



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

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**December, 1966**

# Sydney Church of England Grammar School

Speech Day — 8th December, 1966

*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 M. L. Loane,  
M.A., D.D., Lord Archbishop of Sydney and President of Council.

Summary of Headmaster's Report.

Presentation of Prizes and Address by His Excellency, The Governor of  
New South Wales, Sir Roden Cutler, V.C., K.C.M.G., C.B.E.

Vote of thanks by the Senior Prefect.

### Benediction

### National Anthem

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*Tea will be served in the School Grounds.*

## COUNCIL

### President:

THE MOST REV. THE LORD ARCHBISHOP OF SYDNEY.

### Chairman of Council:

J. E. M. DIXON, B.Ec., A.A.S.A.

### Members:

- 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.  
Rev. R. C. WEIR, Th.L.  
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. G. LANG, B.A., LL.B.  
R. E. LUDOWICI.  
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.  
Dr. L. W. DAVIES, B.Sc., D.Phil., F.Inst.P., F.A.I.D., S.M.I.R.E.E. (Aust.).

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.), F.A.C.E.

### Senior Master:

K. D. ANDERSON, M.A. (N.Z.), M.A.C.E., 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:

- H. W. GRIGG, B.A.(Syd.), M.A.C.E.  
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.).  
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.  
P. R. M. JENKINS, B.A.(Syd.), M.A.C.E., Master of Middle School.  
J. W. BURNS, B.A.(Syd.), (2), Housemaster Barry House.  
T. H. VISSER, Ph.D.(Utr.), Mus.D.(Lon.), T.G.D., M.A.C.E., (11).  
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., (8).  
J. K. MORRELL, B.A., Dip.Ed.(Syd.).  
J. E. COLEBROOK, M.A.(Cantab.), M.A.C.E., (4).  
A. J. MOYES, M.A.(Cantab.), (9).  
J. W. MATHERS, Dip.Ph.Ed., T.C.(Syd.).  
N. A. EMERY, (10).

- A. E. STAFFORD, A.C.P.(Lon.), (6).  
W. FOULKES, T.C.(Newc.), Housemaster School House.  
M. HOWARD, B.A. (Syd.), T.C.(Wymondham).  
D. J. ROSSELL, B.A., Dip.Ed.(Syd.), (3).  
S. P. GEBHARDT, LL.B.(Melb.), A.M.T.(Harv.), M.A.C.E., (1).  
J. H. WINSTANLEY, L.R.A.M., A.R.C.O.(Lon.), M.A.C.E.\*  
G. J. WHITE, B.Ec.(Syd.).  
P. I. PHILPOTT, T.C.(Syd.).  
N. T. A. JACKSON, B.A., T.C.(Syd.), Master of Lower School.  
T. W. BREWIS, MA.(Oxon.).  
I. R. BARLOW, B.Sc., Dip.Ed.(Syd.).  
J. E. WILSON, B.A.(Syd.)\*  
M. G. HAM, B.Sc., B.Ed.(Qld.), P.C.E.(Lon.), M.A.C.E.  
F. H. ROSS, B.Sc.(N.S.W.), Dip.Ed.(Melb.), A.S.T.C.  
W. CHAMBERS.  
G. J. LEWARNE, B.Sc.(Syd.).  
B. J. EDWARDS, F.R.H.S., T.C.(Tas.).  
T. G. MACARTNEY, M.Sc.(N.Z.).  
D. C. RAADGEVER, Dip. Fr., Gn., Span.(Amst.).  
R. C. PETERSON, B.A., Dip.Ed.(Syd.).  
J. S. WATERHOUSE, T.C.(Oxf. Uni. Inst.), Dip.Ph.Ed.(Leeds).  
W. McADAM, B.Sc., Dip.Ed.(Syd.).  
H. HALL, B.A., T.C.(Los Ang.).  
P. R. CARROLL, B.A.(Syd.).  
M. R. PAIGE, T.C. (Reading).  
Rev. V. H. J. CALEY, B.Agr.Sc.(N.Z.), Dip.Ed.(N.E.), Th.L.  
Rev. R. F. BOSANQUET, B.A.(Syd.), Th.L.  
J. W. MOIR.  
M. J. LAIDE.  
P. J. CORNISH, B.A.(N.S.W.), Dip.Ed.(Newc.).  
S. W. GILLESPIE.  
P. R. ROBERTS, B.A.(Qld.).  
W. B. S. PIERCE, F.R.C.O., F.C.T.L.(Lon.), L.Mus.A.(Syd.), (7).  
**Senior** in (1) English, (2) Classics, (3) Modern Languages, (4) History,  
(5) Mathematics, (6) Science, (7) Music, (8) Art, (9) Geography,  
(10) Games, (11) Librarian.  
**School Counsellor:** R. K. CHAMBERS, B.Ec.(Syd.), Dip.Ed.(Melb.),  
A.B.Ps.S., A.F.A.I.M.  
**Visiting Music Staff:**  
**Violin and Perception:** Mrs. M. S. WINSTANLEY, A.R.C.M.,  
L.R.S.M.(Lon.)\*  
G. JACUPS.  
**Piano and Theory:** Miss D. HARPUR, D.S.C.M., L.Mus.  
Miss T. SPEHOFF, A.Mus.  
**Wind and Brass:** H. HALL, B.A., T.C.(Los Ang.).  
**Classical Guitar:** W. BOWER.  
**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.).

\* On leave.



