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NEWS-LETTER OF
THE GEELONG COLLEGE

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GEELONG

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Planned or Haphazard?

THE GROWTH OF A GREAT SCHOOL

There is much in common in the histories of all the great Public Schools, not in the details, but in the general shape of development, in the factors influencing them and in the pattern of their final organisation. This does not mean that they all end up the same; indeed it would be very surprising and unfortunate if such independent schools did not differ. Each has and should have its particular virtues, and its unique contribution to education and to religion. Nevertheless, the history of The Geelong College over the last 100 years is in many ways typical, and serves to illustrate how much wise planning and enlightened leadership is needed to achieve greatness. I can speak of these things, because the College was a great school long before I had any influence upon it.

In the beginning, what was needed in every case was a great ideal, an ideal as that of the Rev. A. Campbell and the other members of our first Council, to establish in Geelong a Public School similar to those which had played so great a part in the history of England and Scotland; and with this ideal was needed faith that other men would recognise that here was something worth striving for. Then there was needed a great Headmaster to begin to translate the ideal into practical form. It is typical of all the great Public Schools that somewhere very early in their history there has been an outstanding personality as Headmaster. This man needed above all four qualities, a trained academic mind, a genuine love of boys, a realistic approach to business matters, and a patient determination which was undeterred by other men's failings. And clearly George Morrison had all these.

In those early years, when the school had neither permanent buildings, nor an assured enrolment, and when there was no strong body of supporters such as the present Old Collegians' Association, the Headmaster's main preoccupation must have been in dealing with each

day as it came, and surmounting each hurdle as it was reached. The only long-range planning he could undertake was to secure an adequate site, and establish a reputation of academic quality. How well both these were done, the later history was to show.

It was perhaps fortunate in many ways for The College that, because of the early difficulties, the first Council was disbanded and the whole direction of the College became the responsibility in succession of the two Morrisons, father and son. For this made it certain that the development of the school through the whole of that vital first forty-four years of its history was directed by a single purpose and according to a single consistent plan, however little such plan was ever set down in specific detail.

position warranted it. It was hardly possible to work to any set master plan of development, because there was no stability in the circumstances, and no indication of the ultimate size of the school. This can perhaps best be seen by looking at the variation in enrolment during the College's history.

The College opened in 1861 with forty boys, including thirteen boarders. This number quickly grew to seventy or eighty, but the total enrolment had only reached about 100 (with perhaps 30 boarders) by 1900. It was in the last years of Norman Morrison's Headmastership, from about 1905 to 1909, that a notable increase occurred, raising the numbers to perhaps 200, though the records are hard to check. Development to this point had been slow, but steady, and carefully directed.

Just before Norman Morrison's untimely death in 1909, he had arranged to transfer the College back to the Presbyterian Church to operate under a Council, as it has done since. This move was prompted by his sound conviction that the future of the College depended

circumstances, either by a harassed Headmaster or an inexperienced and worried Council. It is perhaps significant that the one permanent building which is now difficult to fit into any master plan that can be devised is the Norman Morrison Hall, built in this unsettled period.

Then the picture changed once more. With the ending of the War, the coming of Frank Rolland in 1920, and a steady recovery in the enrolment, confidence in the future revived. The numbers in 1920 were 208 (with about 100 boarders), in 1939 were 325, and in 1946 were 524 (with some 250 boarders). But Rolland and his Council recognised in this new growth of confidence an opportunity not just for increasing in size, but for providing a quality which would establish the College more firmly than ever before. By 1927, it was safe to assume that the College would go ahead from strength to strength, provided only that it were given wise leadership and courageous support. It was in that year that there was some debate whether or not the school should be moved from its present site (of twenty acres) to a more spacious area, as had been done in the case of Geelong Grammar School and Morongo. Once the decision was made to stay, a remarkable building programme began. In 1929, the Refectory Block; in 1930, the Junior Boarding House and part of the quadrangle; in 1934, more of the quadrangle, and in 1939, Mackie House. But Rolland could see further than this, and in 1944 persuaded the Council to buy fifteen acres of what is now the New Preparatory School site. He may not have known how it would be used, but he could see clearly the general shape of things to come, and knew that sooner or later the exist-

