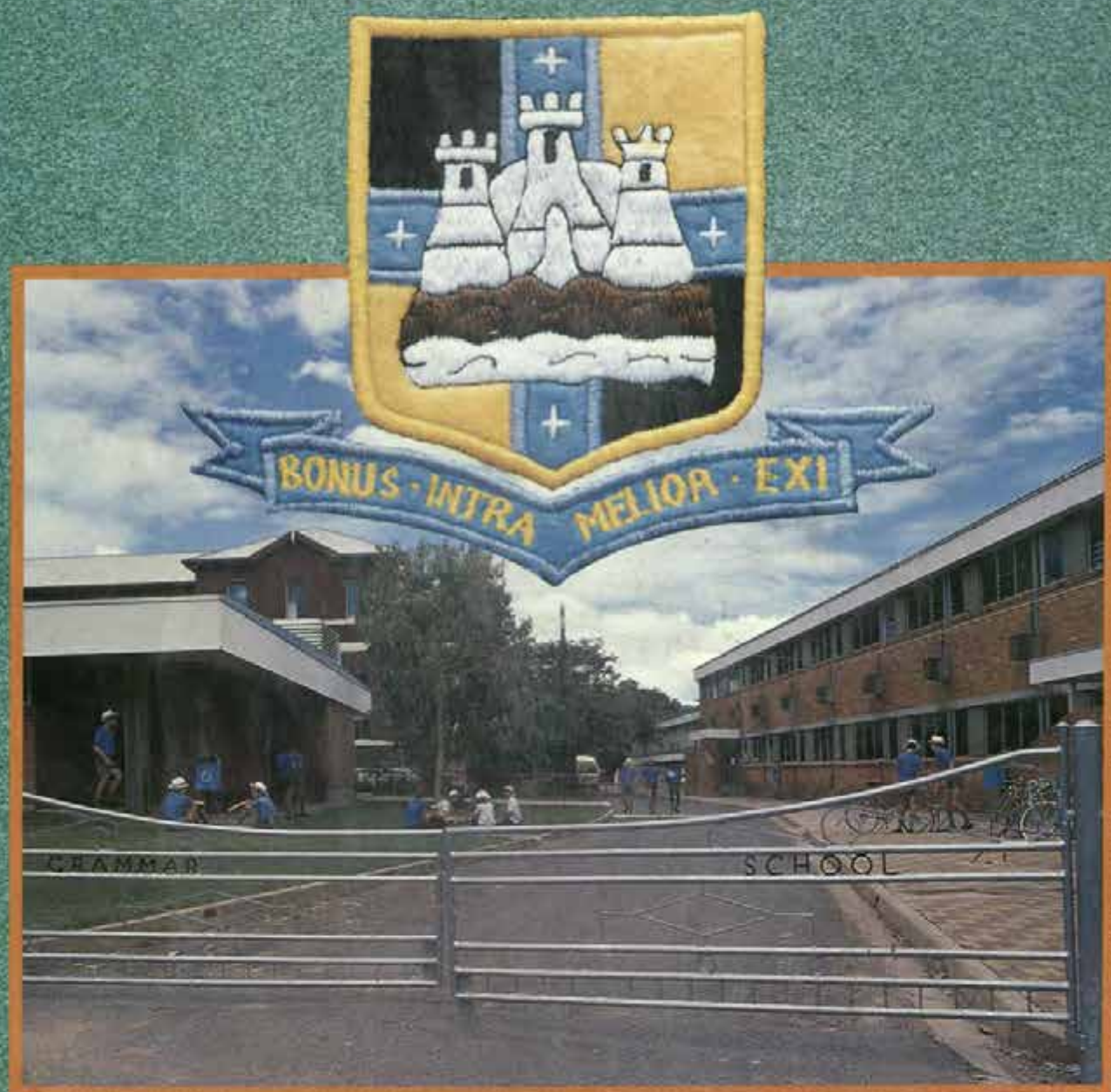


History of The Townsville Grammar School



1888 - 1988
Kim Allen

History
of
The
Townsville
Grammar
School



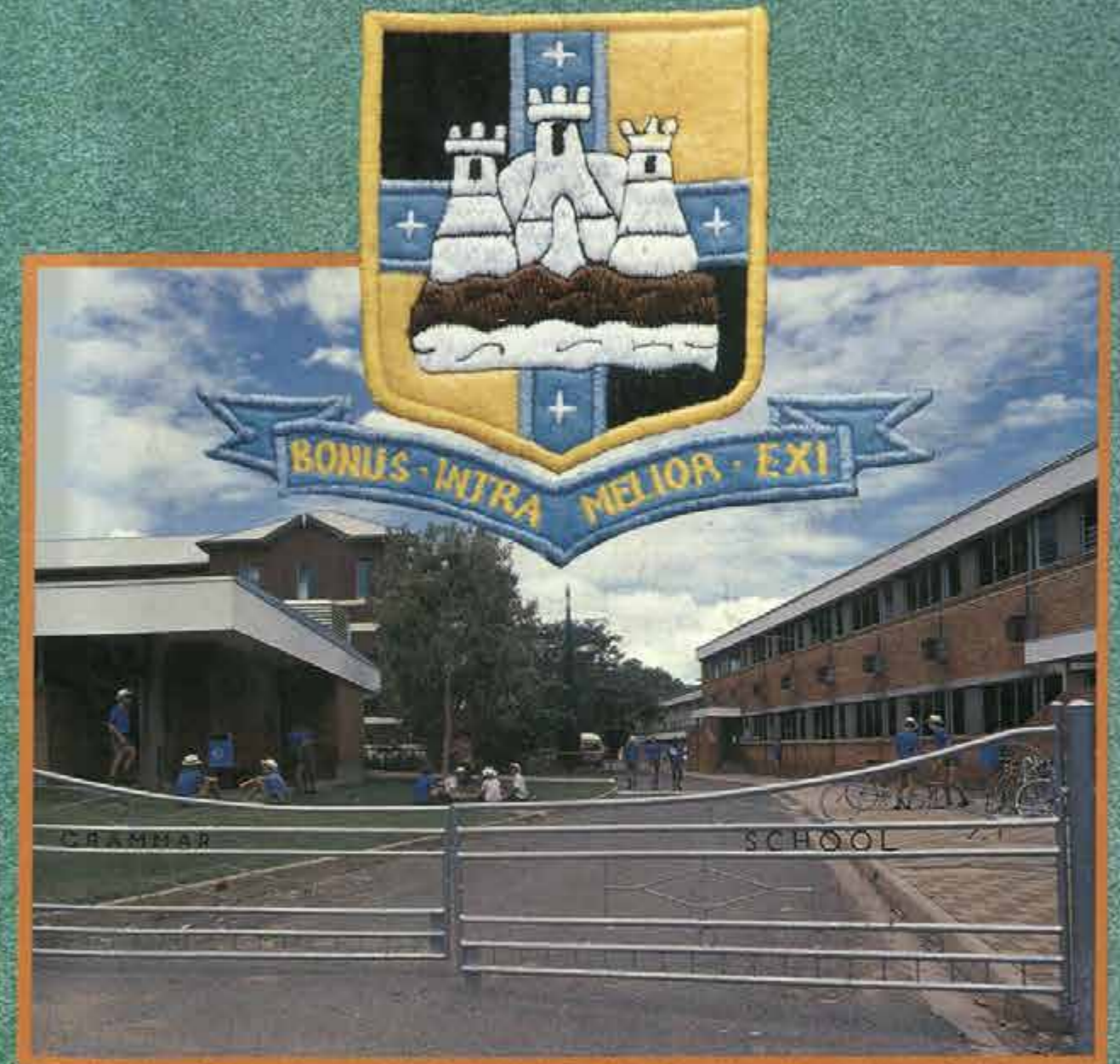
1888-1988

Kim Allen



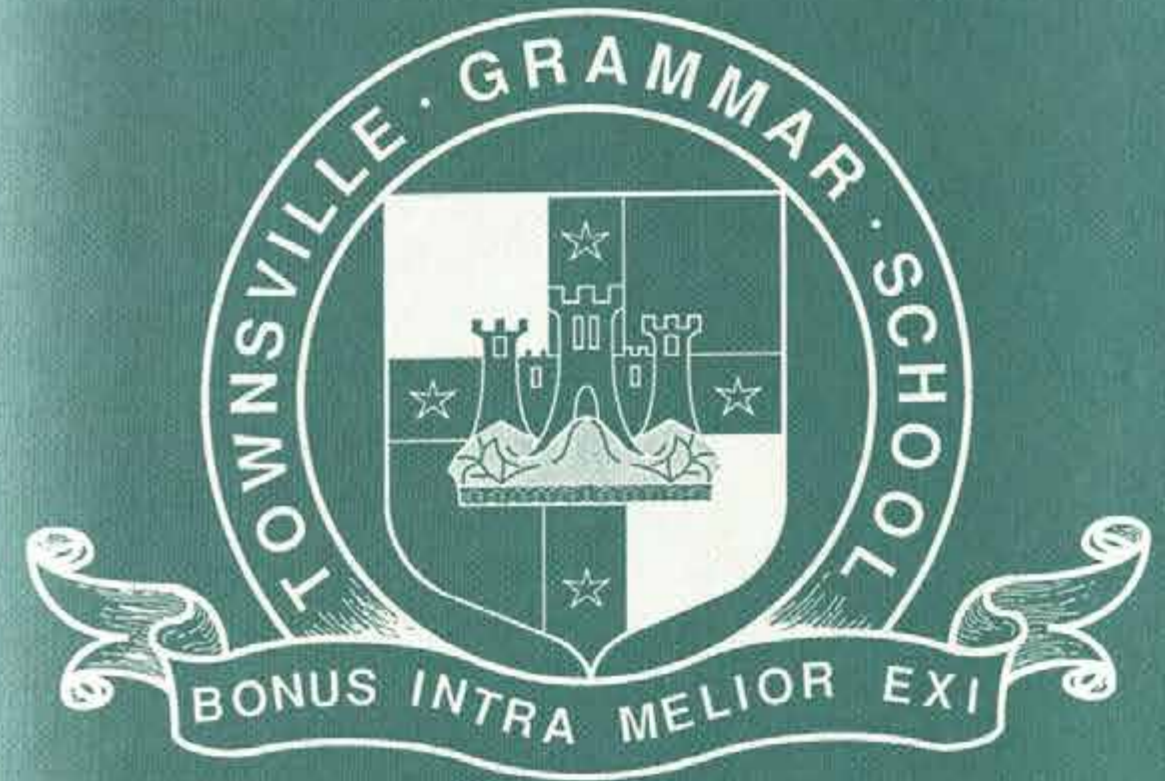
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History of The Townsville Grammar School



1888 - 1988
Kim Allen

History of The Townsville Grammar School



1888 - 1988
Kim Allen

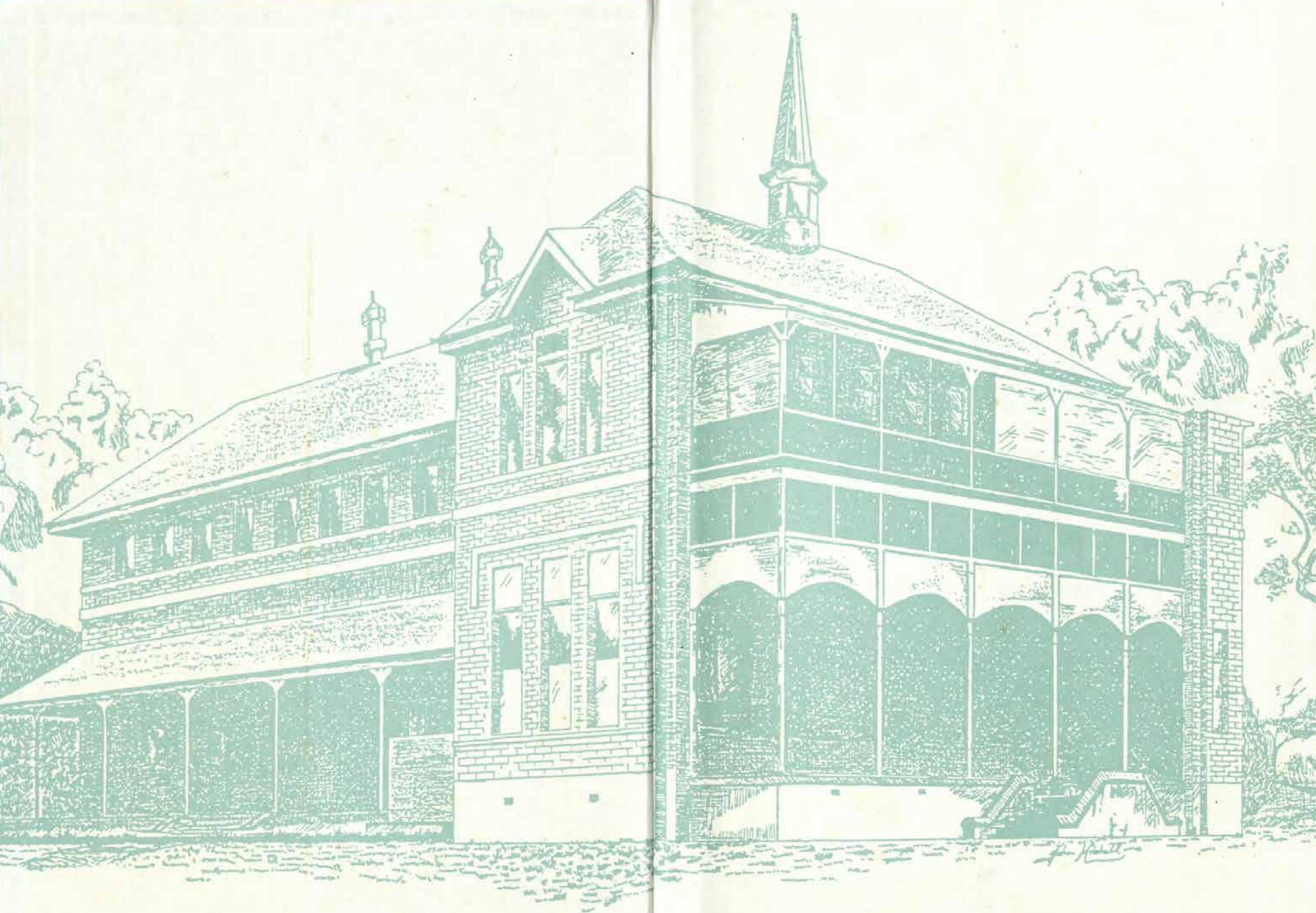
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1888-1988

Kim Allen

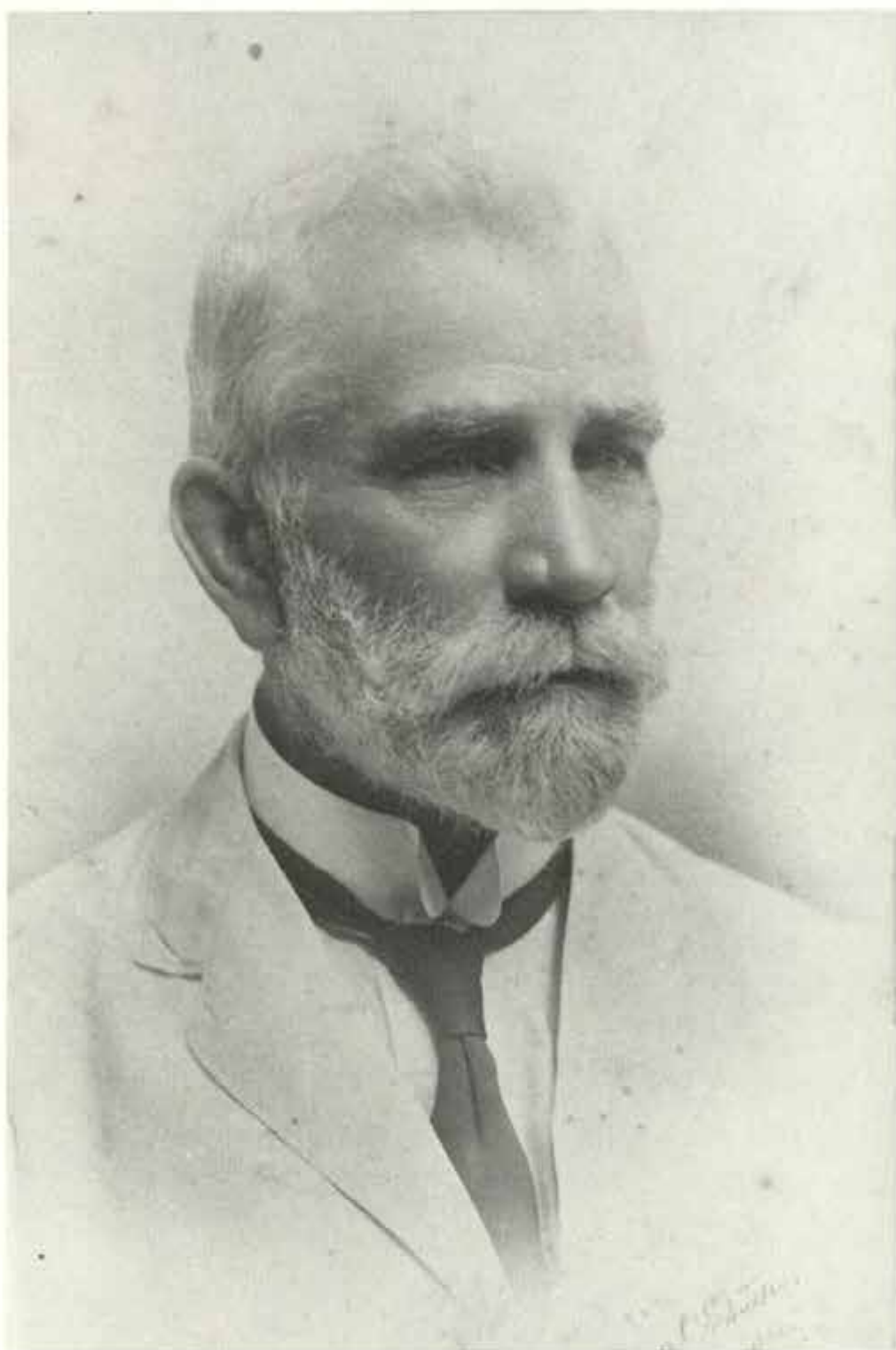


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History of
The Townsville Grammar
School

1888-1988



Sir Robert Philp, Founder of the School, 1884.

BONUS INTRA MELIOR EXI

History of
The Townsville Grammar
School

1888-1988

by

Kim Allen

Formerly Head of the English Department
and Senior Resident Master
Townsville Grammar School
1961-1986

And some there be which have no memorial; which are perished as though they
had never been.
Their bodies are buried in peace; but their name liveth forever more.

Ecclesiasticus, 44:9

First published in 1990 by Boolarong Publications
with Trustees of the Townsville Grammar School

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FOREWORD



**F.D. Sim,
Chairman, Board of Trustees.
* Denotes Old Boy*

It was perhaps a fortunate coincidence that Townsville Grammar was founded exactly 100 years after the arrival of the First Fleet in Sydney Cove, as this has meant that the School's centenary fell in the same year as we, as Australians, celebrated the Bicentenary of our nation.

With the approach of 1988, all Australians were encouraged to show greater interest in our history, observe and appreciate our environment, acknowledge our inheritance and be proud of our achievements. However, a nation's greatest ingredient is its people; the history of a nation consists not only of a succession of great and significant events which shape our destiny but also the proud story of individual achievers, family groups, institutions, commercial and pastoral enterprises large and small. It is, therefore, fitting that the story of Townsville Grammar School during its first 100 years be recorded. We who are privileged to be associated with the School in its centenary year, and future generations, may now become aware of the circumstances of the School's beginning, the struggles for its continuance following disastrous cyclones, two World Wars and a crippling depression, and the achievements of those whose faith, expertise, patience and perseverance brought the school through these difficult times to enjoy, in its 100th year, a prosperity which would gladden the hearts of those associated with the School during these early years.

The Trustees, in considering which projects to initiate in celebration of the School's Centenary, unanimously agreed that someone, with the necessary qualifications, be commissioned to write the history of the School. I think all will agree that no one was more qualified, nor more worthy, than Mr Kim Allen to be entrusted with this commission. Mr Allen served the School for twenty-six years to his retirement, as Senior Resident Master, English and History Master (for the last ten of those years as English Subject Master), as coach in several sports, School Magazine Editor, and counsellor and friend to, I suppose, hundreds of boarders. I believe the School can be justly proud of its past achievements and of its present status as a leading North Queensland Educational Establishment; its story should be recorded for all to read. I believe, too, that Townsville Grammar School can look forward with confidence to its second 100 years.

As a former student myself (for which privilege I owe a debt of gratitude to my parents) and as a parent, I am pleased and proud to have been associated with the School. I am also confident that all of you who read this volume and have, like me, been associated with the School in any capacity (whether as student, parent, employee or Trustee), will thereby be reminded of that association and will share with me that same sense of pleasure, of pride and of gratitude. "Bonus Intra Melior Exi".

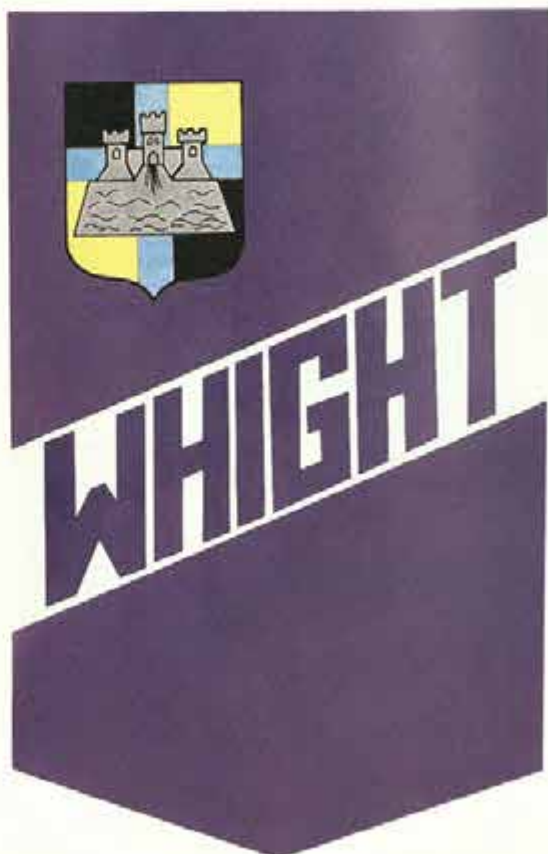
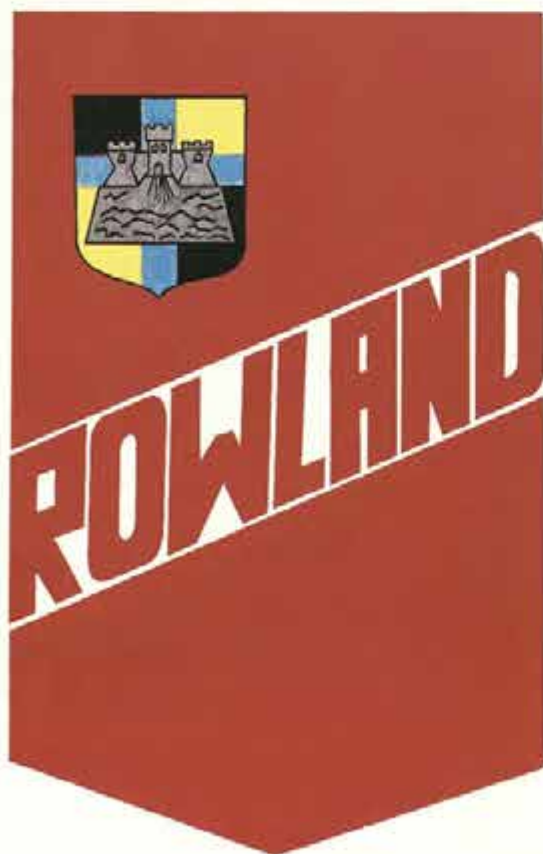
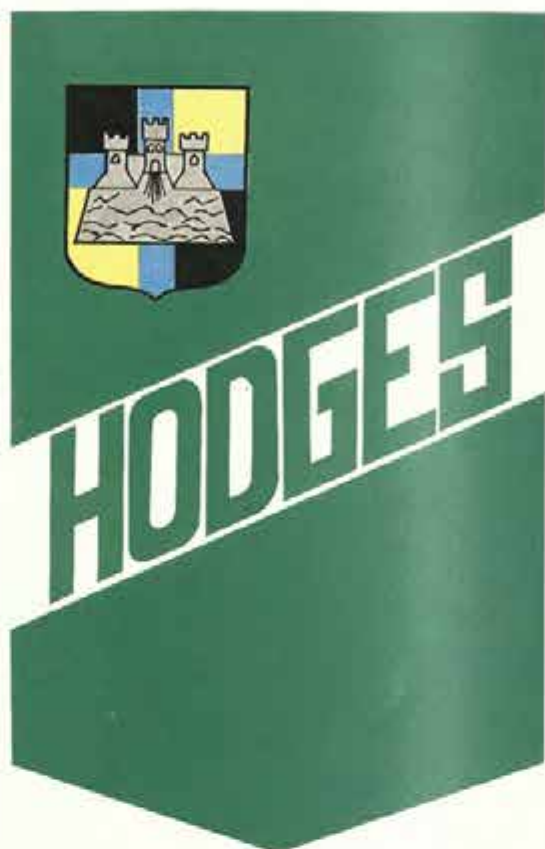
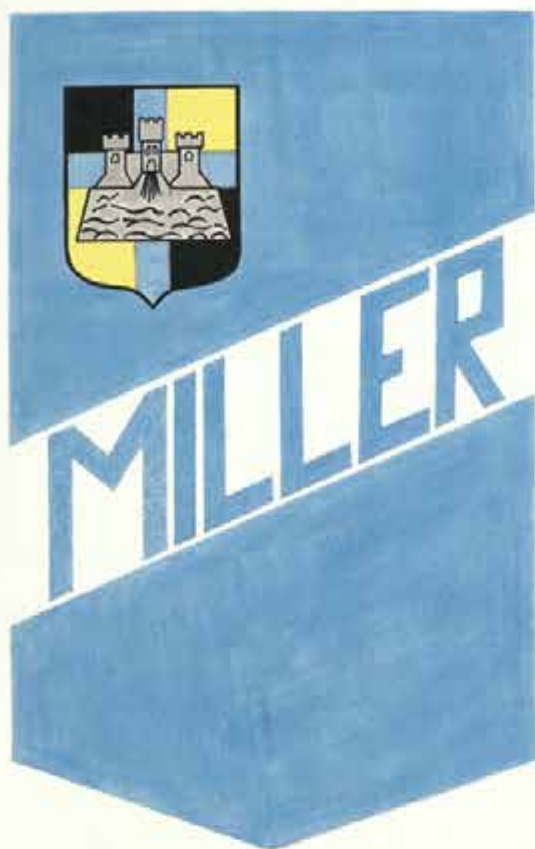
FRANK D. SIM
CHAIRMAN BOARD OF TRUSTEES



The Quadrangle as prepared for Speech Night each year from 1977.

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INTRODUCTION



A.D. Morwood. B.Sc., B.Ed. (Qld), M.A.C.E.

It is a great privilege to introduce the Centenary History of the Townsville Grammar School, and to acknowledge the debt the School owes to our founders and their successors.

When I look at almost the first seventy-five years of the School's existence, I am reminded of Arthur Hugh Clough's poem "Say Not the Struggle Naught Availeth". Struggle it was, epitomised by the inability to find finance for building expansion owing to a long standing debt of considerable magnitude incurred by the damage wrought by cyclone Leonta in 1903. The legendary "Boss" Rowland faced this crippling handicap throughout his long Headmastership from 1905 to 1938. In spite of this, his wisdom, stature and influence were such that all students of this era speak of their School with great pride.

Another obstacle to be overcome was the general opinion that the climate was too harsh for the successful operation of a Grammar School — many parents preferred that their children make the long trip "south". The battle for girls to obtain numerical, academic and social equality was also a long hard one. However, the girls of yesteryear exhibited great loyalty, pride and spirit, akin to "We Few, We Happy Few" of Shakespeare's Henry V's warriors at Agincourt upon St Crispin's Day.

The struggle has not been in vain: Clough concludes his poem with "But westward, look! the land is bright!"

The future is indeed bright for Townsville Grammar as it enters its second century. It is a modern, thriving school of 600 students with a diverse curriculum catering for the academics and the apprentices. It has produced men and women prominent in every sphere of human activity, and will continue to do so.

The School is eternally grateful to author Kim Allen for the production of this fine, readable History: it is far more than a collection of statistics. Mr Allen was Senior Resident Master of T.G.S. from 1961 to 1986, and Senior English Master from 1961 to 1984. He is held in high esteem by countless boys who travelled far from their homes to find a sympathetic ear, wise counsel, endless patience and tolerance, as well as a unique sense of humour.

Mr Allen's painstaking research over a three year period has not only produced a very readable book: he has rediscovered and updated all important lists of people and events in our 100 year history. To Mr Kim Allen and his band of helpers, the grateful thanks of Townsville Grammar School.

A.D. MORWOOD,
Headmaster 1976-

ACKNOWLEDGEMENTS

This book has been some three years in the making. Little did I realise, when I agreed to write the History of Townsville Grammar School, that so much of my time would be consumed by, what appeared to be, endless research.

Because the School was completely demolished by Cyclone "Leonta", March, 1903, and because the office of the Secretary to the Board of Trustees was destroyed by fire, March 1928, documents relating to the years 1888-1928 were irretrievably lost. As well, the occupation of the School by the Royal Australian Air Force, 1942-44, and the subsequent move to "Rosslea", contributed, in no small measure, to the paucity of records. Indeed, apart from the Annual Magazines, which were published somewhat infrequently during the period 1915-66, and one or two early lists of students, few documents, of any great significance, existed prior to 1948.

As a consequence, I spent inestimable hours in the Queensland State Archives, the John Oxley Library, the Queensland State Library, the James Cook University Library, and the Queensland Education Department researching the early years of the School.

My letters to newspapers and major magazines throughout Australia, New Zealand and Papua New Guinea, requesting memorabilia, brought a surprising and, indeed, an overwhelming response in the form of photographs, copies of the School Magazine, and reminiscences from Past Grammarians and from families who had been connected with the School. I am deeply grateful to all these people for their interest and support.

Tape-recorded interviews with some 65 prominent Past Grammarians, as well as the hundreds of questionnaires sent to past students, gave me a comprehensive coverage of the years 1911-1975. I thank the Secretary of the Past Grammarians' Association, Ms V. Sayers, for assisting me in this area, and those Past Grammarians who gave me such valuable assistance.

In my quest for information, I was most fortunate in being able to discuss the School with three former Headmasters, T.B. Whight, M.W. Blank and L.S. Daniels, all of whom read the manuscript on their particular years and advised me accordingly. I am most appreciative of the contribution they made to this History.

In particular, I extend my thanks to:

The Townsville Grammar School Board of Trustees for providing the necessary finance to undertake the task of writing this book, and for the interest they expressed in its progress.

The present Headmaster, A.D. Morwood, for his helpful advice and encouragement.

Ms E.M. Holt, former Librarian Townsville Grammar School, 1982-87, for guiding my research and for her comments and suggestions when editing the whole of the manuscript.

S.J. McCluskey, Ayr, for his dedication in compiling the Roll, 1888-1988, an awesome task which extended over two years. In addition, he collated the information from the questionnaires, selected photographs, and advised me on the Rowland era and the Boarding School.

C.H.V. Harding for assisting in the selection of photographs and in the tiresome task of proof-reading.

Ms M. Astill, Librarian, Townsville Grammar School, for her research at the James Cook University.

M.V. Bladwell, Principal Education Officer and E. Clarke and G. Logan, Policy and Information Services Branch, Queensland Education Department, for making available research material.

The staff of the James Cook University, Townsville, especially Ms H. Mays.

The staff of the Queensland State Archives, Brisbane, especially P.D. Wilson, State Archivist.

The staff of the John Oxley Library, Brisbane.

The Director of Education, Queensland Education Department, for permission to carry out research in the Department.

John Mitchell for his black and white sketch of the Old School.

Masa Yuki for his drawings of the House Banners.

Ms J. Speck for her photographs of teams and activities.

M.A. Howell, Headmaster, Brisbane Grammar School, for his advice on the period 1974-75.

N.A.H. Crease, Chairman, the Association of Heads of Independent Schools of Australia, for placing my request to have access to the relevant minutes of the Standing Committee of the Headmasters' Conference and to correspondence of the Headmasters' Conference with the Townsville Grammar School Board of Trustees, 1974-75.

Mr L. Padman of Boolarong Publications, for his wise counsel and guidance over a period of four years.

The staff of PEP Colour, Brisbane for their invaluable assistance in producing this history.

The many people who contributed, in various ways, to the completion of this book.

Kim Allen.

PROLOGUE

At the opening of the Townsville Grammar School in North Queensland on April 16, 1888, it was fortunate for those committed to its establishment that none was given a prognosis of the coming eighty years, which, indeed, would have ruined their naïve enjoyment of such a momentous occasion. The struggle to maintain the vision of a school to compete on equal terms with, or even to outrival, institutions in the south, fluctuated under politico-economic influences. World, National, State, and Local situations, all contributed irreparable scars — two World Wars, the occupation of the School by the Royal Australian Air Force in 1942, the Depressions of the 1890's and 1930's, the reduction of the number of State Scholarships in 1893, the devastation wreaked by Cyclone "Leonta", March 9, 1903, and its aftermath, the sudden and unexpected decision of the Queensland Government, in 1904, to decrease the annual endowment of £1,000 to £500, and, most importantly, the continued failure to attract substantial enrolments, ensured that the School, over the years, faced one desperate crisis after another.

Nevertheless, in spite of the continual aura of financial despair that hung over the School, successive Boards of Trustees, with some exceptions, remained dedicated to an institution founded by visionaries and idealists, and were determined that the School would survive, even when besieged with frightening adversity.

At the same time, the constant struggle for survival frustrated plans for the future and imposed a "hand to mouth" existence on Headmasters and members of Staff. Indeed, the patchwork development of buildings and the appalling lack of amenities (until recent times) showed only too clearly the inability of some Boards of Trustees to come to terms with penury and its consequent problems.

From the very beginning, Headmasters, plagued by the ever-recurring nightmare of allocating inadequate income to "make ends meet", struggled to overcome problems such as running the School, teaching a full programme and working concordantly with the Trustees. Furthermore, not only were they required to establish and maintain academic excellence, but were expected to develop "school spirit" based on the moral and spiritual values of the Great Public Schools of England. In addition, it was their bounden duty to gain the confidence of the people of Townsville and North Queensland by providing educational standards comparable with, if not better than, southern schools in order to attract prospective pupils. Indeed, theirs was an unenviable task!

Perhaps if the School had been well endowed from its inception, and perhaps if wiser counsel had prevailed during times of misfortune, then possibly some of the major difficulties which impeded its progress may have been avoided. But this was not the case. Apart from the Hollis Hopkins, the Masonic, and the Goldfields Scholarships, no significant gift of monies in the early years was ever made. Five weeks after the opening of the School, April 16, 1888, the "Townsville Daily Bulletin", in its Editorial, urged that scholarships be established for intelligent boys from poorer homes:

Especial efforts, we hope, will be made to secure as scholars more than ordinarily bright lads whose parents, residing at a distance, cannot afford to send their children to school in Townsville out of their own narrow means. This, of course, can only be effected by providing numerous scholarships of sufficient value to defray a pupil's expenses. If the Trustees could induce a few liberal-minded and wealthy North Queenslanders to found scholarships open to boys, whose parents are residents of the founders' own towns or districts, this object would be quickly attained. Surely no man of wealth could better serve his country than by thus providing the means for opening a career of the highest usefulness to lads whose parents are, themselves, unable to afford their offspring a thorough education. Wealth can give its possessor

no better value than the consciousness of having, in such manner as is indicated, "done the State some service".¹

Regrettably, this impassioned plea fell on unreceptive ears. Though private enterprise flourished in North Queensland, and Townsville was fast becoming an important port and trading centre, there was a curious reluctance on the part of the business community, as well as men of wealth, to provide opportunities for the education of boys from working class families. Indeed, Grammar Schools, in their early years, were regarded as being exclusively for the education of boys from the privileged class, which, of course, appealed to parents who could afford the fees. Some people believed that educating the lower classes was fraught with considerable danger!

Nevertheless, despite its long period of abject poverty, the School endured. From that insignificant beginning of 23 pupils on April 16, 1888, to the present roll of 600, Townsville Grammar made its own unique contribution to North Queensland.

This "History" sets out to trace the events that led to the establishment of the School in 1888, to acknowledge the initiatives of those responsible for its foundation, and to pay tribute to Trustees, Headmasters, Staff, Past Students, Parents and Friends, without whose faith, optimism, dedication and sacrifice, Townsville Grammar would have faded into oblivion.

¹ Townsville Daily Bulletin, 24.5.1888.



(Left to right) Board of Trustees, 1988.

Back row: J.G. Thompson, A.D. Morwood (Headmaster), E.A. Wenck.

Sitting: Dr M.L. Ward*, H.W. Greenslade (Board Secretary), F.D. Sim (Chairman), A.F. Bloxham, Mrs M.M. Bird.

Insert: W.R. Marsh.

* First woman member of the Board of Trustees.

STREET
PAXTON

LANDSBOROUGH

STREET

REARLATION
RESIDENCE

REARLATION

UNIQUE
MITE

OVAL No. 1

OVAL No. 2

OVAL No. 3

RESIDENCE

POOL, ACRYLIC AND USED

SWIMMING POOL

GYMNASIUM

MANUAL ARTS

COURT

BOOK
SHOPS
&
THEATRE

HOME ECONOMICS

MUSIC & THEATRE

ART

INDOOR

RESIDENCE

WOOD SHOP

LAUNDRY

PEREAL
CLIFFERS

GEORGE HALL, HOLLER
DOORSTORY WITH
CLASSROOM BELOW

COMPUTER
CENTRE

SCIENCE

GIRLS
ROOM

WATER

COURSE

TOWNSVILLE GRAMMAR SCHOOL

ESTABLISHED 1888



1990
SCHOOL SITE PLAN

DRAWN: L. E. JARVIS

BURKE

STREET

EARLY TRUSTEES



S.F. Walker (1884).



W.P. Walker (1884-1888).



W.J. Castling (1884-1905).



*T.H. Hopkins
(1884; 1888-90).*



W. Villiers Brown (1888-90).



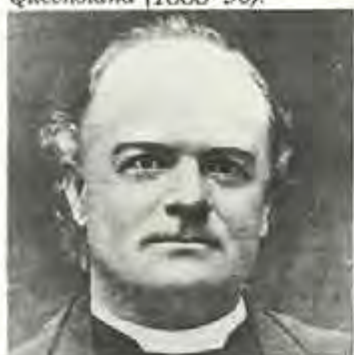
*Rt Rev G.H. Stanton,
First Bishop of North
Queensland (1888-90).*



A.G. Bundock (1888-91).



W.A. Aplin (1888-94).



*Rt Rev C.G. Barlow,
Bishop of North Queensland
(1891-93).*



D. Patience (1897-1905).



*Hon T. Foley, M.L.A.
(1906-20).*

CHAIRMEN OF THE BOARD OF TRUSTEES * Denotes Old Boy



T. Willmet (1884-92).



The Hon. Mr Justice Chubb (1892-1900).



Judge A.W. McNaughton (1900-1904).



J.V.S. Barnett (1904-11).



Judge C. Jameson (1911-15).



J.N. Parkes (1915-27).



**S.M. Hopkins (1928-40; 1946-52; 1953-60).*



E.N. Jobst (1952-53)



**A.H. Tait (1941-45).*



**I.H. Roberts (1961-70).*



F.H. Brazier (1970-72).



A.W. Brasnett (1972).

SECRETARIES TO THE BOARD OF TRUSTEES



E.J.B. Wareham (1884-1908).



D. Donald (1908-29).



D. Bliss (1949-54).



**H.W. Greenslade (1954-).*

* Denotes Old Boy

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Mrs M. Bird.



A.F. Bloxham.



E.A.N. Wenck.



W.R. Marsh.



Professor E. Scott.



**J.G. Thompson.*

Chapter 1

The Beginnings 1884-1888

Moves for the establishment of a Grammar School in Townsville began in the early 1880's, when a group of influential citizens — solicitors, doctors, businessmen, clergymen and farmers — formed a committee to investigate the feasibility of such a project. Because the nearest secondary school, of any consequence, was in Brisbane, it was inevitable that Townsville, a flourishing centre of trade and commerce, the major port for North Queensland, and with a rapidly increasing population, should seek to take advantage of the 1860 Grammar Schools Act.

On May 12, 1884, Mr R. Philp, Chairman of the proposed Townsville Grammar School Committee, wrote to the Minister for Lands:

On behalf of the Committee of the proposed Townsville Grammar School, I would bring under your notice the fact that there are behind the Botanical Gardens Reserve of this Town, 55 acres of ground eminently suited for a reserve for said school, and I would request that the Government reserve these 55 acres for the purpose of erecting the said school thereon. I may state that 1375 pounds has already been subscribed, and that, within three months, it is expected that no less than 2000 pounds will be available for the purpose of establishing the school. By post I send a plan of the ground, which I trust may arrive safely, and soliciting your favourable consideration of the Committee.¹

The site on which it was proposed to build the school was at Kissing Point, a Reserve of some twenty-five acres. However, a section of the Committee favoured establishing the school on 10 acres of the Queen's Park. When this viewpoint was made public, it was met with anger by North Ward residents who were outraged at such a proposal. A petition, with 31 signatures, was sent to the Minister for Lands protesting that:

... a Grammar School Committee have selected the site on which your Petitioners reside, for a Grammar School, and are applying to your Government for fifty-three acres as a special reserve for that purpose ...²

Why were North Ward residents opposed to the building of a school in their backyard, as it were? The answer lay in the fact that certain unoccupied Crown Land, situated at the rear of the Botanical Gardens, had been built upon by these Petitioners, who, now confronted with the very real danger of being evicted, pointed out that land was



Proposed site for Townsville Grammar, 1884. (QUEENSLAND STATE ARCHIVES)

very valuable in North Ward and, if put up for auction, would realise exceedingly high prices. Other "serious" objections were that the close proximity of the proposed school to the jail would corrupt the morals of the students and that their health would be adversely affected by the adjacent hospital. The reaction of the Minister to this petition was that no grant of 50 acres would be made to any Grammar School!

Disagreements and dissension continued throughout 1884, not only amongst subscribers, but also within the Committee itself over the siting of the school. On October 13, 1884, Mr Robert Abraham, Hon. Secretary of the Committee, wrote to the Under Secretary, Department of Public Instruction:

I am directed to inform you that, at a duly convened meeting of subscribers, held on Friday evening, the following gentlemen were elected (by ballot) as Trustees of the School: Edwin Norris, Robert Philp, William Patrick Walker. At the same meeting, it was resolved to recommend the following names to His Excellency, the Governor: Spencer Frederick Walker, William James Castling, Thankful Willmetts, James Gordon.³

It was also decided to ask the Government:

... whether a site on the present Reserve for a Queen's Park could not be granted instead of the one already applied for. To this, the Trustees of the Reserve would not offer any objection.⁴

The terse refusal of the Minister of Public Instruction to accept the nomination of Robert Philp as a Trustee, without giving any explanation for his action, drew an immediate, irate response from a meeting of subscribers, who passed this resolution, December 13, 1884:

That the subscribers to the Townsville Grammar School Fund learn with astonishment that their duly elected Trustee, R. Philp, Esq., one of the most respected citizens of Townsville, has not been gazetted as a Trustee of the School. That in view of the high estimation in which Mr Philp is held by the subscribers to the fund, they decline to elect any other Trustee in his place, and in the event of the Minister of Public Instruction still declining to recommend Mr Philp for appointment, the onus of being without a Grammar School will lie on the Minister for Public Instruction, seeing that 1300 pounds are in the bank to the Credit of the Trustees and a further sum of 650 pounds promised — these amounts being mainly due to the untiring exertions of Mr Philp.⁵

Their protest fell on deaf ears. The Minister's attitude was quite adamant: "The Grammar School can proceed whether a 7th Trustee is appointed or not". It appears, from all accounts that he was determined to appoint Dr Thomas Ridgley and that Robert Philp was *persona non grata*.

The rejection of Mr Philp's nomination as a Trustee had a certain twist of irony, as further events proved. In 1886, Philp was elected to the Queensland Legislative Assembly as member for Townsville, and in 1893 he reached Cabinet rank as Secretary for Mines; in 1898 he also became Treasurer; in 1899, Premier, and was knighted in 1915.

The events of the next three years were presented in a report read by the Secretary, Mr Wareham, to a meeting of subscribers held in the Town Hall, December 20, 1887.

Your Trustees beg to submit to you their report and balance sheet for the three years ending 20th December, being the term of office served by them. The first meeting of the subscribers was held in the Town Hall on February 8th, 1884, W.P. Walker in the Chair, when it was announced that eight hundred and fifteen pounds, three shillings and fourpence had been subscribed. Several subsequent meetings were held that year; meanwhile, Mr R. Philp, M.L.A., Mr W.P. Walker and other gentlemen were working hard to collect the required amount, viz. two thousand pounds, so as to claim the endowment of four thousand pounds from the Government.

At a general meeting of subscribers held in the Town Hall on the 10th October, 1884, Trustees were nominated. On the 19th December, 1884, the following



Townsville — Streets — Flinders Street, ca 1888.



Townsville — Views, ca 1889.



Townsville — Flinders Street, ca 1889.



Townsville — Flinders Street, 1897.



Townsville — Victoria Bridge, 1918.

PHOTOS ON THESE TWO PAGES COURTESY JOHN OXLEY LIBRARY, BRISBANE

gentlemen were gazetted: Messrs E. Norris, W.J. Castling, S.F. Walker, W.P. Walker, T. Willmett and Dr T. Ridgley. Mr R. Philp's name was rejected by the Government, which was unfortunate, as that gentleman had been the principal promoter, and one of the largest donors to the funds.

Your Trustees experienced great difficulty in selecting a suitable site for the building — 15 acres having been reserved at Kissing Point for that purpose, but owing to the distance from town and the bad approach, it was deemed inadvisable to erect the building there. Considerable delay was caused in obtaining another site, as the Government could not offer any other available ground suitable for the purpose. With the assistance of the Trustees of the Queen's Park, the concurrence of the Government, an exchange was effected, and 10 acres secured from the Queen's Park, and situated at the corner of Burke and Paxton Streets — being a most eligible and suitable site.

Competitive designs were submitted, and after considerable delay caused by departmental routine, that of Mr F.D.G. Stanley, Brisbane, was selected, with the approval of the Minister for Public Instruction. Tenders were called for the erection of the school and teacher's residence in September, 1885, on the Kissing Point site, but were not completed in consequence of the proposed change of site being carried out. Tenders were again called during October, 1886, and on the 17th December, that of Mr Charles Miller was accepted for six thousand two hundred pounds. During the progress of the work, the contract was transferred, by mutual consent, to Messrs Cowell and Holt, by whom the work is now being pushed forward and will be completed by the end of March.

During their term of office, the Trustees have had many difficulties to contend with, viz. the choice of the site, selection of suitable plans for a building that would be a credit to the town and provide the necessary accommodation for the comfort of the pupils as well as those in charge of them, and, in this, they hope they have succeeded to the satisfaction of the subscribers.

The Balance Sheet shows that the total receipts from various sources are two thousand and thirty five pounds, fifteen shillings and fourpence; amount paid on contract to date, three thousand, one hundred and fifty two pounds; balance in bank, one thousand seven hundred and twenty pounds and nine pence; balance of endowment due by Government, one thousand pounds.⁶

Mr Wareham then pointed out that, in compliance with the Act, it was now necessary for the subscribers to nominate their Trustees, whose term of office had expired. He also informed the meeting that Rules for conducting the Townsville Grammar School had been framed by the Trustees, and approved by His Excellency, the Governor, and that they had been gazetted to take effect from July 1, 1887. They had been carefully compiled from the rules of the Brisbane, Ipswich, and Maryborough Grammar Schools. The Secretary expressed regret at the deaths of Mr S.F. Walker and Dr T. Ridgley, both of whom had made valuable contributions to the establishment of the School.

On January 16, 1888, Bishop G.H. Stanton, the Hon. W. Aplin, M.L.C., and Mr M.V. Brown M.L.A., were elected as Trustees at a meeting of subscribers, and on February 25, the newly gazetted Trustees met for the first time at the office of Wareham and Donald. Present at this meeting were: Bishop G.H. Stanton, the Hon. W. Aplin, M.L.C., Mr W.V. Brown, M.L.A., and Messrs T. Willmett, W.P. Walker, A.G. Bundock, and W.J. Castling. Mr T. Willmett was elected Chairman.

Mr M.V. Brown urged that immediate steps be taken to appoint a Headmaster, upon whom the success of the School would depend. He was of the opinion that the Headmaster should be procured from England, and that someone should be appointed to fill the post, temporarily. The Bishop supported this contention and referred to the great achievements of Mr Roe, the Headmaster of Brisbane Grammar School, who had been selected from England. He advocated appointing Mr E.F. Upward (an Englishman, of course) of St. John's High School, Townsville, as a most suitable person to be interim Headmaster, and suggested the Trustees approach him in this regard. His Lordship indicated that he did not speak in Mr Upward's interests, but merely in the interest of the

School, for Mr Upward would bring with him some twenty boys, which, of course, would give the School a good start. He recommended that "They get a first-class Headmaster from England, and the second master from somewhere in the Colonies."

The meeting agreed, unanimously, that the Headmaster be procured from England, at a salary of £500, with residence, and that Bishop Stanton be requested to select the Headmaster for the Grammar School, during his visit to England. It was decided that The Chairman, Bishop Stanton and Mr Brown make overtures to Mr Upward to consider the position of temporary Headmaster. Mr Aplin referred in highly complimentary terms to Mr Upward's capabilities as a teacher, and stated that two of his boys had progressed splendidly under Mr Upward's tuition, in fact, "very much better than in a big school in Tasmania". Whether or not Mr Upward had been sounded out prior to this meeting to undertake the task of ushering in the new school is purely a matter for conjecture. However, the Bishop's remarks that Mr Upward would bring some twenty boys with him tend to confirm that discussions had already taken place. Indeed, the very fact that the school opened with an enrolment of twenty-three boys, the majority of whom were Mr Upward's pupils, and maintained an average roll number throughout 1888 of 28, was, perhaps a premonition of the terrible struggle that was to engulf the school for many years.

But faith and optimism prevailed!

The Townsville Daily Bulletin, in particular, gave great moral support prior to, and after, the establishment of the School. The Editorial, Thursday, December 22, 1887, urged subscribers to attend a meeting in the Town Hall, on the following evening, to elect three Trustees and to nominate others for the vacancies in the Government's representatives. It went on to say:

It is not too much to say that it depends almost entirely on the manner in which the Trustees start the Grammar School to work, whether it will be a great success or an expensive failure. It will be very advisable, therefore, for all subscribers who can possibly do so, to attend the meeting tomorrow night, and to take care that the gentlemen elected are fairly capable of judging the merits of a headmaster, are shrewd men of business, and are men who will not look on the position as an honorary one, but will freely devote their time and labour to guiding the school through its days of infancy until it attains a flourishing adolescence. The Trustees, hitherto, have done excellently well under numerous difficulties and misadventures. They doubled the school's chance of success, we believe, by procuring the site on which the building now stands in exchange for the Kissing Point Grammar School Reserve. They have succeeded in having a building erected which is not only admirably adapted to its special purpose, but as an ornament to the town. They have drafted an excellent set of regulations for the conduct of the institution. Some of the southern Grammar Schools attract boys from all parts of the colony, while others are comparative failures. Townsville citizens have a right to expect that their Grammar School will, in a few years time, rank on even terms with any of those in the south.

At a meeting of Trustees, March 22, 1888, Bishop Stanton presented a prospectus which he had drawn up, after consultation with Mr Upward. Its introduction read:

The Trustees venture to congratulate parents and guardians throughout North Queensland on the existence of a Grammar School capable of supplying all the educational advantages obtainable in Southern towns of the Colony. Parents may spare themselves the anxiety, expense, and inconvenience attendant upon sending their sons to distant schools. The wholesome influence of home need not be sacrificed to obtain the best and highest school teaching. The Youth of North Queensland can be qualified for their future careers where local interest watches their progress and stimulates them to intellectual achievements.

At the same meeting, a letter was received from Mr E.F. Upward stating that he had much pleasure in accepting the position of Acting Headmaster of the Townsville Grammar School, until the end of the year, at a salary of £500 per annum. Mr Upward also stated that he would be ready to commence school work on Monday, April 16, if the

buildings were ready, and that it would be advisable to appoint a competent second master. He also offered to supply furniture and general school plant, and bring his 20 pupils with him. The stage was now set for the opening of the School.

¹ Townsville Grammar School Correspondence, 38/3087 (Q.S.A.).

² T.G.S. Correspondence, 38/3087 (Q.S.A.).

³ T.G.S. Correspondence, 38/3087 (Q.S.A.).

⁴ T.G.S. Correspondence, 38/3087 (Q.S.A.).

⁵ T.G.S. Correspondence, 38/3087 (Q.S.A.).

⁶ Townsville Daily Bulletin, 31 December, 1887.

Chapter 2

The First Year — 1888

EDWARD FINNEMORE UPWARD, M.A., LL.M. (CANTAB) — INTERIM HEADMASTER

Townsville Grammar opened on April 16, 1888, with an enrolment of 23 students. E.F. Upward, M.A., LL.M., had been appointed temporary Headmaster until Bishop Stanton interviewed prospective applicants in England and made his selection accordingly.

Exhibitioner and Prizeman of St John's College, Cambridge University, Upward arrived in Australia, in May, 1886. He had practised as a Solicitor in London for a short time, but his wide general scholastic attainments, together with a strong inclination to pass on his knowledge to the youth of his day, inspired him to establish his own school at "Egecombe", Walker Street, Townsville. He remembered his Almer Mater and called it St John's High School. The Prospectus of this school mentioned that its object was "to provide a thorough and liberal education in all the usually received branches of study, classical and modern, and that its Master would endeavour to induce in his pupils those habits of mental discipline without which school work degenerates into mere routine". The ordinary course of study included Latin, English and Mathematics, and, as extra subjects, French and German and their respective literatures, Greek language and History, Instrumental and Vocal Music, Chemistry and Physics. He carried on this school with eminent success, until he took up his duties as the Acting Headmaster of Townsville Grammar School.

One of the boys who transferred, A. Frank Isley, writing in October, 1945, remembered the early days thus:

Some dozen of us boys at Mr Upward's school followed him to the Townsville Grammar School, and I can see it now as if it were yesterday. We boys "fooled" about in the paddock below the school, whilst the new chaps had their names, addresses, and qualifications taken.

The two identities of my day were "Anna", (Miss Shields), who acted as a sort of Matron, and gave the Boarders a couple of 'Gregory' pills if one was, or said he was, sick; and old "Peter" who swept out the School, cleaned up the grounds and cleaned the boots. Oh! for the good old Saturday mornings when we boarders (I was both day scholar and boarder at different periods) would make up the slope of Castle Hill, lassoing, or trying to, goats running wild, with lassoes made from rope clothes lines.¹

TOWNSVILLE GRAMMAR SCHOOL FOR BOYS.

The above School will be opened on MONDAY, the 16th of APRIL, and it is desired that the Names of Pupils may be sent in to the Secretary, Mr WAREHAM, at an early date as possible, in order that all suitable preparations for their reception may be made.

The minimum age of pupils is 8 years, and they will be required to pass a very elementary examination in Reading, Writing from Dictation, and the first two rules of Arithmetic.

The School Fees for each quarter (payable to Mr Wareham during the first week of the quarter) are as follows:—

	£	s.	d.
(a) For each Boy over 12 years of age	4	4	0
(b) For each Boy under 12 years of age	3	3	0
(c) For Resident Boarders in addition to School Fees ...	11	11	0

In case of two members of the same family attending the School, a Reduction of 10s 6d each, and in the case of three members or more £1 1s each will be made from the School Fees specified in paragraphs (a) and (b).

E. FINNIMORE UPWARD, L.L.M.
Head Master.

First Advertisement "Townsville Daily Bulletin", March 1888.

Upward's success as Townsville Grammar's Headmaster, although in a temporary capacity, is shown in the Report of the School's First Speech Day. He continued at Grammar for the First Term, 1889, as Mr Hodges' Second Master, and returned to England in April, 1889, where he opened "The Anglo-Indian College for Boys" in South Devonshire, which he carried on with great success for many years. The Prospectus of this School gives as references the names, amongst others, of Charles Henry Hodges, M.A., Headmaster, Townsville Grammar School and George Henry Stanton, D.D., Bishop of North Queensland.

Upward's wife, whom he married in 1883, and who, with their young son accompanied her husband to Townsville, was a lady of wide culture. She was formerly Miss Rosa Goddard, a sister of H.G. Goddard who held evening classes at Mr Upward's College in Townsville. Upward died in England in 1934. He did not revisit Australia after leaving in 1889.²

GRAMMAR'S FIRST SPEECH DAY — DECEMBER 14, 1888.

(From the Townsville Daily Bulletin, Dec. 14 and 15, 1888.)

Dec. 14

Mr T. Willmet, the Hon. W. Aplin, Messrs T.H. Hopkins, and Mr W.J. Castling, Trustees of the Townsville Grammar School, with Mr J.G. MacDonald, P.M., paid a visit to the institution yesterday afternoon. The party made a tour of inspection of the buildings and grounds, the Trustees being of the opinion that it would be well to have the latter fenced in at an early date. The final arrangements for the "breaking up" celebrations today were also discussed, Mr MacDonald, at the desire of the Trustees, consenting to give away the School Prizes. It is anticipated that this part of the proceedings will occupy about an hour, when an adjournment will be made to the Park, where a programme of

Athletic Sports, consisting of about a dozen events, will be gone through. Arrangements have been made for the proper reception of visitors, and refreshments will be served at suitable intervals. Altogether, the celebration should be a pleasant one, and doubtless the relatives of the boys and the friends of the School will assemble in strong force, and by their presence assist in a large measure in rendering the proceedings successful. It was mentioned by the Trustees that Mr Hodges, the new Headmaster, was expected to arrive in Townsville by the "Victoria", due here tomorrow afternoon.

SPEECH DAY, DECEMBER 14, 1888.

A large number of ladies and gentlemen were present at the first prize-giving of the Grammar School, yesterday afternoon. The Chair was taken by Mr Willmet, Chairman of the Trustees. The other Trustees present were the Hon. W. Aplin, M.L.C., and Messrs W.J. Castling and T. Hollis Hopkins. At a late period in the afternoon, His Worship the Mayor arrived.

The Chairman, in opening the proceedings, read a letter from Mr J.G. MacDonald, P.M., expressing his regret at being unable to be present and distribute the prizes as promised. Mr Willmet said that he would not make a long speech, for he knew that both boys and visitors would prefer the Athletic Sports, which were to follow, to listening to speeches. He would ask Mr Upward, the Headmaster, to say a few words as to the progress of the School, before the prizes were distributed.

Mr Upward, who was greeted on rising by enthusiastic cheers from his pupils, said that, at Mr Willmet's suggestion, he would briefly state what progress the School had made during the nine months in which he had been in charge of it. On April 16, when the School opened, he had brought with him fifteen pupils from his own school, and a few other boys had joined the school. After the mid-winter vacation, this number was considerably augmented, and during the now concluding school term, the number had fluctuated between 25 and 30. The number now on the roll was 28. Of course, during these first three quarter-years of its existence, the Grammar School was only in its infancy. He felt sure that, after this mid-summer vacation, the number of pupils would be so greatly increased, that it could fairly be said that the institution was making rapid strides.

With regard to the educational side of the matter, he had to say that he was averse to the strictly classical curriculum obtaining in so many English Public Schools. Yet he was an Englishman, and had the English dislike for the other extreme of nothing but natural science, and modern languages, which found favour with American educationalists. He had tried to strike the golden mean between these two extremes. He thought that the Classics must form the basis of any sound education, but should be an admixture of instruction in natural science. He was happy to know from a letter he had received from Mr Hodges, that his successor agreed with him on this point, and was bringing out with him a large quantity of materials used in the teaching of natural sciences. They had not neglected instruction in modern languages. It was a common reproach to Englishmen that they knew no language but their own, and to this failure in the educational curriculum the large number of foreigners employed as clerks was attributable. There was a rapidly increasing commerce in North Queensland, which was so close to the French in New Caledonia and to the Germans in New Guinea, that every boy here should be taught at least those two languages. He held that it was hardly possible to devote too much time to instruction in those two languages. Neither had the study of our own language been neglected in the Grammar School, and he felt sure that they would agree with him that success in this branch of study had been obtained, when they heard Master James Castling's prize essay, which he proposed to read to them. He wished to give expression to his feelings of gratitude to Mr Ansted for the good work done by that gentleman. They had tried to raise the moral tone of the School, and had reason to be satisfied with their efforts to attain the standard that he had set before himself as his ideal. Mr Upward, whose remarks were frequently applauded, then read the prize essay by James Castling, entitled: "A Short Sketch of the Life of Lord Bacon."

PRESENTATION OF PRIZES

The following prizes were then presented to the recipients by Mr Willmetts:—

Special Prize, a handsome writing desk, awarded to Henry Aplin as Senior Boy of the Grammar School.

UPPER SCHOOL: Latin and Modern Languages, "Creasy's Decisive Battles", H. Butt; English, "Gallery of Nature", H. Butt; Mathematics, "Grant's History of India", J. Castling; Prize Essay on Lord Bacon, "Tartarin of Tarasoon", J. Castling.

LOWER SCHOOL: First Prize, Latin and French, Michelet's "The Mountain", H. Trenfield; Second Prize, Latin, "Central Lake Regions of Africa", C. Jarred; Third Prize, Latin, "History for Boys", W. Davie; First Prize, Mathematics, "Discoveries of the Nineteenth Century", H. Trenfield; Second Prize, Mathematics, "Last Days of Pompeii", D. Jones; English, "Scotch Soldiers of Fortune", H. Blytt; Good Conduct, "Drake and the Dons", D. Jones.

Certificates were also awarded to the following:— C. Jarred, J. Cuthbert, J. Gordon, J. Dean, W. Horsey, W. Clayton, R. Jack, S. Hopkins.

Mr Ansted said that he would ask the Chairman, before he closed the proceedings, to permit him, on behalf of the Grammar School Boys and himself, to present Mr Upward with a silver salver. Mr Upward had been their Headmaster for nine months, and had treated them as friends rather than as his pupils and subordinates. They all felt real grief at parting with him. They all looked upon him as a friend, and they would always do so. Amidst hearty applause, Mr Ansted then presented Mr Upward with a very handsome and richly chased silver salver bearing the following inscription:— "Presented to Edward Finnemore Upward, Esq., LL.M. of the Townsville Grammar School, on his departure, by the Masters and Boys, as a token of their affection and esteem, Christmas, 1888."

Mr Upward said that this was truly a surprise to him. He had not the least inkling, or the remotest idea, that such a presentation would be made. He felt great difficulty in finding words with which to express his thanks for this handsome gift. He had done his best to make school life as agreeable as possible, and he was indeed pleased to learn that he had been successful. He thanked them for their gift from his heart.

Mr Willmetts said that, before adjourning to the Sports, on behalf of the Trustees, he wished to thank Mr Upward for the manner in which he had conducted the School. Whatever the future of the School might be, however great success it might attain in the number of its pupils and its educational standard, they would always remember that the nucleus of such success was the work of Mr Upward. Therefore, on behalf of the Trustees, he begged to thank that gentleman for the good work he had done.

SCHOOL SPORTS

The visitors and pupils, after partaking of some refreshments in another room, then adjourned to the Queen's Park, where a marquee had been erected. Here there was a large attendance of the public to witness the Boys' Athletic Sports. A long programme, in which great interest was evinced by the spectators, was gone through. The results of the various contests were as follows:—

GRAMMAR SCHOOL HANDICAP, 100 yds: First heat: C. Jarred, 1; N. Horsey, 2. Second heat: A. Aplin, 1; W. Gordon, 2. Third heat: H. Aplin, 1; D. Brand, 2. Fourth heat: T. Gordon, 1; H. Trenfield, 2. Final heat: H. Aplin, 1; A. Aplin, 2; T. Gordon, 3. The winner covered the distance in 10 secs.

UPPER SCHOOL HIGH JUMP:— A. Aplin, 4ft 11ins., H. Aplin, 2.

UPPER SCHOOL LONG JUMP:— A. Aplin 16ft 11ins., H. Aplin, 2.

LOWER SCHOOL LONG JUMP:— D. Jones, 13ft 7ins., D. Trenfield, 2.

JUNIOR HANDICAP, 100 yds: R. Trenfield, 1; R. Henry and C. Bearup tied for second, which the latter won in the run off.

LOWER SCHOOL HIGH JUMP:— D. Jones 4ft 6ins., C. Clayton, 2.

UPPER SCHOOL THROWING CRICKET BALL:— A. Aplin, 91yds, 1; J. Gordon, 2.

LOWER SCHOOL THROWING CRICKET BALL:— W. Gordon, 60yds, 1; D. Jones, 2.

QUARTER-MILE HANDICAP:— H. Aplin, 50 sec. 1; D. Brand, 2; J. Cuthbert, 3.
CONSOLATION RACE:— C. Jarred, 1; N. Horsey, 2; A. Henry, 3.

The programme concluded with a tug-of-war with picked teams, and the prizes were then distributed by Mr Upward.

In the evening, the boys were regaled at a regulation "breaking-up supper" by Mr and Mrs Upward, and their day's pleasure concluded with a concert in which the Boarders made their appearance on the stage to the delectation of their comrades, Master D. Jones, W. Davie, and H. Trenfield particularly distinguishing themselves.

¹ T.G.S History, R.W. Moore.

² Letter from Doris Goddard, Mosman, N.S.W.

Chapter 3

Charles Henry Hodges, M.A. (Oxen) 1889–1900

THE FIRST HEADMASTER

On September 14, 1888, the Trustees announced the appointment of Charles Henry Hodges, M.A. (Oxen), as Headmaster of the Townsville Grammar School. Bishop Stanton (Bishop of North Queensland), with the assistance of the Principal of Clifton College and Mr A. Sidgwick, M.A., Fellow and Tutor of Corpus Christi College, Oxford, selected Hodges as being the ideal person to undertake the highly responsible task of establishing a Boys' Grammar School in the Colony of Queensland.

Born on October 6, 1853, Hodges attended the Carlisle Grammar School. In 1872, he was awarded an Exhibition at Queen's College, Oxford, where he graduated Bachelor of Arts (First Class Honours in Mathematics) in 1896, and Master of Arts, 1897. While at Oxford, he distinguished himself in Athletics and Rowing.

From 1876 until 1879, he was Assistant Master at Radley College, and at Easter, 1879, he was appointed to the Staff of Rugby School where he remained until 1888. In a letter to Bishop Stanton, Dr Percival, Headmaster of Rugby, stated:

As I understand that you have selected my colleague, Mr Hodges, for the Headmaster of your School in Townsville, I hope I may be permitted to congratulate you on your choice. Mr Hodges is one most admirably suited, having not only done his work here most efficiently, but also exercised a most excellent influence over boys. I consider his departure a great loss to Rugby, and both he and his wife will be universally regretted. It is very seldom, so far as my experience goes, that a Colonial School has the opportunity of securing a Master and his wife who will be such a gain to the community.¹

At Rugby, Hodges took an active interest in the Natural History Society, of which he became President, and co-authored a work on Arithmetic.

A few years after leaving Oxford, he returned for the funeral of one of his professors and carried the coffin for some three miles. As a result, his health was affected and he developed a lesion from which he suffered for the rest of his life.

The Townsville Daily Bulletin was the instrument by which mounting interest in Hodges was sustained. The Editorial, September 14, 1888, congratulated the Trustees on their choice of Headmaster and stated that "Mr Hodges would infuse into the School the



C.H. Hodges, M.A. (Oxen) 1899-1900, First

Headmaster. (PHOTOGRAPHS PER COURTESY NORTH SHORE SYDNEY CHURCH OF ENGLAND GRAMMAR SCHOOL)



Mr and Mrs C.H. Hodges.

spirit and discipline of Rugby". It also urged parents "to avail themselves of such advantages for their sons".

On the following day, The Townsville Daily Bulletin published a further article on Hodges' appointment.

It would appear from the information published yesterday that Bishop Stanton's selection of a permanent Headmaster for the Townsville Grammar School has been a particularly fortunate one. A man, who is referred to as a great loss to Rugby, must needs be above the average of the higher class of old-country pedagogues, and his introduction to North Queensland may be regarded as an epoch in the history of our intellectual development. Having been so long associated with Rugby — the nursery of some of the greatest English minds — Mr Hodges must bring with him not only the stimulating traditions of that great scholastic institution, the latest and most admirable system of tuition, and the cause for ambition on the part of the youth of North Queensland, but also those sturdy, self-reliant mental qualities which have made heroes of Rugby boys. With him at the head of the School, we may look the whole world in the face, and fear neither the rivalry of Brisbane nor of Sydney.²

The writer went on to say that, in a private letter, Bishop Stanton spoke of Hodges as a "frank, genial, unpretending man — qualities which, united with his great scholarly attainments, must make him one of the foremost men in this part of Australia . . . Mr Hodges seems to be a man who will secure the sympathies of his boys, not only during school hours, but also in the playground and on the field".

It appeared that Bishop Stanton had advised Hodges to travel to Townsville by way of Adelaide, Melbourne, Sydney and Brisbane, in order to visit schools in those cities and thus arrive in Townsville "with a full and complete knowledge of how our School should be managed to secure for it 'the glory and honour of a name' ". The writer also pointed out that if Hodges were as successful a Headmaster as Mr W.R. Roe of Brisbane Grammar, "we shall have an establishment of credit and renown — one which will make

the scholastic careers of North Queensland youth famous throughout Australia". Indeed, it was suggested that Townsville Grammar School should be modelled on the Brisbane Grammar School!

The article concluded with a call to the people of North Queensland to support the new Grammar School.

Now that the sine qua non for the success of the School has been obtained, we trust that the institution will be supported in accordance with its great end and aim. It possesses obvious practical advantages over southern institutions, which must be universally recognised throughout North Queensland; it will nurture a freedom of thought that will, in turn, create high patriotic notions among our youthful residents; and it will assist in maintaining mental independency without which political independency would be idle, if not pernicious.¹

On October 23, the Townsville Daily Bulletin published a letter that Bishop Stanton had received from Mr R.D. Swallow, M.A., Headmaster, Chigwell School, England, regarding Hodges.

My Dear Lord Bishop,

I am very glad to hear that you have selected Mr Hodges for the Headmastership of Townsville Grammar School. I have known him for many years as one of a band of brothers who have done earnest, self-denying work in all sorts of good directions. His University distinction, his success as a schoolmaster, and his manliness of character, must ensure the success of your school, and I venture to think that the educational advantages which, under him, it will afford, will be an important factor in the progress of your Colony. As an old schoolmaster, I confidently recommend your people to send their boys to the school. They will be lucky fellows who are trained by Mr Hodges.

It was generally agreed that such a letter could not but give satisfaction to all those concerned for the future of the School, and that the Trustees had been very wise in entrusting the selection of the Headmaster to Bishop Stanton.

Interest in the arrival of the new Headmaster was further sustained by a letter published in The Townsville Daily Bulletin, November 2, 1888, which stated that Mr and Mrs Hodges had arranged to leave London on September 27, and that they intended to break their journey at Ceylon where Hodges' brother was Principal of a College. The letter went on to say that the Headmaster-elect would visit schools in Adelaide, Melbourne, Sydney and Brisbane, and that Grammar boys would wear straw hats of uniform shape and style and adorned with a distinguishing riband.

Hodges and his wife arrived in Townsville in January, 1889, and were welcomed by members of the Board of Trustees, J.N. Parkes, Mayor of Townsville, business and professional citizens, and by Mr E.F. Upward, who had acted as Headmaster since April 16, 1888.

Hodges was described as about 35 years of age, married, but without family, of a friendly manner and manly presence, and very much interested in athletic sports, rifle shooting and cricket. Mrs Hodges was a member of the famous Hawtry family which had produced a former Provost and Headmaster of Eton.

THE FIRST YEAR — 1889

The first term, 1889, opened on February 4 with an enrolment of 66 boys. At an Assembly in the Big Schoolroom, the Chairman of the Board of Trustees, Mr Thankful Willmet, welcomed the Headmaster and his wife to Townsville Grammar School and then introduced them to the boys. In his address, the Chairman stated that Townsville, and indeed North Queensland, had awaited their arrival with excited anticipation and that the School could look forward to a glorious future under the direction of the new Headmaster. In his reply, Hodges informed the Assembly that he was ready to work after such a long journey, and thanked Mr Upward for consenting to remain at the School for the First Term as Second Master. Among those present were members of the Board of Trustees: His



Townsville Grammar's First School Badge (1888-1902).

Lordship, Bishop Stanton, Hon. W.A. Aplin, M.L.C., W.V. Brown, A.G. Bundock, W.J. Castling, T. Hollis Hopkins, His Worship the Mayor of Townsville, J.N. Parkes, and W.P. Walker.

Within a few weeks, Hodges reorganised the School, established a curriculum based on the classics, and then turned his attention to sport. A first-class athlete himself, he was appalled by the reluctance of boys to participate in games. It appeared that during the whole of 1888, they preferred to loiter about on the verandahs and play marbles or "peg-knife".

Steeped in the traditions of Rugby School, he believed that sport gave every boy the opportunity to develop the virtues of courage, patriotism, chivalry and honesty. Because the School had no sport of any kind, he introduced cricket, which he regarded not only as a manly game, but, more importantly, a game which moulded character. Indeed, "the Playing fields of Eton" were about to be transplanted to tropical North Queensland, and the inspiring call to youth in Henry Newbolt's "Vita Lampada" marked the beginning of School Spirit.

Hodges introduced House Masters, the English method of numbering classes (Forms), and named his most senior boy, Head of the School, and, if a boarder, Head of the House (the Boarding School). He encouraged the singing of English Great Public School songs, which he used to develop pride in responsibility, truth and leadership.

In 1898, W.A. Purves, B.A., the Classics Master, who had joined the Staff in 1889, wrote the School Song, "Carmen Townsvillare", in Latin. The music was composed by J.R. Castling, B.A., who enrolled at the School on April 16, 1888, and who was a member of Staff, 1897-1900.

The idealistic vision that inspired both Hodges and Purves is summed up in the final verse, whilst the Chorus is a reflection of the School's Motto, "Bonus Intra Melior Exi".

Chorus

Id agamus, id agamus
Meliores ut fiamus:
Sicut bene huc intratur
Mellius hinc exeatur.
Dum sescenti Townsvillares
Nostros diligemus Lares
Stella splendescet nitore
Townsvillaris Puriore.

Although we may be good
When our studies here we start
Let us all try to do better
When hence we must depart.
While all the sons of Grammar
Still love our ideals bright
The star of Townsville Grammar
Will shine with purer light.

Purves dedicated "Carmen Townsvillares" to C.H. Hodges, M.A., and on Speech Day, Friday, December 9, 1898, it was sung for the first time. In his address, Hodges stated,

Mr Purves leaves us a legacy which should make him immortal here. A nation's ballads are long-lived; but what of a Public School Song? It cannot die. Mr Castling has surpassed himself in the accompanying music. . . . It is enough to say that the words are stirring and patriotic.⁴

From the beginning of his Headmastership, and, indeed, until his resignation twelve years later, Hodges received unqualified encouragement from the local Press. On February 9, 1889, "The Townsville Daily Bulletin" published yet another article in support of the School:

It is not so very long ago since the idea of establishing a Grammar School in Townsville, at which the rising generation of North Queensland might receive what is commonly called a liberal education, was regarded as a "vain thing". The indefatigable energy of a certain portion of the community has, however, brought the wishes of a larger number of the leading residents of these parts to be an accomplished fact. The authorities in the southern parts of the colony have long ago recognised the advisability of putting a premium on the value of the acquirement of general knowledge by cadets in our State schools, and advantage has been repeatedly taken by pupils attending the public schools in the South to qualify for the Grammar School Scholarships offered as an increased inducement to study.⁵

This article presaged, as it were, the great controversy that was to rage between Hodges and the Department of Public Instruction on the question of Grammar School Scholarships, and which continued, unabated, during the Miller and Rowland eras.

In North Queensland, the circumstances under which advantages of these Scholarships could be taken were of a prohibitive nature. If a North Queensland boy successfully passed an examination entitling him to a grant of 16 pounds — which was supposed to pay his school fees in some of the southern Grammar Schools — he was, in many instances, practically debarred from taking up his Scholarship because of his parent's inability to meet his travelling and living expenses while attending the school to which he was appointed.

The writer went on to say,

The establishment of a Grammar School in Townsville has done much to supply the wants of the heads of families in North Queensland. It is now unnecessary to send their children to Brisbane, or elsewhere in the State, to educate them, as they have a well-directed institution in their own part of the country, where tuition of the highest order is available under the direction of one of the best English Public Schoolmasters. It would appear to be the intention of Mr Hodges to introduce many salutary reforms in the management of the School, not altogether with a view to putting it on an ultra-conservative basis, but rather, on the other hand, to encourage the graduation of scholars from one school to another.

The article concluded with a plea for financial assistance from the business people of Townsville "to subscribe to a substantial fund for the promotion of an Athletics Club in connection with the School".

... there ought to be no difficulty in raising enough money to purchase the requisites for a gymnasium, failing which the Government might be induced to grant a subsidy to complete its erection. As an educational institution, the Grammar School is deserving of, and has so far obtained, a considerable measure of public support ... it should be the aim of all North Queenslanders to support the institution to such an extent that it may generally be in the position to offer equal, if not superior, advantages to similar seats of learning in the South of our own, and in other Colonies.⁷

The people of Townsville responded generously and the money raised, subsidised by the Government, enabled the gymnasium to be erected in the Third Term, 1889.

SPEECH DAY — DECEMBER 20, 1889

Tuesday was the Speech Day at the Townsville Grammar School, and, as was anticipated, the proceedings passed off in an exceedingly successful manner. By three o'clock in the afternoon there was a large attendance of ladies and gentlemen in the big room, the cool

looking, tasteful array of the former creating a pleasant effect in the usually formal apartment. Among those present were:— His Lordship, Bishop Stanton, Mr R. Philp, M.L.A., (who presided), His Worship the Mayor (Mr J.N. Parkes), Mr T. Willmet, Chairman of Trustees, Mr T. Hollis Hopkins, Trustee, Alderman MacIlwaine and Dr Aherne.

The proceedings were begun by the Headmaster (Mr Hodges) introducing Mr Philp as Chairman. He stated that, in the first instance, the Hon H.M. Nelson had promised to give away the prizes, but had to go away the day previously. They then had requested His Honor Judge Chubb to perform the duty, but the boat from the South, by which he was a passenger, had not arrived in time. They had, therefore, fallen back upon a better known man — their excellent senior member, Mr Philp (Cheers.) Mr Philp always took a great interest in the future colony of North Queensland, and did everything in his power to advance its welfare. He had, therefore, very much pleasure in asking Mr Philp to take the chair and distribute the prizes.

Master J. Castling played the overture.

Mr Philp said that he felt the Headmaster, Mr Hodges, had called upon him to perform a very difficult task. It had first been hoped that a Minister of the Crown, and then a Judge of the Supreme Court would take the chair on the occasion, and now a much less capable individual had to perform that very onerous duty. He need hardly say that it gave him a great deal of pleasure to see such a large attendance, and to know that there were such a number of boys on the roll. He had a great deal of pride in seeing the School getting on so well, and thought he might give them a slight history of its beginning. It was eight or nine years since they first tried to raise sufficient money for the building of the school; but the movement had the assistance of a man whose name was known all over Australia — a man who had not had the advantages of education that the boys of the present day enjoyed. The name of that man was James Tyson. (Cheers.) He had the reputation of being one of the richest men in Australia. One of the morning papers published an article pointing out the great want of a Grammar School for Townsville. Mr Tyson went to him (the speaker) with the paper in his hand, and saying that he approved of the idea, said he was willing to subscribe 100 pounds towards a Grammar School fund if 20 other gentlemen would subscribe a like sum. In those days, very few men in Townsville could afford to give such a liberal sum, but eight gentlemen did so, and others promised to give 50 pounds, and others smaller sums if Mr Tyson would give his 100 pounds. Mr Tyson relaxed his terms, but it took five or six years to raise the sum necessary to complete the building. The second term was now just passed, and the average attendance had been 72 boys. He did not know that any other Grammar School had obtained such a result in so short a time. Its success spoke volumes for the interest taken in the institution by the Trustees, and of the good qualities of the Headmaster. (Cheers.) No matter how good and enterprising the Trustees were, unless the Headmaster was one well conversant with his work, and was willing to take a good deal of trouble, not only inside, but outside the School, great success could not be attained. Mr Hodges came with a great reputation, and it was most pleasing to the people of North Queensland to see that he was keeping up that reputation in his colonial career. He hoped that not only would more Grammar Schools be established in North Queensland, but that in Townsville — which claimed to be the second town in the colony — a University would rise up in due time.

The school choir then sang "The Gypsy Chorus", and Mr Hodges proceeded to briefly review the following prize list, giving credit to those boys who had excelled, and apt encouragement to others who, not securing honours, had exhibited cleverness in the execution of prize papers.

FORM PRIZES: Form V, F. Hamilton; Form IV, E. Cunningham; Form IV (modern), E. Earl; Form III, D. Jones; Form II, C. Walker; Form I (upper), H.H. Barton; Form I (lower), C. Walsh.

English Essay Prize, given by R. Philp, Esq., M.L.A., subject, "Heroism in Australia, 1, H. Butt; 2, E. Bolland; Latin Grammar and Prose Prize, given by the Headmaster and Mr Hickson, 1, F. Hamilton, 2, D. Jones; French Prize, H. Butt; German Prize, H. Butt; Mathematics, given by His Worship the Mayor, general, Forms V and IV,



Earliest photo of School, 1888, near completion.



Grammar School Townsville, 1892.



Staff and the School, 1895. STAFF: K. Kemnitzer (standing), C.H. Hodges, W.A. Purves.



The School 1895.

J. Campbell; Arithmetic, Forms III and II, C. Walker; Arithmetic, Form I, given by the Headmaster, H. Barton; Reading Prize, given by J. Gordon, Esq., (upper school), C. Jarred; Reading Prize, given by J. Gordon, Esq., (lower school), E. Jack; History Prize, given by A.G. Bundock, Esq., F. Hamilton; Geography Prize, C. Jarred; Writing Prize, given by C. Ansted, Esq., 1. H. Ryan.; 2. E. Fryer. It may be here remarked that the prizes consisted of valuable books artistically bound, and that the recitations and singing of pupils at intervals during the afternoon afforded much entertainment and evoked loud applause.