## PRIZE LIST, 1966

	DIVINITY	GENERAL PROFICIENCY	GENERAL MERIT
<b>Form</b>		<b>PREPARATORY SCHOOL</b>	
<b>I</b>	R. H. Prowse	D. B. Payne	P. R. Jackson, C. J. Fogl
<b>Rem. B</b>	D. M. Upton	P. J. C. Macourt	C. J. Hodgkinson
<b>Rem. A</b>	D. A. Blackman	B. W. Donald	T. C. Sutherland
<b>II B</b>	N. A. Goldston-Morris	R. E. B. Speirs	
<b>II A</b>	E. C. C. Hinder	(T. M. Carment)	A. T. McKendry
		<b>LOWER SCHOOL</b>	
<b>III C</b>	H. V. Langdale	A. H. Schmidt	J. W. St. Vincent Welch
<b>III B2</b>	P. M. Smidmore	C. J. Middleton	
<b>III B1</b>	P. J. Whild	A. M. Scard	S. T. Armstrong
<b>III A2</b>	S. H. Gelding	C. C. Kennett	W. T. Conway
<b>III A1</b>	P. W. Whitney	(L. R. Townley)	R. S. Gray
<b>S C</b>	A. L. Smith	D. W. S. Staples	P. B. Howell, W. A. Shirley
<b>S B2</b>	I. A. M. MacDiarmid	M. R. Bennett	D. L. Clout
<b>S B1</b>	J. F. R. Utz	C. F. Spooner	M. R. Greenwood, J. J. Jenkins
<b>S A2</b>	T. L. P. Hodgson	P. W. Butcher	A. M. Kindred
<b>S A1</b>	P. R. Wood	(R. G. Davies)	D. I. Kelly
		<b>MIDDLE SCHOOL</b>	
<b>IV C</b>	A. A. Haigh	A. A. Haigh	D. E. Helsham
<b>IV B2</b>	G. E. Fletcher	J. C. Horder	A. J. Hardy
<b>IV B1</b>	J. B. Whittle	R. T. Burling	H. M. Clifford
<b>IV A2</b>	R. J. Hanson	N. G. S. Wallman	W. R. Whight
<b>IV A1</b>	P. C. W. Giltrap	(A. J. Makai)	(G. H. Wall)
<b>V C</b>	A. C. Buchanan	A. C. Buchanan	J. R. W. Hyles
<b>V B3</b>	I. A. Dreverman	J. R. Powell	C. P. Hardy
<b>V B2</b>	P. J. Dowdy	M. W. Saunders	D. H. W. Hyles
<b>V B1</b>	C. C. Seton	A. J. Cowlshaw	P. D. F. Wood
<b>V A2</b>	M. B. Robinson	M. B. Robinson	P. C. Gray
<b>V A1</b>	S. R. Pickering	(S. R. Pickering)	(P. E. A. Koppstein, S. C. Churches, E. D. Thompson)

### UPPER SCHOOL

	Lower VI	Upper VI	
<b>Divinity</b>	<b>E:</b> D. W. Holt	<b>Divinity</b>	(A. S. King)
	<b>D:</b> J. I. Suffolk		
	<b>C:</b> J. R. Henderson		
	<b>B:</b> D. G. Bradfield	<b>General Merit</b>	{ (M. D. A. Howitt) (P. C. Dreverman) (G. F. Clapp)
	<b>A:</b> I. C. Daymond		
<b>General Merit</b>	{ H. M. Selby D. M. Hutchinson I. J. Woodforth R. J. Lee	<b>General Mathematics</b>	(G. M. Thomas)
<b>General Paper</b>	R. S. Angyal	<b>Mathematics III</b>	(A. J. Bradfield)
<b>Economics</b>	B. J. Sharpe	<b>Geology</b>	(C. E. Warren)
<b>Ancient History</b>	R. C. Selby	<b>Economics</b>	(R. W. Kelly)
<b>Geography</b>	F. P. Old	<b>Ancient History</b>	(A. R. Tyson)
<b>Science</b>	P. K. Hanson	<b>Geography</b>	(R. W. Kelly)
<b>History</b>	R. S. Angyal	<b>Chemistry</b>	(A. J. M. Smith)
<b>German</b>	G. C. Woodrow	<b>Physics</b>	(A. M. Cutler)
<b>French</b>	G. J. Keen	<b>History</b>	(R. W. Kelly)
<b>Latin</b>	P. C. Green	<b>German</b>	(P. R. Sinden)
<b>English</b>	R. S. Angyal	<b>French</b>	(P. R. Sinden)
<b>Mathematics</b>	P. K. Hanson	<b>Latin</b>	(J. J. M. Gray)
<b>Second in</b>		<b>English</b>	(A. M. Howard)
<b>General Proficiency</b>	R. W. Bagnall	<b>Mathematics I &amp; II</b>	(A. S. King)
<b>First in</b>		<b>Second in</b>	
<b>General Proficiency</b>	R. S. Angyal	<b>General Proficiency</b>	(A. S. King)
		<b>First in</b>	
		<b>General Proficiency</b>	(P. R. Sinden)

## SPECIAL PRIZES

### ART:

W. M. N. Stewart Memorial Prize (Preparatory School) .....	T. M. Carment
Junior Prize .....	N. G. Holmes
E. T. Thring Memorial Prize .....	C. B. Dowe

### CATECHISM:

Uther Prize .....	L. R. Townley
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### GENERAL KNOWLEDGE:

Junior Prizes {(S & IIIrd Forms) .....	A. M. Butler
{(Vth & IVth Forms) .....	S. C. Churches
John Jamieson Memorial Prize (VIth Forms) .....	J. R. Henderson

### MUSIC:

Theoretical Junior .....	A. M. Kindred
Theoretical Senior .....	J. D. Booth
Practical Junior .....	P. K. B. Robinson
Practical Senior .....	{S. T. Houldsworth
The R. G. H. Walmsley Memorial Prize .....	{B. B. Morrison
	M. F. Wild

### WOODWORK:

Junior Prize .....	P. R. Jackson
G. R. and R. V. Kierath Prize .....	R. K. FitzHerbert

### WOOLCLASSING:

Riverina O.B.U. Group Prizes {(IVth Forms) .....	A. J. Lambell
{(Vth Forms) .....	C. J. Streeting
{(VIth Forms) .....	F. A. Pigott

### CHOIR:

Junior .....	J. R. Hardie
Senior .....	G. J. Keen
The David Davies Memorial Prize .....	D. I. Kelly

### ORIGINAL CONTRIBUTION TO SCHOOL MAGAZINE:

"The Torch Bearer" Prize .....	L. D. Bathgate
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DEBATING PRIZES: .....	{A. J. Makai
	{R. S. Angyal
	{H. M. Selby

### GENERAL ACTIVITIES:

Frank Cash Memorial Prize .....	C. P. Hardy
Hugh Barker Memorial Prize .....	R. S. Angyal
Old Boys' Club Prize {(Vth Form) .....	S. C. Churches
{(Upper VIth Form) .....	P. R. Sinden
Old Boys' Union Prize .....	A. J. M. Smith
D. J. Richards Memorial Prize .....	R. D. St. Vincent Welch

### PREPARATORY SCHOOL:

John Scott Memorial Prize (II A Form) .....	T. M. Carment
John Scott Memorial Mathematics Prize .....	T. M. Carment

### THIRD FORM:

Daryl Loddington Hall Memorial Prize (French) .....	M. Cashion
Alan Ludowici Memorial Prize (III A1 Form) .....	L. R. Townley

#### SUB-INTERMEDIATE FORM:

George Gordon Black Memorial Prize (English)	D. J. Penman
Hunter Stephenson Prize (French)	I. A. Pollard
The Selby Prize (Science)	I. A. Pollard
Tamworth O.B.U. Group Prize (Mathematics)	I. A. Pollard
Alan Ludowici Memorial Prize (S A1 Form)	R. G. Davies

#### FOURTH FORM:

Frank Bennett Memorial Prize (English)	A. P. Goldsby-Smith
Roy Milton Prize (French)	A. J. Makai
L. R. Benjamin Memorial Prize (Science)	G. H. Wall
Geoffrey Cohen Memorial Prize (General Merit)	G. H. Wall
Tamworth O.B.U. Group Prize (Mathematics)	A. E. Jones
Alan Ludowici Memorial Prize (IV A1 Form)	A. J. Makai

#### FIFTH FORM:

Harry Eames Budd Memorial Prize (English)	S. R. Pickering
Eric Mileham Litchfield Memorial Prize (General Merit)	{ P. E. A. Koppstein S. C. Churches E. D. Thompson
Hunter Stephenson Prize (Mathematics)	S. R. Pickering
Alan Ludowici Memorial Prize (V A1 Form)	S. R. Pickering

#### UPPER SIXTH FORM:

David and Elizabeth Carment Prize (Mathematics III)	A. J. Bradfield
Donald Muston Memorial Prize (General Merit)	M. D. A. Howitt
Russell Sinclair Memorial Prize (General Merit)	P. C. Dreverman
Geology Prize	C. E. Warren
Economics Prize	R. W. Kelly
The Lodge Torchbearer Prize (Ancient History)	A. R. Tyson
Desmond Hum Memorial Prize (Geography)	R. W. Kelly
John Kingsmill Phillips Memorial Prize (Chemistry)	A. J. M. Smith
Monteith Cowper Wood Memorial Prize (Physics)	A. M. Cutler
Ian Menzies Memorial Prize (History)	R. W. Kelly
German Prize	P. R. Sinden
Herbert Kendall Memorial Prize (French)	P. R. Sinden
David Cowlshaw Memorial Prize (Latin)	J. J. M. Gray
J. S. Wilson Memorial Prize (English)	A. M. Howard
Charlton Divinity Prize	A. S. King
Harold Dean and R. S. Reid Prizes (Mathematics)	A. S. King
Percival Sharp Memorial Prize (VI Form)	R. W. Kelly
A. H. Wade Memorial Prize (General Merit)	G. F. Clapp
War Memorial Prize (Second in General Proficiency)	A. S. King
Burke Prize and United Services Prize (First in General Proficiency)	P. R. Sinden
Brian Pockley Memorial Prize	A. S. King



## HEADMASTER'S REPORT, 1966

Your Excellency, Lady Cutler, Your Grace, Ladies and Gentlemen:

Today marks one of the historic occasions in the life of the school, for it is the first occasion on which Your Excellency and Lady Cutler have visited us officially since taking office. Therefore the school not only welcomes you both heartily, but offers its loyal affection and humble duty to Her Majesty the Queen, with the request that Your Excellency graciously pass on this message of loyalty to Her Majesty. We have seen Your Excellency and Lady Cutler at the school on many occasions in your capacity as parents, and we are delighted that you have been able to appear at Northbridge and at other functions such as the swimming carnival and the American Tea. We hope that your official duties will never so interrupt your lives that you are unable to enjoy the typical parental activities of watching your sons.