steadily. Dr. Buntine took over a school of 524 in 1946, but in his last full year, 1959, it had risen to 695, and the next year, with the opening of the New Preparatory School, jumped to 733. It became the pre-occupation of Headmaster and Council to accommodate such increases, without allowing standards to drop. This was done first by the completion of the Quadrangle, as a War Memorial, in 1951, and then by the major undertaking of the New Preparatory School, planned in faith and finally made possible by the remarkable success of the Centenary Appeal. The possibility of embarking upon such an impressive development is no little tribute to the wisdom and foresight of the great leaders of the past, who prepared the way, not only in the material sense, but by creating the powerful support which the College now has from its Old Collegians and parents.

The Present Situation

At about the time that I arrived in 1960, with the first section of the new Preparatory School ready for occupation, we seemed to be entering a new phase. Consider the conditions which now applied, and which created an entirely new situation.

(1) The Senior School site had reached a point where there was not much more space for new building, so that any new development there must be very carefully planned.

(2) There seemed little doubt that the pressure for entry would continue, and that the school could go on growing indefinitely in size. It was no longer a matter of how many could we attract, but how many should we accept.

(3) The new Preparatory School class-rooms had relieved the immediate overcrowding of the Senior School, and the site there had adequate space for development.

(4) The rapid social and educational changes taking place in the community now required that special attention must be given in coming years to academic facilities at the Senior School.

(5) Building costs and school fees had increased so much that it was essential that we plan to provide the highest possible quality at the least possible capital cost.

It was against this background that I began to think about the future of the College. It seemed to me that a long-range building plan starting with the completion of the Prep should be prepared, but before this could be done a decision must be reached as to the likely ultimate size of the College, and the facilities it would require.

How Big Should The School Be?

To arrive at a realistic decision about the size of the school, a number of other questions must first be answered. There is only space here to list some of the questions and provide without comment the



The first morning at the New Preparatory School

Indeed, once this site had been secured, in 1869, and the first building erected in 1871, there was a long period in which all that could be done was to add adjacent blocks of land as these became available; for example, three acres in 1872 and the Cow Paddock in 1891, and to build additions to the buildings as the enrolment and financial

upon its becoming one of the Associated Public Schools, which it did at this time. Following his death and through the difficult war years, when all Australia faced many grave problems, including the economic consequence of drought, the numbers at the College declined to as low as 152 boys in 1918. Little forward planning can be done in such

ing site would become inadequate. He may even have decided that the Preparatory School, which had been built in 1921, soon after his arrival, should be the first section to move elsewhere.

The post-war pressure had now started. In common with Independent Schools throughout Australia, the enrolments continued to rise

answers which have been accepted for the time being.

1. What should be the maximum number of boys in each class?

This is important because it not only determines class-room size, but, since half-filled classes are uneconomic, it fixes the basic unit of expansion.

Answer: 25 to 30.

2. At what academic level should boys enter the school so as to gain most value from it, remembering that parents' capacity to pay the fees varies greatly according to the size of their family and other circumstances?

Answer: No later than Form I or II. For day-boys, earlier if possible.

3. How many years of secondary education should boys be expected to have at the College?

Answer:

Approx. 10% - 4 years

Approx. 40% - 5 years

Approx. 30% - 6 years

Approx. 20% - 7 years

4. What should be the proportion of boarders to day-boys in the Senior School?

Answer: About fifty-fifty, perhaps a few more day-boys.

5. Apart from organisation into classes for work and into age groups for sport, what is the best grouping of boys for general administration and pastoral care?

Answer: The House System, with boarding houses of about 70, and day houses of about 80.

6. At what stage is it best for a boy to change from being a big boy in the Preparatory School to a small boy in the Senior School?

Answer: At the end of his Form II year.