Mr Philp awarded the prizes in the intervals between the speeches and the various items on the programme, each recipient being heartily cheered.

Masters J. Castling and F. Hamilton having recited the dialogue of "Wolsey and Cromwell" from "Henry VIII", a duet was sung by Masters J. Franzmann and G.E. Martin.

Mr Hodges, who was received with loud applause, gave a concise history of the School. He remarked that as the programme was pretty long, and the day was warm, that he was sure all would be very tired before it was all over, he would make his remarks as brief as possible, and so deserve their thanks. He had great pleasure in welcoming His Lordship the Bishop, Mr Philp, and the Trustees present, while he regretted the absence of the other Trustees — Mr W.V. Brown, Mr Castling, and Mr Bundock. They had, however, the presence of the ladies, who usually afforded such occasions their magnificent patronage —

"Ladies whose bright eyes
Rain influence and judge the prize."

Schoolboys, like others, did their best when the eyes of their lady friends were upon them, whether on Speech Days, on the cricket field, the running path, or on the river. His purpose was to cut his speech short, and he could not, therefore, say all that the ladies deserved to have said about them. First about what might be called the plant of the institution. When he arrived to take charge, he found the spot set around with empty

kerosene tins, broken bottles, and rubbish generally. There was a camp of blacks in the Reserve, and the grounds were invaded from every quarter. A school should be a little kingdom. It should have a frontier of its own, within which order should reign. There had neither scientific or natural bounds; but during the first year had been erected a fence calculated to keep out anything but the ubiquitous goat that nothing could keep out.

A gymnasium had been proposed, His Excellency, the Governor gave a liberal donation, and a fund was soon raised, which the Government had kindly subsidised. In fact, they had not had the slightest difficulty in raising the necessary money. The gymnasium had been built, and he could say that it was worth, to the School, ten times the amount of money it had cost during the first year of its existence. There was not the slightest doubt of the virtue of developing the physical frame as well as the mental faculties. They had also to tender warmest thanks to a lady, whom he saw to be present, for the cricket pitch that had been put down in Queen's Park. He referred to Mrs Henry. (Cheers) A word about their cricketing. They had done well. They had won seven matches — they had only played seven matches. These victories had such effect that they could not get any others to play them, the first eleven not having competed in any match during the season. Mr Hodges then referred to the School building. They had a splendid big room and a splendid dormitory; but the classrooms took about sixteen boys — they should take 30. They also wanted premises for Masters, for two men should be living there. The other day Mr Allen paid a visit to the School and was much struck with the disadvantages of some of the present arrangements of the building. Very kindly he proffered to the Trustees to give 50 pounds if nineteen others would do the same towards a fund for improvements. This would mean a sum, with the Government subsidy, of 3,000 pounds, and would be the only money the institution would require for some years to come. Were those nineteen liberal men to be found? He believed from the past history of the School that they were. Four or five had already been discovered. He would tell them — and this was quite private — that there was some talk of somebody giving the School 200 Ruab shares, and, as everyone in Townsville knew, if this were done, the School was made for all time.

When he arrived, the School was already in force, under Mr Upward, who had associated with him Mr Ansted. Mr Upward introduced him (the speaker) to the work, remaining until the end of the term, and when he went all were sorry to lose him. The number at the School at the time of the last function, such as the present, was about 25. During the first half of the present year the average was 66, and during the last half, 72. This rapid increase in numbers had, at first, surprised him very much. There had been a difficulty in procuring books; the Staff had been insufficient, and so they had not had time to prepare anyone for the Sydney University Junior Examination, and, therefore, no honours to report. None of the present members of the School could take advantage of these examinations, and he was sorry for this. He hoped it was the last time they would have a blank list. Next year he hoped to send two or three boys to the Sydney Junior Examinations and to be able to report that honours had descended upon them. Mr Hodges proceeded to explain the way in which the Townsville school was handicapped in respect of the opportunity of securing honours at high examinations, pointing out that in Brisbane, where the organisation had been in existence for ten or fifteen years, boys received a better elementary training and so had a great start. This was a disadvantage that time alone would overcome. He had read a great deal in the English Reviews recently on the subject of examinations — several writers vigorously condemning the system. As a practical schoolmaster, he differed from these opinions, because examinations served as a gauge of the progress of the school. He found fault with the system of "cramming" for examinations, but he believed that the Sydney University Examinations were carried out on good lines.

Take, for instance, the subject of history, in which the candidates had only to write out freely and clearly the answers to any three or four questions in the whole of English history. He was glad to see that honours had been received at Sydney by one Townsville girl — it was an honour of which her instructress might well feel proud. The speaker referred to the scholarships in New South Wales, by which a State school pupil who passed in three subjects could secure a scholarship of sixteen guineas. He hoped to get donors of exhibitions and scholarships in time to come. As to the curriculum. In England, and much

more so in democratic Australia, it was of a utilitarian character. "What was the use of Latin and Greek?" was asked. "We want Book-Keeping and Arithmetic." In such a strong current, he thought it good to cling hard and fast to what they had. Education had something to do with life as well as of life's material interests. Its design was to induce the individual to think of and do something for his neighbour, and not merely to devote his talents to the increase of his own business; it enabled a man to beautify his own life and those of others around him.

Mr Hodges then related an anecdote of the father of the present Chancellor of the Exchequer, to show that the highest accomplishments were not after all incompatible with the greatest success in business. He proceeded to show that Latin formed the surest foundation of an education, and declared that it was almost impossible to specialise the tuition of a boy. In support of his argument, he read the following extract from the rules of the Maryborough Grammar School:— "Every boy is expected, whilst in the four lower Forms, to do all the work arranged for his Form. Apart from other considerations, it is impossible to arrange for special work below Form V; nor is it at all to the advantage of the pupil himself that any such arrangements be made. The general aim of the School, in all things, is to provide in the lower Forms a system of study that shall be a sound foundation for the higher work of Forms VI, V, and at the same time an efficient commercial education for those boys who do not reach the highest Forms; whilst in the highest Forms especial attention is given to boys intended for a professional life." This expressed his feelings entirely. Specialisation withdrew from work all healthy rivalry and competition. The boy who was to receive a special education must work alone, increasing the work of the Masters. Sometimes boys were sent for the purpose of receiving a sound commercial education within six months, when the foundations for that education were not always sound, and in some cases were not laid at all. It was a mistake to send a big boy of sixteen with the idea he would receive a commercial education, when he was ill-grounded in the very thing that that education depended upon. Mr Hodges stated that he was not an enthusiast for classical education, but that his strong leaning was for mathematics and the natural sciences.

In conclusion, he expressed his gratitude to the Trustees who had supported him kindly and liberally throughout the year, to his colleagues for sympathetic support and thorough loyalty, and to the boys — with whom he had, of course, occasional rubs — who had received him kindly. They had got on well together, and the little rubs had been smoothed over. If they would permit a personal allusion, he would thank all for making his first year in Townsville a very happy one. (Applause.)

Master D. Henry then recited Macaulay's "Horatius", and the choir gave the glee "Sweet and Low".

Mr Philp then introduced Bishop Stanton to the audience in a very complimentary speech.

His Lordship, who was greeted with loud applause, said it was rather warm, and that it was not easy in such weather to grow enthusiastic, yet, if one were given to enthusiasm, it might scarcely be better expended than upon the subject of the Townsville, or rather, North Queensland Grammar School. It reminded them of Froude's "Oceana" that prosperity without intellectual advance was really nothing worth. After a few introductory remarks, His Lordship proceeded to address the boys, first of all congratulating them most thoroughly upon having such an excellent Headmaster. Not only must a Headmaster possess an abundance of information, but he must be gifted so that he was able to impart that information, and further, he must have another almost indescribable talent — a sort of enthusiasm enabling him to infuse into the minds of boys eagerness for learning. This enthusiasm, or whatever it was, could not be purchased. You could not go into the market and buy it. It could only be got and found, and they had it, and had found it in the Headmaster.

His Lordship then referred pleasantly to his examination of the boys in Latin, remarking that, at first, he had gone very gently, but when he found that they could not only toddle along by themselves, but walk, canter and gallop, he had been pleased. He complimented them on their proficiency in Latin, and advised the smart boys, who found themselves getting so far ahead of the others, to study their lessons twice over, or to get

their Masters to give them extra work, so that the fable of the tortoise and the hare should not be exemplified. He addressed the boys in encouraging terms, describing them as the future men of the Colony, and said that they would have to hold up the flag of North Queensland, and that they must hold it up bravely so that none should be ashamed. The honour of the School rested with them. They should be careful of that trust, and, inside and outside the School, see that they gave Mr and Mrs Hodges, who did so much for them, very little trouble. Finally, His Lordship hoped that they would realise the best anticipations of their friends, in the grand position of young Queenslanders, and that they would delight the eyes of all who looked upon them.

A scene from "The Taming of the Shrew" was then acted, the characters being:—"Petruchio" (husband of Katharina), Master E. Cunningham; "Grumio" (servant to Petruchio), Master H. Trenfield; "Hortensio" (friend of Petruchio), Master E. Bolland; "A Tailor", Master C. Jarred; "Katharina" (the Shrew), Master H. Butt.

Mr T. Willmett briefly addressed the assemblage, expressing his belief that the scheme inaugurated by Mr Allen for the raising of funds for necessary additions to the building would be successful in the end. He stated that Bishop Stanton had promised 50 pounds, and the Headmaster 50 pounds, and no doubt Mr Philp and Mr Hopkins would be induced to do so, too. He could not afford such a sum, but would give what he could.

Master R. Jack recited Sir Walter Scott's "Lochinvar," and Master W.S. Boyd Barham's "Nursery Reminiscences."

The Mayor then expressed his pleasure at being present at so important an event in the history of the School, and spoke of the Bishop deserving the gratitude of the whole of North Queensland for selecting a man of such brilliant attainments as Mr Hodges, as Headmaster of the School. He also referred to the fact of a son of an old and respected resident — the late Mr W.P. Walker — having carried off several prizes. Mr Walker had been a good citizen, and he trusted that his son, who had begun so well, would follow after him in public life.

At Mr Parkes's instigation, three cheers were enthusiastically given for Mr Hodges.

After the singing of a Christmas carol, the Chairman announced that an epilogue would be spoken, and Master James Castling appeared on the platform and gave the following:—

"What! not done yet," I think I hear you say,
No ladies, no, a moment still, I pray.
Your patience and your ever kind attention
For half a dozen things I have to mention.
We boys, like dogs, ought all to have our day,
Although our bark be but a donkey's bray.
With kind indulgence you have heard our speeches,
'Enough is as a feast' the proverb teaches.
We might have added Latin, French, to these,
Greek, German, Hindustani and Chinese.
But we are modest boys, nor aim too high —
The rest of them, we'll give you by-and-bye.
Think not we always play each man his part;
With weary toil we learnt our speech by heart.
Not always "Wolsey" figures in such guise,
so sorrowful, so humble and so wise.
Spurred by Macaulay's grand heroic lay
We hope to prove as valiant, too, some day;
And hewing down the bridge across Ross River
From the invading foe our town deliver.
If you, fair dames, have heard our spouting right,
You will not let the Shrew's cap fit too tight;
Nor venture husbands, all, for fear of strife
To make a 'Butt' of such another wife.

Boyd's memory must carry a long way
 When his December brought a dismal day;
 The glacial epoch saw perchance his youth;
 That hoary head looks very old, in truth.
 A carol at the joyous Christmas tide
 We hope is welcome thro' the whole world wide.
 'Twas Mrs Wilkie taught us to give tongue,
 Without her aid we never could have sung.
 Thanks for your gracious presence, ladies fair,
 Bishop and Trustees, Aldermen and Mayor.
 And now, farewell. We've given you Shakespeare, Scott,
 Macaulay and — the others I've forgot.
 Let one appropriate line be Milton's due —
 "Tomorrow to fresh woods and pastures new."

Mr Willmet, having proposed a vote of thanks to the Chairman, which was carried by acclamation, the singing of "God Save the King" brought the proceedings to an end.

The Foundation Years 1890-1897

In his opening remarks at the Speech Day, December 19, 1890, the Chairman, His Worship the Mayor, Mr W. Clayton, commented that the "past twelve months has been practically the first year of the School's real work". By this, he meant that Hodges had been occupied in organising Staff, subjects, routine, and in establishing a reputation for academic excellence, not only in Townsville but throughout the North. The Mayor urged parents to leave their children at school so that they might benefit from "a high class education". His warning fell on deaf ears. The number of Boarders had fallen, somewhat, because of the hard times that people were experiencing. Getting a boy a job in the Bank or launching him on a career in Commerce, far outweighed the value attached to education. Indeed, the idea that a Grammar School was a kind of "finishing school", for those who could afford such a luxury, was quite prevalent. Hodges despaired of, what he called, the "counting house" attitude of parents, and advocated that boys should enter Grammar at the age of eleven or twelve and stay four or five years if going into business, or longer if entering a profession. He believed that North Queensland would become an independent, self-contained Colony which would require Cabinet Ministers, Politicians, Judges, Clergy, and men to fill the ranks of the higher professions. Unless parents recognised the advantages of education, then such positions would be filled by men from the South or from the Old Country. Never a man to mince words, he stated, in no uncertain terms, at the 1890 Speech Day:—

As to the money question, I am afraid that, in some cases, the education of children is the first thing to be given up, when the shoe pinches, instead of the last to be retained; and yet everyone grants that money spent on the education of children is the best investment of all.

In July, 1890, a notice appeared in the Townsville Newspapers announcing that the Grammar School Trustees had elected three boys to Foundation Scholarships, one of the conditions of tenure being that the Candidate must have been a member of the School for two years prior to the examination. An Editor, whom Mr Hodges described as "an advocate of the people's rights", censured the Trustees on the grounds that they were doing a gross injustice to the working class by debarring the sons of the poor from participating in the benefits of a State-endowed Grammar School.

The article, under the headlines — "An Injustice to Workers" — published on July 15, 1890, brought a speedy response from the Headmaster who accused the Editor of writing under a misconception of the object of the scholarships. In his letter to the paper, Hodges stated:

Following the lead of the Grammar Schools in the South, the Trustees of this School offer a free education for two years to certain boys of sufficient merit who have been in the School for the two years preceding the examination. This means a sacrifice of income of £100 per annum, a sum not taken from the State, but from the School funds. The Trustees offer no entrance scholarships, because the State provides these, and I am particularly anxious that the existence of these scholarships should be generally known. Every December, an examination is held in certain centres for the pick of the State School boys under the age of fourteen years. All competitors, who obtain a good proportion of marks on the three papers set — Arithmetic, Geography and English — are entitled to enter a Grammar School and to have their fees paid for three years. In the Brisbane Grammar School, at the present time, there are no less than 75 of these scholars. We have only one, a Port Douglas boy, who was 30th in the examination last year. The object of our "Foundation Scholarships" is to supplement the State School scholarships in the case of clever boys who may wish to enter a profession or a University. The idea conveyed by the last paragraph of your article is quite incorrect. You say: "In the Southern Colonies, boys who show themselves possessed of ability are given an education fitting them for the University. While attending the primary schools, they can win Grammar School Scholarships which enable them to attend, free of expense, the local Grammar Schools endowed by the Government of the Colony." Precisely the same conditions obtain in North Queensland, and the chance of a boy becoming fitted for the University depends on the founding of these very scholarships to which you draw attention.⁸

A ingenious reply! Hodges, ever the opportunist, was thus able to publicise the advantages of Townsville Grammar, and, at the same time, obliquely flatter the Queensland Government.⁹

In his second year of Headmastership, he was restricted by the burden of original debts and felt frustrated that he could not implement an expansion of buildings, as he had envisaged in his 1889 Speech Day Address. Undeterred by this set-back, he made an appeal for money, to add to the £100 he had collected, with which to build "a place to tempt boys to spend their leisure hours profitably in learning carpentry, etc., instead of loafing and making a noise." He was impatient, also, to construct a room suitable for chemical and physical work.

On the whole, however, 1890, was a reasonable year. The School entered five boys for the Sydney Junior Examination, all of whom won certificates, with a total of nine firsts and seventeen seconds, an average only just beaten by Brisbane. The climb to the heights of academic excellence had begun.

1891 saw a decline in the numbers attending the School, and caused the Headmaster both anxiety and disappointment. The depression in Townsville and North Queensland dealt a serious blow to the great expectations of the Trustees, the average roll for the year being 48, including 16 Boarders and two State Scholars.

STATE SCHOLARSHIPS

Of the 120 State Scholarships awarded in 1891, only 70 were taken up. 136 boys were, at this time, holders of Scholarships at the following schools:

Brisbane	91
Ipswich	12
Maryborough	15
Toowoomba	12
Rockhampton	4
Townsville	2

The total amount of money spent annually on scholarships to Grammar Schools was £2,200 of which Townsville received one sixtieth. As the population of North Queensland was about 70,000, Hodges regarded the distribution of Scholarship money as

most unjust, and continually stressed that it should bear some sort of proportion to this population. Because the Townsville climate was regarded as unhealthy, parents sent their boys south, which action he condemned as wrong and unpatriotic. In January, he interviewed the Minister for Public Instruction on the matter of Boarding fees and on Scholarships which were not taken up because of the expense involved. The Minister recognised the justice of his argument, and, indeed, was sympathetic, but pointed out that the Government just could not afford to increase expenditure on education, nor would it be politic to do so.

During the year, through the generosity of friends, a workshop-laboratory was erected. Hodges declared that the laboratory was 'the germ of what would become, some day, a very important part of the School, where studies in chemistry and metallurgy would be carried out'. The workshop provided an escape from the rigors of the classroom, and channelled energies into positive and creative fields. Looking ahead, he realised that there was a need for a fund to establish a Library, a Cadet Corps, and to expand the workshop facilities.

The passes in the Sydney Junior were outstanding, particularly those of F.T. Perkins, S.M. Hopkins, and H.H. Barton. Grammar's first candidate for Senior, J.R. Castling, was also successful.

1892 numbers declined ever further, although there was a slight increase in Boarders. It was evident that there was a marked diminution in support from the people of Townsville, which Hodges finally recognised, with some reluctance, as a "working-man's" town, adversely affected by the stringencies of the depression through which the colony was passing. In 1889, his first year, 25 per cent of the boys at the School were under twelve years of age, but this had fallen in three years to 4 per cent. Because boys were kept longer at Primary Schools, Grammar's enrolments and income suffered considerably. In his Speech Day address, 1892, Hodges referred to the vexed question of the Scholarship with uncharacteristic caution. It appeared that remarks made by the authorities of Ipswich Grammar School, the previous year, had been interpreted by the Education Department as implying an unfairness in the conduct of the examination, and, in consequence, they had received a severe "whipping". Hodges had no desire to share the same fate. However, he made the point that of the whole amount voted for Government Scholarships, two-thirds went to Brisbane Grammar School, and 99 per cent to the schools in the South. In his view, the greatest single problem confronting Townsville and the North, apart from lack of money, was a lamentable apathy in educational matters.

The Act regulating Scholarships had been in force for eighteen years, during which time there had been only one successful candidate from the Townsville district — a girl from Mundingburra, who had passed in 1891. Her application to enrol at Townsville Grammar was rejected, after careful consideration, by both Trustees and Headmaster who were averse to admitting girls to a Boys' School. In the following year, however, amongst the six Scholarship holders were two girls, both of whom were accepted — Mary Foley (Second Term) and Letitia Crowder (Third Term). No reason was given for this volte face. On Speech Day, 1893, Mr Justice Chubb stated:

I would like to refer to the admission, during the year, of the two girls, especially as it is probable that next year we will be called upon to take in more. The Trustees are glad the experiment has proved so successful. If we are to have any large numbers of Scholarship girls, the Trustees will have to consider the question of having a lady in the School to sit with them and look after them.

His Honour went on to say that the School did not exist for the Trustees, nor for the parents of the few boys in attendance. It was a public institution supported by Government endowments, fees and donations in the shape of prizes etc., and, if any girls were fortunate enough to be awarded a State Scholarship and wished to come to the School, then the Trustees would be very glad to receive them.

Thus, in 1893, Townsville Grammar became Co-educational, and to mark the occasion, His Excellency, the Governor, presented each girl with a beautifully bound book.

Hodges grudgingly admitted that "the experiment of accepting girls has been, so far, eminently successful". He could not discover any objection to admitting girls. In fact,



Letitia Crowder, second girl to enrol at Townsville Grammar, 1893.

he went to great lengths to point out that Scholarship girls were sufficiently advanced to take their place above the Lower Forms and that it had been a most pleasant and interesting experience to teach such excellent pupils, whose influence on the boys had been the "reverse of injurious". Quite an interesting change of heart from a man, who, only the year previously, had taken a most determined and unequivocal stand, with the support of his Trustees, against admitting girls! Perhaps the final arbiter was Scholarship money?

Note: Mary Foley received a copy of Longfellow's poems, and Letitia Crowder, the poems of Tennyson, in which His Excellency had inscribed: "With best wishes for her future career."

Some statistics presented by Mr Hodges, Speech Day, 1893:—

During the past five years, 165 boys and two girls have been enrolled. Of these 38 are now at the School of whom 6 hold Grammar School Scholarships. Of the rest, some have left us very young boys, with their characters unformed, and their knowledge rudimentary, to be thrown into the vortex of life to sink or swim, and have left no trace; a few have gone to school elsewhere. The 87 "old Townsvillians" I find engaged at the present time as follows: In offices 32, or about 37 per cent; on stations, 25, or about 29 per cent; in professions, 17, or about 20 per cent; in trades, 11, or about 12 per cent; at the University, 2, or roughly 2 per cent. In the Sydney examinations, two Senior and 22 Junior Certificates have been taken in the last four years, the Juniors with 43 first classes and 87 seconds.

Despite 1894 being a lean year for the School, with a Roll of 38, the optimism of the Trustees remained unshaken. An application was made to the Department of Public Instruction for an additional grant of some 15 acres from the Queen's Park in order to "build a Girls' Grammar at an early date". In his letter to the Minister, the Secretary to the Board of Trustees, E.J. Wareham, pointed out that Townsville Grammar was entitled to enjoy the same type of endowment conferred on Grammar Schools in Brisbane, Ipswich, and Toowoomba, and that the additional 15 acres would increase the "present 10 acres to an area equal to the original ground set apart at Norman Park for Grammar School purposes". The Minister refused the request on the grounds that the Lands Department, to whom the matter had been referred, had reported that "no land was available for the purpose of granting an endowment to the Townsville Grammar School. No moves were made to oppose this decision, and dreams of a Girls' School faded into obscurity. It was just as well, for Townsville and North Queensland could barely support a Boys' Grammar, which, although only in its infancy, was already beset with mounting problems of finance. A second school would certainly have aggravated these difficulties.

However, 1895 ushered in a ray of hope. Hodges reported that the School had opened in January with an increase of almost 40 per cent over the number in the preceding year, an indication that times were improving. He also acknowledged that the School owed much to the Hon. Robert Philp, who, as Minister for Education, 1893, had introduced 'the local system' of awarding scholarships. Consequently, the School now had 20 State Scholars, compared with 2 in 1893. Of the 10 State Scholars who entered the School, 1895, six came from the Central School; also enrolled were two other scholars who were awarded the Goldfields and the Masonic scholarships, respectively. Indeed, 1895 was a year of marked prosperity — the overdraft had been reduced, the first charges for building, furnishing and fencing had at last been wiped off, and, most importantly, all eight candidates for the Sydney Junior Examination had passed, Mary Foley gaining first class honours in English, Geography, Arithmetic and Algebra. The previous year, Letitia Crowder had passed with two first class honours. These results, 100 per cent compared with 60 per cent in the two colonies, established the reputation of Grammar as a school to which parents could send their children with the utmost confidence.

Hodges now turned his attention to the whole question of the Junior examination. Recent changes had affected its utility as the test examination of Queensland Grammar Schools, particularly as the time for holding it had been moved from September to June, and the standard considerably raised. He supported the opinion of Mr Roe, Brisbane Grammar, that the changes were of so serious a nature that Queensland should cut itself adrift from the Sydney Junior. Both Hodges and Roe objected to the raising of the standard on the grounds that it was impossible to obtain a first-class without "cramming", and that the average student was consequently excluded. Both Headmasters agreed with the suggestion of Sir Samuel Griffith, in his Presidential address on the opening of the University extension session, mid-1895, that the time was ripe for Queensland to conduct her own Junior Examination. Of the 1,400 candidates in June, only a tenth were from Queensland. However, he issued a blunt warning that, if a Queensland Junior were established, examiners should be teachers and not remote academics. His words caused more than a faint ripple in education circles.

1896 was ushered in amid severe storms and flooding which disorganised rail and shipping. To the surprise of all, the roll increased from 46 to 60, which number was maintained throughout the year. In January, the Government offered ten scholarships to the School, six of which were won by Charters Towers. Of these six, three were declined at once, and two were thrown up at the end of six months. These facts, supported by similar evidence from Mackay and Gympie, proved that the Scholarship system was of little value to towns in which there were no Grammar Schools, a point which Hodges had laboured for a number of years. He was under no illusion that the method of awarding scholarships was unjust and that it led to periodic attacks on the Grammar School system, not only by politicians, many of whom he regarded as insufferable and ignorant, but also by elements of the popular Press.

Note: The total expenditure by the Education Department, 1895, was £204,000. Of this sum, the Primary Schools took £185,000; School of Arts and Technical Classes, £6,000, and the balance, £13,000 represented the amount for the Grammar Schools, the scholarships, and Exhibitions to the Universities.

The installation of gas lights in the classrooms and dormitories was finally achieved in 1896. This step, into what Hodges called "the modern age", was the culmination of the determined efforts of both Trustees and Headmaster to remove some of the difficulties under which staff and boarders lived and worked. Indeed, the semi-demise of candles and lanterns was marked by excited celebrations, but, because gas was expensive, it was carefully rationed and used in conjunction with candles. Concerned that the School grounds were an unattractive wilderness, Hodges initiated a systematic tree-planting scheme in the same year, particularly along the Paxton Street boundary. Some of these trees, planted by Hodges and his Staff so long ago, still flourish today.

High academic standards continued to be maintained and all five candidates for the 1896 Junior Examination were successful. J.L. McKelvey's pass — a first class in History, Latin, Arithmetic and Algebra, and a second in Geography, French and Geometry — was one of the best in Queensland. Miss Hannah Beet was 'proxime accessit' for the Algebra Medal, being passed by one boy only of the 1,000 candidates in that subject.

In 1897, both the Junior and the Senior Public examinations were held in September instead of June, the extra three months for preparation being well-received by teaching staff and students.

After nearly four years at the School, Mary Foley and Letitia Crowder left to enter the Teaching profession. In farewelling them, Hodges stated:

It has been an interesting experience, that of teaching girls with other pupils, and although it is only under special circumstances that I should regard it as desirable and satisfactory, I must acknowledge in the case of these two girls, I have found nothing I can take exception to; on the contrary, it is with sincere regret that I part with pupils so willing and intelligent; they have appreciated the privilege extended to them and have achieved no little success, and have brought distinction to the School.

Note: How condescending! There were another six girls in the School.

Thomas Foley, Mary's father, thanked the Trustees for the privilege they had extended to his daughter by granting her an extra year's tuition in recognition of her brilliant Junior Examination pass.

In the Sydney University Senior Examination, W.B. Boyd was equal with Miss E.E. Bourne, Brisbane Grammar, in Ancient History and both were awarded Medals. Boyd was also *proxime accessit* with W.R. Horne, Toowoomba Grammar, in Algebra, and winner of the Barker Scholarship, with Horne, Toowoomba Grammar, and Stephen, Sydney Boys' Grammar, *proxime accessit*. All four candidates from Townsville Grammar passed Senior. The high academic standard of the School was further enhanced when F.T. Perkins was awarded a Bursary, worth 80 pounds per annum, by the Chancellor of Sydney University.

However, the very traditions of the School were somewhat shaken when Hodges was confronted with a "matter of grave anxiety". Deeply offended by the unacceptable conduct of "some boys of a weak moral nature, boys who showed a complete lack of self-discipline", he described this incident as the only shadow on an otherwise very successful year — fine academic achievements, and the School finances in good shape, with a balance of £400 in hand.

Hodges was particularly critical of the Government's State Scholarship policy, 1897. In effect, the new Regulations stated that:

Only children of more than average ability would get Scholarships, and could attend any Grammar School. Students living away from home and whose parents could not pay the boarding fees would be given bursaries. There would be 36 Grammar Scholarships, 8 bursaries (up to 30 pounds per year). All Scholarships would be tenable for three years.¹⁰

The results were that more children sat for Grammar Scholarships, many of which were won in towns where there were no Grammar Schools. Under the new Regulations, winners of these Scholarships were directed to the nearest Grammar School and, as a consequence, country children were disadvantaged and suffered terrible hardship if they attended Grammar schools away from their home towns.

The matter was raised in the Assembly by the Hon. W.H. Groom, who urged that, in needy cases, the amount of the Scholarship should be increased so that country children could enjoy the advantages of a secondary education. Groom was supported by country Members of Parliament, but to no avail.¹¹

This proposal gave the Attorney-General, Hon. T.J. Byrne, the opportunity to argue that successful candidates should have the right to take out their Scholarships at any secondary school approved by the Government, or for that matter, at any institution. The Secretary for Public Instruction, Hon. David Dalrymple (Mackay), attacked the basic assumption that Scholarships were a sort of prize for children of more than average ability.

The fact that a boy or girl winning a scholarship no more proves that that boy or girl is excessively clever than the fact of a horse winning a hurry-scurry race in a remote township proves that this horse is an exceptionally fast horse.¹²

The system of awarding a certain number of scholarships to each district was full of anomalies, which Hodges painstakingly pointed out in his Speech Day Address, December 13, 1897.

EXTRACT FROM MR HODGES' REPORT — SPEECH DAY, DEC. 13, 1897

"For some years we struggled to obtain a fair share of the money voted for scholarships, and in 1893, Mr Philp, the Minister for Public Instruction at that time, introduced the 'local system'. The change was most advantageous to us, and has been the means of sending 25 or 30 boys here who would not have otherwise come. It was objected that, under this arrangement, a few scholarships were bestowed on undeserving boys; but it was quite possible to have fixed a minimum standard, and in the event of the scholarships not being won in the 'localities' the balance might have been given to deserving candidates elsewhere, a simple matter of adjustment. Already we have suffered the loss of about ten boys. In 1894 and 1895, the scholarships not taken up or vacated before running out were allotted to others. This custom has fallen into abeyance under a new Administration. Now this school, and indeed all except Brisbane, are just at the point in numbers where a few boys make an immense difference. We find on the one hand that it is impossible to work six forms effectively with less than four Masters, and on the other that the number in each form is comparatively unimportant up to a certain point. For small schools, one may say four Masters is the 'economic unit'; we could work up to 70 or 80 without an increase in Staff, while with a decrease we should find it hard to do justice to 40.

I find no serious fault with the present Minister, who is in the situation (very familiar to a holder of a Portfolio) of the old man in the fable who was travelling with a son and an ass. He cannot please everybody; but it seems an unfortunate circumstance that two motions brought forward in the Assembly with the sincere purpose of improving the existing regulations should have operated adversely to Grammar Schools. Mr Groom's motion for establishing bursaries had my warmest sympathy. The Government now offer eight such scholarships, which, besides providing free education at a Grammar School for three years, carry also an allowance of £30 for Board. This is excellent, but it is done, unhappily, at a great sacrifice. Instead of 128 Scholarships as in the past, there are now to be 36 only; and these may be held at any Grammar School, and are open to the Colony. We are bound to suffer a decline in numbers, in consequence of this edict. Apart from any personal interest in a particular school, it seems obvious that the present policy of starving these schools is wrong and disastrous. It is as if a manufacturing company were first to build and fit up factories at considerable expense, and then make regulations whereby their operations were limited to the verge of ruin. If the Grammar Schools, as at present constituted, are not doing for superior education what might be done for the outlay, let them be 'mended' or 'ended'. The former alternative is surely preferable, for not only is retrograde action to be deprecated in itself, but one may say with some assurance that the Grammar Schools have not done amiss with those who have been entrusted to them, and have established a claim to a careful consideration before they are finally put on one side.

Let us see, then, how the 'mending' might be done. It is now resolved to so raise the standard in Primary Schools as to embrace some subjects which have hitherto been regarded as belonging to Secondary Education, a change which, though many State School teachers are already fully competent for such new duties, would, as a matter of fact, demand a much higher average standard and lead to a great increase of expense to the Department. Now, a small increase in the endowments to Grammar Schools would enable them to educate, free of further charge either to State or parent, all boys who reach a certain standard in the State School as at present constituted. By this method money would be saved, the work would be well done, and reconstruction — with all its painful associations — would be avoided. The effect on the Grammar Schools would be that each, being able to count upon a condition of things no longer dependent on mercurial legislation, would perform more effectually its duty to the State and its own district."

1898-1900 THE LAST THREE YEARS — THE ROAD TO FATIGUE

Because of the re-arrangement of the terms for the free admission of State scholars into Grammar Schools, 1898 opened with an enrolment of 45. A Herberton girl was the only successful candidate in North Queensland and she chose to go to Brisbane. In 1896, the School had 20 State Scholars; 14 in 1897, and 7 in 1898. A dramatic decrease!

Nevertheless, despite the small numbers, three candidates entered the Sydney University Junior Examination and two the Senior. All were successful.

The departure of W.A. Purves to take up the position of Classics Master at Melbourne Grammar was a serious loss. Purves, who had come from England in 1890, had been Hodges' right-hand man during the critical period of the 1890's, but he left a legacy, the School Song, "Carmen Townsvillare" (music composed by Mr J. Castling, an Old Boy and a Master). The song was sung for the first time on Speech Day, 1898, and was described by Hodges as "stirring and patriotic".

Hodges was particularly saddened by the death of the Premier of Queensland, T.J. Byrnes, and by the death of Mr James Tyson, who had given a considerable amount of money to the School over a period of years.

The return to Townsville of Mary Foley (the first girl to enrol at the School) as a Teacher at the Central State School was greeted with great warmth by Hodges, and the School.

Because of poor enrolments, moves were made to attract boys younger than thirteen. Advertisements were inserted in North Queensland papers announcing that the Trustees were prepared to make considerable reductions in fees for the whole of a boy's time at the School, provided he entered young. These were desperate measures, but necessary in the face of declining numbers. Unfortunately, the hope that the School would receive a sufficient number of young boys to justify forming a preparatory class was not realised. Throughout the year, Hodges continually stressed the importance of keeping boys at the School rather than "hurl them into the vortex of business life and the perpetual atmosphere of Flinders Street, the business street of Townsville". Jobs for young boys, however, were of greater importance to parents than an education at Townsville Grammar, and Hodges' pleas fell on deaf ears.

ADMISSION OF GIRLS

A meeting of Trustees was held at the office of Messrs Wareham and Donald on 22.7.98. Present: Mr Justice Chubb (Chairman), Messrs J. Macintosh, A.W. Macnaughton, D. Patience, C.H. Hodges (Headmaster), and E.J.B. Wareham (Secretary).

After various items were disposed of, some discussion ensued over a letter from Mr R. Abraham, Secretary of the Cleveland Masonic Lodge, No 2503 E.C., asking if, in the event of a girl being chosen for the Lodge Scholarship, the Trustees would offer any objection to her attending the School. Mr Macnaughton pointed out that previously it was only girls who had won a Scholarship at State schools who had been admitted as a matter of convenience. They should not encourage girls to attend the School. He hoped, before long, to see a proper Girls' Grammar School established in Townsville. They had one in Rockhampton, and he did not see why they should not have one here. The Chairman remarked that the Rockhampton one did not pay. Townsville would not be ripe for such a school within the next ten years. The point was should they refuse to admit a girl to the School if the Masonic Lodge nominated one. Mr Macnaughton said he understood there was also a boy available. He moved that an answer be sent that the School was intended for boys, and that those girls who had attended had won State school Scholarships and were admitted as an exception. Mr Macintosh seconded, but thought that they could admit six girls as easily as four. Mr Macnaughton pointed out that a Masonic Scholarship would be a permanent one, and that it would be a pity to introduce girls. Dr Humphrey, he said, was of the same opinion. The motion was then put and carried.

The experiment of attracting boys at an earlier age by a reduction of fees for their whole time at school was initiated in January, 1899, and was responsible for a few entries, while a regulation admitting girls to the number of six brought three more. However,

Hodges was disappointed to find that the increased prosperity of the town and colony lured boys away from the School. He condemned parents for their "beggarly attitude".

Since Robert Philp's Scholarship Scheme was upset, and a return made to the former conditions which gave Brisbane nearly the whole of the scholars, Townsville Grammar received one only, making the total for 1899, four. In 1896, there were twenty-five. In a Parliamentary debate on the subject of Scholarships from State Schools to Grammar Schools, the opinion was expressed that if scholars were taken away from the provincial grammar schools, such schools would have to 'shut up shop'. The Trustees refused to acknowledge the necessity of such an action, despite the earlier leaving of pupils, the struggle to maintain viability, and the lamentably small numbers proceeding on from Junior. It was the case of "the tail that wags the dog".

The successful experiment of forming a class for small boys was not a new departure, for the original Regulations admitted boys at the age of eight.

The War in South Africa dominated the thoughts of all and gave some respite from financial difficulties and poor enrolments. With great pride Mr Hodges stated:

One's thoughts turn naturally at this time to South Africa, and in speaking of our Old Boys, who are serving there with the Australian Contingent, we speak with pride of Walter Willmet, a son of one of the first Trustees of the School, and Arthur Henry, a prominent athlete in the early days of our history. It was gratifying to the pride of North Queenslanders to see Henry's manly form conspicuous in the pictures illustrating the camp life of the Corps before their departure, and, without doubt, he is a splendid specimen of what our tropical climate can produce, a climate of which so many evil things are said and imagined by our brothers in the south".¹³

Seven Candidates entered for Junior and all gained their Certificates, but such successes made little impact on Townsville parents.

Note: In the 10 years during which Townsville Grammar competed in the Junior, of the 70 Candidates presented, only three failed.

An interesting point to note is that, though Hodges blamed the people of Townsville for not supporting the School, parents preferred to send their sons to Brisbane and other southern schools. Perhaps the climate of the North and the prestige of the schools in the south were significant influences. Hodges was certainly paranoid about Brisbane Grammar.

The question of Education was undoubtedly in the air at this time. Never before in the history of the Colony had so many words been poured forth on the subject as in the 1899 session of Parliament. There were debates on the University Bill, Mr W.H. Groom's Grammar School Motion, and on the old scholarship question "redivivus".

There was widespread interest in Primary Education, and Politicians, anxious to please the mass of voters, urged improvement. Secondary education was neglected, because no Minister expected to earn gratitude for himself or credit for his party by dealing with problems whose significance few people perceived. The temporary interest displayed in Grammar Schools was somewhat fictitious, and took the form of general condemnation.

Mene tekell — weighed and found wanting — is the verdict, and the sentence, that we be handed over to the Education Department for examination and discipline.¹⁴

A common and unfair mode of attack by anti-Grammar School factions was to call attention to the large sum that the Colony had spent on Grammar Schools, and to ask whether there had been a proportional benefit to the State. The figures were obtained by presenting the sum total of expenditure since the first School was opened. The amount, of course, was considerable. Hodges continued his assault on the Government by using this simple illustration to show the injustice of this method of computation:—

Suppose a man to earn and spend £300 year, an income which does not allow of much margin for luxury and waste; yet it seems a considerable amount if he is described as having run through £10,000, while the 30 odd years he has been about it are ignored. I am not aware that this plan is adopted in estimating the amount of any other vote, and it almost seems as if it were applied to this one 'ad invidiam', to prejudice the public mind.

The £1,000 endowment bestowed on Townsville Grammar meant about three pence

a head per annum of the population of North Queensland. This represented almost the whole expenditure on secondary education in the North. Admittedly, Grammar Schools could have been a more vital force in the community, but the fact that they were not so was probably due to the apathy of the public and to imperfect legislation. Hodges stated over and over again that in 1895 he was in the position where he could welcome 20 or 30 free scholars, and that under the system then prevailing, five of the six Grammar Schools for boys were thriving, but the five were sacrificed for the one. Surely, he insisted, it would have been possible to legislate for Brisbane separately, as its numbers were almost equal to the total of the others put together.

He refused to accept the suggestion that Townsville Grammar received the same treatment from the State as Brisbane Grammar, which had 250 boys, whose fees were sufficient to meet expenses, and which had enjoyed three-fourths of the vote for scholarships, about £2,000 a year.

The other great problem which concerned him was how to co-ordinate primary schools and grammar schools, and what amount of inspection would insure a proper standard in the latter. He believed that primary and secondary education must be organised on different principles and under different authorities. He welcomed inspection of schools, providing it did not impair their vitality and utility.

Mr Justice Chubb, who had been a Trustee for 12 years, and Chairman for the last 10, announced on Speech Day, 1899, that he was compelled to vacate the Board as he would be overseas for more than six months. He refused to comment on the question of scholarships on the grounds that it was a political matter. However, the motion introduced in Parliament by Mr Groom, who had raised three serious objections to the grammar school system of education — viz. the absence of inspection; the inadequate return to the country for the endowment, and the defects of the system of election of Trustees — could not go unchallenged.

Mr Justice Chubb stated that some years previously he had suggested inspection to the Under-Secretary for Public Instruction, but had been informed that there was no machinery for it, nothing was provided in respect to it, and that the Department had nothing to do with grammar schools except to pay them the annual endowment. Mr Chubb accused the Department of having a cold, unsympathetic attitude towards Grammar Schools, and that he would welcome a proper and capable inspection — but, 'quis custodiet ipsos custodes?' His Honour doubted whether there was anyone in the Department from the Minister down who would have the expertise to carry out an inspection.

The Judge then attacked the Hon J.V. Chataway, Minister for Agriculture, for having the temerity to assert that the endowment given to grammar schools could educate five or six times the present number of scholars. He challenged Mr Chataway and Parliament to show the Trustees how to educate 300 boys on the limited resources of Townsville Grammar. The real fear, of course, was that the State would take over the Grammar Schools.

The expenditure for public instruction — 1898, excluding the votes for orphanages, £25,000, excluding grammar school scholarships, schools of arts, museums, and costs of school buildings — amounted to £231,700, spent upon Primary education. During the five years from 1893 to 1898, the expenditure on Primary education went up more than £50,000, while expenditure on Grammar Schools remained stationary. In this time, the sum of £1,030,000 was spent on Primary education, exclusive of the above mentioned items. While it cost threepence per head to the people of North Queensland to support the Townsville Grammar School, it cost 10 shillings per head for Primary education.

Because Brisbane Grammar's importance as a large school warranted special consideration, it was suggested that special legislation be enacted for it — thus Parliament could give what endowment it chose and leave the country Grammar Schools alone. But this was only wishful thinking. There was a moral contract existing between Parliament and the country with regard to the grammar schools. The public had been invited to subscribe funds — to put their hands in their pockets — for the erection of buildings for schools, supplemented, of course, by the Government.

The Trustees felt very strongly about the threat to the continued existence of the School, and believed that they should be consulted if any change were contemplated in its management. Had they not struggled to establish the School?

1900 — THE LAST YEAR

1900 was not marked by any great scholastic successes — two Junior passes (both girls) and one Senior, Jeanie Caldersmith, who gained first-class honours in French, a second-class in English and Latin, and third-class in Arithmetic, Algebra and Trigonometry. The numbers rose slightly, the average being 50 for the year, the increase being in the number of dayboys. Boarders were at their lowest point, 11, due to the plague panic and the drought. The withdrawal of the annual supply of State scholars in 1897 had brought about the collapse of the Upper School.

In June, the School was honoured by a visit from the Premier, Mr. R. Philp, an opportunity that Hodges seized to express his views on the recent educational legislation which he believed was framed to extinguish Provincial Grammar Schools. The Premier was sympathetic but was unable to offer anything except his understanding of the problems that faced Provincial Grammar Schools, in general, and Townsville, in particular.

The fires that had marked Hodges' zeal over the years appeared to be dying. Though his Brisbaneophobia and his belief that the North was being bled for the South in educational, as in other matters, were still evident, his attacks on Government indifference and parental apathy became less frequent and lacked his characteristic vitality.

On Monday, August 20, the Commandant of the Queensland Defence Forces, Colonel Finn visited the School. At the conclusion of a display of drill, the Colonel suggested a Cadet Corps be formed, fully equipped with carbines and possessing a distinctive uniform worthy of the School. However, it was found that the number of pupils above the required age was insufficient for such an enterprise, and the project was abandoned, much to the disappointment of Hodges who commented: "Here we have another illustration of the impossibility of our performing for the State duties that might well be expected of her Grammar Schools . . . and have our School recognised as one of the nurseries of the Empire's defenders".

In the middle of the year, Hodges suffered a great loss when Mr J. Castling, the first "Old Boy" to be appointed to the Staff, resigned in order to accept a position at Melbourne Grammar School. Castling had started the 'Magazine' and had composed the music for the School song, the words of which had been written by W. Purves, who was to become Headmaster, Toowoomba Grammar, 1901.

In his Speech Day Address, Hodges avoided all mention of the grave difficulties that had plagued him over the years, and stated that his views had been accurately discussed in a series of articles in the TOWNSVILLE BULLETIN by "One Who Knows". He did, however, apologise to his 'brother headmasters' in the State schools for any remarks that he had made in the past about the fewness of Government scholarships taken by Townsville boys, remarks directed not at them, but rather at the indifference of parents towards the education of their sons. It was left to the Chairman, Mr Macnaughton, to point out that the attendance of 50 at the School was nothing to the credit of the people of Townsville, and that it was time that the advantages of having their boys educated by Mr Hodges, a man at the head of his profession in Australia, were fully appreciated.

How ironic his comments turned out to be! Just as the School's break-up supper was concluding, Hodges received a telegram from Sydney informing him that he had been appointed Headmaster of the North Shore Sydney Church of England Grammar School. The telegram took Hodges by surprise. He admitted that he had been a candidate for the position, but had not anticipated being successful. Apparently, it was the state of Mrs Hodges' health that had induced him to leave North Queensland, but his last Speech Day Address lacked his usual fire. It was believed, by some people, that fatigue and disillusionment caused him to seek a position in the South.

THE BOER WAR

It was a proud moment for Grammar when Hodges announced that four "Old Boys" had left for South Africa to fight for the Empire: Arthur Douglas Henry (T.G.S. 1888-89), First Queensland Contingent, Walter Henry Willmet (1888-90), First Contingent, James Douglas Henry (1890-96), Fourth (Bushmen's) Contingent, and Jack West (1889-90).

Fourth (Bushmen's) Contingent. The School Magazine, 1900, printed an extract from a letter received from Arthur Henry:

Beaconsfield, Kimberley, 19th February, 1900.

You will have seen by this that the relief of Kimberley is an accomplished fact, and that we were just in time. We had a very severe march from Belmont, doing fifteen miles the first day, camping at Randam; the next day we went thirteen and camped at the Riet River. We made a twenty mile march that day, our scouts skirmishing the whole day; camped at the Modder River that night and stayed there all next day, twice being under shell fire. The next morning we made a fresh start; got across the river and shortly after got under shell fire again; pretty heavy this time. It was by no means pleasant, but I kept a stiff upper lip and didn't duck my head.

Then a letter from Walter Willmetts who wrote from Bloemfontein, April 13, 1900:

We have again been covered in glory — last Saturday — by saving two Companies of Imperial soldiers from being captured. Our casualties are: two killed, two wounded, and five missing.

If the Battle of Waterloo had been won on the playing fields of Eton, then that same spirit was exemplified by four of Grammar's finest "Old Boys" who "would give a good account of themselves and do honour to their country and their School". Over the years, Hodges had inculcated in his students the manly virtues of loyalty, courage, chivalry and leadership. Here was the opportunity for the youth of the Colony to rally to the Empire! And in this respect, the School had not been found wanting. The flames of patriotism swept through the School when Hodges broke the news that Mr Ansted, who had been on the Staff, 1888-90, was with his Regiment in South Africa. (Ansted resigned in 1890 to join the Staff of Rugby School.) Other "Old Boys" answered the call to arms.

WELCOME HOME

What shall our word of welcome be
For our warrior lads from over the sea?
Who leapt to the saddle on station and ranch,
Britons all! as their fathers staunch, —
Britons, though sprung from a younger branch —
Leapt to the saddle and rode away
Where the ocean-transports waiting lay,
Eager at heart to strike a blow,
In Britain's name, at a stubborn foe,
And sped them away to bear a hand
Where the Mauser bullets whistled free, —
Over a thousand leagues of sea!
And — (Britain's sons will understand)
All for the love of the Motherland!
And four of them wore our black and gold,
Four of ourselves in the days of old!

Welcome, welcome them over the sea!
Aye, let our welcome worthy be
Of the men who waited for no command
(Let the watching nations understand!)
But sped them away to a far-off land,
To show we are with her heart and soul,
The Motherland, though the thunders roll
From a thousand battles round the world, —
They'll rally again when the flag's unfurled!
Let the skies and the waves our welcome see
When cape and crag with our beacons burn
To greet our lads as they homeward turn,
Crossing those thousand leagues of sea.
Loud and warm let our welcome be!
But the warmest welcome is kept for four —
Four of our own in the days of yore!¹⁵

RESIGNATION OF C.H. HODGES AND APPOINTMENT OF F.T. MILLER

A meeting of the Trustees of the Townsville Grammar School was held in the Secretary's office on Monday, December 10, 1900, there being present, Messrs A.W. Macnaughton (Chairman), J.W. Castling, D. Patience, R.B. Taylor, J.N. Parkes, Dr. E. Humphrey, and the Secretary, Mr J.B. Wareham.

The Chairman said that this was the first meeting of the Trustees that he had attended with regret. He called upon the Secretary to read the following letter addressed by Mr Hodges to the Trustees.

Gentlemen, — having been elected by the governing body of the Church of England Grammar School, North Sydney, as Headmaster from the 1st January next, I beg to tender my resignation of the post of Headmaster of the Townsville Grammar School, to which you did me the honour to elect me in 1888. I need not say that it is with great regret that I sever my connection of twelve years with the School. In spite of the disappointment as to numbers, consequent upon the remarkable periods of depression that have recurred again and again in North Queensland, there is much that I can look back to with pleasure and satisfaction, in the loyalty of Masters and Boys, and in the many distinctions won for the School by their united efforts; but there is nothing for which I have so much reason to be grateful as for the exceeding kindness, sympathy and consideration extended to me by yourselves. I can never expect to find, wherever I may be in the future, more cordial co-operation and support than I have received at your hands. My best wishes will be with the School, and I shall watch its future career with the keenest of interest.

The Chairman said that there was only one thing to do and that was to accept Mr Hodges' resignation with regret. He did not think that they needed to say anything to Mr Hodges, or to anyone, by way of testimony of the appreciation in which the Trustees held him. He thought, however, that they should have some permanent record in their minutes, and he proposed the following resolution:—

The Trustees of the Townsville Grammar School, in accepting the resignation of Mr Hodges as Headmaster, desire to place on record their high appreciation of the manner in which he has carried out the duties of the office during the last twelve years, and of the great success which has attended his exertions in promoting the moral, intellectual and physical welfare of his pupils, and to wish him every prosperity in his new sphere of action. They also beg to associate Mrs Hodges' name with his, as an acknowledgement of the unwearied attention which she has given to the health and comfort of the Boarders.

The resolution was carried unanimously.

Mr Castling said he regretted, for many reasons, Mr Hodges' departure from Townsville. He believed that the School would suffer from the severance. He suggested that the Trustees should do more than carry a formal resolution, that, in fact, they should present him with an illuminated address.

The suggestion was adopted and the Chairman and Mr Taylor were appointed to prepare the address.

The Chairman said he was sure that they would never find a man capable of filling Mr Hodges' shoes here; but he thought it a more important thing to elect a successor as soon as possible. Mr Hodges had recommended to him a man whom he esteemed very highly and whom he thought was well-qualified for the post, and he would ask him (Mr Hodges) to state his views to the Trustees.

Mr Hodges said that the gentleman referred to by Mr Macnaughton had been Second Master at the Rockhampton Grammar School. Mr Miller, for that was his name, was originally in a Public School in London, afterwards at Cambridge, and subsequently became a Master at Liverpool College. He was compelled to leave England through ill-health, and arriving in Australia, applied for a vacancy on the Rockhampton Grammar School teaching staff, to which he was appointed. He possessed splendid testimonials. His degree was a very good one. He was a man of great refinement, and a literary man. He believed his health was against vigorous games now, but good enough for school work. He had a great deal of energy and had made it his business to improve the physical, and in fact, all the school work in every way he could. He was a married man; and he did not know anyone at the moment better suited to the position. He knew that he (Mr Miller) was very popular with the boys, and indeed all with whom he had come into contact.

The Chairman said he had wired to Mr Reid, of Rockhampton, and through him had received a message from Mr Miller, who stated that he had been appointed Second Master at Ipswich, but would prefer Townsville, if a definite appointment were promptly offered. He thought the appointment would be an advantageous one, as the conditions in Rockhampton were similar to those of Townsville. Besides, Mr Miller had been a visitor

to Mr Hodges, and knew the surroundings here. He moved that Mr Miller be offered an appointment as Headmaster of the Townsville Grammar School, at a salary of £600 per year, with free house and allowances.

Mr Patience said they had such faith in Mr Hodges that they could be very well guided by his advice in this instance. He seconded the motion.

The motion was carried unanimously.

It was decided to wire Mr Miller of his appointment forthwith and to forward a draft agreement embodying the terms of his engagement, as drawn up by the Chairman.

A few matters of detail were arranged, and the meeting terminated.¹⁶

¹ This letter was published in the Townsville Daily Bulletin, 14th September, 1888.

² Townsville Daily Bulletin 15.9.88.

³ Ibid.

⁴ Speech Day Address, December 9th, 1898.

⁵ Townsville Daily Bulletin, February 9th, 1889.

⁶ Ibid.

⁷ Ibid.

⁸ The Editor did not comment.

⁹ A few years later, he launched a vehement attack on the Government for reducing the State Scholarships which were so vital to the development and growth of the School.

¹⁰ Twenty-second Report of the Secretary for Public Instruction, 1897, V. & P. (Qld), 1898, Vol. 1, 917-18.

¹¹ Q.P.D., 1896, pp1595-600.

¹² Ibid., p. 1599.

¹³ Speech Day Address, 1899.

¹⁴ Ibid.

¹⁵ This poem appeared in the School Magazine, December, 1900.

¹⁶ The Townsville Herald, December 12, 1900.

Chapter 4

Frederick Thomas Miller, M.A. (Cantab) 1901-1904

Frederick Thomas Miller was born on the December 15, 1866, and was educated at the City of London School, under the Reverend Dr Abbott, from 1878 to 1886. He obtained an Open Exhibition from the City of London School and a Classical Scholarship at Gonville and Caius College, Cambridge University, where he went into residence in October, 1886. In subsequent College Examinations, he gained numerous Prizes. His Scholarship was renewed until he graduated Bachelor of Arts (2nd Division, 2nd Class, Classical Tripos) in June 1889. He took his Master of Arts degree in 1893.

On leaving Cambridge, he was Assistant Master at Cranleigh School, Surrey, for four years, under the Reverend Dr Merriman and the Reverend C.G. Allen, M.A.

Dr Merriman was himself a trained teacher, who took a special interest and care in directing his assistants, regularly holding lessons on which he based criticisms of their work and the theory of teaching. At Cranleigh School, where there were about 300 boys, Miller was, in turn, Form Master of the Lower Fifth and Lower Sixth, taking all their Classical and English work. He also taught Fourth Form Mathematics, the English and History of the London Matriculation Form, and large Forms of 50 and 60 boys in the Lower School in English, History and Geography.

As a Dormitory Master, he had the general charge of some 40 boys, for whom he was responsible in all domestic matters, and in every way relating to their well-being, apart from ordinary Form work. The position involved correspondence with parents and keeping of accounts. His four years' experience gave him a close insight into the general working of a successful Public School. In large measure, this was acquired by taking his share, with others, in the overall superintendence of the whole school for a week in turn during every week of his residence there.

From 1893 to 1895, he was Assistant Master at Liverpool College, Upper School, a school of some 250 boys. There he took all the Classics and English of the Fourth Form, the Classics of the Middle Form, and some work on the Modern side.

In 1896 he was appointed Second Master at the Rockhampton Boys' Grammar School, Central Queensland, and took up this position in January, 1897. At Rockhampton Grammar, he taught Classics and English for the Sydney University Senior and Junior Examinations, the English of the Civil Service Form, and Elementary Mathematics.

His education at one of the greatest Day-Schools, and his experience in two large English Public Schools and Rockhampton Grammar, gave him a knowledge of Boarders



F.T. Miller, Headmaster (1901-1904).



Mr F.T. Miller, Headmaster of the Townsville Grammar School, and Mrs Miller.



The Staff (1901).

N.W. Jolly, B.Sc., (Adelaide), C. Lillywhite, B.Sc., (Adelaide), F.T. Miller, M.A. (Cantab), (Headmaster), A.H. Shuttlewood, Oxford.

and Day Scholars both in England and the Colonies. For three years, 1884-86, he was captain of the City of London School First Cricket XI, and was a member of the Caius College XI, Cambridge University, 1888-89.

In his first year as Headmaster, Miller was careful to innovate. Recognising that the introduction of change was inevitable, he tried not to break any of those traditions which had been established by his predecessor and which he regarded as essential to the growth of the School. In his Speech Day address, December 13, 1901, he made his policy quite clear:

And now that a change has taken place in the Headmastership, I would have you realise that headmasters are of today and tomorrow; but our School is for all time. The School's the thing.

Because the shadow of Hodges still hung over the School, and because of the continual references to the first Headmaster by Trustees and Old Boys, this statement of intent was of paramount importance. Miller, the gentle scholar and fine sportsman, did not find 1901 an easy year. Nevertheless, by the end of the year, he had won the respect and admiration of the people of Townsville, his students and, most importantly, the Old Boys of the School.

The highest attendance for the year was 51 of whom 15 were boarders. Although these numbers appeared satisfactory when compared with other years, they were deplorable when considered beside the population of Townsville. In Miller's opinion, there had been no corresponding growth in the appreciation of education in Townsville, which had become "a paradise for the small boy wage-earner". He despaired of this attitude and, in order to attract increased enrolments, gave prominence to commercial subjects such as book-keeping and letter-writing, but to little avail.

On November 23, 1901, the Townsville Grammar Old Boys' Union was formed with a membership of 70 out of a possible 300, and with the Headmaster as its first President. Other notable events of the year included the engagement of Mary Foley, the first girl to be enrolled at the School, and J.H. Elliott; the conversion of the old Carpenter's Shop into a Reading Room, which Miller believed would encourage students to read illustrated weeklies, monthlies, and magazines from other schools; a special holiday was declared in August to celebrate the return from South Africa of two Old Boys, J.D. Henry and J. West; and an inspection of the School in September by the Inspector of Grammar Schools, Mr Cameron.

A noted cricketer and golfer (handicap close to scratch), Miller encouraged boys and Masters to participate in Sport. Like Hodges, it was his unshakeable belief that games developed leadership, character, loyalty and manliness, and that problems of a moral nature arose from the lack of vigorous activities. He insisted that every boy take part in gymnastics and military drill as well as cricket, football (soccer), and swimming.

The enrolment of 60, including 16 boarders, in January, 1902 showed a slight improvement on the previous year. Miller's ambition to establish a "Prep" school for small boys never came to fruition because parents were more interested in obtaining jobs for their sons than in education beyond primary school level. Significantly, many politicians paid scant attention to Grammar Schools, which were regarded as institutions catering for the privileged class. The needs of State Primary Schools were of greater importance, politically.

However, despite this setback, Miller was successful in other spheres of the School. He introduced swimming as a compulsory sport, and when disappointment was expressed by many ladies at not being able to witness the first competition at the Townsville Baths, December 3, 1901, because of limited accommodation, he decided the Swimming Carnival would be an Annual Event.

The First Swimming Carnival.

Results:

1. Long Dive. 1. Timbury.
2. 60 yards Handicap (Junior). 1. Humphry. 2 Harris.
3. Diving for Plates. 1. Mackay.
4. 10 yards Handicap. 1. Jardine.

5. 30 yards Dash (Junior). 1. Harris.
6. Beginners' Race. 1. Pemberton (Rev. A.N. Garrett's prize). 2. Paul ma. (Mr C.W. Wright's prize).
7. 30 yards dash (Senior). 1. White.
8. 90 yards Handicap (Junior). 1. Harris.
9. Neat Header. 1. White. 2. Jardine.
10. 100 yards Scratch (Senior). 1. White
11. 90 yards Scratch (Junior). 1. Humphry. 2. Duncan.
12. Life Saving. 1. Humphry (Mr R. Bolger's medal).
13. 60 yards Handicap (Senior). 1. Timbury.
14. Old Boys' Race. 1. Atkinson.

Champion of the School — White (Gold Medal).

The lessee of the baths, Mr R. Bolger, was appointed the instructor in swimming.

1902 saw the introduction of the School Badge as it is known today. The drawings were executed by Messrs Turner & Henderson, Sydney, from designs by the Assistant Government Architect for New South Wales, Mr G. McRae. The heraldic description is as follows:

Quarterly sable and or. On a cross azure four stars argent, charged, on a rock rising out of the sea, a castle triple towered, ppr. Motto: "Bonus Intra Melior Exi".

A visit to Townsville by two Japanese Naval Training Ships, *Hiyei* and *Kongo* on Friday, the April 4, 1902 was the cause of much excitement. An invitation was sent to the Officers and Midshipmen to visit the school on the following Wednesday. On the fateful day, 60 Midshipmen arrived of whom only a handful were interested in playing tennis. Notwithstanding this, the visitors enjoyed their stay. The next afternoon (Thursday), another 60 were shown over the School, and on Friday morning Grammar students were taken in the Custom's launch to see over the Japanese warships, but adverse weather conditions made it impossible to board the *Hiyei*, which was anchored in Cleveland Bay. As an official reception was being held on board the other vessel, the students returned to school very disappointed. Because of Townsville's relative isolation, Miller took every opportunity of exposing his students to new experiences and of inviting the public to functions at the School.

The Premier, the Hon. Robert Philp, addressed the School on the occasion of an official visit, Friday, March 10. He was accompanied by the Trustees, the Secretary to the Board of Trustees, and a large number of prominent citizens and Old Boys. It was Miller's contention that the more publicity the School received, the more it was in the public eye, the greater would be the enrolments. But this was never to be the case. Despite the outstanding academic results in the Sydney University Senior and Junior Examinations, the School struggled to maintain a very average enrolment. In large measure, this was due to the fact that, on the one hand, those parents who could afford a secondary education for their children preferred to send them to reputable southern schools, and on the other, Townsville was but a working class town.

Some events of particular significance occurred in 1902. The marriage of Miss Mary Foley (the first girl to be enrolled at the School) and Mr J. Elliott took place on 1st May. On the evening of April 25, a pleasant reunion of past students of the School was held at Oxley Hall. Miss Letitia Crowder (the second girl to enrol at T.G.S.) presented Miss Foley with a cruet stand, bearing the inscription, "To Miss Foley, from Old Girls and Boys of the T.G.S., April 1902".

Ping Pong (Table Tennis) was introduced as a Saturday evening pastime and became popular with both boarders and dayboys. During the Fourth Term, a Ping Pong match took place between teams of eight, representing the House and the Dayboys. The House team consisted of Mr N. Jolly, Hay, Hooper, Cole, Wakeford, Barton, Waring, ma., and Waring, mi.; and the Dayboys were represented by Donald, ma., Donald, mi., Harris, Jardine, White, Armstrong, Lennon and Pearce. The match occupied two Saturday evenings, and resulted in a win for the Dayboys by eleven games.

On Friday, August 8, Lieutenant-Colonel W.H. Tunbridge, C.B., visited the School and distributed the Coronation medals. Before the presentation, there was an exhibition

of physical drill under the direction of Quarter-Master Sergeant Thompson in the presence of a large gathering of parents and prominent citizens.

The first Old Boys' Reunion was held on Wednesday evening, July 9, at the School. The gathering numbered 150, and two debutantes honoured the Union in its first social effort. At this function, Miller displayed the new Black and Gold Hatbands, with the School Badge, for Students and Old Boys. These hatbands remained in use until the mid-nineteen seventies when hats became optional.

1903 — THE SCHOOL DESTROYED BY CYCLONE 'LEONTA'

The average attendance for 1903 was 64.5, the highest since the foundation of the School, if the year 1889 be excepted. Because of the destruction wrought by Cyclone "Leonta", Monday, March 9, the year's work was carried on at considerable disadvantage until mid-winter in the old Town Hall, and after mid-winter in the old Museum on Stanton Hill. For the accommodation of the Masters and Boarders, the Trustees erected a temporary building in the School grounds and rented a house in nearby Paxton Street. With the aid of a Government loan of £3000, a new building was constructed and opened for use on February 8, 1904.

CYCLONE 'LEONTA' — MARCH 9, 1903

When the Cyclone struck at twenty past one, the School was completely destroyed. During the morning, the wind, blowing from the north-east, unroofed the building and left the Masters' rooms and the Dormitory exposed to the fury of the wind and the rain. However, the walls were intact, and remained so until after the first gong for dinner had gone. A crack in the masonry over the big schoolroom drove Masters and boys into the fourth form room in the north-west corner. J.G. Leadbeater, the Second Master, took the girls to the safety of the Headmaster's house, whilst two other members of the staff N.W. Jolly and A.H. Shuttlewood, remained with the boys. Suddenly, without warning, the wind veered to the south-west and practically demolished the building.

The walls of the north-east corner of the room, in which the Masters and boys huddled, fell outwards and left a gaping hole through which they fled, leaping over a mass of spiked timber, shattered glass, galvanised iron, bricks and mortar. Under the circumstances, Queen's Park was the safest place, but even when away from the falling debris, the air was full of whirling sheets of iron. Every stump of tree was used as a momentary shelter until they reached the gully near the Orphanage where there seemed to be a lull in the gale and less danger, and where the creek offered some protection against flying debris.

Incredibly, amidst the awful devastation, the Headmaster's residence stood firm against the cyclonic winds. The dining room, attached to the rear of the house, was unroofed, but was habitable as the wooden ceiling offered some protection. During the height of the cyclone, the laundry disappeared and the kitchen chimney fell with a crash just where the cook had been standing a second or so previously. The servants' quarters were unroofed and the gymnasium vanished without trace.

Most people would have said that the brick school was a safe refuge, for during Cyclone "Sigma", 1896, it suffered no damage beyond the twisting of the weather vane.

At 9.30 a.m., on March 9, classes were in progress and it was little thought that the week would begin with such calamity, despite the increase in the force of the wind and the ominous signs in the sky. However, at about 11.30 a.m., the noise of the wind was so deafening that work had to be suspended. Sheets of iron were ripped from the roof of the gymnasium and from houses on Stanton and Melton Hills, a sight which caused a great deal of amusement amongst the students. To some extent, the School was protected by Castle Hill and little fear was entertained as to its ability to withstand the force of the gale. However, when the dormitory roof peeled away within seconds and vanished into Queen's Park, it dawned on everyone that a very dangerous time lay before them.

The Second Master, Leadbeater, struggled to the Headmaster's house to consult Miller on what should be done to ensure the safety of the students. Whilst he was there,



The School – 1902

STAFF: (second row): F.T. Miller, Headmaster, in centre. On Mr Miller's right are J.G. Leadbeater and N.W. Jolly, and on his left are A.H. Shuttlewood and Quarter-Master Thomson (Physical Education).

*STUDENTS (Reading from left): * Girls*

Front Row – (1) W.J. Livingston, (2) R.E. McKimmin, (4) A.E. Richardson, (6) R. Pearson, (10) D. Dowse, (12) V. Quorp.

Second Row – (1) C. Armati, (2) F.N. Grose, (3) R.W. Rollwagon.

*Third Row – (3) E.H. Skyring (holding hat), (4) *S. Dowse, (5) *E. Hartley, (7) *G. Roberts, (8) *M. Bates.*

Fourth Row – (6) A.J. Reye, (11) A. Skyring.

Fifth Row – (3) H. Fewtrell, (4) R. Oliver, (9) K. Reye.

Back Row – (1) G.B. Da Costa, (5) G. Donald.

George Donald became Secretary of the Royal Sydney Hospital, Harold Fewtrell the Anglican Dean of Hobart, and Jim Reye a Doctor and Radiologist in Brisbane.



Townsville Grammar School before "Leonta".



The School 1903, (after Cyclone "Leonta").



1903 after cyclone.

the wind roared from the opposite direction and, when the house appeared to be on the point of heeling over, he brought out the girls, who had been sheltering there since 11 o'clock, with the intention of making for a creek near the Orphanage. Miller followed, deeply concerned about the safety of the boys, but, as soon as the party reached the garden, the air seemed to darken. It was the Grammar School coming at them in pieces. To stand was impossible. They could do nothing but run until blown down and then lie on their faces until a lull permitted them to stagger a few more steps. Just before reaching the comparative safety of the creek, they witnessed the complete destruction of the Orphanage.

Meanwhile, the boys, guided by Jolly and Shuttlewood, joined up with Miller and Leadbeater. Staff and students sheltered in the creek for a considerable time, until Leadbeater returned with the welcome news that they were to make their way, with the utmost caution, to the homes of the Chairman of Trustees, Mr A.W. Macnaughton, and his neighbour, Mrs Da Costa, where they stayed until the next morning. Miraculously, apart from minor scratches, there were no serious injuries.

Because Miller had taken the precaution of battening down doors and windows, his residence suffered comparatively little damage. Though the large dining room at the rear was unroofed, the kitchen in ruins, and the laundry non-existent, the rest of the house was untouched.

To work in the ruined School was impossible. Fortunately, the old Town Hall was vacant, and this was placed at the disposal of the Trustees by His Worship the Mayor, Alderman W.A. Ackers. As a consequence, on the Monday after the Cyclone, work was resumed. A short opening ceremony was held at which addresses were delivered by the Headmaster, The Chairman of Trustees (A.W. Macnaughton), His Lordship, Bishop Frodsham, and His Worship, the Mayor. Indeed, to resume teaching with few text books or other resources was an incredible feat on the part of Miller and his Staff.

In the days following the Cyclone, the Trustees inspected the School and were appalled at the extent of the devastation. Nevertheless, they resolved to repair the Headmaster's residence and the dining room, and to rebuild the chemistry room as a dormitory. Meanwhile, the boarders slept in the Headmaster's house, helped to prepare meals, and, in their spare time, cleared the grounds of debris. The co-operation and loyalty of his students (both boys and girls), and the support of Trustees and Staff filled Miller's heart with pride. Indeed, School Spirit was at its zenith during this terrible crisis.

Before the onslaught of "Leonta" the School was free of debt, but it now became apparent that a very large sum of money was required to effect restoration and that work could not begin until such finance was forthcoming. In all good faith, the Trustees believed that the Government would come to their assistance, but this expectation was never realised. As a desperate measure, soon after the Cyclone, the Trustees wrote to the American millionaire, Mr Andrew Carnegie, seeking assistance in "furthering the cause of education in Queensland . . .". No reply was ever received.

The tragic plight of the Trustees was further compounded by the fragile state of Government finances and by the very fact that the people of Townsville, other than those directly associated with the School, refused, as in the past, to rescue an institution which they regarded as elitist. More importantly, they were occupied in salvaging their own homes.

In the short space of two hours, Townsville suffered damage estimated roughly at 150,000 pounds. As well as the Grammar School, "Leonta" destroyed the School of Arts, one third of the the Hospital and unroofed both Cathedrals. Several churches and many stores, hotels and houses were literally strewn down the Hills (Stanton and Melton), whilst countless others were unroofed and deluged with rain.

Nevertheless, both Miller and the Board of Trustees were determined, no matter what the cost, that the School would endure. Little did they realise that this decision, in the short term, would result in the resignation of the Headmaster, his Staff, and even some Trustees, and, in the long term, stifle the development of the School.

On April 28, the State Treasurer, the Hon. T.B. Cribb, visited Townsville. After inspecting the School, he promised to do all in his power to help the Trustees in their

difficult position. The State Premier, the Hon. Robert Philp, also visited Townsville and viewed the devastation, but made no promises of assistance.

The burden of responsibility carried by the Trustees was, indeed, a very heavy one, but, in the period, 1903-1904, it tested them. Some were found wanting!

SPECIAL MEETING

The Trustees held a special meeting for the purpose of appointing a Trustee to fill the vacancy caused by the resignation of A.W. Macnaughton.

Mr Barnett proposed that the name of Mr C. Jameson be recommended to the Governor-in-Council for the position. He had interviewed Mr Jameson, who had stated that he was only too pleased to become a Trustee. If they appointed Mr Jameson to the Board, he (Mr Barnett) was satisfied he would work heart and soul with them.

The Chairman considered Mr Jameson would prove an excellent member, and it said a lot for him that he had come forward under existing conditions. It was a common saying that a volunteer was worth three men who required pressing to accept a position.

Mr Lennon, on being invited by the Chairman for an expression of opinion, said he did not object to Mr Jameson, whom he regarded as a very desirable gentleman, but he did not desire to take any action in his selection, because he (Mr Lennon) was only a nominee and could not vote.

Mr Barnett held that Mr Lennon, being present, was compelled to vote.

Mr Lennon denied that he was compelled to vote. He held the highest regard for Mr Jameson, and had nobody else to propose.

The Chairman: You are shirking your duty; either vote for or against Mr Jameson.

Mr Lennon: I am only a nominee.

Dr Humphry: So am I.

Mr Barnett: And so am I. We are all nominees. If it goes down to the Government that you feel inclined to veto the nomination, it will look bad.

Mr Lennon: You were all talking about resigning a few weeks ago. I don't feel inclined to vote on the matter. That was a common thing for a man to do at a meeting.

Dr Humphry: I think it is a ——— farce having a fight over the matter, and shows bad grace.

The Chairman: I think so, too.

Mr Lennon: I am not going to be forced into voting. I have given my reason why I don't intend to vote. At the close of the general meeting, the Chairman pulled me up abruptly.

The Chairman: I apologise.

Mr Lennon: I am declining to vote because when I first came here as a Trustee, I was not warmly received. I was not considered "persona grata" by the Trustees. I was regarded as being foisted upon them, and, therefore, I decided not to assist in the appointment of any other Trustee.

The Chairman: I am sorry you don't chip in with us.

Dr Humphry seconded the motion.

The motion was then put and carried, Mr Lennon not voting.

Mr Lennon: You could have done that by resolving and saved all that trouble.

Mr Barnett: After your tactics, I do not mind betting that Mr Jameson is not appointed now.

The Trustees then retired.

THE YEAR OF DECISION — 1904

The resignation of F.T. Miller, second Headmaster of Townsville Grammar, at the end of the year, was, indeed, a great loss. Never in the history of the School had enrolments been so strong, nor examination results more satisfactory. Yet this was but part of his work. During the agonising period of Cyclone "Leonta" his energy and resolution never

faltered. Indeed, his inspiring leadership, together with the loyal support of the Board of Trustees, enabled the School to continue in temporary quarters. Such a troubled and uncertain year as 1904, as well as the alarming financial crisis, exacerbated by the enormous debt incurred in rebuilding the School, finally overwhelmed him and destroyed his vision of an English Public School set in the tropics of North Queensland.

In mid-year, W.N. Jolly, who joined the Staff in 1902, resigned in order to take up the South Australian Rhodes Scholarship at Oxford, to which he had been elected. By a curious coincidence, the School also lost the services of his successor, R.L. Robinson, for the same reason.

On the reduction of the subsidy from £1,000 to £500 per annum, the income of the School, after paying interest and redemption on the £3,000 borrowed from the Government to rebuild in the wake of the total destruction caused by Cyclone "Leonta", amounted to only £282 per year, plus fees from boarders and day students.

Miller tendered his resignation, not only because his salary was £500 and had been halved (at his suggestion), but because he and a number of Trustees were convinced that the precarious financial position made survival impossible, and that the School was doomed to extinction within a very short period.

Significantly, the Trustees were divided in opinion as to whether to close the School or whether to carry on with the hope that the Government would make some concession by taking into account the misfortune of the cyclone and the impressive academic record of the School. Eventually, after heated discussion, the Trustees decided to carry on.

In many ways, however, Miller's last year was remarkable. The average attendance was 60.5. Although the School had always resisted the tendency to "cram" the clever boys at the expense of those of average ability, and had always aimed at the sound instruction of all, rather than the production of a brilliant few, the results of the Sydney University Junior Examination of 1904 were outstanding. Out of the total of sixty pupils, thirteen candidates were entered for the Junior, of whom eleven passed, nine of them matriculating (the School average of the matriculants to candidates thus being 70 per cent, while the average for New South Wales and Queensland was 10 per cent). None of the successful candidates failed in any of his subjects; twenty-two first class passes were obtained, thirty-three second classes, and twenty-two third classes. Boys from the School also distinguished themselves in the examination for bursaries at the Gatton Agricultural College. Four in all were given, and of these, two (the first and the fourth) were won by Townsville Grammar boys.

Attending the School, were four State School Scholarship holders. In addition to these, there were eight scholars holding scholarships awarded by the Trustees, two Goldfield scholars, and six holding scholarships donated by Messrs Hollis Hopkins, H.F. Henlein, J.N. Parkes, McNaughton and Leu, Dr E. Humphrey, W.J. Castling, and the Cleveland Masonic Lodge.

It must be remembered that these students worked and studied under the most trying conditions — first in the Townsville Town Hall, then in the Museum, and finally in the new School. After the results of the Sydney University Junior Examination were announced, Miller was presented with "a handsome shaving mirror by his appreciative pupils, in recognition of the pains which he took in their preparation, as they felt that the passes gained were largely due to his untiring efforts. In thanking them, Miller said that the present was quite a surprise to him, and that he always felt that his reward lay in the good passes which were gained, and in the good order which prevailed throughout the School, which he felt was largely due to the influence of those in the higher classes".¹

On February 8, 1904, the new building, the cost of which was to cripple the School, financially, for the next fifty years, was formally opened by the Mayor of Townsville, Alderman T. Smyth, at an Assembly in the big classroom. Present were A.W. Macnaughton (Chairman of Trustees), F.T. Miller (Headmaster), Lieut.-Colonel W.H. Tunbridge, A.H. Shuttlewood, N.W. Jolly, and C. Lillywhite (Masters), and E.J.B. Wareham (Secretary).

In his address, Miller commented on some of the major difficulties the School had experienced since the havoc caused by "Leonta". He had thought they were in a tight corner when they were holding school in the Town Hall, and later on in the Museum, but

always felt that "something would turn up, and so it had". The fine new building, he stressed, should be an inspiration to all students to work hard and to keep always before them the three ideals — manliness, truth and honesty.

The Chairman of Trustees expressed his great pleasure in having such a fine building, and pointed out that they (the Trustees) had been treated very kindly by the Government, which appeared to be as "hard up" as the School. The people of Townsville could help, not by subscriptions, but by sending their boys along as pupils. As in the past, this call for assistance was ignored.

Interestingly, Alderman Smyth was one of the originators of the School and one of its earliest supporters. In his address, he paid tribute to Miller, Macnaughton, and the teaching staff, for their splendid efforts in preventing the School from falling a victim to misfortune. Indeed, the Mayor stated that Macnaughton's enthusiasm had been largely responsible for the success in restoring the School. In the light of later developments, his words appear somewhat ironic, particularly when Macnaughton resigned at the end of the year when he was adamant that the demise of the School was inevitable.

However, despite the ominous clouds of turmoil which loomed on the horizon, and despite changes in staff, the work of the School proceeded smoothly. During June, restoration commenced on the old tennis court between the school and the Headmaster's residence. Outside the gate leading into Queen's Park, a grass court was marked out and fenced in by the Boarders, who took great pride in improving their recreational facilities.

Another interesting sport, "Bat Fives" was introduced and a court made with ant-bed. In order to keep out marauding horses, the School carpenters (Boarders) erected a fence on one side. Almost all the spare time of the boys was devoted to this game until the football appeared. Girls were not even permitted to watch "Bat Fives", but were given the use of the tennis court on Friday to play mixed doubles.

In order to help pay the year's instalment of £225 on the money borrowed from the Government to build the new School, the Old Boys rallied to their Alma Mater. A harbour cruise on the steamer "Bobbie Towns", on Saturday, May 28, was enthusiastically supported by Old Boys, Boarders and Day Students, and the general public. The Wesleyan Military Band played throughout the trip and the "Bobbie Towns" returned to the Burns Philp Wharf at 10.00 p.m.

On July 1, the School broke up for the mid-winter holidays and assembled in Big School to hear the marks read out, after which the boys, girls and visitors (the Chairman of Trustees, A.W. Macnaughton, Messrs Connolly and Wilton Brown) were grouped on the steps and a photograph taken by Mr Shuttlewood. Following this, another group was formed around a "new" flagstaff which originally belonged to the Day Dawn Hotel. Mr A.F. Isley, the Secretary of the Old Boys' Union, noticed it among the ruins of the hotel and suggested to Mr Wilton Brown that perhaps it could replace the School's flagstaff which had vanished during "Leonta". The owner of the hotel, Mr S.M. Allen, promptly gave it to the School. The flag was unfurled and students and visitors sang the "National Anthem". Loyalty to the Empire and pride in the School were as strong as ever, as indeed was School Spirit.

Thus, whilst study, teaching, sport and other activities proceeded normally and without interruption, an unprecedented crisis, probably unique in the history of Grammar Schools, engulfed the School at the end of the final term. The Headmaster, F.T. Miller, and the whole of his staff resigned when it became clear that the Government could not restore the endowment on its old level.

THE DRIFT TO SOUTHERN SCHOOLS

Both Hodges and Miller, during their terms as Headmaster, had urged the people of Townsville and North Queensland to support the Townsville Grammar School. Far too many boys, they complained, were sent to southern schools. The Bishop of North Queensland, Bishop Frodsham, on Speech Day, 1904, stated that Townsville Grammar was modelled on the best English Public Schools and that parents had no need to send

their sons to schools in Brisbane or New South Wales. Ironically, the following advertisement appeared in the Townsville newspapers:

THE ARMIDALE SCHOOL, LIMITED

Fees: Per Quarter:

Tuition, Board, etc., Under 12 years	16 guineas
Over 12 years	18 guineas

The School buildings stand on 20 acres of ground, and have been erected at a cost exceeding £15,000. They comprise dining room, school-room, class-rooms, private studies, gymnasium, carpenter's shop, laundry, and a detached hospital. The Dormitories accommodate 80 Boarders. The ground floor is heated throughout by means of hot water. The grounds afford ample accommodation for all outdoor games. Cool and bracing climate.