Today also marks the first official visit of Your Grace the Archbishop since your enthronement. Your Grace, of course, has been a parent and a member of the School Council for many years and has taken a prominent part in the decisions of the School. We now look forward to the school's advance under Your Grace's presidency and trust that your multifarious duties in the Diocese of Sydney will not prevent you from visiting us as often as possible. We offer to Your Grace our prayerful loyalty at the beginning of your onerous ministry.

In recent years the mass media of communication has tended to make fun of this period of the year when so many speech days take place, even suggesting that this is the silly season for education. It should be pointed out, however, that speech day is one of the few occasions when a headmaster is able to talk about education and so present to the community the problems there are in this, the largest of all industries. Education can be regarded essentially as a matter of the opinion of the individual; therefore it is not surprising that there are differences of opinion, even between headmasters. Nor is it surprising that many others, qualified and unqualified, think they know all about education. Yet a reasoned close examination of what is said at this time of the year will enable parents to receive a sound idea of what is happening in the educational world and so will help them to discover what are the problems facing their own children. Speech days then fulfil two purposes: first, to give an account of the year's activities; and secondly, and perhaps more importantly, to put parents in the picture about the difficulties being encountered by schools. Not all the difficulties faced by schools are academic. Some of the schools' problems are social, caused by the actions of the community itself, actions which have direct effect in the schools. It is proper then that schools should express their views on such problems so that all in the community can be aware of what is happening.

Academically 1966 is a turning point in the history of education, for this year the last Leaving Certificate Examination and the last Intermediate Certificate Examination have taken place. In the last 30 years this school has presented 2,463 candidates for the Leaving Certificate, the largest number in any one year being in 1965 when 201 candidates sat. Over these three decades there have been candidates of all levels of academic ability from the very good indeed to the very weak in fact.

However, the school's pass rate has remained remarkably constant; it is true to say that the Leaving Certificate has acted as a good yard stick of the energy and determination of most boys. More boys still would have sat for the Intermediate Certificate. At this level also the examination has served a valuable purpose, yet its demise is now long overdue. Nostalgically but inevitably, then, 1966 marks the end of an educational era.

It will be obvious that in 1967 the organisation of the school will be easier now that there are no longer two different types of secondary education to be followed. Certain alterations already made to the organisational structure, for example to such things as prize lists, may now be viewed in their true perspective and the reasons for some of the oddities of the last two or three years will perhaps now be understood.

The new scheme of secondary education was finally launched very satisfactorily with the School Certificate Examination in 1965. There were of course mistakes made and kinks which have had to be ironed out. Nevertheless, it is reasonable to say that the 1965 School Certificate was a very fair examination in which a great deal of concern and worry was given in every individual case so that each candidate would be given the best possible treatment. 98.6% of our candidates passed the examination. Some parents may think that this is an unduly large percentage of candidates to pass a public examination. The high percentage of passes really reflects the main aim of the scheme, namely, that each candidate should study at the level of his ability in each subject. Seeing therefore that boys generally are sitting at the level of which they are capable, a hundred per cent pass rate is not illogical. Any boy who works energetically and conscientiously and who enters the examination at the level appropriate to his academic ability now seems certain to pass. This concept of passing rather than failing is another sign of the new scheme.

Perhaps the school's pass rate for 1965 was higher than may be fairly expected; yet this particular group of boys is very capable academically and so should pass any examination well. This was proven by the fact that forty-eight of them gained Commonwealth Secondary Scholarships, the largest number gained by any independent school. It is to be hoped they will continue to do well in the first Higher School Certificate in 1967.

The standard of the last two years of secondary education is now becoming clearer also. It should be noted that the Higher School Certificate is a single subject certificate. This means that, provided a boy has passed the School Certificate and has done two years further study in school and sits for the Higher School Certificate examination in five subjects, including English, he has only to pass in one subject to gain a Higher School Certificate. Of course a certificate with one pass on it will not be so valuable as a certificate with five or more passes on it. In short, the certificate will tell its own tale of the academic ability and energy of the holder.

All boys sitting for the Higher School Certificate in this school still follow a course which is capable of leading them to matriculation provided that they reach the necessary academic standard demanded and pass in the appropriate subjects. It is evident, however, that the second level standards are as hard as they were estimated to be, that the new matriculation standards are hard, and that consistently good work will be needed to ensure a university place.

Indeed, it seems necessary that boys entering the Upper Sixth next year carry out some private study over the Christmas vacation especially in the reading of set texts and in the practice of problem work. Masters will be giving boys tasks to perform and boys will be expected to complete them.

One of the major differences in the new scheme is the amount of reading which a boy has to do in his own time in order to gain the wide background demanded by the syllabi. And to do this a boy must give up some of his leisure time to private study and individual effort. The boy is thus required to have a much greater personal integrity of approach to his work. No longer can he coast along early in the year and then sprint later; now he must work hard all the year if he is to reach the required standard.