When all these answers have been examined, and the existing buildings and facilities taken into account, the structure of the school works out something like this:

	Boarders	Day-boys	Total	No. of Classes
Campbell House				
Sub-Primary		15	15	1
Grade 1		20	20	1
Grade 2		20	20	1
			55	3
Preparatory School				
Grade 3		25	25	1
Grade 4		25	25	1
Grade 5		30	30	1
Grade 6	5	50	55	2
Form I	25	65	90	3
Form II	40	65	105	4
	70	260	330	12
Senior School				
Form III	50	65	115	4
Form IV	50	65	115	4
Form V	50	60	110	4
Form VI	40	30	70	3
Upper VI	20	20	40	2
	210 ^x	240 ^o	450	17
			835	

x — Three houses of 70

o — Three houses of 80

This is the structure which the Council has at present accepted as the basis for its planning, though of course it is difficult to predict exactly how the numbers will work out in practice.

It is clearly not possible to reduce numbers from their present level of 727, and it is not even possible to peg them at this figure, because classes at the lower end of the school must be kept full for economic reasons, so that as boys tend to stay longer at school the total numbers will inevitably increase. But it would be possible to set a maximum of about the figure indicated in the analysis, say **850 at the outside.**

Is this desirable? Why not go on expanding? Some of the arguments for and against are:

For: (1) It is a pity to turn away boys who would benefit from a Public School education, perhaps even some sons of Old Collegians.

(2) The cost per head of providing a first-class education probably decreases as a school becomes larger up to as many as 2,000 or more.

(3) The bigger the school, the better will be the chances of excellent performance by the best boys, whether in sport or work. In particular, a bigger school has a better chance of winning competitive sporting premierships.

Against: (4) The bigger the school, the more Old Collegians there will be, and therefore sooner or later it will be necessary to turn away sons of Old Collegians. The solution should be more, rather than bigger, Public Schools.

(5) Particularly in a boarding school, the sense of community and the closeness of personal relations is one of the most important factors, and this tends to be lost as a school grows larger.

(6) There seems little merit in success based on weight of numbers, and much positive gain from the need of a smaller school to struggle for success in games against somewhat larger schools. Too much easy success is not good for any school.

(7) Although costs per head may be less in a larger school, the capital cost of new buildings, required to accommodate the extra boys, is very great, particularly if the proportion of boarders is to be maintained. For example, every extra place for a boarder costs at least £1,500 in capital building and equipment. It seems

better to spend available funds on quality rather than quantity, at least until quality is first-class in every department.

In our case at the College, there are plenty of expensive improvements to be completed before we can embark on what would be an even more expensive programme of expansion beyond the 850 mark. Let us look then for a moment at what, in 1960, remained to be done to provide an adequate school of 850 boys with a structure as indicated in the analysis above.

First, of course, there was the completion of the Preparatory School. In 1960 we had twelve class-rooms, library, book room and office, staff common rooms and boys' cloak-rooms, providing the bare minimum requirement for a school of 300 (i.e. twelve classes of twenty-five). But at first two combined class-rooms had to be used as a very overcrowded assembly room. It was not until the Sir Horace Robertson Memorial Hall, designed to seat 300, was added, that the second forms could be moved down from the Senior School to give the Preparatory School its full complement of classes. Above the Hall were the much-needed Art, Craft Science and Music facilities, which are an essential part of any good school. But we were still without any sports changing rooms, and the boarders were still living at the Senior School, involving four trips a day. The next addition, ready for the beginning of this year, was therefore the dining hall, servery and two very pleasant sports changing rooms, with the incomplete shell of dormitories and bathrooms above.

A good deal of careful planning went into this dining hall and servery. The hall was designed to seat 70 boys and teaching staff, for this was to be the maximum size of the boarding house. But it would have cost a great deal to build the kitchens, store rooms and domestic accommodation which would normally go with a dining room of this size. Since with a little re-equipping, the Senior School kitchen could handle all the cooking necessary, it was decided to adopt the system of transporting the cooked meals from there in special insulated containers obtained from England. The meal is served from the containers on two large stainless steel trolleys in the hall, directly on to the individual boy's plate, and reaches the table as hot as it does in the Senior School Dining Hall. The servery is simply used for washing and storing the dishes, warming plates and preparing minor additions to the meals. It also makes provision for a small Tuck Shop for day-boys. The boarders now have mid-day dinner and tea at the Preparatory School, and next year will have all meals there.

