



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

December, 1964

Sydney Church of England Grammar School

Speech Day — 12th December, 1964

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. R. Gough, O.B.E.,
M.A., D.D., Lord Archbishop of Sydney and Primate of Australia,
President of Council.

Summary of Headmaster's Report.

Address and Presentation of Prizes by Sir LORIMER DODS,
M.V.O., M.D., F.R.A.C.P., D.C.H.

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:

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., Dip.
Journ., Th.L.
Rev. J. E. WHILD, B.A.
Rev. Canon D. W. B. ROBINSON, M.A.
Rev. E. D. CAMERON, B.D., Th.Schol.
J. E. M. DIXON, B.Ec., A.A.S.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.
W. L. J. HUTCHISON, A.C. (Austr.), Th.L.
A. C. LANG, B.A., LL.B.
R. E. LUDOWICI
D. M. MacDERMOTT
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.
Hon. Secretary: A. B. PODGER, B.E.
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.

Chaplain:

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

Masters:

I. F. JONES, M.A. (Qld.), (2).
H. W. CRIGG, 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. CILFILLAN, B.A. (Syd.).
W. M. MCGREGOR.
T. MILFULL, B.A. (Qld.).
W. N. DOWLING, B.A. (Syd.).
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.
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.
T.G.D., 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).
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.).

Senior Masters in (1) English, (2) Classics, (3) French, (4) History, (15) Mathematics,
(6) Physics, (7) Chemistry, (8) Music, (9) Art, (10) Geography, (11) Games.
School Councillor: R. K. CHAMBERS, B.Ec., (Syd.), Dip. Ed. (Melb.), A.B.Ps.S., A.F.A.I.M.
Violin & Perception: Mrs. M. S. WINSAN LEY, A.R.C.M., L.R.S.M. (Lon.).
Piano & Theory: Miss D. HARPUR, D.S.C.M., L.Mus. 'Cello: Mrs. A. THROSBY, L.R.S.M.
Wind & Brass: Miss F. JENKINS, D.S.C.M., A.Mus.; Mr. J. St. GEORGE, L.Mus.
Boxing: A. W. TAYLOR. Woolclassing: R. D. MINTER, Tennis: V. EDWARDS.
Sergeant Major: J. H. DIXON, J.P., (formerly 2nd A.I.F.).
Bursar: J. E. McCANN, B.Com., A.A.S.A., A.C.A.A., A.S.T.C.
School Medical Officer: Dr. R. M. DEY, M.B., B.S. (Syd.).

PREFECTS:

Senior: A. F. Howell; **Second:** R. M. Fitzherbert.

Prefects: G. N. Bassingthwaighte, A. R. U. Bourke, D. P. Sevier, C. W. Stevens, R. B. Tubbs, G. B. Wallace; C. D. S. Alexander, W. G. Cockell, S. W. Elliott, A. K. Smith.

Sub-Prefects: D. B. Armati, E. R. Gaden, G. J. Horrobin, A. S. Proctor, P. H. Scanlan, J. M. Warren, K. A. Wharton, C. B. Williams; T. V. Chadwick, B. J. Chenery, H. J. Crawford, P. H. Gall, G. W. W. Hyles, J. T. C. Macphillamy, D. E. Marr, M. H. McMichael, J. R. C. Millyard, A. G. Neill, P. N. Wallman, R. D. Williams; W. H. Beer, J. H. Higinbotham, P. C. R. Meyer, D. B. Trebeck.

CAPTAINS OF SPORT:

Athletics: C. W. Stevens; **Boats:** D. P. Sevier; **Cricket:** D. B. Armati;

Football and Swimming: G. N. Bassingthwaighte;

Golf: R. B. Tubbs; **Shooting:** J. R. C. Millyard;

Tennis: A. R. U. Bourke.

SCHOLARSHIPS, 1964

A.B.S. White Scholarship	A. F. Howell
Old Boys' Union Bursary	R. B. Tubbs
Bruce and Eldon Beale Memorial Prize	G. H. Pollard
Cecilie Purves Memorial Prize	{C. R. Barton & R. B. Hudson
S.C.E.G.S. Association Bursary	P. N. Wallman
S.C.E.G.S. Association Exhibition (1)	{E. R. Gaden & W. J. Britton
" " " (2)	{N. J. Lorsch T. M. Drevikovsky
Grainger Exhibition	{H. J. Crawford B. H. Neil
J. N. Graham Exhibition	{J. H. Higinbotham C. P. Kirkwood
Holterman Scholarship	M. A. Cameron
Holterman Scholarship	R. M. FitzHerbert
Open Entrance: (Oswald Stanton-Cook Scholarship)	S. R. Pickering
(Christina Campbell Scholarship)	D. M. Jenkins
(Hodges Scholarship)	A. E. Jones
Open School	{R. H. Smith D. J. M. Ireland M. A. Halvorsen
Junior Scholarship No. 1	{I. J. Woodforth K. L. Knibbs P. A. Bicevskis
Junior Scholarship No. 2	{P. C. Green G. A. Coffey A. J. Makai
Archbishop's Exhibitions	{G. J. Keen P. W. Gelding
O. P. Wood Exhibition	B. P. Campbell

GENERAL KNOWLEDGE:

Junior Prizes IIIrd Forms A. J. Makai
 IVth & S Forms S. C. Churches
 John Jamieson Memorial Prize VIth & Vth Forms W. G. Cockell