However, in talking about examinations and the need for an increased amount of work one must also talk about the other side of the balance. In far too many ways are examinations determining the whole social structure of the community. In our desire for academic standards, in our determination to become an industrial nation we have set up throughout the nation a system of examining, both at secondary as well as at tertiary level, which is in danger of becoming the gargantua which will gobble up the benefits we hope to gain from increased education. Already pressures are being placed on schools to remove all extra curricula activities from Term III in the belief that preparation for an examination, public or otherwise, is the sole purpose of a school's education. But such a policy is not a right one. Whilst at school a boy must learn many things, academic, social, cultural and moral; he must also learn to do many things well and at the same time. Because one activity demands more attention than others, it is not right to give up the others; because there are pressures from one direction, it is not proper to give up all other activities to overcome such pressures. Part of a boy's education is to teach him how to allot priorities to what he is doing and to what he wants to do and how to cope with pressures forced on him by outside events. To give up extra curricula activities completely in Term III will merely clutter unmercifully the other two terms and will further add to the wrong impression of the place of examinations in one's life. An examination is something which is aimed for over the whole year and so should be taken in stride; extra curricula activities also are to be followed over the whole year. A boy must learn to organise his life so as to cope with both.

Members of the S.C.E.G.S. Association will be pleased to know that the money donated a few years ago for purchase of electrical equipment for language teaching has now been used in the establishment of a language laboratory in the basement of Benefactors and in the purchase of other equipment for use in the classrooms and the Library. Already great use has been made of this new equipment.

It seems that not as many boys as usual entered the various scholastic competitions which are held throughout the year. However, I. A. Pollard gained a prize and certificate of merit, and A. J. Makai a certificate of merit in the Mathematics competition. D. G. Selby and I. J. S. Robertson won the Hardman Chemical Prize in the junior section of the N.S.W. Science Teachers' Association annual competition. Only by the energy of the individual will success in this kind of competition be achieved.

Once again it is expected that the school will increase in size in 1967 when the numbers will be somewhere in the vicinity of 1040. Independent schools are often accused of not expanding. It is interesting therefore to note that in 1947 the school enrolment was 748 while in 1957 it was 817. The phenomenon of this increase has been the increase in the size of the VI Forms, an increase which has brought difficulties of the accommodation of boys in classrooms and boarding houses, and of the financing of the consequential enlargements. It seems hard to believe that already we seem to occupy every available space in Benefactors and are planning in 1967 to make some further enclosures of the open

spaces, a step which in 1964 appeared not to be necessary for some five to ten years. The last few years have been years of constant change and reorganisation; yet it is hoped that there will be after 1967 a period for consolidation and settling down in which the new scheme of secondary education can be fully digested by the schools.

In games this year we have had varying success, yet in general we have displayed a standard well in advance of past years. The policy of the school is to provide games for all boys who are physically able to take part in them. It is considered to be just as important to provide good games for all as it is to produce first class representative teams. In pursuance of this policy the number of boys participating in all games has increased greatly in the last few years.

Nowhere is the fact of this policy seen more clearly than in the rowing at Gladesville where nearly 90 boys row regularly. The new bus, of different colour, now seats 58 at least, which will allow this permanent increase in the number of crews in training. The most successful crews in 1966 were the VIII and the tub fours. The magnificent performance of the VIII in the G.P.S. regatta surprised many who had not appreciated the spirit of dedicated purpose which exists in the Boat Shed. Once again the thanks of the school are due to the many Old Boys and parents who assist in so many ways to make rowing seasons possible. Without their willing help it is hard to know how we would conduct a rowing season.

In football 563 games were played by 47 teams. 308 were won, 34 drawn and 221 lost. This represents an average of twelve matches per team in the senior school and ten matches per team in the Preparatory School. The football season lasted fifteen school weeks. The most successful team in the school was the Under 13F's who did not lose a match and scored 321 points for to 23 against. The 1st XV was the best team the school has had for many years, playing with great dash and verve. The spirit and quality of the football played by the school at present is extremely high; boys are fit and lively and injuries are now few, as the survey published in "The Shore Weekly Record" showed.

The rifle shooting teams were not as successful as usual although three boys, R. W. Kelly, R. L. Millyard and A. G. H. Morris, were selected for the combined G.P.S. Rifle Team. Though the season on the whole was very well organised by the captain, there appears to be a need for more self discipline by boys in their preparation if they are to reach the very high standard necessary to win. Plans are being made to increase the number of boys taking part in Rifle Shooting by making greater use of the miniature rifle range at the school. One of the problems involved of course is the increasing cost of ammunition.

The need for intensive personal training was perhaps never more clearly demonstrated this year than in Athletics. It was unfortunate that an unusual crop of injuries affected the preparation of several of the better athletes and so they were not completely fit and fully ready for the G.P.S. competition. However, if the extremely high standards now required are to be reached it seems necessary that boys give more thought to a longer preparation, especially during the August vacation. Regrettably the day of the gallant amateur seems to have disappeared from all individual games, but especially from Athletics, and planned and intensive preparation is needed.

The standard of the school's cricket has also noticeably improved. There have been considerable difficulties caused by the lack of water and the restrictions on the use of hoses; and it has not been possible to produce top class practice wickets. Consequently some of the stroke making of younger boys is suffering. One of the problems created by cricket is that it is a "low density" game in the sense that it uses a big

area for a small number of boys, by contrast with football which caters for a large number of boys in a smaller space. Quite often we are unable to obtain games for teams that we have available either because of lack of grounds or because other schools do not have the same policy for the provision of cricket. It is concerning to know what is the best to be done. Efforts have been made to expand the provision of alternative games for those who are weaker cricketers. Thus swimming, tennis, squash and golf are being expanded in order to provide for as many boys as possible.

In Squash use is made of courts at North Sydney. As yet matches with other schools have not been organised, but it is hoped to develop this feature in 1967.