When it came to planning the final stage to complete the boarding house, much discussion was necessary. Originally it was hoped to

include a married Housemaster's house as part of the building, but it was evident that the remaining receipts from the Centenary Fund would not cover this. About this time, the Chaplain decided to move from the staff house situated just west of the main Preparatory School buildings, so this house has now been reserved for a married housemaster. The final stage of the Preparatory School building, for which a contract has now been let, is to contain dormitories and bathrooms for seventy boys, two recreation rooms, two sets of single men's quarters, a matron's rooms, locker room, drying room, linen store, sewing room, first-aid room, duty master's sitting room, and domestic staff sitting room.

This will exhaust the funds available from the Appeal, and will complete the initial building establishment of the New Preparatory School, a magnificent undertaking which, combined with its outstanding situation, has resulted in one of the most modern, best equipped and happy schools of its type in the whole of Australia. Of course there will always be additions that we would like—a gymnasium, a swimming pool, more music facilities, more married quarters, perhaps a chapel, and so on. But for the moment, the Council has determined that top priority must now be given for some years to come to projects at the Senior School. This does not, of course, mean that there cannot be steady development of the Preparatory School grounds and equipment, but for the time being no further major building.

One of the most urgent needs at the Senior School was the extension and modernisation of the Science laboratories. Fortunately for us, this need was common to almost all the Independent Schools of Australia, and led to the establishment of the Industrial Fund for the Advancement of Scientific Education in Schools. To this Fund, many far-sighted Australian industrial firms and other commercial undertakings have contributed substantially, and the Fund has now offered assistance to a large number of

Independent Boys' Schools. We have received a grant of £15,000. But the science block we had designed will cost over £30,000. It was only when Sir Arthur Coles, Chairman of the College Council, came forward once again with his accustomed magnificent generosity and offered a second £15,000 that the building could proceed. It is now half completed, and is expected to be ready for use in February next.

Let me outline briefly some of the other building developments which need attention at the Senior School and are being considered by the Council as part of a Master Plan. These are not in any order of priority.

1. The rebuilding of Warrinn into a boarding house similar to Mackie, perhaps in the north-west corner of the Senior School site.

2. A new gymnasium and general sports centre, perhaps somewhere near the present pavilion.

3. The extension and modernisation of the Mason Hall, perhaps with additional music facilities.

4. The conversion of the Old Preparatory School into a day-boys' centre.

5. The extension or rebuilding of the House of Guilds.

6. More married staff accommodation.

7. More class-rooms, by extending the Science building and rebuilding the hospital, or perhaps by another block on the present tennis court area.

The list could be extended almost indefinitely, so there seems little chance that I, or the Council, will ever be able to sit back and feel that the work is complete.

It is a wonderful and exciting story. And no small part of the joy that comes from being part of the story is the knowledge that many have contributed. Everyone of you as you read of these things must feel, as I do, both pride in the achievement, and humility that the College has been so richly blessed with wise counsel and generous support throughout its long and distinguished history.

P. N. THWAITES

THE FRUITFUL YEARS

PERIOD 1

1944-46: "New site" of 49 acres acquired.

1945: War Memorial appeal launched.

1951: War Memorial wing opened, with completed quadrangle and cloisters. (Contributions to appeal totalled £35,000.)

PERIOD 2

1954: Meeting of Old Boys, Parents and Friends Committee to organize appeal for a new Preparatory School, estimated cost £250,000.

1956: First Fair raised £9,600.

1958: Second Fair raised £3,000.

How many people live on from day to day, year after year, without realizing the subtle accumulation of events, until a meeting with a long-lost friend or the chance discovery of some old photograph underlines the vast change which has been taking place.