MUSIC:

Theoretical Junior F. P. Hofmann
 Theoretical Senior D. N. Powell
 Practical Junior S. R. T. Horn
 Practical Senior T. M. Drevikovsky
 The R.G.H. Walmsley Memorial Prize D. E. Marr

WOODWORK:

Junior Prize A. W. Chartres
 G. R. and R. V. Kierath Prize R. S. Angyal

WOOLCLASSING:

Riverina O.B.U. Group Prizes { P. N. McIntyre
 I. A. Byrne
 K. S. McMaster

CHOIR:

Junior { G. N. Davies
 P. S. Thomson
 Senior D. H. Grigg
 The David Davies Memorial Prize C. P. Gerber

ORIGINAL CONTRIBUTION TO SCHOOL MAGAZINE:

"The Torch Bearer" Prize H. J. Crawford

DEBATING PRIZES: { W. J. Britton
 S. W. Elliott
 D. E. Marr

GENERAL ACTIVITIES:

Hugh Barker Memorial Prize G. B. Wallace
 D. J. Richards Memorial Prize R. M. FitzHerbert
 Old Boys' Union Prize { C. D. S. Alexander
 H. J. Crawford
 P. H. Gall
 D. H. Grigg

PREPARATORY SCHOOL:

John Scott Memorial Mathematics Prize R. G. Davies
 John Scott Memorial Prize (II A Form) P. R. Wood

THIRD FORM:

Daryl Loddington Hall Memorial Prize (French) A. J. Makai
 Alan Ludowici Memorial Prize (III A Form) P. A. Bicevskis

SUB-INTERMEDIATE FORM:

George Gordon Black Memorial Prize (English)	S. R. Pickering
Hunter Stephenson Prize (French)	S. R. Pickering
The Selby Prize (Science)	{P. E. A. Koppstein
	{S. R. Pickering
Tamworth O.B.U. Group Prize (Mathematics)	S. R. Pickering
Alan Ludowici Memorial Prize (S A1 Form)	S. R. Pickering

FOURTH FORM:

Frank Bennett Memorial Prize (English)	R. S. Angyal
Roy Milton Prize (French)	{D. M. Jenkins
	{G. J. Keen
L. R. Benjamin Memorial Prize (Science)	R. S. Angyal
Geoffrey Cohen Memorial Prize (General Merit)	{P. C. Green
	{R. J. Lee
Tamworth O.B.U. Group Prize (Mathematics)	{D. G. Bradfield
	{P. K. Hanson
Alan Ludowici Memorial Prize (IV A1 Form)	R. S. Angyal

FIFTH FORM:

Harry Eames Budd Memorial Prize (English)	W. J. Britton
The Esdaile Prize (Practical Physics)	G. D. Tait
Eric Mileham Litchfield Memorial Prize (General Merit)	{M. A. Camerson
	{B. H. R. Neil
Hunter Stephenson Prize (Mathematics)	D. W. E. Blatt
Alan Ludowici Memorial Prize (V A Form)	T. M. Drevikovskiy

SIXTH FORM:

Donald Muston Memorial Prize (General Merit)	J. H. Higinbotham
Russell Sinclair Memorial Prize (General Merit)	R. B. Tubbs
Geology Prize	J. M. Orr
Accountancy Prize	G. N. Bassingthwaighte
Economics Prize	C. B. Williams
The Lodge Torchbearer Prize (Ancient History)	P. B. McKell
Desmond Hum Memorial Prize (Geography)	C. B. Williams
John Kingsmill Phillips Memorial Prize (Chemistry)	D. C. Shields
Monteith Cowper Wood Memorial Prize (Physics)	R. M. FitzHerbert
Ian Menzies Memorial Prize (History)	C. B. Williams
German Prize	A. Kingsford Smith
Herbert Kendall Memorial Prize (French)	S. A. B. Fitzhardinge
David Cowlshaw Memorial Prize (Latin)	S. W. Elliott
J. S. Wilson Memorial Prize (English)	M. H. McMichael
Charlton Divinity Prize	D. E. Marr
Harold Dean and R. S. Reid Prizes (Mathematics)	P. N. Wallman
Percival Sharp Memorial Prize (VI Form)	C. B. Williams
A. H. Wade Memorial Prize (General Merit)	W. G. Cockell
War Memorial Prize (second in General Proficiency)	C. B. Williams
Burke Prize and United Services Prize (first in General Proficiency)	S. W. Elliott
Brian Pockley Memorial Prize	A. F. Howell

HEADMASTER'S REPORT, 1964

Your Grace, Sir Lorimer, Lady Dods, Ladies and Gentlemen:

Today we are very pleased to welcome as guest of honour an Old Boy of the school. Sir Lorimer's distinguished career since he left school has been an example to many Shore boys. He has given a demonstration of service to the community of which he may well be proud, and of which the school is indeed proud. Despite an arduous life Sir Lorimer is still, in his retirement, working for the benefit of others, and especially for children.

The main feature of the year has, of course, been the celebration of the 75th anniversary of the school's foundation. This is now part of the past history of the school; but one can perhaps be excused for talking of it again since there have been so many events which have reflected the present state of the school. The celebrations divided themselves into some activities concerning Old Boys and parents, and others concerning present boys.