The swimming team had only an average season. The number of boys competing has, however, been increased to over forty and will increase further in 1967 when it is planned that the team will take part in more carnivals.

Tennis has increased markedly in the numbers actively playing. In the Fairwater Cup the Junior Team won its competition and the Senior Team was runner-up. Four teams played throughout Terms I and II in an interschool competition, both teams being undefeated. In Term III the number of teams has been increased to six, whilst at least ten teams have been on the courts on some occasions. Regular practices are held at school during the week, all courts being used.

The standard of golf has not been particularly good but boys have been keen in their matches. The number of golfers varies from year to year since all matches are played in vacations.

In the surf life saving, twelve boys gained their qualifying certificates, eighteen were awarded bronze medallions, and four gained instructors' certificates. The standard is very high indeed. A total of fifty boys has participated regularly, maintaining a patrol at North Steyne. This has developed into a large activity in the school and already many younger Old Boys have joined their local surf clubs.

Mention should be made of the number of boys who sail with clubs each week. Many boys, present and past, have had success in the national championships, notably A. R. Dey and D. J. Dey, A. S. King and P. S. King, J. Bowen and D. Bowen, S. Rattray, D. Tyson and A. Tyson. Many of these boys were sailing whilst at school and have gained national selection.

The attention of parents is directed to the fact that under the Education Act, 1961, physical education is one of the compulsory non-examinable subjects which all boys must take. This explains one of the reasons for the constant checking of boys in the III, S, IV and V Forms who are participating in games. It has been made clear to the boys that they must take part in this way. All boys therefore are expected to play games; if they play well they are members of school teams. For the weaker games players, basketball, softball, swimming, tennis and cricket are provided on a form basis and as many inter-form matches as possible are arranged. Boys are encouraged to try their hand at all these games and are coached by masters to improve their skills.

Steps were taken this year to amend the constitution of the A.A.G.P.S. so that it is now more suitable to the requirements of today. The A.A.G.P.S. now assists in the organisation of and exercises supervision over all games in all grades.

The Army Cadets provided a very fine ceremonial parade earlier this term, the standard of turn out and steadiness being extremely high. Training has been going on regularly and the camp held at the end of the year is a valuable part of it. Once again many boys have voluntarily

given up their holidays to attend camps for promotions. P. R. Sinden and P. C. Green were first and second respectively in one phase of the C.U.O. course.

On the other hand the uncertainty of camps for the A.T.C. is quite alarming. The constant change of A.T.C. policy in this respect is rather disappointing, as it becomes impossible to plan with certainty that a camp will take place. The Shore Flight was one of the first established in the A.T.C. early in 1940. Until four or five years ago it was able to go to camp at the end of every year without any difficulty. Now apparently a change of policy seems to have occurred, though a few years ago the Minister for Air stated that there was no reason why school flights should not go to camp at this time. Indeed it is difficult to explain to young air cadets that there is not room for them at the large Air Force bases which are maintained in various parts of the State.

It is the policy of the school, as stated in the prospectus, that boys are expected to serve in the cadets. Most boys are happy to do so and arrangements are made that those who do not wish to do so serve in other ways. It should be clearly understood, however, that one afternoon a week is devoted by all boys above S Forms to some form of service either in the cadets or in another group.

The Duke of Edinburgh Scheme has been progressing satisfactorily. D. J. Bigg gained the Gold Award this year, and several boys will complete the Gold Award standard in the near future.

The S.C.E.G.S. Association will also be pleased to know that the first stage of building at the Bush Hut at Linden is now taking place; this consists of the lavatory and shower block. It will now be possible to start on a full use of the area next year.

The Printing Guild has gradually built up its activities. The guild is now doing some printing for various parts of the school. The generous help to the guild given by Mr. R. J. H. Smith is gratefully acknowledged.

The dramatic activities of the school were limited this year because in the first term alterations to the north-eastern end of the War Memorial Hall made it impossible to prepare for plays adequately. Some plays were held in Term III but these were really part of the General Paper work done in the Lower Sixth and were an extension of that education more than a part of the Dramatic Society's activities. The Preparatory School, however, held its usual concert recently and varied the menu to include P.T., miming and plays as well as music and orchestral work.

Though it now seems a long time ago, the trip of fifty-eight boys to The Collegiate School of St. Peter's, Adelaide, to take part in the Adelaide Festival of Arts was probably the highlight of the extra curricula activities of the year. The boys were billeted with St. Peter's boys and gave recitals in other schools as well as singing extremely well the Peter Maxwell Davies' "Shepherd's Calendar". This was an educational experiment because the boys continued their schooling whilst preparing for the Festival. The experiment was sufficiently successful to be considered again in the future. We are now planning a visit by St. Peter's boys in 1967 and have tentatively suggested that we might jointly attempt to sing some parts of "St. Matthew's Passion" by Bach.

Teams were not successful in debating this year although there have been increased interest and activity. Several debates were arranged against other boys' and girls' schools, and teams were entered in the City of Sydney Eisteddfod. On the other hand some boys have had individual success: A. J. Makai won the oratory competition for fourth year boys organised by the Rostrum Club of North Sydney; and R. S. Angyal came second in the Mosman Debating Society competition.

For the first time for some years the Scouts had no scout ready to become a Queen's scout. The troop has declined in numbers slightly.

apparently having had a larger than usual exodus in the last year or two. However, it is beginning to grow again and will soon thrive once more.