Can you remember the Geelong College of twenty years ago? The famous detached chem. lab., the overcrowded classrooms and sports grounds, a half-completed quadrangle, the Prep across in the corner, Mr. Roland and his young — fairly young — assistant masters?

What really has happened since 1943? Scan the following time-line:—

1960: New Preparatory School, 12 classrooms, opened as day school. (1954 fund closed at £72,000.)

PERIOD 3

1960: Centenary Building Fund campaign to complete Preparatory School. (New promises exceeded £150,000.)

1961: Purchase of "Moss-giel" and of land and buildings in Stinton Av. 1962: Second stage of Preparatory School opened (the Sir Horace Robertson Memorial Hall and the art, crafts and science wing.)

1963: Third stage of Preparatory School opened (dining hall, sports changing rooms). Fourth stage of Preparatory School: tenders called for five large dormitories and all amenities. Work begun on new science block at Senior School.

The foregoing list provides only the framework of the full story. It does not

show purchases of several small parcels of land in Newtown. It does not mention the Council's Master Plan for the Senior School, or the improvements already made there, such as the new administrative section and the extensions to the library and the Masters' common room.

However it does reveal that there is an accelerating rate of progress which threatens to eclipse even the great building period of the decade 1929-39.

The total value of new purchases and new buildings in the years under review is more than £300,000.

The success of the Centenary Building Fund is the outstanding feature of this period. Contributions already received are in the vicinity of £100,000, and payments continue to come in steadily.

All of this seems to indicate that the College enjoys a high standing in the community, is rich in friends and goodwill, and is following sound lines of development in its provision for the future.

courses appropriate to the space age.

The Fund has been steadily engaged for the past four years in assisting schools to build up-to-date laboratories and other rooms for the

AUSTRALIA ACTS

When Mr. L. C. Robson (then Headmaster of the Sydney Church of England Grammar School) and Mr. F. E. Trigg (a prominent Sydney business man) visited England in the late 'fifties, the work going on there made such a deep impression on them that they returned home convinced of the urgent need for a similar movement in this country, and their ideas met with a ready response. Accordingly, they convened a meeting of industrial and commercial leaders in Sydney in 1958, and a fund was established.

The movement quickly spread to other states, with leading industrialists playing an active role. In South Australia, Sir Roland Jacobs, a former Geelong Collegian, became chairman of the local committee.

The inauguration of the Industrial Fund for the Advancement of Scientific Education in Schools was announced in 1960, its objects being stated thus:—

- (a) To increase scientific awareness in the community,
- (b) To increase the number of well qualified scientists and technologists;
- (c) To make the most of suitable talent.
- (d) To contribute to increased productivity.
- (e) Generally to encourage and promote scientific progress.

BOYS FIRST

The Fund pursues these objects by encouraging and aiding the teaching of science in suitable schools. Initial consideration is being given to independent boys' schools of standing, and the 61 schools which are represented in the Headmasters' Conference of

Australia are recognized as a compact group coming within this definition. If finances permit, the range of the work will be extended. In issuing an invitation to apply for assistance, attention is paid to the school's ability to promote the objects of the Fund, its need for improved science facilities, and the relative difficulty of providing for its needs from its own resources.

teaching of science. Attention is being given to the basic sciences, namely physics and chemistry, with geology in suitable cases.

FAST WORKERS

To the end of 1962, 17 buildings sponsored by the Fund were completed and in use, with 17 others under construction or in the planning stage. Ten of the schools assisted are in Victoria. The total commitment in respect of these 34 schools is approximately £575,000, an average amount per school of nearly £17,000.

It is an understanding that ideas incorporated in one school can be used freely by others, and there has been a steady improvement in the resulting buildings. The first objective is to enable the more advanced pupils to work with greater independence and originality. Some schools are going further and providing space in which research projects are possible.