THE BISHOP OF NORTH QUEENSLAND HEARTILY RECOMMENDS THE SCHOOL AS CLOSELY APPROXIMATE TO A GOOD ENGLISH SCHOOL.

Townsville Grammar advertised in the same newspaper as follows:

TOWNSVILLE GRAMMAR SCHOOL

Tuition Fees:

For boys entering over 12 years: 4 Guineas a Quarter.

For each boy entering under 10 years, up to 12 years, £2.13.6 and 3 guineas for the rest of his time at the School.

For each boy entering over 10 years, but under 12 years, up to 12 years, £2.12.6; after 12 years, £3.13.6 for the rest of his time at the School.

When two members of the same family attend the School, a reduction of 10 shillings and sixpence each; and in the case of three members or more attending a reduction of 1 pound each will be made from the tuition fees.

BOARDERS' FEES. Per Quarter

For Full Boarders (including evening tuition, washing).....	12 gns
For boys under 12	10 gns
For two brothers	each 10 gns
For weekly Boarders.....	10 gns

Comparison of Fees for both Schools:

Under 12's			
Townsville Grammar	12 gns	Armidale	16 gns
Over 12's			
Townsville Grammar	16 gns	Armidale	18 gns

Significantly, the lower fees at Townsville Grammar failed to attract strong enrolments, despite the recommendation, at the 1904 Speech Day, by the Bishop of North Queensland!

THREAT OF CLOSURE OF THE GRAMMAR SCHOOLS

Questions of Endowment Threatened Closure of the Schools Deputation to the Treasurer

The serious position in which the various Grammar Schools were placed by the sudden determination of the Government to reduce the endowment from 1000 pounds to 500 pounds in each case was brought under the notice of the Treasurer, 28.10.1904, by the following representatives of the Schools:

Brisbane, Boys and Girls: Mr E.M. Lilley and Mr E.H. Macartney, M.L.A.

Ipswich, Boys: Messrs H.J. Gray and C.A. Flynn.

Girls: Messrs T.B. Cribb (Chairman) and Joseph Hargreaves.

Townsville: Hon. R. Philp, M.L.A., Hon. W. Villiers Brown, M.L.C., and Mr P.F. Hanran, M.L.A.

Rockhampton, Boys Messrs S.W. Hartley and T.M.M. Williams.

Girls: Mr Sydney Williams and Dr Voss.

Maryborough, Boys and Girls: Messrs James Hockley (Chairman), Robert Jones and

James Thomson, M.A., (Headmaster).

Toowoomba: Mr S.B. Kennard.

Also present were the Hons. J.W. Blair, Attorney-General, B. Fahey, F. Clewett, and B.B. Morton, MM.L.C., Messrs Fox, Mitchell, Tolmie, Norman, Kerr, K.M. Grant, MM.L.A.

The Deputation was introduced by Mr Blair, and representatives of each school put their position before the Minister, pointing out that it would be impossible to proceed without the endowment, and that the Schools would have to be closed.

THE TREASURER'S ANSWER

Mr Kidston, in reply, said that this was the kind of deputation with which he was usually sympathetic. They came to ask for something, not for themselves, but for someone else; they were gentlemen who had given voluntary and gratuitous services to Queensland in the interests of secondary education. They were, therefore, on a different footing to many other deputations. On that ground, he had listened not only with attention, but with a great deal of sympathy, to the statement of their case as to how the change would be likely to affect the various schools. Particularly in the case of Townsville, it was pretty hard lines. Owing to the cyclone which struck it, the school was probably in a worse position than any other; and he recognised, clearly enough, that the change, which the Government proposed, would fall hardly upon it.

He recognised that taking 5000 pounds off the annual income of 10 000 pounds would be a serious thing for the ten Grammar Schools; but he asked for consideration of this point: the first duty of the Government was to give a primary education to all children of the State. That was of more importance than secondary education. The first call on the Government, then, was for primary education, and it ought to do that firstly, whether it could do anything else or not. Many of the deputation were interested in other schools, and knew that the Government were continually putting off the building of new schools, or the repairing of the existing schools. Some of the latter were in the dilapidated condition, and the work was hindered because the Government was short of funds. He had been told by them that the work of the Grammar Schools had been carried on well, and he did not doubt them; but there was a very general opinion that it had been carried on expensively. That was probably because of the small number of pupils; but there was still a very general opinion that the work had been carried on expensively.

Mr Lilley: They don't know the figures, then.

Mr Kidston said that certainly the cost per scholar was more than the cost in the primary schools.

Mr Lilley: At the Brisbane Grammar School, it costs us 2 pounds 7 shillings and 9 pence — that is, if you deduct the endowment.

Mr Kidston said that was the bigger school; he was speaking of all schools.

Mr Jones: That is not fair to the country schools, because the pupils will not go to the country.

Mr Kidston said as to whether the schools would be able to carry on if this reduction was made he could not say. It was a matter for them to consider afterwards. But a number of suggestions had been made as to what the Government should do as an alternative. One was that the Government might make more use of the grammar schools. It was an excellent one, but it was more for the Minister for Public Instruction than himself. He was not sure whether some modification could not be adopted by which the schools would be made available for certain classes of secondary education; he had a notion that a good deal more use could be made of the grammar schools, and perhaps some arrangements could be made, and money saved elsewhere for the purpose. It was a matter more for the Education Department, but it was very well worthy of investigation. Another suggestion was that the Government might suspend the loans; he would not discuss that for the moment.

Mr Philp: That would be no help.

Mr Kidston said in the case of the Brisbane school it might meet the case; just as each had made the suggestion, that would be the case of each school particularly. There was another suggestion about the Act providing for endowment. It was exceedingly regrettable that the idea in the original Act of 1860 in regard to land endowment had not been very extensively acted on.

Various representatives said they had applied, but got nothing. Mr Kidston said it was not recognised that we were a young country, where endowment of that character, if properly carried out, would in a few years relieve the revenue enormously.

Mr Grant: It is done in America.

Mr Philp: Lands have fallen in value.

Mr Kidston said that had it been done four years ago, in many cases, at any rate, it would have been providing revenue, not only for the Grammar Schools but for a larger and wider class of higher education.

Mr Tolmie: It depends where you locate the land.

Mr Kidston said that was so. They might learn from this to make provision that would have a satisfactory result forty years hence. It would not affect the present year, but it might be worthwhile inquiring into the possibilities of permanent endowment of this kind.

Mr Lilley: The land would have to be free of rates.

Mr Kidston said that was a detail. He knew there was a general feeling among them that the Government had broken a contract. (Hear, hear.) Now they had not broken a contract.

Mr Lilley: It is a moral obligation.

Mr Kidston said it was an understanding. The Government, proposing to cut down their expenditure, were pressed even for a few thousand to devote to primary education. They saw they were not under an obligation to give £1000 to each of the schools, but to pay a sum "not exceeding £1000"; and they deemed it legitimate to cut down here. The late Premier, as representing Townsville, had ingenuously told them that such a thing had never occurred to the late Government. What the late Government would have done if such a thing had occurred to them he wisely forebore to mention; but it did occur to them to cut down the endowment to local bodies, which was substantially the same thing.

Mr Philp: A very different thing.

Mr Jones: They had the power to rate.

Mr Kidston said the understanding where the local authorities were established was that they were to get endowment, and he had been assured by public men of the day that they would not have passed the Bill without that assurance. But the requirements of the State led the late Government to cut down the endowment, and ultimately to abolish it. He was pointing this out to show that if it had occurred to the late Government to cut down the endowment to Grammar Schools they would have done it.

Mr Jones said Sir S.W. Griffith had regarded the arrangement as inviolate.

Mr Kidston said he recognised that so near the end of the scholastic year it would be unfair to suddenly drop their income by one half, when their liabilities had been made, and he had decided, with the consent of the Premier, to pay the full endowment for the first six months of this financial year.

Mr Lilley: That is to 31st December.

Mr Kidston said yes; and they would start the half rate from the beginning of January. This would compel the Government to pay this year £2,500 more than they had anticipated; but in fairness to the committees managing Grammar Schools, apart from the main question, that should be paid. They would continue the endowment at £500 per annum, and it was hoped that the Trustees would take their share of the responsibility.

Mr Philp: That is too big a share.

Mr Kidston said that later they might discuss the question of taking a larger advantage of Grammar Schools, and so diverting some further money away to them that would help them to make up part of the endowment taken away; and probably, also, whether they could not endow them with land which would later bring in some revenue. He was afraid the reply would not be satisfactory to them —

Mr Philp: It means the closing of the country schools.

Mr Kidston: But it was the best reply the Government could make.

Mr Brown, M.L.C., asked if it was contemplated, if the financial position of the country showed improvement, to revert to the original subsidy.

Mr Kidston said it was not so contemplated, although he facetiously suggested that they were not the Medes and the Persians.

Mr Philp: That is evident. I thought you were Caesar.

Mr Kidston said the matter could come up for revision. If the Government could see their way to do better later on they would probably do it.

Mr Williams (Rockhampton): What are we to do with our £500 overdraft? (Laughter).

Mr Kidston: The best thing to do it to lose it.

Mr Hartley: Your sentence is simply the death sentence deferred for six months.

Mr Philp: He says to turn them (schools) into boarding-houses.

Mr Kidston said the Government had done their best for them; and they hoped the Trustees would do the same.

Mr W. V. Brown said he understood the cause of the reduction was the financial position of the country. If the Treasurer could not give an assurance that, when there was a full Treasury, he would give the full endowment, there must be some other object for the reduction of the endowment. That was the only possible deduction.

Mr Kidston: We need not discuss what we will do six months hence with a full Treasury.

Mr Brown: Is it so remote?

Mr Kidston said that if they paid their way they would do well.

Mr Hargreaves: Are we to understand that the reply is from a purely financial point, or is there to be any other policy adopted?

Mr Kidston: I have no hesitation in expressing that plainly to you. In doing this, the Government have no ulterior motive except the purely financial motive.

Mr Lilley: It is not intended to force the Trustees to close the schools, so that they will be handed over to the Education Department?

Mr Kidston said that now they had come to ulterior motives he did not think that would be such a bad arrangement.

Mr Lilley said they desired to know the exact position; it would be more honest for the Government to state it.

Mr Kidston: I hope you will take my assurance that the Government were only moved by financial considerations. As a matter of fact, the other aspects were not discussed; they have absolutely nothing to do with it.

Mr Philp: You will make no promise to restore this subsidy if finances improve?

Mr Kidston: I am not going to be so ready to make promises.

Mr Hartley pointed out that one of their Masters had been brought from the old country on a three years' engagement, and the agreement could not be broken. What were they to do?

Mr Philp: He says to start a boarding-house.

Mr Kidston said that nothing would happen until the first quarter of the next year, and they could consider their position in the meantime. They had not now got all they wanted; but they had got something.

MEETING OF TRUSTEES — THE FUTURE IN DOUBT

The ordinary monthly meeting of the Trustees of the Townsville Grammar School was held at the offices of Messrs Wareham and Donald on Thursday December 9, 1904 when there were present: Messrs D. Patience (in the Chair), W.J. Castling, J.V. Barnett, and W. Lennon, the Headmaster (Mr F.T. Miller), and the Secretary (Mr E.J.B. Wareham).

A brief discussion took place at the outset as to whether the Press should be allowed to be present at the meeting. It was pointed out by the Reporter that he had attended on the written invitation of the Secretary. The Trustees decided that there was no reason to exclude the Press, and, accordingly, the "Herald" representative remained.

The minutes of the previous ordinary meeting, also of the special meeting, which was held 'in camera' on December 1, were read.

The minutes of the special meeting (which was attended by Messrs Macnaughton, Castling, Lennon, Barnett, and Dr Humphrey) showed that a letter was received from Mr Miller resigning his position of Headmaster, and that it was accepted with regret on the motion of Mr Macnaughton, seconded by Mr Lennon. They also showed that Mr Barnett had moved, and Dr Humphrey had seconded, that the Chairman, Mr Macnaughton, be authorised to interview the Minister for Education and suggest to him that the Government take over the School, as the Trustees were unable to accept the responsibility of carrying on with the reduced subsidy. The following amendment was proposed by Mr Lennon and seconded by Mr Castling:

"That advertisements be inserted in the Sydney, Melbourne, Adelaide, and Brisbane papers inviting applications from gentlemen possessing the necessary qualifications for the position of Headmaster of the Townsville Grammar School at a salary of £300 per annum, with house; also for the position of Assistant Master, at a salary of £150, with board and residence."

The amendment was lost and the motion was carried.

Mr Castling, referring to the minute relating to the resignation of Mr Miller, said that he (Mr Miller) was practically still bound by the old agreement, which provided for six months' notice, he not having signed the new agreement which had been drafted, making the term of notice one month. When the agreement was produced, Mr Miller would not sign it.

Mr Miller: It is not a case of would not.

Mr Castling: At any rate, as you did not sign it, you remain under the old agreement.

Mr Miller: You are trying to make my case as dirty as you can.

The Chairman pointed out that the matter might have been discussed at the special meeting when Mr Miller's resignation was accepted.

Mr Castling said that nothing had been done regularly. The Second Master had not sent in his resignation to the Trustees, and had ignored the people who paid him, stating that he was responsible to the Headmaster, who engaged him.

Mr Miller remarked that the matter of dealing with the engagement and dismissal of Masters was in the hands of the Headmaster.

Mr Barnett: Subject to the confirmation of the Trustees.

Mr Miller said if they looked back they would find that the whole responsibility in such matters had always been undertaken by the Headmaster, without reference to the Trustees. This was the only case in which the point had been raised.

Mr Barnett: In any case, you notified us.

Mr Miller: Yes, I notified you.

Mr Lennon said that Mr Miller, when he found the Trustees confronted with a difficulty, had offered to forego a large proportion of his salary and to carry on the School as before. There was no doubt that Mr Miller intended to carry out all that he had promised, but an offer of another position was made to him, and the Trustees could not find fault with him for seeking to better himself. Although

under the old agreement the Trustees required six months' notice, it was understood that the new arrangement would provide for the termination of the agreement on one month's notice from either side. Mr Miller was justified in accepting the offer of a new position, and the duty of the Trustees now was to do what was best in the interests of the School under the circumstances.

Mr Castling: The resignation was public property before I knew it.

Mr Miller: Which resignation?

Mr Castling: Yours.

Mr Miller said he did not know himself that he was going to resign until 9 p.m. on the day before the special meeting at which his resignation was submitted. As soon as possible after receiving word about the new position, he communicated with Mr Macnaughton, Mr Barnett, the other Trustees.

Mr Barnett said that he had got Mr Macnaughton to sign the new agreement on Wednesday of last week, as he (Mr Macnaughton) was going south on Thursday. On the Thursday morning he (the speaker) met Mr Miller and told him the agreement was ready. Mr Miller replied that the agreement would not be necessary, and that he had just informed Mr Macnaughton that he was leaving. He (Mr Barnett) then saw Mr Macnaughton, and a special meeting was hurriedly called. He was hoping that Mr Macnaughton might be able to do something to assist them while in Brisbane.

The matter then dropped and the minutes of the two meetings were confirmed.

Amongst the outward correspondence was the following telegram to the Hon. R. Philp, M.L.A., dated December 2: "Grammar School Headmaster resigned, upset everything. Chairman Macnaughton left for south last night. Can you arrange for him to meet Barlow Monday? Must have interest and redemption suspended."

The Chairman: "Everything upset" were scarcely the words to use. That was not the way the telegram should have been worded.

Mr Castling: I drafted the telegram and you can think what you like about it. Everything is upset.

The Chairman said the Duke of Wellington died and Lord Nelson died, and everything was not upset thereby. Someone was found to succeed them.

Mr Barnett: It is in accord with the feelings expressed at last meeting, when we practically made up our minds to close the School.

The letters sent to Mr Miller and Mr Shuttlewood regretting their resignation and expressing appreciation of their services on behalf of the School, were read.

The inward correspondence included a letter from the Treasury acknowledging receipt of the Trustees' letter applying for an extension of the term for repayment of loan from 21 to 40 years. The following letter was received from the Accountant, Department of Public Instruction:

I have the honour to advise you that the sum of 143 pounds one shilling and three pence, being portion of endowment for the quarter ending 31st proximo, has been forwarded to credit, as directed, at the Bank of New South Wales, Townsville. The balance of the endowment has been forwarded to the Treasury and has been apportioned by that Department as follows: Redemption of loan, Forty six pounds fifteen shillings and nine pence, interest, sixty pounds.

The following telegram was read from Mr P.F. Hanran, M.L.A., dated December 7:

Re Grammar School. Premier unable to give any definite answer to the Trustees at present.

Accounts to the amount of thirty pounds nine shillings and nine pence were passed for payment.

The Chairman said the present state of uncertainty in connection with the School would continue until they heard the result of Mr Macnaughton's interview with the Minister.

Mr Castling: We may get a letter from Mr Macnaughton by tomorrow's mail. At present we are completely in the dark. Mr Hanran's telegram shows that we don't know where we are yet.

The Rockhampton Grammar School Trustees forwarded a copy of a letter sent by them to the Premier as follows:

"The Trustees of this Grammar School, having given full consideration to its prospects, in view of the decision announced by the Treasurer to the recent deputation, feel that they would be wanting in due appreciation of the gravity of the interests involved, especially in the case of the provincial Grammar Schools, did they neglect to make further respectful but earnest representations to the Government upon the subject. Briefly, they would ask your consideration of the following points, which do not appear to have been prominently brought to the attention of the Government:

1. The monopoly by the Government of primary education has been prohibitive of the establishment of private schools, at least in the provincial centres.
2. The Grammar School has been the only centre of higher education available in the provinces.
3. The abler men and women of the younger generation, equally in the professional, commercial, and domestic walks of life, have for the most part been educated at these establishments.
4. Failing some such institutions, the children of well-to-do parents only could receive a higher education than that afforded by the State schools, and in order to do this, they would have to be sent at considerable expense to one of the southern States.
5. The Grammar Schools are not only unsectarian, but they are absolutely free from class prejudices, some of the most brilliant pupils being children of working-class parents.
6. In competition with the scholars of New South Wales, whose population is some three times that of Queensland, and with the numerous public and private scholastic associations there provided, the pupils of our Grammar Schools have held their own in a manner to elicit the admiring recognition of their southern neighbours.
7. The lowering of the endowment, which was originally raised from 500 pounds to £1000 because the smaller sum was found to be totally inadequate, even if the schools are kept open at all, which in some cases is more than doubtful, could not fail, in view of the impossibility of maintaining a superior staff to result in a disastrous lowering of the standard of education.
8. Sympathising as the Trustees most sincerely do with the Treasurer in his efforts to make revenue and expenditure meet, they cannot but ask whether in the sacrifice of so important a matter as the one opportunity of higher education enjoyed by the youth of the State, the saving of so small a sum as £500 per annum can truly be characterised as an economy.

Trusting you will agree with them it cannot fail to bear an altogether opposite signification and that the Government will favourably reconsider the question."

The Under-Secretary, Department of Public Instruction, wrote as follows:

I have the honour by direction to acknowledge your letter of the 3rd instant, requesting that a system of allotting scholarships to districts may be resorted to, and I am to state that there is nothing new in this proposal, which was in actual operation for some time and created such dissatisfaction that Parliament put an end to it by resolution on July 15, 1897. The leading objections were:

1. That parents in the north and west who had to pay for the board of their children objected to send them to Townsville or Rockhampton when they desired to send them to Brisbane, Ipswich or Toowoomba.

2. That the system of district allotment would involve several standards of examination, would not award the scholarships to the brightest intellects of the State, and would pass over some of them in favour of children of inferior capacity.

These and many other matters were fully brought before the Minister's predecessors and considered by them. In your letter under reply, you say that you are teaching twelve free scholars as a local benefaction, and without presuming to inquire into, or to criticise, your internal administration the Minister, inferring that 12 is the total number in attendance at any one time, presumes, with regret, that the reduction of the scheduled subsidy (by, as he understands, 250 pounds a year) will lead to such a reduction of your teaching staff as to compel the ejection of the small number of 12 pupils. The financial question is one of Governmental and Cabinet policy upon which Mr Barlow, as Minister for Public Instruction, does not desire to offer any comment.

The communications were received.

Mr Barnett said that Mr Robinson, a member of staff, had interviewed him with a view to ascertaining something definite as to the intentions of the Trustees regarding the future of the School, in order that he might know whether it would be advisable to secure a return ticket from the south, where he was going on Saturday. He (Mr Barnett) asked Mr Robinson did he want to resign his mastership, and the latter replied that he had no intention of resigning if a proper Headmaster was appointed.

Mr Lennon: One he approves of?

Mr Barnett: I daresay Mr Robinson's qualifications would justify him seeking the Headmastership. He means, I suppose, a man who will uphold the dignity of the School, not any 'scrubber' who wants to get the position. If the School is to be run as a second-class institution, it would be better to shut it up altogether.

Mr Lennon contended that it would certainly be better to have it run as a second-class school than to close it.

Mr Barnett, continuing, said Mr Robinson was anxious for an answer by Saturday. He (the speaker) might tell them that he had his resignation from the Trusteeship ready to put in if the Government adhered to their decision to allow a subsidy of only 500 pounds a year. After moving the resolution passed at the previous meeting, expressing the Trustees' inability to carry on with the reduced subsidy, he had no course open but to resign.

Mr Castling: There was too much of a rush about the matter. If things had been taken quietly and calmly, it would have been much better.

Mr Barnett: I still believe that the Government will strain a point and give us some extra assistance. Mr Hanran's telegram looks hopeful.

Mr Lennon: We cannot go back on the resolution. We had a special meeting attended by five Trustees and we carried a certain resolution and four of us cannot upset it now. We are hung up, as it were.

The Chairman said he did not blame Mr Miller for leaving. He was only doing what any of them would do in similar circumstances. Mr Miller had shown a generous spirit when the subsidy was cut down by his willingness to accept a reduction of 200 pounds in salary. He (the speaker) believed that the Government would meet them later on if they found it impossible to carry on the School without getting into debt, to the extent of 200 pounds or 300 pounds. He could not afford to remain a Trustee if the School could not pay its way.

Mr Barnett: I also prefer to resign my Trusteeship before that time comes.

It was resolved to pass no motion on the matter, but to suggest to Mr Robinson, whose capabilities were highly eulogised, that his position was secure.

The Secretary said five applications had already been received for the Headmastership.

Before leaving to fulfil another engagement, Mr Miller said he wished to withdraw the remark he had made to Mr Castling earlier in the meeting, to the effect that he (Mr Castling) was trying to make the case as dirty as he could against him.

Mr Castling: Who said "dirty"?

Mr Miller: I did, and I wish to withdraw it.

Mr Castling: Oh, don't bother withdrawing it. You have a right to say what you like. I say what I like.

Continuing, Mr Castling said that he had not intended to convey that Mr Miller had purposely caused the difficulty that had arisen. It was, undoubtedly, unintentional on his part.

During a further brief discussion which took place in connection with the School, Mr Barnett said that, if the Government allowed the extension of the term for redeeming the loan, the difficulty would probably be got over.

Mr Lennon expressed the view that, even if the Government remained adamant on both points, it was the duty of the Trustees, or the people of Townsville, to carry on the School.

Mr Castling: It will be impossible.

It was decided to call a special meeting, if such a course was considered advisable, on receipt of the Government's reply to the Trustees' appeal.

The meeting then closed.

SPEECH DAY — 1901

F.T. Miller's First Speech Day.

Ladies and Gentlemen — I should like to preface the reading of my Report by a few remarks. You do not need me to tell you the pleasure it is to me to see you here today, and though a sense of change must, of course, be felt by you most strikingly at a gathering of this kind, yet I trust the familiar form of programme will make you feel that though the letter may have changed, the spirit is still the same. On this Speech Day last year, our friend, Mr Hodges, stood in this place. An evil spirit has cast the bitter seed among mankind that no one is missed. It is not so. Men go and others come. And the work goes on. But the old familiar ways of the one we knew are no more with us —

"For now his place desires him here in vain,
However much they crown him elsewhere."

I have, knowing well the task before me, made it my chief policy to let well alone. I have been, as Bacon advises, careful to innovate. Changes must, of course, be introduced here and there, but I have tried not to break up any of those traditions which are so essential to the growth of a school. And now that a change has taken place in the Headmastership, I would have you know that *Headmasters are of today, but our School is for all time. The School's the thing.*

GOVERNMENT INSPECTION

The most important event of our School has been the visit of Mr Cameron, Inspector for Grammar Schools, appointed by the Government. He caught us somewhat inopportunistically, in the first week after the mid-winter holidays, but he collected a mass of information. I see he has lately handed in his report to the Under-Secretary, too late, alas, to serve for a more able report today than I offer.

ATTENDANCE

The average attendance for the year has been a little over 48; a very heavy leaving list at the end of 1900 being fairly counterbalanced by an entry during the course of the year of 24. These numbers appear fairly satisfactory when compared with other years, but, when considered beside the population of Townsville, they are very poor. The number of boys in the House was at its highest, 15 out of 51. You see, therefore, that there are only 36 day scholars from Townsville proper. I cannot find a satisfactory reason for this unsatisfactory state of things, but I am sure that, with the growth of the community, there will be a corresponding growth in the appreciation of education, for it will be found that it is not he who is the first to

earn a small wage, but rather he who starts life with a good capital of knowledge who wins to the front in the struggle of life.

Townsville, at present, is apparently a paradise for the small boy wage-earner. I have seen, in many an office, a very small boy climbing up on a very big stool, and have regretted that small boy's absence from the ranks of my first form.

FORM OF EDUCATION

Now you will surely say unto me this proverb: "Physician, heal thyself." "That which is needful is for you to make your school efficient, to provide a form of education serviceable for the ordinary work-a-day life." And I have set myself to find this thing out. I do not know if other people in other professions find the same thing as I do, but I am quite sure that, whatever may be a man's walk in life, he is first and foremost a fully qualified educational authority. Acting, therefore, upon this knowledge, I started like Socrates, on a round among these wise men, my fellow citizens, thinking that surely now, at all events, I shall find a satisfactory definition of that grand sounding term, "commercial education". Now, though I trust the results of my pilgrimage were not so disastrous to my friendship among my fellow citizens, as Socrates was, yet I admit the result of my inquiries were similarly futile. But in the course of my investigation I noticed a remark in the *Times*' report of an Educational Conference in England to the effect that, if businessmen would tell us what they want the boys to know, the boys will very soon be taught it.

But from one man I did get some satisfaction. He said: "We want boys trained in accuracy in thinking and working, with some sense of responsibility, but above all, good honest, straight boys."

And I said that this is the very ideal that we schoolmasters at all time aim at. School time is a period not so much of learning as of learning how to learn. Therefore, I would not have a boy say to himself — or yet a parent to a boy — what is the value of a subject in after life? But I would have it appear that the effort put forth in learning that subject has brought out powers which may be afterwards applied more broadly in learning three or four different things. The tree of knowledge had one stem, but many branches.

ENGLISH

We are devoting particular attention to the study of our own grand language and its literature. That study, I can assure you, is assisted, rather than hampered, by dipping, however slightly, into the literature of sister languages. On our present time-table I happen to take the English authors throughout the school myself, and I try to make the study a delight and not a burden. The studying of the great masterpieces of the English language is one of the most stimulating and most neglected. It often awakes in boys their first interest in language lessons, which then extend to other languages, and then to other subjects.

How far, however, we fail from our ideals is exemplified by an answer in a paper I set during our recent examinations. We have been reading Goldsmith's "Deserted Village" for the interest of the subject, as I thought. In the examination I asked this question: "What is the main lesson that Goldsmith teaches in this poem, and are his conclusions correct?" The answer was "Grammar, and his conclusions are not at all correct."

Modern Subjects

I have tried to arrange the time-table in such a way that boys who prefer commercial subjects to languages other than English may have careful attention. Book-keeping and Arithmetic, *Precis*, and Letter-writing and Composition have their time. Science is taught throughout the School.

I wish to call your attention to Form 1. At present we have only two State Scholars, and we are trying to make our own supply, to speak, by instituting our preparatory branch. These little boys receive a very great deal of individual attention, for they are worked quite separately from the rest of the School, while the whole regular

Staff take them in class. It is to this class that I look with the greatest hope. The individual attention which modern preparatory schools devote to the young in small classes is the foundation of the English Public School system. Parents are sometimes afraid of sending their little boys so young for fear that they should be out of place among bigger boys, with their separate classes and their separate arrangements for play, and think to myself that they are the happiest of our band. Speaking with five years' experience in Queensland, one year before, and four years after the introduction of the small boy element, I can confidently assert that the small boy has done good to himself and good to school life.

YEAR'S WORK

I hope I may justly say of the year's work that it has been satisfactory. The general results of the mid-summer examinations, upon which prizes are allotted, have been creditable. The term's marks receive their reward in the Goods' Prizes.

GOLD MEDAL

The gold medal is not awarded this year, not because the boys at the head of the school are below the standard of former years, but because it seemed good that such a reward should be kept as the crowning point to a school career, and that some definite standard should be fixed rather than that the boy who is, for the time, head boy should "ipso facto" receive the gold medal.

REPORT OF FORMS

In Form V, good work has been done by the three — Timbury, Rollwagen, and Fewtrell — and I hope these boys will remain at school for a long while. I have made them Prefects during this half-year, and I think the general conduct of the School has been the better for their supervision. I wish them while still at school to learn these two very different lessons — Obeying and Commanding.

In Form IV, Grose has done well and deserves success. He won more first places, but his prizes are limited to three. Donald, ma., Ridgley, Harris and McIlwain deserve mention.

In Form III, Unmack in general work has done very well all round and headed the list in Science, and the Commercial paper, too. Armstrong, Reye (major), and latterly, Jardine, Pemberton and Hooper have gained credit.

In Form II, Humphry and Barton have done well in Examinations, while Quorp has shown most improvement.

In Form I, Reye (minor), and Dryborough (minor), have both done well.

SYDNEY UNIVERSITY JUNIOR

In the Sydney University Junior Examinations, we had four successes out of six candidates. The four were successful in all subjects with one exception. The passes included four A's, eleven B's and eleven C's. I expected better results. While on this subject, I may here state that I intend to make it a rule that all pupils of the proper standing in the Fourth Form must take the Junior Examination. This I regard as correct from an educational point of view, but, at the same time, it may be the source of many failures. Yet surely work well done and time well spent bring their own reward.

CONDUCT

The general conduct of the School has been good. Often I have been disappointed at finding I could not repose trust where I would; but certainly there has been a satisfactory absence of serious breaches of discipline.

DRAWING AND MUSIC

With a view to making the School more complete in itself, extra lessons in Music, under Herr Widner, and Drawing and Painting, under Miss Johnson, have been introduced, both with excellent results.

FOUNDATION SCHOLARSHIPS

The Foundation Scholarships offered by the Trustees have been gained by Rollwagen and Grose.

ENTRANCE SCHOLARSHIPS

I am glad to say that the Trustees have determined to offer two Entrance Scholarships, available for three years, to suitable Candidates.

STAFF

In all my undertakings I have been ably assisted by loyal colleagues. Among the rest of the our stranger faces, you must all be glad to see the familiar face of Mr Kemnitzer, who is, I am glad to say, still with us as a link with the past, ever ready to assist me, ever full of kindness to the boys.

MAGAZINE

The general events of the School Year are chronicled in our Magazine, which has found an able Editor in Mr Leadbeater. The production of the School Magazine, I know from long experience, is no sinecure. Mr Leadbeater has also taken over the general finances of the School Sports' Account and the Cricket Secretaryship.

GAMES

The School games are so arranged that boys of different ages play separately. We Masters are often with the boys in their games, not from any unhealthy idea of supervision, but because, I think, we enjoy the company.

SWIMMING

The introduction of Swimming into the regular school course has been attended with excellent results. For the part he has taken in encouraging the boys in this healthful and necessary sport, Mr Wright has my hearty thanks, and I am sure also the thanks of all parents and boys here. I apologise for the ungallant order which said no ladies admitted to our swimming sports. It shall not occur again.

DRILL

Mr Wright has also proved fully the advantage of having Drill and Physical Exercise taken by a member of the regular Staff, and is solely responsible for the exhibition of physical drill with arms, you will presently see.

OLD BOYS' UNION

To the Old Boys of the School, this year will constitute an important epoch, for it has seen the foundation of our Old Boys' Union. This society has for its avowed object the strengthening and maintaining the spirit of brotherhood and good feeling between old boys of Townsville Grammar School and the binding of old boys closer to their School. The Union has my hearty sympathy and support, and we can confidently rely on the Secretary, Mr A.F. Isley, to look after its interests. He will also act as Editor of the "Old Boys' Column" in the Magazine, so that absent old boys will always know to whom to send information.

AT THE UNIVERSITIES

At Sydney University in March last, W.S. Boyd brought a brilliant University career to a close with great distinction. At his degree examination (B.E.), he gained the University Medal for general proficiency, and First Class Honours in Mining and Metallurgy. It is said that this is the first time the Medal has been awarded since the opening of the Mining School. F.T. Perkins took his M.A. degree in Classics, and has been appointed to the honourable position of Vice-Warden of St. Paul's College. J.L. McKelvey at St. John's, N. Johnson at St Paul's, Sydney, R.L. Henderson and E.D.A. Buchanan, at Edinburgh, are also representing our School at the Universities.

AT THE WAR

Two old boys, Captain A.D. Henry, of the Prince of Wales Light Horse, and Eric Kenney, have been at the seat of war throughout the year. J. Henry, J. West, and W. Willmet came home, but subsequently returned to South Africa. And our good wishes are with them all. I am anxious to get the photographs of our fighting men to adorn these walls.

DONORS TO FUNDS

I have to thank the many kind donors to our Prize and Games Funds. They certainly show, in a most practical way, their interest in the School. W. Henry, an old Townsville boy, is amongst the donors of today's prizes. Mts Iliffe has continued her generous donation of Science Prizes in memory of the late Mr D.J. Brand. His Worship the Mayor has sent us a substantial contribution.

CONCLUSION

And now a full School year has passed over us since my wife and I started our work among you. I may say with genuine feeling that it has been a very happy year with us — happy in our engrossing work, happy in our many friends. To the Trustees, especially, we offer very heartfelt thanks for their never swerving kindness and support, and, in acknowledging this debt, I feel I have the concurrence of all parents of our boys. But from all you good people of Townsville we have received many tokens of good fellowship which we shall ever hold dear. Strangers but a short while ago we came amongst you, but you received us as friends. We are told that the future of North Queensland is clouded over with doubt and the fear of failure; but "*sursum corda*"! let us lift up our hearts; we do not come of a failing stock.

And now, at the last, let me offer you all, parents, friends and boys, from my wife and me, the old-time greeting of a Merry Christmas and a Happy New Year.

The Chairman opened his annual address by thanking those present for their attendance. They had had a very eventful year in that Mr Hodges, who was responsible for the very high tone of the School and its measure of success, had been succeeded by Mr Miller. As one of the Trustees, and as one who took a very keen interest in the School, he could assure them that the work was being carried on quite as successfully by Mr Miller as had been the case under Mr Hodges, and no stronger praise could be given. The Chairman went on to point out that one class of people, the parents of Townsville, did not appreciate the advantages of the School. For a long time, the attendance had kept at about 50, except when Mr Philp, who had done so much for the Grammar Schools, secured a reasonable amount of Scholarships which had not been swallowed up by Brisbane. Then it had risen to 60, but it soon dropped back. When they considered that, since 1891, the population had risen from 9,000 to 15,000, it was a poor compliment paid by parents to the future of their children that the attendance remained at such a low figure. The system of education followed in the School was flexible, and there was no cast-iron rule. There was a Master for every 12 boys, which was a guarantee of the attention the boys received. Many people thought a State school education was sufficient for their children, but, good though it was, it was really but the beginning of real education, which was not to turn our linguists or mathematicians, but good citizens who would worthily take their place in the world.

PRIZE LIST

Form General Prizes — (Gold Medal not awarded).

Form V (given by Dr Humphrey), Timbury; Form IV (given by W.J. Castling) Grose; Form III, Unmack; Form II, Humphry; Form I, Drybrough mi.

Mathematics: Set I (given by D. Patience) Rollwagen; Set II (given by J. McIntosh) Grose; Set III, Armstrong; Set IV, Pemberton; Set V, Reye mi.

English Subjects (English, History and Geography): Form V (given by His Worship, The Mayor), Grose; Form III, Unmack; Form II, Humphry.

Languages: Form IV Latin (given by J. Leu), Timbury; Form V French (given by J. Leu), Timbury; Form IV Latin and French, (given by J.N. Parkes), Harris; Form III Latin and French (given by R. Rollwagen), Reye ma.; Form II Latin and French (given by R. B. Taylor), Barton.

Declamation Prizes: Forms V and IV (given by Dr Paul), 1. McIlwaine, 2. Ridgley.

Recitation Prizes: Forms III and II (given by the Headmaster), Unmack; Form I (given by the Headmaster), Reye mi.

Essay: Forms V and IV. Subject: "Duke of Cornwall's Colonial Tour", (given by A.W. Macnaughton), Timbury.

Drawing Prizes: Extra (given by H.H. Barton), R. Harding; Class (given by H.F. Henlein), Pemberton.

Writing Prize: Form II (given by C. Jameson), Lochhead.

Commercial Prize: Forms III and II (given by Burns, Philp & Co., Ltd.), Hooper.

Australian History and Geography Prize (given by W. Henry), Donald ma.

Science Prizes (in memoriam D.J. Brand), Forms V and IV, Fewtrell; Form III, Quorp;

Goods' Prizes: Fewtrell, Donald.

Foundation Scholarships, Christmas, 1901: Rollwagen (recommended), Gross (recommended).

Chapter 5

The Rowland Era

1905-1938

P.F. Rowland, M.A. (Oxon)

THE VALIANT YEARS

The appointment of P.F. Rowland, M.A. (Oxon) as third Headmaster ushered in an era which lasted for some thirty-four years and which extended and developed the great traditions established by Hodges and Miller. Born on April 14, 1870, Rowland was educated at University School and St. Paul's School, London, where he was a scholarship holder on Dean Colet's Foundation. At St Paul's, he was awarded the Milton Prize and the Smee Prize, both for outstanding achievements in the study of English Literature. He obtained an Open Scholarship at Hertford College, Oxford, and graduated Bachelor of Arts, 1893, with Classical Honours. He was "proxime accessit" for the Stanhope Historical Essay Prize, 1891, and in 1894 won the Chancellor's English Essay Prize. In 1896, he successfully competed (from Australia) for the Oxford Cobden Prize. He took his Master of Arts degree on 17th June, 1909, in absentia.

His teaching experience was acquired at Drogheda Grammar School, Ireland, The King's School, Warwick, England, tutoring the son of C.B. Fairfax (whose family owned



P.F. Rowland, Headmaster (1905-38).

the "Sydney Morning Herald"), and at the Boys' High School, Christchurch, New Zealand. Whilst at Christchurch, he lectured for two years at Canterbury College, University of New Zealand, in Economics and History. In June, 1902, he returned to England and taught at Rossall School, Lancashire, for the Christmas term, and in January, 1903, took up an appointment at Abington School, near Oxford. In the same year, he was offered the Second Mastership at the Rockhampton Grammar School, Queensland, where he remained until 1904.

However, prior to his appointment as Headmaster, the Trustees of the Townsville Grammar were embroiled in heated discussions on the future of the School. Some members of the Board viewed its closure as inevitable, whilst others, with fragile optimism, decided to carry on, despite the desperate financial situation. Indeed, because there appeared to be no solution to, or relief from, the impoverished state of the School, disharmony and even personal recrimination surfaced during the Trustees meetings on January 14 and February 18, 1905.

MEETING OF TRUSTEES — JANUARY 14, 1905

A meeting of the Trustees of the Townsville Grammar School was held on Thursday afternoon, when there were present:— Messrs W.J. Castling (in the Chair), W. Lennon, D. Patience, and J.V.S. Barnett, and the Secretary, (Mr E.J.B. Wareham).

A letter, dated December, 1904, from the Chairman of Trustees, A.A. Macnaughton, informing the Board that he had seen the Premier with Mr Philp and Mr Hanrahan was tabled. . . . "I put our case as fully and strongly as I could. The Premier admitted the question was a serious one, but did not seem to take to the idea of taking over the School. . . . at the same time did not absolutely refuse to consider some relaxation of the present conditions. . . . he spoke strongly about Grammar Schools having been over-subsidised in the past. He is to let Mr Philp have an answer shortly, but what that may be is beyond my prophetic powers. I was most emphatic on the point that with the proposed £500 a year only, we could not and would not carry on."

The Trustees discussed a letter, dated December 11, 1904, from Mr Philp in which he stated that he had seen the Premier, who would give the School 40 years instead of 21 to pay off the debt if Mr Kidson was agreeable.

On December 20, Philp wired: "Regret unable to get any definite reply from Premier. He says wait until after the New Year. Advise your trying make arrangements without any help from the Government."

Philp wrote again on December 24, 1904, enclosing the following note from the Premier's Under-Secretary: "Mr Morgan desires me to acknowledge receipt from you of Mr Wareham's telegram concerning Townsville Grammar School, and to inform you that he has not yet received the data which would enable him to give you a definite reply on the matter." Mr Philp said: "I don't know what more information Mr Morgan wants. The Treasurer has a copy of your balance-sheet. I hope Mr Morgan will see his way to give you some help, but I am glad to see you are going on with the School, and, to be safe, would advise your making arrangements without depending on any help from the Government."

The Trustees expressed dismay when these letters were read.

The following letter, which had been seen by all the Trustees, was produced and taken as read at the meeting:—

"Townsville, 5th January, 1905. The Hon. Robert Philp, Brisbane. Dear Sir,

In reply to yours of the 24th ult., I am instructed to forward the following particulars, and to ask you to lay before the Premier such of the facts as you think may have weight. Townsville Grammar School. — The original School was built according to plans prepared by the Government Architect, and under supervision of an architect appointed by him. This building was totally destroyed, and the residence and outbuildings wrecked by a cyclone in March, 1903; at the same time, many public buildings here, including the Hospital, School of Arts, and Churches, suffered in a like manner, and privately owned dwellings and shops were more or less damaged. The enormous extent of the disaster was recognised throughout Australia. Subscriptions were raised from end to end of the State

and in many places outside, and the local people, though all had suffered, were called upon so far as their means would permit. A large sum was thus raised and distributed, and though some other public bodies participated, the Townsville Grammar School did not receive a farthing from the fund, although an application was made for some assistance. Some of the institutions — such as the Hospital and the School of Arts — referred to, by means of subscriptions, proceeds of entertainments and the like, received considerable money from the State as endowment on the amounts collected, and were able to rebuild with no great debt remaining to be provided for. The State thus, in these cases, assisted in the work of restoring the storm-destroyed buildings.

Realising the impossibility of getting assistance from the public with so many competitors in the field, and also finding it an impossibility to obtain a straight out grant from the Government, owing to the condition of the State's finances, the Trustees of this School applied for and obtained a loan from the Government for £3000 for the purpose of reinstating the demolished school buildings. The possibility of the existing endowment being interfered with was never for a moment considered, and if such had then appeared as even a remote contingency, the buildings, if erected at all, would have been on a less expensive scale. Relying on the continuance of the £1000 per annum endowment, a new brick building, of a very substantial design was erected on plans prepared with a view of resisting cyclonic storms of much greater violence than the one recently experienced. These plans were approved by the Government Architect, and on completion, the building was passed by the officer in charge of Government works here. The total cost of rebuilding and refurnishing to date is 3412 pounds thirteen shillings and nine pence, or 412 pounds 13 shillings and 9 pence more than the amount of the Government loan, the balance being secured as accommodation from a Bank. This latter amount is now partially paid off. The aim of the Trustees has always been to extend the educational facilities to those unable to pay, as well as those who are in a position to do so, and with this end in view a number of scholars have been received every year without any charge being made for tuition fees. During 1904, boys whose parentage is as follows, were granted free scholarships:—

(1) Son of a timber-getter, Bowen; (2) son of a senior-constable of police, Ravenswood Junction; (3) son of a miner, Charters Towers; (4) nephew and dependent of a State School assistant, Charters Towers; (5) son of a State School teacher, Townsville; (6) son of a grocer in small business, Townsville; × (7) son of a Post Officer assistant, Charters Towers.

Fees for the following were paid:— (8) son of a quarantine station keeper, Townsville, by Cleveland Masonic Lodge (Headmaster boarded this boy absolutely free for three years); (9) son of a Wesleyan minister, Ravenswood, by J.N. Parkes (Trustee), for term of three years; × (10) son of a railway guard, Townsville, fees paid by Dr Humphrey and W.J. Castling (Trustees) for term of three years; × (11) son of a washerwoman, Townsville, fees paid by H.F. Henlein for term of three years; (12) son of a working tailor, Townsville, fees provided by Hollis Hopkins for two years; (13) son of a telegraph operator, Townsville, fees paid by A.W. Macnaughton (Trustee) and J. Leu, term of three years; × (14), × (15), × (16), × (17), State School scholarship holders. This last boy's parents removed from Townsville, and to enable him to continue his studies and sit for the Sydney University Junior Examination, the Headmaster received him as a boarder at the rate of 5 pounds per quarter. The boy received a brilliant pass; × (18) son of a trader in Cooktown, received for three years at half fees (both school and boarding), owing to his father's inability to pay more. This boy also secured a good pass at the Junior Examination. All pupils marked × passed creditably at the recent Sydney University Junior Examinations. A list giving particulars of the passes is appended, and it is worthy of note that of the eleven passes obtained by the School in 1904, four were won by State School Scholarship holders, six by pupils receiving free tuition given by the School, or whose fees were paid by the various gentlemen previously mentioned, and the eleventh was the scholar received at half fees. The boys referred to above as living outside of Townsville were received as boarders at about half fees by the Headmaster (in one case, as mentioned, no charge whatever was made). Of the remaining 42 scholars on the roll — the average attendance being about 60 — the parents of at least 15 could not have given their children a secondary education if the Grammar School had not been in existence in

their neighbourhood. The fact of there being some people able to pay the full fees demanded has made it possible for the sons of others, no so well off, to receive a higher education. In the provinces, the existence of schools of such high reputation as the Queensland Grammar Schools to families with means remaining and spending their money in the State, and is an inducement to others to settle away from the Australian capital towns. The amount of money lost to Queensland through being spent in southern States, if the Grammar Schools closed, would be many thousands of pounds sterling per annum.

The effect of the reduced endowment and the deduction for interest and redemption on the loan would be that, in the case of this School, £287 only would be received from the Government in place of £1000 as heretofore, or a reduction of £713. In preparing an estimate of ways and means, and reckoning on fees to reach the average of the last four years (this being considerably higher than during any other similar period of the School's experience), dispensing with one Master, reducing the Headmaster from £500 to £350 (out of this he has to board two Masters at his own expense), the second from £200 to £175, the third from £158 pounds to £115, and all other expenses in proportion, the accounts, if the revenue realised the estimate, would leave no balance whatever towards the upkeep or maintenance of the buildings — these buildings, it might be marked, are really the property of the State — which are valued at about 8000 pounds, and, as in this climate the effect of weather is very considerable, it is absolutely essential that an annual overhaul be made if buildings are to be kept in stability.

If the estimate is not realised — and unfortunately the Trustees fear this may be the case — then the revenue will be insufficient to pay the ordinary (reduced) working expenses, and having already an overdraft and considerable unliquidated liabilities, the position would be such that the Trustees would not be justified in carrying on and getting deeper into debt. Any assistance the Government might grant would thus be very valuable to the School. It has been stated that the extension of the term of the loan from 21 to 40 years, with a reduction of annual payment of redemption of about £60, would make little difference, but it really might make the difference (with accounts so finely balanced) between solvency and insolvency, and would even, if the estimate referred to is realised, be more than required each year towards the upkeep of the School buildings, to provide funds for which the Trustees at present see no way. Some years ago, the Trustees agreed to the proposal of the then Government for tuition free, one scholar nominated by the Government for each State Scholar paid for by the Department, and it is hoped that his system may be readopted. The School has not received any land endowment, and previous to 1903, when the buildings were wrecked, no assistance of any kind had been asked for from any Government, all improvements required having been provided for by the Trustees, adding some hundreds of pounds to the original value of the property.

Previous to the cyclone, the School had no debts, and had a small credit balance at the bank. In his letter to the Minister for Public Instruction, dated 2nd May, 1904, Mr Macnaughton submitted his opinion that the loan obtained from the Government has been expended upon works of the first class, within the meaning of section 7(1) of the Local Works Loans Act of 1880, the term for which is forty years. The subsequent career of boys from the School has been all that can be desired. Those that entered Universities have distinguished themselves; others who have taken up various professions are doing well, and in commercial pursuits many Old Boys are rapidly rising to responsible positions. I am instructed to thank you for your many efforts on behalf of the School, and hope you will be successful in obtaining some concessions on its behalf. If any further information is desired, it will be at once furnished. — Yours faithfully, E.J.B. Wareham, Secretary.

This letter had no effect on the Government, whatsoever!

THE FIRST YEAR — 1905

On being appointed to the Headmastership of Townsville Grammar, Rowland married Jessie Longman whom he had met on the "Omrah" during the voyage from England to Australia. The marriage took place in Toowoomba on 7th January, 1905. He was almost thirty-five and eight years older than his wife.

On their arrival in Townsville, two weeks later, by the coastal steamship, the "Arawatta", they were greeted at the quay by the Trustees and Old Boys and then taken

to the Queen's Hotel where they stayed for a few days until the Headmaster's somewhat unpretentious house in the grounds of the School was made ready. The Old Boys welcomed Rowland and his wife at a reception held at the Alexander Hotel, during the course of which the Chairman of Trustees made "an earnest speech on the future of the School".¹

1905 was a difficult year. Mr D. Patience resigned from the Board of Trustees, his place being taken by Mr Thomas Foley, Secretary of the Townsville Waterside Workers' Association. The precarious state of finances compelled the Trustees to employ three resident staff instead of four and to pay the Headmaster £250 per annum less than his predecessor. Indeed, doubts were expressed about retaining the services of Rowland unless his salary were restored to its previous level. In fact, at a meeting of the Trustees, 11 August, 1905, Rowland stated, "as a matter of form, that he had heard from the Fellow of an Oxford College advising him to apply for the Beit Professorship of Colonial History, a post worth 900 pounds a year and necessitating residence at Oxford".

The Trustees were stunned by this announcement. If Rowland accepted the appointment of Professor of Colonial History, the School was finished. On the other hand, if his salary were increased, where would they find the money? Certainly there was the paltry sum of 98 pounds 10 shillings and 7 pence owed by sundry debtors and a Nil Bank Balance, a Roll of 50 pupils, of whom 14 were Boarders. But to find something like £200 was an impossibility. Curiously, no more was heard of the tempting offer from Oxford.

The prevalence of gambling on the results of "Gaslight Sports" in Townsville offended Rowland's high standard of sportsmanship, so much so, that he disqualified all day boys who took part in them from participating in the School Sports, and made an appeal to the promoters of professional athletics to raise the age of contestants to eighteen. His stand against young boys competing in "Gaslight Sports" received little significant support from Townsville people.

In the Examination area, 1905 was a lean year. Of the four Junior candidates, three passed in an average of 6.3 subjects out of 7, with five second classes. Miss E.R. Hartley, the School's only Senior candidate, passed in Greek, Geometry, Algebra, Trigonometry, with a second class in Latin and first class in English and French.

During the year, there was one State Bursar, one holder of the Goldfield Scholarship and no State scholars. In addition, the Old Boys' Union paid for the education of one



"As You Like It", April 15, 1905

Left to Right

*Sitting (on ground): J.F. Walsh (Corin), L. Uhr (Touchstone), V.R. Wilson (William).
Back Row: L.C. Alroe (Orlando), Miss G. Roberts (Audrey), Miss M. Bates (Celia),
Miss E. Hartley (Rosalind), F. Kingsford (Jaques).*

scholar, whilst other scholarships were given by J.N. Parkes, the Cleveland Masonic Lodge, and the St Andrew's Masonic Lodge. On the restoration by the Government of 150 pounds of the 500 pounds that had been taken away, the Trustees offered eight free scholarships — three to those coming next on the list of State school scholarship examination, three on an examination held at the School, and two confined to Boarders on the same examination papers sent to local centres.

Among the prizes distributed at Speech Day was the newly instituted 'Rugby Prize', "founded as a means of commemorating the connection between the Townsville Grammar School and the famous English School (Rugby) from which Mr C.H. Hodges came to be their first Headmaster, to whose devoted labours it was due that to the Townsville Grammar had been imparted, in no small measure, the feeling of an English Public School". The donor of the first Rugby Prize was the Prime Minister of Australia, Alfred Deakin.

Empire Day was observed by the School as a whole holiday. In his address to the School, Rowland stated that "in the aloofness of Townsville from the outside world, we were perhaps inclined to grow narrow in our interests if we did not allow ourselves to be reminded by such occasions of the huge world-power of which we form a part."

By the end of the year Rowland showed that he was singularly capable of grasping the depth of the problems which besieged the School.

The Trustees were well aware that the School required a minimum of four masters, whether the numbers were fifty or one hundred, and that the Headmaster's salary should be restored to its previous level. In addition, they realised that the small scale of the boarding establishment (there were fourteen paying boarders), meant that a considerable financial loss was inevitable (which fell on the Headmaster's shoulders). Their difficulties were further compounded by the stark realisation that, if the boarding were abolished, there would be a serious drop in the total number of students, and that country boys would have to leave North Queensland for their secondary education. That many already did so, was, no doubt, partly due to climatic prejudices, but that there were only fifteen boarders, compared with twenty-six in 1904, was largely attributable to the Government's action with regard to Queensland Grammar Schools, which sent Queensland boys to schools in New South Wales. Circumstances compelled the Trustees to encourage girls to enrol at the School and to adopt, what they called, modified "Co-education". Though Rowland, during his long Headmastership, barely tolerated girls, he was realistic enough to recognise the fact that their fees would assist in "making ends meet". More importantly, as time progressed, he conceded that their examination results enhanced the academic reputation of the School.

MEETING OF TRUSTEES — FEBRUARY 18, 1905

A meeting of the Townsville Grammar School Trustees was held at the office of Messrs Wareham and Donald on Thursday afternoon, there being present: Messrs W.J. Castling (Vice-Chairman), W. Lennon, J.V.S. Barnett, Dr Humphry, P.F.R. Rowland (Headmaster), and E.J.B. Wareham (Secretary).

The Hon R. Philp wrote enclosing the following letter he had received from Mr P.J. McDermott, Under-Secretary to the Chief Secretary. "January 24, 1905. — Sir, — Acknowledging with thanks the receipt of your letter of the 11th instant, accompanied by a communication you have received from the Secretary of the Townsville Grammar School, I have the honour by direction to inform you that, in the absence of legal authority, the Government cannot comply with the request which the Trustees of the institution have made for the extension of the period within which the loan it has received from the State is to be repaid." It may be mentioned, in connection with the foregoing, that the request was for an extension of from 20 to 40 years.

Mr Lennon remarked that, if the extension had been granted, it would have afforded a lot of assistance to the School.

Mr J. Story, Acting Under-Secretary to the Department of Public Instruction, wrote pointing out that the School fees amounting to 122 pounds 17 shillings and

sixpence remained unpaid on December 23, 1904, and asking what steps were being taken by the Trustees to collect outstanding fees.

A reply was sent, since which the Government Auditor had called and remarked that the outstanding fees were small compared with other schools.

Mr R. Abraham, Secretary of the Cleveland Lodge, 2503, E.C., wrote that the Lodge had granted a scholarship to the School for two years to Master Harold Tillage, who would join the School at its reopening.

Mr A.D. Pearce, Hon. Secretary of the Grammar School Old Boys' Union, wrote advising that, at the Annual General Meeting the Union had decided to devote a portion of their funds towards the foundation of a scholarship, and for that purpose to place 10 pounds 10 shillings at the disposal of the Trustees each year for three years. At the end of each year, should funds permit, the sum mentioned would be augmented by the addition of a further sum of 6 pounds 6 shillings. The Union would take it as an honour if the Trustees would allow the scholarship to take the premier position, and to be held by the candidate who scored the highest number of marks at the recent examination for entrance scholarships.

Miss Myrtle Bates wrote expressing thanks for the extension of her scholarship for a period of two years. She would seize the opportunity afforded and endeavour to be a credit to the School and in her next examination.

In reply to Mr Lennon, the Chairman stated that Mr Macnaughton's resignation had been accepted.

Mr Barnett suggested that a letter be written thanking Mr Macnaughton for the services he had rendered to the School.

Mr Barnett remarked that a special meeting would require to be called to fill the vacancy.

Accounts amounting to 30 pound 19 shillings and three pence were passed for payment.

Mr Rowland submitted his report in connection with the recent examinations for scholarships, and submitted the names of six pupils who had stood out prominently amongst the others. These in rotation were: F. Dorset, R. Aitchison, J. Rooney, and F. Canning (West End School), and J. Cadman and G. Hollingsworth (South Townsville). The "Old Boys" Scholarship was won by Master Dorset. The Headmaster suggested, with regard to the others, that, instead of granting one scholarship, the Trustees should offer to accept that remaining five boys at half fees. It had occurred to him that parents of some of the boys might find it very hard to pay 4 pounds four shillings per quarter, yet could afford to pay 2 pounds 2 shillings.

The suggestion was generally accepted.

Mr Lennon formally moved that the parents of the five boys on the Headmaster's list succeeding Dorset be written to advising that the lads would be given schooling at half fees.

Dr Humphry expressed the opinion that in the event of the merits of the candidates being equal, preference should be given to the boy whose parents were least able to afford to pay for his education.

The Headmaster explained that any boy in Townsville under 14 years of age was eligible to compete annually in the examination.

Eventually it was decided, on the motion of Mr Lennon, seconded by Dr Humphry, that the parents of the five boys referred to be advised that the Trustees were prepared to offer the lads half-fee scholarships tenable during the approval of the Trustees, the fees in each case being reduced to 2 pounds 2 shillings per quarter.

Mr Rowland reported that there were now 41 boys attending the School, and that he had had enquiries from other quarters. From a general point of view, the School was going on satisfactorily. He had asked Mr Mutton, who had come from the New England College, what he had thought of the scholars, and he had said that he found the lads extremely well behaved and showing more keenness for work

than he had observed in southern schools. He (Mr Rowland) endorsed that opinion, remarking that it was rather pleasing to teach boys like them. He had never been attached to a school that showed so much life and progress. When such a man as Mr Hodges had been associated with the School, it was only to be expected that traditions would not go all at once. Altogether, he felt well satisfied with the position. If ten more pupils were obtained the School would be paying.

Speaking with regard to the presence of girls at the School, the Headmaster remarked that he thought they improved the keenness of the boys. If kept in small classes, the teaching of boys and girls together proved satisfactory. At present, there were five girls attending the School, and there was room for five more.

The Chairman said he considered the attendance was very good, because the School had been left practically dead. He had been afraid that they would not have half the present number of pupils.

The Chairman asserted that, if each of the Trustees assisted a little, the School would go ahead. They had a really good teaching staff.

Mr Lennon remarked that, when the recent changes came on, the Trustees had been too precipitate in asserting that the School would close. Reports like these being circulated in the "Bulletin" and the "North Queensland Herald" had spread the idea that there was a danger of the School being closed. Had that not been so, they would have had a better attendance than last year.

The Chairman interjected: Now we can get on with the special business.

Mr Lennon: I don't usually take up much of your time, and I certainly object to being interrupted.

SPECIAL MEETING

The Trustees held a special meeting (February 18, 1905) for the purpose of appointing a Trustee to fill the vacancy caused by the resignation of A.W. Macnaughton.

Mr Barnett proposed that the name of Mr C. Jameson be recommended to the Governor-in-Council for the position. He had interviewed Mr Jameson, who had stated that he was only too pleased to become a Trustee. If they appointed Mr Jameson to the Board, he (Mr Barnett) was satisfied he would work heart and soul with them.

The Chairman considered Mr Jameson would prove an excellent member, and it said a lot for him that he had come forward under existing conditions. It was a common saying that a volunteer was worth three men who required pressing to accept a position.

Mr Lennon, on being invited by the Chairman for an expression of opinion, said he did not object to Mr Jameson, whom he regarded as a very desirable gentleman, but he did not desire to take any action in his selection, because he (Mr Lennon) was only a nominee and could not vote.

Mr Barnett held that Mr Lennon, being present, was compelled to vote.

Mr Lennon denied that he was compelled to vote. He held the highest regard for Mr Jameson, and had nobody else to propose.

The Chairman: You are shirking your duty; either vote for or against Mr Jameson. Mr Lennon: I am only a nominee.

Dr Humphry: So am I.

Mr Barnett: And so am I. We are all nominees. If it goes down to the Government that you feel inclined to veto the nomination, it will look bad.

Mr Lennon: You were all talking about resigning a few weeks ago. I don't feel inclined to vote on the matter. That was a common thing for a man to do at a meeting.

Dr Humphry: I think it is a ----- farce having a fight over the matter, and shows bad grace.

The Chairman: I think so, too.

Mr Lennon: I am not going to be forced into voting. I have given my reason why I don't intend to vote. At the close of the general meeting, the Chairman pulled me up abruptly.

The Chairman: I apologise.

Mr Lennon: I am declining to vote because when I first came here as a Trustee, I was not warmly received. I was not considered "persona grata" by the Trustees. I was regarded as being foisted upon them, and, therefore, I decided not to assist in the appointment of any other Trustee.

The Chairman: I am sorry you don't chip in with us.

Dr Humphry seconded the motion.

The motion was then put and carried, Mr Lennon not voting.

Mr Lennon: You could have done that by resolving and saved all that trouble.

Mr Barnett: After your tactics, I do not mind betting that Mr Jameson is not appointed now.

The Trustees then retired.

THE YEARS OF CHALLENGE 1906-1913

In July, 1906, the School suffered a serious loss by the death of W.J. Castling, Vice-Chairman of the Board of Trustees. One of the original subscribers to the School, Castling never wavered in his loyal support. When the Endowment was drastically reduced and the School was plunged into serious difficulties, when there were resignations and rumours of resignations from the Board of Trustees, he made it quite clear that he was determined to "stick to the School", which he did without fear or favour.

The Staff remained unchanged throughout the year, but on the December 26, I. Mutton, B.A., resigned to accept an appointment at The King's School, Parramatta, New South Wales. The average number of pupils attending the School was 60, of whom 11 were girls and 12 were boarders, an overall increase of 10 on the previous year's figures. This improvement was reasonably satisfactory considering the period of depression from which Queensland was emerging.

Interestingly, the average attendance in the 18 years of the School's existence was 53. For one year (1889) under Hodges, the attendance averaged 70; for one year (1895), also under Hodges, it averaged 38; and the average from 1889 to 1904 was 53.

Rowland criticised, as did his predecessors, the indifference of Townsville Parents towards education. In his Speech Day Address, 1906, he pointed out that there were some 250 boys at the Christchurch High School, New Zealand, where he had taught earlier in his career, and that New Zealand was far more advanced in educational matters than Queensland. Nevertheless, with all its disadvantages, Townsville Grammar "has passed eighty or ninety pupils through the Sydney University 'Junior Examination', and twelve or thirteen through the 'Senior'." One candidate, Myrtle Bates, sat for the Senior Examination, 1906, and passed in all six subjects — Geometrical Drawing, A; English, B; French, B; Latin, B; Greek, C; Geometry, C. The two candidates for the Sydney 'Junior', J.F. Walsh and R.T. Skyring, passed in seven and six subjects respectively, Walsh obtaining a First Class in Chemistry, the only one in Queensland and the first ever obtained by the School, and Skyring a First Class in Geography.

Owing chiefly, it was said, to the lack of encouragement by the Department, and to the necessity of special preparation classes out of school hours, few State schools in North Queensland successfully prepared children for Grammar School State Scholarships. In 1906, only one State bursar attended the School, while Brisbane Grammar, for example, had 50 or 60. An improvement in this respect would have assisted finances immeasurably.

Some interesting visitors to the School during the year included Mr E.C. Earl, Mayor of Cairns and an Old Boy, the Premier, the Home Secretary, the Reverend A.W. Tonge (The King's School, Parramatta, New South Wales), and the Archbishop of Brisbane, The Very Reverend Dr Donaldson, who gave the students a motto for direction in life: "Turn to the right and keep straight on".

Because it was difficult to arrange Rugby matches, the School was divided into "nines" to compete against each other under Association Football rules, an innovation which proved highly successful. Rowland believed, as did Hodges and Miller, that sport developed character and lessened the incidence of unacceptable conduct.

Of great interest at the beginning of 1906 was the School Badge (introduced by



A MIDSUMMER NIGHT'S DREAM 1907

(In front of Headmaster's House)

Standing (L-R) Z. Tuffley, A. Reye, G.F. Hall, A. Foot (bowing), G.M. Duncan, R.A. Percy, J. Reye, G. Middleton, R. Grant (Lion), F. Johnson.

Seated (L-R) R. Porter, F. Masterton, A.R. Brooks, G. Podosky.



The School, June 1910.



February, 1911

Left to Right

Back Row (Staff): E.L. Dunster, W.L. Garrard, D.N. McGregor.

Front Row: Mr Justice Shand, P.F. Rowland (Headmaster), J.V.S. Barnett (Chairman of Trustees).



Headmaster's Residence, 1908. Built in 1887, demolished in 1963.

F.T. Miller), which Rowland had made of metal and enamelled in blue, white and gold and which was worn with immense pride by every pupil.

On June 3, 1907, the Governor of Queensland, Lord Chelmsford, attended the Annual School Concert. In his address to the School, His Excellency stated that, on his arrival in Queensland, he had inquired as to whether there was a "sort of challenge cup competed for amongst the schools", but when it was pointed out that Grammar Schools were separated by such long distances, he decided to provide three challenge cups to be competed for between the schools for all-round excellence in sport. Because it was impossible for Townsville Grammar to participate with schools in the south, he thought he would "bring something to Townsville which might remain in the School as a treasure, and bear on its face the names of those boys who had deservedly won it". The whole idea of a trophy arose during a discussion over lunch between the Governor and Rowland at Toowoomba earlier in the year. Because a prize was already given to the best all-round boys (The Rugby Prize), he presented a silver Cup, "The Governor's Cup", to be awarded in conjunction with the "Rugby Prize".

At the conclusion of the Concert, the Governor unveiled the new Honours Board, designed by Mr A.B. Polin and handmade by Mr Hollins. The Governor commented on the various North Queensland woods used: the outside frame, silky oak; pediment and pilasters, bean tree; small panels under pediments, elm; main board, cedar; spandril over arch, (from left to right), redwood, Queensland beech, acacia wood, Queensland maple; mouldings and pilasters, bean tree. This Honours Board is still used today and bears some famous names.

Over the period 1908 to 1913, enrolments increased gradually:

1908, 71 (31 boarders); 1909, 73 (32 boarders); 1910, 86 (38 boarders); 1911, 85 (38 boarders); 1912, 83 (35 boarders); 1913, 92 (40 boarders). Rowland's impact on Townsville and North Queensland was, in large measure, responsible for the pleasing growth of numbers and for the reputation of the School, not only because of outstanding results in public examinations but also for its breadth of education. In the Sydney University 'Junior' Examination, 1908, ten candidates were entered all of whom passed, three qualifying for Matriculation. G.M. Duncan, the only candidate for the University of Sydney 'Senior' Examination, passed in all his subjects with 5 A's, 4 B's and 1 C, and was awarded one of Queensland's Exhibitions as well as a bursary of 25 pounds by St Andrew's College, University of Sydney. Indeed, 1908 was an exciting year.

After a considerable amount of "red-tape", the military authorities permitted the School to form a Commonwealth Cadet Corps and regular parades were held weekly under

the command of Lieutenant R. Sampson. At the Athletics Carnival, a record in the High Jump of 5ft 3¼ins. was set by G.F. Hall, the School's future Rhodes Scholar.

During the year, the Trustees restored and repainted the Dining Hall and the Headmaster's house; incandescent lamps were installed in the classrooms; a typewriter was purchased for the commercial classes; the gymnasium was rebuilt; and an extra Master employed to take charge of the lower school. The improved financial position of the School, due to the increased enrolments and the restoration of the endowment, enabled the Trustees to embark on these ventures.

A most important feature of Rowland's educational philosophy was his complete trust in his boys. Despite occasional lapses in conduct, which he accepted as part of school life, he made it quite clear that he had no intention of imposing the "sneak-as-you-please-but-never-wet-your-feet" existence on the School. As a consequence, an indefinable mutual trust developed between Headmaster and students.

In his Speech Day Address, December 11, 1908, Rowland referred to the unexpected and sudden death of Mr Miller (the School's second Headmaster) at the beginning of the year, and pointed out "I had only met him twice, but it was enough to make me feel the charm of his personality, and to realise how great was your loss when he left the School . . . yet the influence of Mr Miller lives on . . . in a score of little customs I accepted from him . . ."

Because of the apparent hostile attitude of the Department for Public Instruction towards secondary education, Rowland initiated a Conference of Heads of the Grammar Schools, which took place in the Great Hall of Brisbane Grammar School. With the exception of the Headmistress of the Rockhampton Girls' Grammar School, all Heads were present. At the suggestion of Mr R.H. Roe, Inspector-General of Schools, various matters were discussed with the Director of Education, The Under-Secretary, and several State School Inspectors. As a result, Rowland was asked to read a paper before the Education Section of the Science Association in Brisbane. Indeed, he was becoming a force to be reckoned with in education circles.

Mr E.J.B. Wareham, Secretary to the Board of Trustees, died in 1908. When a Committee was formed in 1884 to establish a Grammar School in Townsville, he was elected Secretary and had been associated with the School for some twenty-four years. A quiet, unassuming man, his contribution to the School, particularly during times of adversity, was inestimable. Mr David Donald was appointed his successor and remained Secretary until 1929.

In the T.G.S. School Magazine, February, 1910, the Editor wrote:

With the practical unanimity of all parties of the State, the University Bill has been duly passed; the State Governor's residence is to be transformed to University buildings; . . . twenty scholarships are to be competed for at the close of the present year . . . some of us would have liked to see a residential college at Kuranda or Herberton . . .

The initiation of the University was celebrated on December 10, 1909. Rowland urged students to remain longer at the School to take advantage of the opportunities offered by the new University. In his Speech Day Address, December 9, 1909, he spoke of the advantages of University training:

We have been so long without a University, and our material progress has been so great, that at first there will be a difficulty in realising the value of our acquisition . . . if the Sydney University had done its duty with regard to Economics, as it has done abundantly in most other branches of study, it should by this time have constituted itself such an influence . . . as to have been looked on naturally to supply a basis of negotiation in industrial disputes, and "methods of barbarism" like the strike at present paralysing industry throughout Australia would have been rendered permanently impossible.

In March, 1910, G.F.E. Hall was elected Queensland Rhodes Scholar for 1910. On July 7, the day before he left for England, the Trustees, Headmaster and prominent citizens from Townsville and Charters Towers were invited by the Old Boys' Union to farewell

THE SCHOOL'S TWO RHODES SCHOLARS



G.F.E. Hall
Queensland Rhodes Scholar, 1910.



Chester Parker
Queensland Rhodes Scholar, 1938.

Hall. As the Rhodes Trust made no provision for the passage of Rhodes Scholars to Oxford, some Charters Towers businessmen raised the sum of £30 for his fare. This amount, supplemented by £40 subscribed in Townsville, was presented by Mr V.J.S. Barnett. As well, Mr J. Philp presented Hall with a travelling rug on behalf of the Old Boys' Union.

Another important event was the first Queensland University 'Junior' Examination which took place on December 5, 1910. The entrance fee was £1-0-0, the subjects being the same as those for the Sydney "Junior", without any set books except for English.

The Townsville Grammar Debating Society was founded on Saturday, April 9, 1910, because of a wet afternoon. The President (the Headmaster) took the chair at 4.15 p.m. and A.R. Brookes proposed the motion "That in the opinion of this House, cricket is a better game than football". At the conclusion of the debate, the House divided — for the motion, 14; against 19.

In some areas, 1910 was a year in which improvements were made to facilities for both boys and girls — a new dormitory, 63ft by 23ft, bathroom and boxroom, and an armoury for the Cadets; erection of a goat-proof fence around the School grounds; a girls' room, 12ft by 12ft; enlargement of the Dining Hall, by removing a large panel and thus combining it with the verandah; a new hospital, 23ft by 12ft; new lockers and keys for all boarders and day students; painting the School, inside and out. All this was made possible by a loan of 1,000 pounds from the Government.

Speech Day, December 10, 1910, gave Rowland the opportunity to criticise the Queensland University and its examination procedures. He stated that the Sydney 'Junior' and 'Senior' Examinations were recognised throughout the world and that they had not only suited the school year well ('Junior' at mid-winter and 'Senior' at the end of the year), but had also set the academic standard of the School.

The Queensland University Senate (in which . . . North Queensland is unrepresented), has piled everything on this time of the year, when the weather is most unsuitable; and the School is called upon to prepare at the same time for "Junior", "Senior", Matriculation, State School pupil teacher examinations, Speech Days and Annual Reports. Moreover, the first Queensland University School Examinations have been so timed as to interfere with arrangements for breaking-up of the School at the usual time, and the unfortunate candidates have to stay behind for a week . . . and English, by a refinement of cruelty, put at the end.

Rowland was even more concerned with the marks awarded to subjects for the 20 Queensland University Scholarships. Whereas Sydney University, in its examinations for the Queensland Exhibitions, assigned Latin and Greek 250 marks each, and most other subjects 150 marks each, Queensland University legislated that, in the examination for the University Scholarships, English, Chemistry, Greek, Latin and Physics were each worth 400 marks, whilst other subjects were awarded 300 marks each. In addition, a candidate was not permitted to take more than three subjects at this rate of marking.

This valuation is indeed extraordinary. English, for which I guarantee a pass to anyone interested in the subject, on one hour's work a week is put on a level with Latin, in which a similar standard cannot be reached with the expenditure of ten times that amount of work. And what is the meaning of that quaint proviso that if you take English, Latin and Greek, you must not take Chemistry? or if English, Latin and Chemistry, you must not take Greek?

Apparently, the explanation was that consideration was paid to the chances of Technical College students being awarded Scholarships.

Rowland advocated that half the 20 University Scholarships be set aside for Technical College students and that they be awarded on Technical College subjects. Unless the University changed its legislation, he believed that Latin and Greek were doomed. Ironically, he pointed out, the University of Queensland had appointed a Professor of Classics!

J.A. Reye was the School's only candidate in 1910 for the Queensland University "Senior". He passed in English, Latin, French, Algebra, Geometry, Trigonometry, Mechanics, Chemistry, and was awarded the twelfth of the twenty University Scholarships valued at 52 pounds per annum with remission of all University fees.

Despite Rowland's misgivings about the Queensland University "Junior" and "Senior" Examinations, four boys passed the "Junior" in 1911 with a total of nine distinctions and twelve passes, whilst three boys passed "Senior" and matriculated. Two of the Senior candidates, R. Grant and A.R. Brookes were awarded University Scholarships. Of the nine distinctions in the Senior Latin, three were gained by the School, as well as one of the three distinctions given in English.

At the end of the year, Mr A. Clunes Ross, B.Sc., a Master at the Church of England Grammar School, Sydney, accepted the position of Second Master at the School and Mr W.L. Garrard, B.A., was appointed to the Staff. Because of the dearth of satisfactory applicants, Rowland found it impossible throughout the year to fill the senior position. As a consequence, he and the rest of the Staff, with some temporary assistance, carried on the work of the School.

In November, 1911, remarks made in the Queensland Parliament that it was "a monstrous thing that sons of rich men who paid, and of poor men who did not pay, should go to the same Grammar School, and where the sons of the poor, with scholarships, would be looked down on by the sons of the rich", brought a swift response from Rowland. He pointed out that Grammar scholarships were awarded quite irrespective of the income of the parents. He also denied that there was any class distinction in the Grammar Schools, and pointed out that the Head Prefects, since his arrival in 1905, had all been scholarship boys. The struggle to maintain the viability of Townsville Grammar, he admitted, had been overwhelming at times when little assistance was forthcoming from the State. Indeed, without the fees from wealthier parents, the School may not have survived.

Out of the 18 candidates sent up for the Queensland "Junior", 1912, 11 passed of whom six gained distinctions in Mathematics and of the four "Senior" candidates, 2 passed. R.A. Percy was awarded a University Scholarship. The School and the University of Queensland suffered a sad loss when A.R. Brookes was drowned at Southport.

Despite the enrolment of 95 in 1913, the Trustees were still in financial difficulties owing to the rebuilding after Cyclone "Leonta", and to the fact that no grant of land, similar to that which had been made to other Grammar Schools, had been made to Townsville. Rowland believed that this unfortunate position could be retrieved if the Townsville State Schools proved successful in achieving a number of scholarships commensurate with those obtained in the south. In his opinion, it was scarcely reasonable

to expect Primary school teachers to devote time to extra classes unless they were offered some inducement, which, of course, was not forthcoming. Of the 95 students at the School during 1913, there were 2 State Scholars, 11 District Scholars, 32 Major and Minor Trustees' Entrance or Continuation Scholars, and 8 Scholars through Masonic and other private benefactions. Undoubtedly, the School was impoverished, but how fortunate it was that the Headmaster was a man of incredible moral strength and inspiration.

In his Report on the School, August 11, 12, 13 and 14, the Inspector-General of Schools, R.H. Roe, stated: "The relationship between Masters and pupils seems easy and natural, with a good spirit of mutual confidence . . . The playground, which had last year been cleared for football (by the boys) is now again covered with sida-retusa, and the games are played in the public park in front of the school. The measures adopted to keep out the goats have proved effective . . . The condition of the school as a whole is creditable . . . The Headmaster continues to guide the school with sagacity and enthusiasm."³



Townsville Grammar School, 1913.

PRESENTED BY ALEX TROTTER FROM 'TOWNSVILLE BULLETIN' ORIGINALS.



The School, 1913.

THE WAR YEARS 1914-1919

In 1914, important changes revolutionised education in Queensland. Not only in large centres that had no Grammar Schools were High Schools established, at which pupils who passed an examination at a certain standard received a "free education, but in towns possessing Grammar Schools and centres too small for High Schools, scholarships were given to all who obtained half-marks at the State School Examinations for Grammar School Scholarships held at the end of the year. Nor was poverty allowed to be a bar to these advantages. Parents of limited means were given additional allowances to compensate the pupil's absence from work, or to pay for his maintenance at a Boarding School. In 1912, the opening of two High Schools in the North Queensland towns of Charters Towers and Mackay had a serious effect on Townsville Grammar's enrolments. But this was only the beginning of "popular" free secondary education.

Hitherto, State Scholarships to the Grammar Schools were of three years' duration, and for the additional two years required to obtain a University Scholarship pupils were dependent on continuation Scholarships given by the Trustees. However, under the new scheme, the Department awarded Scholarships for two years only, lowered the standard of the "Junior" so that it could be passed in two years instead of three, and then granted Scholarships to those who passed the "Junior" to enable them to continue their studies for "Senior" for another two years. A further year was required for those competing for the twenty University Scholarships. In addition, twenty-five Teacher Scholarships, which included a living allowance as well as remission of University fees, were awarded in 1914.

In his Speech Day Address, 26th June, 1914, Rowland made pointed reference to the changes:

The courage of the scheme must command the respect even of its most hostile critics, but it could hardly be expected that success should leap full-grown from the



World War I Roll of Honour.

educational heads of the State. . . . The University, the Department, the Grammar Schools, the High Schools, the Technical Colleges, the State Schools, are . . . pulling in different directions, through ignorance of each other's aims.

According to Rowland, the Department, in its generous desire to bring secondary education within the reach of all children, was opening its arms a little too wide.

It is but a cruel kindness to try to transform geese into swans . . . I should like to see the Grammar Schools and other secondary schools given power to eliminate, at the end of the first year, those pupils who do not take kindly to secondary subjects.

These were, indeed, strong words from the Headmaster of a school struggling to increase its enrolment!

Nevertheless, Rowland continued his attack on the Department. In his opinion, the scheme was palpably unfair to North Queensland, which contained one-fifth of the population of the State. Of the 368 successful candidates for State Scholarships under the new scheme, only 29 came from the North. In Townsville, State school teachers were unable to establish special classes necessitated by the elaborate system of examinations for State School Scholarships, and certainly could not compete with Brisbane schools, one of which obtained 40 scholarships out of 45 candidates.

Rowland strongly supported the concept of widening the curriculum to include such subjects as elementary economics, economic history and commercial geography to cater for those students who wished to follow a career in the business world.

In the Queensland "Senior", G.F.P. Grant and T. Morrison passed in seven subjects, but each failed in English. Grant was awarded one of the twenty University Scholarships, and Morrison accepted an Exhibition at the Charters Towers School of Mines. The School entered 16 candidates in the Queensland "Junior" of whom 15 passed. R. Lanskey was awarded the Thallon Medal for the best "Junior" pass in North Queensland by the son or daughter of a Queensland Railway employee.

Two boys, O. McMahon and C.C.S.C. Baxter-Tyrie were successful in the examinations for cadetships in the Australian and Imperial Navies, respectively. It was a proud moment for the School, so loyal to the Empire, to gain such distinctions.

However, it was a sobering time when Rowland announced that two Old Boys — Captain J.F. Walsh and Lance Corporal H.D. Foot — and a former member of Staff, Colour-Sergeant D.N. McGregor, had been killed in action; that another ex-Master, W.L. Garrard had been wounded, and that 17 Old Boys were serving overseas.

Surprisingly, enrolments at the School in 1915 of 112 showed a dramatic improvement on the 1914 figure of 83. Perhaps the continued academic successes were partly responsible — W.J. Chamberlain was awarded a University Scholarship (eleventh on the list), and E.L. Hutcheon was offered a Teacher's Scholarship and an Exhibition at the Charters Towers School of Mines.

In his Annual Speech Day Address, June 24th, 1915, Rowland lamented the loss of young lives on the fields of battle, not only of Old Boys, but Australians generally.

Had anyone ventured this time last year to predict that the two most nearly related nations in Europe and the world would be wallowing in seas of blood . . . he would have been derided as a mischievous maniac. . . . But the cost! The pity of it! Such fine men; such brave lives. Alas, I have no words of consolation . . .

Another two Old Boys, J. Inglis Smith and A.M. Foot (the second of the Foot brothers of Cardigan Station, Western Queensland) were killed in action at the Dardanelles. As both Inglis Smith and Foot were at the School until 1909 and 1908, respectively, Rowland felt a deep personal loss, which was the case when he received the names of other casualties who had been students at the School.

Included in the Prize List was a Gold Medal awarded to L.O. Arnold, a thirteen year-old day boy, who, while fishing during the holidays, saved the life of a wharf worker, Mr Griffiths. In presenting the medal to Arnold, His Excellency, the Governor, Sir Hamilton Gould Adams, praised the boy for his courageous act and congratulated the School on its success in producing men of calibre.