For the first time a Prime Minister honoured the school with his presence; and the dinner on the 1st May was a scintillating occasion setting the tone of the whole year's celebrations. The weekend around the school's birthday on 4th May continued with three memorable church services, and the visit of His Excellency, the Governor to open the new building. Boys took a very prominent part in these celebrations, with some excellent singing at the Cathedral and with precision drill for the Guard of Honour, while the demonstration of scientific equipment and experiments showed their versatility.

The high quality of the anniversary weekend was continued into the second term when three plays, each of an entirely different nature, were presented twice each within a fortnight. The number of boys involved was over one hundred and fifty and demonstrated a breadth of cultural interest in the school.

The third part of the celebrations in the third term was marked by the visit of His Excellency the Governor-General. The Cadet ceremonial parade was really good, thereby demonstrating that the boys were determined to make the year memorable in so many different ways.

And to satisfy those to whom such matters are important, we won a premiership—Rifle Shooting!

However, it would not be proper to record details of the 75th anniversary without expressing the school's thanks for the leadership and encouragement of His Grace the Archbishop, and for the hard work of Mr. J. M. Dixon, Chairman of the School Council, and of Mr. Acting Justice A. Cameron Smith, President of the Old Boys Union. His Honour the Judge acted as Chairman of the 75th Anniversary Co-ordinating Committee, and his cheerful energy and drive were largely responsible for the success of many of the functions. The school is deeply appreciative of his efforts and wishes also to thank all members of the Old Boys' Union Committee who assisted so willingly in the planning of the various events. The anniversary resulted in many Old Boys returning to school and has thus once more welded together the school community. The special edition of *The Torch Bearer* has also aroused many memories and reminiscences of earlier days. 1989 now becomes a goal to look forward to!

There is little more to report concerning "quotas", "examinationitis" and "tickets", except to say that they are still with us. If anything, the

rash of examinationitis and tickets has increased. There is a danger that the community is not aware of how many certificates of education there are, nor aware of the proper interpretation which should be placed upon each one. Indeed, it is possible that the community will take the view that all except the highest one are useless. Such a view invalidates what is being done. The community must try to evaluate for its purpose the various grades of tickets and also must try not to use the tickets incorrectly.

It should be understood that there is a difference between a statement of passes and a certificate and that a statement of passes can often be of value to many employers. It seems that too many people in the community may be demanding a certificate showing a broad education when in fact what they really want is merely a statement of passes in certain subjects. There are indications also that some certificates, for example matriculation which is a certificate for entry to the universities, are being used for purposes for which they were never designed; it is difficult to understand how the mathematics necessary for launching rockets is essential for entry to accountancy—to give but one example. If we are not careful, our society will become so examination ridden that the effort to gain the necessary piece of paper showing success in a public examination will override all those other facets of schooling so necessary to obtain a rounded education.

In so far as quotas are concerned there is nothing new to report except perhaps that there are slightly fewer places in 1965 than in 1964. The establishment of the Macquarie University will not affect boys in the immediate future. The only relevant piece of information is the fact that there will be a repeat Leaving Certificate in 1966 for those who fail in 1965, the last year of the old Leaving Certificate. There has been no statement, however, concerning university entrance in 1967 after this repeat Leaving Certificate. Parents of boys involved should not assume that entry to university in 1967 will be any easier than at any other time; but rather must they encourage their sons to pass well in 1965 so as to be able to go on to the university as normal in 1966.

There are some hopeful signs that diploma courses are being established again; and the attention of parents is directed to what one might call "mature age apprenticeship courses". Some parents are reluctant to look at apprenticeship as a method of entering industry; but it has worked successfully in years past and there is no reason why it should not work again. Many boys have real skill for industry but do not have an academic approach to it. Such boys are better to enter apprenticeships and to move into managerial posts via this practical training rather than to endeavour vainly to pursue an academic university course in which they have no real interest.

The phenomenon in education in the last few years has been the way in which boys are staying longer at school and so gaining higher educational qualifications. This is a good thing from the national point of view and reflects the increasing affluence of the community in general. But it does pose problems for schools, not the least of which is the provision of suitable courses of study for those children who display vocational aptitude rather than academic ability. It is essential that the new Higher School Certificate provide for these children suitable courses of study at satisfactory levels.

There are signs that the Higher School Certificate may become too academic in content, unless it is clearly kept in mind that this certificate has to serve both academic and vocational ends. This does not mean that standards of scholarship should be lowered, but rather that the content of syllabi should be related to the purposes which the syllabi are meant to fulfill. It would help greatly if the community would separate in its mind matriculation from other qualifications. Matriculation, which may be described as a grouping of specific academic subjects at a certain level of scholastic competence, is a certificate designed for university entrance; and

it should not be used for entrance to other educational or commercial institutions. The community should encourage commercial institutions, businesses and firms to establish their own standards of entry, standards which are related to, and suitable for, the particular commercial or industrial purpose. Such a step seems more and more necessary as children stay longer at school, and as the requirement for university entrance becomes more and more separated from the more general standard of education necessary for entry into commerce and industry.

Indeed, it is also time that matriculation was looked at closely by the universities. So far no public statement has been made by university authorities about matriculation under the new scheme of secondary education. But it is rumoured that matriculation will remain practically the same. Such a decision, if true, seems extraordinary in the light of frequent statements by members of university staffs. On the one hand, such people say that the sixth year must and will cause a raising of the standard of scholarship and so the syllabi can be increased to include work previously done in first year at the university. On the other hand, the same people demand that matriculation be in five subjects, in specific fields where the boy has little choice (for example a boy entering Law must pass in either Mathematics or a science); and yet for some years now it has been recognised at the universities that four subjects are the maximum that should be taken in first year—in fact, Arts undergraduates are positively advised to take only three subjects.