In general there is a certain liveliness about extra curricula activities in the school and there is a pleasing increase in the original writing both for "The Shore Weekly Record" and "The Torch Bearer". Boys in SAI Form energetically wrote and published a volume of poetry which has been well received while other boys have been most enthusiastic in cataloguing the archives of the school so that our records are more complete.

It is only five years ago since the School Building Fund Appeal was launched and already many donors to the Appeal have completed their gift intentions. The School gratefully thanks these benefactors and hopes that some may wish to continue assisting the school in this financial way; some have in fact agreed to do so. Of course the greatest single donor over the years is the S.C.E.G.S. Association and once again on behalf of all boys and staff in the school may I express grateful thanks for the work the Association does for the school.

In addition thanks are due to Mrs. K. M. Newlands for the endowment of the Alexander Frederick Newlands Trophy, and to Mrs. Beryl Cohen for an addition to the original endowment for the Geoffrey Cohen Memorial Prize. Mr. Lloyd Griffiths has also given in memory of his son Paul an endowment for a scouting trophy. Many Old Boys and parents have given to the Archives records and photographs of the early years of the school. The Archives room is now in full use and the archivists will be delighted to receive any material at all concerning the history of the school.

It has been discovered that details of the headmastership of C. H. Hodges is not well documented in the records of the school, and it is hoped that older Old Boys may give to the school any material which they may have about this period. It is planned in 1969 to make a special feature of the 80th edition of "The Torch Bearer" in an endeavour once again to bring together some of the details of the school's early life. Any Old Boy who wishes to write reminiscences of his time at school is invited to do so and to send the article to the Headmaster.

There have been several changes in the Council of the School this year, notably the retirement of Mr. D. M. MacDermott. Mr. MacDermott served as an Old Boys' representative on the Council for twelve years, including a long period as Honorary Treasurer of the Council. This onerous task he performed with great devotion and we thank him for his guiding hand. A welcome is extended to Dr. L. W. Davies as the new Old Boys' Union representative and to the Reverend R. C. Weir who fills the vacancy created by His Grace the Archbishop's becoming President of the Council.

During the year three persons prominent in the life of the school have died: A. L. Blythe, Brigadier T. A. J. Playfair and R. N. Cadwallader. Mr. Blythe and Brigadier Playfair each served the School as Council members for twenty-five years. A. L. Blythe was Honorary Treasurer from 1926 to 1944 and Brigadier Playfair was Chairman from 1945 to 1952. It was whilst these two gentlemen were on Council that many great steps in the development of the School were taken. R. N. Cadwallader was a former president of the Old Boys' Union.

The devoted service given by such persons over many years is one of the reasons why the school is able to continue to develop in the way it does. The hours of work freely given by members of Council, especially by the Executive Committee, makes the task of the Headmaster, Bursar and Staff so much easier. We all thank them very much indeed.

There have been several changes in the teaching staff. Mr. S. P. Gebhardt was appointed Headmaster of All Saints' College, Bathurst, and

took up the post on 1st December. Mr. Broadhurst, Mr. Paige and Mr. Peterson have resigned. New members of staff in 1967 will be: Mr. D. G. Barry, B.A.(Oxon.); Mr. A. J. Hill, B.A.(Syd.); Mr. R. C. Keft, T.G.D.; Mr. J. W. Sleep, B.Sc.(Syd.); Mr. S. A. J. Caldbeck, B.A.(N.E.), T.C.(Syd.); Mr. P. H. Meyer, A.Mus.A.; and Mr. M. G. Isbell. The staff has increased in size in recent years and now numbers fifty-six with two more abroad on leave. This increase has caused some necessary rethinking about how to organise a staff of this size. The Headmaster has necessarily become more of a director and organiser and less of a colleague: but I should like to place on record my appreciation of the patience and devotion of the staff during this time of great reorganisation.

With regret I record the death of two former members of the staff: N. M. Goddard who taught from 1940 to 1964, and Sir Iven Mackay who was on the staff from 1905 to 1910. Mr. Goddard will be known to many in the school now and we offer Mrs. Goddard deepest sympathy. Sir Iven Mackay is known to many of the older Old Boys as a master and to many others as a soldier. But he had as a master at Shore another real distinction in that he is the only coach of Shore football teams who has won the A.A.G.P.S. football competition outright.

Once again mention should be made of the work done by the Bursar and his staffs and by the very many ladies on the various staffs of the school. We are a boys' school and are at times liable to overlook the many things done for us by the ladies: the matrons, the secretaries, the domestic staffs. The sound state of the maintenance and the grounds speak for the work done by the Bursar's staffs. All help greatly to add to the efficiency of the school and deserve commendation for their efforts.

On the whole the year has been a successful one. Several incidents of conduct have, however, pointed up the problems of larger numbers, of older boys, of affluence and of changes in community standards. Many parents may wonder what is happening to former standards of morality and Christian values and how schools are going to cope with the increased numbers of older pupils. Schools are not inexperienced at handling older pupils; and since the boys in 1967 will be no older than they were in the 1930's, the problem is not new. Moreover, in recent years, the boys repeating the Leaving Certificate have been as old as the new sixth year will be.

Yet standards must be fought for now just as they have had to be fought for in previous generations. And so long as parents are aware of the problems about them and of what they have to do to cope with the future, these problems are not as great as many are trying to make them out to be. I spoke last year about the affluence of the community and its effect on the integrity of youth. This year has uncovered some more points which need to be looked at more closely. Some are matters within the school, others are matters properly outside the purview of the school.