The Council of the Fund is satisfied that it has already had a big effect in raising the standard of science accommodation and in stimulating interest, and it is most anxious to carry the work further. However, while it is fair to describe the raising and application of more than half a million pounds in such a short time as a brilliant achievement, such a tremendous task must obviously be carried out by stages.

COLLEGE BENEFITS

The time has now come when the Geelong College can take part in the project. In August, 1962, a communication from the Fund

was received by the College Council, inviting it to prepare and submit preliminary plans of a modern science block, towards which the Fund was willing to make a contribution up to £15,000.

Mr. Neil Everist (O.G.C. 1946), a member of the College Council and a principal in the firm of McGlashan and Everist, architects, who is also the Council's adviser on Senior School teaching of science. Attention is being given to the basic sciences, namely physics and chemistry, with geology in suitable cases. After full consultation with members of the College science teaching staff, and visits with them to other schools which had already built science blocks under the scheme, Mr. Everist proceeded to draw up a set of plans.

MAGNIFICENT GESTURE

It was at this stage that Sir Arthur Coles announced his willingness to match the Industrial Fund offer of £15,000 with his own gift of an equal amount.

This magnificent gesture therefore made a total of £30,000 available for the projected science block, and planning was able to go forward on a scale truly worthy of the College and suited to its needs for many years to come. The plans as prepared were approved in their preliminary form and later as working drawings.

The furnishing and equipment of the new building is estimated to cost a further £8,500, which the College must now find. This is a perfect opportunity for a College benefactor, someone deeply concerned about the education of the next generation, to match other men's generosity with his own.

BUILDING IN PROGRESS

Visitors to the College can now see work in progress on the new building which is situated between the main school block and the tennis courts. It is fully expected that it will be ready for occupation at the beginning of the 1964 school year.

IFASES

BOMBS, BABIES, BRAINS

'Tis a mad world, my masters.

Starvation and sputniks, bombs and birth rates, "Cleopatra" and campaigns to raise a few dollars or royals for deserving causes.

While to-day the peoples of Asia and Africa need every possible assistance to keep them alive — more than they are getting — countries in the forefront of technological advance are crying out for still more scientists to increase their progress and wealth.

It is not really surprising moves have been made to change the form and tempo of science teaching, even if, paradoxically, these developments are designed to benefit firstly the "haves" with a hope in the background that the "have nots" will eventually share in the profits.

In England a fund was established in 1955 by a group of industrial organizations to increase the number of scientists and technologists at the service of industry and of the country generally, and to direct attention to the urgent importance of scientific development. £3,500,000 sterling was contributed by 150 companies in the United Kingdom, and this has been used in bringing to a sound modern standard the science accommodation and facilities in about 300 schools.

A similar agency went into action in the U.S.A. in 1956 after Russia's sputnik had rocketed into orbit. The National Science Foundation, formed to ensure that America would never again be left behind, mobilized the nation's brains into the Physical Science Study Committee with the purpose of producing teachers and



The New Dining Hall at the Preparatory School

THE PRICE OF EDUCATION

Doubtless many people have, at some time or another, found it difficult to see how the finances of the College are organised. Apart from the fact that fees are paid, and boys are taught and fed, the method of financing capital improvements etc., must raise questions in some minds.

The College is a very complex organisation, and from a financial point of view must operate on a very sound and efficient business-like basis. It has been

evident during the past three years that the College authorities are well aware of their responsibilities in this matter, and various changes in administration have been made in order to promote this greater efficiency of operation.

It is interesting to note that in 1962 the gross income received by the College amounted to £229,000, and every pound of this income was spent in the following way:

Staff Expenses (academic and non-academic) 10s. 4d.
Maintenance 3s. 2d.
General Expenses 3s. 2d.
Administration and Financial Expenses 2s. 6d.
Minor capital works, etc. 10d.

Other interesting statistics which indicate the diversity of the school's administration are: —

£16 per day goes to pay for fuel, power and light.

£95 per day to purchase provisions.

£105 per boy (annual average) for academic staff salaries.

£144 per week to maintain the grounds at both sites.