Many teachers in the schools had hoped that a wind of change would sweep through the matriculation requirements, but apparently this is not to be, despite the fact that there is adequate statistical evidence that success at school in any particular academic subject is no sure predictor of success at university level—even in the same subject.

To prepare pupils adequately for work at the university a school needs to have time available for them to work on their own under conditions equivalent to those at the university. It is possible at present that demands of university matriculation will require a pupil to be taught in class for more periods than there are in a school week, particularly if he sits for five subjects at the higher levels of study! It seems unlikely that many pupils will be able to study six subjects.

Plans are going ahead for the School Certificate Examination in 1965. There is little doubt that the examination will have been carefully thought out and thoroughly prepared. Naturally there will be mistakes, but this is to be expected when a new external examination for over 45,000 candidates is established.

Last year's public examination results were, on the whole, good. The Leaving Certificate results were better than average and showed an increasing ambition on the part of boys to reach a higher standard. The striking result was the increased number gaining honours. With the post examination early in 1964 the last Intermediate Certificate under the old scheme was held, and the performance was better than usual, seven boys obtaining eight A's.

Once again several boys had success in the Schools' Mathematical Competition. P. N. Wallman was second in the senior division and R. M. FitzHerbert and G. D. Tait gained prizes, whilst in the junior division prizes were won by D. G. Bradfield and P. E. Koppstein.

In the fifth annual School Science Research Competition awards were won in the junior section by D. G. Selby and G. N. G. Shaw, and in the open section by A. C. D. Osborne, R. M. FitzHerbert, W. J. Britton, B. P. Campbell and F. B. Old.

1964 should not be allowed to pass, however, without some comment upon the perseverance, hard work and conduct of the Sixth Form. It will be remembered that reference was made at Speech Day last year to the fact that this group had greater depth of ability than usual, but not necessarily

greater individual ability. There is no question, however, that they have worked very hard and that they have been most conscientious in their preparation for the Leaving Certificate. As the first occupants of the new classroom block they have certainly set a good tradition of conscientious scholarship and good conduct. It was most striking, in view of some reports of the behaviour of Leaving Certificate candidates in other places, to see how they worked until the very last period of the last day before they left on study leave. At all times this year they have had their main goal well in view; it is to be hoped that their efforts bring the reward that is their due. They are to be congratulated upon their efforts.

Facilities in the new building may have helped the Sixth Form; they have certainly made teaching very much easier, and one wonders how we managed before. Already there are signs of a more responsible approach to scholarship and of a deeper and more intense study of science resulting from the space available. It is now possible for groups of boys to carry out lengthy experiments; and it has been exciting to see boys assembling an oscilloscope, making detailed equipment on the lathe, and conducting experiments up and down the stair well. From the class room point of view traffic noises in William Street have been endurable and the furniture has proved acceptable. Although there is still a little more furnishing to be done, we have not hurried in the finalising of these details, waiting rather until use of the building had revealed what form such details should take. It is to be hoped that these final items will be installed in this vacation.

Thus contributors to the S.C.E.G.S. Building Fund will be pleased to know that their generosity has magnificently improved the school's academic facilities.

My comments last year about the place of games in education seem to have been misunderstood in some sections of the school community. It seems necessary therefore to state at reasonable length where games fit into the education of a boy. Games are played for two main reasons: first, to teach a boy the proper use of his leisure time; and secondly, to provide for the development of his physical attributes. In themselves games also provide, as do many other parts of education, a means of teaching character, strength of purpose and self discipline; they also involve an element of personal sacrifice if a boy is to succeed. However, each of these attributes can be achieved equally well by other methods of education. For example, if one is to be a really top class scholar there has to be a great amount of personal sacrifice of leisure time in order to achieve the necessary standards.

The concept of games as a means of improving the character of a boy is not new in education; discussions of it can be found in Plato and reference to "running the race" can be found in the Epistles of St. Paul. What is in danger of being altered is the emphasis placed on one part of a boy's overall education at the expense of other parts. There is a very great danger that the result of the game assumes too large an importance in a boy's life. The most important thing is that a boy takes part in games to his fullest capacity and in the right spirit.

At this school the aim is to provide for every boy as much opportunity for games as is possible within the framework of the school's facilities, within the framework of the educational system of which we are part, and also within the educational aim of the school which is to produce a boy well educated in all respects.

There is therefore provision for rowing, cricket, football, athletics, shooting, tennis, swimming, surf life-saving, golf, basket ball, squash and soft ball, and boys who are interested in sailing are encouraged to take part in this outside the school. In the III and S forms and following into the IV

forms there is a certain degree of compulsion, because it is believed that at this age a boy should play games. Beyond the IV form the boy can choose freely. And so the school provides for example, over thirty cricket teams, over forty-five football teams, rowing for over one hundred boys, and surf life-saving for about ninety boys.

However, in this policy we are not necessarily supported by other schools, or indeed by the community. We have more boys playing cricket than we can find teams to play or grounds on which to play. In football we found it necessary this year to arrange an average of seventeen matches each week outside the framework of the A.A.G.P.S.