First, within the school. At Speech Day, 1957, L. C. Robson referred to the growth of the administrative and business side of the school and suggested that the growth tended to follow the lines of compound interest. The school is now even bigger still and its administration is even more complicated than before. More than ever the Headmaster is being converted into a manager of a big business organisation so that he is ceasing to be primarily a schoolmaster. Parents can positively help and directly reduce this burden of the administrative side of the school by adhering strictly to the routine set down and by not requesting special consideration or privilege for their sons in matters of leave, appointments and other absences from school. There seems to have been an increasing number of requests for permission for boys to leave before the end of term and especially to miss the last day of term. Terms end in the



morning so that travel arrangements can be conveniently made in the afternoon; special leave is only granted in the case of the very few boys who live overseas.

Outside the school the problems are far more concerning. There is the continuing insidious attack made upon the moral integrity of youth by gimmick advertising that titillates the senses and appeals to some sort of class distinction by isolating the younger age groups from the rest of the population. More and more the group between 15 and 25 years of age is being given the impression that its standards are different from those of other ages. This is not so; the virtues of truth, honesty, integrity and courage are as relevant today to this age group as they have ever been to any age group. Parents must attack this kind of underhand lowering of values by pointing out to their children with frankness and honesty where the fallacies are. Old fashioned though they may seem to be, good manners, right conduct and self control are still highly desirable educational aims and personal qualities. Added to hard work, forthrightness and selflessness they will still result in the production of a fine strong character and a sound education.

The school demands the highest standards of behaviour and manners at all times and endeavours continually to impress on boys that Christian values are an essential basis for life. However, the ultimate responsibility for the education of children rests upon parents whom St. Paul adjures to bring up their children by giving them "the instruction and the correction which belong to a Christian upbringing".

This upbringing of children is a difficult task, but parents will know that the school will support them at every step. On the other hand the school expects reciprocal support.

Yet even the educational system has by its very improvement and modernisation created problems for itself. Of essence education concerns itself with the individual and his welfare. Yet too much consideration for an individual is not necessarily in the best interests of the boy himself or of all boys. A basic part of the making of a sound character must be a degree of self denial and sacrifice by the individual himself. Such words are of course thought to be outmoded in this day of affluence and automation, of motor car and mobility, of television and titillation. But this is the very dilemma of modern education: its strength—consideration for the individual—is also its weakness. By its very methods today education encourages a materialistic and selfish outlook among pupils. University quotas, the demand for examination successes, the grubbing for marks, all direct a boy's attention further towards himself and his own activities. Added to the social problems already mentioned; it is not surprising that boys find it hard to establish in their minds the true values and standards to be sought and achieved.

In another direction, modern educational techniques which help the individual are creating other dilemmas. Machine scoring and recording of examination results and aptitude tests are becoming much more common. All of them assist the candidate to a fairer assessment of his ability. But, as yet, no one seems to have given any deep thought to the use of these examination and test results or to questions such as: who owns the results—the candidate or the examining body? Who should have access to these results? Can use be made of these results by any governmental instrumentality at will? Should the candidate's permission be sought before results are used for other than examination purposes? Such questions are very pertinent in these days of computers when it is so easy to create about any candidate a dossier, the details of which can be stored away for use as later evidence of his academic capacity. I do not impute any impropriety in any way at present, but the increasing

use of machines in education brings this matter into the foreground of educational administration.

Indeed, in times where there is a tendency more and more towards the central controlling of education by acts of parliament and/or by state and federal governments granting state aid to all schools, government and non-government, it is more than ever essential that independent schools continue to thrive forcefully and thoughtfully in order to ask such questions, and to put the other point of view.

A great deal of talk is heard of independent schools acting as divisive forces in the community, but they are no more divisive than are the various political parties in the political structure of the nation. The worst thing that could happen to education would be to have every child taught and ticketed by the same examining structure and recording system. A democracy will thrive only on different points of view and independent thinking. Since the discovery of individual potentiality at all levels is essential to the survival of a true democratic society, quality must be cultivated in considerable quantity in all schools if the value of modern methods of education is to have full effect in the improvement of the nation. But the quality must have variety to have its full impact in the nation.

In this school this year considerable thought has been given to such problems so that the type of education given here can be adequate to, and yet influential in, the present affluent and permissive society of the motor car and television. Education is the most costly industry in the life of the nation; if independent schools are to provide variety in education and are to fulfil their proper role in this democratic society their financial future must needs be assured either by increasing fees or by appeals to their supporters or by other means.

To sum up, the affluence of today needs to be combated by clear thinking on a sound basis. It seems necessary to state once again that the basic test of freedom is less in what you are free to do than what you are free not to do. The time has come for a really close look at standards and old fashioned virtues. The need for integrity and right conduct seems to be even greater than it was a few years ago. Since the real place where these two values are achieved is in the family, parents must at all times attack all that is wrong, knowing that they will be supported by other parents and by schools. The search for truth, integrity and honesty is one which must go on year by year, generation by generation, as these are the very bases of our society. But these values must be interpreted to every generation in language and analogy which can be understood by the youth of that particular generation. In "The Crown of the Wild Olive" Ruskin wrote: "We talk of peace and learning, and of peace and plenty, and of peace and civilisation; but I found that those were not the words which the Muse of History coupled together: That on her lips, the words were—peace and sensuality, peace and selfishness, peace and corruption. . . ."

Unless we all strive, we shall surely yield.

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