£210 per week to maintain the buildings and equipment.

£30 per week to provide cleaning materials (floor polish, detergents, mops, brooms, etc.)

£115 per week for College contributions to staff superannuation scheme.

Turning now to actual education, it will be appreciated that, with the great progress in the science of teaching over the last few years, the College authorities have a responsibility to improve and increase facilities, so that the boys placed under its care may receive an education second to none. To do this the College must depend upon gifts, grants and/or loans, together with any small surplus from its normal operations.

As an example, senior members of the staff concerned with modern languages are now experimenting with equipment for language laboratories, and when they are satisfied with the use of

this method, the College will need to install equipment which may reach a cost of £5,000.

Again, the new science block, which is at present under construction, is expected to cost £38,500. £30,000 has already been provided and the balance of £8,500 must be found by the College from within its own resources.

Returning to the detailed analysis of expenses, we find an amount of 10d. in every pound of income is used for capital expenditure. This means, in effect, that the parents of day boys provide an average of £10 per year, and the parents of boarders an average of £27 per year towards capital improvements, a very small amount when one considers the facilities which are at present available, and the need to improve them continually.

It is also of interest to note that during the years 1961 and 1962, capital improvements, excluding the Preparatory School, have amounted to £42,000, part of which is provided by loans which will eventually need to be repaid out of current income.

The capital value of all property, buildings and equipment as shown in the College accounts at the end of 1962, had a book value of £452,000, and on present day costs it can be assumed that the investment represented is at least £1,250,000.

Thus it is evident that every pupil enrolled shares freely — or at an extremely low price — in the benefits which have resulted from a century of effort by the College authorities and their supporters.

The Helen Mackie Library

The greatest academic gain of the new school, however, was the attractive Helen Mackie Library with its expert librarian guidance. The eleven forms spend at least two form periods in the library each week — one period developing enjoyment and depth in reading, and one period engaged on research assignments.

The Guild Hall

The well equipped art and craft room (guild hall) with its own particular expert, provides enjoyment and creative interest as the various skills are developed. Most recently gains have been made in the field of visual education. Under the direction of a specialist just returned from overseas a new sixteen millimetre projector adds to the value of the film strip projector, and the television and wireless programmes already in regular use.

Self Expression

Hand in hand with the art and craft activity, enjoyment and attainment through music, drama, physical culture and social service continue. Every boy is potentially a creator; he longs to create things to express himself in word, in form, in sound. He delights in working for his own community. It is because art, craft work, music, drama, physical culture and social service provide unique opportunities for developing creative ability and engaging in community activities, that they are of such value in the life and curriculum of the school. A boy is not solely an intellectual. He has an aesthetic and emotional side to his nature which education must not neglect.

Staff

Naturally enough there now appears to be a waiting list of men and women desirous of joining the new school and becoming partners in the exciting educational adventure. Under the direction of the newly appointed Director of Studies, Mr. B. R. Wardle, B.Sc., Dip. Ed., the staff members are combining to form a most effective team. Since the teacher is still the greatest unit in education, our school appears very well served. At the new Prep, the emphasis is placed on effective form teaching in evenly balanced forms, rather than on subject teachers and the 'streaming' of forms.

We aim to give a broad base to education, an equal

opportunity to all boys and remedial attention to those requiring it. The size of forms is of great importance. This year we have eleven forms with an average of twenty-six boys to each; next year we expect to have twelve forms with an average of twenty-seven boys to each.

Spiritual Guidance

The school is also fortunate in having weekly visits by both the Principal and the Chaplain to lead Morning Prayers. Because of the heavy demands upon his time at the senior school, the Chaplain found it necessary to solicit the help of an assistant to take responsibility at the junior school. The Reverend A. J. McAdam has proved himself well fitted for the task, and the staff and boys have benefited greatly from his Christian leadership and influence.

