully acknowledged.

In the course of the year the school has regrettably lost many of its older members and supporters. The work of the late Mr. A. B. S. White and of the late Mr. O. P. Wood in the spheres of the Old Boys' Union and of the School Council is well known and is gratefully acknowledged again. On the death of Mrs. W. A. Purves, one of the last direct links with the late Mr. Purves's headmastership was also broken. The school too regrets the passing of several Old Boys who were among the first few to

enter the school, as well as publicly acknowledging its sorrow at the passing of Mrs. E. T. Thring whose generosity made possible the building of the Art School.

On looking back 1963 appears to have been one of the great milestones in the history of the school. It was in this year that the successful completion of the S.C.E.G.S. Building Fund, together with the generosity of the Industrial Fund for the Advancement of Scientific Education in Schools, made possible the building of the new five storey classroom and laboratory block. This block will more than double the teaching accommodation available in the school; and so make it possible to plan the administration of the school in such a way that greater opportunity can be given to each boy to gain the best possible education the school can offer. For administrative purposes it is proposed to divide the secondary part of the school into three divisions: the lower, middle and upper schools. Already the lower school and the middle school are functioning as administrative units under the direction of Mr. Grigg and Mr. Jenkins respectively. The final organisation of the upper school will not, however, be decided until more details are known about the Higher School Certificate. Physically too the three divisions of the school can now be separated since extra space is available. It is hoped, however, that this physical separation will not take away one of the essential strengths of the school, its unity, but will merely increase the opportunities for a more individualistic approach to education and so for more research and higher scholarship.

The new building will provide facilities for research in science particularly. Yet it is to be hoped that boys with interests in the mathematics and the humanities will also carry out research in their fields. It is essential that boys in the upper school develop an intensity of purpose towards research at the secondary level. Such intensity can only come as a result of an independence of thought and a self discipline of action.

The beginning of 1964 will see quite a considerable reorganisation in the school in which many senior boys will be asked to assist practically and with positive suggestions. 1964 will therefore naturally be a year of exploration but yet of consolidation in all respects—exploration of the new facilities, and consolidation of progress already made. It will also be the 75th anniversary of the foundation of the school, which will be celebrated suitably with functions both at school and among Old Boys and the school community. But such an anniversary is also a sound time to reconsider the purpose of this institution and the priorities which it gives to certain activities and occasions. It will be a time to look back on the old traditions of the school and to reaffirm that they have the quality and the wisdom which are worth preserving and keeping, and yet a time to look forward to the establishment of those new traditions made necessary by new facilities and new ideas of education. And at this time in the school's development and our endeavours, as is written in the school prayer, may God "send down His blessing upon this school, which we desire to build upon the foundations of His eternal truth, trusting to the quickening power of His continual grace." With God's grace and guidance we will press forward in 1964.