Mr E.L. Dunster (Joey) of Townsville Grammar School Staff, 1916.

Of the 18 candidates who sat for the Queensland "Junior", 11 were successful, the best passes being obtained by G.H. Hopkins, Miss S. Cran, G.C.T. Powne, O.D. O'Gorman, and Miss N.J. Melrose. Although the Trustees offered extension scholarships to all who passed, only one (Miss Cran) accepted and studied for "Senior".

By 1916, the horrors of the War prompted Rowland to state:

Superficially, the world is wilder and more reckless in its savagery than ever before . . . As long as men's eyes flash and their hearts leap within them . . . so long shall the memory of "that happy few, that band of brothers", who scaled the heights at Gallipoli, move the peoples of the Empire, . . . to tears and never-dying gratitude. And some of our own heroes only a few years ago were sitting on these benches and learning the same lessons from the same books as the boys now at School. . . . I think even the smallest boy feels some touch of inspiration, forms some determination to do his duty, even as they did theirs.⁴

Though recent years saw a great extension in the opportunities for free secondary education throughout the State, the Government considered taking over the Grammar Schools on the grounds that there would be greater co-ordination and freedom from overlapping if the Department directly controlled and staffed, not only all State Primary Schools, but all the Grammar Schools, High Schools and Technical Colleges. Rowland was quick to point out that great expense would be involved in taking over the Grammar Schools, which provided the advantages of a Boarding School to boys from country districts, or from country towns where no High Schools existed, advantages which included "the building of character, leadership, courage, and loyalty through sport".

The threat of Nationalising Grammar Schools caused Rowland to leap to their defence:

If a Government can manage an industry better than the individuals in charge of that industry, by all means let them run not only State railways and State post offices, but State butcheries, and State Insurance, on this one condition — that the management will be so much improved . . . and does not bring fresh evils in its train.⁵

In reply to Rowland's attack on the Government, Mr T. Foley, M.L.A., stated that he did not know when the Government's intention of Nationalising the Grammar Schools would come about, but "it was on the cards". . . . His Government's idea was to make the Grammar Schools a stepping stone to the Universities, so that a child, with a little work on his part, and no more expense than the cost of a few books, could go from Primary School to the highest establishments of the land.⁶

In his address, the Chairman of Trustees spoke of the financial problems of the School and pointed out that it had not been possible to repay the interest and redemption and that the Trustees would have to resign if the Government forced repayment.⁷

However, despite the War, the drought, and the lack of finance, enrolments increased to 112, including 30 boarders. At the end of 1916, Mr S. Jacobs resigned in



The School, 1917.

order to join the Staff of the Brisbane Grammar School. His place was taken by W.J. Chamberlain, an Old Boy, who interrupted his Scholarship at the Queensland University (with the Department's permission) to help his former Headmaster.

Of the 19 candidates who sat for the Queensland University "Junior Examination" in 1916, 12 passed, whilst the three who sat for the "Senior", Miss S. Cran, C.W.H. Bingham, and C.R. McLean were all successful.

The average attendance during 1917 was 81 of whom 34 were boarders. Of the 26 pupils who sat for the "Junior" only nine passed, which confirmed Roland's contention that two years were inadequate to do the requisite work for the examination. In the "Senior" both candidates passed, each winning a Scholarship to the University — C.R. McLean (at the age of 16), an Open Scholarship, and Miss S. Cran, a Teacher Scholarship.

Miss F.E.C. West, T.B. Whight, and M.J.C. Woodward obtained extension scholarships, which entitled them to a further three years' free education at the School — a result especially creditable in Whight's case, as he was only a few months over 14 years of age.

The average attendance during 1918 was 106, including 49 boarders, and of this number, 62 held scholarships — State Scholars, 57; Trustees Scholars, 5; Masonic Scholarships and other benefactions, 3. Of the 29 candidates who sat for "Junior", 17 passed with a total of 16 "merits", eight of which were for Geometry (the three largest Brisbane schools secured one "merit" between them in this subject). No candidate failed in Algebra, and T.B. Whight was awarded the "Thallon Medal" (for the best "Junior" pass of a Railway employee's son or daughter in North and Central Queensland). The successful candidates were: T.B. Whight, Miss N. Melrose, T.H. Fitzsimmons, E.A. Moses, I.J. Paull, J.H. Woolrych, H.W. Anderson, C. Adair, C.J. Rebora, J.A. Tait, Miss M. Paulson, Miss A. Elliott, A.C. Brinston, R.C. Andison, Miss M.M. MacLeod, Miss W. Thormahlen, J.F. Scholes. In proportion to the number in attendance at the School, no other school in Queensland bettered these passes. Indeed, these results reflected great credit on Rowland and his teaching Staff who worked under most trying difficulties that were a feature of wartime Queensland. In addition to these University Examination results, J.A. Tait obtained one of the four bursaries at Gatton College, and D.M. Hole one of the two Naval Cadetships (Queensland) in the Royal Australian Navy.

When the Minister for Education stated, during a visit to a Southern Grammar School, that he was amazed at its high standard, and that he did not approve of the system of some Grammar Schools (which should be taken over by the State), but not the School

he was visiting, Rowland compared the academic record of Townsville Grammar with the Southern School:

So far as this high standard can be judged by examination tests, and of these the "Junior" is the most important, the school in question did well with 24 passes, 18 "merits" and nine extension scholarships. But when we consider that they have twice our attendance, is our record of 17 passes, 16 "merits", and eight extension scholarships in any way inferior? If the standard of that school entitles it to remain under its present management by Trustees, must not, in all fairness, the same be said for this?"

The nationalising of Grammar Schools was a political issue that remained unresolved for more than the next decade.

The dramatic fall in enrolments, 1919, was largely attributable to the world-wide influenza epidemic, which caused parents to withdraw their children from the School. In addition, the shipping strike made travelling uncertain and the work of the School somewhat disorganised.

Nevertheless, in order to combat the disease as well as he could, Rowland seated his students in the two upper classes three feet apart, and sent them out into the open air at the end of each period of forty minutes. Lower classes worked outside under the trees, an experiment which proved highly successful. Unfavourable weather prevented work on one day only.

In the University "Junior" Examinations, 10 of the 12 candidates were successful, whilst all six candidates for the "Senior" passed, three obtaining Open University Scholarships and one a Teacher Scholarship. One of the winners of an Open Scholarship, F. Williamson, gained this distinction in his third year after leaving the State Primary School and on one year's Senior work.

Despite the awesome responsibility of running the School during the war years, as well as teaching full-time, and despite the never-ending nightmare of inadequate finance, Rowland, by sheer force of personality and dedication, held the School together in times of such overwhelming uncertainty.

In his "Report of Inspection of the Townsville Grammar School" August 6, 7, 8, 9, 1918, the Inspector-General of Schools, Reginald H. Roe, stated:

A good spirit of loyalty and obedience pervades the School life. The shortage of masters during the past six months has put the discipline of the School to a severe test and the result has been distinctly creditable. The Senior boys have undertaken conscientiously and capably the duties of teaching and supervising in times of emergency, and the classes themselves have not taken advantage of this boy-government, but have for the most part done their homework faithfully and given good attention during the lessons; they have, by their conduct generally endeavoured to help rather than obstruct in the hour of difficulty. There exists between boy and master a good spirit of mutual confidence. . . . The general condition of the School, under adverse circumstances, is creditable. . . . The rise in the number of boarders from 33 to 53 is a proof that this school is supplying the needs of a large number of Northern families beyond the reach of other Grammar Schools, and it is also a striking testimony of the esteem with which the administration of the boarding house by Mr and Mrs Rowland is regarded amongst families of the North."

Roe also commented on the acute shortage of staff and suggested that the task of staffing Townsville Grammar would be made easier if the time spent by State High School teachers in a Grammar School "might reckon as service under the Department". This suggestion was referred to the Minister for Public Instruction for consideration, November 27, 1918. On December 24, A.S. Kennedy, Under Secretary, Department of Public Instruction, wrote to Mr Roe as follows:

I have . . . to inform you that it is regretted that the proposal cannot be adopted. The Advisory Committee think that while the staffing and control of the Grammar Schools remain as at present, it is not practicable to do anything on the lines

suggested, as the Department has no control over the appointments and the Public Service Board would probably see difficulties which could not be overcome.¹⁰

Though finding suitable staff was a serious problem, the plight of the School's finances was a burden which Rowland inherited in 1905 and from which there appeared to be no relief. On July 1, 1918, he wrote to the State Treasurer seeking assistance:

If the concession of being let off interest and redemption for the duration of the war can be granted us, it would be a graceful act to let us know now. Salaries are high for decent men and we want now as good a man as we can afford to pay. And this depends on the concession. . . . Had it not been for that cyclone-rebuilding-loan, our finances would be quite flourishing, and I would not have to write this begging letter.¹¹

Rowland's request was denied and the struggle to repay the loan continued unabated until after the Second World War.

In his Report on the School, August 20, 1915, the Inspector-General of Schools, R.H. Roe, urged the Government to give financial relief to the School. He pointed out the Cyclone of March, 1903, wrecked the building and necessitated an expenditure of £3431:3:7 for repairs, and that owing to the general depression consequent upon the destruction of the town by the cyclone, it was impossible for the Trustees to raise the one third of this money by local subscription so as to entitle them to obtain a free Government grant of the other two thirds under the Grammar Schools Act. Faced with a demolished School, the Trustees had no other alternative than to obtain Government loans, viz. \$3,000 in 1903, and £200 for the repair of the gymnasium in 1908, the balance of £3,431:3:7 (£231:3:7) being found out of revenue. The School also obtained a further loan in 1910 to build a new dormitory.

The total annual payment for interest and redemption on these loans amounted to £277:9:11 and the loans were reduced as follows:

No.1 loan to £2535:13:6

No.2 loan to £158:9:5

No.3 loan to £919:4:10

Recognising the difficulties of the Trustees, the Government suspended payment of interest and redemption on all these loans for the years 1913 and 1914. Nevertheless, the Trustees, through Mr Roe, submitted a table of receipts and expenditure for 1914 and 1915, which showed that economy had been exercised in the administration, and that their income only met expenditure without payment of interest and redemption.

The Trustees also pointed out to Mr Roe that no land endowment had been given to the School (as had been given to Brisbane Grammar Schools and others, with the power to sell for financial assistance) and that they had never received a grant for the erection of new buildings such as had been made to Rockhampton Boys' Grammar School, the Brisbane Grammar School and others. Consequently, the Trustees requested:

- (a) that two thirds of loans No.1 and No.2 be written off, as representing the Government's share of the repairs.
- (b) that two thirds of the interest and redemption already paid be placed in credit of the Trustees for the further extinction of the loan.
- (c) that such further easement in the extension of time for the repayment of the residue of the loans be granted, as may be found necessary.

Roe concluded his Report:

I expressed to the Trustees my belief that the good done by the School entitled them to some form of assistance, more especially in view of the concessions which had been made to various other Grammar Schools, and promised to submit to the Minister their statement of their case.¹²

The only concession made to the School was a further extension of time to pay interest and redemption.

Interestingly, moves were initiated by the Townsville Grammar Board of Trustees in December, 1914, to seek permission from the Minister of Lands to sell a portion of the School land.

On December 18, 1914, the Secretary of the Board of Trustees wrote the following letter to J.N. Parkes, Chairman of the Board,

J.N. Parkes, Esq.,
Townsville.

Dear Sir,

At a meeting of the Trustees of the Townsville Grammar School held yesterday, it was resolved by your Co-Trustees to ask if you would be good enough to wait on the Minister for Lands to ascertain whether he will agree to issue a Deed for the Freehold of the western portion of the Grammar School Reserve to an extent of, approximately, four and a half acres in lieu of any Endowment of land to this School.

Yours faithfully,
(s'gd) David Donald.

Secretary.

P.S. The buildings are badly in need of repairs.

I have just received an estimate for painting all outside wood work, brick walls on the weather side, kalsomining inside walls and repairing stairs, floors etc.

We have no money to do this.

D.D.

Parkes approached the Minister of Lands who indicated, April 9, 1915, that:

There might be no objection to the issue of a Deed of Grant of the whole of the Reserve but it would be a grant in trust and would be no aid to the raising of funds by way of sale, nor by mortgage unless with the authority of Parliament. If the Government favoured a sale of part of the Reserve (by this Department) and the handing of the proceeds to the Trustees, the way is clearer now without issue of a Deed of Grant.¹³

Though a precedent had been set — See Res.391, Ipswich Grammar School, in which permission was given by the Department (Lands) to surrender Deed of Grant of the Reserve and the Department sold one and a half acres at Auction for the purpose of finding money for repairs to school buildings — no such permission was given to Townsville Grammar School.

TOWNSVILLE GRAMMAR SCHOOL

List of Moneys receivable by the Trustees for First Half-Year 1915 and available for the purpose of carrying on the work of the school.

RECEIPTS

Endowment for half year		375	-	-	
District Scholarships		125	-	-	500 - -
School Fees (including Private Scholarships)	1st Qr.	145	15	8	
Do.	2nd. Qr.	175	17	8	
State Scholarships (not including moneys disbursed as Board Fees.)	1st. Qr	74	0	6	
Do.	2nd. Qr.	77	3	6	472 17 4
Other Fees (1st. & 2nd. Terms)					27 9 -
					<u>£1000 6 4</u>

EXPENDITURE

Salaries:—	P.F. Rowland	250	-	-
	F. Crichton	150	-	-
	E.L. Dunster	95	-	-
	S. Jacobs	90	-	-
	Boarding Allowances for 3 Masters	75	-	-
	Secretary	37	10	-
Maintenance of Buildings		64	10	1
Dormitory Furniture		50	8	5
Lighting		38	16	11
Fuel		33	16	11
Wages of Yardman		22	11	8
General Expenses (including proportion of Sanitary Rates)		28	16	2
Water Rates, proportion of		26	18	-
Advertising		9	18	-
Proportion of Insurance		9	6	5
Office Expenses		7	-	-
Science Room Appliances		6	19	11
Interest & Bank Charge		1	1	4
<hr/>				
				£1003 13 10

THE NINETEEN TWENTIES

By the nineteen twenties, the School no longer dominated the secondary education scene in North Queensland. In Townsville, the Christian Brothers College, St Anne's School, and St Patrick's Convent, as well as the High School and the Technical College, were serious competitors. In addition, Mount Carmel College, Blackheath and Thornburgh College, and All Souls School, in Charters Towers, a gold mining and cattle town some 128 kilometres west of Townsville, were rival boarding schools.

In a letter to the Minister for Education, Hon. A.S. Huxham, July 14, 1920, Rowland complained that the 51 State Scholarships obtained in Townsville were inadequate as they had to be shared among so many schools, and drew the Minister's attention to the fact that some scholarship-holders by-passed Townsville and enrolled at Brisbane Grammar. He also advocated that holders of State Scholarships, who failed to apply themselves, should have their scholarships terminated and that the scholarships thus vacated be added to those tenable the following year.

... if 10 Scholarships held at this School during 1920 (last half) and 1921 lapsed, or were considered by a unanimous staff desirable to be terminated, the 10 next local candidates to those successful should be offered scholarships at their school ... We are undoubtedly now "up against" a serious difficulty in the development of denominational schools, which are, at any rate so far as the Church of England schools are concerned, run as class schools ... For this reason, the timely increase in endowment was gratefully received: it meant a new lease of life for us.¹⁴

In the same letter, Rowland urged that "The Trustees of this School ought to have the load of debt due to the Cyclone, wiped off the slate. No other Grammar School has had to rebuild entirely out of its own funds. We have never had land given us (Brisbane Grammar had land given to it which it sold for thousands of pounds). Northern boys are allowed to hold their scholarships in Brisbane ..."¹⁵

The Minister acknowledged the letter and informed Rowland that its contents would be given "careful consideration". No further correspondence on this matter was received from the Minister.

However, despite the increase in endowment from £1,000 to £1,500, enrolments in 1920 were only 78, of whom 29 were boarders. Nevertheless, the School maintained a high academic standard. 10 of the 12 candidates for the "Junior" were successful, whilst



V and VI Forms T.G.S. 1921.



School dining hall, 1922.



The Dormitories, 1922.



Common Room with Gym in background, 1922.



Sixth Form Room, 1922.



Big School, 1922.

all six candidates for the "Senior" passed, three obtaining Open University Scholarships, one a Teacher Scholarship, and two being awarded Extension Scholarships. One of the winners of an Open Scholarship, F. Williamson, gained his Open Scholarship in his third year after leaving Primary School and on one year's work. In addition, he obtained a "merit" in Chemistry as did the four other candidates in this subject.

Though the roll in 1921 of 85 (including 24 boarders) showed an increase of 7 on the previous year's numbers, Rowland was alarmed at the failure of the School to attract boarders. He was convinced that the decline in boarder enrolments was due to the fact that Southern centres were awarded more Scholarships than Townsville and North Queensland, even though 55 State Scholars attended the School. The obvious reason, which he chose to ignore, was the threat posed by the denominational boarding schools in Charters Towers.

Nevertheless, the academic successes of the School, though not as striking as the previous year, were more than respectable. Both candidates for the "Senior" passed in all their subjects, the one with "merits" in English and Chemistry, the other in Latin and Chemistry. I.J. Paull obtained an Open University Scholarship. In the University "Junior", 10 gained complete passes and six others passed in five subjects. Seven Extension Scholarships were granted, but only two students accepted them. Jobs were far more attractive than a further two years at school.

Because boys, in particular, left school at fifteen, or when they passed the "Junior", Rowland was highly critical of the Department of Public Instruction:

If the authorities are in earnest in their desire that able boys should not end their studies at fifteen when they pass the "Junior" but stay till seventeen and pass the "Senior", they should do something to remove the difficulties boys have at finding employment at seventeen or eighteen. . . . If higher education is thought desirable, then special concessions should be made in the case of boys who stay at school, so that their employment is not thereby prevented.¹⁶

1922 was another lean year, with an enrolment of 77 including 22 boarders. But, yet again, the School distinguished itself in the University "Junior", with thirteen passes out of eighteen, and in the "Senior", five passes out of six. There were no failures in the Chemistry papers, seven merits in the subject being obtained in "Junior" and four in "Senior". E.M. Shepherd was awarded an Open University Scholarship, but, being only sixteen years of age, was granted permission to defer taking up the scholarship until 1924 and to return to the School for another year. Student-teacher Scholarships were granted to two pupils; three others passed the preliminary of the Pharmacy Board.

With the exception of 1926, enrolments for the years 1923-1929 were slightly in excess of 100. The number of Boarders in each year is shown in brackets:—

1923, 105 (35); 1924, 103 (47); 1925, 105 (43); 1926, 88 (45); 1927, 100 (47); 1928, 108 (51); 1929, 111 (54).

Of the 105 pupils at the School in 1923, 67 were State Scholars, 4 Extension Scholars, 4 Trustees' Scholars, and 30 were paying pupils. The influx of 43 State Scholars in July was the greatest in the history of the School, but the number of boarders remained disappointingly low.

However, as in the past, Townsville Grammar maintained its high standard of academic attainment. Fourteen out of the sixteen candidates in the "Junior" examination passed in an average number of seven and a half subjects per candidate and obtained twenty-eight "merits". Eleven Extension Scholarships were awarded. Four out of the five "Senior" candidates were successful, and M. White and J.M. Hulbert were Open Scholarship winners. E.M. Shepherd, who won an Open Scholarship in 1922, and who stayed on at the School for another year in order to take Physics for Engineering matriculation, passed in seven subjects, with "merits" in French, Mathematics A and B, Geography, and Physics. W.R.M. Kogler and J.H. Ashe were both successful in the Public Service Examination.

During 1924, 65 State Scholars attended the School, as well as one Trustees' Scholar and two with Masonic Scholarships. Even so, Rowland was critical of the reluctance of State Schools to encourage their pupils to sit for Grammar School



Group at Queens Park, 1921.

Back Row: "Brumbo" Benham, Ralph

Hickling, Percy Compton.

Kneeling: Clarence Beckingham, "Tully"

Culverhouse, "Jumbo" Benham.



Grammar School Girls, 1923.

Back Row: Emma Sharpe, Dorothy Davis, Sybil Reye, Nancy Nichol, Vera Jones, Stella Warren, Dell Trenow, Lilian Lenane.

Front Row: Liz Heron, Annie Wood, Flo Skau, Jessie Norris, Edna Smallwood, Ivy Matthews.

Front: Joan Rowland.



The visit of the Governor General Lord Forster to Grammar School 1923. A sports day was organised.

The principals seated from L to R: Anthony Ogden, Mayor for many years. Mrs Rowland, wife of Headmaster. Lady Forster and Lord Forster. The other Lady seated thought to be Lady Forster's attendant. Ron Body directly behind Mrs Rowland, throat being marked by X. On Ron Body's left is Cecil Mellick, of a well-known retailing family in the North. On the right, Harold Bennett, whose father was a well-known Electrical Contractor in town. Behind R. Body and H. Bennett is Raglan Marks, eldest son of Major Marks, father of Dick Marks, the present coach for the Australian Rugby Union. 3rd from the right, 2nd front row with a strand of hair on forehead and left of Bill Kricker with hat is Jack Philp of the Burns Philp family. In the back row and just to the right of the light pole is Bill Henry, grandson of the late Major and Mrs Caldersmith. Two to the right of him with left side of face partly obscured is Charlie Hopkins, younger brother of Harry Hopkins, sons of Spenser Hopkins.



Central State School, 1924.



The "Dove Cote" in the corner of H.M.'s Garden, 1920s.



*Townsville Grammar School 1925
visit from the Governor of Queensland
Jack Philp standing nearest to the girls, his brother Alan is sitting 4th on left in front row.
N.S. Johnson (lower half of face obscured) standing 4th to left of Governor. Charles Hopkins is 4th
again to the left.*



Townsville Grammar School Forms V and VI, 1926.



*First attempt at school uniform, 1927.
L to R: Flo Skau, Gert Andrews, Joan Rowland.*



Jessie Adeline Rowland (nee Longman).



Townsville Grammar School Rugby League Rep. Team, 1928.



Girls 1928. Taken in the Boss's Garden behind the Tennis Court.

Left to Right

Back Row: M. Seawright, E. Marnock, A. Rasmussen, M. Pimgel, C. Blunt, W. Trotter.

Middle Row: M. Evans, G. Pohlmeyer, M. Emmerson, J. Guy, I. Davies.

Front Row: C. Kirke, D. Blakeney, I. Edwards, T. Vause.



Townsville Grammar School Girls, 1929.

Scholarships, and their tendency to abolish special preparation classes for these scholarships, which were regarded as a burden by State School teachers. Nevertheless, he maintained that, if Grammar Schools were to survive, all Fifth Class pupils should sit the examination.

The examination results for 1924 were highly satisfactory. Five of the six candidates for the "Senior" passed, four matriculated, and the fifth, H.S. Lamb, completed his matriculation in March, 1925. A. Bradford passed in all six subjects, with "merits" in Latin, Mathematics A, Mathematics B, and Chemistry, and was awarded an Open Scholarship. This was the fifth consecutive year that Townsville Grammar was represented in the scholarship list. Twenty-three candidates sat for the "Junior" and eighteen passed. "Merits" were obtained in every subject taught. W.R. Crossman's pass in eight subjects (with "merits" in English, Latin, French, History, and Geography), H.H. Hopkins' in nine subjects (with "merits" in Greek, Latin, Arithmetic, and Geography), and A.N. Gray's in eight subjects (with "merits" in English, Geometry, and Chemistry) were considerably above average.

During the year, the School was visited by the Governor-General (Lord Forster), and by the Governor, Sir Mathew Nathan, who delivered a stirring lecture on "Patriotism".

Of special interest in 1924 was the building of a new Sports Pavilion. From the very beginning of Townsville Grammar, about one-third of the then Sports Ground was a "no-man's land" and practically an extension of the School's playground. In those early years, the Sports Reserve Trustees asked the Grammar Trustees to join in their request to the Government that the "one-third" be incorporated with the Sports Reserve. The Board of Trustees supported this request, on the condition that special privileges be granted to the Grammar School as to the use of the Reserve. Although the Reserve Trustees had always treated the School generously, the growth of cricket in Townsville made it impossible to expect that the No. 1 wicket, which Townsville Grammar had laid down, should be reserved for the School's use.

Because the School was in danger of having nowhere to play, the Trustees submitted an application to the Government for a grant of land to the right of the School and facing Paxton Street. Surprisingly, their application was successful and six acres were granted. As a consequence, Messrs Spenser Hopkins and Barron Fraser surveyed a suitable area for a cricket pitch, which was soon laid down. Mr C.R. McLean, Second Master, appealed to the Old Boys for the necessary funds to erect a Pavilion, and, within a very short time, the sum of £150 was collected. This amount, supplemented by £46 from school funds, was sufficient to construct a Pavilion.¹⁷

Four of five candidates passed the "Senior" in 1925, two matriculating. One of the candidates obtained the fifth Open University Scholarship, but for financial reasons was unable to proceed to the University. In no uncertain terms, Rowland expressed his deep disappointment:

We note that for financial reasons it was impossible for him to take up his Scholarship, and regret that some of the money spent on giving boys of doubtful ability a secondary education cannot rather be allocated to securing a University career to boys of exceptional ability, but who are in straitened financial circumstances.¹⁸

For the University "Junior", the whole of the Fifth Form, including all who had obtained a State Scholarship two and a half years previously, sat the examination. All twenty-one candidates passed. Twenty-nine "merits" were obtained.

In his Speech Day Address, June, 1926, Rowland condemned employers for enticing highly promising scholarship pupils away from school before they had a chance of passing the "Junior". It was his firm belief that all fifth-class pupils, who so desired, should be permitted to be candidates for the Scholarship Examination, and that the examination should be on ordinary fifth-class work, which would eliminate what he called "that fruitful source of 'cram', the 'general paper'".

Concerned that so many boys left school before completing the "Junior", Rowland advocated raising the school leaving age to sixteen.

In the country's ambitious educational scheme, the ladder from State school to University (and I note that top rung is being made a little wider by the institution of twenty-five University Scholarships instead of twenty), we must have the age of compulsory education, except in cases where financial hardship would be involved, raised to sixteen. Or, if this would be a mistake in the case of children of tried incapacity, some other method must be discovered in which pupils are not, as at present, penalised for staying at their schools to pass the "Senior".¹⁹

Twelve of the sixteen candidates passed the 1926 "Junior", and all four candidates passed the "Senior". H. Hopkins won the fifth of the twenty University Open Scholarships.

On the 26th September, 1926, Rowland's wife, Jessie, died after a long and painful illness. In his Speech Day Address, June 23rd, 1927, Rowland paid tribute to her.

In helping me continually in the management, in the sickroom, in the book-room, her services were always at the disposal of the School. I have letters from many Old Boys, some of twenty years ago, some of ten, some of more recent years, all showing how warmly they felt towards one whom to know was to love; a gracious presence; one who habitually put others before herself, and duty before all things.²⁰

The untimely death, early in 1927, of Mr C.R. McLean, M.Sc., former pupil and Master, came as a great shock to Rowland. McLean had left the School, the previous year, to join the Staff of The Scots College, Sydney. In his Speech Day Address, 23rd June, Rowland expressed his deep sorrow.

It seems only the other day that he, with his brother came, a little fellow of eight or nine, a boarder from Cairns. You know how he made good at work and play: Head Prefect, Captain of Cricket and Football, University Scholarship winner, Master of Science in the University of Queensland. You remember him as prominent in Senior Cricket, a great forward in Townsville Representative Football. You do not know, as I do, how he loved and worked for the School, whether in the classroom or on the playing fields.²¹

While Mathematics and Chemistry Master at the Townsville Grammar, McLean's examination results were unequalled in Queensland, and it was largely through his efforts that the Sports Pavilion was built by the Old Boys.

Because the Old Boys' Union had lapsed during the War, it was revived at a meeting on March 19, 1926, as the Townsville Grammar Old Boys' Association. In 1927, the Old Boys donated the proceeds from the previous year's Ball, £50, towards the cost of installing



TOWNSVILLE GRAMMAR SCHOOL GIRLS, 1926

Back Row: Left to Right — Louise Crewe, Mabel Pingel, Vivienne Emmerson, Jessie Rasmussen, Maisie Walker, Joan Rowland, Hilda Dean.

Front Row: Left to Right: Emily Cathcart, Joan Horn, Lily Martin, Marion Rowland (Gym Instructress), Ivy Mellick, Violet Martin, Flora Rasmussen.

BY COURTESY MISS M. WALKER



The School 1927.

(Right) Science Room behind classroom and Gym.

(Centre) Lower Dorm.

(Left) Old dorm block, downstairs classrooms Vth.

PHOTO COURTESY JOHN OXLEY LIBRARY, BRISBANE.



THE SCHOOL CHOIR 1928

Left to Right

Back Row: Ivy Mellick, May Seawright, Ted Barnes, Sam McCluskey, Norm McLeod, Dick Hopkins, Gertie O'Dowell, Eva Marnock.

Second Row: Ivy Davies, Joyce Guy, Mabel Pingel, Ruth Bradley, Carmen Blunt, Marjorie Emmerson, Agnes Rasmussen, Gertie Pohlmeier.

Front Row: Mabel Edwards, Lily Martin, Maisie Walker (Pianist), Dave Taylor (Conductor), Louise Crewe, Violet Martin, Bertha Ranclaud.

Sitting on floor: K. McNeill, Eddie Glover, Les Alloway, J. Levens.

electric light throughout the School. This task was carried out by an Old Boy of the School, Mr B. Hillman.

One of the most important events in Townsville, 1927, was the opening of the Wintergarden Theatre, in Sturt Street. The performances of "Julius Caesar", "Romeo and Juliet", and "Twelfth Night", in the new Theatre, by the Wilkie Shakespearean Company were, to Rowland's astonishment, poorly patronised by the people of Townsville. Thanks to the kindness of the Chairman of Trustees, Mr Spenser Hopkins, Boarders attended the performance of "Julius Caesar", and "found the play much more interesting on the stage than in the classroom."

In a scathing Editorial, T.G.S. Magazine, August, 1927, Rowland stated

The "movies" almost seem to have deprived our audiences of all power to think or to sit down to a consecutive entertainment of any kind. Intoxicated by oceans of American "bilge", they have largely lost the faculty of intelligent enjoyment. . . Does it not make one despair of civilisation to find a city of 30,000 people . . . unable to afford to visit, their only chance for years, . . . "Twelfth Night"? It is a good sign, so far as it goes, that it was the cheapest seats that were best filled.

Interestingly, the first time in its history that Townsville had the opportunity of seeing a series of Shakespeare's plays was in 1922. The advance booking caused considerable anxiety and the agent prophesied failure. However, when some "translations" (of the plays to be acted), into the "Sentimental Bloke's" vocabulary



First Annual Ball, 1928.

appeared in the daily press, public interest was excited and the season proved a financial success. Some people were shocked by such profanation, and it was said that the actor-manager mistook translation for caricature. But, according to Rowland, if caricature had been intended by one who loved his Shakespeare, no less a witness than Samuel Butler could be called for the defence. "There is nothing," he says (note books, page 381), "that even Shakespeare would enjoy more than a good burlesque of Hamlet".

In the 1927 "Junior", eighteen candidates were entered of whom thirteen passed, and in the "Senior", C. Hopkins and N. Johnson passed in all subjects. For the first time in six years, no University Scholarship was won.

1928 saw the departure of T.B. Whight to take up a position at Newington College, Sydney, and the appointment to the School of Mr Frank Olsen, B.Sc., who remained on the Staff until 1938. Of the seventeen candidates who sat for the "Junior" Examination, twelve passed, of whom six gained Extension Scholarships. One student, C. Mellick, was successful in the "Senior".

In his Annual Report for the year 1929, Rowland condemned the decision of the Minister of Public Instruction to reduce the period of study for the "Junior" Examination from two and a half years to two years, which made the task of teaching Latin and French a very difficult one. In view of this, he believed that these subjects should be eliminated from the curriculum and that the School should concentrate on the subjects already taught in State schools — English, Arithmetic, Algebra, History, Geography, Chemistry, Botany, and in the case of "Commercial" candidates, Shorthand, Typing, and Bookkeeping.

Rowland made another plea to the Government to remove the burden of paying



Vth and VIIth FORMS, 1930

Back Row: L. Alloway, R. Hopkins, K. McLeod, G. Redmond, E. Glover, E. Barnes, R. Perry, J. Goulevich, J. Ryan, F. Johnson, G. Nicol.

Second Row: W. Stockdale, A. Trotter, G. Sleeman, S.H. Roberts, H. Wilson, S. McCluskey, N. McLeod, G.V. Roberts, J. Popham, D. Martinez, J. Murphy, J. Watson, D. Bain, S. Strange, G. Robertson.

Front Row: Miss E. Trotter, Miss A. Rasmussen, Miss G. Pohlmeyer, Miss M. Pingel, J. Hopkins, Mr N. Pinwill, Mr F.J. Olsen, Mr P.F. Rowland, Mr T. Milfull, G. Lyons, Miss M. Seawright, Miss E. Marnock, Miss M. Emmerson, Miss M. Edwards.



Students and staff, 1931.

PRESENTED BY ALEX TROTTER.



March 1931. Townsville Grammar School, Chemistry Room — iron-sheeted building between lower dormitory and main dining room. Room behind shelves used for experiments on three or four tables there. Behind that again was gymnasium which was roofed but had dirt floor.



March 1931. Townsville Grammar School. Big School Room with 4th form desks; 6th form through door on right and hall through door on left. Set of lockers in which boys kept all books at rear left. Each locker about 1 ft x 1 ft x 1 ft.

interest and redemption on the Cyclone "Leonta" loan. He described the Department as a generous and kindly mother to her High Schools, but a grudging step-mother to her Grammar Schools.²²

The Report of Inspection of the School, October 9 and 10, 1929, by the District Inspector of Schools, G.R. Hendren, B.Com., was viewed with some concern by the Trustees and by Rowland. In his Report, the Inspector's comments on discipline were somewhat unfavourable:

Discipline is of the non-repressive type. The 'Prefect System' is in successful operation. Owing to the lack of common rooms, the boys have free access to classrooms. These rooms contain carved and written records of hundreds of boys who have passed through the school, the furniture and walls bearing eloquent testimony of disregard for school property. Two of the assistant teachers should develop an inspiring posture whilst teaching . . .

A notation by the Minister, "In other words, the discipline is lax", was written on the side of the Report.²³

The Inspector concluded his Report:

It is a great pity that a school of this type has no mural decorations, apart from "Honour Boards". An endeavour should be made to procure some "Medici and Modern Art Society" prints. These should develop an aesthetic sense, which would react to the benefit of the students individually, and of the school as a whole.²⁴

A year later, the same Inspector of Schools reported:

The posture of the teachers is much improved and response is more generally effective. A higher standard of room cleanliness was noted — it should be very easy to inculcate the same standard of cleanliness in the grounds, with the consequent pride in external appearance. . . . The buildings have been painted externally, since last inspection. . . . A good start has been made in beautifying the rooms. Several pictures of good quality have been placed in position, and more are expected to arrive shortly.²⁵

In his third inspection of the School, September 30 and October 1, 1931, Hendron was less critical:

The Headmaster's rule is one of 'sweet reasonableness, and if demeanour during inspection is a safe criterion, the students should develop into 'manly' men and 'womanly' women. . . . Mural decoration has been improved since last inspection. No minister of religion visits this school.²⁶

Again, in his inspection of the school, October, 1932, Hendron queried the lack of religious instruction, and made a similar comment in his 1933 Report.

The Headmaster arranges some Religious Instruction for the boarders — no Ministers of Religion visit the school regularly for the benefit of the dayboys.²⁷

However, the remarks of the District Inspector of Schools, E.F. Router, in his Report, October 29 to November 1, was a mixture of praise and criticism:

One misses the keen response and effective co-operation of our State High Schools and control runs counter to that adopted in these institutions. There are no formal parades and, with the possible exception of the accompanying noise at Assembly and dismissal as the outcome thereof, government is, in the main, quite pleasing. The Prefect System is responsible for extra-mural behaviour, and indoors, due in no uncertain measure to the reverence for the Head. . . . Character formation is prominent and, not only indoors but far from the school's precincts, the gentlemanly demeanour of these youths is commendable.²⁸

But in his overall view of the School, Inspector commented
Approaching Satisfactory.²⁹



Staff 1934.

*Left to Right: J. Britton, F.J. Olsen,
P.F. Rowland, J.H. Boardman.*



Girls 1934.

*N. Cash, B. Lewis, M. Hanlon, E. Richardson,
E. Campbell, M. Jempson, T. O'Brien,
G. Sampson, G. Toft, L. Elder (Minor),
E. Gaveston, L. Elder (Maj), D. Noble.*

Curiously, at the Meeting of the Board of Trustees, December 13, 1932, The Chairman (Mr Spenser Hopkins), informed Mr Rowland that the Trustees had fully discussed the question of the welfare of the School and had decided that the present boarding arrangements were unsatisfactory. He advised Mr Rowland that they considered the appointment of a Matron from outside would be preferable to the existing arrangements. Mr Rowland promised to consider the matter within a week, when a further meeting of the Trustees would be called.³⁰

A Special Meeting of the Trustees was held on December 30, 1932, to consider Mr Rowland's reply to the proposals submitted to him at the Meeting held on the 13th December.

After considerable discussion, Mr Rowland suggested that matters remain in abeyance until the regular Meeting to be held in February. Should certain developments eventuate in the meantime, he would communicate with the Chairman. Mr Rowland's suggestion was agreed to.³¹

However, at the Board Meeting in February, 1933, the future of the School was discussed at great length:

The question of the future carrying on of the School was further considered, and after a lengthy statement by Mr Rowland on the subject he retired, when a discussion took place without a decision being arrived at. It was decided to adjourn the Meeting until Friday evening next at 8 p.m. at the Secretary's Office.³²

On Friday, February 10, the future of the School was again discussed. Rowland informed the Board that he and his staff would be prepared to accept a further reduction of 5% in salaries, which offer the Meeting refused to accept on the grounds the Rowland and his staff had "met the situation by previous reductions". It was eventually decided to carry on without reducing the teaching staff, but at the end of the year, "Mr Milfull would vacate his position". The Chairman called for the strictest economy, and the best efforts of all concerned "to get the School back into the position it formerly held". Rowland, however, expressed the opinion that the outlook for the year was quite promising, and that "probably the present numbers would be slightly increased".³³

The matter of the Boarding House management fell into abeyance, but was revived at a Special Meeting of the Trustees at the end of the year, when the Trustees discussed "Boarding Arrangements for 1934".

Mr Rowland promised to go into this question during the next week or two, and report to the Trustees.³⁴

No report was ever made.

In September, the resignation of Mr N. Pinwill, who had joined the School in 1927, threw a further load on the shoulders of Rowland and the other two members of staff for the remainder of the year. However, J.H. Britton, B.A., and J.H. Boardman were appointed in January, 1934, as replacements for Pinwill and Milfull. At the end of the year, Britton resigned. Boardman requested an increase in salary, which the Trustees considered at their meeting, October 23, 1934, and which was deferred because of an application for a new Award "coming before the Arbitration Court at an early date". At their Meeting, a month later, the Trustees "resolved to write to Boardman advising that in view of the Award coming into force we are afraid we will have to employ a man with fewer years experience".³⁵ Boardman resigned. Incredibly, Rowland informed the Board, at their Meeting, December 18, that he had "conferred with the Chairman and re-engaged Boardman for the ensuing term".

Significantly, no record of any discussions on, or even reference to, the Management of the School appeared in the Minutes of the Trustees' monthly meetings during the period, January 1934 to October 1938, but at the Board meeting, November 23, 1938, it finally surfaced.

A discussion took place with regard to the unsatisfactory state of the finances, and after discussion Dr Breinl moved that a Special Meeting of the Trustees be held some night, at a date to be fixed, to discuss the financial position and management of the Grammar School. The Secretary intimated his intention of resigning from the position of Secretary, to take effect on the 31st December, 1938.³⁶

Curiously, the Secretary, T.E. Thorpe did not resign, as he intended, but remained in office until 1949. His change of mind was not minuted.

Financially, the School was in a most precarious position. Its credit balance, revealed at this meeting, was only £208:13:1, whilst debts amounted to £342:8:7, including £66:10:6 owing to Rowland for boarding fees. Whether this state of affairs was due to mismanagement on the part of the Trustees or the Headmaster, or both, was a matter for conjecture. Strictly speaking, the Trustees were (and are today) solely responsible for such liabilities incurred by the School and for the expenditure of income, but it appeared that the impecunious circumstances which blighted the relationship between the Board and Headmaster were not of their making.

However, a Special Meeting of the Trustees of the Townsville Grammar School was held on Tuesday, November 29, 1938, to discuss the financial position and management of the Grammar School.

Present were S. Hopkins (Chairman), Dr A. Breinl, E.M. Brookes, C. McNaught, N.G. Wetherell, A.S. Grose, and P.F. Rowland. The Secretary, T.E. Thorpe, was absent.

RESIGNATION OF THE HEADMASTER, MR P.F. ROWLAND. A letter was read from Mr P.F. Rowland resigning his position. Mr Hopkins moved that Mr Rowland's resignation be accepted with very great regret, and at the same time expressed the Trustees' very great appreciation of his long service with the Grammar School, as he considered it was largely owing to Mr Rowland's work and personality that the School has the standing it now has. Mr Hopkins stated that from a personal point of view Mr Rowland's resignation would be a great loss to the School.

Mr Grose, in seconding the motion, endorsed Mr Hopkins' remarks and stated that he considered that Mr Rowland had done a great deal for the School, and had set a very high standard at the School.

CARRIED UNANIMOUSLY.³⁷

The position regarding the Boarding establishment, and the appointment of a new Headmaster were then discussed in detail.

Mr Grose moved that, for the position of Headmaster, a salary of £600 (Six hundred pounds) be offered, together with free board and residence and lighting; the Headmaster to supervise the boarding establishment with the assistance of a Matron. Seconded by Dr. Breinl, and Carried Unanimously.³⁸

Mr Grose moved, and Dr Breinl seconded, that the position of Headmaster be

offered to Mr T.B. Whight of the Church of England Grammar School, North Sydney.³⁹

The Board also decided to write to Mr W.R.M. Kogler, a recent appointment as Trustee, who was in Brisbane, "supplying him with the necessary information, and requesting him to interview whom he thinks fit with a view to securing —

Restoration of the full endowment

Grant for the extension of the School Buildings

Permission to run a Primary School.⁴⁰

The Board also resolved to retain the services of the Matron under the new boarding arrangements and to pay her the sum of £5/- as a gratuity for services rendered.

The final Chapter to the Rowland era closed when at the meeting of the Board of Trustees, December 7, 1938, T.B. Whight's appointment as Headmaster was confirmed, the terms of appointment being:

Salary of £600 per annum, together with free board, residence and lighting.

The Headmaster to supervise the Boarding establishment, with the assistance of a Matron, on behalf of the Trustees.⁴¹

From all accounts, it would appear that T.B. Whight had been approached by the Trustees, prior to Rowland's resignation, with the offer of the Headmastership!

A letter from Mr F.J. Olsen tendered his resignation as a Master of the School was accepted with regret.⁴²

THE DEPRESSION YEARS AND RECOVERY

Enrolments for the years 1930 to 1938 varied according to the economic climate. Boarder numbers are shown in brackets.

1930, 120 (40); 1931 110 (40); 1932, 66 (21); 1933, 69 (23); 1934, 71 (22); 1935, 99 (30); 1936, 121 (38); 1937, 143 (38); 1938, 105, (34).

Over this period, the number of boarders showed no appreciable increase, but of great significance was the serious fall in the day student population, 1938. Indeed, this unexpected decline again prompted the Board to question Rowland on the financial situation and the management of the School.

However, because of the healthy enrolments in 1930, the Trustees, with renewed optimism and confidence, expended the sum of £500 in having the buildings painted, some rooms kalsomined, and in effecting general repairs throughout the School, despite the ominous clouds of economic depression which loomed on the horizon. In September, however, two Memos from the Department of Public Instruction dismayed the Trustees and, as in the past, the School lapsed into a state of desperate financial crisis.

GRAMMAR SCHOOLS

Re: reducing amount of annual endowment.

Inform the Headmaster (or Headmistress) and Secretary to the Trustees of each Grammar School that, on account of the necessity for rigid economy, the Cabinet has decided to reduce the amount of annual endowment to the School, from £ per annum to £ per annum. The latter amount will be paid in additional endowment during the current financial year.

DETAILS: Brisbane Boys'	£1,800 to £1,500
Girls	£1,500 to £1,250
Other Grammar Schools	£500 to £400. ⁴³

GRAMMAR SCHOOLS AND APPROVED SECONDARY SCHOOLS

Re: reducing tuition fees payable on behalf of Scholarship holders.

Inform the Headmaster (or Headmistress) and the Secretary of the Trustees of each Grammar School; also the Principal of each of the other approved Secondary



STUDENTS AND STAFF 1932

Back Row: C. Campbell, V. Handley, H. Foot, L. Alloway, R. Johnston, Muir, D. McNaught, W. McNeil, M. Curley, C. Thompson, H. Braby, J. Wilshire.

Fourth Row: F. Quod, Z. Emmanuel, W. Trembath, W. McNicol, J. McKimmon, E. Hunter, G. Henry, S. Abbott, R. Grimmer, L. Cummins, J. Tippet, M. Kent, R. Webster, G. Keough.

Third Row: F. Elleary, C. Parker, I. Roberts, Burnett, Nicol, D. Martinez, A. Emmanuel, W. Gillman, N. Quelch, E. McLeod, A. McDonald, A. Turner.

Second Row: S. Mason, N. Cash, R. Hopkins, R. Johnston, N. Pinwill, F. Olsen, P.F. Rowland, T. Milfull, B. Milfull, M. Milfull, M. Gaveston, D. Swanson, M. Baker.

Front Row: H. McAulay, A. Noble, D. McDonald, W. Little, Erickson, L. Ellis, C. Bromley, D. Adcock, W. Rail, B. Fry, G. Ferguson, Hooper.

R. Johnston in back row was Rex.

R. Johnston in second row was Roderick.



UPPER AND LOWER VIIth, 1931

Standing on sides: Mr P.F. Rowland, Mr F.J. Olsen, Mr N. Pinwill, Mr T. Milfull.

*Back row: *L. Juhas, *B. Trembath, R. Hopkins, *D. Martinez, *R. Perry, *T. Covacevich, G. Redmond, *A. Emmanuel, J. Mitchell.*

*Middle Row: *A. Costin, S. McCluskey, K. McLeod, *J. Ryan, J. Popham, *N. McLeod, G. Sleeman.*

Front: G. Nicol, L. Alloway.

** indicates Prefects Absent—*W. Gillman.*

Schools, that it has been decided that, as from the 1st October, 1930, the tuition fees payable on behalf of Scholarship-holders will be reduced —

from £14.14.0 (Boys) to £14 (Boys) in the case of extension
£12.12.0 (Girls) to £12 (Girls) scholarship holders.

and

from £12.12.0 (Boys) to £12 (Boys) in the case of scholarship
£10.10.0 (Girls) to £10 (Girls) holders.⁴⁴

The immediate response of the Trustees was to call a Special Meeting and send the following telegram to the Honourable, The Premier:

WHILST SYMPATHISING WITH GOVERNMENT IN PRESENT STRINGENCY AND WILLING BEAR OUR SHARE OF BURDEN PROTEST AGAINST EXISTING SECONDARY SCHOOLS WITH ESTABLISHED SUCCESS BEARING UNDUE PROPORTION STRONGLY URGE INCREASED NUMBER OF OPEN SCHOLARSHIPS EVEN WITH REDUCED ALLOWANCES.

and a copy to Mr H.A. Kellow, Headmaster, Rockhampton Boys' Grammar School, and to Mr G.P. Barbour, Headmaster, Toowoomba Grammar School, asking for their support.⁴⁵

Because the Queensland Government was preoccupied with massive economic problems, the financial turmoil of Grammar Schools was of little significance. The telegram to the Premier, and the Public Meeting organised by representatives of Non-Government Schools, Friday, October 31, 1930, and held in Townsville, protesting against the reduction of the Endowment and allowances, were of no avail, whatsoever.

By July, 1932, the economic crisis in Queensland worsened to such a degree that the Government advised Grammar School Trustees that, in conformity with the decisions of the National Conference, and in accordance with the provisions of Part VII of the Financial Emergency Act of 1931, the Endowment was reduced and that the Teachers' Award for non-Governmental Secondary Schools no longer operated.⁴⁶

In his Annual Report, July 2, 1932, Rowland pointed out that the decline in enrolments was due to the reduction in the number of scholarships tenable at the School, the Depression in Queensland, and to the drought in the western districts.

Nevertheless, he expressed an optimistic outlook in his Speech Day Address, June 21, 1934:

A larger number of scholarship winners from the State schools, of which I am told there is a strong probability next year, is at any time likely to send our numbers up again to the century . . .⁴⁷

Rowland pleaded with parents to allow their sons to remain at the School after "Junior", as the Government provided them with "free education" for a further two years.

Even if a boy wants to leave, in order to enjoy unlimited "Talkies" and unpremeditated cigarettes, parents should assert their authority . . . Parents who decline to make the necessary sacrifice to allow their sons to stay on for the "Senior", are often actuated by the belief that they will find no avenue of employment . . . One of the saddest things in my life is to see able boys deprived of careers to which their talents entitle them, through over-caution on the part of parents.⁴⁸

This was not a ploy on the part of Rowland to boost enrolments, but rather a sincere effort to ensure that the above-average student was not deprived of the opportunity of further study. Because Queensland generally, and Townsville in particular, were recovering from the effects of the Depression, parents were certainly anxious to establish their sons in employment. On the other hand, Rowland warned them to be cautious:

. . . parents who remove clever boys from school at the first offer of a job . . . should take steps to ascertain whether that job is likely to be permanent, or whether the boy in a few years will be discarded to make room for some other cheap boy, and be, in his turn, cast adrift to swell the ranks of the unemployed: finding that he has sold his birthright for a mess of pottage, which he doesn't even get!⁴⁹



Outdoor education, 1932.



Students and Staff, 1936.



Grammar marching down Flinders Street, ANZAC Day, 1936.



Mr A.J. Anderson and Mr G.H. Owen, 1937.

(Perhaps Rowland's advice had the desired effect, after all, as enrolments, 1935, 1936 and 1937, showed steady increase.)

In his concluding remarks, Rowland pointed out that School had been able to carry on during the Depression years only by drastic reductions in salaries. In view of this, he asserted that the time had come to place before the Government "a plain statement of our achievements and our difficulties, and ask that the balance debt (incurred by Cyclone 'Leonta') be wiped off".

Tonight closes the shortest day; the day with the least potentiality of sunlight in the year. Let us take it for an omen that the darkest time in the School's history closes today . . . You have only to give us your support, and the Townsville Grammar School will advance as surely as Townsville. As the school bard says:

Faces come; faces go;
Faces we so sadly miss;
Still the old School goes on . . .
If we strive hard, ere the torch onward handing,
Bravely to vie with the years that are gone,
Fairer and firmer the School will be standing
Twenty and thirty and forty years on.

However, by December 1937, the Cyclone "Leonta" debt still amounted to £1,725, and it was hoped that successful Old Boys, and other friends of the School, might combine to subscribe half this amount to enable the Trustees to approach the Government and ask for the cancellation of the remainder. It was felt that, because 1938 was the Jubilee of the School, an appeal for funds was justified. The Editorial of the T.G.S. Magazine, December, 1937, pointed out that:

In our fifty years of existence, we have obtained one Queensland Exhibition, two Rhodes Scholarships, and twenty Open Scholarships to the University. During the term of the present Headmaster, over 400 candidates have passed the "Junior", and 91 the "Senior". And that the School's activities are not confined to the classrooms, is proved by the services that such Old Boys as A. Tait, C. Baker, F. Sides, R. Andison, and W. Kogler have rendered, and are still rendering to Senior Cricket, D. Martinez and K. Anderson to swimming, and others to football and tennis.

Note: Tait, Baker, Sides, Andison, and Kogler, represented Queensland in the Sheffield Shield. Sides also played for Victoria.

The record enrolment of 143 in 1937, included a number of students who confined



TOWNSVILLE GRAMMAR SCHOOL, PREFECTS 1937.

Back Row: H. Greenslade, J.H. Pearson, N.D. Purden, W. Pugh.

Front Row: L.T. Carron, C.H.V. Harding, P.F. Rowland, W.J. Russell, D. Pennisi.



Boarders, 1937.



The main block, 1938.



Headmaster's garden, 1938.

their attention to commercial subjects. Surprisingly, Rowland stated in his Annual Report, that:

In future, we hope to be able to decline to take such pupils, as the amount of time that has to be spent on commercial subjects makes the general education for these pupils of a negligible quantity; and it is not the object of this school to degenerate into a business college . . . It is worth noticing that the boys who have left us for positions in banks and business houses . . . have been chosen from the boys who have done best in general subjects and have not been commercial students at all . . . even with girls, those parents are wise who allow them to take a general course first, and specialise in commercial subjects after "Junior" has been passed. To be a mere human type-writer-attachment without sufficient education to understanding what she is doing, is not a worthy aim for any girl; let alone a boy . . .

Rowland was somewhat mollified by the notable increase in the number of pupils who took the general course to "Junior" and then specialised in commercial subjects. He was concerned that too many students left school without passing the "Junior" and without a background of general knowledge. Needless to say, Rowland was somewhat prejudiced in favour of academic subjects, which he regarded as infinitely superior to typewriting and bookkeeping. In 1937, 10 candidates sat for "Junior" Bookkeeping, of whom 8 passed, and in Stenotyping, 9 of the 10 candidates passed, but in 1938, there were only three candidates for Bookkeeping, all of whom passed, and three for Stenotyping, two of whom

were successful. From these results, it could be assumed that Rowland's campaign against commercial subjects was somewhat successful.

Surprisingly, despite Townsville Grammar's long record of meritorious results in external examinations, Rowland revealed that, in 1936, he was asked, in common with other Headmasters, in a circular from the Education office whether the "Junior" should be continued, and that he supported the suggestion that there should be experiments in allowing teachers, in conjunction with Government or University inspectors, to "brand their own herrings". He considered it unreasonable that the opinion of a master, who had taught a boy perhaps daily for three or four years, should count for nothing in an examination award, and that everything depended on the verdict of an outside examiner who knew the boy only through a twenty minutes' perusal of his examination answers.

The substitution of the ordinary examinations, conducted by the schools themselves, for the "Junior" would, it seems to me, have the following advantages:

1. The element of luck would be reduced, as term marks would count in some degree in the results.
2. The atmosphere of cram, that broods like a dark cloud over our education today, would be in large measure dispelled.
3. The irksome necessity would cease of having to wait two months between the examination and the publication of the results.
4. Schools would have much more freedom in their choice and treatment of subjects.

You will perhaps say, "But how shall we know that a standard has been reached, without external examinations?" My reply is: "Trust the schools". A school dishonestly claiming that its pupils have reached a certain standard would soon be found out, and its results discounted. . . . A secondary school is well able to state whether a pupil has reached the "Junior" standard. Whether he actually passes or not, is, and should be, a matter of relatively little importance.³⁰

Note: In 1970, the external Junior Examination was discontinued in Queensland for all full-time students, and, in 1978, The Scott Report, *A Review of School-Based Assessment in Queensland Secondary Schools (ROSBA)*, recommended that the norm-based system of secondary school assessment be changed to a competency-based system. In 1981, the first phase of ROSBA was implemented. It would thus appear that Rowland, to some extent, presaged the revolutionary changes in the Queensland Education System during the 1970's.

By 1937, many improvements to the buildings and environs were made possible by a Government grant, in 1935, of £1,100. At their meeting, May 21, 1935, a letter was read from the Premier and Treasurer, advising that he was prepared to make available to the Trustees a loan not exceeding £550, and a subsidy not exceeding £550 for renovating and painting the School and Headmaster's residence; the loan to be repayable in ten (10) years by half-yearly instalments at the rate of £12/12/- per centum per annum (which included interest at the rate of 5 per centum per annum).³¹

A further loan of £11/10/11, and a further subsidy of £11/10/10 were granted to the Trustees by the Treasury, November 8, 1935, to complete the work. The interest on the further loan was at the rate of 5 per centum per annum, and the whole amount was repayable in ten (10) years by half yearly instalments at the rate of £12/19/- per centum per annum. The Trustees received a cheque of £23/1/9 from the Treasury Department.³²

However, at their Meeting, January 29, 1936, a letter from the Minister for Labour, Hon. M.P. Hynes, M.L.A., advised the Trustees that "in connection with the loan of £561/10/11 and subsidy of a like amount . . . it had been decided to make available the whole amount as a grant . . ." It was resolved that a letter of thanks from the Trustees be written to Mr Hynes for the trouble he had taken in getting this concession granted to the School . . .³³

In addition to the painting of, and repairs to, the School buildings and the Headmaster's residence, the Trustees enlarged the Fifth Form classroom at the expense of the front passage. The construction of a driveway from the front gate to the main building, 1936, was financed by the proceeds of a concert organised by Matron C. Ficklin, who thought that "Bonus Intra" meant "better entrance", and by Mr J. Britton, a member

erect a new building and that a Jubilee appeal be made to Old Boys and friends of the School for funds to furnish the contemplated new building and existing buildings.

An Appeal was made to all business houses in Townsville and to Old Boys and friends of the School. The Jubilee Committee also organised a Jubilee Appeal Carnival on Saturday, October 15, 1938, at the School and an illuminated procession along Flinders Street, the net profit from which was £220. The Ultimate result of the Appeal was that the Committee was able to pay the Trustees £49/18/4 for the purchase of new desks for the Sixth Form room, and £808/2/4 to assist in the erection of new classrooms. From all accounts, the people of Townsville responded enthusiastically to the Appeal, not only by donations of money, but in their whole-hearted support of the Carnival.

The School maintained its academic reputation during the 1930's in both the "Junior" and the "Senior" Public Examinations.

JUNIOR RESULTS

	No. of candidates	Passed
1930	28	25
1931	41	26
1932	27	15
1933	22	19
1934	29	20
1935	16	14
1936	36	27
1937	37	24
1938	42	26
1939	33	19

Two outstanding "Junior" passes were:

1931: C.J. Parker, with "A's" in Latin, English History, Geography, Chemistry, "B's" in French, Arithmetic, Algebra, Geometry, and a "C" in English.

1935: C.H.V. Harding, with "A's" in English, French, Latin, English History, Geography, Arithmetic, Geometry, "B's" in Algebra, Freehand Drawing, and a "C" in Violin.

SENIOR RESULTS

	No. of candidates	Passed
1930	6	3
1931	5	4
1932	7	4
1933	9	8
1934	2	2
1935	2	1
1936	4	4
1937	4	4
1938	5	4
1939	6	3

The most outstanding pass was that of C.J. Parker, in 1934, with "A's" in English, French, Latin, Mathematics (A), Mathematics (B), and Chemistry.

Two Open University Scholarships were awarded:

1932: R.A. Perry

1934: C.J. Parker.

TWO SIGNIFICANT EVENTS THE SCHOOL'S SECOND RHODES SCHOLAR

C.J. Parker, the School's second Rhodes Scholar, was born in Charters Towers, gained a State Scholarship at the Collinsville State School, and enrolled at the Townsville Grammar in 1930. In 1931, he passed "Junior" in nine subjects of which four were "A's" and four "B's". His first attempt at "Senior", 1933, resulted in his passing in all six subjects with two "A's", two "B's" and two "C's". As Bursar of the T.G.S. Old Boys' Association, he

returned to the School in 1934 and sat for the "Senior" a second time, and passed with the distinction of six "A's", on which result he was awarded an Open University Scholarship. Parker was assisted with his expenses at the Queensland University by the Rotary Clubs of Townsville and Cairns, who awarded him the first North Queensland Rotary Bursary. At the University, he was, successively, Secretary and President of the Union. On the occasion of the Rotary award, Rowland expressed his belief that never in his long experience had he had a more hard-working or conscientious pupil, or one for whom the future promised more brightly. Parker was selected Queensland Rhodes Scholar for 1938, in which year he entered Oxford University. At the outbreak of World War II, he joined the Royal Navy and lost his life in submarine service. In 1952, the T.G.S. Old Boys' Association donated to the Trustees a Shield for the Annual House Swimming Competition, to be known as "The Chester Parker Memorial Shield", to perpetuate the memory of Chester Parker, the boy from Collinsville, brilliant student, Captain of the School, Rugby Prize winner, and Rhodes Scholar.

RESIGNATION OF P.F. ROWLAND

The other momentous event of the 1930's was the resignation in December, 1938, of P.F. Rowland, Headmaster since 1905. The author has taken the liberty of publishing a tribute by Colin Bingham, distinguished writer, one time Editor of the "Sydney Morning Herald", and close personal friend of Rowland. In a recorded interview, 1986, Bingham informed the author of this History that he still "felt angered at the action of the Board of Trustees, who presented Rowland with £40 in recognition of his work of thirty-four years as Headmaster". It further appeared that members of the Old Boys' Association collected some £400 to send Rowland on a holiday to England.

As well as Colin Bingham's tribute, Rowland's Essay, "A Quarter of a Century at The Townsville Grammar School", and his letter to the Editor, Townsville Daily Bulletin, "A Schoolmaster's Goodbye", are included as items of historical interest.

OBITUARY — T.G.S. MAGAZINE, 1946

In October 1945, Rowland died in Sydney at the age of 77. Though he suffered great pain for some weeks, his courage never failed nor his intellect.

When Rowland arrived at the School in 1905, there were few pupils — only 8 boarders — and prospects were not particularly bright. Townsville had a small population, communications were primitive, and secondary education was not regarded as essential. Many residents believed that North Queensland was unsuitable for a white population, an attitude that he strongly opposed. By 1916, the old view that Townsville was unsuited to white settlement was finally scotched, and many people believed that Rowland was responsible for this change of heart.

His strong sense of duty enabled him to pursue an ideal enthusiastically, despite lack of success year in, year out. He never despaired of developing in Townsville a love of Shakespeare and the Classics. Many a paper he read at the Literary Society, and many an Essay of his appeared in the Townsville Daily Bulletin. When Alan Wilkie brought his Shakespearean Company to Townsville in 1921, Rowland wrote the stories of the plays to be presented in verse after the style of "The Sentimental Bloke". These were classics in their own right, and, when published in the "Bulletin", had much to do with the success of the season and brought about a further visit to Townsville by the Wilkie Company.

His devotion to duty was obvious to every pupil. He taught the whole of the English and Latin for 34 years; in some years, the Senior French as well. From time to time he taught Greek to an occasional pupil, and it was nothing to him to begin his active teaching at 7 a.m., to work the normal school day and then at night, to teach some small boy from the west the rudiments of English.

His pupils will remember him best for his sense of humour, his tolerance and his justice.

He established the tradition of "free discipline" at the School, and believed that boys were essentially decent people, who would develop a sturdy independence of spirit



P. Rowland and pipe on verandah of Headmaster's residence, 1936.

if given the opportunity. Hence rules and restrictions in the freedom of the individual were few and far between. There are countless Old Boys, honoured members of every profession and occupation, whose daily lives bear testimony to his success.

His name and influence will live forever in the School. His Call-Over readings and prayers continue to exert their influence, his School Songs are as well known as when he was "Boss" — and just as much appreciated.

His deeds and words will travel with the School until the end of time.

- 1 T.G.S. Magazine, June, 1905.
- 2 T.G.S. Magazine, June, 1905.
- 3 Q.S.A., 31119.
- 4 T.G.S. Speech Day Address, June 23rd, 1916.
- 5 Ibid.
- 6 Ibid.
- 7 Ibid.
- 8 Report to the Trustees, July 9th, 1919.
- 9 Q.S.A., 37522.
- 10 Q.S.A., 44795.
- 11 Q.S.A., 23256.
- 12 Q.S.A., Inspector-General's Report, August 18th, 19th, 20th, 1915.
- 13 Q.S.A., Correspondence re Sale of portion of Townsville Grammar School Reserve, 9.4.1915.
- 14 Q.S.A., Educ. 36973.
- 15 Ibid.
- 16 Annual Report to the Department of Public Instruction for the year ended 31st December, 1921.
- 17 Report to the Minister of Public Instruction, 25th June, 1925.
- 18 Ibid.
- 19 Speech Day Address, June, 1926.
- 20 Speech Day Address, 23rd June, 1927.
- 21 Ibid.
- 22 Annual Report, June, 1929.
- 23 Q.S.A., Educ. 58810.
- 24 Ibid.
- 25 Q.S.A., Educ. 54280.
- 26 Q.S.A., Educ. 45930.
- 27 Q.S.A., Educ. 44540.
- 28 Q.S.A., Educ. 55884.
- 29 Ibid.
- 30 T.G.S. Board Minutes, 13th December, 1932.
- 31 T.G.S. Board Minutes, 30th December, 1932.
- 32 T.G.S. Board Minutes, 7th February, 1933.
- 33 T.G.S. Board Minutes, 10th February, 1933.
- 34 T.G.S. Board Minutes, 13th December, 1933.
- 35 T.G.S. Board Minutes, 27th November, 1934.
- 36 T.G.S. Board Minutes, 23rd November, 1938.
- 37 T.G.S. Board Minutes, 29th November, 1938.
- 38 Ibid.
- 39 Ibid.
- 40 Ibid.
- 41 T.G.S. Board Minutes, 7th December, 1938.
- 42 Ibid.
- 43 Q.S.A. 48175. 24 September 1930.
- 44 Q.S.A. Educ. 4819. 24 September 1930.
- 45 T.G.S. Board Minutes, 30 October, 1930.
- 46 Q.S.A. Educ. 30218. 2 July 1931.
- 47 Annual Report, 21 June, 1934.
- 48 Ibid.
- 49 Ibid.
- 50 Speech Day Address, 17 June, 1937.
- 51 T.G.S. Board Minutes, 21 May, 1936.
- 52 T.G.S. Board Minutes, 27 November, 1935.
- 53 T.G.S. Board Minutes, 29 January, 1936.
- 54 T.G.S. Board Minutes, 28 April, 1938.

Chapter 6

The School During The Thirties

Under Percy Fritz Rowland, the School had a tradition of discipline and work, and a record of academic success that was indeed remarkable for a small provincial institution of about 100 pupils, more or less. Not only was the pass-rate in "Junior" and "Senior" public examinations exceptionally high, but it could look back with pride on the number of University and Rhodes Scholarships gained over the years.

One of the main reasons for this success probably lay in the close contact that was maintained by the staff with every pupil's scholastic progress. Once a fortnight, the Form Masters had the task of totalling the class and homework marks of every member of his form from lists handed in by all the masters concerned. The aggregate was then totalled out of fifty.

On every second Thursday, the whole School underwent Religious Instruction (introduced after Departmental Inspectors criticised its omission in their Reports) from visiting parsons of various denominations. This respite from the normal teaching routine gave the headmaster the opportunity to assemble his staff in the dining room — each with his mark book — where the progress of each pupil was discussed in the light of his potential. It was an excellent system, ensuring continuity of contact from year to year, and making full use of the main advantage provided by a small school.

On the following morning, the results were announced at "Call Over", and if achievements were exceptionally high, the School was rewarded with a half-holiday. However, failure to reach the required standard also had its "reward". During the first period, "Boss" would do the rounds of the classrooms, call out the slackers, and administer the appropriate punishment in the corridor.

The present day educational psychologist would, no doubt, probably shudder with horror at such teaching practice, but Rowland promoted diligence by public announcement of failure. It must be remembered, however, that most of these pupils were scholarship boys and potentially good students, keen to make the most of their talents. Moreover, the relationship between them and P.F.R. was such that the whole procedure was conducted without the slightest hint of resentment. Parents and boys knew well that the Headmaster was on their side and prepared to make any kind of personal sacrifice, financial or otherwise, to ensure that every student's potential was brought out to the full.

Rowland was as much concerned with the physical development of those in his charge as he was with their intellectual growth. He was rigorously opposed to the use of

detention as a punishment for misbehaviour in the classroom, and frequently did the rounds of the school to ensure that no boarders were sitting around indoors. He was also opposed to setting "lines" as punishment.

He believed in the use of the cane, but not in the classroom. The miscreant was invited to visit the Master concerned in his study upstairs when afternoon school had ended. There he would bend over and receive his due. P.F.R. expressed his philosophy on the subject to a new parent who complained about the use of the cane on his son:

The good Lord in his infinite wisdom and foresight deliberately padded a certain portion of a boy's anatomy for two purposes: first, for sitting on; secondly, when necessary, for being whacked.

The anxiety of waiting for school to end, followed by the awesome ritual of climbing the "golden staircase" to reach the designated study did much to ensure that caning for classroom offences was a rare necessity. In passing judgment on the system, it must also be realised that, because the staff was a small one, the Headmaster was able to intervene on the slightest sign of sadism or personal vindictiveness.

The absence of detention and "gating" meant that boys were free to take part in sport, to go swimming in the Sea View Baths, and even to wander about the city. There was no need for boarders to apply to the Master on Duty for leave, or to report in on their return. The only rule was that they be present at the evening meal.

In the thirties, about twenty girls attended the School, and it seemed from both their intellectual capacity and general behaviour, that they were all hand-picked. Boys and girls were addressed by their surnames, but the girls had the distinction of the prefix "Miss", which custom was still in vogue during the 1960's. However, judged by present day standards, the system could not be called truly co-educational. On the contrary, there was much that savoured of apartheid. In the classroom, girls always occupied the front row of desks, and the boys sat behind them.

At morning "Call Over", the boys assembled in the main hall and stood awaiting the arrival of the girls, who remained confined to the "Boss's" garden — the Dovecote — until the second bell summoned them to leave and file across the quadrangle into the front row of seats. Then at a signal from the Headmaster, everyone sat down. When the first bell rang for recess, the girls left the classrooms and filed back to the Dovecote, while the boys waited for the second bell to announce their departure. The same procedure was followed at lunch-time and at the end of afternoon school, when the girls were expected to leave the school grounds and scatter to their homes. Indeed, the system seemed to have been rather cleverly designed to achieve the maximum degree of segregation that the circumstances offered. The only occasions on which the boys and girls could be said to intermingle in a school activity were the annual dance and the swimming sports. Compared with the permissive standards of the "eighties", such segregation may appear absurd, but set against the moral and social background of the "thirties", it reflected P.F.R.'s insistence on presenting an untarnished image of the School to the general public. In addition, School Spirit and the work ethic were remarkably strong.

One Master, Gordon Owen, recalled his embarrassment at the unexpected intrusion of the Headmaster into his French class, where he sternly remonstrated with a girl for wearing, what he considered, an unacceptable skirt. Then, without another word, he left the room. Another example of this strict adherence to protocol, occurred at a school dance, when Rowland, realising that a female student's parents had not arrived, instructed a young Master to take her home and return within twenty minutes.

However, despite this measure of segregation, or perhaps because of it, classroom discipline was never a problem, and the general attitude of both boys and girls was one of diligent application to work.

Every night of the week, from Monday to Friday, boarders spent two hours in the main hall doing their homework (Prep) under the supervision of the Master on Duty, after which each boy collected his supper — a slice of bread and butter and a hot drink — served through the kitchen window. Then it was bedtime for all but the sixth form, who were allowed to do unrestricted study in their Form room.

One of Gordon Owen's most vivid memories was of doing Prep duty during Townsville's wet season. On nights when there was not a breath of breeze, the hot and humid air provided a paradise for an amazing variety of winged insects, which swarmed over desks and papers making it well-nigh impossible to work. The Master on Duty sat at a table on a dais below the Honours Board surrounded by saucers or tins holding smouldering "coc-secs" spirals, which provided the only effective repellent against the invasion of mosquitoes. In front of him sat the boys, some with "coc-sec" and others, less affluent or more frugal, with split coconut husks smouldering at both ends.

Boarders' week-end activities presented some problems. With only one fives court and one tennis court, there was little the boys could do. To overcome this difficulty, a number of projects were organised, including the laying down of two new tennis courts, the construction of a miniature rifle range, and concreting two half-wickets for junior practice. Boys were not compelled to assist in such work, and were free to contribute their labour whenever and for as long as they wished. There was never any shortage of helpers.

The construction of the tennis courts was made a financial possibility when the Government introduced its Unemployment Relief Scheme during the Depression of the "Thirties". Under this scheme men, who would otherwise have been out of work, were paid £3/- a week to assist in authorised public works. Thus the School had to pay only for the materials used for the wire-netting enclosure.

It was the boarders who provided the ant-bed. On Saturday mornings they all set out for the Common, each with his cut-lunch. There, while some knocked over the ant-hills, others loaded the lorry made available by the generosity of the firm of Samuael Allen and Sons. Back at the School, the ant-bed was stacked ready for puddling by the relief workers.

Boarders were also encouraged to take up soccer and two teams were entered in the competition played in South Townsville. This led to a liaison with the Seamen's Mission, which arranged matches with teams from various foreign ships. In addition, they were allowed to go to the cinema four times a term, and on hot nights they went to the Kissing Point swimming enclosure. Otherwise they played table games or read in the dining room.

As all Rugby League matches in the Townsville competition were played on Sundays, the School was restricted to the occasional match with the Charters Towers schools, some Under 16 games with the High School, and a few matches on a weight-age basis with the local State school. Throughout the dry football season, the ground was devoid of any grass cover, and the players' knees and elbows carried gravel rash from the first game to the last. It was, indeed, a game for the valiant.

Cricket, on the other hand, was extremely popular. The School First XI played in the local Saturday afternoon competition, on matting, and involved such combinations as teachers, railway workers, bank officers, wharf labourers, and so on. For these games, Rowland insisted on having a Master in the side in case of unpleasantness on the field. However, despite the strange arrangement of a Master playing under the captaincy of one of his students, no incidents occurred and the games were enjoyed by all. Unfortunately, there was little hope of the School ever winning this competition as it had to forfeit in all the rounds that took place in the holidays.

The unique feature of the cricket season was the COLOUR MATCH competition. In the absence of a permanent House system, the whole school was divided into four teams each year, and each team, designated by a colour — Red, Blue, Yellow, or Green — was composed of some twenty to thirty players (boys, depending on enrolements) plus one Master. Everyone had to field and bat. Each bowler was limited to three overs, and the bowling order had to be arranged in order of skill, with the batting side having the right to protest if this rule was broken. These exciting matches were the highlight of the cricket season. When the competition was over, the winning team assembled in the dining room where Rowland, with due ceremony, presented the winning captain with an enormous cake iced in the appropriate colour. Equipped with a ruler and a knife, the captain would measure off and cut the required number of pieces, and award each boy with his prize as the team filed past.

Tennis was the Cinderella of sport, as there was no competition with outside teams. But, once a week, the Townsville Lawn Tennis Association made its courts available to the School. As these courts actually adjoined the Quadrangle, it was happy arrangement.

Swimming was, undoubtedly, the School's most successful sport. In the Annual All Schools Swimming Carnival at Charters Towers, on the second Saturday, April 1937, the School won the Open, Under 16, and Under 14 Championships. The teams were:

Open: K.A. Anderson, N. Russell, N.H. Barnfield, M.M. Letham, S. Flegler.

Under 16: D.L. McNeil, F. Jordana, H.I. Arthur, H.W. Greenslade.

Under 14: L.H. Redmond, S.W. Trewin, E.W. Heath, J.S.F. Abbott.

Anderson was responsible for breaking three records in the Open, viz. 90 yards in 56 3/5 secs., 240 yds in 3 mins, 0 2/5 secs., and 30 yards backstroke in 18 3/5 secs. Trewin broke three records, swimming the 60 yards in 39 secs., 30 yards in 16 4/5 secs., and the 90 yards in 64 4/5 secs.

Open: T.G.S. 33; All Souls, 27; Thornburgh, 2; Mount Carmel, 1.

Under 16: T.G.S., 24; All Souls, 20; Mount Carmel, 11.

Under 14: T.G.S., 18; All Souls, 12; Thornburgh, 12; Mount Carmel, 3.

The Cadet Corps was re-established by Mr A.J. Anderson, who was later to serve with the A.I.F., 9th Division, in North Africa and then in New Guinea, where he was awarded the Military Cross after the action at Milne Bay. As a result of the splendid training given by the Warrant Officers (members of the A.I.C. attached to the local Militia Battalion), the Corps flourished rapidly. On Saturday mornings, the Townsville Rifle Range was available whenever the Corps wished to use it. With the Army providing transport and markers, and an extremely liberal supply of ammunition, many boys developed into excellent marksmen and became highly efficient in the use of their two Lewis guns. The Annual Camp, under canvas, was held at Kissing Point and closed with a March Past before a high ranking officer.

In 1937, a School Uniform — Wedgwood blue shirt, dark grey shorts or trousers — was introduced for boys and proved highly successful. It was first worn on Anzac Day, April 25, 1937.

THE STAFF IN 1935

F.J. Olsen, B.Sc. Later to become warden of the University College, Townsville. Second Master and Senior Maths and Science teacher and then Professor of External Studies, University of Queensland. He and his wife ran the Townsville Coaching College — a night-school for adults. He came to Townsville Grammar from the State Education Department and had previously taught at Mt Isa School. In 1938 he left Townsville to take up a position on the staff of the Newcastle Technical College, New South Wales, with the opportunity of furthering his qualifications. Later, he attained Professorial status at the University of Queensland. He was replaced by Maurice Blank, later to become Headmaster of Townsville Grammar, 1948-1965.

A.J. (Dick) Anderson. Mr Anderson came from the Toowoomba Grammar Preparatory School, and organised most of the sport. In particular, he coached Rugby, Swimming and Athletics with remarkable success. He was largely responsible for the re-introduction of the Cadet Corps, and was its first senior officer. He left Grammar in 1938, and was replaced by V.R.J. Bliss.

C. Watts. Mr Watts taught mainly in the Junior School. He was a cheerful extrovert with an immense knowledge of classical myth, which he told with a kind of "slangy gusto" that endeared him to the younger boys.

G. (Taffy) Owen, B.A. Mr Owen taught Senior French and English, and Junior History and Maths. He was in charge of Cricket, and introduced Soccer for the boarders. As the School had no groundsman, he regularly mowed the sports ground with a side-reaper kindly donated by Old Boys, and a horse and harness lent by the Curator of the Sports Reserve next door. Owen left in 1940 and joined the 2/26 Infantry Battalion, 8th Division of the A.I.F. After the fall of Singapore, he became a Prisoner of War, first in Changi, Singapore, then in Sandakan (Borneo), and finally in Kuching (Brunei). He returned to the School in 1945, which year he resigned to join the staff of The Scotch College, Melbourne.

W. (Bill) Gillman. Articled to a firm of solicitors, Mr Gillman resided at the School as a member of the Resident Staff, supervised Prep. at night, and carried out the duties of a Boarder Master.

Miss C. Ficklin, the School Matron, tended the sick and supervised the domestic arrangements.

Note: The Author is indebted to Mr G. Owen for information of School in the Nineteen Thirties.

MEMORIES OF A HEADMASTER

In recalling his experiences with "Boss" Rowland, Sam McCluskey, who was a Boarder from 1927 to 1931, stated that it was no easy task, after being some fifty-one years away from the School, to present a clear picture of the Headmaster as the boys knew him. The anecdotes that still circulate about him at Reunions and other places where Past Grammarians meet, collectively reveal not only a man of great scholarship and human understanding, but one with an astonishing sense of humour, and the chirpiness of a boy who refused to grow up — a facet of his nature that he seemed to have deliberately kept hidden in his writings.

McCluskey went to boarding school in an age when conditions, both in the home and at school, were vastly different from those of today. He remembered the loneliness of the first few weeks and his bewilderment at the strange surroundings that were to be his home for the next five years.

However, "Boss" seemed to have an inborn ability to read the nature of the boys on first acquaintance, and his understanding made it easy for newcomers to settle in, and to absorb the rules and traditions of the School. It was the "loners" he watched and the sensitive ones, and those boys, whom he found wandering about aimlessly, he encouraged by urging them to "join the others and kick a football".

The old original desks, with names carved into them over forty years, always attracted the Headmaster's attention. Time after time, he pointed out that names of boys who had carved their names into history, and spoke of them with pride and of the price they had paid for their action — "six of the best!" There were many who said that, when "Boss" caned, he shut his eyes, but, contrary to this mistaken belief, his aim was accurate and his arm strong and purposeful.

Because Townsville Grammar was undenominational (as it is today), all Boarders were required to attend their respective churches each Sunday morning. The majority were Anglicans, but there were a few Catholics and about seven or eight Presbyterians. One of the Masters always accompanied the Anglicans, and if there was a Prefect among the Presbyterians, he was made responsible for them. But, from 1927 to 1929, there was no Prefect. Always when this latter group returned to School before lunch, "Boss" asked about the sermon by quizzing several boys until he was satisfied that the Presbyterians had attended Church. After the arduous climb over Stanton Hill, it was difficult to pay attention to the sermon, particularly during the hot summer months. However, it was obvious that Rowland had grave doubts about the pious nature of his Presbyterian boarders, whom he named "The Lost Tribe of Israel". McCluskey recalled that one Sunday in 1929,

... we left earlier than usual, and decided to have a brief spell in the Gardens, where it was so restful that we discovered that we did not want to go to Church. The sermon, however, presented some difficulty, but as I had been to Sunday School before coming to Grammar, I told them the Biblical story of "Daniel in the Lion's Den". It worked perfectly. For a few months, the "Lost Tribe of Israel" had no need to worry about Stanton Hill or the sermon. But, on 3rd of August, I was taken to the Private Hospital with an almost fatal attack of pneumonia, and remained there until a few days before the "Junior" Examination . . .

One Sunday evening, however, after being in hospital for some five weeks, McCluskey's visitors included boys from the "Lost Tribe". They had bad news. "Boss" had caned every Presbyterian that day. The subject of the sermon had been their downfall. All they could think of was "Daniel in the Lion's Den". On checking with the Minister,

Rowland was not surprised to discover that the Presbyterians had not attended Church for some considerable period.

Sometimes, according to his son, Phil, Rowland "dozed off" during the sermon when he took the Anglican contingent to Church. But, despite this, he was a strong, sincere Christian. McCluskey was told by his friends that "Boss" led the School in prayer at Call Over, on three successive mornings, for the recovery of his sick pupil. They also said that his words had the most profound effect on even the most irreverent.

The Headmaster's boundless humour left most boys floundering, even though he gave them innumerable opportunities to come back at him with a sharp-witted reply. His mighty laughter could never be forgotten by any who heard it. It seemed to start deep within him and come forth in great gales that had his shoulders and stomach heaving, almost uncontrollably. He often applied Classical quotations to the little events of everyday life. On one occasion, a senior student, while practising flying front circles on the horizontal bar, knocked over a small boy who wandered into the path of his flying feet. Next morning at Call Over, in announcing the mishap, he quoted: "The Assyrian came down like a wolf on the fold", followed by a few lines of his own. The gymnast's father was Assyrian.