Outdoor Activities

"Here under the blessing of God a great school is taking shape." The three hundred boys of the school really believe this, and even if they have been unable to recognise the building of character and the growth of ideals they have enjoyed the outdoor transformation. Watching the formation of two magnificent sports ovals, the setting out of an outdoor gymnasium, the laying of practice turf wickets, the sealing of the first tennis court, the development of a baseball diamond, the levelling of a hockey field — all this has been a fascinating experience for masters and boys alike. Training in football and cricket, swimming and athletics has been required of all boys, and encouragement is now being given for as many as possible to enjoy tennis, hockey, and baseball as well. Now that the River Bank Road is a reality and the boys responsible for pioneering it (2J Form) have enjoyed several swimming periods at the river, we are examining the possibilities of boating — perhaps for house competitions in days to come, as well as for boarders' recreation.

Our swimming statistics for the present year show—

- 13 Herald learn to swim certificates
- 45 Junior swimming certificates
- 48 Senior swimming certificates
- 6 Intermediate stars
- 21 Bronze Medallions
- 2 Instructors' Certificates

This is in itself a tribute to the splendid instruction given by our physical education instructor. A final word should reveal the de-

light of all in the long awaited and excellently appointed changing rooms and shower rooms.

School Relationships

Emphasis is placed on the necessary inter-change of ideas and experience between ourselves and other schools. Five members of staff were in residence at the last Junior Schools' Conference held at the Sydney Church of England Grammar School. They gained invaluable stimulus and direction from mingling with almost two hundred teachers from similar schools throughout the Commonwealth. We have begun a Geelong Junior Schools' Discussion Group which meets each term to bring together staff members from the Hermitage, Morongo, Geelong Grammar and Geelong College for discussion on educational interests.

A well attended Women's Auxiliary meets at the school each month for fellowship and for a deeper understanding of school aims and procedures.

The annual Parents' Friends night to meet staff members, and the annual Open Day to enjoy ground improvements have been very pleasant occasions. Parents also join with the boys at both the Easter Service and the Carol Service held in St. David's Church.

Our Faith

This short resume began with a reference to the laying of the foundation stone in 1959. It might well conclude on the note sounded by Sir Arthur Coles when he opened the new school on 10th February, 1960. Sir Arthur said — "This school is much more than a group of beautiful well equipped buildings surrounded by playing fields and staffed with masters to care for a growing population. It is an act of Faith in the future of Australia as a virile Christian Nation whose way of life can serve as a message of hope in a world where millions of people are seeking guidance: faith in the teaching staff to give the right kind of example and inspiration to the boys, so that The Geelong College will continue to do its part towards providing leaders with Christian ideals of citizenship and personal character."

This then is our dedication. To create new citizens with body beautiful, balanced and controlled, with enthusiasm undulled, with mind keen, alert, analytical, unprejudiced . . . a generation clear-eyed, heroic, with intelligence, conscience and will tuned to the creation of a new and better world.

To what better task could we give ourselves?

USING THE NEW SCHOOL

When laying the foundation stone on the 30th April, 1959, His Excellency The Governor General, Field Marshal Sir William Slim said: "A church school must lead not only in the spiritual values and character that it teaches, but it must be at least the equal of any other school in the standard of its education, the qualifications of its staff, their devotion, and in its equipment. Having built the school we are by no means at the end of the road."

The busy months that followed the first historic occasion of the new school have seen an enthusiastic response by staff and boys. A new school set on a hill! Built as a love gift to mark the centenary of a great church school, the attractive two-storeyed contemporary school building stands in extensive and beautiful grounds. As it overlooks the Barwon valley to the west and the city of Geelong and

bay to the east it represents an adventure in faith — a faith reaching out into a new century of Christian education.

Academic and Cultural Development

Classroom activity and academic progress have kept pace with the remarkable building activity and outdoor development. The addition of the Second Forms to the Preparatory School has been a great success. In our first year in outside competition with boys and girls throughout the entire State of Victoria, four of our boys gained Junior Government Scholarships. The successful use of Cuisenaire in the lower forms and the introduction of Reading Laboratories are adding interest, enjoyment and efficiency to the mathematics and English departments in particular.