But we cannot go on alone all the time. For example, cricket is suffering as a schoolboy game, not only because it conflicts with public examinations, but also because there is not enough encouragement for boys to play it after they leave school. Many good cricketers have left the schools where facilities are good and games are keen only to find themselves playing on second class grounds and in teams whose players are really too old to play the bright and energetic cricket to which the boys have been accustomed. Furthermore, there are not enough grounds available to cope with the increasing population.

In recent years there has been a striking revolution in education, but there has not been the necessary change in the thinking about the place of games in education. Where games conflict with the increasing demands of the academic side of education and while the community demands tickets in the way in which it does, it becomes necessary for games to take a different place in the life of a schoolboy from the place they took in the life of previous generations of schoolboys.

It was commonly believed apparently that I was a leading force in the removal of the cricket competition last year; this is not in accordance with the facts. But I do wish to take a prominent part in a complete revision of the structure under which games are played in the schools. The concept of the A.A.G.P.S. which was based on decisions made in the 1890's and worked out prior to 1930, is quite outdated within the framework of education in the 1960's. I can see no sound educational purpose in an association which requires the school to play in a competition for two teams only and yet does not provide for as many as 139 football matches out of a total of 398 which the senior school played this year. It is in this way that the A.A.G.P.S. is outmoded and needs revision; and it is quite useless to say that because a system worked in the 1910's, 1920's or even the 1930's, it is suitable to the 1960's. As I said last year: "Considerable thought, patient discussion and tolerant compromise will be needed to solve the dilemma involved". Some clear thinking educationally is also needed, because it must be clearly remembered that games at schools are played primarily for educational reasons, not sporting reasons. Schools are places for the teaching—and the learning—of scholarship, of games and of character; they are not organisations for the promotion of sports and games.

There has not been a cricket competition in 1964 and there has been no apparent decline in the standard of the school's cricket. The 1st XI has played with the same enthusiasm and skill, and three boys, G. N. Bassingthwaighe, P. H. Scanlan and T. P. Spencer have been selected in the G.P.S. 1st XI. The rest of the school's cricket has not altered in any way at all. There will be a one-day competition in Term I in 1965.

The place of cricket in the school, however, is one which needs careful thought. It is interesting to note that the school arranged this year 213 matches in cricket—less than half the number of football matches. The majority would have been two day games, but many were abandoned as a result of wet weather. There is no doubt that in future the whole of the month of November will be devoted to public examinations and this will interrupt the cricket of senior teams. Already there are signs of teams withering away at this time of the year and with the uncertain weather of

early spring and late autumn it is becoming very difficult to provide a satisfactory cricket season. After all, the best months of summer fall in the vacation. However, keen Old Boy cricketers can be assured that cricket will be given proper and due attention in the school.

In rowing the number of boys has been slightly increased as there has been a streamlining of facilities and arrangements. Every effort is being made to increase the numbers of boys who can row but for the time being saturation point has been reached. The school is very conscious of the assistance given by many parents and Old Boys in the successful functioning of rowing within the school. Family traditions are being well maintained with many boys in the third generation now appearing regularly at the Boat Shed. There have been signs too of another tradition reappearing this year with the arrival on the cricket field in Term III of two members of the VIII. Perhaps they have seen the light at last!

In tennis, we had been wondering what would happen when all our experts left school. With John Newcombe and the Pollard family so prominent in the school's tennis in the last few years it has been hard to assess just what is the true standard in the school. It is good therefore to report that whilst there has been an obvious drop in the standard, the enthusiasm and the quality is not below average. Each week teams have played against other schools with fair success.

In the football season once again over 400 games were provided. In fact, for the benefit of the statistician, 472 games were played, 195 won, 23 drawn and 254 lost. In the Preparatory School, 132 boys out of 138 played football for the school at some stage or other while the results were extremely good. However, statistics of this nature do not reveal the depth of the school's football, because on many occasions in order to provide sufficient matches for the lower teams games have to be arranged against other teams of higher ability from other schools. It is true to say that no school provides as many teams as we do and that we are constantly searching for games. By the end of the season twenty-one boys had gained their junior referee's badge. The school would also like to express its appreciation of the work of the many Old Boys and parents who act as coaches and referees. Especially is this so in the Preparatory School. The standard of football is improving and it was pleasing to see the good quality of the forwards rewarded by the selection in the G.P.S. 1st XV of G. J. Horrobin, A. F. Howell and C. W. Stevens.

Rifle shooting provided the premiership win for the year and was a just reward for the long range planning of the club. It was a good all round effort by the team as a whole and reflects great credit upon all concerned. As captain, J. Millyard was quietly efficient and gave an example of persistence which was duly rewarded.

Swimming continues after the school carnival as Surf Life-Saving. Many boys who have trained as instructors or have gained their bronze medallion at school are in fact going on into the Surf Life-Saving clubs after they leave school.

The number of boys playing golf and squash is increasing each year and steps are being taken to see that these games are played at an adequate standard of technique and in the proper spirit. A master controls each game.

The senior athletic team surprised many with its sound all-round performances. Athletics is now becoming such a specialised game that it requires a notable singleness of purpose to achieve the standard necessary to win. There was a marked concentration in training this year which resulted in a better performance by the seniors, although it seemed that the juniors still lack the necessary self discipline to improve themselves.