There is no doubt that boys often tested Rowland's patience and sense of humour, particularly during Latin classes. He always took morning Prep on Tuesday and Thursday, and, as soon as he had settled into his chair, the dreaded summons came: "Smith, Brown, Jones — bring out your Latin exercises." It was not long before some mistakes brought forth the great bellow: "Mouldy onion!", and his fist would fly out at the midriff of the offending student. But all knew that fist and how to take evasive action, except one sleepy boy who walked straight into it one morning. "Boss" received a greater shock than his victim — he was sure that everyone was aware that it was only a gesture and never meant to connect.

Johnston major and Johnston minor, twins from Mossman, were very tall boys, and there was another boy of the same height as the twins. The Latin of all three was so hopeless that "Boss" called them "Faith", "Hope" and "Charity". It became quite a ritual for him to scan the efforts of this trio, and then make his mournful pronouncement on poor "Charity", Roddy Johnston, a popular, good-natured boy with a sense of fun. He became a doctor and lost his life when the hospital ship, "Centaur", was torpedoed by a Japanese submarine.

In McCluskey's time, there was a telephone extension in the hallway between the Fifth and Sixth Form rooms (now part of a Resident Master's flat). In the midst of a difficult and trying Latin lesson, the phone rang. Rowland picked up the receiver, listened for a moment and then bellowed: "No! It's a branch!" The School number was 231, and the Lunatic Asylum was 213, as he explained to his silent Latin class.

Melbourne Cup, 1931. McCluskey was given the job of organising the School Sweep and sought permission from Rowland, whose only comment was: "I refuse to be consulted". All the students plus the three Assistant Masters were in the Sweep, and Boarders collected two shillings to put the "Boss" in, and, as it turned out, his horse ran second. Rowland refused to accept his prize until he knew the name of his benefactor, but McCluskey placed the money on the table with the words, "I refuse to be consulted!" As he fled, he heard the great laughter erupt across the Quadrangle.

The Colour Matches, played every Cricket Season, were exciting games. "Red" was Rowland's team, but, as his playing days were over, his side was always skippered by the Captain of the First XI. Nevertheless, up in the Pavilion, match by match, was the rotund figure of "Boss", enjoying himself immensely. With great regularity, he bellowed: "Hit a six! Hit a six!" To Rowland, Colour Matches gave every boy the opportunity to get out on the playing fields and to be part of a team, which, in turn, fostered School Spirit.

P.F. Rowland has often been described as a "maker of men", and there is no doubt of his incredible impact on the lives of his students. On looking back on the years he spent at the School, McCluskey made these observations:

We were not to know of the monstrous burden of responsibility that lay like Castle Hill on his shoulders. Our young eyes could not even begin to see the ever-present shadow of bankruptcy that threatened the very existence of his beloved School. We

did not know, because we were not told, how he pleaded with the Governments of his day for a better approach to education, especially in North Queensland. But we did know of his great dream, and we knew it well, of a flourishing, onward-thrusting Townsville Grammar School, and a University in North Queensland. "Forty Years On" were words of hope for him, even though he felt that the dense clouds of adversity would never drift away. Because of this man who had stood strong and rocklike in defence of the School for thirty-four years, it all came to pass and his dream was fulfilled, even though, tragically, he did not live to see it.

In P.F. Rowland, there was no class distinction whatsoever, no prejudice of race or creed. All that counted with him, and indeed he instilled this in his students, was the stamp of manhood and truth. In closing his recollections of his former Headmaster, McCluskey wrote:

And I, who came to regard him as being in the mould of Dr Arnold of Rugby, will always see in him the sudden little flashes of Mr Pickwick and Falstaff, particularly when I recall his raucous denunciation, "Mouldy Onion", or hear him bellowing at some poor cross-bat cricketer, "Hit a six! Hit a six!" And ever when the great laughter rolls like distant thunder in my memory.

Note: The author is indebted to Mr Sam McCluskey for his recollections on P.F. Rowland.

Chapter 7

A Quarter of a Century at the Townsville Grammar School

P.F. ROWLAND, M.A., JANUARY 1, 1933

At the New Year, it is perhaps not without interest to review some of the memories of a quarter of a century at the School — 28 years as a matter of fact — but the other somehow seems longer. Having come out from Abingdon School, England, to be Second Master at the Rockhampton Grammar School in 1903, taking the place of Mr T.J. Ryan, then at the point of deserting scholastics for politics, I came to Townsville two years later, appointed Headmaster of the Townsville Grammar School, in place of Mr Miller, who had resigned, a year after the Leonta cyclone had shattered the School buildings.

It required something of a gambling temperament, I suppose, to accept the Headmastership; for things looked pretty hopeless. The annual endowment had been reduced from £1,000 to £500 per annum, out of which interest and redemption had to be paid on the loan for rebuilding after Leonta, the endowment thus being reduced to £280 annually. The Staff had left with the Headmaster. The salary offered the new Head was at the rate of £350 per annum, plus allowances and board fees, out of which two Masters were to be boarded gratuitously. Seldom can a Schoolmaster have accepted a position on such terms, though they were the best that circumstances permitted; but I was desirous of marrying a fellow-passenger from England on the "Omrah" two years before and confident of success.

So I lost no time in interviewing Mr Macnaughton (afterwards Judge) then Chairman of Trustees, at Mittagong, and was in due course appointed. On arrival at Townsville by the "Arawatta", the first thing was to secure a Staff. Mr Sampson, then a Master at the West End State School, was appointed to take on the junior work and for the chief Mathematical and Science work, Mr Mutton, a Junior Master at Newington College, Sydney, was persuaded to come north.

I shall never forget the first day at school. We opened with 39 pupils. Mr W.J. Castling, at that time a Trustee, looked in to encourage us. By June our numbers had risen to 46. In 1906 we were 56. By 1910 we had increased to 73, and an average from 70 to 90 has since been maintained, of which roughly two-fifths would be Boarders. There have been occasional rises above the 100 mark, but not sufficiently above it to justify the appointment of another Master. Thus our circumstances have always required the full-time work of a teacher from the Headmaster. No doubt, larger numbers would have been

reached, had it not been for the opening of other schools: in those days we ploughed the lonely furrow.

A great difficulty in the early days was to secure competent teachers. Seeing that ever since I came here, there has been no year in which our existence has not been endangered by fear of Government action — the danger sometimes becoming acute — and our insecure position was generally known, it was not easy to get qualified men to come north. There was, of course, no railway connection with the south in those days, and the climatic disadvantages of Townsville were exaggerated by southerners then even more than they are today.

Especially was the difficulty felt in our efforts to obtain the services of a competent Science Master. One gentleman appointed to that position, was an ex-employee of a southern Education Department, who presumably knew his primary work, but whose capacity for secondary work existed solely in his imagination. A dignified looking old fellow he was, too. When Mr Roe was one year visiting the School as Inspector, an itinerant photographer took a School group, and it was generally admitted that our science man looked the part of the Headmaster more than Mr Roe or any of us. Not only did he know nothing of his work, but he was capable of the most astounding perversions of the truth. Thus he told his pupils that he wrote most of Hall and Knight's Algebra, their text book, and discoursed to us at tea of tigers 20 feet long that he had shot in India.

"The man," he said, "who enters the chemistry laboratory, takes his life into his own hands!" On one occasion, he startled us all with the tale of a find by him of quicksilver on the Townsville beach; but we soon discovered that at the time of the quicksilver "find", the school laboratory stock of quicksilver correspondingly diminished! It was in his time that "Linky" Wackett was at the School, but he not unnaturally left, when he found how little instruction he could get in the subjects in which he was interested.

Two men appointed as science masters never reached Townsville, but confined their activities to drawing their passage money; both must have been plausible fellows, the one being recommended by the then Registrar of the University of Tasmania, the other interviewed on our behalf by the then Director of Education. One man, whom we will call "Mr Jones," we had every reason to wish he had treated us similarly. He did indeed arrive, but a few days later I was rung up about noon by the lessee of a local hotel, who asked what they should do with him, as he was lying dead drunk on their parlour sofa. As this was his normal condition for the fortnight he was here, we, of course, had to get rid of him; but this was more easily said than done. After a serious bout, we managed to get him into the hospital, and when he was sufficiently recovered, and the Trustees had booked his passage back, I tried to persuade Dr Ross to administer a sleeping draught so that I could get him on board unconscious. Dr Ross did not feel justified in so doing; he thought he would go without trouble. So I duly called, in a cab, at the hospital for him, only to find that the vessel's departure had been postponed for two hours. I did not dare leave him. How well I remember taking him out by bus to the Rising Sun, where we sat drinking horehound and discussing Shakespeare and the musical glasses with complete amiability. Then to the boat, where I stayed with him to the last. Shortly before its departure, a Townsville jeweller came up to me and asked if he might speak a moment privately with Mr Jones. A few minutes later he departed, and I noticed that Mr Jones was minus his wristlet watch, which he had evidently bought on time payment. At long last the bell went, the gangways were removed, and I left the wharf feeling that the School was well rid of Mr Jones.

But it must not be thought that these appointments, that turned out disappointments, were the rule. On the whole, though with great difficulty, we managed to secure Masters of a good type. Messrs Mutton, Kay, Morton Moyes, Clunies Ross, E.L. Dunster, all in their different ways did good service for the School. Came a time when it was possible to appoint "Old Boys" to Masterships at the School, and great work has been done for us by R.G. Lanskey, C.R. McLean, W. Chamberlain, F. Williamson, T.B. Whight, N. Pinwill. In fact, with the exception of Messrs Young, Milfull, and Olsen, all the Masters of recent years have been "Old Boys."

For a small, and, in most years, an under-staffed school (I very much doubt whether in Queensland, or even in Australia, you will find another school which, for a quarter of a

century has successfully, every year, presented pupils for "Junior" and "Senior" examinations with so small a staff, I do not think that the achievements of the T.G.S. can be honestly depreciated. Since 1907, we have passed 351 pupils through the "Junior" and 83 through the "Senior" examinations, and have obtained a Rhodes Scholarship, one of the three Queensland Exhibitions, and 19 Open University Scholarships. And it is pleasing to record that in spite of competition — where we in earlier years had none — of three flourishing Church Schools and a High School at Charters Towers, High Schools at many local centres, and a High School at Townsville, the aggregate number of those from the T.G.S. passing the "Junior" for the last three years (71) easily exceeds that of any three consecutive years, and that in this year's "Senior" our four successful candidates each passed in every subject taken, One of them obtaining the distinction, for which there is more rivalry each year, of one of the 18 Open Scholarships to the University. And, that our success has not been of the kind at the expense of the body, we can call as witnesses such "Old Boys" as T.B. Whight, Roy Anderson, F. Sides, A. Tait, W. Sugars, W. Kogler, J. Philp, and others, whose names will occur to most readers. From its founding in the days of Mr Hodges, the School has always aimed at the great ideal: "Mens sana in corpore sano."

A HEADMASTER RETIRES

A TRIBUTE BY AN OLD BOY

The retirement of Mr P.F. Rowland from the Headmastership of the Townsville Grammar School, at the end of this year, will close the splendid association of a fine teacher with an institution which has maintained, through many vicissitudes, a tradition of faithful service to the best educational ideals of the community. For more than a generation, that tradition has drawn its strength from the personality and teaching ability of this Headmaster to a far greater extent than would be possible in a school where the endowment was less niggardly, the environment less severe, and the staffing difficulties less persistent. Not only has Mr Rowland been administrative Head of the Townsville Grammar School; he has also carried, ever since he took charge in 1905, a full Assistant Master's share of the teaching — in itself a notable contribution to the scholastic record as well as to the solvency of an institution on which the Leonta Cyclone left a heavy burden of debt. To have taught almost the whole of the English, Latin and French of a Queensland Secondary School for Junior and Senior Examinations for thirty-four years is an achievement of which any teacher might well be proud; to have done it while carrying out the many and varied tasks on the administrative side is overwhelming proof of a mental and physical courage within the compass of few men. More than that it bespeaks a zest for life in a region where such zest, enlivening the ordinary processes of Education may contribute more to the fashioning of a fine citizenship than the most expert academic chiselling.

Some time ago I referred to the ease with which some Englishmen adapt themselves to the Australian outlook and the Australian environment — an outlook and an environment which are for others a constant irritant. P.F. Rowland, born in London and educated at St. Paul's School, Hertford and Oxford, came to the Australian scene with tolerance and humour, and, helped by his previous study of this country, which found book-form in "The New Nation", he became an Australian in record time. From the post of Second Master at the Rockhampton Grammar School, where in 1903 he succeeded the late T.J. Ryan, subsequently Premier of Queensland, Mr Rowland went to the Headmastership of his present school. That was a good day for T.G.S. — it was also a good day for North Queensland, for the much-maligned North has never had a better champion. With the spoken and the written word he had unremittingly defended its climate, praised its beauty, and supported its claims on the attention of State Legislators who were prone to think of it as Canberra now thinks of Queensland.

Besides graduating with Honours in Classics at Oxford, Mr Rowland took the Chancellor Prize for English Essay and the Cobden Prize. The gift of literary expression then revealed was never allowed to wear too grave a mask. Many times it has been bent to the sharp criticism of defects in the Queensland Educational System — for example,

the two-year Junior — but in its more popular manifestations, such as "Essays in Brief by P.F.R.", which have delighted Northern readers for years, it combines a sense of history with humour and understanding.

I have always thought that, when a Headmaster lays aside his cap and gown, somewhere an Old Boy should lift his hat or his pen in tribute. This is all the more fitting when the cap and gown have endured service for thirty-four years in a land where you earn what you get, whether it be money or reputation. My remembrance of P.F. Rowland is clear and grateful. Perhaps, in retrospect, he would not dominate the boyhood scene so emphatically if that scene had comprised the lovely old buildings, green lawns, and beautiful surroundings with which some of our Australian schools are favoured. As it is, he stands for me a major personality against a somewhat bleak background of brick and cement, of wood and iron, under the menacing bulk of Castle Hill. No doubt there are some who have measured the influence of P.F.R. by the weals which, on occasions, he could raise on the most resistant backside. For myself, I count as far more salutary, the great laughter — how many Headmasters can really laugh? — with which he infected the diners at the "Boss's table", the ubiquitous football presence with which he assailed his own as well as the opposing side, and the wise words of his Call-Over addresses.²

Letter to Editor of the Townsville Daily Bulletin — 1938 — P.F.R.

A SCHOOLMASTER'S GOODBYE

Sir, — As after a long innings of 34 years, I am retiring from the Headmastership of the Townsville Grammar School, I think it possible that your readers may like to have a farewell letter.

My long struggle with the educational authorities has at last ended in the way that was to be expected. When I came here in 1905 from the second-mastership at the Rockhampton Grammar School, the annual endowment of the Grammar Schools had been reduced from £1000 to £500; the Headmaster and the two assistants had resigned, and the Trustees were doubtful whether to carry on. After some years the endowment was restored, but the T.G.S. had every year to pay out of this, a large sum for interest and redemption, on the debt incurred for rebuilding after the Leonta cyclone. This has been a handicap under which we have contended ever since. There has not been a year since I took over, in which the financial state has been secure.

From time to time Governments have talked of taking us over. They even went so far one year, as to take the measurements of all the buildings. Finance became almost impossible when the Assistant Master's log was drawn up, causing an immediate increase in salaries and an automatic increase every year. Convinced of the necessity of an increased endowment, the Government raised the endowment of all Grammar Schools to £1500. Then followed the Depression, and the Assistant Master's log was suspended. But down came our endowment, too. It has remained at £1100 ever since, in spite of the fact that the Assistant Master's log has been restored and their salaries have to be paid in accordance with it. There is no "contracting out" as in Church Schools. We have, in all cases, to pay the full log salaries. Repeated appeals to the authorities have brought no relief.

Reorganisation of the T.G.S. management was decided to be the way out. At sixty-eight, I feel too old a dog to learn new tricks, and when the Secretary resigned as from December 31st, I followed his example. My resignation was all the easier, because I felt sure that my successor would be my old pupil, Mr T.B. Whight, who is just the man for the position — an ideal appointment, with youth, popularity and many-sided ability in his favour.

My long time here has not been without its successes. In one of my first years, the T.G.S. obtained one of the three Queensland Exhibitions to the University of Sydney (there was no University of Queensland as yet). At wide intervals, two pupils have been awarded Rhodes Scholarships to the University. Regularly, we have sent up our quota for the "Junior" and the "Senior", and if our "results" have not been as brilliant as some, they are good enough to show evidence of sound all-round teaching. I can fairly claim to have not been unsuccessful in my choice of

Assistants, of course there have been failures, but it was not easy in the early days to tempt men to come North. But I made no mistake in appointment of men like I. Mutton, (now at T.K.S. Parramatta), T.D. Kay, Morton Moyes, Clunies Ross, R. Lanskey, C.R. McLean, T.B. Whight, F.H. Williamson, F.J. Olsen, T. Milful, Norman Pinwill, Gordon Owens. Scores of Old Boys, too, retain kindly memories of W. Crichton, W.J. Chamberlain, E.L. Dunster (so long associated with the School), and many others. Our Masters have served the School with ability, energy, and enthusiasm, not only in school but on the playing-field.

Most of the important things at which I have aimed during my long time here have been failures.

(1) I have held consistently, and still hold, that the basis of a good secondary education should be Latin. And, as many of you know, I have, myself, taught all the Latin at this School, sub-Junior, Junior, Senior, together with most of the "Junior" and "Senior" English, and much of the French during my whole time here. But when the "Junior" period was reduced from three years, first to two and a half, and then to two, a severe blow was struck at Latin and fewer pupils learn it each year.

(2) I have devoted much time and energy to opposing and attacking the reduction of the "Junior" to two years, which has done untold harm in the direction of killing culture, and reducing Queensland education to a soulless 'cram'. My views, though, I know are widely shared by teachers, but have met with no favour from the educational authorities.

(3) I have continually combated the Queensland "Junior" practice of making a pass in a complicated English paper, in which questions are often set in an elusive manner, essential to pass the "Junior". In my agitation against this unfairness, I have been unsuccessful. A pass in one of the two English papers remains essential.

(4) One of my chief enthusiasms has been for the establishment of a museum and art gallery, however, modest, for North Queensland in Townsville. How well I remember in the year after the War, how Mr Keats and I did a house to house visitation in North Ward for the Patriotic Fund. Sufficient money was subscribed. An ideal site between the Criterion and the Queen's was bought for £1000. Here again there was failure. Mr W.H. Green, who was enthusiastic for the scheme, left Townsville. The money was used for other purposes.

(5) As a Teacher I have failed. My chief enthusiasm has been English Literature. But I do not find that, during my long life in Townsville, I have succeeded in spreading my enthusiasm. Even those who do well in "English" in their examinations, I have never been able to persuade to keep it up. Too often they sell their school books, and, unless it is a light novel, never open another book for the rest of their lives. This is, of course, not all my own fault, or theirs. Our climate is not conducive to mental work, except when compulsory.

I have every reason to be grateful to Townsville. I like the place, I like the people. I have always been shown every courtesy and consideration. Even the climate I should have no grudge against. I suppose there are between seven and eight thousand schooldays in 34 years. I do not think that in all I have been absent from work for more than four or five days.

I shall miss the beauty of Castle Hill and the blue Pacific. I shall miss the old schoolroom with its long, familiar clock. I shall miss my domestic staff who have served me so faithfully and well. I shall miss you all, and say (if I may be allowed a parting word in Latin) *Valete Floreat Townsville!*

Finally, Sir, I must thank you, for generously allowing me space during so many years, to express my views on so many subjects.

Yours, etc.,

P.F. Rowland.

SPEECH DAY — DECEMBER 5, 1905

The annual Speech Day function of the Townsville Grammar School eventuated yesterday in the Schoolroom. Mr J.V.S. Barnett (Chairman of Trustees) presided, and had with him on the platform Dr Humphry and Mr W.J. Castling (Trustees). Mr P.F. Rowland (Headmaster), Mr I. Mutton (Assistant), the Ven. Archdeacon Garland, Rev. Sydney Marston, and Mr A.W. Macnaughton. The interest taken in the School was manifest by the large number of ladies and gentlemen present, the room being comfortably filled.

Apologies for non-attendance were received from the Mayor, Bishop Prodsham, and Mr J.N. Parkes.

In opening the proceedings, the Chairman said that, in accordance with the good old custom, they were gathered together to commemorate the breaking-up of the School for 1905. It was the first occasion that he had had the honour to fill the position of Chairman, and to address the scholars, and he indeed regretted that he was there. It was owing to their old friend Mr Macnaughton. He was very sorry Mr Macnaughton had left the Trustees, but he was very pleased his co-Trustees had appointed him to the position of Chairman. Although they had lost Mr Macnaughton, he felt certain that there was no man in town who felt a keener interest in the School than he, and if monetary aid was required Mr Macnaughton would be among the first to come forward and assist.

Mr Barnett then went on to review the difficulties the Trustees had to overcome through the action of the Government in reducing the school subsidy from £1000 to £500 a year. Several of the Trustees had resigned, and, besides that, the whole of the Staff had left the School as if it were a sinking ship. They did so in order to benefit themselves, and the Trustees could only hope that they had been successful. Those present could imagine the critical situation the School was then in. The Trustees held several meetings (and even one on a Sunday) in order to devise means of tiding the School over its difficulties. It was hardly necessary to refer to the amount of good the School had done, as they all knew that during the 18 years it had proved that it could hold its own with any in the Commonwealth. When the Prospectus, drafted for the School, was issued, their good old friend, who had just been laid to rest — Bishop Stanton — was at its head, and he (the Chairman) quoted a passage it contained setting forth the advantages of having such a School in their midst.

The Trustees venture to congratulate parents and guardians throughout North Queensland on the existence of a Grammar School capable of supplying all the educational advantages obtainable in Southern towns of the Colony.

That, continued Mr Barnett, was of great advantage to Townsville because it gave residents the means of obtaining the highest education for their children and of still leaving them at their homes. With the reduced subsidy, the loss of the Staff — the only one who remained was old Peter — it had become a very serious matter for the Trustees. As good fortune would have it, Providence had come to their aid, and they were able to lay their hands on the present Master. At that time, they had hardly hoped to get hold of a man equal to the position, and one who would maintain the high standard of the School and the traditions established by Messrs Hodges and Miller, and at the same time accept about half the salary that they had received.

However, they were lucky in securing Mr Rowland, who had also brought them Mr Mutton, who threw up a good job at Newington College, Sydney, to come to Townsville, and then followed by Mr Sampson. The attendance of so many parents showed how they appreciated the efforts of Mr and Mrs Rowland and the Staff. Mr Barnett then read an extract from a letter he had received from the late Headmaster (Mr Miller) concerning Mr and Mrs Rowland. The letter went on to say that he liked them both very much. They were good workers; he felt sure the Trustees would realise that they had got the best of the exchange, and he was pleased and proud to have such a successor. The Trustees realised Mr Rowland's worth, and under his care the School had gone on just as if nothing had occurred. Messrs W. Macnaughton and D. Patience, who had left the Trustees, could not see how the School could be carried on without a loss. Their places had been filled by Messrs C. Jameson and T. Foley.

The speaker then reviewed the efforts made to induce the Government to assist the School. When Mr Kidston was in Townsville, they pointed out to him what a calamity it would be if the School were closed, and how unjust it would be if the Trustees had to put their hands in their pockets to meet liabilities. Latterly, the Government had agreed to grant an additional £150 per annum, making the annual subsidy £650. They had also extended the time for repayment of the £3000 loan for 40 years. The Trustees had asked the Government to make them a present of the 3000 pounds, but although the Treasurer would have liked to do so, he could not see his way to accede to the request. Still, the extension of time for repayment made the position of the Trustees better than before, and a great deal better than they had expected it would be. The attendance at the school was 51, ten of whom were Boarders. The Trustees wanted more help than had been accorded them by the public. It seemed strange to him that, in a large city like Townsville, they had only 41 boys and girls attending the School. The other ten were not residents of the town. He urged upon those who had boys and girls who were being sent to other schools to take the opportunity of sending them to the Grammar School. Many people were under the impression that it was not advisable to give children secondary education before they attained a certain age. The worst of it was that the boys and girls of Townsville were all so clever and progressed so rapidly that they were taken from school and sent to shops, offices, and all sorts of employment before they were 14 years of age, boys earning from 15 shillings to 1 pound a week. He wanted the parents to promise — if they wanted to assist the Trustees — to send their children, and influence their friends to send their children, to the Grammar School. The Trustees wanted the School to do good work — that was the only reward they expected to get. The Chairman then referred appreciatively to the decision of the Court of the Cleveland Masonic Lodge to assist the School to the extent of a second Scholarship. He read a letter from the secretary to that effect, in which the writer stated that "under the circumstances we feel it our duty to give your institution that assistance it so richly deserves". That, the Chairman mentioned, was equal to 33 pounds a year, and was a practical recognition of the good work the School was doing.

Proceeding to address the pupils, Mr Barnett said that, on behalf of the Trustees, he had to congratulate the boys and girls who had been successful in winning prizes, and expressed the hope that they would win many more. Those who had failed, he urged not to be disheartened, but to make up their minds to work hard. He pointed out that it was not only the brightest and smartest boy or girl that was to be considered; the plodder also deserved recognition. Mr Barnett confessed to feeling proud at being associated with the Grammar School, and claimed he could tell a boy belonging to it wherever he met him. He believed that they recognised that their parents were undergoing a certain amount of loss, depriving themselves of luxuries, in order that the scholars would receive a good education. He believed that the Northern boys and girls realised that more than those of the South. With such a school as that at Townsville, if children made up their minds to work they had the ball at their feet. With the education they could receive at the Grammar School, the avenue would be open for every vocation in life. If a boy had the brains and ability, there was no position in the world he could not aspire to. The School had the best of teachers and willing workers; the pupils were the advertisements of the School. He concluded by wishing all a Merry Christmas and a Happy New Year.

HEADMASTER'S REPORT

The Headmaster (Mr P.F. Rowland, B.A.) then read his Report for the year as follows:

Mr Chairman, Ladies and Gentlemen:

I have the pleasure of presenting the twenty-fourth Annual Report of the Townsville Grammar School — the most northerly outpost of higher education in this portion of His Majesty's Dominions, the one Government Grammar School in that huge and opulent district extending from Mackay to Thursday Island, from Torres Strait to Burketown and Cloncurry, a territory four times as large as England and Wales, and destined, perchance, one day to be not less populous and famous in the service of humanity. In the times of difficulty and danger through which we are emerging, I trust, with some present success, and brighter hope for the future, it has been a source of consolation for me to know that

we are keeping the flag flying of a redoubt that was well worth holding, and that future generations would be better and happier for the stand we are making today.

For it is assuredly no small thing to preserve the fine old traditions of an English Public School here amid the material struggles of a new country. It is no small thing that the people of North Queensland, without deserting the land of their adoption for the more vulgarly luxurious societies of the south, should be afforded the means of giving their sons the entry to the professions and to the higher commercial callings. It is a greater thing still that to the children of North Queensland should be given the key whereby they may unlock the sumless treasures of the world's thought. Depend upon it, there is no poverty like poverty of the mind, nor any sadder sight than that of the mentality sterilised, starving amidst abundance.

If anybody asks me the utility of a secondary education, I place far above its obvious utility as an entrance to the worthiest callings in the State, its utility as a Key not to a living but to a life. To succeed in life is, in its highest sense, to have the largest possible number of mental satisfactions, to realise one's higher nature and be true to it; to have the moral and mental interests strongly and abundantly developed.

Believe me, in the long run, it is better to have a well-stocked mind than a well-stocked paddock. Other things being equal, it is the well-stocked mind that is likely to secure the well-stocked paddock; but, if so, it is among the least of the benefits it secures.

This School would have been less deeply affected by recent Government action had it not been for an unforeseen tendency of federation. Australians have always suffered from a kind of inverted patriotism. Living as they do in the freest and healthiest, and one of the most wealthy and beautiful countries in the world, they lose no opportunity of belittling their magnificent inheritance. At the dictates of political expediency, they are ready to travesty their country's aims and achievements in the English press. So far does this tendency go that they will not buy our excellent Australian wines and manufactures, unless they have been first fraudulently stamped with the hall-mark of Europe or America.

This, what may be called "inverted patriotism", is not confined to our attitude toward the Commonwealth, but extends also to our attitude towards the State in which we live. In New South Wales, I had repeatedly heard of the sterling merits of Queensland Grammar Schools in Queensland: in Queensland, the one object of parents seems to be to send their children to larger, and often to far inferior, schools in Sydney. Where the children in question are delicate, or where the object is to place them under the influence of some exceptionally well-known and beloved teacher, no fault can be found with parents, who are, of course, perfectly justified in sending children south, although some of us who have tried both, are somewhat doubtful as to the charms of a Sydney summer, and are by no means doubtful as to those of a Townsville winter. Exceptional cases are justified; but will not a little consideration show us that it is mainly an unreasoning fad to which this defection from this country's Grammar Schools is due? Queenslanders are sceptical of their country's schools just because they happen to belong to Queensland; they send their children often to worse schools of which they know nothing, just because they happen to be in New South Wales. It is our old complaint of "inverted patriotism" once more. Personally, I cannot help thinking that there is a good deal of rubbish talked about the Townsville climate; in my experience of teaching in England, Ireland, New South Wales and in New Zealand, I have never come across a more stalwart or healthy set of boys, not taught in a cooler or better-planned school building, and after all, is there not some advantage in having your children educated in your own colony, in touch with your own friends? Is there any object in filling them with false shame of their own city, and giving them a distaste for those conditions of life under which they are likely to live? Did Queenslanders only follow Dr Johnson, and "clear their minds of cant", and send their sons to the schools which held the best records both for healthy mind and healthy body, there would be fewer Queensland boys at school in Victoria and New South Wales.

It has been the fortune of Australia, in many respects, to be a reformer, in spite of herself. Thus the lack of private interference with regard to railways led to State enterprise undertaking their management, a reform in favour of which experts in England are clamouring. Similarly, this School has, in the brief time during which I have been Headmaster alone, so far as I am aware, of all the Grammar Schools of Australia, adopted

the practice of co-education, which has been adopted as a matter of principle, by all the high schools of America. I do not mean that there has not been an occasional girl at the Grammar School before; but, during my time, the Trustees, at my request, acting though, I believe, rather less on my advice than from financial considerations, abolished the limitations which previously restricted us to six. Now, in this matter, I must own myself entirely a convert. Had you asked me a year ago, my opinion on the co-education of the sexes, it would have been a hostile one, couched, I fear, in the dogmatism of ignorance.

After a year's experience of it, I emphatically say that every Grammar School in Queensland would be better for co-education. The boys work better for the presence of the girls, the girls for the presence of the boys. The tone of the School is incredibly improved, and the discipline rendered indefinitely easier.

I am glad to support my testimony by expert evidence. As you are aware, an industrial commission of 20 experts went from England in 1902 to enquire into the educational systems of the United States. I quote their opinion on co-education from the Headmaster of a great and conservative English Public School, the Rev. H.B. Grey, D.D., Warden of Bradfield College:

Co-education — This point leads naturally to the question of co-education, which, in practically all the secondary schools of the United States, is carried on up to the age of 18 or 19. Various opinions, no doubt, may be formed as to the moral value, or the reverse, of that system. The present writer, approaching his study of the matter with a very open mind, unhesitatingly declares that, on the whole, from what he has observed, the advantages of this system in day schools, and (he believes) also in boarding schools (when carried out under certain well-defined conditions), far outweigh the disadvantages. The semi-monastic system, under which boys, at the most critical stage of their life, are forcibly separated for nine months of the year not only from the refining influence of mother and sister (as is the case in English Boarding Schools), but also from the free and easy intercourse with girls of their own age, has very serious and obvious drawbacks. The present writer has not only before him the evidence contained in the special reports on education in the United States, published by the British Government, under the editorship of Mr E. Sadler, but also the evidence of his own careful observation, to convince him that the camaraderie between the sexes by the system of co-education is, on the whole, vastly beneficial to the American boy and girl alike. There is an absolute absence (I might well add disappearance) of sexual strain; I have found no trace of awkwardness and shyness between the sexes, which is a consequence of want of intimacy, and has a tendency to generate, rather than diminish, such strain, and which, existing to some extent in England, and accentuated in France, leads, in my judgment, to artificiality and grave moral difficulties in the social system. I never observed, on any occasion, when I assumed command of the highest classes in American secondary schools, where boys and girls were being taught Latin or English together, a single indication, e.g., that, when a girl was called upon to "construe" or to answer, her utterances and her quasi-public appearance before the class was the signal for any amused recognition of the fact between the boys. On the contrary, the girl was regarded as the class mate and nothing more; no trace of sentimentalism was ever apparent.

Next perhaps in importance to the accession in number of girls, is the stand we have taken up with regard to the participation of our boys in professional sports held in the neighbourhood. It was my unpleasant duty to disqualify six day-boys attending this School from competing in our Annual Sports owing to the fact that they took part in the various gaslight sports now being conducted in Townsville.

Now I hope I am as far from Puritanical objections to gambling as most people. My objections to the youths' race is based on other grounds. Whether it is right or wrong for an adult to bet or to run for money, I suppose it can be scarcely doubted that to subject a boy of fourteen of unformed character to the temptations incident to professionalism is perfectly indefensible. I make an emphatic appeal to parents not to allow their young boys to run in such contests, and to the promoters of these sports, with whom I have no quarrel, to raise the limit of age for the youths' race to 18 and not to allow unformed school-boys to compete.

It has been a long standing complaint of Masters at this School that the number of boys holding scholarships given by the State — in 1895, 6 and 7 amounting to 20 — has by recent regulations been reduced to an average of one or two. In this connection, it will perhaps be of interest to quote a suggestion of mine to the Department, incorporated in a letter from the Trustees, to which no answer has been yet vouchsafed:

In reply to your letter dated —, we beg to inform you that the "not less than three scholarships" the Trustees decided at their October meeting to offer, are to be awarded on the result of a local examination, to be held at the beginning of next quarter (January 29). But the Trustees are prepared to offer, in addition, three free scholarships to the North Queensland boys, who, while not successful in obtaining State Scholarships, come next in the State Scholarship Examination, provided that, in the opinion of the Education Office, there are in addition to any successful State Scholarship winners, three candidates who acquit themselves sufficiently well. As the Trustees are only empowered to give these scholarships by the grant of 150 pounds which has been voted (instead of the 500 pounds hitherto received) the Trustees cannot, of course, guarantee the continuance of such scholarships should the grant be taken away. But, provided that this is continued, the scholarships will be (as the proposed district scholarships would have been) for three years.

The Trustees would be glad, in subsequent years, to award any scholarships they are able to give, entirely upon the results of the State Scholarship Examination (as was to have been the case with the proposed districts scholarships) if the Education Office could see its way to simplify the present examination, in the direction of preventing "cram" and special classes. Under present conditions, the examination involves a long period of special preparation, and there is little wonder that, as State School teachers have, as a rule, plenty of necessary work, there are very few of them (unless in Brisbane) who will undertake the severe extra work required in forming special classes out of school hours — work for which they get no reward from the Department, either in promotion or in salary.

Here in Townsville at the present time, although we offered one scholarship for examination, we had at two days' notice 21 candidates from the local State Schools (which proves that the desire for secondary education exists), yet only one of the State Schools is, we believe, this year sending up any candidates for the State Scholarships, and that one is only sending up two; nor do we know of any school in Charters Towers, Cairns, Ravenswood, Cooktown, or elsewhere that is sending up any at all. What would seem to be the way out of the difficulty would be for the Department — (1) to forbid the formation by State School teachers of special classes out of school hours to prepare for the examination; (2) to simplify the exam by substituting an essay for the geography paper, since geography, good as an education subject, is, as an exam subject, peculiarly liable to "cram", while originality in an essay is a much surer test of ability; and (3) to make the examination obligatory on all pupils in the fifth, and (when they exist) sixth forms in the State Schools. The scholarships would then be offered to those (under the required age) who did best in the examination, and in the event of those successful being unable to take up the scholarship, there would be awards to those next on the list, and the Trustee Scholarships to those following. This would no doubt considerably increase the Department's work of examinations, but it would provide the Department an excellent test of comparative efficiency of the State Schools, besides putting secondary education within the reach of an increased number of capable candidates.

With regards to the work of discipline of the School during the year just closed, I feel I can speak with justifiable optimism. Idle boys there are, and perhaps between ourselves, we may even admit that there is occasionally even an idle girl. But take the School as a whole, it has done thorough and conscientious work and compares highly with any school in which I have previously taught. It has been my aim to follow Arnold of Rugby's great principle of endeavouring to "awaken the individual intellect of every boy."

"It is a great mistake," said that great Headmaster, "to think the younger boys should understand all they learn; for God had ordered that in youth the memory should act vigorously, independent of the understanding, whereas a man cannot usually recollect a thing unless he understands it." But as boys got on in the school, Dr Arnold tried, says Dean Stanley, to cultivate in them a habit not only of collecting facts, but expressing

themselves with facility and understanding the principles on which their facts rested. "You come here," he said, "not to read, but to learn how to read," and thus the greater part of his instructions were interwoven with the process of their own minds; there was a continual reference to their thoughts. He evidently worked not for, but with the Form. This has been my aim: as much socialism as you like in the playground, but strict individualism in the schoolroom.

Passing now to the detailed consideration of the work of the past year, I should like to call your attention to our Second Form, which contains several promising boys. The best educational authorities are agreed that, although by careful work a boy of fair ability beginning his secondary education — by which I mean the rudiments of geometry, algebra, chemistry, Latin and French — at 13 or 14 can attain a fair measure of proficiency. It is desirable that the commencement should come earlier. It is when a child is ten or eleven that its parents, or the State, should decide whether his talents justify secondary education or not, and I shall particularly welcome growth in the lower part of the School; and if any accession of numbers is promised, will endeavour to secure a reduction in fees for young boys. I may add that I shall do my best next year to ensure that more individual attention shall be paid to the younger boys, who both require, and will repay, it most. In the Third Form there are one or two pupils of exceptional promise, one especially whose name appears more than once on the prize list, and for who I am bold enough to anticipate the highest educational honours.

The Modern Form is mostly composed of boys who, after a year or so at the School, leave us — having acquired here the rudiments of book-keeping and shorthand, and improved their arithmetic and usual English subjects — to take up commercial positions. Although my own chief interests lie in other parts of the School, I should be extremely loathe to disparage the work of this Form; and, after all, a year can make a good deal of difference in a boy's life and in his views of men and things.

In the Fourth Form, I intend to follow Mr Miller's precedent and send up all boys that reach a certain standard in the schoolwork as candidates for the Sydney University Junior Examination. This will probably mean a few failures now and again, but I would rather have six boys fail than deprive one of even the bare chance of success. The examination I speak of is the least subject to "cram", and the best conducted examination I have met with in my experience, and fits in well with the ordinary work of the School. In pursuance of this policy, I sent up four candidates last June; three of them we thought ought to get through; the fourth had barely a chance, but as he was leaving school to take up station life, I considered he should be encouraged to sit. He failed, but, we found out afterwards, only by the narrow margin of one subject. Our other three candidates had very respectable, though not brilliant passes. Mr Miller's brilliant achievement of last year is likely, perhaps, to remain a record, but I shall be much disappointed if we do not do considerably better next June than we did this.

In the Fifth Form, we have one boy who promises to make one of the best mathematicians in Queensland, and for whom, if he continues at the School, we hope for a Queensland Exhibition, and even the chance of a Rhodes Scholarship. The Dux of the School — who happens to be a girl — dux femina facti, Virgil, hem! as Dr Pangloss would say, Miss E. Hartley, has been sitting for the Senior Examination, and we anticipate for her a creditable pass. In her, the School suffers a very real loss. No one has done more than she to render it possible that the large increase in the number of girls attending this School should take place without impairing the efficiency of the School. May her gracious influence long live with us as a tradition!

Our Head Boy is also leaving us, Leslie Gladstone Alroe, the first winner of the Rugby Prize — a boy whose influence has always been a good one. To him my personal debt is great, for, coming here last February, with a completely new Staff, it was on Alroe I relied for information on School customs and traditions, and I do not think a Headmaster ever had a more trustworthy Prefect. It is with sincere regret, too, that the School will say goodbye to Miss Gladys Roberts, whose refining influence has only been second to that of Miss Hartley, and whose work showed a freshness and originality that was often lacking in the work of those who beat her in examinations. In losing Miss Hartley and Miss Roberts as students, I am well aware that we are gaining two devoted — if they do

not mind the expression — Old Girls, and I am sure that they will not long have left before an "Old Girls'" Association is formed, either as a branch of, or parallel to, our loyal "Old Boys' Union".

There remains to me only the pleasant task of thanking all those concerned in bringing this year's school-work to a successful close. First and foremost, I have to thank my colleagues for very loyal and conscientious work. It is not too much to say that Mr Mutton has put new life into the science work of this School. Not satisfied with making the boys enthusiasts in chemistry, he has placed the advantages of our excellent Science Laboratory at the service of the city by a course of practical chemistry lectures at a purely nominal rate. But Science represents but a small part of Mr Mutton's activities; in the mathematical class-room and on the cricket field he is no less of an enthusiast. Mr Sampson not less conscientious in arduous and varied duties. The physical welfare of the boys — the health of the School has been excellent — owes much to his work with Drill, the Gymnastics and the Swimming of the School.

Of the courage of the Trustees in remaining in the ship when it for a while looked like sinking, it does not become me to speak. I can only say they have given me every support and every consideration in a difficult position, now, largely through their loyalty, rendered less difficult. I have to thank Messrs Philp, Hanran, and Paull for their efforts in Parliament on behalf of this School; from all of them I have received encouraging letters, as also from the Home Secretary, the Hon. Peter Airey, who promises to visit the School when next he comes to Townsville. Those who have helped the School Prize Funds, I must thank sincerely for their kindness. Mr J.N. Parkes, Mr Henlein, Mr F. Johnson, and his Worship, the Mayor, I feel, ought specially to be thanked, but as you saw from the Sports Programme, and will now find in the present prize list, Trustees and Friends have been so kind that I think the Home Secretary was not far wrong in saying in this morning's paper, that the people of Townsville were about the most generous people in the State. The Old Boys' Union, not satisfied with supporting our prize funds, are maintaining a scholarship — an example which I notice is being followed by the Old Boys of other schools. To the Old Boys, I, in the name of the School, tender sincere thanks for their generosity.

The Chairman and his colleagues having retired from the platform, several of the scholars entertained the visitors with a number of cleverly delivered speeches in various languages, repeating difficult passages from classic works with as much ease and confidence as if they were speaking in their native tongue. Following were the participants: *Greek* — "The Antigone of Sophocles":

— "Antigone," Miss E. Hartley; "Creon," L. Alroe; "Guard," G. Duncan.

French — "L'Avare", (Moliere), Act 1., Scenes III and IV: — "Harpagon" (the miser), A. Alroe; "Cleante," G. Duncan; "Elise," Miss G. Roberts; "La Fleche," J.F. Walsh.

Latin — Satire 1., IX. (Horace) — "Bore," G. Duncan; "Horace," L. Alroe; "Fuscus Aristius," J.F. Walsh; "Opponent," A. Foot.

English — Scene from "The Heir-at-law" (Colman). — "Lord Duberly," J.F. Walsh; "Lady Duberly," Miss M. Bates; "Doctor Pungloss," L. Alroe; "Dick Dowlas," W. Bates; "John," G. Hensley; "Waiter," A. Foot. Master A. McKimmon also recited in good style "The Enchanted Shirt."

The Prize List

Form Prizes

Form V (Upper Division) — Presented by Mr J.V.S. Barnett (Globe Edition of Shakespeare), Miss E. Hartley.

Form V — Presented by Mr A.W. Macnaughton ("Curiosities of Literature"), G. Duncan.

Form IV — Presented by his Worship, The Mayor (Tennyson's Works), J.F. Walsh, 1; ("Gosse's English Literature") R. Skyring, 2.

Form III — Presented by Dr Humphrey (Virgil's Works), Miss McKenzie, 1; ("Ivanhoe"), J. Rooney, 2.

Modern Form — Presented by Mr J.N. Parkes ("Tom Brown's Schooldays"), C. Hensley.

Form II — Presented by Mr F. Johnson ("Robinson Crusoe"), J. Hodel.

Mathematical Prizes

The Rossall Prize for Mathematics — Presented by Mr L.C. Woolrych ("Inventions of XIX Century"), G. Duncan.

Form IV (Mathematics) — Presented by Mr R.L. Craddock ("Iliad and Odyssey"), J.F. Walsh.

Special Prizes

The Rugby Prize — Presented by the Hon. Alfred Deaken ("Boswell's Johnson"), L.G. Alroe.

English History Prize — Presented by Mr A.T. Halloran ("Sesame and Lillies"), Miss G. Roberts.

Declamation Prize — Presented by Mr W.J. Castling ("The New Lucia"), L.G. Alroe.

Recitation Prize — Presented by Mr W. MacDowall ("Tales from Shakespeare"), R. McKimmin.

Drawing Prize — Presented by Messrs McKimmin and Richardson ("Voyage in the Sunbeam"), E. Dewar.

Writing Prize (Upper School) — Presented by Mr Thomas Foley ("Gow's School of Classics"), Miss M. Bates.

Writing Prize (Form III) — Presented by his Worship the Mayor ("Shakespeare's Stories"), T. Corbett.

Writing Prize (Form II) — Presented by Mr C. Jameson ("Jungle Book"), C. Beaumont.

Chemistry Prize (Form III) — Presented by Mr T. Willmet ("Cook's Voyages"), A. Wilson.

After the prizes have been delivered, Certificates for passes in the Sydney Junior Examination were presented to J. Walker, S. Kingsford, T.J. O'Brien.

The Ven Archdeacon Garland, in an eloquent speech, proposed a vote of thanks to the Chairman, and dealt, at some length, with the excellence of the Townsville Grammar School.

Mr Macnaughton seconded the motion, which was carried unanimously.

The function then terminated.

¹ Published in the Townsville Daily Bulletin, 1st January, 1933.

² C.W. Bingham, 6th December, 1938.

Chapter 8

Thomas Burnside Whight. B.A. (Qld) Headmaster 1939-1946

The resignation of Mr T.B. Whight, at the end of 1946, brought to a close a long and splendid association of almost nineteen years with the School, first as a Student, then as a Master, and finally as Headmaster.

In February, 1916, Tom Whight, aged 12, travelled from Cairns to Townsville by the ship, "Kuranda", and was picked up at the wharf by a cabby called Charlie Tuesley. It was about five o'clock in the afternoon when the horse-drawn cab galloped through the Burke Street entrance to the School, swung round the main building, and came to a crashing halt in the area now known as the Quadrangle. When the cloud of dust swirled away, Tom caught his first real glimpse of the School and the surroundings. One of a group of boys, who were sitting on the steps of the Dormitory, came over to the cab and assisted the new arrival with his tin trunk. This was Colin Bingham, who was to become a life-long friend.¹

Being a fortnight late for school, Tom had to adjust himself to a strange environment, boarding school life, and, of course, teachers, one of whom was Mr E.L. Dunster, more famous for his cricket than his French. "Joey" Dunster had played with W.G. Grace, and consequently it was an easy matter to divert him away from his French lessons to talk about the great cricketer. Mr Dunster was a member of the Sports Reserve Committee, which had no money. One of his favourite punishments, during the summer months, was "100 weeds" to be pulled from the Sports Reserve grounds. Tom, and others, accumulated a "bank" of weeds, in both the literal and metaphorical sense, which they used to pay off their debts, when required. Unfortunately, the weeds dried out and the "bank" collapsed when they were caught out by Mr Dunster who insisted on "100 weeds" freshly pulled!

"Scabby", a game played with a cricket bat and ball on a half wicket on the northern side of the old Dormitory block, near the Sports Reserve, was particularly popular before and after school. The rules were simple — underarm bowling and the bat not to rise above the knee. It was either introduced by Mr Hodges or Mr Purves, both of whom became Headmasters of "Shore" where the game was also established. Tom was in his element, for cricket was in his blood, as later events proved. Soccer and cricket were compulsory games, which were played in Queen's Park, a very uneven, rough area of Crown land, opposite the School. Hazards such as rocks, lack of grass, and a gully which ran from Bourke to Eyre Streets did not discourage participation in games. Tom Whight



T.B. Whight, Headmaster (1938-46).

represented the School in the First XI and distinguished himself as a first class batsman and bowler.

It was, however, in the academic field (1918) that T.B. Whight was to bring credit to the School. His Junior Pass of nine subjects with four Merits earned him the "Thallon Medal". On Saturday, February 15, 1919, a large and representative gathering attended at the Town Hall on the occasion of the presentation by the Mayor, Alderman Clegg, of the Thallon Memorial Medal to Thomas Burnside Whight. It was a momentous event. Those present included Mr J.G. Brown, Acting Deputy Commissioner of Railways, members of the Board of Trustees, Mr T. Foley, M.L.A., the Headmaster and Mrs Rowland, and Grammar students.²

Mr J.G. Brown explained that four Medals were presented, annually, in memory of the late Mr Thallon, Commissioner of Railways, who had died in 1911, to the sons and daughters of employees of the Railways Department who most distinguished themselves in the Queensland University Junior Examinations. Three Medals were confined to the South, and the other one had to be competed for by all secondary schools in the North and Central Queensland. Thomas B. Whight, son of the Traffic Inspector, Cairns, won this distinction at the age of 14 years. In congratulating him, the Headmaster, Mr P.F. Rowland, described Whight as "a boy not only of books, but a boy talented at games".

A Miss Watson was appointed to the Staff, mid-year, 1918, but was delayed for two weeks. In view of this, Mr Rowland offered Whight a temporary position to teach first year English, Maths, and Chemistry. Years later, he recalled that his first Chemistry lesson was a disaster. In preparing Chlorine, he sniffed and sniffed his product and almost collapsed in front of his very curious class. But teaching had its brighter moments. Each morning and afternoon he joined the Staff for tea and bread and butter. At the end of the fortnight, he received a congratulatory letter from the Trustees together with five pounds. However, as a temporary teacher, he encountered two fearful experiences when he was inspected by Mr Reginald Roe, Chief Inspector, Education Department. The first was during a Chemistry lesson. The Class was overawed and extremely quiet. Fortunately, for Tom, Mr Roe always asked the same question: "Which contains the most iron — ferrous sulphate or ferric sulphate?" Of course the class knew the answer: "ferrous,

because 'ous' means full of." Satisfied, the Inspector congratulated the class and left the fourteen and a half year-old teacher to recover. However, during the afternoon, Mr Roe arrived, unannounced, during a Maths lesson and asked a boy to define 'locus', which he did with unerring accuracy. A delighted Inspector gave a most favourable report on the youngest Master ever to be appointed to the Grammar School Staff, a report that was to have an important bearing on the future career of this fledgling teacher.

In 1919, Whight, now a Prefect and Captain of Cricket, matriculated and won an Extension Scholarship but returned to the School the following year to sit for the "Senior" again; his 1920 Matriculation won him an Open Scholarship to the Queensland University.

He enrolled in the Faculty of Science, Queensland University, and took up residence at St. John's College, Kangaroo Point, March, 1921. Despite the possession of an Open Scholarship which covered the cost of tuition and which also provided 52 pounds towards the payment of College fees, a change in family fortunes compelled him to leave after only a few months at the University. Mr P.F. Rowland, thereupon, appointed him to the Staff of the Townsville Grammar School at a salary of 180 pounds per year, together with board and residence. And so, at the age of seventeen and a half, Whight returned to his Alma Mater, to devote himself to Rugby League, Cricket, and, as he once admitted, "to teach in my spare time". He strove vigorously to become an expert player of games and to pass on his skills to others. One of his first pupils was Frank Sides, a future Queensland Sheffield Shield player. Indeed, Whight was to have a marked influence in the development of Rugby League and Cricket, not only at the School, but in the Townsville district during the period 1921-1927.³

When the Sports Reserve Committee, 1921, banned the School from their grounds, Whight and another Master, C.R. McLean, organised working bees and cleared what is now the No. 1 Oval. A concrete wicket was laid down and the Old Boys' Union erected a wooden Pavilion at a cost of 128 pounds. This was the beginning of the development of the School Oval.

Rugby League had been established in Townsville before 1916, with two Senior teams, Souths and the All Blacks. After the War, two other Clubs, Estates and W.E.A.'s joined the competition. By 1921 Whight was playing for Estates. Because of the difficulties in arranging games for the boys, other than with Christian Brothers College and with the Charters Towers Schools, All Souls and Mt. Carmel, he tried his hand at Sports Promotion and formed the Saturday Rugby League Association, in order to provide regular matches for the School First XIII. Six teams, including Grammar, entered the competition which was played on the School Oval. However, on the Saturday when Whight was in Charters Towers with a School team, the match between Estates and W.E.A.'s ended in a riot. The referee fled from the field pursued by both teams, reached his bicycle and drew out of range of their missiles. Mr Rowland, the Headmaster, was swift to act. The Saturday Rugby League Association ceased to exist.

Despite this setback, T.B. Whight continued to inspire his Football and Cricket teams with enthusiasm — at least they could still play Christian Brothers, Townsville High School, and the Charters Towers Schools. Indeed, his influence on sport at the School, in the Townsville District and North Queensland was inestimable. At University he was fullback for the Rugby League team, 1921, and represented Townsville and North Queensland in both Cricket and Football when a Master at the School.

At the end of 1927 he accepted a position at Newington College, Sydney, where he taught Mathematics, English and some Latin, coached the 2nd XI and the 5th and 6th Rugby Union XV's. He learnt how to keep a class in order and that discipline was much easier if a Master won the respect, not the friendship, of his students. He also learnt the value of games to a young schoolmaster.

When his resignation from the Staff of Townsville Grammar was announced, a large gathering of representatives from the Townsville Cricket Association, the All Blacks Cricket Club, the Estates Football Club, and the North Queensland Rugby League Association, farewelled T.B. Whight at the Excelsior Hotel. It was at this function that various speakers eulogised Whight's brilliance at Football and Cricket, his dedication to games, his insistence on sportsmanship, and the sacrifices he had made in coaching teams.

From Newington he went to Scots College, Sydney, where he stayed until the end

of 1934. He was lucky at Scots. He was given the Leaving Certificate Mathematics class to teach, and the 1st XV and the 2nd XI to coach. Lucky, too, in that on the first Saturday he was there, the Masters played the 1st XI. He made a century and was immediately accepted by the senior boys.

In 1935, Whight accepted a position at the Sydney Church of England Grammar School, "Shore", where he remained until appointed Headmaster, Townsville Grammar School, 1939.

HEADMASTERSHIP

1939 opened with an enrolment of 144, (including 50 Boarders), two more than the previous highest total in 1937, and two new Masters, Mr M.W. Blank, B.Sc., and Mr V. Bliss. It was no easy task for Whight to follow in the footsteps of P.F. Rowland, who had become a legend in his own time. But the challenge was there! With the experience gained at the Great Public Schools of Sydney, together with his intimate knowledge of the School and Townsville, the 35 year old Headmaster, academic and sportsman, infused new vitality into Grammar. There was much to be done; increased enrolment required more staff and accommodation.

The Upper and Lower Sixth Forms had a combined total of 27, the largest in the history of the School. It was his firm belief that this senior class was the most characteristic and invaluable feature, especially for the training of character and sense of responsibility, and that on its existence depended all that was best in Grammar School traditions. Furthermore, it made possible a free, yet well-ordered system of self-government and acted as a perpetual stimulus to the work of both teacher and pupil.

Because of the increased enrolment and the subsequent strain on accommodation, the Big Schoolroom was divided into two classrooms by a green baize curtain, hung from fencing wire, at a cost of ten pounds. Such difficult conditions, certainly primitive on today's standards, did not interfere with academic progress, nor did they dampen the spirits of students and Staff. An additional Master, W.L. Poulsen, was appointed to the Staff at the beginning of the Second Term.



Girls, 1939.

Whight then turned his attention to the grounds, and in particular to the weeds which grew with extraordinary abundance along the Paxton Street boundary of the School. With the assistance of M.W. Blank, G. Owen, V.R.J. Bliss, and the boarders, the back-breaking work began at 6am each morning. However, a neighbour pointed out that the Boarders were not being given "a fair go", and suggested that someone be paid to do the job. Consequently, Whight hired a labourer for £15, only to be rebuked by the Trustees for spending too much money. Lack of finance was an ever-recurring nightmare that plagued the new Headmaster, but this did not deter him from making every attempt to improve the facilities and grounds. What is now No. 2 Oval was an area dotted with gum trees. At a cost of two shillings and sixpence, he employed an explosives expert to blow up the trees. Boys and Staff dug out the roots and hoed the ground, and thus a new football field came into being. Mr Blank undertook the arduous task of levelling No. 1 Oval. Because Townsville suffered from an acute shortage of water, it was impossible to maintain the Ovals in first class condition. One of the parents, Mr T. Mullins, who managed a Construction Company, had one of his employees dig wells in the Gully for some six weeks, but no water was found.

But there were more pressing needs than improving the grounds. The increase in enrolments had placed an intolerable strain on available classroom space, and, as the School had no money and ran on an overdraft, a building of any description was out of the question. Therefore, how fortunate it was that Whight attended the official opening of the new brick classroom block at the West End State School, at which he had been a pupil, 1912-13. In wandering around the grounds of the West End School, he and Mr W.R.M. Kogler, a Grammar Trustee, Old Boy, and a member of the Labour Party, discovered that the Kindergarten Annex, a substantial wooden building was to be demolished or given away. As the Labour Party was in power, it was decided not to discuss their find with the Board of Trustees but to leave negotiations in the hands of Mr Kogler. At the Board Meeting, July 25, 1939, it was moved, unanimously, that a letter be written to the Minister for Public Instruction, Mr H.A. Bruce, gratefully accepting the gift of the West End State School Kindergarten building. It was also decided to record a vote of thanks to Mr Kogler for his assistance in obtaining the building for the School.⁴

With the object of stimulating interest in sport, Whight divided the School into three Houses, Hodges, Miller and Rowlands, named after former Headmasters. As far as possible, organisation was left to the boys; not only was interest maintained and increased with obvious physical benefits, but many boys had the opportunity to captain teams, as each House fielded two teams in all sports, and in soccer, three. Rowland was the first winner of the House Competition. There seemed no end to activities in Cricket — much of the success was due to the Headmaster and Mr Owen. The Football season presented some difficulties. The only game available on Saturday was soccer. Full advantage was taken of this by the School and Mr Owen entered three teams, one of which, the Under 16's won their premiership. The most interesting game was against a visiting Norwegian ship, the "Templar". The Norwegians were magnificent physical types, but the boys, assisted by Mr Owen, made up by nippiness and skill what they lacked in size.

Though Whight gave his full support and encouragement to whatever sport was played, he regarded Rugby as a more desirable game for boys than soccer. Because the Charters Towers schools, in their splendid isolation, played Rugby Union, and the code in Townsville was Rugby League, it was difficult to arrange a regular competition. He toyed with the idea of establishing a Saturday competition played on the School grounds.

1939 was certainly a year of exciting development which augured well for the future, despite the ominous clouds of war which gathered on the horizon.

In his Speech Night address, December 10, 1940, Whight stated that any new order which arose from the ruins of the War would perpetuate the injustices of the past and the present, and that it would lead to even more destructive wars in the future, unless there were far greater opportunities for the education of the disadvantaged.

Since World War I, there had been a significant restriction on opportunities for the sons and daughters of working men. The State Scholarship, which then gave five years free education at secondary schools, had been reduced to four years. Such a retrograde step hindered progress. In 1920, 20 Open Scholarships were awarded; in 1940, there were

18 for considerably more candidates. Too often, these scholarships were won by boys and girls whose parents were well enough off to allow them to have a second, or even a third, attempt, a privilege far beyond the reach of children from working class homes.

Free Primary Education had been introduced in Queensland on January 1, 1870, as a necessary corollary to democracy. The right to vote carried with it the duty to know, to think, to pass judgment. To the adult of that time a Primary Education was sufficient. However, because the world of 1940 was so complex, a greater knowledge of it was essential, as was the need for trained minds. Hence the importance of Secondary Schools, Universities, and Adult Education.

Of equal importance was the education of the boy and girl who had just left school. These children were thrown out into a world full of temptations, while a cynical community failed to provide opportunities to develop latent skills.

The future of democracy depended, very largely, on the way the Education system was planned and the attitude that teachers had to their work. There was certainly room for improvement in the Queensland System, which was dominated by Mathematics. In the "Junior", Mathematics equalled three subjects, in the "Senior", more than two. It was ridiculous that English should be a minor subject for an Open Scholarship compared with Latin and Maths:

Marks allotted:	Latin	600	Maths I	600
	Maths II	100	English	500

Because the Maths Syllabus was so large, a quarter of available teaching time had to be allocated to it. Consequently, there was too much memorisation and very little insight into the subject.

Schools, Primary and Secondary, were not organised to meet the social needs of their pupils. The emphasis was on academic achievement in order to obtain employment.

Every school needed playing space for cricket, football, and other games. Much sentimental nonsense had been said and written about the value of organised games in character building; silly statements such as "the Battle of Waterloo was won on the playing fields of Eton" had little, if any, credibility. Their greatest value was in providing boys with the opportunity to get to know one another and to satisfy their physical needs. But any activity in a school was worth encouraging if it enabled boys and girls to work in harmony.

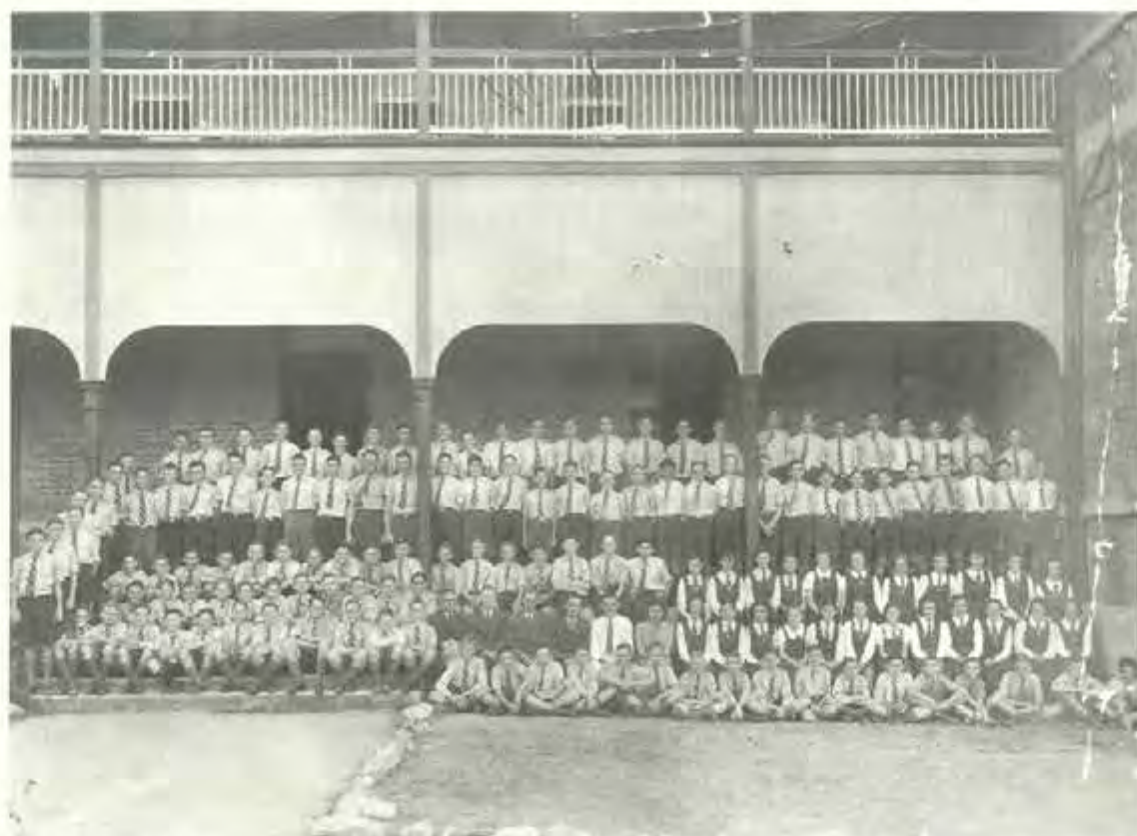
In the same way, people must learn to work together for the common good. Epic stories of courage seldom inspired sacrifices, because true fellowship only existed between people of the same class, people who were rivals in a competitive world. The barriers that separated man from man, nation from nation, must be broken down by dedicated people. The conscience of the wealthy in England had been shocked when children from the city slums were transferred to country homes — from one world to another, as it were. It would be interesting to see the outcome, if any.

In conclusion, Mr Whight urged that the bonds of fellowship must be strengthened at home. The first step must come from the employer who should put the national cause above private profit. Then every employer should submit to a central authority in order to eliminate waste — this would have a tremendous effect on Trade Unions. In the period 1914–18 there were over 2000 strikes, 20,000 men were on strike, 1917, in N.S.W. The 1940 figures should break this record.

A great opportunity existed to establish mutual trust between employer and employee. It was the duty of both to seize this opportunity.

THE NEW BUILDING

Because of the unexpected increase in numbers, the Roll, 1940, of 168, including 58 Boarders, was a record. Additional classrooms became a matter of urgency, particularly as Mr Blank had introduced a new subject, Physics. Nevertheless, the Trustees and Whight were determined to build a new block, despite being hard-pressed for finance. What a remarkable team these men were — Trustees and Headmaster, supported by a young and vital Staff! Then, how fortuitous it was that the State Government offered, as a gift, the



The School, 1940.



Primary Group 1940, with Mr R.C. Watts.



Form Group 1941, with M.W. Blank.



Form IV B, 1941.

old Kindergarten building at the West End State School, which the Trustees accepted with delight.

At a cost of £3,000, the new building was constructed in the corner formed by the intersection of Burke and Paxton Streets, the main entrance facing Paxton Street of which £1,750 was borrowed; of the balance, the Jubilee Appeal Fund supplied £800 and general revenue provided the remainder.

The ground floor was constructed of brick, whilst the Kindergarten Annex became the first floor. The whole project was supervised by the Architect, Mr Joe Rooney, an Old Boy. The Headmaster's Office, the Library, the Masters' Common Room, and three classrooms were situated on the ground floor. Upstairs, the whole area, 70 feet by 25 feet, could be divided into three classrooms by means of folding doors, and it was here that Assemblies were held until 1963, during which period generations of boys and girls sang, with pride, the School Song, "Carmen Townsvillare".

The erection of this building freed much space and allowed for two common rooms, one for Day Boys and the other for Boarders. For the benefit of Day Boys, part of the Gym was made into a shower and dressing room. A new piano and a secondhand wireless were much appreciated.

OTHER IMPROVEMENTS

Many changes were made in the grounds, both around the school itself, and on the sports fields. Lawns and gravel pathways, edged with stone, were laid out between the School and Burke Street by the boys under the supervision of Mr Owen and Mr Watts. Weeds were eradicated from the main Oval and a second field was prepared, after much hard work, by Mr Blank, Mr Swynsen and willing students. It was, indeed, a time of intense loyalty, pride in the School, and a quiet display of School Spirit.

Plans approved by the Board of Trustees included the construction of new bathrooms on the verandah of the Upper Dormitory and a bathroom in place of the old Sports Room downstairs. Science moved to the old Lower Dormitory building, and the room vacated became a Boarders' Common Room. In addition, two practice wickets were laid down on the sportsground.^{5,6}

The examination results for 1940 showed improvement on those of 1939. In the Senior, 12 sat and 9 passed. From 45 sitting for Junior, 37 were successful. The School secured 31 extension scholarships, while 3 students, Miss J.M. Grimsey, N.H. Weller, and R.G. Shearer were awarded Scartwater Scholarships; Five scholarships to the Teachers' Training College were obtained: Miss M.E. Monaghan, R.A. Dansie, A.J. Roberts, C.C. Wright from the Seniors, and C.M. Swynsen from the Juniors.

In 1941, there were four boys and two girls in Form VI, all of whom passed the Senior, the two girls gaining Open Scholarships — Miss P. Shann came ninth in the State and Miss R. Monaghan, seventeenth. 58 students sat the Junior and 50 passed — D.A. Milne, R.G. Garlick, and J.R. McLaughlin were awarded Scartwater Scholarships.

THE SCHOOL AT ROSSLEA

The years of adversity: 1942-44.

At the end of 1941, Whight reported to the Board of Trustees that he anticipated a record enrolment for 1942 of some 115 Day Students and 100 Boarders, but this exciting expectation was irrevocably shattered by Japan's sudden and dramatic attack on Pearl Harbour, December 7. The effect on the School was calamitous. Enrolments were cancelled to such a serious extent that the demise of Townsville Grammar appeared inevitable. In January, 1942, the Government placed a complete ban on the opening of coastal schools, a decision which caused the Trustees to consider, very seriously, whether or not to abandon the School altogether.

Notwithstanding this, Whight investigated the possibility of moving to Charters

THE SCHOOL AT ROSSLEA, 1944



1944 Form IV B with Miss D. Schultz.



Form IV A at Rosslea, December 1944.



Form VI A 1944 at Rosslea.

Left to Right,

Back Row: C.B. Kelly, K.R. Johnston,

Mr T.B. Whight, A. Johnson, G.S. Aslett.

Middle Row: I. Malpas, Z. Burnett, N. Brazier,

N. Sundstrup, R.M. Linnett.

Sitting: R.E. Grant.



Form VI B 1944 with Miss Enid Weller.



The school at Rosslea, Hermit Park, November 1944.

Towers, and reported to the Board, at a Special meeting on the January 30, as follows:

All Souls School signified their willingness to take a number of Grammar School pupils, but it did not seem possible to evolve a scheme that would permit Grammar to preserve a separate identity.

Thornburgh College expressed a willingness to assist, but it was not possible to make satisfactory arrangements.

The Australian Natives' Association Hall offered possibilities as a classroom at the rental of 25 shillings weekly.

A number of hotels were examined, but none found suitable.

Private homes were not interested in accepting Boarders.

It was moved by Mr S. Hopkins and seconded by Mr W.R. Kogler that the School carry on for the First Term, providing the A.N.A. Hall was available. Carried.⁷

With remarkable tenacity and determination, and with the support of his Board, Whight explored every avenue to ensure that Townsville Grammar did not pass into oblivion. He telephoned the Director of Education who advised him that the endowment would be paid irrespective of whether the School remained closed, or opened in another centre. The Diocesan Council of the Church of England offered to board Grammar School pupils at the reduced rates of 12 pounds ten shillings per term at All Souls and St. Gabriels. But, at a meeting called by Whight, on the February 13, parents were hesitant, and indeed reluctant, about committing themselves to such an arrangement.

On February 17, Mr Alan Tait, Chairman of the Board, advised the Trustees that the Royal Australian Air Force had taken over the Grammar School buildings at a rental to be decided by the Army Hirings Department. Two other Townsville schools, St Patricks and St Annes, were also commandeered by the R.A.A.F. and the invasion of Townsville by the Armed Services began in earnest. It was decided, therefore, to place an advertisement in the Press stating that the Trustees regretted that it was impossible to open the School in either Townsville or Charters Towers. But, two weeks later, newspapers reported that secondary schools would be permitted to re-open. This announcement prompted the Trustees to inspect various buildings on the afternoon of Saturday, February 28, and to despatch a telegram to the Premier asking whether it was safe to conduct the School in a non-vulnerable area. Confusion certainly had made his masterpiece! An immediate reply was requested as the Staff had been given three months severance pay, and the yardman, two weeks. A favourable reply, from the Premier, reversed this state of affairs.

The ban on coastal schools was lifted on the March 2. At a special meeting of Trustees that day, Whight presented a report on the suitability and capacity of the buildings inspected, and recommended "Rosslea", a property in the suburb of Hermit Park, owned by Mr Don McInnes. Accordingly, it was resolved to offer a rental of 3 pounds 10 shillings per week, subject to the owner paying all Council rates, and subject to the Education Department approving the premises for use as a school. This offer was submitted to Mr McInnes who agreed to pay all Council rates providing the rent was raised to 3 pounds 17 shillings a week. The Board accepted these terms, and the task of transferring equipment and the opening of the School were left in the hands of the Chairman and the Headmaster. Though the future looked bleak and, indeed, uncertain, the teaching Staff and the ground staff decided to continue, much to the relief of Mr Whight.

The Trustees resolved to open the School on March 10, just one week after the lifting of the ban. But it was a week of frantic pressure. The packing and moving of books, furniture and equipment took the combined efforts of Mr Whight, Mr Blank, Mr Bliss, Mr Grimsey, Mr Burnett, Mr Wagner, and many others, from early morning till late at night.

The Secretary sent reply paid telegrams to all prospective pupils, but only one reply in five was favourable. By the Friday before the School opened, Whight was sure of 18 students, but on opening day, 31 answered their names. Until Easter, new pupils arrived daily so that every day meant a fresh beginning for the IVth Form in almost every subject. By the beginning of the Second Term, the roll stood at 56 — 45 day students and 11 boarders. The Third Term began on July 14 with an enrolment of 66, including 17 boarders.

On the night of Saturday, July 25 Townsville experienced its first air raid, followed by raids on July 27 and 28. The following notes were written by Whight in the School Roll:

The first raid took place on Saturday, July 25th. The sirens wailed at midnight, and we were soon up and dressed and in the trenches. I had allowed the boys to go to the pictures and most were not back. They arrived within a quarter of an hour, greatly excited. It was a perfect night, almost full moon. There were four planes — we saw two, away over above the jetty. One stick of bombs was dropped, apparently at the wharves, but they landed on the edge of the sea, about 400 yards away. We were back to bed about an hour and a half after the sirens began. The next raid was made by a single plane on Monday night following, again about midnight. This one was held by the searchlights and the A.A. guns were in action, vigorously. We could see the shells bursting around him, and were relieved when he finally turned North for home.

The next one gave us a thrill. A single plane flew in from the North, over Magnetic Island, at about 12.40 a.m. It travelled North to South, dropping bombs in the harbour. The last bomb was probably aimed at the bridge near Rooney's Mill but it landed in a coconut grove at the Experimental Farm, close to the School. A light shade in the hallway fell, and T.G.S. suffered its first war damage. The plane seemed above us when the last bomb was released. Fighter planes attacked the enemy, much to the delight of the boys, who behaved excellently.

Even though the School had settled down in its new home, problems continued to beset the Headmaster, particularly that of finance. The promise of the Army Hirings Department to pay four and a half per cent of the capital value of the land and buildings occupied by the R.A.A.F., which would have amounted to £800 per annum, never came to fruition. Instead, the School received the rental of "Rosslea" and removal expenses. In April, there was not enough money in the bank to pay salaries or the month's accounts.

The occupation of the Grammar School and the subsequent upheaval could not have come at a worse time. The 1941 examination results were better than any other school in North Queensland — for the Senior, 6 sat, 6 passed and matriculated; two obtained Open Scholarships (9th and 19th in Queensland), and one obtained the Cunningham Scholarship worth 100 pounds a year for three years. For the Junior, 55 sat and 50 passed, and three students won all three Scartwater Scholarships for boys, (52 pounds per year for two years), and one was awarded the Thallon Medal. The School's reputation was enhanced by these results. In addition, Whight had persuaded the Director of Education to give him permission to enter candidates for the State Scholarship Examination, which was taken at the end of Grade Eight. Grammar entered two candidates and two passed. But now the School had to make a new start with poor facilities and serious financial difficulties.

However, "Rosslea" proved to be reasonably comfortable. The upper floor contained three rooms and wide verandahs which were protected by somewhat tattered canvas blinds. Downstairs, the area was converted into classrooms. The Science Room was a former buggy shed that had been built about 1870. It was 34 ft by 16 ft and divided into two areas: the one 23 ft by 16 ft, comparatively large and airy, served as a classroom; the other 16 ft by 11 ft was the Lab., the roof of which sloped down to a height of less than six feet. Beyond the wall was the chook yard, so that cockcrows and the cackling of hens served as an accompaniment to science lessons. The walls and roof were of corrugated iron, the floor of old and new concrete — the old was very rough and the floor uneven. Because there was not enough space for shelves at normal height, Mr Blank nailed packing cases to the wall at about 7 feet from the floor, so that the lab resembled more and more a pigeon loft, despite the fact that it had three benches. A fourth bench for demonstrations was placed in the classroom. But things happened there! The Lower VIth entertained the Boarders for more than two hours one Saturday night with a Science show. Whight frightened the life out of himself and the VIth Form by mixing a grain of potassium chlorate and sulphur with a pestle and mortar. Later, he read in Mellor's text book that the two should be mixed, if at all, with a feather! A snake was discovered asleep

on a rafter during a VIth Form Maths lesson. It won the sympathy of the unmathematical pupils, who were also asleep. However, the mathematicians would not be denied, and the snake was duly despatched, after almost every member of the Cadet Corps had a shot at it.

Two cottages had been obtained nearby. One was used as a home for Mr Blank, Mr Bliss and eleven Boarders; the other provided living quarters for the maids. Very few rules and regulations existed for Boarders. They had access to Corcoran Park across the road before it was taken over by the Army, and there was plenty of swimming and canoeing in nearby Ross River.

In 1942, 22 sat for Junior and 20 passed, C.B. Kelly and P.I. Jetnikoff with 7 A's each. The best subject results were in Physics and Geography, both taught by Mr Blank. In Physics, 10 of the 15 candidates gained A's.

For the Senior, 10 entered, 7 boys and 3 girls. All the girls passed, but only 3 of the boys. 1942 was a very difficult year for a boy about to leave school and join one service or another. However, N. Weller established a School record by coming 2nd in the State in the Open Scholarship list, with 6 A's and 1 B.

The end of 1943 was memorable. Mr Eric Wagner presented Mr and Mrs Whight with a pup, "Punch", and five ducklings, on the occasion of the birth of their second son, Patrick. Then, for Xmas, Whight's sister sent them a drake by train from Gordonvale. It arrived one morning about 1 a.m. The Headmaster brought "Donald" the drake home on the back of his pushbike. From then on, "Rosslea" was never without eggs or duck for the Sunday roast dinner.

1943 saw many changes. Mr Blank was in the Royal Australian Air Force and no Science Master could be found. Consequently, Whight had to teach Physics and Chemistry himself. This was a burden as the Headmaster knew no Physics and had to learn as he went along. Because the practical work presented difficulties, he wrote to the Professor of Physics, Queensland University, asking for advice. In his reply, the Professor stated that a man who had not majored in Physics should not be teaching the subject, and suggested that the students should be sent to the nearest High School. Whight wrote back that the closest school was some five miles away and that it was impossible to follow the advice offered. In the two years that T.B. Whight taught Physics, over 40 sat for this Senior subject, and not one failed! Students worked hard and co-operated with incredible spirit.

Mr Bliss and Miss Lawler were still on the Staff, and Miss Weller, fresh from the University, taught several subjects such as Book-keeping, about which she knew very little. Like the Headmaster, she had to keep one step ahead of her classes. As numbers had grown to 107, an additional teacher was needed, and Miss A. Maxwell, who has passed the Senior in 1942, was appointed. This was one of the most difficult years as regards the teaching staff. The stenotyping for the first six months was shared by John Bartlett, a boy in VIB, who taught the beginners, and the Remington Business College, where the Junior Candidates were instructed. At the end of the Second Term, Miss Lawler, who had taught Senior English and all the French, resigned. To fill her place, Mrs Phelan taught in the morning, Miss Schulz in the afternoon. To cope with the stenotyping, Miss Maxwell used her Second Term holidays to learn the subject, and then took over the IVth Form.

Senior results were good. 11 candidates entered and 10 passed. In French, Latin, Ancient History, Maths I, Maths II and Physics, there were no failures. David Milne, with 5 A's won an Open Scholarship and also the Cunningham Scholarship.

For the Junior, 30 sat, and 29 passed. There were very few failures in any subject. In Chemistry, 18 out of 23 obtained A's and the class averaged 83%, a remarkable effort considering the lack of facilities.

At the end of 1943, Mr Bliss left. The teaching Staff, 1944, comprised T.B. Whight, Miss Maxwell, Miss Weller, Miss Schulz, Mrs Sundstrup, and Mr Dillon. Numbers were just less than 150. Additional classroom space, in the form of a hut, was provided by the R.A.A.F. Senior Latin, which Mr Bliss had taught, was taken over by Mr Whight. In addition, he taught Maths I, Maths II, Physics and Chemistry — an incredible burden! Miss Schulz took the Junior Class and her results in Latin were exceptional.

For the "Senior", 10 candidates entered and 10 passed. There were no failures in French, Maths I, Maths II, Chemistry and Physics. Of the 49 who sat for "Junior", 45 passed. Miss Shirley Richards and B. Emmerson each gained 9 A's, the first candidates in the history of the School to do so. With an average of 89%, Shirley Richards was placed first equal in Queensland out of nearly 5000 candidates and won the Byrnes Medal.

At "Rosslea", the Air Force constructed six 10 x 10 huts, each of which was a "dormitory" for three Boarders. The boys installed their own lights, and, apart from some problems, enjoyed the experience of living under such conditions. Whight was concerned that facilities for games were virtually non-existent. Sport was restricted to House games in Cricket, Soccer and Tennis. ("Rosslea" had one tennis court.) Each year the Annual Athletics Carnival was held, and Cricket and Soccer were played on Carlton Park. There were keen sportsmen such as Bill Wilson at soccer; Dibs Milne, Alby Johnson, Arthur McDermott, Ivan Malpas, "Plum" Wagner at cricket; Kevin Joseph, a delightful stroke player at tennis, and "Dick" Backel and Colin Kelly, Stan Greaves doing well at everything attempted. The girls enjoyed many a game of net ball and tennis on which the Grimsey Cup was determined.

In January, 1945, the School moved back to North Ward. At "Rosslea", numbers moved from 66 to 107 to 147 in successive years. 101 entered for the Junior, 93 passed; 33 sat for Senior, 28 passed. N. Weller and D. Milne won Open Scholarships and Cunningham Scholarships; C. Kelly, J. Jones, Shirley Richards and Miss McCrachen were Scartwater Scholarship winners. Miss Richards also won the Byrnes and Thallon Medals.

In summing up the years at "Rosslea", Whight had this to say:

There were three years of hard work and happiness. All our pupils enjoyed "Rosslea" — particularly the Boarders. In summer, the river was the big attraction. The Tennis Court was never idle. Coconuts, pictures, and a Surprise Party will be remembered by all. The 1944 group will recall with affection, the bonded plywood huts in which slept three boys; their ingenuity in lighting them with batteries, old and new; their homemade furniture. The whole School will remember the chance discovery of three absentees one Friday afternoon, and the sequel. Incidents are innumerable. The House Gardens, the Rowland House tomatoes, Miss Darch's cat, "The Mad Doctor" by IVB, dengue, Carmody Street, the meals there during the flood, concerts; these things I know. I have no doubt that those unknown to me are sweeter to the boys and girls. Our departure from "Rosslea" was a sudden as our arrival. We returned in January, 1945, with the school strengthened by its three years of adversity.