In order to reach the standard required for the plays for the 75th anniversary drama festival it was decided to hold a resident School for Drama

in the May vacation. Boys lived in School House under proper supervision and according to a planned programme prepared for their plays. This School for Drama proved to be a great success, so much so that there are intentions of repeating it next year. This may appear to be hard upon boarders; but there is no doubt that the boarders who are keen on dramatics will be just as willing to give up part of their vacation as other boarders are to attend shooting, athletics, rowing, cricket and golf camps. There is now a depth of talent in the dramatic field which augurs well for future productions in the school.

The debating team reached the final of the debating competition and showed a marked revival in zest and enthusiasm. It was good to see VI Form boys once again giving attention to this pursuit.

Some thirty boys have been working towards Duke of Edinburgh awards and seven bronze and five silver awards have already been gained this year. Although there is no progress to report about the development of the Bush Hut, plans are in hand to set this going next year when Mr. Turner joins the staff. It is hoped that there will be regular expeditions in the area next year.

The Boy Scout Troop won the District Competition Shield this year. J. Phillis became a Queen's Scout and two other scouts are approaching this award. Six scouts have so far gained their First Class badge and four have gained their Scout Cord. Once again the Scouts have been greatly helped by young Old Boys and senior boys, the work of Philip Mack and Robert Hardy being noteworthy in this respect.

The Library Committee has devoted its energies to displays associated with the 75th anniversary. Boys continue to organise the activities of the Library satisfactorily.

The Cadets and A.T.C. have functioned very well. The Cadets have appeared publicly on two occasions—a guard of honour and a ceremonial parade—and have achieved a very high standard, while the A.T.C. provides the guard today. The A.T.C. rifle team won the N.S.W. Squadron Shoot for the fourth successive year.

Unfortunately, it is not possible to report that the establishment has been increased for either the Army or Air Cadets. So thought has been given to the best means of teaching boys to serve in days of national service. In future there will be no recruitment to the cadets until a boy enters IV Form. All boys will then be expected to serve at least three years in the cadets. The only exemptions granted will be those on medical grounds or on other reasonable and sound grounds after personal discussion with the Headmaster. During this three year period cadets will be expected to qualify themselves to the best of their ability and so to obtain rank. In the fourth year consideration will be given to allowing some boys to leave the cadets, as they will then be in the Upper VI. However, VI Form boys with rank and suitable training will be expected to continue to serve in the cadets, and others may be required to continue to serve if there is any chance of the cadet corps losing its establishment. All boys in IV, V, VI Forms who are not in the cadets will be expected to serve on Tuesday afternoons in other ways to be decided. In short, it is proposed that Tuesday be a day of service for all boys from IV Form upwards. Boys in the IV Form and above should therefore not make any plans for that afternoon as their time will be occupied at school.

The decision to institute compulsory military service has perhaps caused some discussion about its effect upon university courses and other post secondary education. Boys who go on to the university are strongly advised to join the university regiment as CMF soldiers as soon as they enter the university. In this way they will do their national service simultaneously with their university degree under conditions which fit in with university studies. In the case of university courses lasting six years (for example medicine), liability for national service will finish at the same time as the

degree is obtained. Boys taking a four year or a three year degree are advised to do the same thing. By serving in the CMF whilst undertaking a degree there will be less interruption to study and at the time of graduation there will not be the interruption to the graduate's career which national service would otherwise cause.

Further, boys are strongly advised to endeavour to gain rank whether in the CMF or national service. The nation has a great need of trained leaders in this sphere and boys from this school should consciously attempt to become fully qualified in this respect.

Once again after a long struggle it has become possible to arrange for camps for the Air Training Corps. There will be a camp this December, and notice is given that there will be an A.T.C. Camp in the May or August vacation in 1965.

One pleasing feature this year has been the improvement of the music within the school. The Cathedral Service was inspiring and the concert was a joyful occasion. The Chapel choir has attacked several large works with zeal and great skill and the Preparatory School Annual Carol service was a delight. The experience of singing Briten's War Requiem was one which sixty-eight III Form boys will never forget. Many boys are now taking a full part in this side of the school's life.

Another feature of the 75th anniversary has been the production of special editions of *The Torch Bearer* and *The Shore Weekly Record*. Many people contributed towards the success of these publications, not the least of whom was Mr. Robson with his great knowledge of the school. However, comment should be made about the hard work done by the editorial committee under Dr. Visser, and about the research done by many senior boys. The May edition of *The Torch Bearer* turned out to be quite a publication and was widely commented upon, while *The Record's* special edition set down the school as the boys saw it on 4th May, 1964.

The preparation of these publications, however, did reveal gaps in the school's records and archives. Old Boys, parents and friends of the school are requested therefore to contact the school before destroying or throwing away any material which records the school's activities at any time. Old *Torch Bearers* are especially needed.

All that has been said so far concerning the activities of the school in 1964 has failed to mention the strength of its spiritual side. The Chapel Council consisting of masters and boys, under the guidance of the Chaplain, has given a strong and positive lead to the school. There has been a spirituality within the worship of the school which has been quite striking and has reflected the seriousness of purpose of senior boys.

To a large extent this state of affairs is the direct outcome of the positive and thoughtful leadership of the Senior Prefect. Anthony Howell has had a heavy year as leader with the 75th anniversary, the new building and the huge VI Form. Yet he has worked hard to see that the boys have been worthy of the time; and his efforts have been successful. In his task he has been ably and loyally supported by the Second Prefect, Richard FitzHerbert, and the other prefects.

It is perhaps hard for some of the school community to understand the constant increase in the numbers of the school staff; but normal movements of staff have been, and will be in the next few years, increased by a number of retirements of the older members of staff. Mr. Ward, Mr. Cousins and Mr. Leigh Cooper are leaving at the end of the year. Mr. Gebhardt is teaching in an American independent school, after attending Harvard University; Mr. Broadhurst has been given leave to spend a further year at the University of Oregon, and Mr. Graham White has taken a position teaching at an independent school in Scotland.

Mr. W. McAdam, B.Sc., Dip. Ed., Mr. H. Hall, B.A., Mr. S. Waterhouse, Dip. Phys. Ed., and Mr. B. G. Turner and P. R. Carroll who are both completing degrees, will join the staff next year.

The staff will, however, lose its longest serving member when Mr. I. F. Jones retires at the end of the year. Mr. Jones joined the school staff in 1921 and there appears to be no part of the school's education or activities which has not come under his inspiration and influence. The school register since 1926 is almost solely his work. This is not the place for a detailed statement of his work in the school, but it is certainly the place to thank him for his devoted and long service. His time as a master of the school has only been exceeded by that of the late Mr. R. G. H. Walmsley. Who can measure the effect of such service upon the education and development of Shore boys!

Mr. W. McGregor also retires after twenty-eight years' service. He will be remembered by many boys for his patient teaching in the face of their lack of ability in Mathematics, and by many others for the shrewdness of his tactics as a football coach. We wish both Mr. McGregor and Mr. Jones every happiness in their retirement and look forward to seeing them frequently at school.

Nor would it be proper to allow the 75th year to pass without recording my deep appreciation for the work done by the staff in this anniversary year. Teaching staff, matrons and domestic staff, grounds and maintenance staff, bursarial and clerical staff, all have given long and devoted service this year. There was so much detailed organisation required and the willingness with which this was carried out by the whole staff added greatly to the success of the celebrations and greatly reduced my personal burden.

Despite occupation with the anniversary year attention has been given to the future extension of the school. Since it has taken somewhat longer than expected to complete final details of the new classroom building it has not been possible to progress greatly towards stage II of the building plan. Nevertheless, the long range development of the school has been kept well in mind with the purchase of several backyards on the eastern side of Northbridge, and of other adjacent property at North Sydney. The new scoreboard in memory of Richard Marshall, with its clock in memory of John Wearne, has been operating successfully, and the Eedy Room in School House has been completely finished in accordance with the original plan. Steps too have been taken to increase the fire precautions throughout the whole of the school.

The school expresses its grateful thanks for various generous gifts and endowments which have been made this year. The Preparatory School has a very pleasant sundial as a result of the personal efforts of Mr. S. C. Van Breda, who, with Mr. L. M. Jamieson, produced a sundial made with convict bricks.

Once again the boys would wish to express their gratitude to the ladies of the S.C.E.G.S. Association for all their help and generosity and fine work for the school. Though this appreciation is thus expressed, quickly in a few words, it is deeply meant.

Mrs. L. M. Barker has endowed, in memory of her son Hugh, a prize for the "boy in the two senior years of the school who most shows energy and enthusiasm, sportsmanship, initiative, thoughtfulness towards others, a cheerful spirit and a high moral integrity". The first prize has been won by G. B. Wallace. The Senior and Second Prefects are not eligible for this prize.

During the year Dr. E. Stokes donated three microscopes for use in the new Science laboratories. One of these is a very valuable instrument which will be of great help in advanced work in the future.

It is with regret that the death of Dr. Frank Cash earlier in the year is recorded. Dr. Cash served on the School Council from 1929 until the time of his death, and has been very well known to many generations of Shore boys. Perhaps, however, he is better known to present boys because of his cheerful presence in the school while he was recording photographically the development of the school over the last few years. He has been a governor of great wisdom and great leadership and will be missed in Council's deliberations.

Dr. Cash's place on the Council has been taken by Reverend E. D. Cameron, an Old Boy of the School, whose future help and guidance will be valued. Also it is pleasing to record that another Councillor and Old Boy, Reverend D. W. B. Robinson, has been elected a Canon.

During the year Mr. Richard Ludowici resigned as Honorary Secretary of the Council. Mr. Ludowici had held this post for more than a decade in which many changes in the school have taken place. He will continue as a member of Council, but the school wishes to express grateful thanks for his leadership and work as Honorary Secretary over such a long period. Mr. A. B. Podger has taken Mr. Ludowici's place.

1964 marks the end of an era in the school's life. When it was decided a few years ago to make a feature of the 75th anniversary of the School's foundation, it was not realised that this year would become so marked a turning point resulting from actions and events inside the school as much as from educational changes outside the school.

Early in 1960 it seemed proper that thought should be given to the size of the enrolment of the school, to the buildings and to the future development of the school in the light of general educational trends. However, before any major steps could be effected, the introduction of the new scheme of secondary education late in 1961 accelerated this thinking and it became even more urgent to take action upon many of the matters that had been under consideration.

But this new scheme was not the only factor causing change. More and more in the last few years, the community has come to value higher education and to demand higher educational standards from children. Boys particularly have stayed at school longer in order to become more qualified; this fact has demanded more staff, more classrooms and more facilities. The community has become "science minded"; so there has been a need for increased science facilities in schools—a need which was generously but not completely met by the Industrial Fund for the Advancement of Scientific Education in Schools. This Fund gave a magnificent lead and example to the nation, a lead which has now been accepted by the Commonwealth Government.