EXTRACTS FROM HEADMASTER'S REPORT, SPEECH DAY, 1942

I have the honour to read to you a report of the 54th year of the Townsville Grammar School — one of the most difficult years in the life of the School. I do not say the most difficult year, for the years 1903 and 1904, after the School had been blown down by Cyclone Leonta, must, at the very least, share that honour. Then, as now, temporary buildings had to be acquired, one which served being the Town Hall. On this occasion, we have not been lucky enough to occupy the Town Hall, but I am sure that the Mayor, whom I welcome here today, would have done all in his power to assist the Trustees, had the need arisen. Fortunately, this house belonging to Mr D. McInnes was available. The boys and girls will tell you that this new school, in some ways, is more attractive than the old.

At first, however, there was one real disadvantage — we did not have a Science Room. Now, happily, that difficulty has been overcome, and the new laboratory is adequately equipped and well suited for experiments both in Physics and Chemistry.

But work alone does not make a School; sport also has its place. In particular, the team games of cricket and football have immense value; they give boys strength and courage; teach them unselfishness and manliness; to be chivalrous and to love fair play. This year the boys have had no cricket and very little football. It has been as big a disappointment to me as to them. One of the main reasons why the Trustees were so

eager to establish the School here was the proximity of the park. The boys used it for House soccer matches, in July and August, but soldiers are now camped there, and its use for cricket — other than for practice — is not possible. As far as I know, the only cricket ground in use in Townsville is the Sports Reserve, which is out of the question as a School Ground.

Old Boys' Organisations have been even more adversely affected by the entry of Japan into the War than the School; our Past Grammar Cricket teams have been temporarily disbanded; and nearly all Old Boys of military age are in one service or another. Alas! the playing fields will know some of them no more. C.H. Bromley, who was a Boarder for nine years, and Second Prefect in 1939, gave his life for us in Rabaul. W. Pugh was unfortunately killed in a flying accident in the Middle East. Lieutenant Chester Parker, Rhodes Scholar, who had left Oxford to join the Royal Navy, has been reported missing. Several of our Old Boys were taken prisoner at Singapore, among them being H. Tippet and F. Hodel. Lieutenant G.H. Owen, who was granted leave of absence from the Teaching Staff, when he enlisted in June 1940, was also a prisoner with them. There are probably many others, but these are the only names I know. Lately we grieved to hear that John Pearson was missing after a bombing raid over Germany; then rejoiced that he was alive and a prisoner of war. Almost immediately, Graham Roberts was missing in the same way, but he, too, is safe, even though a prisoner of war.

I am pleased to report that the Cadet Corps, under Lieutenant Blank, has had a most successful year. Never has greater keenness been shown, which is the more remarkable as there have been no facilities for shooting, and uniforms were unprocurable. Once again I commend the Cadet Corps to all boys and their parents as providing a first rate opportunity for developing initiative, self-reliance, endurance, and qualities of leadership.

House gardening was the other major activity. It was Mr Grose's idea, and the children — boys and girls — set to with a will. Never have Boarders fared so well. From the gardens came all kinds of vegetables, even spinach. But strangely enough, spinach rarely found its way into the kitchen. Hodges House won and they owe a great deal to Miss Grimsey, Watson, the House Captain, and Jensen. The Prize is unique. Miller House and Rowland House are acting partly as proxy for Mr Grose, who is providing all those luscious things which make a party as a prize for the winning House.

For the Duffin Shield, the House competed at Soccer, Tennis, Athletics and Gardening. Rowland House, captained by Joseph, was easily the strongest at games and Athletics and so the Shield goes to them. Joseph, himself, played some excellent tennis. He is perhaps the best player, certainly the best stylist, the School has had for four years.

The Athletic Sports were held at the Sports Reserve on Thursday, 24th September. The success of the meeting was due to the keenness of the performers and the efficient organising of Mr Blank. The Headmaster of the High School lent us essential material. The Open Championship was won by Bachel, with Joseph runner-up; in the Under 16 Grade, Malpas and Johnson were equal first; Kelly won the U15 Championship, with Jones second; while Kelly and Saxby were equal for the U14 Championship. One of the best performances was Kelly's High Jump of 4ft 4ins. Miss Richardson again proved the best of girls and won both the 75 yards Championship and Handicap. For the Grimsey Cup, the girls competed at Tennis, Netball and Athletics. The Cup was won by Rowland House, captained by Miss Richardson.

In one of their activities, there was no competition. Each Friday, the girls spent much time darning the Boarders' socks, a task made necessary by the shortage of domestic staff. The Boarders are also in the debt of the girls for one of the best surprise parties in history. It was the idea of Miss Grimsey and Miss Maxwell. A certain Saturday evening was selected. The girls were to bring the food. It was to make the necessary arrangements here. My part was the harder and I became involved in one invention after another, so that it was only exercising the greatest ingenuity that I was able to conceal from the Boarders what was really going to happen. All went well, however, if not according to plan, so that when the girls finally arrived, the surprise of the Boarders was complete. Some regretted, at first, that the Reserved seats at the Regent were mythical after all, and that the black-out was not merely for trial. But regrets were short-lived, and any that may have lingered were completely banished by the excellent supper the girls provided.

Relieved and assisted by these lighter moments, the work in the classroom has gone on efficiently for the most part, and, as a rule, cheerfully. Instead of the old School, hallowed by age and imbued with tradition, students found a home masquerading as a school, where there were, as yet, no rules tested and proved by time, no nooks and crannies embellished with legend and story; no Honour Boards to tell the glories and sorrows of the past. Instead, there was, at first, an unreal atmosphere of instability and uncertainty.

THE LAST TWO YEARS — 1945 and 1946

Although the School was handed back to the Trustees on the December 31, 1944, and the Headmaster's residence fifteen days later, it was not until June, 1946, that the RAAF vacated the playing fields, on which were built roads, footpaths, and some 60 huts, averaging 60 ft by 25 ft.

Excitement about the return to the Alma Mater gave way to despair and disillusionment, when an inspection by the Trustees and Whight revealed unbelievable devastation. The grounds, scarred by the wheels of military vehicles, and the appalling condition of the Dormitories, Masters' quarters and classrooms were mute testimony to the terrible neglect the School had suffered during the three years' occupation. The reaction of the Trustees and Headmaster was one of shocked disbelief. Equally depressing were the piles of timber and indescribable rubbish which littered the yards.

Nevertheless, it was imperative that immediate preparations be made for the commencement of the new school year. Rather than bewail their misfortune, Whight, Bliss, Lawrence Sim, a student, and many others, set to with a will, and, in three weeks, restored some semblance of order. The School opened on February 5 with an enrolment of 199 — 43 girls, 89 dayboys and 67 boarders, an increase of nine over the previous year's total.

But the return to Paxton Street brought little relief from the difficulties experienced at "Rosslea". Because the RAAF was still encamped on the playing fields, alternative arrangements were made for Sport. Two tennis courts were rented from the Townsville Sports Association at five shillings each per week, as both the School's courts were in a state of disrepair. For a nominal fee, the Townsville Sports Reserve was used for Cricket, Football, Physical Training, and general activities.

Problems with the domestic staff, because of poor wages and dreadful working conditions, remained unresolved and persistent throughout the year. The maids lived in a flat-roofed shanty, about 40 ft by 30 ft, which the RAAF had built as an Officers' Mess. But there were other factors which fuelled discontent. The boarders' dining room was depressing, the laundry primitive, and the kitchen sub-standard, with few, if any, labour-saving devices. As a result, the housekeeper and cook resigned at the end of the first term and Mrs Whight carried on as housekeeper in an honorary capacity, for about a month.

On July 19, 1945, the Trustees accepted £3,200 from the Army Hirings Department as full compensation for the occupation of the School. Despite the fact that such an amount was hardly commensurate with the extensive damage caused by the RAAF over a period of three years, the Trustees agreed that "the determination of such compensation was satisfactory from their point of view".⁷

The teaching staff also presented problems. In February, Whight advised the Board that, though some Masters were inexperienced, he considered them reasonably satisfactory. But this was not to be the case. The resignation of Mr R. Morris, at the end of the first term, 1945, created complications. To establish some sort of stability in staffing, Whight appointed Mrs Breer and Miss Anderson as part-time Mistresses in order to lessen the teaching loads of Ms A.M. Maxwell and Ms D. Schulz. He also engaged Mr Linnett as a temporary Master for the second term. Added to these difficulties were the domestic staff saga, which continued unabated, the rising costs in running the School, the obvious need to increase boarding and tuition fees, the granting of a new Award for Assistant Masters, August, 1945, and a claim by Mrs McInnes for 73 pounds 12 shillings, as compensation for "wear and tear" during the occupation of "Rosslea". Indeed, the burden of Headmastership fell heavily upon Mr Whight's shoulders.

In September, 1945, The War Memorial Committee was formed, and an Appeal



Form III 1945, with Mr R.C. Watts.



Form IV A 1945.



First XIII, 1945.



Senior Class, 1945.



"PEACE" spelt out by Townsville Primary School Students, 1945. (Townsville Grammar in foreground).



Rugby League Team, 1946. W.J. Watson (Coach).



Athletics, 1946.



Form IV A, 1946.



SENIOR FORM 1946

Left to Right

Front Row: D. Dolgner, L. Barton, C. Clubley, Mr W.J. Watson, E. Boukaseff, S. Nolan, B. Connolly.

Back Row: B. Emmerson, A. Seawright, J. McCabe, R. Field, K. Ford, J. McPaul, B. McLean, A. Young, A. McDermott.



HEADMASTER AND PREFECTS, 1946.

*Front: J. McPaul, A. Seawright, D. Dolgner, Mr Whight, B. Connolly, A. Young, A. McDermott.
Back: K. Ford, L. Barton, C. Clubley, E. Boukaseff, B. McLean.*

OPEN SCHOLARSHIP WINNER



Bryan Thomas Emmerson

made for £3000. The Townsville Daily Bulletin, December 1, 1945, published the following advertisement:

TOWNSVILLE GRAMMAR SCHOOL MEMORIAL APPEAL

A War Memorial Appeal Committee has been formed for the purpose of securing funds to erect a Permanent Memorial to Old Boys and Girls, who gave their lives and service at the War.

The Memorial is to be in the form of a Memorial Oval and Pavilion in the School Grounds. £3,000, at least, is required, and the support of the public, including all Old Boys is solicited.

T.B. Whight
Chairman of Committee.

Though over £1000 was subscribed within 12 months, the objective of £3,000 was never reached (The Appeal finally closed at £1600, 1948).

Two significant events during 1946 — the Royal Australian Air Force finally vacated the grounds in May, and Whight tendered his resignation to the Trustees, July 25, his resignation effective as from December 31, 1946. There were a number of reasons for this decision. The burden of carrying on the School at "Rosslea", and the difficulties encountered during 1945, brought him to the verge of exhaustion. His dream of building a new Prep School and a Dormitory Block was never realised. He estimated that at least £10,000 was required to carry out this project, but lack of finance crippled such ambitions.⁹

The financial outlook for 1946 was, indeed, gloomy. The maximum revenue from 160 pupils was £2,688, of which Masters' salaries consumed £2,345. From the endowment of £1,300, interest and redemption on the loan acquired in 1904 to re-build the School after Cyclone "Leonta" amounted to £150. Boarders showed no profit. Wages for domestic staff cost £40 per week, which left 17 shillings per boarder per week for food and other items. It was asking the impossible. The only solution was to reduce costs by employing inexperienced teachers.¹⁰

In a letter to a close friend Whight stated:

If I were beginning, I should, perhaps, look at things differently. But I am in my eighth year of trying to make the place worthwhile. It needs a new man, with the optimism of inexperience, to do the job. I am tired.¹¹

A contributing factor to his exhaustion and depression was his heavy teaching programme of 36 periods out of 38:

VIA Maths I and Maths II, 19 in each class; VIB Maths I and Maths II, 19 in each class; V Junior Arithmetic, Algebra, Geometry, 56 in each class; IV Geometry, 50 in the class; V Chemistry, 46 in class.

In addition to this burden, he coached the First Cricket XI and the First Football team, and administered the School. He rarely had time to read, and, consequently, little chance to try anything new. As a Rotarian, he gave up one of his two spare periods to attend the weekly meetings of the Club. The most discouraging feature of 1946 was that, even with a reduced teaching staff, it appeared that the School would not pay its way, so heavy were food costs, salaries, domestic wages, in comparison with the fees paid.

Apart from the difficulty of staffing the School, there was a desperate need for new buildings — kitchen, dining room, maids' quarters, a primary school — but at least a decade was to pass before any such projects were put into operation.

Alan McKimmin died after a short illness in September, 1945, at the age of 17. He enrolled at the School in 1943 as a boarder, and was held in the highest regard by both Masters and boys. His untimely death cut short a promising career as scholar and sportsman. Because the School meant so much to his family — Alan was the 7th McKimmin to be enrolled at the School — his parents, Mr and Mrs E.J. McKimmin, presented 1000 pounds to the Trustees to endow a memorial to their son. The McKimmin Memorial Drinking Fountain in the Quadrangle perpetuates his memory.

In October, 1945, Mr P.F. Rowland, Headmaster of the School, 1905–1938, died

in Sydney at the age of 77. Though he suffered great pain for six weeks, his courage never failed, nor did his intellect, and many a jest and quip he made in those closing days.

Note: [See Appendix xx]

At the meeting of Trustees, 25 October, 1945, Mr Ian Roberts suggested that a P.F. Rowland Memorial Prize be established. It was resolved that the prize be awarded "as the Headmaster may decide". At the same meeting, Whight stressed the urgency of repairs and replacements at the School:

Installation of sanitary arrangements.

Painting and necessary repairs to the buildings and the Headmaster's residence.

Provision of new bathrooms in the Dormitory Block.

Purchase of new bedding, desks and book lockers.

The Trustees resolved to consider the requests and to ask the City Council to give a quotation for a connection with the RAAF septic system.

On Speech Night, November 29, 1945, the Chairman of the Board of Trustees, Mr A.H. Tait, announced that all buildings would be repaired and painted during the holidays, the Dormitories refurnished and new book lockers purchased. But unforeseen, and certainly unanticipated economic circumstances, early in the New Year, compelled the Board to re-assess its priorities.

The end of 1945 saw changes in Staff. Miss Weller and Miss Schulz resigned, and Whight announced that Mr M.W. Blank, Mr G. Owen, Mr Bliss and Mr Watts, all Assistant Masters, 1939, would rejoin the School at the beginning of 1946. In addition, he appointed Mr A.J. Roberts (an Old Boy), and Mr Clark to the Staff.

However, enrolments fell to 164 in January, 1946, and thus made any extensive re-building programme completely out of the question. The reduced numbers of pupils necessitated the pruning of expenditure on repairs and maintenance which had not been carried out during the Xmas vacation. Indeed, the Trustees had no alternative but to limit expenditure, when it was revealed at their meeting, February 21, 1946, that the School had a credit balance of 4076 pounds 7 shillings and eight pence. Consequently, a limited programme of works at a cost of £2,200 was agreed upon:

Sewerage work by City Council	£700
Plumbing	£368
Painting Dormitories	£312
Painting Classrooms	£188

TEACHING AND BEING A TEACHER — T.B. WHIGHT

In 1921, I enrolled in the Faculty of Science at the University of Queensland, and took up residence at St. John's College, Kangaroo Point, in March. My stay was a very short one, for, despite the possession of a University Open Scholarship, which covered cost of tuition and provided also £52 per annum towards payment of College fees, a change in family fortunes meant my leaving the College in June. I wrote to my Headmaster, Mr P.F. Rowland, of the Townsville Grammar School, and, to my surprise, he appointed me immediately to his staff of four (including himself). I remember my salary. It was £180 per year, with board and residence thrown in: pretty good for a youth of seventeen and a half. Teaching gave me the chance to live comfortably and to devote myself to Rugby League and Cricket, for the next 5 or 6 years. I taught in my spare time.

I strove vigorously to become an expert player of games and to teach others. There were School teams to coach and some very good material. One of my first pupils was Frank Sides who, in a few years, was to play Sheffield Shield Cricket for Queensland. Early in my career, I tried my hand at Sports Promotion and formed the Saturday Rugby

League Association, mainly to provide regular matches for the School First XIII. There were six teams. This ended in a riot one Saturday when I was at Charters Towers with a School team, the referee being run off the field. His reactions were quick enough to reach his bicycle, outdistance his pursuers, and soon draw out of range of the missiles of the mob. My Headmaster did not receive this with any great joy and the Saturday Rugby League Association ceased to function.

I should, however, like to state some of the things about education in which I believe:

The Teacher's main task lies in the classroom. He is not concerned with policy. His job is to teach. He can say with the Psalmist — "Lord, my heart is not haughty nor mine eyes lofty; neither do I exercise myself in great matters, or on things too high for me."

Teaching is impossible without discipline. You must get the attention of your pupils. This comes with experience: but whatever you do, avoid public discussions with bush lawyers of the following sort: "Murray-Smith, pay attention!" "I was listening, Sir." "Well, what did I say last?" "The angles at the base of an isosceles triangle are equal." Often Murray-Smith is right. You are humiliated in front of your natural enemies.

Far better to define "attention" first, if you are going to use the word. I found this useful, when I was young. "Pay attention" means (1) eyes on the board or me; (2) feet on the floor; (3) hands on the desk. This can be done quite comfortably for a short space of time — and that's all most students are ready to attend with concentration.

When you start a new topic, make it as easy to understand as you possibly can. This is true at all levels. The more expert you become at your subject, the less easy is this to do.

Success breeds success. The successful student rarely needs pastoral care. Set papers that a student who has worked hard has a chance of doing. Challenge your students, but don't make your tests too hard.

If students work hard and successfully, they are less likely to need special pastoral care. I believe that a lazy school is a bad school. I think more students run off the rails in such a school than one where scholarship is high and the doctrine of work is believed and practised.

Perhaps the most important thing for a Teacher is to fit in, and to carry out any extra-curricular tasks enthusiastically and thoroughly; if you have a team to coach, be punctual at practice and turn up to matches. Fulfil your commitments to other members of Staff on time and efficiently — this applies to team lists, marks, reports; do the same for the classes you teach. The fitting in is part of team work.

Remember that "As is the Teacher, so is the School!"

If anyone needs to explain:

"Oh wad some power the giftie gie us
To see ourselves as ithers see us."

It is the Teacher when those others are the students.

1 Distinguished journalist, eventually the Editor of the Sydney Morning Herald, and the author of a number of books, one of which, the "Beckoning Horizon", described, in part, his experiences as a Boarder at Townsville Grammar.

2 This was the second Thallon Medal won by a Townsville Grammar School student. In 1913, R.G. Lanskey received this award and, after a brilliant career at Queensland University, was appointed Maths and Science Master at the School, 1919.

3 1924 he worked for Samuel Allen and Sons, General Merchants, Townsville. Returned to T.G.S. 1925.

4 T.G.S. Board Minutes, 25/7/39.

5 Jubilee Appeal. School's 50th Anniversary, 16th April, 1938. Celebrated by a Procession through Flinders Street, 15th October, 1938 and a Carnival in the School grounds. The Appeal and Carnival raised

858 pounds and eight pence. 49 pounds eighteen shillings and four pence paid for new desks in the VIth Form room, and 808 pounds two shillings and fourpence was given to the Trustees to assist in the erection of new classrooms.

6 In 1942, the new building became the Headquarters of Fighter Command, and it was there that the Coral Sea Battle, to a degree, was fought.

7 T.G.S. Board Minutes, 30 Jan. 1942.

8 T.G.S. Board Minutes, 20 Sept. 1945.

9 The Prep School of 16 pupils, 1946, was badly eaten by white ants, and both floor and foundations were beyond repair.

10 A new Award for Teachers had been in operation for six months.

11 Personal correspondence 1946, T.B. Whight.

Chapter 9

A. Campbell Logan M.A. (Hons) (N.Z.) Headmaster — 1947 to March, 1948

A BRIEF INTERLUDE

The resignation of Mr T.B. Whight, in June 1946, was accepted with great regret by the Board of Trustees, and, indeed, this regret was echoed by the general public and sporting associations in Townsville and throughout North Queensland. It seemed inconceivable that Mr Whight, who had guided the destinies of the School since 1938, would relinquish the Headmastership by the end of the year. The position was immediately advertised throughout Australia and in New Zealand, and there were many applicants.

At the meeting of the Board of Trustees, September 25, 1946, the choice was narrowed down to Mr F. Olsen, a former member of the Townsville Grammar Staff, Mr C. Collins of Perth, and Mr A.C. Logan, a Master at the Auckland Grammar School, New Zealand. After considerable discussion, the Secretary was instructed to "write to Mr Logan, in conjunction with the Chairman, giving him full particulars of the requirements of the position and asking if he would be willing to accept appointment on the particulars given."¹

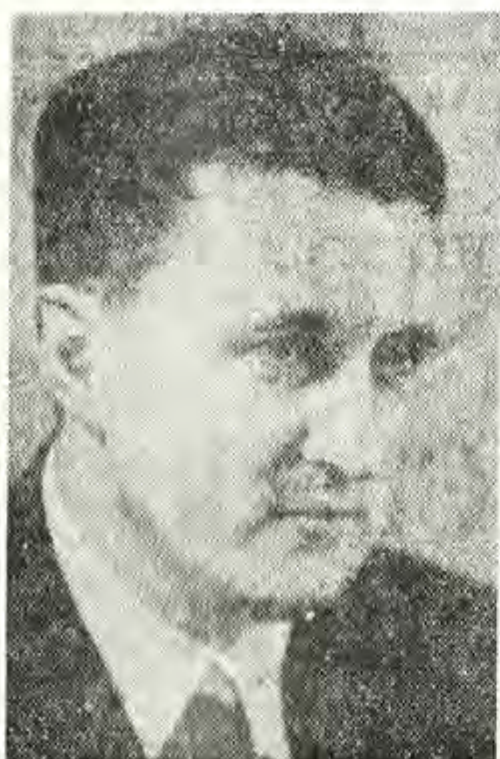
In addition, the Secretary was directed to request a confidential report on Mr Logan from the Headmaster, Auckland Grammar School, on the receipt of which a special meeting of the Board would be called to select a successor to Mr Whight. Though Logan was the more favoured candidate, the Trustees deemed it prudent to compile a 'short list' — viz. Mr Olsen, Mr Smith and Mr Leishman — for possible further consideration, and instructed the Secretary to inform all other applicants that the position of Headmaster had been filled.²

Subsequent correspondence, which supported the applications of Logan and Collins, was tabled at a Special Meeting of the Board, October 14, 1946. After considerable discussion, the Trustees voted, unanimously, to appoint Logan, and cabled him accordingly.³

In reply, Logan informed the Board that he was quite prepared to accept the position of Headmaster, but only on the condition that the Trustees increased his commencing salary from their offer of £650 per annum to £750. The Board agreed and sent the following cable:

Your cable considered Trustees agreeable your salary £750 please confirm your acceptance and enable Trustees arrange disposal of other applicants and also make public announcement of your appointment.⁴

Note: T.B. Whight's salary was £500 per annum.



*A. Campbell Logan, M.A. (Hons) (N.Z.),
Headmaster, Townsville Grammar School,
1947 - April, 1948.*

PHOTOGRAPH PER COURTESY, JAMES COOK
UNIVERSITY LIBRARY, NORTH QUEENSLAND.

NOTE: This is the only photograph in existence. Copied from the
Townsville Daily Bulletin.

Logan cabled his acceptance, and thus the stage was set for a fleeting Headmastership, of some 15 months, a Headmastership that began with high expectations and ended in tragic and ignominious circumstances.

On October 26, 1946, the following article appeared in the *Townsville Daily Bulletin*:

Mr A. Campbell Logan, M.A. (N.Z.), First Class Honours in Latin and French, has been appointed Headmaster of the Townsville Grammar School, and will take up his position on 1st January, 1947. He replaces Mr T.B. Whight, who has been Headmaster since 1938, and who is leaving Townsville to join the staff of the North Sydney Church of England Grammar School at the beginning of next year.

Mr Logan is a fine scholar and has the Certificate of the Sorbonne, Paris. He also attended a course at Oxford for the Diploma of Education, and a School for the reform of Latin Teaching, which specialises in the teaching of Latin by modern, direct methods.

He has had wide and varied experience in New Zealand, England, and on the Continent, and has taught most of the school curriculum, including commercial classes, drawing and musical appreciation. Keenly interested in music, he is a skilled musician. He has coached Rugby, Soccer, and Cricket.

On December 27, 1946, at the Old Boys' farewell to Mr T.B. Whight, Mr A.C. Logan was welcomed to Townsville Grammar by Mr I. Roberts and Mr E.N. Jobst, Trustees.

Note: The Board's decision to appoint Logan was certainly influenced by a favourable recommendation from Mr W.E. McIlwaine, an Old Boy, who was holidaying in New Zealand and who had interviewed the Auckland Grammar School applicant on behalf of the Trustees.

The School year opened with an enrolment of 142 pupils, a slight decrease of 11 on the 1946 figures. The first task of the new Headmaster was to establish himself as a worthy successor to Mr T.B. Whight. Because the School was hard-pressed for accommodation, he persuaded the Trustees to purchase three RAAF huts for a total of 250 pounds, and then embarked on a campaign to recondition the tennis courts, improve

the grounds, and make the dormitories more attractive. He also requested an additional member of Staff and was granted permission by the Board to make such appointment. It was certainly to his credit that he emphasised academic excellence and participation in sport, but his attempts to make membership of the Cadet Corps compulsory for first and second year boys failed completely. On the other hand, he encouraged interest in music, drama, debating, and hobbies of a useful nature such as gardening, for he firmly believed that these activities had an enlarging influence on the personal development of young people.

Unfortunately, his policies and his refusal to take cognizance of the effects of an unusual, if not extraordinary, association created divisiveness and dissensions, which finally culminated in an alarming deterioration of Headmaster-Staff relationships and the dismissal of a Master in May, and another in June, 1947. Both Masters complained to a member of the Board, Mr E.J. McKimmin, that conditions under the administration of Mr Logan were entirely unsatisfactory. At the meeting of the Board, May 28, 1947, Mr McKimmin voiced their grievances, but the Trustees closed ranks, expressed confidence in the Headmaster and endorsed his actions. Furthermore, the Board instructed Logan to take whatever action he thought necessary regarding the teaching staff.⁵

Note: Grounds for the dismissals were: May — bad influence on Staff and boys; June — complaining to a member of the Board "behind the Headmaster's back".

Despite letters by the two ex-members of the Staff to Mr G. Keyatta, M.L.A., (Member for Townsville), and to the Director-General of Education, as well as an investigation by the Inspector of Secondary Schools and Technical Colleges, the conflict remained unresolved and, regrettably, became a topic for rumour and public debate. The Inspector of Secondary Schools and Technical Colleges concluded his report by stating:

I do not see what further we can do in connection with the matter, excepting perhaps to fill the existing vacancies in the Trustee body by appointing nominees who could be expected to take a close interest in the school.⁶

Note: There were two vacancies on the Board of Trustees.

This already sensitive situation was further exacerbated by the unacceptable behaviour of another person closely associated with the School. Indeed, the consequences proved disastrous.

The Board of Trustees was also not without its problems. Mr A.S. Grose, a Trustee since 1930, died at the end of 1946, and the vacancy caused by his death was filled by Mr R. McIntosh Allan, but not until May, 1947. Because of his failure to attend meetings, Mr W.R. Kogler, appointed to the Board as a Government nominee, December 15, 1938, was asked to resign.⁷

He was replaced by Mr L.J. Emmerson, June 19, 1948.⁸

Note: Attendance of Trustees at the monthly Board meetings, 1947 were: Jan., 3; Feb., 3; Mar., 4; Apr., 4; May, 6; June, lapsed, lack of quorum; Jul., 5; Aug., lapsed, lack of quorum; Sept., 4; Oct., 4; Nov., 6; Dec., no meeting.

By September, 1947, the fence around the School had been repaired but concrete constructions still remained on the Ovals. On September 18 and 19, Shakespeare's "The Merchant of Venice", produced and directed by Mrs Logan, was performed at The Theatre Royal. It was an outstanding success.

At their monthly meeting, September 3, 1947, the Trustees resolved to inspect the School every three months "in order to gain first hand knowledge of any innovations or alterations required". This suggestion was made by Mr D. Melvin, who expressed concern at the postponement of Board meetings. He also urged the appointment of a new Trustee to fill the vacancy created by the resignation of Mr W.R. Kogler, and advocated that a greater number of boys at the School should participate in vocational training, which Mr Logan had established.⁹

Serious lack of finance inhibited the Board's efforts to re-lay the tennis court and improve the grounds. The Ovals were still cluttered with concrete blocks, a reminder of the occupation by the RAAF, and an old aeroplane awaited removal. However, the Hirings Department assured the Board that any expenses incurred in removing the debris from

the playing fields, including the aeroplane, would be reimbursed. This was certainly cold comfort to the Trustees, who were anxious to build three ovals, but who were frustrated by Government red tape in their endeavours to restore the fields to some semblance of order. To add insult to injury, the Hirings Department offered the School the gravel, which covered the former parade ground, for the sum of £100. The Board refused the offer.

Added to these difficulties was the resignation of Mr M.W. Blank, effective as from the end of the year, and the advice that Miss A. Maxwell would also be leaving. Concerned at the impending loss of Mr Blank, the Trustees offered him an increase in salary of 50 pounds, provided he remained on the Staff until the end of 1948. Blank declined the offer for personal reasons.¹⁰

Unforeseen difficulties were encountered by the Headmaster in finding suitable Staff for 1948. In view of this, he suggested the appointment of a pupil who had just sat the Senior Examination, but the Trustees showed little enthusiasm for such a proposition. In fact, they directed that "no appointment be made until the Senior results were received, and the matter would then come up for discussion".¹⁰

Despite the trials and tribulations of 1947, the examination results proved satisfactory, particularly when compared with other schools. In the Senior, 10 candidates out of 19 were successful. P. Giffard, Dux of the School, 1947, won an Open Scholarship to the University and a Cunningham Scholarship; J. Rocks was awarded a Social Service Scholarship in Dentistry; and A. McDermott, Head Prefect, 1947, gained a Cadetship to Duntroon Military College. 26 Junior candidates were successful (out of 44).

The first term, 1948, opened with an enrolment of 79, 40 day students and 39 boarders, the lowest enrolment for many years. As a consequence, the Trustees called a Special Meeting, February 6, and demanded an explanation from the Headmaster, who gave details of the losses in numbers from sub-Junior to Junior, and from sub-Senior to Senior. These losses, apart from isolated cases, were normal, but in the area of new pupils the decline was serious. Logan pointed out that the very poor enrolments came from the Townsville State Schools: Hermit Park — 3; West End — 3; Central School — 4; South Townsville — 1; and Railway Estate — 1. All Trustees expressed dismay at these figures and each declared his intention of personally investigating the cause for such poor enrolments.¹²

The financial position of the School was now in a precarious position, and at the meeting of the Board, February 25, it was decided that the teaching staff must be reduced by one. Trustees and Headmaster were at variance concerning the teacher whose services could be most appropriately dispensed with. No decision was reached. However, at a Special meeting of the Trustees, without the Headmaster, on Monday, March 15, 1947, the matter was again discussed. The Board issued this statement:



Townsville Grammar 1947, RAAF huts on oval.

After a full discussion, IT WAS RESOLVED that, in the matter of the retrenchment of the teaching staff, consequent upon the reduced enrolments, it is the Trustees' view that it is in the best interests of the School that the services of Mr . . . , former pupil, be terminated, and that immediate notice terminating his services as from the end of the current term, be given.¹³

Logan strongly objected to this decision and tendered his resignation, which was discussed with him at a Board meeting on March 24, 1948. The Trustees advised him that they saw no reason to alter their actions concerning their resolution of March 15. The Headmaster left the meeting after stating that he was not prepared to intimate when he intended to relinquish his duties. This impasse was soon resolved. It was decided that the Chairman write to Logan and inform him that his resignation was accepted with regret, and, in view of the fact that no time was mentioned for the termination of his duties, the resignation would take effect from the end of the term.¹⁴

Telegrams were sent the next day to Mr Collins and Mr Blank asking if they were interested in the position of Headmaster. After a Special Meeting of the Board, April 8, 1948, the Chairman, Mr. S.M. Hopkins telephoned Mr Blank, who accepted the Headmastership, at a salary of 700 pounds. As he was not available for one month after the commencement of the second term, Mr C. Hamey, a member of Staff was appointed Acting Headmaster.

SPEECH DAY — NOVEMBER 28, 1947

Parents and past students were in strong force at the 59th Annual Speech Day of Townsville Grammar School, November 28.

The Headmaster, Mr Logan, in the course of his Annual Report, disclosed that, at the 1946 examinations, 6 Senior candidates were successful and 24 Junior. (16 attempted Senior, and 41 Junior.)

Mr Logan made some pointed observations on the examination complex of the present day.

"We are obliged, here, to cater for Public Examinations," he said, "to produce examination fodder. In other words, our system of education is dominated by the Examination Ogre. We teach to the examination. While this may have the effect of stimulating the endeavours of students, it can breed a narrow outlook in regard to study and so retard the full development of the adolescent mind. The teacher must try to inculcate a love of doing things for their own sake and not merely because they are a stepping stone to a job.

The Junior Examination, particularly, seems open to criticism — e.g. to expect pupils to have an effective knowledge of foreign languages, especially Latin, after two years study, is absurd.

I should like to see a three years Junior Course, preferably prepared by the Department of Education on the broad lines and marked by experienced teachers. I suspect that much marking is done by people not best qualified to do so.

For the purpose of recommending young people to prospective employers, an external examination is not as reliable as the School's estimate of the personal worth and character of the individual. But, if there is to be an outside examination, let it be based on a three years' course, so as to give the pupil liberal time to participate in cultural activities such as music, dramatic work, debating, hobbies of a useful nature, all of which have an enlarging influence on personality. Such a course would be a better preparation for entry into the business world, more so than the present scurry through the Junior Examination.

The Senior Examination should be solely a test of fitness for University work. The present intention seems to be to make it a test of endurance, physical as well as mental. How would we adults like to be subjected to the ordeal of three hourly written tests from 9.00 a.m. Wednesday morning to Saturday mid-day without intermission and so on the following week? A little spacing would render the

examination less of an ordeal. There is too much of a tendency in the Dominions to regard study as a mere stepping stone to a job. It is inevitable and natural for the student to wonder if he has bested the examiner.

But I should like to think that young people, once freed from the fetters of examinations and stark necessity, would enjoy with relish books for their own sake, for the colour and meaning they give to life, and not for the tally of marks they provide us with on our day of reckoning.

The greatest happiness comes from a well-stored mind with wholesome and varied interests. If poetry and literature is to you something to be mopped up because it is a set book, and not because it adds beauty and significance to everyday life, if history is a mere concatenation of events, and not a record of human endeavour, if science is a jumble of formulae and not a wonder of discovery, then your study of these things will have been largely wasted.

I remember hearing a lecture by Madame Montessori, the famous originator of the kindergarten, in which she stressed that education is not a passing phase, but should continue through the whole of life.

PRIZE LIST

- Form III 1. A. Money
2. E. Tompkins
3. G. Williams & J. Howatson
- Form IV Miss S. Maddock, T.A. Gulliver Memorial Prize, 1st in Maths., Hist., Geog., and Languages.
E. Keir, Second in Languages, Science and Maths.
B. Sell, A.S. Grose Memorial Prize in English and General Proficiency.
Miss Y. Williams, 1st in Commercial and General Proficiency.
Miss M. Woosnam, 1st in Commercial and General Proficiency.
Miss L. Vance, General Proficiency.
Miss R. Dale, General Proficiency.
- Form V R. Rainnie, G.H. Wetherall Memorial Prize, 1st in Languages, Science and Maths.
B. Wellington, Second in Languages, Science and Maths.
J. Thompson, A.S. Grose Memorial Prize in English, and General Proficiency.
Miss W. Mills, 1st in History and Geography.
General Proficiency: Miss M. Aslett, J. Craddock, Miss O. Grove, Miss M. Melvin, Miss B. Taylor.
- Form VIB Miss B. Allan, 1st in Maths, Dr A. Breinl Memorial Prize in Science, A.S. Grose Memorial Prize in English, 1st in Languages.
Miss C. Henry, Dr. Breinl Memorial Prize in Science, A.S. Grose Memorial Prize in English.
General Proficiency: S. Roveda, O. Kelly.
- Form VIA Miss D. Popham, Sprout Boyd Prize for French and Latin.
P.F. Giffard, McKelvey Memorial Prize, Hodges Memorial Prize for Maths, Dr Breinl Memorial Prize for Science, Form Prize, Dux.
D. Dolgner, A.R. Brookes Memorial Prize for English Literature.

SPECIAL PRIZES

- Rugby Cup: A. McDermott
Mrs P.F. Rowland's Prizes for Boarder Prefects: A. McDermott, A. Cowie, J. Clark, R. Cox, D. Dolgner, P. Giffard.
Mary A. Donald Prize for best Junior Pass by a Girl, 1946: Miss J. Anderson.
The Mary Foley Elliott Prize for a Girl outstanding at Sport: Miss C. Henry.
Head Girl Prefect: Miss D. Popham. Head Prefect: A. McDermott.

- 1 T.G.S. Board Minutes, 25 Sept. 1946.
- 2 T.G.S. Board Minutes, 25 Sept. 1946.
- 3 T.G.S. Board Minutes, 14 Oct. 1946.
- 4 T.G.S. Board Minutes, 18 Oct. 1946.
- 5 T.G.S. Board Minutes, 28 May, 1946
- 6 Dept. Education correspondence, 22 June, 1946.
- 7 T.G.S. Board Minutes, 26 Feb., 1947.
- 8 Qld. Govt. Gazette, 19 June, 1948.
- 9 T.G.S. Board Minutes, 3 Sept. 1947.
- 10 T.G.S. Board Minutes, 30 Oct. 1947.
- 11 T.G.S. Board Minutes, 26 Nov. 1947.
- 12 T.G.S. Board Minutes, 6 Feb. 1948.
- 13 T.G.S. Board Minutes, 15 March, 1948.
- 14 T.G.S. Board Minutes, 24 March, 1948.

Chapter 10

M.W. Blank B.Sc., (Qld), M.A.C.E. Headmaster 1948-1965

THE CHANGING TIMES

The appointment of Mr M.W. Blank in May, 1948, as Townsville Grammar's sixth Headmaster, was both fortuitous and opportune. Because of the dramatic and unprecedented events of 1947, the enrolment, February, 1948, fell alarmingly, and confidence in the School in Townsville, and indeed throughout North Queensland, was considerably impaired. As a consequence, the new Headmaster was confronted with the formidable and monumental problem of restoring the reputation of the School, and of re-establishing its image in the eyes of the community.

Blank was no stranger to Townsville Grammar. In 1939 he joined the Staff and served the School with distinction under the then Headmaster, T.B. Whight, who paid this tribute to him on Speech Night, December, 1942, at Rosslea:

He (Mr Blank) has had the heaviest burden of us all. His versatility is amazing. All subjects come easily to him. Chemistry, Physics and Geography to Senior would be considered a teaching programme heavy enough for any man — but he has added to it Junior Physics, Geography and Book-keeping. If the school days were only long enough, I think he could competently undertake to teach all our classes all their subjects, including French and Latin. In his spare time, he ran the Cadet Corps, The Book Room, drew up examination timetables, scientifically, on a pupil-hour system, and was O.C. slit trenches as well. He leaves us for the R.A.A.F. and takes with him the admiration and affection of all at the Townsville Grammar School.

After war-service overseas, as a Navigator in the Royal Australian Air Force, Blank returned to Townsville Grammar in 1946, but resigned at the end of 1947 in order to accept an appointment on the staff of The Kings School, Sydney.

On taking up his position as Headmaster, May, 1948, Blank found Townsville Grammar in an unstable and critical state. A poor enrolment of 40 day students and 39 boarders was a clear indication that the people of Townsville and North Queensland were disenchanted with the School. Nevertheless, without the backing and confidence of



M.W. Blank, Headmaster (1948-65).



Townsville Grammar School, September 1948.

Staff Left to Right: I.G. Malpas, P. Johansson, M.W. Blank, N. Brazier, A.J. Roberts.

parents, no successful recovery was possible. The problem was compounded by the precarious state of the School's financial position, which naturally imposed stringent restrictions on any ambitious plans to improve the grounds, buildings, dormitories, and general facilities. Undeterred by this situation, and fully aware of the difficulties inherited from his predecessor, Blank approached the School's problems with cautious optimism and quiet determination in the knowledge that he had the unconditional support not only of the Trustees, but also of a loyal and dedicated staff. He reorganised the School by introducing activities such as chess, debating, and photography; drew up a new prospectus; encouraged participation in sport, Cadets and the Junior Red Cross Circle; edited the Magazine; raised the standard of discipline; and finally insisted on academic excellence. Despite all his efforts, however, recovery was to evade him for at least four years. The only area in which progress could be seen was in the plans for the reconstruction of the playing fields, for which the War Memorial Committee had raised £1,600.

The School ended the year with a deficit of £700.¹⁹

In his Speech Night Address, December 1, 1948, Blank reviewed his first two Terms as Headmaster. He reported that eleven candidates for the Senior Public Examination were presented and 26 for the Junior Examination; that the Library was re-organised by Mr A.J. Roberts and Miss Hale; the School Magazine was printed and available for distribution; a Concert in aid of World Student Relief, organised by Mr I. Malpas, was very successful; the Junior Red Cross Circle raised money to provide parcels for Britain; and that the Cadet Corps functioned efficiently under the command of Lieut. A.J. Roberts.

He was careful to point out that Sport played an important role in the development of character — Cricket, Tennis, Football, Athletics, Swimming, and Basketball Teams entered the Inter-School Competitions with varying success, and Inter-House sports were keenly contested. In the Annual Athletics Carnival, R. Cantatore, the Under 16 Champion, won six events in this Age Group, and established a new School record of 18 ft 6 and three quarter inches in the Broad Jump. Blank also announced that Mr I. Malpas had presented a Cup to the School, The Alan Henderson Cup, to be awarded to the Champion House (Boys and Girls) in Sport, Debating and Scholarship.

Note: See Appendix xx.

But possibly the most exciting news was that, during the course of the year, plans and specifications for the reconstruction of the playing fields as a Memorial to Old Boys and Old Girls, who served in World War II, were drawn up. The full plan entailed the construction of three fields as sports areas, and a pavilion. Each of the areas would be levelled to provide for a cricket pitch and a football field, and in the western corner of the ground, next to No. 1 Oval, it was intended to build a pavilion. In addition, an area for future tennis courts would be levelled and thus be suitable for vigoro and basketball.

With three fields at our disposal, the School will be in a better position than ever before, and the conditions under which games will be played will be much more nearly ideal.¹

It was anticipated that there would be an encouraging increase in the enrolment, 1949. Unfortunately, this was not the case. The School opened in February with 32 day students and 40 boarders, despite excellent examination results the previous year. Of the 11 candidates for the Senior Public Examination 8 were successful. Miss B. Allan, who was Dux of the School, 1948, obtained the best pass with 4 A's and 3 B's, and was eleventh in the list of Open Scholarship winners. Twenty-one of the twenty-six Junior candidates passed, E. Keir being the most successful with 7 A's and 2 B's. In all, the twenty-six candidates secured 50 A's between them, and twenty of them gained at least one A each. The enrolment was a bitter disappointment to Blank, but by the end of the year the number increased to 81 — 36 day students and 45 boarders.

The War Memorial Oval was the major project for 1949. At their meeting, February 23, 1949, the Trustees "agreed to accept the sum of £1000 pounds in full satisfaction of the Trustees' claim against the Hirings Department, which account the Hirings Department agreed to submit to Melbourne."²

Note: This was the final claim against the Hirings Department for the use of the School Ovals by the Royal Australian Air Force during the years 1942-1944.

On March 2, 1949, a Special Combined Meeting of Trustees and the War Memorial Committee was called to discuss the "War Memorial Oval" project. Present were: Trustees, Mr E.M. Jobst (Chairman), Messrs S.M. Hopkins, E.J. McKimmin, I.H. Roberts, E. Field, the Secretary, Mr D. Bliss, and members of the War Memorial Committee, Messrs H. Greenslade, W. Gillman, A. Seawright, Mrs McKimmin, Mrs Hodel, and Mrs Seawright. Mr Gillman insisted that the erection of the Pavilion and the fence, as well as the installation of a water supply, be proceeded with. These were top priorities as far as the War Memorial Committee was concerned. Eventually, it was agreed that the War Memorial Committee hand over £1,380 to the Trustees on the following understanding:

1. That the tender of £2,310 from Mr Arndt be accepted forthwith and that payment be covered by the funds provided by the War Memorial Committee plus the £924 subsidy from the Government as arranged by the Trustees.³

LILLEY MEDALLISTS



Hilary Davies



Spencer Routh



James Baker



Lewis Collins



The Dovecote, 1949.

2. That the Trustees will, as soon as they receive the cheque (£1000) from the Treasury, in payment of claim for compensation, return to the War Memorial Committee the sum of £300.
3. That when the work, covered by the Specifications of the tender, has been accepted and completed, all future expenditure on the Sportsground be directed in providing three (3) concrete pitches and thereafter completing No. 1 oval and the Grandstand, so that there will be completed, at the earliest possible time, a portion of the larger scheme which can be identified as War Memorial. In this direction, it was decided that the Trustees should install a water scheme to serve the main Oval and also have the necessary Grandstand erected.²

By the end of 1949, the levelling and top-dressing of two fields was well advanced and it was confidently predicted that No. 1 Oval would be ready for use in 1950. Plans were also in hand to construct a boundary fence and to build a Pavilion.

Results in the 1949 Public Examinations were most satisfactory. Three of the four Senior candidates were successful. B. Wellington, Dux of the School in 1948, obtained 3 A's, 2 B's, and 3 C's, and was awarded an Open Scholarship to the University. It had almost become traditional that the Dux of the School should win an Open Scholarship, for since 1941 they had achieved that distinction, except in 1944. In the Junior, 15 of the 19 candidates were successful. S. Maingay obtained 6 A's, while J. de Tounouer and G. Brown gained 4 A's each. Brown was awarded a Scartwater Scholarship.

However, notwithstanding this encouraging progress, the spectre of insolvency

continued to haunt the Trustees. On December 22, 1948, the Chairman of the Board, Mr Spenser Hopkins, wrote to the Minister for Education, the Hon. H.A. Bruce, as follows:

Unfortunately, the School Year just closed was conducted with a very heavy falling off in enrolments as compared with previous years, and this fact meant a corresponding lesser income to the School from tuition fees . . . In addition . . . the salary roll for the teaching staff was an ever-increasing item, in keeping with the alterations made from time to time under the relevant Industrial Awards. The School buildings, by the reason of their age, call for a heavy outlay for repair and maintenance . . . In brief, the position that confronts the Trustees is that the current financial year will finish about 150 pounds on the wrong side of the ledger. To meet the above, could assistance be given to the School either in the direction of a "straight out" grant, or by way of a loan? Failing either of these suggestions, would approval be forthcoming to the Trustees obtaining from their Bankers the accommodation necessary to conduct the School activities, and to the giving of a mortgage over the lands and buildings of the School by way of security? In this regard, we refer to Section 6 of the Grammar Schools Act of 1860. The Trustees are hopeful that their present difficulties may prove to be of a temporary nature, and that within the next few years, enrolments will return to the proportions of earlier years.⁶

Mr G. Keyatta, M.L.A., also wrote to the Minister for Education, February 3, 1949, in support of the Trustee's letter:

I am making representation on behalf of the Townsville Grammar School concerning their appeal for financial assistance. I understand you have the financial statement for the school year ending 1948, which indicates that it cost 1,572 pounds one shilling and five pence more than their revenue for the year.⁷

Concerned that their letter, December 22, 1948, had been ignored, the Trustees sent this urgent telegram to the Minister, January 3, 1949:

Trustees would appreciate reply their letter twentysecond December concerning School finance matter very urgent all payments except wages held up time being advise.⁸

Because of the School's straitened circumstances and its worsening financial crisis, the Minister approved an immediate Special Endowment of 450 pounds, a gesture which gave temporary, short-term relief to this pressing problem. In July, 1949, the government waived the balance of 435 pounds 11 shillings and 4 pence of the loan made to the Grammar School in 1903 for the re-erection of the school building which was completely destroyed by Cyclone Leonta. However, both these actions did not provide sufficient funds to cover the deficiency in finances to enable outstanding debts to be met. Consequently, the Trustees again wrote to the Minister for Education requesting assistance, July 8, 1949:

The Trustees find it necessary to emphasise the fact that in the General Funds of the School, they have not, at present, the money available to meet commitments incurred to date, and they have to secure it from some source to meet the unpaid accounts at the 30th June, which are in the vicinity of £600. As far as it is possible to estimate, the Trustees find that to meet the above, as well as the anticipated loss on the running of the School to the end of June 1950, they require at least £1500 over and above anticipated revenue. If, in the financial year now commencing, it is possible to increase the endowment to the School by the sum of £1,500, it will facilitate the financial administration considerably; if it is not possible to so increase the endowment, it is requested that the amount be made available by a loan.⁹

On July 27, 1949, Cabinet approved a loan of £1,500 to the Townsville Grammar School Trustees "to meet commitments", but on the following conditions:

Interest was at the rate of 3 pounds ten shillings per cent per annum.
The loan was for a period not exceeding five years.



The School, 1950.



School Uniform 1950, hat, gloves, blazer, stockings – the lot.

The Trustees to repay the whole amount when circumstances permitted such action, or repay as much as possible in the shortest period of time within five years.

The Treasurer, Mr J. Larcombe, M.L.A., requested Mr G. Keyatta, M.L.A., to advise the Trustees of Cabinet's decision.¹⁰

Note: The Cyclone Leonta loan of £4000, 1903, was repaid in double, including interest and redemption, since its inception.

At a Special Meeting of the Board of Trustees, August 10, 1949, the terms and conditions of the loan were accepted, and in a letter to the Minister for Public Instruction, August 11, 1949, the Trustees requested the loan be made in the following manner:

An immediate payment of £500.

A further payment of £500 on the first day of February, 1950.

A further payment of £500 on the first day of May, 1950.¹¹

In 1950, the School increased in numerical strength to a total of 98. Although numbers in the secondary department remained much the same as those of 1949, the primary department expanded considerably. At the middle of the year, primary enrolments totalled 27. The increase was due, in large measure, to the decision of the Trustees to admit day-students to this section, but it was also now apparent that confidence in, and approval of, the School by the general public was beginning to emerge.

Academic standards were particularly sound. E. Keir, who was Dux of the School, won every prize in his Form and in addition was awarded the Rugby Prize. In the sub-senior group, R. Cantatore and G. Brown were prominent, whilst in the Junior class J. St. George, K. Dunlop, R. Roebuck, L. Jones and B. Lawrence showed much promise. Two of the three candidates for Senior were successful, E. Keir obtaining 2 A's, 4 B's and 1 C. Of the 25 candidates who sat for Junior, 20 passed.

Work on the construction of the War Memorial Ovals and associated projects proceeded slowly; posts for the fence around the ground were erected; a concrete cricket pitch was laid on No. 2 field; and water pipes were positioned on the main Oval. Though considerable inconvenience was experienced during the re-development of the playing fields, participation in sport during 1950 reached a very high level. Inter-House and Inter-School competitions were keenly contested and some outstanding results were recorded. R. Cantatore established a new record of 54 secs. for the 440 yards and broke G.F.E. Hall's record of 20 ft 9 ins (1909) in the Broad Jump with a leap of 20 ft 11 and a half inches. This resurgence in sport was particularly evident in Girls' Tennis, the First Cricket XI, undefeated Premiers, and in Football, in which three teams were fielded, as well as a Primary team coached by Mr Rose.

The Trustees were heartened and indeed gratified with the progress of the school under the guidance of Blank, but, despite careful budgeting, the year 1950 ended with a loss of £1,556. An additional endowment of £1,400 was allocated to the School by the Department of Education, June 1950.^{12, 13}

Note: The offer of a further loan by the Department of Education, November 25, 1949, was declined by the Board of Trustees, February 14, 1950, on the grounds that further indebtedness would aggravate their already critical financial position. In particular, they pointed out that repairs and maintenance would cost £5,000 and that "until the time arises when the loan of £1,500 is cleared by the Trustees they do not propose to go in for any further loans for repairs in the near future." The Trustees requested an additional subsidy of £300 to cover repayment of the £1,500 loan already granted.

The 1951 School year opened with an enrolment of 106, a slight increase over the previous year. It was announced that the Junior Certificate was abolished and that all candidates would receive a certificate indicating their results in that examination. Boys and girls who failed in the examination would receive a certificate to indicate that they had studied to Junior standard. Blank commended the scheme. A School concert was organised by the Staff in April and the Library was re-arranged and re-catalogued by Mr Pretty and by members of Form V. Considerable progress was made in the improvement of the grounds. Each of the three Houses was given a lawn area to develop and displayed marked enthusiasm for the project. Three boys, W. Costanzo, G. Waring and L. Foot, so impressed Blank with their interest in, and consistent application to, their lawns over the year, that each was presented with a Special Prize, the Headmaster's Prize for Service, on Speech Night.

In late April, the work of levelling the Oval was at long last completed, but lack of rain gave it the appearance of desolation. Grass was planted and made excellent progress when water was available. The Headmaster, with the assistance of two Trustees, Messrs Bliss and Emmerson, erected the fence and a concrete wall around the lower edge of the Oval. The cost of the scheme exceeded £3,000 and was met by funds supplied by the War Memorial Committee, the Trustees, and Government subsidy. Plans were made to lay down a cricket pitch and practice wickets in 1952, and in this respect, the War Memorial Committee set out to raise £2,000. On Speech Night, 1951, Blank announced his intention of forming a Parents Association in 1952, in order to forge a closer bond between the School and Parents.



The School, 1952.



The dormitory, 1952.

The School was again successful in Sport — Cricket, Football, and Athletics, in which R. Cantatore distinguished himself by winning the 100, 220, and 440 yards championships, the High Jump, and by establishing a new record in the Broad Jump. A School Tennis Tournament was conducted for the first time in the School's history. The results were:

Open Singles Champion: R. Cantatore

Junior Singles, Under 16: J. Jeffrey

Junior Singles, Under 14 and a half: G. Real

Open Doubles: R. Cantatore and G. Brown

Junior Doubles, Under 16: J. Jeffrey and F. Kaesehagen

Junior Doubles, Under 14 and a half: G. Real and D. Craddock.

In the Senior Examination four of the five candidates were successful, and in the Junior, 21 sat the examination and gained 37 A's, 38 B's, and 51 C's, with 100% passes in Latin, 90.5% in English, 93.8% in Chemistry, and 93.8% in Physics. 1951 was a splendid year for both academic and sporting achievements, and, indeed, a year which enhanced the reputation of the school.

The enrolments for 1952 were 130, an increase of 20 per cent on the roll of 1951.

Including among the students were three Lilley Medallists — Hilary Davies, 1948; Spencer Routh, 1949; and James Baker, 1950. The attendance of three Lilley Medallists at the one school at the same time was without precedent outside of Brisbane. Hilary Davies was Dux of the School, 1952, with an average of 86% in seven subjects; Spencer Routh won the Byrnes Memorial Medal, in the Junior Examination, 1951, the first boy from the School to achieve this distinction, (see Appendix xx); Lewis Collins also distinguished himself in the 1951 Junior Examination when he obtained 5 A's and 3 B's and was awarded the Thallon Medal for the Northern and Central Divisions of the Queensland Railways. Collins was the fifth Townsville Grammar pupil to gain this honour. (See Appendix xx). In 1951, 11 candidates were presented for the State Scholarship Examination, of whom 8 were successful. I. Perry obtained an average of 85% in his subjects.

The 1952 examination results were extremely good. Of the 12 candidates who sat the State Scholarship Examination, 11 passed. In the Senior Public Examination, 9 out of 11 were successful — Hilary Davies won an Open Scholarship and a Cunningham Scholarship, and Barry Lawrence, a Cunningham Scholarship. The Junior Public Examination results of the 29 candidates who sat were most creditable. J. Baker secured 8 A's and won the Arthur E. Hall Memorial Bursary, and D. Craddock with 5 A's and 3 B's was awarded a Scartwater Scholarship. (See Appendix xx). Other outstanding passes were: J.D. Blake with 6 A's and 2 B's; G.C. Real, 3 A's, 4 B's and 2 C's; and C.W. Hopkins, 5 A's and 3 B's. Girls were well represented with G.M. Brown's 3 A's and 5 B's, and G. J. Morris' 4 A's and 4 B's.

The over-all strength of 130 (57 boarders and 25 girls) indicated a gratifying improvement. A noteworthy feature of school numbers was their stability. The increased number of girls enabled the re-introduction of Vigoro as part of the House Competition. The Girls' A Grade Basketball and Tennis Teams won their Premierships. The First and Second Cricket XI's were Premiers as were the undefeated Senior and Junior Football XIII's. The Tennis Teams, coached by Mr A.J. Roberts, were also undefeated Premiers.

For the first time since 1941, the Annual Athletic Carnival took place on the School Oval. As these sports were held on a Saturday, it was hoped that the following of parents, friends and past pupils, which existed in the past, would be re-established. D. Jalland won the Under 12 Championship, R. Day the Under 14, W. Payne the Under 15, W. Downey the Under 16, and J. White the Open Championship. The teams showed all-round strength at the All Schools Carnival and won the Under 15 and Under 16 Shields. Swimming was once again an organised activity, and the Inter-House Carnival, though largely experimental, was, nevertheless, successful. Championships were won by: R. Hollamby, Under 16; P. Clapin, Under 15; and P. Peut, Under 14. D. Thomson proved himself to be the best free-style swimmer under 16, but Hollamby's all-round ability gave him the championship. Grammar, coached by Mr K. Anderson, narrowly won the Carnival against the Townsville State High School.

As a result of the efforts of the Old Boys' Association, and particularly the efforts of its Secretary, Mr J.D. Jeffrey, a School Magazine was published, the first since 1948.

On Speech Night, December 4, 1952, Blank welcomed the Parents' Association and its Chairman, Mr G. Brackstone, and pointed out that the Association was formed in an endeavour to bring Parents and the School closer together. Its first official function was early in November when a tuck-shop was held during the lunch hour and realised £15.

Thus the successes of 1952 augured well for the coming year.

However, on October 28, 1952, the Trustees wrote to the Director of Education, and outlined the financial problems that they anticipated up to the end of January, 1953. Included with their letter was a summarised list of receipts and expenditure from the commencement of the current School financial year, i.e. July 1952, up to the end of January, 1953, which showed that approximately £1,980 of expenditure was greater than revenue. They requested assistance to the extent of £2,000.¹⁴

Note: The Trustees sent a copy of their letter to Mr G. Keyatta, M.L.A., who in turn wrote to the Minister for Education, Hon. G.H. Devries, M.L.A., November 17, 1952, and November 24, 1952, supporting the Trustees' request for financial assistance.¹⁵

On December 8, 1952, the Governor, with the advice of the Executive Council,



The School, 1953.



FORM IV (Junior), 1953.

Back Row: H. Forsythe, I. Perry, G. Alloway, F. Millican, J. Topley, R. Cox, J. Howartson, J. McLean.

Third Row: K. Ives, J. Barnes, P. Clapin, D. Elliott, D. Cowie, J. McKinnon, J. Jacovos, R. Day, W. Payne.

Second Row: S. Young, J. Foster, B. Routh, B. Neilsen, S. Hopkins, S. McAllister, E.T. Rose, D. Armati, S. Richards, H. Uprichard, M. Todd, V. Jones.

Front Row: R. Clark, R. Beale, M. Ridge, C. Bullock, S. Seckhold, M. Katahanas.



Girls' Tennis, 1953.

Back Row (L to R): Gloria Foster, Barb Routh, Beth Bontoff, Joan Hanson, Marg Todd, Silvia Richards. Front Row: Gwen Morris, Sally Hopkins, Barb Neilsen, Val Jones, Carol Greske, Joan Brackstone.



Girls' Swimming Team, 1953.

Back Row (L to R): Sue Young, Barb Routh, Margaret Huddelston, Judy Millican, Gloria Foster. Front Row: Sally Hopkins, Barb Neilsen, Norma Southward.

approved an advance of £2,000 to the Trustees and stipulated that it be charged against the endowment for the First Quarter of 1953. The prompt action of the Department extricated the School from financial embarrassment, and even more so when the Trustees requested payment of the £2,000 before December 20, in order to meet pressing accounts. The cheque for £2,000 was received by the Board on December 19, 1952.¹⁶

Note: As from January, 1952, the State Scholarship Examination was cut from four to three subjects — English, Mathematics, and Social Studies. Allowances: Living-at-home rate rose from £10 to £12 per year. Living-away from home allowances increased as follows: First year, from £42 to £52; second year, from £52 to £65; third year, from £68 to £82; fourth year, from £84 to £104. The allowances applied to students whose parents did not receive more than the basic wage and took effect on January 1, 1952.

An influx of 10 new pupils at the beginning of Third Term, 1953, increased the roll to 135, including 60 boarders, the highest September enrolment since 1946. The Primary section totalled 31. The large Sub-Senior Form of 21 proved heartening to Blank who campaigned continually for more extensive secondary education. It was his firm belief that the Junior Public Examination required three years' preparation and that the School leaving age be raised to 15. Furthermore, he advocated that the Primary Grade 8 be transferred to the Secondary School.

Note: It was not until the end of 1963 that both Grades 7 and 8 were transferred to secondary school, becoming (in 1964) Grades 8 and 9 respectively.

1953 was a happy and fruitful year for Townsville Grammar. Numbers were satisfactory, financial problems were not insuperable. The Parents' Association was most active and supportive, and contributed £25 to the Library to purchase fiction. Perhaps their most noticeable assistance was in the grading of the grounds, which, after nearly six years of being a wilderness, were made attractive and presentable. Mr K.A. McFarland organised groups to care for various sections of the grounds and on Coronation Day a ring of Poincianas was planted around the Oval.

Inter-School Sport was again keenly contested. The First XI, coached by Mr Rose and Captained by G. Real was narrowly defeated by High School in the final match and the Second XI, led by J. Baker, shared the Premiership with Townsville High School; the Frank Sides Memorial Bat, presented through the Old Boys' Association by Mr D. Kemp, was awarded to D. Whebell who scored over 200 runs for an average of over 50. The Tennis teams, coached by Mr A.J. Roberts, were once again Premiers, and the First XIII, captained by L. Collins and coached by Blank, retained the Premiership. Finally, the Swimming team under the able direction of Messrs K. McFarland and K. Anderson was victorious.

But it was in the academic field that Grammar excelled. In the Senior Examination,

five of the six candidates were successful. Spencer Routh, in being first in the State for the third time, (Scholarship, Junior, and Senior), performed a feat unparalleled in Northern Schools. He also won the John Black Scholarship, an Open Scholarship, and a Cunningham Scholarship. (See Appendix xx). There were also many good passes among the Junior Candidates; Susan Young and D.G. Elliott secured their maximum of 7 A's; Barbara Routh, 7 A's and one B; R.W. Day and I.J. Perry, 6 A's; R.A. Beale, D.J. Cowie, and J.H. McKinnon, 4 A's each. Barbara Routh won a Scartwater Scholarship. Nine of the thirteen Scholarship candidates passed. Because of these successes, both in the sporting and academic areas, Grammar's reputation as a school of increasing merit gained momentum, which was reflected in the enrolment of 163 — 73 boarders, 34 girls, and 56 dayboys — in February, 1954. As in previous years, the School's activities were divided into four main fields of endeavour: Morning Assembly, or Callover, a simple act of corporate worship which Blank regarded as the crucible from which School spirit emerged; secondly, Scholarship; thirdly, Sport; and finally associated activities — debating, chess, Cadets, which served to widen interests and give scope to the individual who was not particularly good at any sport. Thus Blank insisted that House Sport — Cricket, Football, Athletics, Tennis, Swimming, Vigoro and Basketball — played a vital role in developing character and esprit de corps.

For the sixth year in succession, the First Football XIII coached by the Headmaster, won the Premiership; the Junior team was second to Townsville State High School, and the Under 8 stone team was undefeated in two rounds against the other local schools. In Inter-School Athletics, Grammar won the Open Shield, and in the North Queensland Athletic Meeting in Charters Towers, J. Blake of Grammar won the cup for the Open Championship, the first occasion that this trophy was won by a boy from Townsville. Christian Brothers' College joined the Swimming Carnival, making the contest a triangular one, and after an afternoon of fluctuating fortunes, Grammar emerged the Premier School. Girls were yet to make their mark in Inter-School sport.

As a result of a considerable amount of hard manual labour by Mr A.J. Roberts and Mr E. Rose, and the Cadets, a miniature Rifle Range was built in the gully and put into use during the third term.

Around the Oval, a further twenty-three trees were planted, and again it was Mr McFarland whose interest and dedication made this project possible. The Old Boys'



FORM V, 1954

*Back Row: D. Elliott, I.V. Bruce, J. Topley,
R. Cox, J. Jacovos.
Second Row: R. Ridge, I. Perry, M. Katahanas.
Front Row: A.J. Roberts, Sally Hopkins.*



*Girls' Basketball 'A' Team, 1954
Back Row: G. Brown, S. Hopkins,
N. Southward, M. Walding, C. Greske.
Front Row: J. Peapell, Miss D. Popham,
L. Gallego.*

Association, The Old Girls' Association, and the Parents' Association, were active during the year and gave the School their fullest support.

In his Speech Night Address, December 1954, Blank recorded, with regret, the death of Mr V.R.J. Bliss at Yass, New South Wales, on September 4. Mr Bliss was an Assistant Master at the School from 1939 to 1946, when he taught Senior English and Latin, was Senior Resident Master, and Master in charge of Tennis. His contribution over those years was inestimable.

After almost fifteen years association with the School, Mr E.N. Jobst resigned as a Trustee as a result of his transfer on promotion to Brisbane. The School owed much to the caution and judgment which he brought to the handling of its financial affairs. Mr. F.H. Brazier was appointed to the vacancy.

T.E. Thorpe and Company, Secretary to the Board of Trustees from 1929 to 1949 also severed their connection with the School. Messrs Millican and Greenslade were appointed as Secretary to the Trustees.

Four major projects occupied the attention of the Trustees during 1954. The construction of a pavilion was under consideration for many months and reached the contract stage, but nothing further was effected owing to the lack of the necessary steel. Because of this delay, a completely new design was drawn up and it was hoped that this important structure would be completed during 1955. The urgent need for additional classrooms to cater for future needs stimulated a considerable amount of activity. It was planned to align the existing Science room with the building erected by Mr T.B. Whight in 1939 along Paxton Street, and to construct beneath it a new floor containing two offices and three classrooms, one of which would be the Library. The third project was a Domestic Block. Plans for this included a dining room, kitchen, laundry, and domestic staff quarters. The fourth project was the renovation of the Dormitory Block to provide more acceptable bathrooms, and to provide additional accommodation for the increasing numbers of boarders. These projects received the unqualified support of Mr T. Aikens, M.L.A., and Mr G. Keyatta, M.L.A.¹⁷

1955 — THE YEAR OF ACHIEVEMENT

1955 was indeed a year of real achievement. School numbers rose to 172, the second highest on record, and the boarding establishment was at full strength with a total of 74. Of the 39 Primary students 26 were boarders.

Note: When Blank assumed the Headmastership, Second Term, 1948, the Roll numbered 79 — 40 day students and 39 boarders.

The decision of the Trustees to embark on a plan of redevelopment was wisely taken. A new building, constructed at a cost of over £10,000, and erected in line with the 1941 classroom block, provided Science laboratories, a Store Room, and a Lecture Room on the first floor, whilst on the ground floor were two classrooms, a Master's Duty Room, a Prefects' Room (which was given a Charter that Blank hoped would be honoured by future Headmasters), and a Library, furnished by a very active and supportive Parents' Association. The upper storey had as its nucleus the 1910 dormitory building, which was raised, turned through 90 degrees and moved over to the site when the lower floor brick structure was completed.

New bathrooms, constructed as an addition to the Dormitory Block, improved the boarding facilities to a remarkable extent, and two other projects, the building of a Pavilion on the Oval and the levelling of three Tennis Courts, were well advanced. It was confidently predicted that the courts would be asphalted early in the new year and that the Pavilion would be ready for the Athletics Carnival, September, 1956.

A further three projects were planned — the construction of a gymnasium and attached garages along the south eastern fence of the tennis courts, the painting of the 1941 building, and structural modifications to the dormitories in order to provide additional accommodation for boarders. The Trustees made application to the Treasury for a loan of £3,158 to finance the alterations to the dormitory building.¹⁸

However, on the September 6, 1955, the Trustees submitted an application to the Director-General of Education for an additional endowment of £1,500 in order to meet the



The School, 1955.



"Junior" Form, 1955.

cost of increases granted in the rates of salaries payable under the Assistant Masters' Award.

The financial position of the School was reasonably satisfactory for the following reasons:

The Department of Education had given the School generous assistance over the past few years by way of additional endowment.

The Board had been forced to postpone necessary repairs and painting, estimated to cost at least £3,000, because of recurring shortages of labour and materials.

It was particularly unfortunate that the increases in salaries came at a time when the Board of Trustees felt that the School was in a position sound enough to undertake the long overdue improvements to both classrooms and boarding accommodation. It was confidently expected that these improvements would be justified by the healthy enrolments, particularly in the boarding section, but even in this area, wages were increased in an effort to secure a stable and efficient boarding staff. The Trustees expressed concern that the boarding school income would have to bear the interest and redemption on Treasury loans estimated at £740 per year and make a contribution to the cost of tuition.

The Board, contrary to the opinion of the Headmaster, was of the firm opinion that any increase in tuition fees would result in a serious fall in enrolments with the consequent reduction in income.

In their letter to the Director-General of Education, September 6, 1955, the Trustees emphasised that wage earners of the lower income groups predominated in Townsville and that to charge higher school fees would deny the opportunity of a Grammar School education to many children. Furthermore, to charge fees to an amount that would cover the increased expenses would make them prohibitive. The high seasonal wages earned in the city's two meatworks and on the wharves offered a strong inducement for boys to leave school before receiving a secondary education. There was no possibility of economies in the teaching staff, all of whom, including the Headmaster, taught a full time-table.¹⁸

The Trustees forwarded the following Schedules to support their application:

TOWNSVILLE GRAMMAR SCHOOL

Present attendance	130 secondary pupils	100 day pupils
	40 primary pupils	70 boarders
Total	170	170

Staff: Headmaster, who teaches a full timetable, five Assistant Masters, teaching secondary subjects, and one Assistant teaching Primary School.

Scale of fees:

Note: The fee structure was a continuing source of disagreement between the Trustees and the Headmaster.

6 Non Scholarship Holders	Scholarship Holders	Primary
Tuition £ 36.19.0 per yr.	£ 13. 5.0 £139. 6.8	£ 27.19.0 £139. 6.8
Board £139. 6.8 £176. 5.8	£152.11.8	£167. 5.8

Scholarship Allowance: £20, Senior; £17, Junior.

	Masters' Salaries:	
Previous total £6776.0.0	New total £8108.0.0	Increase £1332
	Payroll Tax	£ 33
	Total Increase	£1365

Five members of Staff qualified for the annual increment of £25 as from January 1st, 1956.

TABLE OF LOANS

Amount of Loan	Purpose	Years	Annual Payment
1200.0.0 800/S	Playground additions Construction of Pavilion and reconditioning of existing buildings.	10	148.17.0
600.0.0 400/S	General repairs and maintenance of School buildings and grounds.	5	132.17.0
7400/3600	Alterations and additions to classrooms.	20	581. 5.6
269.0.0	Repairs to headmaster's residence.	5	61.14.1 924.14.5
Boarding School Loans			
1895/1263	Alterations and additions to Dormitory Block.	20	148.17.1
7500/5000	Proposed erection of new Kitchen Block.	20	598.0.0
			738.17.1
		Total	£1663.11.6

TABLE 1 — TOTAL ANNUAL ENDOWMENTS, 1926–1955

1926–7 1928–9 1932–3 1941–2 1947–8 1948–9 1949–50 1952–3

T.G.S. £1,500 £1,500 £1,100 £1,300 £1,800 £2,250 £3,200 £5,050

Included in the Endowment was the sum of £1,000 provided under Schedule C under the terms of the Grammar Schools Act of 1864.

TABLE 2 — ENROLMENT AND STAFF

	Primary			Secondary			Staff		
	Enrol.	Bdrs.	Tchs.	Enrol.	Bdrs.	Tchs.	Cl.	House	Ground
Feb. 1955	39	26	1	133	48	6	1	10	1

The Government subsidy per secondary student enrolled was: £38 per day student, £105 per boarder.

In his Speech Night Address, November 25, 1955, Blank stated:

After a period of financial stringency through which we were helped by the generosity of the State Government, the School was in a comfortable position at the end of 1954, wherein the Board could implement plans for much needed extensions, and could plan for painting and renovations of existing buildings, which had necessarily been allowed to lapse. This happy position was destroyed in mid-year by the granting of considerable marginal increases to assistant masters. I can see no reason why money obtained for painting and repairs should be applied to payment of salaries (even my own) so the only recourse that I can see is to increase tuition fees considerably. For the purpose of comparison tuition fees in 1888 were 16 pounds, 16 shillings per year (plus extras) with no grant from the Government. In 1955 tuition fees for a Scholarship holder have been 9 pounds 9 shillings per year with a grant of £17 from the Government. I venture to suggest that the present equivalent of the 1888 rate would not be less than £80 per annum.

He was also critical of references by the Press to "free education" and made it quite clear that "education is nowhere free, for we, the people, must ultimately provide the money needed". As on many previous occasions, he urged the establishment of a University in North Queensland, which, he believed, would stimulate interest in higher secondary education.

In the Brisbane "Courier-Mail", October 31, 1955, the Acting Minister for Education, Mr Power, stated that a University in the North was not needed because of the small number of Senior candidates in the North and that the needs of country students had been fully recognised by means of generous assistance to residential University Colleges. Blank opposed this view and pointed out that the University of Queensland was established with only four faculties when few students were offering, and at a time when there were no secondary schools in Queensland other than Grammar and denominational Schools.

Note: The Townsville University was established in 1957 and opened in 1961, as part of the University of Queensland. Blank was a member of its first Council.

In May, 1955, Blank attended a Conference of Secondary Principals at the University of Queensland, which he deemed the only event of real importance to Queensland educational history that year. The significant feature of the Conference was the unanimous agreement of Secondary School and University representatives that a five year secondary course was essential, and that this could be best achieved by deleting the Eighth Grade from the Primary Syllabus. Blank's views were quite definite:

I feel that the present Senior level is too difficult for those not desirous of proceeding to University, and the University maintains, and I believe correctly, that it is too low for Matriculation, particularly in the Sciences. The happy solution, I feel, would be to have a Leaving Certificate Examination at the end of the fourth year, and Matriculation after the fifth. In the fifth year, those interested in Arts could work full time on a selection of languages and History without being distracted by the dull tedium of Mathematics, while those interested in Scientific faculties could pursue their entrancing study of Mathematics and Science far beyond the present level.²⁰

Examination results were more than satisfactory. All six candidates for the Senior were successful; D. Elliott secured the best pass with 5 A's and 2 B's, whilst I. Perry gained 2 A's, 3 B's, and 1 C. The Junior group of 54 candidates produced quite good results. Among the more notable were Diana Bell, R. Sherrington, and G. Mylonas with 7 A's and 1 B, Dawn Abraham and N. Bird with 6 A's, and J. Niblett and G. Keir with 3 A's. Nine Scholarship candidates passed.

The Primary Department flourished during the year, and success in this area was largely due to the untiring efforts of Mr W.R. Cook both inside and outside the classroom.

Sporting activities followed the usual pattern and Grammar had a fair share of inter-school success. The First XI won the Cricket Premiership, the Second XI drew; the First XIII Football Team drew, the Junior Team was second, and the Weight Team was undefeated. The Tennis Teams drew with Townsville High School, whilst in Athletics and Swimming the School met with little success. Mrs Sorenson, who acted as Sports mistress, aroused much enthusiasm in the Girls, who took part in Swimming, Athletics, Tennis, and Basketball.



Mr W.R. Cook, Primary Master (1955-66).

Numbers were well maintained during 1956 with a total enrolment of 166, of whom 77 were boarders, the highest in the history of the School. With the introduction of Modern History and Ancient History, a course was provided for those students who had no interest in, or aptitude for, Science and Mathematics and, as a result, the Sub-Senior Class of 16 included 7 girls, the greatest number of girls the School had ever had in a Form above Junior level. Of the 19 candidates who sat Senior, 13 passed, with K. Adam obtaining 4 A's and 2 B's, and W. Davies, 2 A's, 2 B's and 3 C's. The general high quality of the results of the 35 students, who sat for the Junior Examination, was highlighted by those of P.C. Wetherell with 8 A's and D.V. Hand and K.E. De Lacy each with 7 A's. Wetherell and R.E. Store, 3 A's, 3 B's, and 1 C, were both awarded Scartwater Scholarships.

On March 6, 1956, Townsville felt the full force of Cyclone "Agnes". The morning was uneventful, and since the School was sheltered by Castle Hill, it was not easy to realise how serious things were. There was no electricity or telephone from about 10 a.m. and all day pupils had returned home by 12.00 noon, at which time the wind changed, the Dining Room verandah collapsed, and part of the kitchen roof was destroyed. The domestic staff sheltered in the Headmaster's house and boarders were sent in batches to the classrooms of the 1941 building, but, while this was in progress, the roof was blown off and they were transferred to the Dormitory block which withstood the fury of the storm. Most of the damage to buildings and trees occurred between 1.00 p.m. and 2.00 p.m., but heavy winds prevailed most of the afternoon. The next few weeks were spent in clearing away debris and effecting general repairs.

1956 was also a year in which the steady progress of the past nine years was maintained. In that period paths were built, lawns and shrubs established, playing fields constructed, buildings erected and renovated; the overall strength of the School increased two and a half times, and boarders' numbers almost trebled. The gymnasium and garages were completed, equipment was purchased by the Parents' Association and arrangements made for regular and compulsory tuition in gymnastics. The Tennis courts, for which the School had waited so long, were finally completed. The construction of the fence was undertaken with voluntary labour, and the final result was a tribute to the energy and enthusiasm of the boys who gave so much of their time helping the Headmaster and Mr Roberts with this task. The pavilion was also completed during the first term, and perhaps it was fortunate that the roof had not been put on before "Agnes" visited Townsville.

Because of lack of interest and membership, it was decided to suspend the activities of the Old Boys' Association, a step which the Headmaster regretted. He believed that a combined Old Boys' and Old Girls' Association would have a better chance of survival and suggested the formation of The Past Grammarians' Association.

It was his considered opinion that a strong Past Students' Association would be of inestimable value to the School, particularly in keeping alive its traditions and in helping to shape its future.

In Sport, the School achieved moderate success. The First Cricket XI were in running for the Premiership until they made history by being the first School team to be defeated outright since the establishment of this competition. In Football, the First XIII was successful, and in Tennis Grammar had a clear-cut win, the final points being Grammar 29, High School 21, Christian Brothers 10. The Under 16 team was victorious and did not lose a set in competition play. For the first time, a Tennis competition was arranged between Grammar and All Souls. Grammar won by 7 sets to 2.

In 1955 and 1956 Fay McKillop was prominent in Women's swimming and was selected (1955) in the breaststroke squad. She just missed Olympic selection for the '56 Games. She was 4th in the overall trials from which they were selected.

A serious loss to Cadets during the year was the resignation of Mr E. Rose, who had been with the Corps since 1949. For the first time, the Unit won the Garlick Cup outright — this trophy, donated in 1947 for rifle competition between Cadet Units in Townsville, was held by Christian Brothers College, except in 1950 when there was a tie between schools.

On July 19, the Treasury approved a loan of £4,500 over a period of 20 years at the rate of 5 pounds ten shillings per cent per annum, as well as a subsidy of £3,000, for the construction of a new Domestic Block, the estimated cost of which was £15,000. In

**FOURTH FORM 1956***Back Row*

Left to Right: Rob Woolrych, David Hunter, Ian Ogden, Ron Store, Peter Wetherell, Errol Keeper, Doug Grey, Evan Fisher, Ivan Thomas.

2nd Back: John (Mousey) Ryan, Darrel Martin, David MacDonald, John Underwood, Keith Howell, Brian Coomber, Bob Rowley, Keith De Lacy, Terry Hinds.

2nd Front: Roberta Simpson, Margaret Poulsen, Claire Millican, Lynn Burton, Kay Leahy, Daphne Hand.

Front: Des Boyland, John Sourrys, Geoff Sherrington, Greg Hayden.



The Chemistry Lab, 1956.

*L to R: G. Sherrington, I. Ogden,
P. Wetherell, J. Lazaredes.
J. LaR. Store (in front).*



The old Dining Room, 1956.

addition, approval was given for a loan of £300, over a period of 5 years at the rate of 5.7.6 per cent, as assistance towards the cost of repairs to School Buildings damaged by Cyclone Agnes.²¹

The Trustees, however, withdrew their request for the Treasury loan of £300 as they did not wish to increase the indebtedness of the School.²²

In his Report on his inspection of the School, July 19–23, 1956, Mr G.J. Black, Inspector of Secondary Schools stated:

... The Headmaster's control is quiet, firm and effective. He sets a fine example of industry to staff and students. At the present time, he is teaching a full programme and has therefore little opportunity to observe or supervise closely the work of the members of his staff. The teacher-student relationship is good. Students are courteous and friendly, and they are proud of their school. Assemblies are held each day after recess. At these, the Headmaster reads a suitable prayer and the Lord's Prayer is recited. Students enter and leave the classrooms in an orderly manner without any form of regimentation . . .²³

In order to improve the efficiency of the Staff, Blank recommended to the Trustees that the following minimum scale of spare periods be implemented:

Teaching a major subject at Senior level:	2 spares per week
Teaching a major subject at Sub-Senior level:	1 spare per week
Teaching English to any Form:	1 spare per week
Teaching Science to any Form:	1 spare per week
The Trustees agreed to this proposal even though it meant that an additional Master would be required. ²⁴	

Keenly interested in cultural activities, the Headmaster's request for a part-time Music Teacher was favourably considered by the Trustees at their monthly meeting on September 26, and to encourage the Arts, he formed a Music Appreciation Group. Mr McFarland and a number of enthusiastic girls raised almost £40 for the purchase of equipment, and were supported in their endeavours by a donation of £25 from the Parents' Association. Support was soon forthcoming — a large number of records from Mrs Monaghan, a turn-table from Mr McFarland, and a loud-speaker from the Headmaster, himself.

The balance of the Old Boys' Memorial Fund, £653.18.0, was handed over to the School and paid into a Special Sports Account, and the Secretary to the Trustees was directed by the Board to inquire if S.A. Best & Co. could supply a suitable Plaque for the new Pavilion.²⁵

Note: The Plaque was never installed.

The only construction planned and begun in 1956 was a Laundry, and it was decided that the new Domestic block should be proceeded with in two separate buildings, subject to the availability of finance. It was not until July 27, 1957, however that the loan and subsidy approved by Treasury to build the Domestic block (the estimated cost of which amounted to £15,000) were accepted by the Trustees.

1957 opened with an enrolment of 169 — 69 boarders, 65 dayboys, 35 girls — and two new members of Staff, Mr G. Herring from the Townsville State High School, and Mr J.D. Jeffrey, an Old Boy. The School was saddened to learn of the death, in January, of Claudia Mae Thompson, a member of the Vth Form, 1956. In her memory, "The Claudia Mae Thompson Prize" was established "to be awarded in Form V to the girl (or perhaps boy) who has been sincere in her efforts but does not win another prize".



The Common Room (and dining room), 1957.

The School Council, consisting of the School Prefects as appointed members, and twelve elected members, of whom two were girls, was re-formed under a new constitution. Its purpose, as it is today, was the promotion of interest in school affairs, the encouragement of discipline for discipline's sake, and the fostering of a spirit of service. Another new activity was a Crusaders' Group of young Christians who, Blank believed, had a very significant role to play in the life of the School.

The results obtained by Senior candidates were highly satisfactory. In all, the twelve candidates secured 23 A passes, and of the 67 attempts at individual subjects, only eight were failures. Two candidates accounted for five of these failures between them. Diana Bell secured five A's; R. Sherrington, with four A's, was awarded a Townsville Regional Electricity Board Fellowship; Dawn Abraham, Elaine Nilsson, and G. Mylonas gained three A's each. Junior passes were particularly good and, once again, the failure rate in each subject was below State average. There were some fine passes — K. Wilson with 7 A's, and Thais Brooks, Joanne Lane, and D. Gillingham each with 6 A's.

After many hours of planning, and several delays, final plans for the new Domestic block were prepared and approved, and work was begun on November 5. Estimated cost, including furnishings, was in excess of £17,000, and it was anticipated that the building would be ready for occupation early in 1958. Its completion would thus mark the end of the rebuilding and renovation which had been effected in the short space of three years (from April, 1955, to April, 1958) at a cost of more than £40,000, a fair proportion of which came from revenue.

The enrolment for 1958 of 178, including a full complement of 77 boarders, showed an increase of over 15 per cent in secondary numbers, whilst in the primary department there was a marked decline. Changes in Staff were minimal. When Mr Pearse left rather suddenly in first term, Blank was fortunate in being able to secure the services of Mr B. Von Wald, who remained on the Staff until 1979, and who was eventually appointed the School's first Deputy Headmaster in 1962. The return of Mr G. Herring to the Education Department was a severe blow to the Headmaster and indeed a serious loss to the School. Blank regarded Herring as an extremely capable teacher of Science and Maths, and a tower of strength in outside activities.

Because of increases in salaries and wages, and the overall cost-of-living, a new scale of fees (agreed upon at a meeting of Trustees, 23.10.1957) came into being, January 1, 1958.

	Primary		Secondary	
		Schol. Holder	Ext. Schol.	Other
	£ s d	£ s d	£ s d	£ s d
Tuition	11.10.0	7.16.8	7. 3.4	13.16.8
Library	2.0	2.0	2.0	2.0
Sports (Boys)	10.0	10.0	10.0	10.0
Total				
(Day Pupil)	12. 2.0	8. 8.0	7.15.4	14. 8.8
Boarder				
(incl. Idry)	52. 0.0	52. 0.0	52. 0.0	52. 0.0
Total				
(Boarders)	64. 2.0	60. 8.8	59.15.4	66. 8.8

In the case of two or more members of the same family, a reduction of 10% was allowed from tuition and boarding fees.

On March 14, 1958, the Trustees wrote to the Director of Education and enclosed a copy of the Statement of Receipts and Payments for the year ended December 31, 1957, and the estimated Receipts and Payments for the year ending December 31, 1958. Considerable disquiet was felt by the Board regarding the serious drift of finances of the School during the period 1956-57, and, in particular, they were concerned that there would be an estimated excess of expenditure over income in 1958 of £3,000. Two items of



The School, 1958.

expenditure were the cause of the deterioration of the School's finances — repairs to buildings and Masters' salaries.

Repairs to the School buildings had cost a total of approximately £6,500 over the past three years and, with the exception of the Headmaster's residence, all major repairs were completed. This heavy expenditure was made necessary by many years of neglect forced on the Trustees because funds were just not available to carry out regular maintenance. The Board had no control over Masters' salaries under the Assistant Masters' Award and expressed fears that, should the claim lodged with the Industrial Court be successful, the financial position of the School would be further aggravated.

In an attempt to meet expenses, the Board increased fees to a level beyond which, they considered, they could not go without a consequent decrease in attendance and revenue. In their opinion, a more liberal endowment was the only solution to their continuing financial problems. They concluded their letter to the Director thus:

The Grammar Schools of this State contribute very considerably to the State Education System and, while achieving the standards required by the Department of Education, they provide education of a kind not readily available under the State system of education. In doing so, these schools have made a definite place for themselves in the community. Especially does this apply in North Queensland where facilities for higher education become increasingly necessary. By the end of this year, the finances of this School will be in a parlous state and the Board asks that consideration be given to increased financial assistance.²⁶

In April, 1958, the Industrial Court awarded increases in salaries ranging from £60 to £120 per annum. This decision, which was inevitable, so alarmed the Trustees that, at their meeting, April 23, they increased tuition fees by 2 pounds per annum and provided for a Budget deficit of £1,300, rather than accept Blank's recommendation that the fees be raised by 4 pounds ten shillings per annum which would have covered the additional £400 for Masters' salaries. Revised estimates for the year ending December 31, 1958,

showed that excess of expenditure over income would be £2,000. Again the Board wrote to the Director of Education and pointed out that:

... The School has, of course, no financial reserves to draw upon and the Board of Trustees asks that consideration be given by you for increased financial assistance.²⁷

The Board also wrote to the Minister for Education, the Hon. J.C.A. Pizzey, August 12, 1958, to solicit his support.

... It has been a constant struggle to meet the ever-increasing expenses and, in addition now, we have the big increase in masters' salaries ... The boarding side is being run at a profit and the tuition fees have been raised to what we consider the limit because any further increase would defeat its object through decreased enrolments. It is for these reasons we have appealed for an increase in the endowment to cover this deficit which, under present circumstances looks like being a permanent feature of our budget ... and so we trust you will be able to assist us as suggested ...²⁸

But their plea for direct assistance went unheeded.

Note: The School was entitled to receive in quarterly instalments — Statutory Endowment of £1000 and additional Endowment of £800.

On August 29, 1958, the Minister for Education informed the Trustees that it was not possible to accede to their request for additional financial assistance and advised them to make application for payment of portion of the School's allocation of endowment for the current financial year before the close of the 1958 School year. The Board was assured that their application would be considered favourably.²⁹

Consequently, the Trustees made the required application and received an advance of £2,000, which gave them temporary respite from their financial turmoil.

The work of the School proceeded satisfactorily. Mrs M. Cowan laid the basis for a Commercial Department, and the introduction of Biology at Sub-Junior level, and Botany and Zoology at Sub-Senior level proved successful.

Examination results were good. Two of the Seniors, P. Wetherell and R. Store won Cunningham Scholarships, and two others, R. Woolrych and G. Sherrington were selected as Cadets by the Naval and Air Force Colleges, respectively. The Junior Candidates also produced some very fine passes — Miss P. Hopkins, with 8 A's, won a Scartwater Scholarship, as did P. Hatfield who obtained 3 A's, 3 B's, and 2 C's. J. Don, with 7 A's and 1 B, had the second best result, while L. Wright was not far behind her with 6 A's and 2 B's. Those who gained 4 A's were D. McNellie, R. Mann, G. Hinspeter, and K. Dowrick, while J. Scott, E. Healy, G. Bennett, R. Barton, and F. Anning each obtained 3 A's.

In Sport, Grammar maintained its high standard of participation, and in the House Athletics Carnival, Robert Woolrych broke the Open High Jump record, held since 1927 by Zonnie Darveniza, by one and a quarter inches. A week later he bettered this effort by winning Grammar's only event at the Inter-School Carnival with a High Jump of 5 ft. 9 3/4 ins. The Girls 'A' Tennis team and the Boys First Tennis team were Premiers. The Second Football Rugby League XIII won their Premiership, and the Cadet Unit retained the "Garlick Cup" in the annual shoot against Christian Brothers College.

As a result of his application to the Royal Australian Air Force, Blank was advised that permission had been given to raise an Air Training Corps Flight at the School in 1959, to be known as the No. 8 Townsville Grammar School Flight.

The construction of the new Domestic Block was completed in the Second Term and was officially opened by His Worship the Mayor, Alderman Angus Smith, on Saturday, June 28, 1958.

At the last Trustee's meeting for the year, November 26, 1958, Blank requested the Board to formulate a suitable set of conditions for the employment of the Headmaster. As a consequence, a committee of three Trustees, Messrs Hopkins, Brazier, and Roberts, was formed "to investigate Terms of Employment of the Headmaster". No conclusions were reached.³⁰

1959 opened with an enrolment of 190 — 91 boarders, 45 girls, and 54 dayboys — an increase of some 10% on the 1958 figures. There were few failures in Senior but a great scarcity of A class passes. Robyn Gregson and John Black were awarded Cunningham Scholarships. In many respects, the Junior results were very good, particularly in the Commercial subjects. Of the 37 Commercial results, 22 were A class and only 1 a failure. Blank was indeed fortunate in having a Commercial teacher of such high calibre as Mrs M. Cowan. The general level of A class passes was very high: Misses J. Blank, E. Martin, gained 7 A's each; Miss Berge, Cowdwell, Embury, Miss McAllister, Miss Saint-Smith, 6 A's each; Miss Garland and Nott 5 A's each; Misses Brock and Miller 4 A's. Eight of the Junior candidates won Scartwater Scholarships: Patsy Berge, Jenifer Blank, Arthur Burke, Brian Embury, Lenore Garland, Susan McAllister, Dale Saint-Smith, and Pamela Swanwick.

With the exception of the purchase of a tractor and a mower, which made the maintenance of the school grounds a relatively easy task, the planting of another 24 trees around the Oval and the gully area, and the completion of the first stage of the War Memorial Oval, namely the building of a concrete apron and steps in front of the pavilion, 1959 was a quiet year in respect to improvements. Money, however, was made available for the erection of a Resident Master's house.

Determined to widen the curriculum, Blank introduced Speech and Drama, and appointed Miss Olga Scholz, formerly Senior Mistress and Speech Mistress at Thornburgh and Blackheath College, Charters Towers, as a part-time member of Staff. Miss Scholz



Vth FORM, 1959

Left to Right:

Front Row: M. Von Wald, J. Don, P. Hopkins, G. Parmeter, V. Thorley, S. Weale.

Second Row: D. Lingard, P. Wilson, R. Mann, P. Hatfield, G. Hansen, R. Allison, E. Healey.

Third Row: J. Scott, J. Dickson, A.J. Roberts (Form Master), G. Bennett, L. Wright.

Fourth Row: J. Kingston, D. McNellie, D. Liddell.

was to have a decided influence in the field of Drama and Verse Speaking over the next five years.

At the meeting of Trustees, April 22, 1959, Blank raised the question of scholarships and suggested that the Board give serious consideration to the establishment of Trustees Scholarships. In his report he stated:

In the early days of my Headmastership, our intake always included several of the first 10 in the Scholarship List in Townsville. It was not uncommon to find the top boy or girl from each school amongst our classes. With the advent of increased tuition fees, I find the position has changed, and we now get only one, or perhaps two, of the really good students offering. This obviously is to our disadvantage. I have in mind that the Board of Trustees might, in each year, offer several Trustees' Scholarships, to be awarded on the results of the State Scholarship Examination, or such other examination as the Board may select. The Scholarships would be tenable only while the pupil was in regular attendance at the School, and on satisfactory reports being received from the Headmaster.

The matter was deferred.³¹

However, at their meeting, June 24, 1959, the Trustees agreed to Blank's suggestion regarding these Scholarships, and on July 22, 1959, drew up the criteria for their award:

1. The results of the State Scholarship Examination shall be made the criterion for selection.
2. A maximum of four Scholarships shall be awarded annually.
3. The benefits of the Scholarships will be free tuition and Science equipment, while attending Townsville Grammar School.
4. The Scholarship holders must show progress satisfactory to the Board, or the Scholarship will be discontinued. In this event, the unexpired portion of the Scholarship may be awarded to another candidate of sufficient merit.
5. The duration of the Scholarship will be for two years.
6. The awards will be made from those enrolled at the commencement of the School Year. The awards will be made 14 days thereafter.³²

The Scholarships were advertised in the local and regional newspapers in September, 1959.

The saga of inadequate finance and the continuing nightmare of mounting costs, again compelled the Trustees to apply for an advance of £2,500 in order to remain solvent.³³

Note: Applications for loans and advances on endowments became a regular feature of the Trustees' financial policy for the next 10 years. They had no other alternative.

However, despite the increase in tuition fees, which the Trustees feared would have an adverse effect on enrolments, 1960 opened with an unexpected total of 228, including 110 boarders. It was evident that Blank's obdurate insistence on academic excellence, and the high standards he demanded in discipline, sport and other activities, not only enhanced the reputation of the School throughout North Queensland, but developed an intense pride and loyalty in the students themselves. He made it quite clear to all — Trustees, Staff, Parents and pupils — that the prime purpose of the School was scholastic achievement, and that it was not expected that any pupil should do better than his best. In this regard, he continually stressed that for some pupils 40% in an examination was a praiseworthy effort, whilst for some, 80% represented indifferent work.

In the Senior Public Examinations, Prue Hopkins gained 4 A's and 2 B's, and was awarded a Cunningham Scholarship; John Dickson, with 4 A's won a Townsville City Council Scholarship in Engineering; Paul Hatfield, likewise gained a very creditable 4 A's and won a Cunningham Scholarship. Ken Dowrick, Lynton Wright and Jan Don each secured 3 A's. Of this group, Dowrick was accepted by the R.A.A.F. Academy, whilst the others entered the Queensland University. The results of Juniors, D. Boyle (7 A's) A. Hopkins (6 A's), W. Gibson (5 A's) were outstanding. T. Bird, W. Crews, R. Milgate, R.G.



The School, 1960, under Castle Hill.

Sim and J. Wight each gained 4 A's. D. Boyle, E. Wetherell, G. Cussons and R.G. Sim were awarded Scartwater Scholarships.

Largely as a result of the efforts of Miss J. Don, the re-cataloguing of the Library was completed, and the administration carried out by L. Honeycombe and members of Form V, under the direction of Mr K. McFarland. In addition to approximately fifty new books purchased by the Trustees, donations were made by Past Grammarians, and by Des Boyland, John Blank, Edward Healy, Rosemary Hopkins, and Robert Smith. The Parents' Association added a fine volume in memory of John Roberts, of Form IV, who died at the beginning of the second term.

In Sport, the girls had an outstanding year. Much of their success and enthusiasm was attributed to the unfailing interest and dedication of Mrs Walsh. In particular, they performed extremely well at Swimming and won both the Basketball and the Tennis Premierships. The boys, however, had a very lean year, scoring their only victory at Tennis, the Premiership being won by the First VI.

At a Special Meeting of the Trustees, February 18, 1960, "Trustees Scholarships" were awarded to D. Lowry, D. Barr, G. Costin and E. Saffigna, on the results of the 1959 State Scholarship Examination, and to P.C. Berge on her pass in the 1959 Junior Examination.³⁴

School fees were again increased by £3 per term for Tuition and £3 per term for boarding, as from the beginning of term 3, 1960, and at their meeting, 24 August, 1960, the Trustees made application to the Treasury for a loan of £7,950 for the following purposes:

	Loan	Subsidy
Construction of a Master's Residence	£ 750	£500
Construction of Headmaster's Residence	£3,600	£2,400
Students' Common Room and Toilets	£3,600	£2,400 ³⁵

Fees for the First Term, 1961, were again the subject of much discussion at the Board Meeting, October 26, 1960. The following Schedule was decided upon, to be effective as from the First Term, 1961:

	Primary	Sub-Junior & Junior	Sub-Senior & Senior
	£ s d	£ s d	£ s d
Tuition	20. 0.0	22. 0.0*	24. 0.0**
Library	2.6	2.6	2.6
Sports	12.6	12.6	12.6
Total	20.15.0	22.15.0	24.25.0

* Less £6 per term Scholarship Allowance.

** Less £6.13.4 per term Scholarship Allowance.

Boarding: £70 per Term.³⁶

On August 8, 1960, the Trustees wrote to the Director of Education and appealed for financial assistance to the extent of £3,000. In their application they stated that "for some time, the Board has been forced to make use of unauthorised overdraft facilities with the National Bank, and it is only with the Bank's assistance that the Board has been able to meet its monthly commitments . . . it is estimated that at the 31st December, 1960, the Board will be overdrawn to the extent of £3,000 . . . School fees have been increased to a sum, beyond which it is unable to go without infringing the law of diminishing returns".

However, their request for a direct grant of £3,000, or, alternatively, a guarantee of the overdraft by the Treasury, met with a very terse reception. The Director of Education, in his reply, stated that it was most unlikely that there would be any appreciable increase in the amount payable to the School, which, for many years, had received financial assistance in the form of endowment in excess of that merited by its enrolment of day students and boarders. Furthermore, the Board was reminded that the correct procedure for the raising of fees was to apply to the Director-General for amendments to the regulation relating to fees, and that the Department would not, under any circumstances, guarantee advances to schools in the form of temporary expedients such as bank overdrafts.³⁷

The Board, subsequently, applied for an advance of £3,000 on the 1961 endowment.³⁸

By the end of the year, the Master's residence was well advanced, and a committee was formed by Blank to launch an appeal for funds to construct a Swimming Pool, the final project that would complete the School's War Memorial. Another major achievement was the formation of the Past Grammarians' Association under the Presidency of Mr Jack Scully.

An enrolment of 266 — 104 boarders, 100 dayboys, and 62 girls — was indeed a fine start to the 1961 year. Trustees Scholarships were awarded to J.E. Lewis, P.G. Tew, and J. Sargent, and those Scholarships awarded in 1960 were renewed.

There were significant improvements to the School during the year. The rock wall around the Oval, which had been in the minds of the Trustees for fourteen years, and planned for three, was finally constructed in August, and a new residence for the Headmaster neared completion towards the end of the year.

In the Senior Examination, three candidates, B. Embury (4 A's, 2 B's), Miss J. Blank (3 A's, 3 B's), and Miss D. Saint-Smith (2 A's, 4 B's), were awarded Cunningham Scholarships. The Junior results were fair, with D. Lowry (7 A's), G. Costin (5 A's), J. Lodge (4 A's), K. Parry (3 A's), and E. Saffigna (8 B's), achieving the best passes. Eighteen of the twenty Scholarship candidates passed. Miss E. Gregson, B. Moore, A. Hopkins, and J. Gilmour were awarded over 80% of the total marks. (Refer to appendix xx).

Mrs Walsh was again in charge of girls' sports, and proved herself tireless in their interest. As a result, the girls achieved a measure of success in Interschool competitions which far exceeded their numbers, and excelled themselves by winning the Senior Swimming and Tennis Premierships. Boys' sport was organised by Mr W.R. Cook, Mr A.J. Roberts, and Mr B. Von Wald, who each acted as Sportsmaster for one term.



Chess Team — Premiers

Back Row (left to right): D. Lowrey, J. Lodge, T. Hobson.

Middle Row (left to right): I. Walton, D. Boyle.

Front Row: R. Kennedy.

Grammar won the Second XIII Premiership, with Von Wald as coach, and the Tennis teams taken by Mr Roberts (1st VI) and Mr Moore (2nd VI) both won their Premierships. Softball, introduced by Von Wald as an additional activity in the first term, proved a most popular House sport. A new Club, Public Speaking, appeared in 1961. At the initial meeting, four were present — the Headmaster, Brian Embury, Derek Allen, and Lee Duffield — but from this humble beginning, membership rapidly grew to forty. This Club, "Platform", became a major influence in House Debating.

Despite the splendid achievements in both academic and sporting areas, and despite the extraordinary improvements to the general facilities of the School, the Trustees felt it imperative to write, again, to the Director of Education regarding the fragile state of their financial position. In his letter, July 21, 1961, Mr I.H. Roberts, Chairman of the Board, explained the predicament in which the Trustees found themselves:

... With ever increasing costs, my Board is finding it difficult to finance the operations of the School, and to keep the school buildings and the furniture in a condition becoming to the Townsville Grammar School. As at the 31st May, 1961, the cash book debit balance in the books was £3,148.13.3. As at the 20th July, 1961, the credit balance with the School's bankers, ... was £1,421.4.10. This credit balance, of course, is due to the fact that the greater portion of the second term school accounts have come in. I do make it clear there are further accounts to be paid, but these accounts, which are presently outstanding and owing to the school, will not be sufficient to arrest the position, and at the 31st August the Trustees presently consider that, allowing for current commitments, the cash book debit balance will be in the vicinity of £3,000. Of recent years, the Trustees have followed a policy along the lines of progress, and their confidence in the progress of the school has not been misplaced. It is not the policy of the School to pay a Master a salary in excess of the salaries provided for under the appropriate Award except the Headmaster. His salary is determined by the work he does and in close proximity to the Headmasters of High Schools. My Board would like you to consider

our position and give consideration to making a straight out grant of say 3,000 pounds to help the Trustees in putting the present buildings and amenities in order —³⁹

This letter was passed on to the Treasurer who advised the Director-General of Education that a similar request was made, and refused, in August, 1960, and that the amount of additional endowment for Townsville Grammar School had been stabilised at £5,800 pounds, and paid by quarterly instalments. He further advised the Director that there were no funds available for the making of special grants to Grammar Schools, and that it was proposed to continue the additional endowment of £5,800 pounds to the Trustees during the Financial Year 1961-62. He further suggested that the Trustees make application to the Under-Treasurer for a short-term loan to have the painting and repairs effected.⁴⁰

Note: The Trustees deferred the matter of painting and repairs, indefinitely.

However, at a Special Meeting of Trustees, December 13, 1961, the Board decided to build a new Block containing a Dormitory, four Classrooms, a Laboratory and Lecture Theatre, a Students' Common Room, a Staff Room, and Toilets, at an estimated cost of £60,000, and at their next meeting, January 24, 1962, it was agreed to make application to the Treasury for a loan of £30,000, with subsidy of £4,800, to construct a Swimming Pool. The War Memorial Committee, by the end of 1961, had raised £3,000 towards this project, and the Students, by means of a massive bottle drive, contributed over £300, as did the Ladies' Committee.

In view of the precarious state of the School's finances, it appeared somewhat paradoxical that the Trustees should plunge into such enormous debt, but their policy to expand facilities was determined by the demands of increasing enrolments as well as the widening of the curriculum. Indeed, when Blank reported to the Board, 24.1.1962, that the roll had climbed to 271 — 104 boarders, 110 dayboys and 57 girls — and that the teaching staff numbered 14, the Trustees felt that their actions in planning for the future were fully justified. A mood of optimism thus prevailed when their decisions were made public.

Although the formal motion was not recorded until 24.1.1962, there was, by September, 1961, general agreement that a Deputy Headmaster be appointed, and that Mr B. Von Wald, already a member of staff, was admirably suited to the position. Thus Von Wald became Grammar's first Deputy Headmaster and served in that capacity until he retired in 1979.

Trustees Scholarships, based on the results of the 1961 State Scholarship Examination, were awarded to R.H. Smallwood, J. Gregory, E.M. Gregson, and J. McLeod. The results of the Senior Examination were sound. D. Allan and D. Boyle each gained a brilliant six A's, whilst W. Gibson and S. Train were next best with two A's each. In Junior, J. Lewis and G. Powell each gained the maximum of 8 A class passes, followed by T. D. Lacy and J. Sargent with 6 A's, G. McCarthy and R. Cowan with 5 A's, and R. Dickson, R. McNee, and P. Tew with 4 A's.

At the Board of Trustees meeting, May 1, 1962, Blank announced that he had established a new House — Whight House — named after Mr T.B. Whight, a former Headmaster of the School. His action was not well-received by the Trustees, who reprimanded him for making such a decision without their permission, but, despite their disapproval, Whight House joined the other three Houses, Hodges, Miller, and Rowland, which gave ample opportunity for every boy and girl to take an active interest in sport. Whight House started well by winning the Chester Parker Memorial Shield for Swimming. But it was Hodges House which had the most successful year. The Girls won the Athletics, Basketball, Swimming, Tennis and Vigoro, and the Boys, Athletics, Cricket (tie), Cross Country, and Football. In addition the House won the Debating Cup. Never in the 23 year history of the House competition had one House so dominated the scene. In Swimming and Athletics, fewness of numbers compared with other schools told heavily against the girls. The sterling performances of Pam Sergeant, who was selected to represent Australia in swimming at the Empire Games in Perth, and Christine Marsh in Athletics, were of little avail. However, the boys savoured success by winning Premierships in Cricket (Second XI, coached by Mr L. James), Tennis (Mr L. Bourke), Rugby League, Second



Senior dormitory block nearing completion, 1962.

XIII (Mr L. James), and the Under Nine Stone Rugby League XIII (Mr Blank). The First XIII, in a breath-taking match were defeated in the Finals by Pimlico High School, by 8 points to 7.

As a result of a gift from the J.S. Love Estate, the Trustees constructed a basketball court in order to cater for the non-footballers and expand the House competition. The reformation of Past Grammarians' Cricket Club brought to fulfilment an earnest wish of Blank's. The club was much more ambitious than was its predecessor, as it covered the range of activities of the Townsville Cricket Association. The 'A' Grade and the 'A' Reserve teams had a number of students as members, whereas the 'C' Grade team was entirely made up of Grammar boys.

On Speech Night, 1962, Blank announced that the School would offer a special three year Junior course to those students who moved from Grade VII. They would be introduced to a wide range of subjects which would cover about 25% of the Junior Public Examination requirements in those subjects. The scheme was, in reality, an extension of the special Form II that was started in 1961 with such success. At the same time, Blank expressed concern that the problem of intellectual apathy and sheer laziness among children had grown to serious proportions, and that it would increase in gravity as the percentage of the age group in attendance at secondary schools rose accordingly.

The new Course was designed as follows:

Subject		No of Periods
English		7
Science	Chemistry	2
	Physics	2
	Biology	2
Maths A	Algebra	3
	Arithmetic	5
Maths B	Geometry	3
French		4
Geography		3
History		3
Bookkeeping		3
Reading Course		1
Total number of periods		38

In Second Year (Form III) pupils would be separated into Academic and Commercial streams.

A number of important matters were tabled at the meeting of Trustees, August 29, 1962:

1. Treasury approved the plans for the construction of a new Dormitory and Classroom block, as well as a Debenture Loan of £30,000 from the State Government Insurance Office, with interest rate of 5.10.0 per cent per annum, the loan to be repaid over a period of 20 years.
2. An Order in Council, November 15, 1962, authorised the loan.
3. The Treasurer, on behalf of the Government, agreed to guarantee to the State Government Insurance Office (Queensland) the amount borrowed, namely £30,000 with interest at the agreed rate.⁴¹

At this meeting, Blank proposed the introduction of a Special Course in Manual Arts subjects "to cater for pupils of limited ability, who are frustrated, and who become frustrated, in academic groups". Blank explained that the proportion of such pupils was on the increase and that they would encounter even greater difficulties when the new secondary course was introduced. The Board requested Blank to undertake a feasibility study and to report back to the Trustees as soon as possible.⁴²

Blank presented this outline of the Special Course in Woodwork to the Board, November 28, 1962:

Form II	3 periods
Form III	4 periods
Form IV	2 periods (special group)
Form V	2 periods (special group)
Geometrical Drawing	
Form III	5 periods
Form IV	5 periods
Form V	5 periods

The Board agreed to these proposals and supported the Headmaster's request that promotion to higher Forms be based on the Final Examinations in November, and approved of the following criteria:

1. Primary: English 75 out of 150
Maths 75 out of 150
Total 200 marks out of 400 including Social Studies.
2. Forms I, II, III: A pass in at least 4 subjects, with no subject below 40%, or a pass in five subjects.
3. Form V: A pass in at least three subjects, with no subject below 40%, or a pass in at least four subjects.

Note: The pass mark was set at 50%.

1963 was indeed an exciting year. The new building, the culmination of the concerted efforts of the Trustees and the Headmaster, over a period of eight years, to improve facilities and amenities in the face of almost overwhelming financial adversity, was officially opened on Saturday, 9 November, by the Honourable J.A. Row, M.L.A., Minister for Primary Industry. Effectively designed, it incorporated a spacious, well-appointed Dormitory, a Resident Master's flat, modern classrooms, a Students' Common Room-Assembly Hall, a Canteen, a laboratory-lecture room, and a Staff Room. The second exciting development was the success of the special course in Form II and its enthusiastic reception by both students and parents. A third experience was the release, in July, of the long-awaited Junior Syllabus, which was new in concept and content, and which removed the rude change from primary to secondary work, as well as the mad scramble to cram for "Junior".

The initial enrolment of 256 was somewhat lower than the corresponding figure for 1962, but, by the close of the year, it had risen to 265. Public Examination results were

again satisfactory. From a group of above average Senior passes, J.F. Lodge with 2 A's, 3 B's, and 1 C, and M.S. Hopkins, 5 B's and 1C, were the most outstanding. Among the many good Junior results were Miss E.M. Gregson who gained 8 A's and 1 B, and Miss J.L. Lodge with 7 A's and 1 B.

Men's Basketball was introduced into the House Competition. Mr Von Wald donated the goalposts and also a trophy for interhouse competition, which was won by Hodges House. However, it was a lean year for inter-school sport. The Second XIII won their Premiership and scored 145 points. No points were scored against them. The Senior and Under 16 swimming teams were successful, the outstanding swimmers being G. Powell, T. Gray, and J. Johnson, while Miss P. Sergeant and Miss G. Bussey were mainly responsible for Grammar's fourth (Senior) and second (Junior) placings. In Athletics, the School did not win a trophy in the Interschool competition, but fine performances were registered by G. Costin, who won the 880 yards in a school record time of 2m 9.5 secs, G. Mulcahy who won the 220 yards under 15, and J. Gregory who won the Under 15 High Jump. Seven boys gained places in the District team that competed at Ayr.

Trustees Scholarships were awarded to Arthur Searle, Juliet Tweddell, Robyne Rimington, and Gordon Wilson. Because the State Scholarship Examination was abolished at the end of 1962, Blank requested the Trustees, February 27, 1963, to establish the procedure to be followed for the awarding of future scholarships. The Board deferred the matter until their September meeting.⁴³

Increasing financial burdens caused the Board to appoint two Trustees, Messrs D. Bliss and R.L. Gregson, to a Committee "to assist the Headmaster with financial problems in connection with the running of the School."⁴⁴

At the meeting of the Board, June 26, 1963, Blank, on behalf of the Committee, presented the following figures which indicated the enormity of his task in attempting to allocate inadequate income:

Annual Endowment	£7,900
Interest and Redemption	£5,250
Balance	£2,650
The Balance of £2,650 was the amount available to pay:	
1. Administrative costs	
2. Part Headmaster's, part Deputy Headmaster's salaries	
3. School Office	
4. School Secretary	
5. Cleaning, repairs, painting	
Boarding Costs per week for 94 Boarders:	
Food: £84 + 12½ % for teaching and domestic staff	£94.10.0
Wages (including all yardmen)	£78. 0.0
Cleaning (half cost)	£7.10.0
Total	£180. 0.0
Income	£213. 0.0
Balance	£33. 0.0

Furthermore, he informed the Board that, to be economically viable, the minimum class in a minor subject must be 10, and 20 in a combined class of Forms V and VI. Never a man to mince words, Blank warned the Board:

I would like to stress that it is my personal view that the Department has no intention of making any further considerable grant to Grammar Schools. Despite my persistent approaches over a period of 15 years, no material gain to School finances has resulted. It is, therefore, evident that we must cut our financial cloth to suit our measure.⁴⁵

However, it was not until their meeting three months later, (October 23, 1963) that the Board acknowledged the stark reality of Blank's observations:

It was resolved that the Board notes with concern the drift in the School's finances and that action be taken to bring the position before the appropriate authorities.⁴⁶

Unfortunately, the "drift in finances" became an avalanche when the Manager of the National Bank, Townsville, informed the Board on the December 24, 1963, that the Trustees' Account was overdrawn by £6,173. A further statement from the Bank, January 9, 1964 showed a debit balance of £7,273.9.3. Appalled at the frightening magnitude of their indebtedness, the Trustees wrote to the Director-General of Education expressing deep concern at their desperate plight, and requesting urgent assistance to enable them to solve their financial crisis. In his letter, 14.1.1964, the Chairman of the Board, Mr I.H. Roberts, stated:

... The Bankers of the Trustees have been most sympathetic to the School but, naturally, the Bank is concerned as to the School's finances and as to the security the Bank holds. The Bank holds a mortgage which was given many years ago and before the Writer became a member of the Board. So far as the Writer recalls, the mortgage was given for a particular purpose and limited to that purpose . . . the Government was good enough recently to increase its subsidy to the School, but practically the whole of that amount was utilised by the increase in salaries brought about by the increase in Awards . . . Over the years, Capital expenditure has been great . . . the payment of interest and redemption in regards to the loans has been taken from the endowment . . . I anticipate they (other outstanding commitments) would possibly amount to approximately £2,500. My Board in the circumstances requests:

- (a) That you make to it immediately a special grant sufficient to discharge its overdraft.
- (b) That it be relieved from the payment of all loans as relate to capital expenditure including those presently in existence.
- (c) That arrangements be made to allow the Trustees to enter into a mortgage with the Bank to the extent of say £5,000 to enable the School to function.⁴⁷



Swimming pool under construction, 1964.

In acknowledging the Trustees' letter, the Director-General of Education advised the Board that it was the policy of the Government to give Grammar Schools a high degree of independence in the management of their affairs, and that it was never intended that they should rely on special grants to discharge bank overdrafts or to be relieved from repayments of loans. Furthermore, the Director-General pointed out that "The Grammar Schools Acts Amendment Act of 1962" made provision in Section 7 for Trustees, for temporary accommodation, to obtain advances from any bank or banks by way of overdraft in respect of the General Fund, provided that the overdraft did not, at any time, exceed the amount of the total income of the Trustees, exclusive of loans, for the year last past.⁴⁸

Thus the Board was rebuffed by an unsympathetic Government. Enrolment at the beginning of 1964 was 283 (94 boarders, 126 day boys and 63 girls). In his report to the Board Meeting held on May 6, 1964, Blank advised that recent increases granted to State Teachers ranged from about 50 pounds to 175 pounds per annum and that it was considered likely that equivalent increases would be granted under the awards which affected the School. The cost in the current School year was expected to be £900; he recommended that the Board increase tuition fees by £2 per term and the Board accepted this recommendation.

In his report Blank said:

"It is considered that serious consideration should be given to arranging for a Government Guaranteed Bank Overdraft to the limit allowed by the Amended Act.

It has been quite evident to me for about two years that the present Minister and Director General have no intention of increasing endowment to the proportion that operated formerly. It is felt that the Trustees must reconcile themselves to the fact that the proportion Endowment, Tuition Costs that operated ten years ago, will never be restored by the present Government.

As has been pointed out previously, external painting is particularly urgent, Building No. 3 being now over four years overdue. The above recommendation is the only means available for providing finance for the essential repairs listed.

- (i) Removal of old toilet blocks and residence;
- (ii) Repairs to Buildings No. 1 (minor only); No. 2 (stairs, windows); No. 3 (windows); No. 4 (minor);
- (iii) External painting of buildings Nos. 1, 2, 3, 4;
- (iv) Establishment of path system to serve Building No. 5;
- (v) Repair of existing paths;
- (vi) Repair of area between fence and playing surface of tennis courts;
- (vii) Preservation of playing surfaces of tennis courts;
- (viii) Future of cottage on oval;
- (ix) Provision of suitable washing machine, the present one having broken down.

This action will inevitably lead to an increase in our present crippling interest debt. As I understand the Act, the maximum overdraft is related to School Income from non-Government sources in the preceding year. This means that provided that School facilities remain good, that while academic and sporting results are sound, that provided the Secretary to the Trustees implements an adequate advertising campaign, the increased annual income should allow an increase in overdraft sufficient to meet the interest debt.

It is not considered likely that in normal circumstances, the overdraft would ever reach the limit, but should this happen, the Trustees would surely have a powerful argument, for they would have then exhausted the avenues of finance available to them. This is not presently the case. In any case it is felt that, should the worst happen, both the Minister and the Director General by effluxion of time will have vacated their present offices. It is not considered that either of these gentlemen, during his tenure of office, has displayed any interest in or sympathy for the problems of the Grammar Schools."

At the same meeting the Board resolved to approach the Government for a guaranteed overdraft with the bank of £25,000.

However, five months after the Chairman of the Board wrote to the Director of Education, 14.1.1964, an order in Council was promulgated, June 25, 1964, authorising the Townsville Grammar School to obtain advances not exceeding £15,000 by way of overdraft from any bank or banks. The only recourse open to the Trustees to raise such an overdraft was by mortgaging the School land.

Note: This action was adopted in September, 1964.

Unimpressed with the contents of the letter from the Chairman of the Board, 14.1.1964, the Treasurer, the Hon. T.A. Hiley, M.L.A., instigated an investigation into the School's financial affairs, and in a letter to the Hon. J.C.A. Pizzey, M.L.A., Minister for Education, 22.7.1964, he stated:

I have had the position examined closely and enclose a copy of the report made thereon. I concur with its findings . . . If we can see our way clear to increase endowments generally . . . consideration might have to be given to weighting the additional grant in favour of the smaller schools because of the heavier costs per student. However, in this case, the first remedy is obviously with the School Board.³⁰

Briefly, the Report stated:

The essence of the problem is that over the past two years the School Board has been tardy in increasing fees to meet increasing salary costs and the servicing charges on the new debt they have incurred in their recent building programme. Following a further rise in salaries this year, they have increased fees slightly but it is a classic case of "too little too late". While their deficits have been recurring each year and their overdraft climbing, they have been enjoying the lowest fees in Queensland. Certain remedies in overheads could be looked into, especially in the proposed expenditure for 1964. The Board would be wise to institute a system of continual review of its finances. If all overhead were closely examined and then apportioned between "Tuition" and "Boarding", a comparison with fees received under these headings would readily reveal the position of each and corrective action could then be taken before the position is out of hand. A large slice of their overdraft is self-inflicted in that at the close of the year they are still carrying £2,143 in uncollected fees. Furthermore, there is £2,283 tied up in bookroom stocks when annual sales are only £3,500. In addition to the effect this has on their overdraft, there is the added danger that stocks of this size carried past the end of the academic year will become outdated. It is suggested that, for the future, the method of financing major projects be determined before works proceed . . . no special Government assistance is forthcoming . . . maybe during Budget deliberations it may be possible to increase the endowment to all Grammar Schools. If this is so, then Townsville will receive its share, but the first remedy is obviously with the School Board.³¹

A copy of the Treasurer's Report and a covering letter from the Director of Education, August 3, 1964, which criticised the Board's continual reliance on loans and Endowment advances, as well as their apparent inability to formulate a realistic financial policy, caused considerable discussion at the meeting of Trustees, August 26, 1964. Even so, the Board chose to ignore the recommendations contained in the Report, and over the next few years the financial position deteriorated still further. At a Special Meeting, September 2, 1964, they made application to the Department of Education for the issue of an Order in Council "authorising the Trustees to mortgage the School's property to the National Bank to secure an overdraft limit of £15,000."³²

Note: At 28.9.1964, fees owing totalled £12,799.

Almost six weeks after receiving the Treasury Department's Report and the accompanying letter (3.8.1964), the Trustees, through their Deputy Chairman, Mr S.M. Hopkins, wrote to the Director of Education, September 15, 1964, in somewhat defensive terms:

The Board of Trustees has considered your letter of 3rd ultimo and the attached report from the Treasury Department relating to an investigation of the financial position of the School, and in the absence of the Chairman overseas, I have been

requested to reply thereto. The Board is not unmindful of the serious financial position and has been concerned about it for some time; however, to assume that the Board has been dilatory in this matter would be most unfair and, in this regard, I would point out that a deputation from three provincial schools waited on the Honourable Minister for Education early in 1962 seeking some additional financial assistance because of the very substantial increase in Masters' salaries. The Board is of the opinion that the deputation felt that further financial assistance would be forthcoming particularly in view of the fact that fees were considered to be at as high a level as provincial populations could sustain. Endowment was increased but the increase was totally inadequate and the following figures highlight the position:

	1955	1964	Increase
Endowment	£5,050	£ 7,900	56%
Attendance	172	280	63%
Masters' Salaries	£6,059	£22,500 (est.)	217%

It has been pointed out by the Treasury that the major capital works carried out since 1961 were not accompanied by an increase in fees to service the resulting debt. However, this capital expenditure was entered into to provide the accommodation that was considered necessary as the result of the introduction of the three year Junior; the anticipated increase in attendance did not materialise, which lends weight to the Board's contention that fees are already at a maximum. The efforts of the Trustees and the Headmaster to keep operating costs at an absolute minimum have been continuous and unremitting, . . . even necessary maintenance work has not been carried out.

Some of the conclusions arrived at in the Treasury Report are not correct . . . it is not the purpose of this letter to discuss in detail the several statements in the Report. Briefly, the Government assistance received today is much the same per pupil as it was ten years ago, compared with the substantial increases that have occurred in costs in that period, principally in Masters' Salaries. . . . It is the Board's intention to give consideration to an increase in fees in 1965 . . . the Board fears that a substantial rise in fees may have the effect of greatly reducing attendance . . .⁵³

The Director of Education, 29.9.1964, advised the Trustees that Grammar Schools were not meant to be dependent on Government assistance for operating costs, and dismissed the Deputy Chairman's suggestion that increases in teachers' salaries should be matched by corresponding increases in endowment. He also made it quite clear that the main source of revenue (Grammar Schools) was essentially from students' fees and that, since six of the eight Grammar Schools were in provincial cities, it was obvious that special consideration could not be given on that ground. Finally, the Director pointed out that Toowoomba and Ipswich Boys' Grammar Schools not only had the highest tuition fees but had also increased their enrolments considerably during the year.⁵⁴

Note: On 3.8.1964, the Minister for Education, the Hon. J. C.A. Pizzey, wrote to the Treasurer, the Hon. T.A. Hiley: My Department has informed the Chairman of Trustees, Townsville Grammar School, that positive steps must be taken to improve the position. . . . Your assistance in this matter is appreciated.

He also wrote to the Attorney General, Dr P. Delamothe, M.L.A., (whose help the Trustees had solicited) as follows: "I am enclosing a copy of the Report of an investigation by the Treasury Department of the financial position of the Townsville Grammar School. According to the Report, School Funds showed an overdraft of £8,101 in December, 1963, and the Trustees estimate a further deficit of approximately £7,000 for the current school year.

A Ministerial letter was sent to the Chairman of the Board stating that it was necessary for the Trustees to take action along the lines indicated in the Report to restore finances to a satisfactory position.⁵⁵

On his return from overseas, the Chairman of the Board of Trustees, Mr I.H. Roberts, acting on the advice of the Attorney-General, the Hon. Dr P.R. Delamothe, M.L.A., wrote to the Director-General of Education, November 6, 1964, confirming the actions of the Board during his absence and, at the same time, proffering a long, detailed explanation for the decline in the School's fortunes. Both the Treasury and the Education Department were fully aware of the reasons for such decline and had advised the Board in clear and concise terms, of the necessary action it must take to restore financial viability. Nevertheless, the Board continued to justify its policies, but by not putting up fees to the extent the Government suggested, perhaps avoided the real issues. Thus, in his letter to the Director of Education, the Chairman stated:

While it may be submitted that the cause of the present position is due to failure to increase the fees in 1962/63 to provide for increases in salaries, it is to be borne in mind . . . when salaries were increased they were made retrospective . . . the State Government Loan was made available in one lump sum which meant that from the date the loan was made interest commenced to run . . . some corresponding relief from interest was obtained by investing the monies borrowed to earn interest until required for the new building . . . there is a limit to what extent fees can be increased particularly in a city like Townsville. . . . It is agreed that the Overdraft could be reduced by the collection of outstanding fees and sale of the book stock. . . . At the last Meeting of the Board of Trustees, 28 October, 1964, it was resolved to increase tuition fees by an amount of £3 per term to all pupils . . . the increase in fees will not entirely solve the problem . . . a further increase in Masters' salaries will be made in the near future. . . . My Board would appreciate an increase in endowment . . . any amount received would be applied to reducing the overdraft balance. . . . I can assure you that no further loan commitments will be entered into . . . the problem which confronts the School at the moment is a great amount which has to be provided for interest and redemption. . . . The apparent problems which confront the Board are ever increasing costs, higher interest and redemption payments, repairs and renovations . . . the fear that by increasing tuition fees beyond the existing fees will have a detrimental effect on attendances — Townsville is an industrial area. . . . The insurance premiums are now approximately £500 per annum and the insurance cover is approximately £200,000 including storm and tempest where necessary . . . no premiums are involved for student accident policies. The School does, of course, have a Public Risk policy.

The Chairman concluded his letter by requesting further assistance for the School.⁸⁶

The Department, however, was adamant that no assistance would be forthcoming until the Trustees "put their house in order".

Despite the critical economic problems which burdened the Headmaster, the daily routine of the School proceeded without any visible signs of the mounting financial crisis. With an initial enrolment of 283 (95 boarders) 1964 was a year of fine academic and sporting achievement. 35 of the 42 Junior Candidates passed, with Juliet Tweddell and J.R. Cowan each gaining 9 A's; G. Soames and K. Urban, 7 A's; and H. Searle, 6 A's. 14 of the 44 Senior candidates matriculated. Though the Girls had a very lean year in Sport, the Boys won or shared every major Inter-School Trophy except the Senior Aggregate in Athletics.

At the meeting of the Board, September 30, 1964, Blank submitted a Report (dated September 23, 1964) on "administration procedures considered desirable in connection with the proposed Trustees' Scholarships". He suggested that a qualifying examination in English, Mathematics and Social Studies, as well as a Group Intelligence Test, be prepared and marked by the School, and that the awards be based on the "ordered aggregate of the Examinations and the Intelligence Test". On the basis of the Headmaster's recommendations, the Board resolved to award three Scholarships to Junior and to cover tuition fees only.

In the same Report, Blank stated that, in considering the matter of fees at the October Meeting, "it is felt that the Trustees might give consideration to the grouping of

the Sports Fee and the Library Fee as a General Service Fee and increase it from 17/6d per term to £1/15/- per term". He also suggested that the Science Fee be revised and increased from 14/- per term to £1/-/- up to Junior and to £1/5/- up to Senior.

At the meeting of the Board, October 28, Blank informed the Trustees that the estimated increments and increases in staff salaries for 1965 would cost an additional £1,000. In order to meet this contingency he suggested:

'A scale of fees recommended for discussion purposes is: Junior (to Form I): £78 p.a.; Middle (II, III, IV): £87 p.a.; Senior (V & VI): £93 p.a. (Present are £69, 75 and 81).'

The Board decided to increase the fees for 1965 by '£3.0.0 per term all round' thereby fixing the fees at £78, £84 and £90 but no decision was made to increase the other fees.

However, at their meeting, February 2, 1965, the Board, in an endeavour to boost the income of the School, decided that—

'instead of separate charges for Sports Fee and Library Fee, a combined fee of £2.2.0 per term be charged and called a Sports and Amenities Fee to cover sports, library, swimming, examination stationery, periodicals etc., with a separate fee of £1.0.0 up to junior level and £1.5.0 to senior level as a Laboratory Fee for pupils taking science.'

Unexpectedly, at the beginning of the next year, the enrolment of 268 (90 boarders, 128 dayboys, 50 girls) showed a sharp decline of 4 boarders, 2 dayboys and 13 girls when compared with the 1964 figures. Alarmed at the loss of so many girls, the Trustees requested Blank to investigate the reason(s) for the fall in numbers, and to report to the Board as soon as possible.

However, financial difficulties continued unabated. Because of dissatisfaction with their wages and conditions of work the domestic staff went on strike, Friday, March 17, 1965, at 4:00 p.m. They marched as a body to the Headmaster's office and discussed their complaints with him. As a consequence of this, he consulted with the Chairman of the Board and pointed out that domestic wages had not been reviewed for some three years and recommended that the wage rates laid down by the Boarding House Employees' Award be adopted. The Chairman concurred after a determined plea by Blank. The Trustees confirmed the Chairman's action and promptly raised Boarding fees by £5 per term in order to meet the increase in domestic wages.⁶⁹

Note: The evening meal was prepared by the Housekeeper, Mrs D. Petterwood, the Senior Resident Master, Mr K. Allen, and the Prefects. Boarders did the washing-up. The domestic staff returned the following day after receiving assurances from the Headmaster that he would submit their grievances to the Board of Trustees.

In order to assist him with his investigation into the decline in the number of girls attending the School, Blank called a meeting of Mothers and pupils on the 28th April. The major criticism that emerged from this meeting was directed at the Girls' Uniform and the following recommendations were made:

White over-blouse, short sleeves, 5 buttons, and a waistband.

A Bow Tie (instead of the present one) with falling ends 4 inches long, made of grosgrain ribbon, black and gold diagonal stripes.

Navy Skirt — skirt to touch floor when kneeling, and must have a waistband.

Navy blue cardigan

Sports Uniform:

White cesarine drip dry — 6 inches above floor when kneeling

House Scarves

Gloves — Brown

Hats — panama with hat band

School Badge to be worn on Collar of new School Uniform.

There were no complaints about the academic standards or sport.

Blank submitted these proposals to the Board of Trustees at their meeting in May, and received unanimous approval for the new Girls' Uniform. He also informed the Trustees that no manufacturer was prepared to make up the bow tie, and that the School Tie would have to be retained. The Board supported this decision.⁶¹

But apparently Blank did not accept this as the major factor for the fall in girl enrolments and consequently offered the Board no explanation. His attitude was, no doubt, determined by the fact that the School had always been male orientated. Blank was of the opinion that the co-educational character of the School decreased the number of boys and that the presence of boys had a corresponding effect on girl enrolments. However, he did suggest that, if the Trustees wished to increase enrolments, "three courses would appear to merit serious consideration":

1. Embark on a vigorous campaign for girls, including the establishment of a Hostel.
2. Restriction of the School to boys only with a vigorous drive to increase enrolments.
3. A well-considered campaign to establish the image of Townsville Grammar as a good co-educational school which stressed that education, in order to fit a person for life, must necessarily be co-educational.⁶²

The Board did not adopt any of these alternatives.

At the next monthly meeting of Trustees, Blank reported that a fence along the Paxton and Bourke Streets frontage was being considered by the Parents' Association; Mrs D. Petterwood had resigned; Assemblies for girls had improved their morale; a new prospectus was required; and that a new School Diary had been adopted. He also reported that the First Football XIII had caused great embarrassment by organising a lottery with a cash prize for the first T.G.S. boy to injure a member of the opposing team and cause him to leave the field, and that this action had been the subject of comment by a well-known North Queensland Radio Station. This unfortunate incident was Blank's greatest disappointment during his long Headmastership. Members of the team, D. Johnson (Captain, but non-playing because of injuries), C. Lane, N. Dang, S. Theodore, D. Ferries, K. Powell, M. Verney, S. Dunford, G. Cocks, D. McDougall, R. Coates, V. Smith, J. Fairbairn, were later arraigned before the Board and severely castigated.

Public Examination results were particularly outstanding. Of the 33 Senior candidates, 21 matriculated. L. Bode with 4 A's and 4 B's, and M.W. Paterson with 5 B's and 1C, each gained a Commonwealth University Scholarship. In the Junior Examination, Grammar presented 50 candidates of whom T.C. Brasnett, N.B. Chapman, and W.T. Tweddell were each awarded 8 A's, and G.M. Bussey 7 A's and 1 B.

At the Meeting of the Trustees, on July 28, Blank informed the Board, verbally, that he would relinquish the Headmastership at the end of the year. His verbal resignation was accepted with regret and acknowledged in a letter from the Chairman of the Board, August 17, 1965.

However, there was considerable disquiet among Staff and the School community, indeed disbelief, when news of his resignation became public. Blank's long and meritorious association with Townsville Grammar — Assistant Master, 1939-1947, (RAAF 1943-1945), and Headmaster, 1948-1965 — had given the School not only stability but purpose and a sense of direction. The task of salvaging the School in 1948 from near collapse and of re-establishing its reputation may well have daunted a lesser man. Nevertheless, undeterred by the fragile situation which confronted him, and fully aware of the possibility of failure, Blank accepted the challenge with quiet determination and characteristic calm. Consequently, during his eighteen years of Headmastership, he achieved a proud record of progress:

- 1951: Oval and Playing Fields constructed. Oval fenced. Posts constructed and fence erected by Headmaster and boys.
- 1952: Parents' Association formed.
- 1954: Ornamental trees planted around Oval.
- 1955: Science Block constructed.

- 1956: Construction of Pavilion, Tennis Courts, Gymnasium, and Laundry. Dormitory re-modelled. Fence around Tennis Courts erected by Headmaster, Staff and boys.
- 1956: First Student Council formed.
- 1957: Cross-Country competition introduced. Cottage on Oval repaired.
- 1957: New Domestic Block and Dining Room constructed.
- 1958: Pathways laid down by Headmaster, Staff and Students.
- 1959: Tractor and Mower purchased. Concrete apron and steps added to Pavilion.
- 1960: Master's Residence built. War Memorial Fund re-constituted.
- 1961: Rock Wall on Oval constructed.
- 1962: Headmaster's House constructed.
- 1963: New Dormitory and Classroom Block constructed.
- 1965: Construction of the Swimming Pool. Presented to the school free of debt by the War Memorial Fund.
- 1965: Old Headmaster's Residence (last of the original buildings) demolished.

But it was not only in the sphere of administration that the influence of Blank's precision of mind, acumen and probity of purpose was evident. As a leading educationist he insisted on academic excellence, the highest of moral principles, the finest of sportsmanship, and unquestionable integrity. In all these areas he set a splendid example which earned the respect and admiration of staff, parents, and students. His aims, listed below, remained unchanged during his term of Headmastership:

To provide a climate of learning, where learning was valued for itself;

To ensure that students appreciated, as far as they were able within individual differences, that the process of learning is a lifetime process; that after leaving school they were at the seashore of knowledge, and that the way in which they proceeded depended largely on them, that the direction of their efforts would be largely governed by the extent to which their curiosity about the world and life had been aroused during the schooling process;

To provide as large a range of subject matter as possible, so that, within the financial limitations of the school, individual differences could be catered for;

To develop the whole person, by arranging social events and sport so that all students would have an opportunity to participate on as equal a basis as possible;

To provide a Christian framework for life, which, by the non-sectarian character of the charter, must necessarily embrace all religions;

To encourage the concept that racial prejudice should not exist;

To develop a strong spirit of belonging to an organisation which was worthwhile;

To develop the spirit of service to one's family, one's neighbour, and to the world;

To work steadily towards improving physical facilities of the School, both as regards classrooms, boarder facilities, and playing fields.

This article, written by Blank for the 1965 School Magazine, "Melior Exi", besides expressing his philosophy, also illustrated the underlying theme of masculinity that dominated the School from its establishment:

Education should provide the basis of inspiration for the pursuit of excellence, a pursuit to be followed in every sphere of human activity. This implies that the well-educated adolescent will strive to excel in the fields that concern him directly: as scholar, sportsman, member of a school community, member of a family. It implies that the adult will strive for excellence in his role of employer or employee, as citizen, as parent, and as dutiful son. As the stature of the individual increases, so must the scope of his activities, and the areas in which he must strive after excellence. Should the individual do this, then he will surely have fulfilled those purposes for which God created him. It has been written, truly I believe, that "Education brings out the latent qualities of the mind, displaying the perfection of Wisdom in the observance of our duty to God and Man." In retrospect, it appears that it must have been such a thought that inspired me to write as follows in 1952:

"Since a life lived purely selfishly is of little value or no value to the community (or to the individual), part of our aim is to develop a sense of unselfish service. For its survival and development, the School must have from all those associated with it unstinted and unselfish service. The individual is given the opportunity to display his worth, to carve for himself a niche in the life of the School, to make a mark in the School's annals. The worthy individual grasps that opportunity eagerly, and, with willing service, sees open before his eyes other avenues for further service. He goes from good to better, from better to best — he strives after excellence."

Speech Night, December 2, 1965, was a sad, but memorable occasion when the Trustees and a very large gathering of Parents, Students, Past Grammarians and representatives of the Townsville community paid tribute to the eighteen years of dedicated service that Blank had given to the School as Headmaster, Counsellor, Sports Coach, and friend to so many members of staff, boys and girls. In his address, Blank reviewed the progress made during the year and acknowledged the support he had received from the Deputy Headmaster, Mr M.B. Von Wald, the Staff — Messrs K. Allen, L. Bourke, B. Pierpoint, W.R. Cook, I. Dickson, L. James, J. Jeffrey, O.G. Paterson, Mrs J. Hopkins (a fine influence on the girls), Mrs E. De Lacy, Mrs B. Hays, Mrs M. Walsh, and Miss J. Jacobs. He also thanked his Secretary, Mrs M. Easterbrook, the Domestic Supervisor, Mrs L. Ridge, and Boarder Masters, Messrs R. Allen and J. Scott. In the course of his speech, Blank congratulated the Dux of the School, L. Bode, and made particular mention of the leadership given in House and Sports affairs by Kay Roberts and Carol Embury. The Prefects — V. Smith (School Captain); J. Fairbairn (Head Boarder); D. Johnson (Head Dayboy); M. Lodge (Head Girl) R. Brasnett, G. Cocks, P. De Waal, S. Dunford, J. Gregory, C. Lane, J. McCoist, D. McDougall, B. Moore, M. Verney, Miss E. Gregson, Miss J. Newman, and Miss K. Roberts (Best All Round Girl) — were also congratulated for their loyalty and service during the year.

In concluding his Address, Blank stated:

The function of a teacher is to educate children — to teach attitudes and principles.
If I have made an impression on you in any one of these fields — Truth, Honour,
Service — then I count my time well-spent, my lesson:

A Desire to Seek the Truth
A Knowledge of the Way of Honour
A Wish to Serve your Fellow Man
A Belief in God

well-learned.

¹ T.G.S. Board Minutes, 5.12.48.

² Headmaster's Speech Night Report, 1.12.1948.

³ T.G.S. Board Minutes, 23 February, 1949.

⁴ The Trustees applied to the Treasury for a subsidy of 924 pounds, 28.10.48. This was recommended, 29.11.48.

⁵ T.G.S. Board Minutes, 2 March, 1949.

⁶ Letter from Chairman of the Board, 2.12.48, to the Minister for Public Instruction.

⁷ Letter from Mr G. Keyatta, M.L.A., 3.1.1949, to Minister for Public Instruction.

⁸ Education Department Correspondence, 3.1.1949.

⁹ Letter from Secretary, T.G.S. Board to Minister for Public Instruction, 8.7.1949.

¹⁰ Letters from the Treasurer, J. Larcombe, M.L.A., to the Premier, E.M. Hanlon, M.L.A., and to the Minister for Public Instruction, H.A. Bruce, M.L.A., 27.7.1949.

¹¹ Letter from T.G.S. Trustees to Minister for Public Instruction, 11 August, 1949.

¹² Correspondence, Department of Public Instruction, 5.6.1950.

¹³ Department of Public Instruction correspondence, 49/79202, and letter from T.G.S. Board of Trustees, 14.2.1950.

¹⁴ T.G.S. correspondence, 28.8.1952.

¹⁵ Education Department Correspondence, November 1952.

¹⁶ Department for Public Instruction correspondence, 18.12.52.

¹⁷ Department for Public Instruction correspondence, 17.12.1954.

¹⁸ T.G.S. correspondence with The Treasury, 26.4.1955.

¹⁹ T.G.S. correspondence to Director-General of Education, 6.8.1955.

- 20 Speech Night Address, 25 November, 1955.
- 21 Education Department correspondence, 12.7.1956.
- 22 Education Department correspondence, 28.8.1956.
- 23 Report of Inspection of the Townsville Grammar School, 28.7.56.
- 24 T.G.S. Board Minutes, 27.6.56.
- 25 T.G.S. Board Minutes, 24.10.56.
- 26 T.G.S. correspondence with Director of Education, 14.3.1958.
- 27 T.G.S. letter to Director of Education, 8.8.1958.
- 28 T.G.S. correspondence to Minister for Education, 12.8.58.
- 29 Ministerial correspondence, 28.10.1958.
- 30 T.G.S. Board Minutes, 26.11.1958.
- 31 T.G.S. Board Meeting, 22.4.1959.
- 32 T.G.S. Board Minutes, 22.7.1959.
- 33 T.G.S. Board Minutes, 26.8.1949.
- 34 T.G.S. Board Minutes, 18.2.1960.
- 35 T.G.S. Board Minutes, 24.8.1960.
- 36 T.G.S. Board Minutes, 26.10.1960.
- 37 T.G.S. correspondence with Department of Education, 8.8.1960.
- 38 T.G.S. Board Minutes, 24.8.1960.
- 39 T.G.S. letter to Director of Education, 21.7.1961.
- 40 Department of Education correspondence, 28.7.61.
- 41 T.G.S. and Treasury correspondence, November, 1962.
- 42 T.G.S. Board Minutes, 29.8.1962.
- 43 T.G.S. Board Minutes, 27.2.1963.
- 44 T.G.S. Board Minutes, 22.5.1963.
- 45 T.G.S. Board Minutes, 26.6.1963.
- 46 T.G.S. Board Minutes, 23.10.1963.
- 47 T.G.S. correspondence with the Director General, 14.1.1964.
- 48 Department of Education correspondence with T.G.S. Board, 7.2.1964.
- 49 T.G.S. Board Minutes, 6.5.1964.
- 50 Ministerial correspondence, 22.7.1964.
- 51 Ministerial correspondence between the State Treasurer and the Director of Education, 22.7.1964.
- 52 T.G.S. Board Minutes, 2.9.1964.
- 53 T.G.S. letter to Director of Education, 15.9.1964.
- 54 Department of Education correspondence 29.9.1964.
- 55 Ministerial correspondence, 3.8.1964.
- 56 T.G.S. correspondence with Director of Education, 6.12.1964.
- 57 T.G.S. Board Minutes, 23.9.1964.
- 58 T.G.S. Board Minutes, 28.10.1964.
- 59 T.G.S. Board Minutes, 2.2.1965.
- 60 T.G.S. Board Minutes, 24.3.1965.
- 61 T.G.S. Board Minutes, 26.5.1965.
- 62 T.G.S. Board Minutes, 26.5.1965.

Chapter 11

Great Expectations 1966–1968

L.S. DANIELS, B.Sc, B.Ed., (Qld.), M.A.C.E. 1966–1975

The appointment of Mr L.S. Daniels as the seventh Headmaster of Townsville Grammar School ushered in an idealistic vision of education and a decided change in direction away from the traditional concept of rigid discipline, both inside and outside the classroom. Daniels believed that, among the ideals of mankind, few held a more consistent place in the thoughts of conscientious and alert minds than that of providing the young with the best possible opportunities to develop their talents and potentialities. Thus it was the obligation of educators to promote this ideal to its utmost limit, to ensure maximum student participation and performance in all phases and aspects of school life, and to show interest and understanding in their activities. Furthermore, he emphasised that it was desirable for young people to reach adulthood as complete people, developed and prepared by a wide and adequate education, and that, by virtue of Townsville Grammar's independence, a singular opportunity existed for him and his staff to discover the latent talents of every individual in the School. It was this educational ideal that Daniels set out to implement at a time when The Education Act of 1964 began to take effect. Initially, some difficulties were experienced by staff and students in adjusting to this transition.

Born in 1925, Daniels was educated at the Kelvin Grove State School and at the Brisbane Grammar School. He saw service in Australia and the Dutch East Indies as a pilot in the Royal Australian Air Force with Nos. 34 and 37 Squadrons from 1943 until his discharge in 1946. Graduating in Science from the University of Queensland in 1950, he then completed one year's full-time study for the Diploma of Education, and later received his Bachelor of Education Degree. After serving on the staffs of State High Schools at Ingham, Maryborough and Gympie from 1952 to 1956, he re-joined the Royal Australian Air Force as an Education Officer, with the rank of Flight Lieutenant. During part of this period, he was a lecturer at the Royal Australian Air Force School of Radio, Ballarat. At Brisbane Grammar School, he was Senior Mathematics Master, Senior Geology Master, coached the First and Second Tennis, and was active in cricket and golf. His deep interest in education found expression as a member of the Committee of the Board of Secondary School Studies and as President of the Queensland Assistant Masters' Association, 1963–1964. With such background and experience, much was expected of him, despite the fact that the School suffered from long-standing financial difficulties.



L.S. Daniels, Headmaster (1966-75)

The first major problem which confronted the new Headmaster, early January, 1966, was the appalling state of the Junior boarding facilities. The dilapidated beds, mattresses and lockers, together with the depressing atmosphere of the dormitories urged him into action. With only a few weeks before the opening of the School year, he and a group of parents painted the walls and ceilings of the dormitories, a task which they completed only days before Boarders were due to arrive. It was, indeed, a remarkable effort. New beds, innerspring mattresses and attractive quilts were purchased, and 40 lockers ordered from the Foxwood Timber Company. The days of two boys sharing a wardrobe were at an end — each now had his own individual locker. Some of the old beds and mattresses were sold for £40 and the remainder consigned to the City Dump as no charitable organisation would accept them. The arrival of the new lockers created great excitement. Finally, Daniels organised Boarders, on a voluntary basis, to paint the floors of the upper and lower dormitories, and the lockers as they were delivered, a task that was completed with much enthusiasm. It was a splendid beginning.

At the January Board meeting, Daniels informed the Trustees that the Swimming Pool Committee and the Parents' Association had contributed £1200 and £350, respectively, towards the refurnishing of the Dormitories.¹

The first term opened with an enrolment of 269 (116 dayboys, 89 boarders, and 64 girls), an overall increase of one on the 1965 figure of 268 (128 dayboys, 90 boarders, 50 girls), but with a marked improvement in girl numbers.

In order to involve the School in community activities, Daniels requested the Board, at their February meeting, to permit students to participate (as a School) in charitable appeals, but the Trustees refused permission and ruled:

The policy of the Board is not to support the children of the School being utilised for charitable appeals; this is not to prevent the Headmaster making an announcement that an appeal is on and they can make their own arrangements.²

Note: This ruling has never been rescinded. Curiously, Boarders were most enthusiastic supporters of charity appeals during the 1960's and 70's.

Also at this meeting, Daniels informed the Board that he intended to establish "The Headmaster's Newsletter" which would be sent to all Parents each term and which would contain significant policies, major events, and items of general interest. By this communication, Parents would become conversant with matters affecting their children.³

The first Headmaster's Newsletter was sent out at the end of the first term, 1966, and, by this means, Daniels established a most important line of communication with parents, a practice which has been carried on ever since.

At the opening of the Swimming Pool, Saturday, April 23, 1966, by the Mayor of Townsville, Alderman Angus Smith, O.B.E., Daniels paid particular tribute to the fine leadership that his predecessor, Mr M.W. Blank, had given to the Memorial Swimming Pool Committee. The Pool, handed over to the School free of debt, was made possible by a gift of £4000 by the Trustees of the J.S. Love Estate, £271 from the Past Grammarians' Association, £600 from the Parents' Association, £916 from the Students' "bottle drive", Play Nights and other activities, donations from the Teaching Staff, and £2000 from the Ladies' Committee who raised this amount from their Tuckshop, street stalls, penny auctions, the sale of recipe books, and various social functions. The combined efforts of all sections connected with the School raised a further £2685 from four fetes and a car raffle. Two plaques were erected, one in appreciation of the support given by the Trustees of the J.S. Love Estate, and the other to commemorate the work of the Swimming Pool Committee. A special tribute was paid to Mr F.H. Brazier, Deputy Chairman of the Board of Trustees, who was responsible for the plans and specifications, and for the supervision of the construction of the Pool. In addition, Mr Brazier, an engineer by profession, donated his fees, in toto, to the School's War Memorial Fund.

On the other hand, the precarious and dangerous financial position of the School blighted the promising start to the year. Again the Trustees wrote to the Minister for Education, Hon. J.C.A. Pizzey, requesting urgent assistance on the grounds that the Board "cannot finance both teaching and capital expenditure". In addition, the Chairman of the Board of Trustees, Mr I.H. Roberts, asked for a direct grant of \$20,000, increased endowment, and relief from payment of interest and redemption on all loans for a period of five years.⁴

The Minister's reply, April 18, was terse and to the point. All three requests were refused. He also informed Roberts that "The additional endowment of \$13,800 per year is still available to your School."⁵

As a consequence, the Board instructed its Secretary to write to the Director General of Education "and request that you forward to us now the balance of the endowment that is available in respect of this year and so assist the Board in meeting its commitments."⁶

The balance was \$1,696.99, arrived at as follows:

Endowment for Quarter ending 30.6.66 @ \$18,200 per annum — \$4,550.00.
 Less amount due to Treasury for Interest and Redemption on Loans — half year to
 30.6.66 — \$2,853.01.
 Balance payable to Townsville Grammar — \$1,696.99.⁷

Surprisingly, in the light of the 1964 Report on the School's financial position, the refusal of the Minister for Education to advance the School a grant of \$20,000, to increase endowment, and to suspend payment of interest and redemption on all loans for a period of five years caused great consternation at the May meeting of the Trustees. Repeated requests of this nature over the years and their resultant refusals should have convinced the Trustees that their financial problems could not be resolved by continual borrowing or by advances on endowment. They were, indeed, quite unrealistic in assuming that "robbing Peter to pay Paul" would solve their difficulties. The predicament in which they found themselves was, to a large extent, of their own making. Nevertheless, the Chairman of the Board wrote yet again, in somewhat emotive terms, to the Minister for Education:

... I have deferred replying to your letter (of the 18th April, 1966) until the meeting of the Board of Trustees which took place last evening. . . . I am directed to point out that neither your Department nor your goodself appear to appreciate the acute financial position of the School. . . . Your letter is a blunt refusal to in any way assist an independent school set up under State machinery. . . . My Board considers that you do not appreciate its serious financial position. Your reply to my letter is a complete rebuff and leads my Board to consider the Education Department would prefer the School to close. May I, on behalf of the Board, be advised in this respect. If your Department does not desire the School to close, please be assured the finances are presently such the School, without assistance, cannot carry on. . . .⁸

In December, 1966, the Minister finally informed the Trustees of the action they must take in order to stabilise the School's finances and to establish a semblance of solvency. His recommendations, based on a Report by the Treasurer, followed the same advice given in 1964:

The first task of the Trustees is to eliminate the large overdraft within five years. This will not only remove the continuing financial crisis your Board labours under, but it will save you a substantial and unnecessary interest bill.

The Board on its part, however, will have to demonstrate that it is prepared to keep its accounts balanced;

continue the curtailment of further capital expenditure;

reduce current expenditure to an absolute minimum. Each item of expenditure proposed in the budgets and actually incurred should be carefully examined (salary and wages staff costs are examples);

reduce the outstanding fees figure and ensure that future fees are received in advance;

vary fees promptly with unavoidable cost increases; and

generally present and achieve balanced annual budgets.

If the Trustees acknowledge and accept these requirements and present a budget for 1967 showing a balanced position, inclusive of interest and redemption commitments, I believe the Treasurer will:

suspend redemption payments on Treasury loans during 1967 and extend the terms of these loans by one year; and

suspend and capitalise interests on the Treasury loans for 1967.

Further, I believe that he will be prepared to extend this action for a period of five years providing a similar balanced position is budgeted for and achieved in each succeeding year.

The Minister also informed the Trustees that the Government proposed to make an annual grant to each non-State School on the basis of \$15.00 for each full-time student enrolled in Grades 8 to 12. "It is considered that these grants, in addition to the usual annual endowments, will enable you to strengthen your financial position. It is hoped also that the grant which is being made to students living in remote areas to enable them to attend secondary schools will assist you by adding to your enrolments."

Because of the financial turmoil in which they found themselves, and which indeed threatened the viability of the School, the beleaguered Trustees had no other alternative but to accept the directions and conditions laid down by the Minister. The overdraft at the National Bank was indisputable confirmation that far too much reliance had been placed on loans and advances, and that a more realistic approach to finance was of paramount importance.

Note: Overdrafts as at 31.1.1966, 25.5.1966, and 31.12.1966, were \$27,910.00, \$34,849.00 and \$29,370.00, respectively.

Note: The Budget Statement for the period 1.1.1967 to 31.12.1967 showed a deficit of \$29,180.00.

In the meantime, at their meeting on March 30, the Trustees made application to the Director of Education for permission to increase the fees from the beginning of Term 2, 1966, and submitted the following schedule:

	Per Term
Board	\$162
Tuition	\$ 54 Remove and Form I
	\$ 58 Forms II, III, IV
	\$ 62 Forms V and VI ^a

Three months later, the Trustees assured the National Bank that they would make every possible endeavour to reduce the overdraft, but by what means it was not quite clear. Consequently, in desperation, another letter for urgent assistance was sent

to the Minister for Education. His reply that "a decision would be made in the near future" was tabled at the September Board meeting, but, as no financial aid appeared to be forthcoming, the Trustees decided to make application to the Minister, 30.11.1966, to increase the fees for 1967, to the following levels:

FEES PER TERM, 1967

	Primary	Junior	Senior
Tuition	\$ 54.00	\$ 64.00	\$ 68.00
General Service	\$ 4.50	\$ 4.50	\$ 4.50
Science		\$ 2.50	\$ 2.50
Typing and Shorthand		\$ 4.00	
Board	\$168.00	\$168.00	\$168.00

Booking Fee: Day Students, \$6.00; Boarders, \$12.00.

A discount of 10% in Tuition and Boarding Fees was available to a family with more than one child attending the School.¹⁰

Note: The National Bank expressed concern re Overdraft, and requested action.

At the instigation of Daniels, the Trustees decided, March 30, 1966, to invite Associated Fund Raising Consultants to make a fact finding survey in connection with a proposed fund raising appeal, but the matter was deferred until 1967. Concerned that the School did not have Superannuation for staff, Daniels urged that the Board give serious consideration to the introduction of an acceptable scheme. As a consequence, three Trustees, D. Bliss, A.W. Brasnett and R.L. Gregson were appointed to a sub-committee to consider various schemes and to report their findings to the Board.¹¹

Details of Superannuation Schemes were supplied to the Chairman at the Trustees meeting three months later, but it was not until 1969 that Superannuation was finally established. This was understandable in view of the School's financial position.

The School's financial troubles, it must be remembered, began in 1888, and appeared to be resistant to all endeavours to "lay them to rest". This, however, did not impede Daniels from accomplishing noticeable progress during his first year of Headmastership. The grounds were improved by the construction of two concrete bridges over the gully by a parent, Mr E. Steinhof; the Library was painted by members of the Parents' Association; \$1,000.00 was spent on Geology equipment, which subject he introduced; the VIth Form Dinner was established and thus became an annual event; and the Swimming Pool was painted by volunteers from the Parents' Association and the School. In addition, as the guest of the Australian National Airways, he visited New Guinea where he spoke to prospective parents, publicised the School and enrolled four students for 1967. This was the beginning of a flow of students from this country for a number of years.

High academic standards were maintained. The 1966 Senior examinations produced some extremely good results with Miss J. Tweddell, Miss J. Pearson, G. Whymark, R. Pulsford and K. Urban being awarded Commonwealth University Scholarships, and R. Pulsford a Cunningham Scholarship. H. Searle was successful in gaining entry to the Royal Australian Air Force Academy at Point Cook. Results in the Junior Examination were more than satisfactory. Eight candidates were awarded Commonwealth Secondary Scholarships, which enabled them to continue their education to Grade Twelve. Helen Fox and H. Louie each gained eight A's. Such high performances in Public Examinations indicated that the change in Headmastership had not affected academic expectations.

Maximum participation in sport and other extra-curricular activities was encouraged. Grammar's strong Swimming Team won the Aggregate, Senior, and Under 15 trophies at the Boys' Swimming Carnival; the First Tennis Team were co-premiers with Pimlico High School; the Second's team gave a similar performance and emerged champions; and in cricket, the Under 15's gained an equal first. The First XIII started the season well and finished equal second in the competition. Despite their small numbers, the girls competed in swimming, basketball, vigoro and athletics. and though no premierships were won, they acquitted themselves well.

The Army Cadet Unit and the Air Training Corps Flight both had a successful year, which culminated in the Annual Passing Out Parade on the 15th October. The Reviewing Officer, Wing Commander A.B. Catip, O.B.E., D.F.C., presented trophies to Staff Sergeant J. Yates, who gained first place in the North Queensland Quartermaster's Course at the Annual Army Cadet Camp at Selheim, and to H. Searle, Air Training Corps, who distinguished himself by topping the Cadet Under Officers' Course at the Royal Australian Air Force Base, Garbutt. In addition, Cadet Under Officer Searle and Cadet Sergeant N. Chapman were awarded Flying Scholarships to train for their Private Pilot's Licence, an exceptional distinction as only three scholarships were awarded annually in North Queensland.

Recognising the need for a wider choice of alternatives to Cadets, Daniels aimed to adjust the 1967 timetable so that extra-curricular activities would become part of the whole educative process.

During 1966, he embarked on a major reorganisation of the Library in order to encourage research, study and wider reading. In this project he received splendid support from the Parents and Friends' Association, which purchased hundreds of dollars worth of books, thirty-five chairs and other equipment. Further donations included thirty dollars and a careers' bookshelf from the Townsville Rotary Club, forty dollars and science books from the Copper Refinery, and an anonymous donation of \$200.

Note: The \$1000.00 for Geology equipment was a gift from Mt. Isa Mines, per favour of Mr (later Sir James) Foot.

Though Daniels' achievements during 1966 were indeed commendable, the opportunity to develop his educational philosophy and to expand the influence of the School throughout North Queensland depended, in large measure, on the attitude of the Trustees and, most importantly, on their financial policy. Unfortunately, the Board believed that enrolment figures, sporting attainment and academic achievement, were the criteria by which the success (or otherwise) of a headmaster was measured. Fluctuations in the economic climate were, for the most part, a major factor which influenced the number of students who attended the School. Consequently, the quest for increased enrolments gathered momentum from 1966 onwards, and, indeed, became the dominant theme for the next two decades. Because the period 1966-1974 was a time of changing social values, as well as new-found affluence, the rapid influx of students from widely different backgrounds, during these years, imposed on the Headmaster an additional burden of considerable complexity. It appeared that parents expected the School not only to provide a climate for learning, as well as extra-curricular activities, but to effect miraculous academic and behavioural transformations should their children be maladjusted, anti-social, or ill-disciplined. To his credit, Daniels faced this challenge with equanimity, but, regrettably, the remarkable increase in the School's population over the next decade included a disproportionate number of problem students who created disturbing and unacceptable situations, for which Daniels was held responsible by Trustees, Parents and a majority of Staff. Indeed, the difficulties created by "problem" students contributed, in no small way, to the drama that enveloped the School in 1974-75.

However, the School opened in January, 1967, with 294 students, including 104 boarders, 123 dayboys, and 67 girls, an overall increase of 25 on the 1966 figures. Academically, it was another year of achievement — seven candidates in the Senior Public Examination obtained Commonwealth University Scholarships; and in the Junior, Gary Jensen with 8 A's and Kathy Back with 6 A's and 2 B's obtained the best pass for a boy and a girl, respectively.

In June, at an impressive ceremony, the Townsville Grammar Interact Club was presented with its Charter by the District Governor of Rotary, Mr Graham Thompson, who stressed that the more important ideals of Interact were community service and international understanding. Sponsored by the Townsville West Rotary Club, Interact assisted in a number of charity collections and in the construction of the sheltered workshop for the sub-Normal Children's Home. As a member of Rotary, Daniels gave the new Club every support and encouragement.

Improvements to the Library included a large ceiling fan, fluorescent lighting, vinyl floor covering and \$500 for books, all presented by the Parents' Association, and ten large



School Uniforms, 1967.



INTERACT CLUB, 1967

Ken MacDonald, First President of the Townsville Grammar Interact Club, receiving the Charter from the District Governor of Rotary, Mr G. Thompson (Headmaster, Thornburgh College, Charters Towers).



FORM IV-1, 1967

*Back Row (from left): S. Lock Lee, J. Whitbread, R. Murray-Prior, R. Battle, A. Hurst, W. Edwards, Mr Ledez, E. Atherinos, P. Quilty, J. Dwyer, M. Kersey, M. Adams.
Front Row (from left): B. Carr, Miss J. Wilkinson, R. Gilmour, Miss K. Passmore, P. Davidson, Miss K. Back, W. Dutton, Miss C. Scully, G. Jensen, Miss S. Richards, C. Highfield.*



"A MIDSUMMER NIGHT'S DREAM" — SOME OF THE CAST

From left: Fairies (Melody Chapman, Cheryl Easterbrook, Susan McDonald); Bottom asleep (Peter Clark); Puck with Ass's head (James Ward); Titania (Kim Passmore); Oberon (Tassia Anderson); Mrs C. Daniels (Producer).

tables donated by Mr I. Segnanfreddo. With almost 3000 volumes, the Library was now an established area, but Daniels, ever conscious of its vital role in the educative process, was determined that, in the not too distant future, a separate building would be constructed, with adequate resources and facilities, so that students would have the opportunity to develop positive attitudes in an atmosphere conducive to serious study and effective research, and to seek knowledge on their own initiative.

Note: The P.F. Rowland Memorial Library was opened on 3.6.1972.