In short, it is a truism to say that we have just lived through a quinquennium of exciting educational revolution. Not only has there been a major change in the educational system of the State of New South Wales but there has also been a corresponding, but not yet so evident, change in the community's attitude to education. Contemporaneously there has been a period of economic stability and a general growth of affluence in the nation. It has been good therefore that in this school the 75th anniversary occurred during this period, because such anniversaries are times of review, rejudgment and rethinking. Just when there was a need for a general examination of the school, such an examination has indeed taken place.

In the last quinquennium the School Council has taken steps, by the purchase of properties adjacent to the school's lands, to guard the future existence of the school. Also, Council has actually doubled the scholastic accommodation in the school by building the new classroom block. Further, steps have been taken to increase the staff for the natural increase in enrolment which will result from the establishment of the sixth year.

Consideration of matters concerning boarders has already begun and it is hoped that there will be positive plans made in 1965. There are two major problems here: first, matters concerning existing boarders; and secondly, consideration of the proportion of boarders to day boys in the school with the consequent problems which such consideration brings.

From the point of view of a parent a quinquennium is probably the length of time he is most closely connected with the school; so he may feel that nothing much has been done in his time. But the list following perhaps gives some idea of the magnitude of what has been done recently: completion of the equipment in the Preparatory school; completion of the area around the arch; increase of the facilities for the library and the necessarily increased number of staff; purchase of land at North Sydney, Northbridge and Linden; building of the new classroom block; improvement of facilities for boarders in School House; establishment of the new scheme of secondary education; increase of scientific facilities in the school; increase of arrangements for games for the enlarged enrolment; the successful completion of the appeal for funds for the school; and, it is hoped, simultaneously the maintenance at least of those standards of scholarship, conduct and leadership for which the school has always been known.

There have been anxious moments, there have been mistakes and there have been faults. But at all times Council and Staff have kept clearly before them the charter of the school and have endeavoured to make the school even better for boys than it is now. It was for this reason recently that the school expressed its opinion about conduct of boys at dances; not because it was felt that this generation of boys was worse than any other generation, but because there is danger today that families may lose sight of the fact that schoolchildren have certain levels of behaviour and morality to uphold and that in these exciting times these standards may be overlooked or let go.

There has been a danger recently that too many excuses are made for what is in fact lack of effort, lack of morals and lack of determination. Boys in the VI Form leaving school this year are in the main children of the immediate post war period; and the war was not fought so that these children would be molly coddled or be allowed to become persons lacking in integrity and principle. It would be a dreadful thing if we, the parents who fought the war, should ruin the children for whose heritage we fought. Similarly, it would be a terrible thing if these children should give away or lose, from lack of moral fibre and backbone, the heritage that soon will be theirs alone.

Parents must be parents, and children must be children; and both must take their full and due part in the family circle. Parents must impose on, and demand from, their children proper discipline and must reinforce those other authorities responsible for the upbringing of children; children must obey their parents and those outside the home who rightfully impose rules and regulations; authorities outside the family must give sound leadership to children.

Only by a concerted effort by all involved—family, church, school and civil authorities—will the nation be able to digest the great changes, social and educational, now taking place in our community. And all must realise the abiding nature of the great religious truths of obedience and honesty, of courage and virtue, and of liberty and discipline; for these truths do not change. Indeed, a verse in the school lesson sums up what must be the aim for the whole community in these exciting, changing times:

"As free and not using your liberty as a cloke of maliciousness, but as the servants of God."

What can be said adequately in a Speech Day report about a man of the deep spiritual calibre and of the vast intellectual capacity of Leonard

Charles Robson! There are no parts of this school and there are no parts of several thousands of Old Boys which have not been vitally affected by his example, his teaching and his character. All of us at Shore bear the stamp of Mr. Robson's continuing demand for high standards of conduct and scholarship, for meticulous performance of duty and for close attention to detail.

Scholarship, both in this school and throughout the nation, has been influenced by his keen intelligence and his educational foresight. In the middle nineteen thirties Mr. Robson took a leading part in the struggle for the alteration of the secondary system of education in N.S.W.—a change which was to come about in 1961. He was a foundation member of the Headmasters' Conference of the Independent Schools of Australia and served for many years on the standing committee of that body. In the late nineteen fifties he was a driving force behind the establishment of the Industrial Fund for the Advancement of Scientific Education in Schools. And in the last twelve months he has taken the prominent part on the committee of Advice to the Commonwealth Government in the matter of aid for science buildings and equipment in secondary schools.

In all these capacities over more than thirty years Mr. Robson profoundly influenced educational standards throughout New South Wales and Australia. Nor was his influence confined only to the scholarship of the nation as many connected with rowing know. His influence in national rowing circles was just as great.

Shy yet ever courteous, humble yet possessed of a deep understanding of the importance of using his magnificent talents for the welfare of others, nervously energetic yet possessed of an infinite spiritual patience in striving to reach goals which he believed to be vital to the education of all, Leonard Robson was a man who touched upon and so altered the lives of all who came in contact with him.

Shore is the greater school because he was headmaster for so long; we Old Boys are the better men because he was our hadmaster. Many present boys have been unfortunate in not knowing him closely, but they have all felt his influence in the traditions of behaviour, dress, self discipline, sound scholarship and earnest endeavour which Leonard Robson has left so soundly established in this school.

Of him it may indeed be said: *Vitai lampada tradidit!*