The Army Cadet Unit and the Air Training Corps both had a successful year. In August, Sergeant Ray Johnson, Army Cadet, was sent to New Guinea for further training, whilst G. Lange topped the Medical Course for 1966. The Air Training Corps Flight was again honoured by the presentation of a Flying Scholarship to Sergeant Peter Clerk, who also won the added distinction of being the North Queensland Squadron's best rifle shot. While the boys attended Cadet Parades on Friday afternoons, the girls received instruction in sewing and cooking from staff members, and tuition in deportment from Mrs Herbert. An outcome of the latter activity was a popular fashion parade presented by the girls at the annual school fete. This indeed indicated the sexist and stereotyped nature of boys' and girls' activities. Perhaps the most ambitious extra-curricular activity, 1966, was the production and performance of "A Midsummer Night's Dream", produced and directed by Mrs C. Daniels. At first reluctant, the cast soon grasped the Shakespearean idiom and became appreciative of the play's interest and its humorous possibilities. The production, which received strong support from other Townsville schools, was an outstanding success. Another successful activity was the School newspaper, "Epi-gram". Inspired by Mr V. Illich and Mr O.G. Paterson, staff members, a group of enthusiastic students published three editions of the paper, which provided a vehicle of expression for the student body.

Both the Parents and Friends' Association and the Ladies' Auxiliary successfully organised a number of money raising functions and provided the School with sixty chairs for the common room, a new floor for the gymnasium, an electric duplicator, a lectern, vinyl flooring for the Administration Block, and an incinerator. Fathers (and Daniels) gave generously of their time to projects around the School, particularly the painting of the Administration Block. The Ladies, as well as raising money, fulfilled such voluntary services as catering for various school functions, including the VIth Form Dinner, instituted in 1966. The newly furnished and redecorated girls' recreation room was the result of much time, thought and effort by members of both committees.

In his Speech Night Address, November 29, 1967, Daniels warned that, because protests and demonstrations were world-wide phenomena, it was inevitable that impressionable adolescents would be unduly influenced in their attitude towards authority. Furthermore, he pointed out that, while the aim of the School was to cultivate and develop the worth of the individual, problems associated with "freedom" and "discipline" were of major concern to society in general, and to educational institutions in particular:

Often a serious dichotomy arises in the minds of young people, as they try to reconcile the traditional ideals of instruction and discipline with the freedom to be independent in both action and judgement. . . . Certainly let the young person of today protest, so long as his (sic) protestation is original, constructive, and respectful, rather than the echo of something, perhaps ill-based, and, above all, without respect, which he has heard uttered by some older person. We, as parents and teachers, must ourselves respect, and by example, teach our children to respect, not only the freedom of the individual, but all that stands for tradition, experience and authority in our society. Let us criticise, certainly, but let us do so with respect. It is on this basis of respect, I feel, that the school problem can be solved and the aspects of individuality and discipline made compatible. The School, in its role as one of the major authoritative institutions of the community, demands the respect of its students. . . . Yet in such a role, it is a certain target for all kinds of criticism.

Note: In October, 1972, these observations had, indeed, become confirmed.

At their first meeting January 25, 1967, the Board resolved not to embark upon any capital works during 1967-68 in order to consolidate their financial position, and to hire the Swimming Pool to State Schools during the hours 9 a.m. to 11 a.m. at 5 cents per

pupil. As it was evident that finance was not available by means of loans or overdrafts for the construction of new classrooms, the Trustees decided at their February meeting to extend an invitation to the National Fund Raising Council of Australia, Pty. Ltd. to confer with them. At a Special Meeting of the Board, Tuesday, April 18, 1967, Mr Kempt from N.F.R.C. presented his appraisal of the School and suggested a scheme for fund raising.¹²

However, fund raising matters remained in abeyance until October, when, at a special meeting of the Board, Daniels submitted his views on the growth of Townsville and suggested a meeting of leading citizens to obtain their opinions on the School's place in the community and the success of an appeal. The Trustees thereupon appointed Messrs I. Roberts, P. Robertson, R. Gregson and F. Brazier to a sub-committee to prepare a statement to place before a meeting of interested persons.¹³

Note: No record of this statement can be traced.

Further consideration was given to a fund raising appeal when the Board met on November 22, but it was not until March 1968 that the Trustees took decisive action.

THE YEARS OF PROGRESS 1968-1971

Financially, the dawn of the 1968 school year brought with it no unexpected surprises — it began with another plea for assistance by the Trustees to the Director General of Education for an advance of endowment:

The Board of Trustees of this School is now faced with the expenditure necessary at the beginning of the School year and before school fees for the first term are paid. To assist the Board in meeting this expenditure we wish to apply for an advance of endowment for the quarter ending 31st March, 1968.¹⁴

Because applications of this nature had been "allowed previously", the Director General, acting on the advice of the Department's Accountant, approved an advance of \$4,550.¹⁵

Five months later, the Trustees, realising that some considerable difficulty would be encountered in the repayment of Treasury loans, passed this resolution at a Special Meeting, June 17:

The Board hereby resolves to borrow from the Treasury the sum of \$2,950 (two thousand nine hundred and fifty dollars) for a term of 15 years at the rate of 5.857 per centum per annum, such loan to be applied in payment of interest payments falling due on Treasury loans for 1968.¹⁷

The steady growth of enrolments was evident when the School opened in February with 318 students (130 dayboys, 119 boarders, 69 girls), an increase of 50 since 1966. Convinced that even greater expansion was inevitable, Daniels expressed concern that unsatisfactory facilities and inadequate classrooms (which indeed existed) would not only stultify progress, but would impede the effective implementation of a widening curriculum. Furthermore, he stressed that the construction of new buildings and the provision of attractive facilities were essential if the School were to play a leading role in education. Consequently, because of his determined representations to the Board, the Trustees called a Special Meeting, March 6, to consider the possibility of a public appeal for finance, which, in any case, was the only avenue available to them. After prolonged discussion, it was finally agreed:

That the Board hereby resolves to organise an appeal for the development of a science block, good library facilities, language laboratory, gymnasium, facilities for art, home science, industrial work and projects, and additional classroom facilities, and that a conference with the National Fund Raising Counsel of Australia Pty. Ltd., be arranged.¹⁸

PROJECT PHOENIX, 1968-69

The Appeal raised in excess of \$74,000 towards the cost of constructing the Science Classroom Block, 1971.

Some of the personalities involved.

**OLD BOYS -**

R.G. Buchanan, D. Martinez, J. Ashe.

**OLDEST PUPILS PRESENT**

Mr R.G. Wyatt, Miss Z. Tuffley, Mr Spenser Hopkins.



Mr L. Daniels, Dr. V.B. Henry (Chairman Past Grammarians Division), Mr B. Mathiesen, Mr W. Henry (Tully) and Mr F.H. Brazier (Chairman of Regional Activities) at the Tully function.



Mr W. Henry (Tully Regional Chairman) discussing "Project Phoenix" with Mr R.A. Noble (left) and the Headmaster (Mr L. Daniels).



The Mayor of Townsville (Alderman Harold Phillips) shows the Melton Black Medals to Miss Kathy Back.



Left to right: Mr L.S. Daniels (Headmaster), Mr Brazier, Mr H.W. Greenslade (Secretary to the Trustees), Mr D. Roderick (Architect), Mr C. Krogh (Contractor).



*Dr K.J.C. Back, M.Sc., PhD.
(Campaign Chairman).*



Dr. K. Back launches appeal.



*Mr W.O. Garbutt (Ingham
Regional Chairman) at the
Regional Dinner on Thursday
night, September 26, 1968.*



*His Honour Judge R.F.J. Cormack (Chairman of
Parents Division) and Dr V.B. Henry
(Chairman of Past Grammarians Division).*

AT THE FINAL FUNCTION



*From the left: Mr Ian Roberts, Mrs M.
Easterbrook, Dr K.J.C. Back.*



*From the left: Mrs C. Duke, Mr K. Allen, Mrs
H. Greenslade, Mr M. Easterbrook, Mr L. Bill,
Mrs J. Bill, Judge R.F. Cormack.*

In order to initiate the Fund Raising Appeal, the Trustees applied to the National Bank for an Overdraft of \$12,000, May 24, and were advised that the Bank was agreeable to lend this amount providing ratification was received from the Treasury. Approval from the Treasurer to negotiate the loan was tabled at the June meeting of the Board, and "Project Phoenix" became a reality.¹⁹

In the meantime, however, unofficial advice that the School would receive a grant of \$60,000 for the Science Building from the Commonwealth Government, as well as \$3,500 for science equipment, prompted the Trustees to write to the Director General of Education and make the following enquiries:

1. Whether Government subsidy would be available in connection with a Science/Classroom building so far as relates to that part of the building financed from the Commonwealth Grant.
2. Whether bridging finance would be available in connection with a building erected with finance from a Commonwealth Grant, a building from Appeal Funds, or both.
3. Whether Government assistance would be available to meet the interest on bridging finance.

No reply to this letter was received and the subject was abandoned.²⁰

By the end of the year, however, the response to "Project Phoenix" exceeded all expectations. Total promises amounted to \$66,000, which, together with a Commonwealth Government Grant of \$60,000, enabled the Trustees to plan the construction of Stage 1 of their building plan — four science laboratories, three classrooms and a girls' common room. Conscious of the urgent need to provide trade training and home science, Daniel's next step was to make every endeavour to incorporate them into the syllabus in the near future.

Against this background of exciting expectations, the work of the School, geared to the demand of Public Examinations, proceeded smoothly; Junior and Senior results, the ultimate hallmark of success (or failure), showed that high academic standards had been maintained. Commonwealth University Scholarships were won by Helen Fox, John Hooper, Richard Ward, and Donald Muirhead, who later declined his award to enter Duntroon Military Academy, while Technical Scholarships were gained by Peter Clark, Harry Louie, Earnest Poole, Ralph Allan, Judy Lindley, Kerry Blyth, and Moir Mahoney. John Cobley and Peter Hay were each awarded Commonwealth Secondary Scholarships. In the Junior Examination, Ralph Allan obtained 8 A's and Elizabeth Stelling 6 A's and 2 B's, the best pass for a girl.

At Daniel's request, the Trustees reintroduced the granting of "Trustees Scholarships". Each year, two scholarships to the value of \$100 a year would be awarded to Grade VII students on the results of an examination, set and marked independently by the Australian Council for Educational Research, and held in September. These scholarships were not subject to any means test but were subject to a review at the end of each year.²¹

Duncan Henry and Nigel Laver were awarded these scholarships for 1969.

Extra-curricular activities expanded during 1968 to include clubs for Science, Mathematics, Chess, Meteorology, Eurythmics, Gymnastics, Public Speaking, Typing and Music, as alternatives to Cadets. As they were held in school time, they were successful. In Inter-school Sport the boys won the Tennis Competition and the First and Under Nine Stone Football. The First Football XIII had an outstanding year — in five matches, only seven points were scored against them in the Inter-school competition and they defeated All Souls School, Mt. Carmel College and Abergowrie College convincingly.

Because examination results were the criteria by which the merit of the School was measured, Daniels made these pertinent remarks in his Speech night address, November 26, 1968:

The School, this year, has been asked to supply an assessment of each Senior candidate in all subjects. The purpose of this is to ensure that there are no anomalies in Senior results. If a Senior candidate scores two or more points below the school assessment in any subject, his paper will be re-marked to find if any error has been

made. We have seen a changing pattern of examinations over the last decade and there will be more significant changes in the decade to come. Already, the abolition of the Junior Examination is being discussed by the Examining Authorities, perhaps to be replaced by school assessments. This will incur great responsibility for the School, but it will be a responsibility we would gladly accept, for we believe that we can assess adequately the work of a student over the three years of his career to Junior.

Note: The external Junior Examination was discontinued for full-time students, 1970.

Believing that a school should be made available as a community centre, Daniels encouraged the use of classrooms for Adult Education activities, meetings of the Arts Council, the University Society and the Goethe Society. During the year, the swimming pool was used by primary schools, the Physical Fitness group, and the grounds by outside football, hockey and cricket teams. Indeed, he envisaged the introduction of adult extension classes for parents and citizens to further their knowledge of certain school subjects. Another area in which he was deeply interested was "Outdoor Education". In 1967, when on a visit to Mt. Spec, he saw the possibility of establishing an "Outward Bound" type of school. A year later, the Trustees were advised by the Lands Department that approximately two acres were leased to the School for outdoor education purposes, but, though the Board was supportive of this ideal, no development of the site ever eventuated. Lack of finance crippled the scheme and visions of an "Outward Bound School" faded into obscurity. Notwithstanding this, Daniels, in many areas, was ahead of his time. His concerted endeavours to relax the rigid classroom situation, to develop better teaching techniques, to give senior students the opportunity to develop more self-reliance, to replace some of the time spent in the formal atmosphere of the classroom with individual research in the Library, to encourage each student to achieve self-realisation, were, in the main, misinterpreted by many students and by those parents and members of staff who advocated the more traditional approach to education.

Regrettably, the considerable achievements of 1968 were marred by the behaviour of some Senior Students at the end of their academic year. During the lunch hour, Friday, October 25, Sixth Form day students held, what they called, their "passing out parade", consisting of a motorcade through the School grounds and past the Staff Room. Leading the procession of some twelve assorted cars was an ancient hearse (borrowed for the occasion) in which a coffin containing an effigy was prominently displayed. Loud funereal music blared from the hearse. The other vehicles were decorated with caricatures of teachers as well as placards which expressed the students' views on punishment and discipline. When the procession was halted and turned back by the Headmaster and some members of the Staff, extraordinary scenes of chaos developed on the Quadrangle and the motorcade, the first of its kind in the history of the School, collapsed in disarray. Unfortunately, details of the incident were "leaked" to the Media. A local Radio Station repeatedly included a description of the affair in its News broadcasts, whilst the "Townsville Daily Bulletin" published an account the following day. Traditionally, the "break-up" ceremony for VIth Formers was a "rabble" on the Oval against the rest of the School, but because the Seniors regarded themselves as the most mobile students in Townsville, a motorcade depicting their attitude to authority was organised instead. Perhaps, if the procession had been ignored, or even permitted to pass through the School grounds without hindrance, the publicity it attracted throughout North Queensland may not have eventuated. Significantly, however, the astute observation expressed by Daniels a year previously, that the School in its role as one of the major authoritative institutions in the community "is certain target for all kinds of criticism", was indeed confirmed.

1969 opened with an enrolment of 372 (163 dayboys, 128 boarders, 81 girls), a record increase of 54 students. In the last three years, student enrolments had increased by 42%, and, as a consequence, considerable strain was placed on facilities and accommodation. This state of affairs continued until the completion of the new building in 1970.

As in the past, the Trustees applied for an advance of endowment in order to meet their commitments at the start of the school year:

**STAFF - 1969**

Back Row: Messrs H. Moore, L. Neilson, C. Morris, O. Patterson, N. McKee, L.S. Daniels (Headmaster), B. Von Wald (Deputy Headmaster), K. Allen, L. Bourke, J. Jeffrey, S. Willies, V. Illich.

Front Row: Mrs B. Hays, Mrs P. Rogers, Mrs R. Martin, Mrs J. Rogers, Mrs M. Easterbrook, Mrs J. Bill, Sister A. Cole, Miss B. Mays, Mrs H. Marsh.

**PREFECTS, 1969**

Front Row: Miss J. Wilkinson, Miss K. Back, Miss A. Neilsen (Head Girl), Miss C. Scully, Miss L. Trollope.

Back Row: S. Kuskie, P. Philipson, I. Moore, R. Johnson, R. Murray-Prior (Captain), T. Kemp, A. Malpass, D. Lando.



Peter Hay and Kerrie Blythe, both 16, in Canberra, asking the Prime Minister, Mr Gorton, to use his influence to get medical aid to Biafran children, November 25, 1969.



FORM VI (1), 1969

Back Row: L. Ng, K. Spring, S. Kuskie, D. Richards, G. Russell, P. Studt, I. Moore, J. Whitbread, E. Atherinos, M. Thompson, D. Hagarty, B. Smith, A. Malpass, G. Lange, R. Emilson.

Front Row: K. Freeman, W. Cusack, S. Koosermitt, D. Good, M. Butterfield, B. Carr, M. Adams, D. Armstrong, L. Motteram, G. Jensen.



FORM VI (2), 1969

Far Back: G. Schaefer, P. Rawkins, B. Thompson, R. Roy.

Back Row: R. Johnson, R. Murray-Prior, A. Hurst, J. Bligh, T. Hames, Miss V. Dean, P. Philipson, R. Greaves, G. Byram, T. Kemp, D. Lando, N. Haggarty.

Front Row: Misses K. Back, S. Richards, J. Wilkinson, P. Hays, C. Scully, A. Robertson, A. Stephenson, L. Trollope, J. Rawkins, A. Neilson.



FORM IV (2), 1969

Back Row: C. Roy, R. Casey, T. Lynch, P. Raggatt, Mr O. Paterson, A. Erkelens, B. Thompson.

Second Row: I. Stewart, G. Pappalardo, S. Perkins, R. Porter, E. Rebgetz, G. Norman, I. Beattie, M. Collins, J. Wright, R. Whitfield, G. Peut.

Front Row: J. Dunne, R. Pepper, Miss N. Bailey, Miss C. Battle, Miss J. Dellaway, Miss E. Bosmans, Miss L. Back, Miss S. Philipson, G. Stephenson, G. Halloran, B. Scully.



FORM IV (3), 1969

Back Row: D. Sing, G. Foot, J. Elliott, M. Leeson, F. Marriott, J. King, S. McCullagh, A. Whittle, P. Williams, R. Callcott, J. Callcott, S. Trezise.

Front Row: Miss M. Phillips, Miss D. Veale, Miss C. Guthrie, Miss C. Chaillon, Mrs P. Rogers, Miss S. Highfield, Miss L. Campbell, Miss K. Tout, Miss G. Vethman, Miss S. Sherrington.

To assist the School in meeting Masters' salaries and other start of the year expenditure until fees come in, we wish to apply for an advance of endowment for the quarter ending March 31, 1969.²²

An advance of \$4,550, which was approved, enabled the Trustees to avoid additional interest on their bank overdraft. However, at their meeting January 22, the Trustees decided to increase Tuition fees by \$5.00 per term and the Boarding fees by \$10.00 per term as from the commencement of the Second Term, and made application to the Minister for approval.

(i) Forms II, III and IV	\$ 76.00
Forms V and VI	\$ 80.00
(ii) General Service Fee	\$ 4.50
(iii) Boarding Fee	\$185.00
(iv) Booking Fee (paid once only)	
Day Students	\$ 6.00
Boarders	\$ 12.00
(v) Science	\$ 2.50
(vi) Typewriting/Shorthand	\$ 4.00 ²³

This increase in the fees proved to be a temporary expedient as an application for a further increase was made at the end of the year.

At a Special Meeting, April 21, the Trustees discussed a letter from the Commonwealth Minister for Education and Science, the Hon. M. Fraser, who informed the Board that the sketch plans for the new Science building met with his approval. The Minister then went on to say:

... my offer of \$60,000 was intended as an initial contribution towards the cost of three dual purpose laboratories and associated storage/preparation rooms. I note, however, that you intend to construct a fourth laboratory with the assisted project. ... this will be eligible for future assistance after 30 June 1971, provided that Parliament agrees with the Government's announced intention of continuing the scheme beyond that date and dependent on the availability of funds and a recommendation from your State Advisory Committee. ... In respect of the three laboratories and associated storage/preparation areas, ... experience indicates that facilities of this nature ought normally to cost approximately \$87,000. ... The difference between the determined cost and the \$60,000 available in this triennium will be payable sometime after 30 June 1971, subject to Parliament agreeing to the Government's announced intention of continuing the scheme beyond that date. ...²⁴

After further discussion, the Board resolved to approach the State Treasury on the following matters:

1. That subsidy be made available to the extent of \$56,000 being 40% of the difference between the estimated cost of \$200,000 and the assured amount of \$60,000 from the Commonwealth Government.
2. That bridging finance be made available to the extent of the balance of the cost, i.e. \$84,000.
3. That an undertaking would be given to the Treasury that should further monies be made available by the Commonwealth Government in excess of \$60,000 after June 1971, (a) up to \$87,700 or (b) such other amount as shall be determined as the reasonable cost of three Laboratories, then such amount as is so determined, the subsidy granted by the State Government in respect of such additional amount would be refunded.²⁵

A reply from the State Treasurer was tabled at a Special Board Meeting, one month later:

No State subsidy would be available for any portion of the Science Rooms in the proposed Building. The school would have to borrow \$58,000 being the difference



The visit of Her Majesty Queen Elizabeth II, 1970. March past by Grammar Students.



STAFF - 1970

Back Row (left to right): Messrs O. Paterson, B. Clifford, H. Moore, W. Lloyd, P. Fennell, L. Daniels (Headmaster), B. Von Wald (Deputy Headmaster), K. Allen, N. McKee, S. Willies, J. Jeffrey, R. Denham.

Front Row: Mrs B. Hays, Sister A. Cole, Mrs R. Martin, Mrs H. Marsh, Mrs L. Downes, Mrs P. Rogers, Mrs J. Rogers, Mrs J. Bill, Mrs M. Easterbrook, Mrs M. Chappell.



PREFECTS - 1970

Back Row: J. Ward, P. Ackland, R. Waldie, A. Brasnett, R. Hays, G. Allen, N. McHugh, K. Bennett.

Front Row: J. Lindley, E. Stelling, C. Easterbrook, R. Allan, K. Blyth, L. Dorsey, F. Arrowsmith.



Sister Annabelle Cole (1968-73)



STAFF - 1971

Back Row (left to right): Messrs. P. Osboldstone, B. Christensen, J. Jeffrey, W. Lloyd, J. Elms, R. Denham, L. Daniels (Headmaster), B. Von Wald (Deputy Headmaster), V. Illich, D. Cahill, N. McKee, P. Fennell, K. Allen.

Front Row (left to right): Mr W. Knack, Mrs H. Marsh, Mrs J. Roberts, Sister Cole, Mrs J. Bill, Mrs M. Easterbrook, Mrs L. Reeves, Mrs P. Rogers, Mrs L. Downes, Mr H. Moore.



VI PREFECTS - 1971

Back Row (left to right): A. Witten, P. McLaughlin, G. Richards, R. Thomas, H. Stevens, S. McCullagh, K. Stevenson, D. Payne, A. Brasnett, D. Lemmon (School Captain), B. Floyd, D. Burdon-Jones, J. Page, G. Robertson.

Front Row (left to right): R. Casey, L. Kippen, S. Philipson, C. Davis, J. Oliver, S. Trollope, L. Back, J. Webb, S. Wibberley, W. James, D. Carew-Hopkins, G. Doolan.

Absent: J. Hymus (Head Girl).

between the Commonwealth Grant of \$60,000 and the estimated cost of \$118,000.²⁶

Though confronted with the predicament of insufficient finance, the Trustees were determined to proceed with the construction of the new Science/Classroom building, and consequently accepted the tender of C. Krogh & Co., Ltd. for \$195,712.00.²⁷

As the only recourse left to the Trustees was a loan from the Queensland Treasurer, it was resolved, at a Special Meeting, April 13, 1970, to borrow \$56,933.00 at 6.1% payable half yearly — the principal to be repaid in full on August 1, 1974, or earlier if funds were received from the Commonwealth Government — for the erection of a Girls' Common Room, Toilet Facilities, Classrooms and Science Laboratories.²⁸

Fortunately, the Federal Budget, August 1969, included a Grant of \$50.00 for each secondary student and \$35.00 for each primary student, such Grants to take effect in 1970 and succeeding years. This munificence was, indeed, a reprieve for the School as the Grant was approximately \$17,000.00.

Once again results in the Public Examinations were outstanding. Roy Murray-Prior and Miss Kathy Back won the John Melton Black Medals for being the top boy and girl, respectively, in the Senior Examination, Townsville area. Seven Seniors gained Commonwealth University Scholarships, two were awarded Commonwealth Advanced Scholarships, and ten Juniors won Commonwealth Secondary Scholarships. Cunningham Scholarships were won by Miss Claire Scully, Gary Jensen and Ken Spring, and a Seartwater Scholarship by Lance Kippin. In Senior History, twenty-six candidates sat and all passed; and in Senior Biology, only one of the sixteen candidates failed. Trustees' Scholarships were won by Carl Meyer and Hugh Henry.

Sport continued to play an important part in school life. In Swimming, the School won the Under 15 Shield due mainly to the outstanding effort of Phillip Turner. However, it was in Football that the Grammar again showed its strength. Last year, the First XIII had only seven points scored against them in Interscholar competition. This year, they scored 134 points to the Opposition's Nil. Success was not limited to the Firsts, for the Under 9 Stone and the Under 7 Stones Teams also won their Premierships.

In several competitions, both boys and girls were successful. Early in the year, the Goethe Society held a competition for students of German, and of the 26 prizes awarded for North Queensland, Grammar gained 9. In the North Queensland Science Teachers' Contest, Andrew Frowd of Grade 7 won the Grand Champion Physics Prize and 13 other students received awards. The Queensland Association of Mathematics Teachers held a State wide contest in July in which Paul Gietzel was third in Queensland in the Junior Section and Duncan Henry, third in the Grade 8 Section.

Of particular significance were plans for a new Library and Administrative building. The Commonwealth Government recommended that \$34,560.00 be granted to the School for the construction and furnishing of a library, and of this amount, the State Advisory Committee had already allocated \$12,750.00.

THE CHANGING SCENE 1970-72

The fall in enrolments at the beginning of the 1970 school year was attributed to drought conditions in the west, which prevented a number of boarders from returning. Strangely enough, there was an increase in the dayboy population, but the overall total of 354 (179 dayboys, 106 boarders, 69 girls) showed an unexpected decline in the number of girls. Perhaps the onslaught of the "Age of Permissiveness" with its emphasis on drugs, alcohol, and free love, created fears in the minds of parents that their daughters would be more vulnerable to promiscuity in a co-educational school. Indeed, the radical changes in the moral values of society during the 1970's were reflected in the attitude of students to traditional codes of ethics. In addition, the growing incidence of misconduct on social occasions, the increasing number of cars driven by students, and, more importantly, the marked disregard for authority, were symptoms of social change. Most, if not all, schools were (and are even now) faced with similar problems. The introduction of the Radford Scheme, 1971, as well as the abolition of external examinations, made the task of motivating students all the more difficult. Needless to say, the responsibilities of a

Headmaster during these years were indeed awesome, but despite these dilemmas, the School maintained its reputation for academic successes.

10 candidates were awarded Commonwealth University Scholarships, 4 gained Advanced Scholarships, and 7 won Secondary Scholarships. Trustees' Scholarships for entry to Form II were awarded to Helen Gietzel and Anna Brazier, the first time girls had been successful. An addition to the syllabus was Home Science, under Ms L. Jeffrey, for girls in Form II, and plans were made to introduce Woodwork and Metalwork for Forms II and III boys in 1971.

In September, Mr M.A. Howell, a member of the Radford Committee and Headmaster of the Brisbane Grammar School, visited Townsville for the purpose of discussing the Radford Report with the Headmasters and Headmistresses of North Queensland's Independent Schools. It was Howell's firm opinion that Cabinet's approval of the Report "is likely to prove to be the single most important decision made on education in the past fifty years in Queensland".

The Radford Report, in essence, recommended the setting up of a single Board of Secondary School Studies which would be responsible for courses of study, the nature of certificates and moderation. This entailed the abolition of external examinations — the Junior, 1970, and the Senior, 1972. Within the broad syllabus outline approved by the Board, a school was free to choose features which it considered important and set examinations on the aspects covered in its own curriculum. Furthermore, methods of examination and assessment were the prerogative of the school, and under the new system, students were assessed on their performance throughout the years leading either to Junior or Senior. However, it was necessary for schools to provide a set of core subjects such as English, Foreign Languages, Mathematics, Science, History, and Geography. In addition, with the Board's approval, extra courses of particular interest were permitted. More importantly, the Radford Scheme, by eliminating public examinations and the restrictions imposed by narrow syllabuses, ushered in an era of unprecedented educational freedom, but whether it would survive or not depended entirely on its acceptance by schools, generally.

Note: The Radford Scheme was replaced by R.O.S.B.A., 1981.

Because the Radford System was revolutionary in concept, and indeed changed the whole pattern of education, the School was faced with a further burden of providing additional facilities and staff.

On June 3, the Trustees accepted the offer of an additional \$2,000 towards the cost of the Library (which brought the State Government's contribution to \$14,750 in all), and resolved to approach the Treasury for a bridging loan to meet the cost of the construction of the Library — redemption to be effected when the "balance of the Commonwealth Grant is made available".³⁰

Also at this meeting it was decided to convert the old Girls' Room for Woodwork, the first step towards the introduction of Manual Training.

The Minister for Education approved that "interest payments on Treasury Loans be capitalised and that redemption payments be deferred for one year".³¹

Plans were initiated immediately for the construction of an air-conditioned Library, and at their August meeting, the Trustees tabled confirmation from the Treasurer that a Debenture Loan for the Science Building was approved and that Bridging Finance was available.³²

The stage was now set for the erection of two major facilities — the Science/Classroom Block (with Girls' Room) and the Library — for which Daniels had campaigned with vigour and foresight.

During the course of the year, a number of important issues (unrelated to finance) were resolved by the Trustees:

Prefects were issued with a new badge, May 13;

Dr L.M. Ward, the first lady Trustee, was appointed to the Board, June 9;

H.L. Gietzel and A.L. Brazier were awarded Trustees' Scholarships, November 4;

December 2, a request from the Ladies' Auxiliary for the abolition of ties was considered. It was agreed that a poll be conducted among eligible parents of boys only.

At their final meeting for the year, the Trustees resolved to raise the fees for 1971:

	Tuition
V and VI Forms	\$ 90 to \$100
III and IV Forms	\$ 86 to \$ 96
Primary	\$ 71 to \$ 81
Boarding	\$185 to \$190

In addition, there would be a fee of \$5 per Term for Woodwork.³³

Student numbers grew by 65 in 1971 to give a total population of 420, including 140 boarders, 91 girls and 189 dayboys, thus confirming Daniels' predictions of 1968 that enrolments would outgrow existing facilities.

Because State High Schools were not prepared to participate in the boys' competitions after school hours, the organisation of sport underwent a marked change. As a consequence, Grammar played out-of-town schools on Saturdays in Football and Tennis. It was evident that the comradeship and spirit which evolved from matches with All Souls School, Thornburgh College, Abergowrie College, and the Ayr and Home Hill High Schools were in the true tradition of sport. Girls, however, continued to play basketball and tennis against other Townsville schools, their "A" Grade Basketball team winning all its games. Surprisingly, the High Schools consented to participate in Swimming and Athletics, and in the swimming competition Grammar won the Under 13 Shield. Because inter-school competition did not exist in some sports, the School entered teams in local Club competitions — cricket, soccer, men's basketball, and women's hockey. The girls' Under 16 hockey team won their premiership.

General activities were many and varied, and much talent was displayed in contests of an academic nature. In the Queensland Geography Teachers' Competition, Brisbane, Miss J. Hymus won the Senior Prize and Miss J. Webb the prize for the best country student. Grammar students were also successful in the Goethe Society competition, winning the Grades Nine and Ten divisions and gaining second and sixth places in the Grades 11 and 12 contests respectively. Because of the opposition of State High Schools to inter-school sport, Daniels encouraged students to participate in as many activities as possible.

New Clubs were established and, in conjunction with those from the previous year, gave students a wide choice. Ms J. Roberts inspired her students with the Science Club; Mr D. Cahill's electronic group, the forerunner to computers, was most popular; interest in body-building and music was fostered by Mr R. Denham; the School newspaper, "Epigram", published several editions under the guidance of Mr V. Illich; Mr K. Allen developed the Rock Band, "The Binnatangs", and taught gymnastics. In addition, some students organised their own clubs — Chris Ward, Model Aircraft, and Brian Mackness, Natural Science — whilst Interact expanded its involvement in Community Service.

Both Cadet Corps continued to function efficiently. The Air Training Corps increased its membership to 65 to cope with demand, whilst the Army Cadets maintained an establishment of 100.

There was also a significant increase in outside activities associated with school work. Visits were made to industrial and commercial concerns, and field studies in Geography and Geology were undertaken to Charters Towers and the Home Hill Districts. Thus, the educational philosophy that Daniels had expounded in 1966 was, in the main, coming to fruition, but not without some misgivings — the Radford System co-existed with Grades 11 and 12 which were still tied to external examinations.

Nevertheless, academic achievements were of a consistently high standard. Commonwealth University Scholarships were won by Jennifer Hymus, Judith Oliver and Jacqueline Webb; Advanced Scholarships by Ken Anderson and Edward Chun-Tie; and

Commonwealth Secondary Scholarships by 10 students. The top Senior candidate was Jennifer Hymus, with three 7's and two 6's, whilst the outstanding Juniors were Duncan Henry with eight 7's and Tom Hughes with six 7's and two 6's.

The Science/Classroom Building was completed and occupied during the first term, and at their January meeting the Trustees resolved:

That an endeavour be made to have the Official Opening take place on Foundation Day (16 April) and that an invitation be extended to the Commonwealth Minister for Education and Science to perform the ceremony.³⁴

But it was not until the October 2 that the building was officially opened by Dr P.R. Delamothe, O.B.E., M.L.A.

At their meeting, March 24, the Trustees decided that there would be no change to the Boys' uniform despite the results of the poll initiated the previous November:

Number eligible to vote	260
Number returned	159
For	82
Against	79

The Library became a matter of major priority and tenders were called for its construction, but the Treasury insisted that the Trustees obtain a debenture loan for \$12,000 in lieu of an increase on Overdraft.³⁵

One month later, it was resolved to borrow \$20,000 from the National Bank Savings Bank for 10 years at 7.3% repayable by twenty half-yearly instalments covering interest and redemption for financing the new Library.³⁶

This loan was approved by the Treasury, June 28. However, by the August 24, the Cash Book balance showed an overdraft of \$20,877,³⁷ but this was reduced, a month later, to \$4,352 on the receipt of \$16,300 from the Commonwealth Department of Education and Science for construction of the Library.³⁸

Plans were made immediately for the extension of Sick Bay. On October 27, the Trustees resolved to accept the offer of \$29,000 from the Commonwealth Department of Education and Science for the 4th Science Laboratory, this amount to be allocated in two payments — \$19,000 in 1972/73 and \$10,000 in 1973/74. The financial state of the School appeared to be reasonably healthy, the Overdraft as at December 31 amounted to \$6,495. However, it was again necessary to increase fees quite sharply and the Trustees deferred the matter until February, 1972 when the budget was available. The following schedule was established:

	Tuition
Remove and Form I	\$105
Forms II, III, IV	\$121
Forms V and VI	\$130
Boarding	\$220

Despite the appalling devastation wreaked by Cyclone "Althea", Christmas Eve, 1971, throughout the Townsville District, the School escaped with relatively minor damage. The total value of repairs to school buildings amounted to \$40,000 which was covered by insurance with the exception of \$678 paid by the Treasury. The fact that so much was salvaged from the Administration Building, which was unroofed, was due to the organisation of the Chairman of Trustees, Mr Phil Brazier and the tireless efforts of the Deputy Headmaster, Mr B. Von Wald, members of Staff, Messrs J. Elms, J. Jeffrey, K. Allen, W. Knight, Sister A. Cole, Mrs J. Bill, Parents and dayboy volunteers, Clifford

and Russell Hill, who gave so much of their time in clean-up operations during the ensuing heavy rains. Daniels, at this time, was overseas.

The School suffered considerable confusion and inconvenience during the first term, but staff and students carried on, as usual, under most trying and difficult conditions. The Dormitory Block, built after Cyclone "Leonta" demolished the School in 1904, emerged unscathed, but the front of the Dining Room was crushed by a large tree which was uprooted nearby. By the time the 1972 school year opened with an enrolment of 434 (150 boarders, 178 dayboys, 106 girls), most of the debris had been removed. Of this record enrolment, there were 50 primary students, a far cry from the 1968 class of 17.

The major function of the year was the opening of the P.F. Rowland Memorial Library (the completion of which was delayed because of the cyclone) by Mr R.N. Bonnett, M.H.R., on June 3. For this special occasion, Mr Rowland's son, Mr Phil Rowland and his family came from Ayr, and a daughter, Mrs T. Milfull, and her husband (who was a Master at the School, 1928-33) travelled from Sydney for the ceremony. Another guest was Miss Ann Mackay, an honours student at James Cook University, who had just completed her thesis on P.F. Rowland. Perhaps the most moving moment was when the Rowland family opened the door of the Library and became the first people to cross its threshold after the official ceremony. The occasion was one of memories and nostalgia and many a story of "Boss" Rowland was recounted by his ex-students who were present. In his address, Daniels remarked: "This building will be a fitting memorial to the well-loved man who gave thirty-three years of his life to Grammar". The Library proved a most popular area with its peaceful, quiet atmosphere conducive to serious study and research. Approximately \$3000 was spent on books during the year, including a generous donation from the Parents and Friends' Association, and gifts made by those attending the opening ceremony. Several sets of encyclopaedias were purchased as well as audio-visual aids. Twelve hundred books were catalogued in 1972 by the Librarian, Ms M.E. Chappell, and a group of mothers. It was estimated that the Library contained almost 6,000 books and that in the seven months since the opening in May, some 2,400 books were borrowed, an average of about 6 per student.

The continued growth of the School generated further problems, for as well as upgrading existing facilities, it was apparent that the provision of additional buildings was of primary concern. Consequently, a sub-committee consisting of Trustees, Professor R. Campbell, Dr P. Robertson, and J. McIntyre, the Secretary to the Board, H.W. Greenslade, and the Headmaster, was established on April 5 to review the whole situation and to plan for a school of 600 (510 secondary and 90 primary). It was envisaged that this target would be reached in 1985. The sub-committee recommended that the major requirements were more classrooms, Junior Science Laboratories, Arts and Craft facilities, Manual Training Workshops, a Domestic Science Room, Administration areas, a Gymnasium and Dormitories. Financing this programme presented enormous difficulties. Even though the Federal Government had promised to make funds available for capital development, the Trustees concluded that some money must come from fees. At their meeting, June 28, the Board discussed a letter from the Commonwealth Education and Science Minister regarding the cost of the Science Laboratories in the new Science Building:

Cost of the first three Laboratories	\$104,768
Cost of the 4th Laboratory	\$ 35,922
Total	\$143,690

Of this amount, \$79,000 had already been received, \$13,000 had been authorised, and \$10,000 would be available in July, 1973. Added to this expenditure was the cost of the Library, \$50,227.³⁹

But undeterred by these figures, Daniels pressed ahead with his plans for an Art/Science Block and a Manual Training Centre. It was his unshakeable belief that under the Radford System the move away from purely academic subjects would gather momentum and that the non-academic student must be catered for with such subjects as woodwork, metalwork, home science, art and trade drawing. Significantly, these subjects were to attract a large percentage of future enrolments.

1972 academic achievements were outstanding: 13 Commonwealth University



PREFECTS, 1972

Back Row (left to right): J. Sim, G. Fourmile (Vice-captain), A. Bennett, G. Fulton, K. Blackburn, R. Drinkwater, D. Payne, D. Lemmon, C. Robertson.

Front Row (left to right): J. Hall, D. Lynch, I. Bennett (School Captain), Mr L.S. Daniels (Headmaster), Vicki Daniels (Head Girl), H. McIntyre, A. Lloyd.



STAFF - 1972

Back Row (left to right): Messrs Cahill, Osboldstone, Knack, Fennell, Elms, Miss Kellaway, Messrs Von Wald (Deputy Headmaster), Daniels (Headmaster), Moore, Miss McNamara, Messrs Lloyd, Butcher, McKee, Just, Allen, Barnes.

Front Row (left to right): Mesdames Hering, Roberts, Downes, P. Rogers, Sister Cole, Mesdames Johnson, Reeves, Bill, Easterbrook, J. Rogers, Marsh, Chappell, Kennedy.



*Opening of the science block,
1972, by Dr P. Delamothe,
M.L.A.*

**SQUASH, 1972**

Left to Right: P. Ackland, T. Roati, R. Mortimore, R. Drinkwater.



The biology lab, 1972.

**GRADES 5 & 6, 1972**

Grade 5: G.N. Bebendorf, D.J. Borm, G.H. Chappell, G.W. Clark, R.L. Daniels, P.J. Davis, M.D. Hayles, A.L.J. Highfield, M.H. Hoogland, H.E. Marsh, J.M. Mizzi, A.R. Moore, J.C. Noel, P.L. Williamson.

Grade 6: R.E. Barr, S. Baumgarten, R.D. Boneham, K.F. Cathcart, S.D. Gibson, W.D. Hearnden, A.C. Hoogland, G.A. Knobel, K.E. Rosier, P.D. Tweddell, with Ms L. McNamara.

OPENING OF THE P.F. ROWLAND MEMORIAL LIBRARY, JUNE 3, 1972.



*Left to Right: R.N. Bonnett, M.H.R.,
A.W. Brasnett (Trustee),
L.S. Daniels (Headmaster).*



*Left to Right: Mr Phillip Rowland (son of
P.F. Rowland), Mr Thomas Milfull,
Mrs Marian Milfull (daughter of P.F. Rowland),
Ms Anne MacKay.*



STUDENT COUNCIL - 1973

Back Row (left to right): T. Knobel, A. Mellick, B. Knowles, P. Weber, M. Tweddell (Treasurer), K. McKillop, D. Becke, T. Hughes.

Middle Row (left to right): P. Power, J. Clement, J. Jefferis, A. Lloyd, M. Cole, G. Knobel, P. Kearns.

Front Row (left to right): K. Irwin, A. Wynn, R. Silva (Secretary), F. Murphy, C. Ward (President), K. Turner, J. McIntyre, L. Turner, L. Mitchison.

Absent: M. Aldridge, A. Anderson, P. Askern.



THE STAFF, 1975

Back Row: C. Siyambala, P. Osboldstone, W. Knack, P. Weston, G. Ericksson, J. Brodie, W. Crispin, M. Crunden, W. Lloyd.

Centre Row: B. Christensen, B. Linden, J. Loughman, L. Reeves, L. Lloyd, J. Rattliff, J. Speck, A. Day, M. Easterbrook, J. Russow, M. Reading.

Front Row: H. Moore, J. Butcher, R. Weir, P. Fennell, L.S. Daniels (Headmaster), M.B. Von Wald (Deputy Headmaster), B. Lawder, K. Allen, D. Spencer.



STUDENT COUNCIL - 1975

Back Row: Peter Hamner, John O'Neill, Brad Knowles, Alistair Ward, Chris Wordsworth, Alistair Phinn, Marcus Arthur.

Second Row: Peter Hall, Leigh Willcox, Michael Walton, Bruce Virgo, John Morton, Andrew Lindley, Peter Hughes.

Third row: Megan Plath, Jim McIntyre, Len Rooke, Paul Askern, Ivor Williams, John Bogiatzis, Charlie (Charlotte) Bunt.

Front Row: Sandra Willcox, Rosamund Robertson, Rebecca Marsh, Anne Weir, John Jefferis, Anna Brazier, Karen Turner, Vicki Hoogland, Tracey Barnes.

*PREFECTS – 1973*

Back Row (left to right): A. Mellick, D. Becker (Head Boarder), M. Tweddell (Vice-captain), A. Lloyd.

Front Row (left to right): R. Silva, C. Ward (School Captain), J. McIntyre (Head Girl), T. Hughes. Absent: A. Anderson.

Scholarships, 1 Advanced Education Scholarship, and 18 Commonwealth Secondary Scholarships. Results in the Senior Examination were very high with Graeme Anderson and John Blyth gaining 36 points and Vicki Daniels 35. In the Junior, Sandra Fulton obtained the best girls' pass with eight 7's, and Peter Daniels topped the boys with seven 7's and one 6. Trustees' Scholarships were awarded to Malcolm Cole and Deborah Elliott for entry to Form III in 1973, and to Lynda Mitchison and Richard Coekin for entry to Form II. The Trustees decided at their July Meeting to abandon the awarding of Scholarships based on an A.C.E.R. examination and to rely, in future, on the recommendation of the Headmaster.⁴⁰ At this meeting, also, the Board recommended that discussions be held with Church Leaders to discontinue the Religious Instruction period and substitute "something in Assembly".

Inter-school competitive sport was re-established to include swimming, athletics, tennis, basketball, squash, rugby league and soccer. The First Rugby League XIII competed in the City competition, as well as in inter-school games, and lost only 9 of the 27 matches played. In addition, a Junior team competed in the Junior Rugby League Saturday competition and another in the City Rugby Union.

Under the guidance of Mr J. Elms and the School Captain, Ian Bennett, the Student Council was resurrected and gave students the opportunity to voice their opinions on School Regulations, boys' haircuts, and the length of the girls' skirts. Rules for boys' hair were clearly laid down by the Board at their meeting the previous year:

- (a) clear of the collar
- (b) clear of the ears
- (c) no restrictions on the thickness of hair but subject to the Headmaster's approval.⁴¹

Daniels encountered great difficulty in policing this ruling, particularly as the trend was for shoulder length hair – the influence of The Beatles and other "Pop" idols was far greater than school regulations. At their meeting, June 28, Daniels informed the Trustees that he had sent out 30 letters to parents informing them that their sons "will be suspended if they do not conform to the regulations laid down by the Board regarding Haircuts", and that four boys had already left the School because of this regulation.⁴²

In the face of mounting opposition from parents and students, as well as a defiant demonstration by boarders, who refused to allow the school barber to cut their hair, the Board capitulated, rescinded its 1971 ruling and relaxed the Haircut Regulations.

Hair allowed to cover ears and fall to collar level.⁴³

The fear that more students would transfer to State schools, where regulations regarding hair styles were non-existent, influenced the Trustees in their volte-face. Because the Mini-skirt was in vogue, and indeed was worn by lady members of staff, girls sought a change in the length of their uniform skirts, but despite repeated requests from parents and strong representations from the Student Council, it was not until December,

1973, that the Board rescinded its ruling, October, 1971, "The length of the girls' skirts is not to shorten", and so resolved this very contentious issue:

Girls' skirts were to be 6 inches to 8 inches above the ground when kneeling, the length to be left to the discretion of the Senior Mistress.⁴⁴

Though 1972 was a year of material progress and educational advancement, some major cases of misbehaviour both inside and outside the class room prompted Daniels, in his Speech Night Address, November 30, to defend the disciplinary action that he and members of Staff had taken:

Often, staff members, in the need to discipline and correct students are accused of an inherent and personal dislike for the student concerned. It is essential for students and parents to realise that,

(i) reprimand by a teacher involves concern for the welfare and future of the student.

(ii) a sound disciplinarian is able to divorce his own personal feelings from standard procedure which must be adopted with those who break school rules.

...School regulations, uniforms, standards of manners and courtesy will all continue to be an essential part of schooling here.

Offences included stealing cars for joy rides, consumption of alcohol, the breaking of bounds and alleged cheating in examinations. Two Prefects lost their badges for questionable behaviour.

THE YEARS OF CONTROVERSY

1973 opened with an enrolment of 471 (155 boarders, 191 dayboys, 125 girls), an increase of 37 over 1972. In accordance with the School's policy of providing improved facilities, Mr M. Crunden was appointed full-time Physical Education Teacher and Sportsmaster, the first time such an appointment had been made. To increase efficiency throughout the School, positions of responsibility were established — Mr K. Allen was appointed Senior Resident Master and Subject Moderator in English, Ms M. Marsh as Senior Mistress, Mr B. Cahill as Subject Moderator in Mathematics, and Mr P. Fennell as Subject Moderator in Humanities. Staff were encouraged to introduce new initiatives in the teaching of their subjects and to attend seminars on the implementation of the Radford System. Indeed, Daniels gave his staff unqualified support in the classroom, in extra-curricular activities, and most importantly in matters requiring disciplinary action. But as events unfolded over the next two years, he became increasingly concerned that the expectations, the hopes, even the confidence he had placed in the direction that he, and he thought others, believed the School was taking, and indeed should take, were perhaps misplaced.

On February 28, Daniels informed the Board that he had been nominated for membership of the Headmasters' Conference by Mr C. D. Fisher, Headmaster of the Church of England Grammar School, Brisbane. This was the first time a Headmaster of the Townsville Grammar School had been invited to join the Conference, which was an influential organisation of Headmasters of leading Independent Schools in Australia. In Queensland, at this time, sixteen Headmasters were members of the Conference.

Note: In 1979, the Headmasters' Conference and the Headmistresses' Association were amalgamated to form "The Association of Heads of Independent Schools of Australia".

By approving Daniels' membership, which indeed was a singular honour, it could be assumed that the Board also accepted the principles laid down in the paper, "The Relationship between Headmasters and Governing Bodies", published by the Headmasters' Conference of Independent Schools. Under these circumstances, it is understandable why some people came to believe that such principles were lost sight of during the controversial events that occurred in 1975.

The escalation of student misbehaviour involving theft, the consumption of alcohol at social functions, difficulties experienced at the Student Council Dance, the breaking of bounds by boarders in order to attend late-night parties at the homes of daystudents, and

elsewhere, the demotion of two Prefects, resulted in a number of expulsions. Over the period 1972-73, some twenty-six students, of whom five were expelled, were reported to the Board of Trustees. At their May meeting, the Board passed the following resolution, after discussing the Headmaster's Report on Student misbehaviour, on the grounds that it would increase the authority of the Headmaster.

That the general discipline is in the hands of the Headmaster but before any pupil is expelled the Headmaster is requested to confer with the Chairman.⁴⁵

The Rules of Townsville Grammar, approved by the Governor-in-Council, already contained this provision:

The power of expulsion from the School shall be vested in the Headmaster but shall not be exercised without the previous approval of the Chairman of Trustees, or in his absence one other member of the Board of Trustees.

Note: 9 students (1 expulsion) were reported to the Board in 1972, 17 (4 expulsions) 1973, 20 (3 expulsions) 1974, and 19 (3 expulsions) 1975.

At the same meeting, following representation from the Teaching Staff, the Trustees agreed to meet them to discuss matters of mutual concern:

It was resolved the Teaching Staff be advised that the Chairman or Board of Trustees as a whole would be pleased to confer with them, or their representatives, on any matters they wish to place before the Board at any reasonable time by prior arrangement.⁴⁶

This ruling provided the Staff with the opportunity to express views on School policy as well as a means of airing personal grievances. From all accounts it appeared that the Staff had been seeking, for some time, to have meetings with the Trustees who were reluctant to pursue the matter because of the principle that "all Staff matters should come through the Headmaster". The very fact that some members of Staff had attempted to approach the Board without going through the Headmaster was indeed a serious matter. Under the circumstances, and because of the prevailing climate, the reluctance of the Trustees to agree to a meeting with disaffected staff was understandable. Nevertheless, the onus was on the Board to investigate, at this stage, the apparent fragmentation within the School community.

However, according to the Board Minutes, the first meeting with the Staff did not occur until a year later, 16.4.74. In July, 1974 and February and July, 1975 meetings between the Trustees and the Staff took place. Three months later, 29.10.75, the Deputy Headmaster and the Subject Masters conferred with the Board on the state of the School and to discuss the Staffing position for 1976.

The resignations of seven members of Staff in 1973 and four in 1974 were perhaps indicative of the inability of the Staff to cope with the growing incidence of permissive behaviour. In many cases, parents blamed the Headmaster and his Staff for the offences committed by their children. This attitude was clearly apparent when the parents of students who were apprehended cheating in examinations, October, 1972, demanded an apology from the member of Staff involved. The Board of Trustees supported the teacher and the request for an apology in writing was withdrawn. Nevertheless, the member of Staff resigned at the end of the year.⁴⁷

At a picnic on Magnetic Island, September, 1973, arranged and supervised by the Parents and Friends' Association, misbehaviour marred a very pleasant outing. Five boys consumed alcohol and three others were apprehended breaking and entering. All were reported to the Board. 1973 was, indeed, a difficult year!⁴⁸

Two decisions which were made at the Board's June meeting had far-reaching effects:

- (i) The wearing of ties by boys to be done away with. (The Chairman dissenting.)
- (ii) Staff permitted to dispense with the wearing of ties during the First and Third Terms, provided that, at all times, their dress is acceptable to the Headmaster. (This ruling has never been rescinded.)⁴⁹

At the same meeting, the Board adopted a new shirt for boys — "a blue, drip-dry material with black trimmings on the pocket and sleeves, and the School crest on the pocket" — the result of much research by the Headmaster and Staff.⁵⁰

Then again, at their October meeting, the Trustees ruled, in response to the Headmaster's recommendation, that "in view of the difficulty involved in policing the present regulation requiring the wearing of hats and the general public tendency to dispense with them, that the Headmaster be no longer required to insist that they be worn".

This regulation was indeed most difficult to police. Both dayboys and boarders wore shoulder-length hair, a fashion which made the hat appear ridiculous. On hat-inspection days, those without this part of the school uniform usually borrowed from friends who had already been "passed" by the Headmaster or member of staff on duty. Because there was no regulation hat (it had to be grey felt), boys chose a wide variety of styles which they shaped to suit their image. However, both hat and school uniform became objects of scorn when boarders went on Saturday morning "town leave", so much so that "casuals" were permitted as from the mid-seventies to avoid confrontation with local youths.

Note: Because of the fear of sun cancer, the whole question of hats was revived in the 1980's with some startling, if not bizarre, variations.

Thus in less than a year, the boys' uniform underwent a marked change — a new shirt, no tie, no hats — which became effective from the beginning of the first term, 1974. The abolition of the tie also meant the demise of the school badge worn by boys.

During the year, physical facilities improved with the addition of an isolation room and verandah to Sick Bay, the credit for which must be given to Dr Laura Ward, a Trustee, and to Sister Annabelle Cole; an Office and large store room to the kitchen, and an extension of the Dining Room to accommodate 170 boarders. In April, foundations were laid for a Resident Master's house for which \$9,000 was borrowed from the National Bank for a period of five years with interest rate of 5.7% per annum, repayable by equal half-yearly instalments.⁵² By the end of the year, the residence was completed.

Of the 73 Juniors who sat for the Commonwealth Secondary Scholarship Examination, July 19, 19 were successful, and on July 26 and 27 all Senior Students sat for the Australian Scholastic Aptitude Tests, the results of which were used by the Board of Secondary School Studies to establish a rank order in Queensland. At Daniels' request, the Trustees approved the introduction of Music and Remedial Education⁵³ but ruled that an overall fee be charged rather than fees for separate subjects. Because a wide range of visual aids equipment was purchased during the year — a video recorder and monitor, tape recorders, record players and portable screens — a Visual Aids Assistant, R. Willbatt, was appointed at the beginning of the third term.

At a Special Meeting, 17 December, the Board increased the fees for 1974:

	Per Term
Primary	\$150
Grades 8, 9, 10	\$155
Grades 11 & 12	\$160
Boarding	\$290

1974

The year opened with an enrolment of 471 students (197 dayboys, 150 boarders, 124 girls) and eight new members of a staff of 26. Mr V.J. Butcher was appointed Mathematics Subject Master, Mr R.P. Weir Science Subject Master, and Mr G. Ericksson in charge of Audio Visual Aids. After six years of service, Sister A. Cole decided to retire and move to Sydney to be near her family. Her departure was a great loss to the School as she had endeared herself to the students, particularly the Boarders, by her devotion to their welfare. Her place was taken by Sister Lea Lloyd. Mrs Joyce Rogers, the Domestic Supervisor, also resigned to move to Sydney. She, too, had been with the School for some six years and during that time made dramatic improvements in catering standards. Mrs Betty Linden was appointed to fill the vacancy.

Because the number of students taking Woodwork and Metalwork increased beyond expectations, and because the old girls' room which Mr W. Lloyd had converted into a workshop was overcrowded and completely inadequate, the Trustees decided to make application to the Queensland Priorities Committee of the Australian Schools Commission for a capital grant to erect a Manual Arts Building. They also resolved to inform the committee, that "the School feels it could, with difficulty, find 20% of the estimated cost of \$314,000."⁵⁴ However, by September, their ambitious aspirations were frustrated after a visit to the School by representatives of the Schools Commission.

Note: The Priorities Committee (Schools Commission) inspected the School's buildings, September, 1974, and in January, 1975 the Board of Trustees was offered a Commonwealth Grant of \$97,000. As a consequence, the Board revised its plans and accepted the offer.

As a consequence, at their meeting, September 25, the Chairman, Mr F.D. Sim, stated that a single storey, brick veneer building costing approximately \$150,000 was about as much as the Board could consider. Furthermore, if a grant of \$100,000 could be obtained, with subsidy of \$20,000 from the State Government, the Board would have to find \$30,000.⁵⁵ Under these circumstances, the Board had no other alternative but to revise its plans for a Manual Arts Complex.

Because problems in obtaining monies to carry out capital works had been experienced over a long period of time, the Trustees wrote to the Director of Education (October 28, 1973) for permission to impose a Building Fund Levy on each pupil attending the School on either an annual or term basis. In his reply, February 18, 1974, the Director General requested additional information "to enable the Minister to consider the matter further . . . the amount of levy proposed . . . whether the proposal has been tested on any parents of students". Furthermore, the Director pointed out that "in view of high building costs, the levy would need to be considerable . . . before they would provide even modest accommodation, based on present costs".⁵⁶

Confident that enrolments would continue to increase, the Trustees advised the Director General of Education that they "had not reached the stage of deciding on the amount of the levy but it was envisaged that it would not be less than \$5.00 per pupil per term; with approximately 500 pupils this would give an accumulation of \$7,500 plus interest and over a five year period should provide something of the order of \$40,000. This together with subsidy at the present rate would enable capital expenditure of \$100,000 . . . the proposal has not been tested on any parents at this stage."⁵⁷

Less than two weeks later, the Trustees were advised that "the Minister has been pleased to approve the establishment of a building levy, with funds so derived being paid into a Building Fund".⁵⁸

However, because of the serious decline in enrolments, 1975, the Building Levy Fund was not established.

As the estimated cost of extensions to the Headmaster's residence was \$16,000, the Trustees made application to the Treasury for subsidy and for approval to borrow the balance of \$10,000 from the National Bank.⁵⁹ Seven months later, the Treasury approved their application as well as the appropriate subsidy.

At the beginning of the year, Dr T. Pietsch, President of the Parents' Association, circularised parents in an attempt to establish a flying training group. It was planned to purchase an aeroplane, which would be paid for by those participating in the scheme and which would have made it possible for students to learn to fly at a much cheaper rate than through a flying club. Although Dr Pietsch presented the Board with a thoroughly documented submission, the plan lapsed through lack of interest on the part of parents and students.

Interschool sporting arrangements were again changed. Instead of regular weekly interschool games, a Carnival was held for each sport at which all schools participated for two days in a series of matches. The system proved unsatisfactory as the teams involved needed the impetus of weekly competition to sustain interest. Because of this extraordinary state of affairs, the School entered teams in the Townsville Junior Rugby League and an Under 17 team in the Senior League Sunday competition. In the Senior grade, team members who responded well in matches against All Souls' School and Abergowrie College became involved in a type of play which emphasised inflicting injuries on the opposing team.

Regrettably, as the days passed, disharmony within the School community surfaced. During 1974, Daniels received what seemed to him to be an ever-increasing number of unwarranted complaints regarding discipline and student misbehaviour. In dealing with his critics, Daniels endeavoured to steer a middle course, which, needless to say, failed to stem the growing disenchantment with the School. But it was not only among Board members that views differed in respect to the action he took. Staff and Parents also had their disagreements. A letter from the Ladies' Auxiliary, tabled at the March Meeting of the Board of Trustees, criticised the Girls' Uniform, the ruling regarding hats, the state of the swimming pool, the lack of sporting equipment at lunch time, the cost of milk at the Canteen, and the shortage of rubbish bins in the Girls' Room.²⁰ The belief that Daniels was responsible for making changes to school uniform, including the abolition of hats for boys, gained credence as the year progressed. As Headmaster, it was his responsibility to insist that the rulings of the Board of Trustees were obeyed without question and in this respect he was not found wanting. The Ladies' Auxiliary continued its campaign in the areas of uniforms (girls), discipline and hats. In a letter to Daniels, November 13, 1974, the Hon. Secretary stated:

At our committee meeting yesterday, it was moved that I write to you asking if there cannot be more strict control over the state of some of the girls' uniforms. There were at least six girls at school yesterday wearing thongs . . . We would like to see . . . that these girls act in a more ladylike manner . . . yesterday, there were boys and girls lolling around together on the lawn outside the library . . . I feel ashamed to be associated with a large majority of the students . . . Some time ago, I wrote hoping that you would reconsider your ruling as to the wearing of hats . . . how can a student look well clad and neat without a hat? Are they not proud of their school colours? I think not!

This type of complaint reflected the increasing intrusion by ancillary organisations in the day to day running of the School as well as the lack of support given to the Headmaster. Admittedly, Daniels was responsible for maintaining a high standard of tone and discipline, but conversely, the Board of Trustees was solely responsible for modifying or changing regulations, as they certainly did during the year. The following decisions were made in 1974:

- 27.2.74 A yellow T shirt for Physical Education and Sport with imprint of the School Crest.
- 24.7.74 The Board confirmed the principle that Boarders are expected to attend Church unless a specific request is received from parents to be excused, and extra study time will not be accepted as a reason for exemption.
- 28.8.74 Students who drive cars to school will not be required to hand in car keys to office. (This ruling has never been rescinded.)
- 4.12.74 Wearing of rings not permitted.
Girls' hair — amended regulations — not required to wear hair in bows; hair must be kept off the face.
The wearing of sandals — not approved.

Note: Responsibility for discipline was vested in Trustees by the *Grammar Schools Act*.

As the year progressed, it seemed as if discord grew with it. Indeed, that dissatisfaction existed between various people, and even groups of people, cannot be denied in the light of future events. It is difficult to accept that, in a school community as large as the one which made up the Grammar School at this time, combined with the rapid changes in moral values that were occurring within society, there was no dissension, no opposition, no felt antagonisms, amongst members of the Board, Staff, Parents and Students. But to pretend that this did not happen is to be an ostrich, as far as history is concerned. Unless, of course, one sees oneself as a myth-maker. It was, indeed, ironic that disunity was evident among the Staff who should have felt indebted to Daniels for improved conditions of work, the establishment of superannuation, positions of responsibility, spare periods for preparation of lessons, and the development of extremely good teaching facilities. But this was not the case.

At the October meeting of the Trustees, Daniels was given verbal advice that his terms of appointment as Headmaster of the School as from the beginning of 1966 were cancelled as from October 23, 1974. Written confirmation of the Board's decision was set out in a letter dated December 5, which outlined the new conditions:

- ... The appointment is subject to termination as hereinafter provided in any of the following circumstances —
- (a) Upon three months' notice if you should in the opinion of the Board of Trustees be incapable of adequately performing the duties of your office.
- (b) Summarily by the Board if you should be guilty of misconduct or gross disobedience of lawful directions of the Board.
- (c) Except as above set out, upon six calendar months' notice by either party.
- ... Your duties, in addition to some teaching, are to arrange and direct the courses of instruction and to organise and control the work and the various activities of the school and for the general supervision of all school activities. You have the authority of appointment and dismissal of all school employees, but in the case of teaching staff, this is to be exercised only after consultation with the Board or Chairman of the Board. Expulsion of pupils can only be made after consultation with the Chairman . . . Salary from 16th September 1974 will be the same as that paid from time to time to a Principal Grade II under the State Teachers' Award, including Northern Allowance. . . .

Note: When Daniels was appointed in 1965 the conditions of his employment were set out in general terms and the changes which had subsequently taken place in the Award for teachers in non-government schools were such that the original basis for fixing his salary was no longer relevant; accordingly at their meeting on October 23, 1974, the Board decided to change the basis of determining the Headmaster's remuneration to one that was then relevant and the following is recorded in the minutes of the October Board meeting —

The Headmaster retired from the meeting for a short time during which the increases in teaching salaries generally was discussed, including the Headmaster and Deputy Headmaster. The Headmaster was appointed in 1965 on a salary of \$6,000 plus two \$100 increments and 145% of all basic wage and award increases granted to a Grade I Sixth Year Master. Since that time the award had undergone several changes in classification and structure including additional payments for degrees. After discussion it was resolved that as from the date of the last award increase i.e. 16th September, the Headmaster be paid the equivalent salary of a Grade II Headmaster under the State Teachers Award (Secondary) (\$15,830) and that it be left in the hands of the Chairman to discuss the matter with the Headmaster; it was further resolved that the Deputy Headmaster's salary be altered as from the same date to that of a Deputy Headmaster under the State Award.

In his reply to the Board, November 26, 1974, Daniels expressed "extreme disappointment at the recent decision of the Board to break the terms of contract as set out in my letter of appointment dated November 5, 1965. My original contract stated that the Headmaster's salary 'will be subject to 145% of all basic wage rises and increases under the Assistant Masters' award for a Grade I, Sixth Year Master . . .' Since the only existing term of my original contract has been so easily annulled, how can I therefore be assured that any present or future decision on salary will not be revoked . . .?"

Daniels urged the Board to take note of the following points before making any further decisions:

On my arrival here after my appointment, the physical and economic situation of the school was a shock not only to me, but to many members of the school community who had been hitherto unaware of situations which existed. The school was heavily in debt, with a declining population and poor facilities. . . . I participated in, and often led, major projects such as painting, repairs, and ground improvements. . . . I set out to improve public relations in Townsville and in country areas by joining many associations, by travelling and meeting people . . . As a result of my urgings a reasonably successful appeal (Project Phoenix) was launched. Without the finance from this appeal, the classroom section of the Science-Classroom building would not have been possible.

I have been responsible, too, for the following:

- (a) introduction of courses in Manual Arts and Physical Education
- (b) a general widening of the syllabus and extension of the courses offered
- (c) the school's membership of the Headmasters' Conference of Independent Schools
- (d) a standard uniform for Physical Education
- (e) a regularly published Annual Magazine
- (f) modernisation of school records
- (g) the establishment of the Sixth Form Dinner as an annual event
- (h) improvement in discipline including the control of bullying in the boarding school
- (i) a subsidy of 1000 pounds from Mt Isa Mines.

I believe that my policies have contributed largely to the increase of approximately 75% in the school population (compared with a city population growth of about 25%), to the growth of a school which is well-equipped and in good repair, a school with now a high reputation in the north of Queensland.⁶¹

The Board, however, was adamant that Daniels' salary would be equated with that of a Principal of a State High School Class II. A recent rise granted to the Deputy Headmaster and other members of staff was approximately \$1500 per year. The rise proposed for the Headmaster was only \$900. Interestingly enough, in 1969, the Board considered it necessary for Daniels to receive an allowance of \$210 per year in recompense for expenses associated with the School when his salary was in the vicinity of \$8000 a year. This allowance was increased to \$300 in 1971 and still remained at that figure in 1974. Despite Daniels' approach, the Trustees refused to re-negotiate his salary and allowance and thus placed a further strain on already deteriorating relations.

On September 25, Daniels informed the Board that "the recent Budget, in which Tax deductions for education have been lowered, will probably have a serious effect on attendance in 1975". In his Speech Night Address, November 28, he repeated this warning: "... we can expect numbers to be lower in 1975 — a direct result of the recent decision of the Australian Government to lower drastically the tax deduction for educational expenses." At the final meeting of the Trustees, December 4, 1974, Daniels estimated that, because of an adverse economic climate, enrolments for 1975 would be in the vicinity of 385. Nevertheless, fees were increased as follows:

Tuition per Term, 1975	
Primary	\$195
Forms II, III, IV	\$200
Forms V and VI	\$205
Boarding	\$330
Students whose Parents resided outside Queensland:	
Primary	\$220
Forms II, III, IV	\$244
Forms V and VI	\$249

At a Special Meeting, Thursday, January 30, 1975, the Trustees accepted an offer of \$97,000 from the Schools Commission for the erection of a Facilities Building. Daniels urged the Board to change the building to a Manual Arts Complex but the Board pointed out that "in the original submission approval had been sought to include facilities for Cookery and Home Management and it was the consensus of opinion that to endeavour to change it at this stage may not be viewed very favourably and delay could occur" (T.G.S. Board Minutes 30.1.75). As predicted, the beginning of the 1975 year saw a change in the pattern of enrolments. While for the past ten years there had been a steady growth in student population to a total of 471, the first term opened with an enrolment of 375, including 123 boarders, 166 dayboys and 85 girls. Along with many other Independent Schools, Grammar suffered as a result of the reduction of taxation allowance. Yet again, changing economic conditions were probably a factor which led to a decline in numbers.

However, this decline in numbers may not have been entirely due to the administration of the Headmaster, but possibly to the fact that parents who could not afford the fees sent their children to State Schools. Indeed, enrolments in 1976 may have been affected for the same reason.

An additional burden was imposed on Daniels when his home and personal effects were completely destroyed by fire in February. Despite the inconvenience of living in rented houses for the remainder of the year, his dedication to the welfare and progress of the School continued unaltered. However, unbeknown to Daniels, the Board of Trustees had written to parents of those children who had left the School in 1974, or who had not returned in 1975 but had changed to other schools, requesting the reason(s) for taking them away from Grammar. The Trustees justified their action on the grounds that "the decline in numbers may have been related to the Headmaster's performance".

Consequently, at a Special Meeting, 20th March, the Board discussed at length the replies which had been received.

... it was noted that the reasons varied but there was an underlying reason that the School did not appear to have any "School spirit" ... Views expressed by individual Trustees confirmed that it would be in the best interests of the School if a change of Headmaster were made. It was unanimously resolved that the Chairman be authorised to interview the Headmaster to convey to him the Board's feelings and suggest that he consider tendering his resignation.⁶²

On April 21, another Special Meeting was called to discuss the verbal submissions made by Daniels at the March monthly meeting, but after considerable discussion, "... the Board was still of the opinion that the best interests of the School would be served by a change of Headmaster ...".

The Chairman explained that he had called the meeting to enable members of the Board to express their views after having considered the statements which had been made by the Headmaster at the March meeting of the Board after the Chairman had conveyed to him the thoughts of the Board which had been agreed upon at the special meeting held on 20th March, 1975; the members present discussed the whole position at great length including the reasons for arriving at the previous decision and after carefully considering the verbal submissions made by the Headmaster at the March Board meeting it was resolved the Board was still of the opinion that the best interests of the School would be served by a change of Headmaster and if a resignation is not received by 31st May, 1975, then the Headmaster be given six months notice of the termination of his services in accordance with the terms of his appointment.⁶³

A further dimension to this unhappy affair was a vote of no confidence in the Headmaster by a majority of members of Staff, which no doubt strengthened the determination of the Trustees to abide by their demand for Daniels' resignation. The final act of this drama was enacted when Mr M. Howell, Headmaster of the Brisbane Grammar School, representing the Chairman of the Headmasters' Conference, met with the Chairman and Deputy Chairman of the Board of Trustees. But despite Mr Howell's advice and the implications contained in a letter from the Chairman of the Headmasters' Conference, Mr P. Moyes, and despite the subsequent discussions with Daniels, it was unanimously agreed at a Special Meeting, June 18, 1975, that Daniels either resign or be dismissed.

The Chairman and Deputy Chairman reported on the discussions which they had had with Mr Howell representing the Chairman of the Headmasters' Conference and of the subsequent discussions they had had with the Headmaster; a full and in depth discussion took place on all aspects and implications of the matter including the letter which the Chairman had received from the Chairman of the Headmasters' Conference, and the points which had been raised by the Headmaster, Mr Howell, and the letter referred to, at the conclusion of which it was unanimously agreed that the Board continue on its present course

and if no resignation is submitted by the Headmaster that the Chairman be authorised to confer with the School's Solicitors with a view of issuing the appropriate notice of dismissal in conformity with the terms of the Board's agreement with the Headmaster.⁶⁴

Note: In his letter to the Board of Trustees, the Chairman of the Headmasters' Conference, Mr P. Moyes, suggested that Daniels be allowed six months to achieve an improvement in the discipline and general tone of the School. This suggestion was not acceptable to the Trustees.

On June 26, Daniels submitted his resignation. In doing so, he made the following comments:

- (a) The Board has not followed the usual procedures of approach and discussion with me, as Headmaster, as laid down in the paper, "The Relationship between Headmasters and Governing Bodies", published by the Headmasters' Conference of Independent Schools. The Board had tacitly accepted this paper when they approved of my membership of this Conference.
- (b) I cannot agree that this year's decrease in enrolments is largely due to my administration. A closer familiarity with the school situation would make the Board aware of the emerging demands by students not to be subjected to the disciplinary controls of a school such as ours. As well, with prevailing economic factors and the changing allocation of Government funds, the Independent School is fast losing its educational facility advantage. And since my policies have not changed during my term of appointment, and since these policies have resulted in an increase of school population far in excess of normal population growth, it seems preposterous that these policies should now be held responsible for a drop in enrolment.
- (c) In engaging in correspondence seeking opinions from parents on my administration of the school, and then withholding from me the information from these letters, the Board has acted in a manner most unethical. This opinion is supported by many associated with the school, and by people who are involved with, and administer, schools elsewhere.
- (d) Certainly in the past two years there have been changes in the harmonious relationship I formerly had with the Board. Whereas with former Boards, there has been understanding, and a respect for the difficult position in which a Headmaster often finds himself, the present Board has refused to lay down guidelines for policy and discipline at times when criticism of the school has been forthcoming from outsiders through Board members. If my policies were deemed unsatisfactory, surely then I should be informed of the required standards, and given a chance to implement them. The foisting of this responsibility indicates a serious lack of support . . .

The Board acknowledged the letter of resignation, July 2, and at the same time confirmed the verbal advice given by the Chairman that should Daniels wish to terminate his services at any time after September to take another position, the Trustees would be prepared to release him upon the receipt of one week's notice.⁶⁵

Staff representatives met with the Board on July 17 at which meeting it was stressed that there was a need for the School to have a goal and firm guidelines, and that the Regulations should be updated. On June 25, Daniels was requested to supply the Board with "names of leavers between meetings and reasons for leaving". Consequently, at this meeting he presented the following statistics:

Number of Students who left, 3rd March to 5th July	28
Transferred to The Southport School	1
Started Work	6
Transferred to State High Schools, Townsville	5
Family transferred	6
Family separated, unable to pay fees	3

Family problems	3
Expelled	2
Autistic	1
High School opened locally	1 ⁶⁶

At a Special Meeting, July 23, Daniels was refused permission to attend the Headmasters' Conference meeting in Perth in October. Mr K. Allen was to assume responsibility should the Headmaster be absent, and Staff representatives discussed confidential matters with the Trustees.⁶⁷

In addition to the turbulent and dramatic events leading to the resignation of Daniels, the Trustees found themselves in a situation of worsening financial crises created, in part, by the serious decline in the school population. Accordingly, in order to keep the School functioning smoothly, and because of the lack of reserves, the Board took the necessary steps to apply to the Director General of Education, January 6, for "an advance of endowment for the quarter ending March 31 to assist in meeting Masters' salaries and other start of the year expenditure".⁶⁸

Note: The events leading to the resignation of Daniels and the serious decline in the School's population were not the Trustees' only problems in 1975; the economy was in the grip of a wages explosion and escalating inflation. An example of this was an advice received from the School's Architects that building costs had increased 58% between January, 1973 and March 1975. For some years the Trustees had adopted the procedure of applying to the Director General of Education for an advance of Endowment to meet teachers' salaries in January before School commenced and fees were received, and other start of the year expenditure. This course was followed again in 1975.

Increases in wages were coming so fast that no sooner had the Trustees received approval to increase fees, than they had to start all over again. Fees were increased for the First Term in 1975 and because of an unexpected increase in Award salaries, they had to be increased again from the beginning of Second Term. Because this was the fourth request for an increase in just over 12 months, the Department of Education asked the Board to present 'some documentary evidence to support their application'.

However, because the new fees, gazetted 18.1.1975, failed to alleviate their financial difficulties, the Trustees made another application, February 27, for a further increase to apply as from the beginning of the Second Term. As this was the fourth request received by the Department of Education in a period of just over 12 months, the Board was asked to present "some documentary evidence to support their application".⁶⁹

In reply, the Board pointed out that the major reasons for changes in the fees structure were inflation, a substantial award increase in Teachers' salaries (which had not been budgeted for) and the loss of income brought about by the decline in enrolments. In order to justify their fourth application, the Trustees forwarded a revised Budget for 1975. The inadequacy of the new fees, gazetted April 19, compelled the Board to make yet another application in August for a further, and surprisingly substantial, increase in fees to take effect at the commencement of the third term. Approval was given in September.

FEE STRUCTURE — 1975

TUITION		Aug (1974)	Jan.	Apr.	Aug.
1. (a)	For students residing in Qld. and N.S.W.				
	Remove & Form I	\$175	\$195	\$210	\$240
	Forms II, III, IV	\$180	\$200	\$215	\$245
	Forms V & VI	\$185	\$205	\$220	\$250
(b)	For all other students:				
	Remove & Form I	\$202	\$222	\$237	\$267
	Forms II, III, IV	\$224	\$244	\$259	\$289
	Forms V & VI	\$229	\$249	\$264	\$294

FEE STRUCTURE — 1975 (continued)					
TUITION		Aug (1974)	Jan.	Apr.	Aug.
2.	General Service Fee	\$6	\$6	\$6	\$6
3.	Boarding Fee	\$310	\$330	\$345	\$355
4.	Booking Fee: Day Student (paid once only)	\$6	\$6	\$6	\$6
	Boarder	\$12	\$12	\$12	\$12

A Special Meeting, called on February 17, considered the Budget estimates which had been prepared by the Headmaster and the Secretary to the Board, Mr H.W. Greenslade. In submitting the estimates, the Secretary pointed out that the overdraft would be in the vicinity of \$7872, only after utilising Capital Grants of \$28,000, a course which he urged the Trustees not to take. As the estimated deficit was approximately \$24,000, the Board had no other alternative but to allocate \$16,000 of Capital Grants to cover running costs.⁷⁰

By May, the site for a residence for the Headmaster was chosen — the corner of Paxton and Landsborough Streets — and a tender of \$45,950 accepted for the construction of a four-bedroomed house. Two months later, at their July meeting, the firm of Griffith and Watson was selected to build the Manual Arts Complex at a cost of \$119,238. Accordingly, application was made to the Department of Education for subsidy of \$18,606, and approval sought for a Debenture Loan of \$30,000, repayable over a period of twenty years. Because of this heavy Capital expenditure, the Budget was revised and fees were increased. In order to save money, Mr H. Moore was instructed to teach all Primary classes, Mrs J. Loughman, who taught a combined class of Grades 5 and 6, was given immediate notice of termination of services, and the ground staff reduced to one.⁷¹ The Trustees recognised that "a deficit of \$27,982 could be expected on income and expenditure until the end of the year".

The retrenchment of Mrs Loughman angered a number of parents who expressed dismay and concern at the amalgamation of the Primary classes. Letters of protest at the action of the Trustees were tabled at the August and September meetings of the Board. The Ladies Executive also expressed "disappointment at Mrs Loughman's dismissal". Thus the establishment of a Primary School of 90 pupils, envisaged by Daniels, was never realised.

Needless to say, the mood of uncertainty which pervaded the School unsettled both staff and students, but despite rumour and ill-conceived speculation academic standards remained relatively high. In large measure, this was due to the detailed planning by Daniels and a number of staff during the latter part of 1974. As a consequence, a reorganisation of school procedure was introduced in 1975. This entailed a six period day, instead of eight periods as in previous years, team teaching, tutorial grouping, and private research. To develop self-discipline, students were given more control over their study plans and a wider choice of subjects to allow for individual differences. In addition, language students used the James Cook University Languages Laboratory, whilst Senior Mathematics students had access to the University computer.

Because the School did not participate in the normal interschool sport, eleven teams were entered in the Junior Rugby League Saturday afternoon competition, and as a result ten boys were selected to represent Townsville. Other city competitions entered were Australian Rules, Soccer, Cricket, Basketball, Volleyball and Netball, and most successful swimming meetings were held against Ignatius Park College and St Anne's School. In the North Queensland Rifle Championships, John Clement won four gold, three silver, and one bronze medals. House Sport was highly organised and involved the students in strong rivalry. As a consequence, there was no reduction in the level of sporting activity.

1975 saw the demise of the Army Cadet Unit and the Air Training Corps at the School. Both organisations had been active for many years and had provided valuable training, but were unable to continue because of lack of funding by the Commonwealth Government. A major event of the year was the "Charters Towers to Townsville" Marathon Run organised by the Physical Education Master, Mr M. Crunden, and which

raised over \$1,700 for the Assembly Hall Fund. Outdoor Education Camps for girls, under the supervision of Mrs B. Lawder, Senior Mistress, proved very popular and most enjoyable. The Student Council, under the leadership of John Jefferis and Vicki Hoogland, organised many social functions, including the School Concert, and with the funds derived from these activities provided audio-visual equipment for use in the classrooms. In addition, the Interact Club, guided by the Past President, Brad Knowles, and the President, Megan Plath, raised a considerable amount of money for charity and also donated two pottery wheels, at a cost of \$300, to the Art Department. It was indeed an active and busy year for students.

In his final Speech Night Address, Daniels emphasised that it was very easy for those who observe the functions of a school to theorise and criticise. Because social values had changed radically during his period of Headmastership, with a corresponding change in the attitudes of students, the School was often at variance with the parent who failed to apply a reasonable standard of discipline in the home. Too often was Staff left with the responsibility of compensating for the lack of discipline in a student's home-life. Daniels believed, and rightly so, that, when parents chose Townsville Grammar as the school for their children, it was their inalienable duty to accept its rules and regulations and to "support to the hilt its ethics and standards".

As a reminder of the difficulties through which he and the School had passed, Daniels offered the following advice:

If the School is facing hard times, it would do well to conduct a thorough self-examination, and this would need to involve all aspects of its organisation and administration. You have heard the old adage, "United we stand, divided we fall" — there are, at present, too many rifts and divisions, too many factions. Let us get to know more about the other fellow's motivations, his work, and even his dreams, before we sit in judgment on him. I suggest that, unless there are to be more experienced educators in the governing body of this School, and the present administrators familiarise themselves with the problems and difficulties of those who are involved in the School full-time, that they read and heed the words of those who already know and understand, through experience. Above all, there must be a pulling together, a disregard for personal considerations, and a total regard for the School . . .

Finally, Daniels paid tribute to those who have given him support, guidance, reassurance and friendship — Messrs Ian Roberts, Phil Brazier, and Arthur Brasnett, successive Chairmen of the Board of Trustees, Messrs B. Von Wald, K. Allen, W. Lloyd, Mr Spencer Hopkins for his campaign during the fund-raising Project Phoenix, and Sister A. Cole and Mrs J. Rogers whose loyalty and service were inestimable.

1 T.G.S. Board Minutes, 26.1.1966.

2 T.G.S. Board Minutes, 23.2.1966.

3 Ibid.

4 T.G.S. Board Minutes, 30.3.1966.

5 Ministerial correspondence, 18.4.1966.

6 T.G.S. correspondence with Director of Education, 20.5.1966.

7 Education Department correspondence, 27.6.66.

8 T.G.S. correspondence with Minister for Education, 26.5.1966.

9 T.G.S. Board Minutes, 30.3.1966.

10 T.G.S. Board Minutes, 30.11.1966.

11 T.G.S. Board Minutes, 30.3.1966.

12 T.G.S. Board Minutes, 18.4.1967.

13 T.G.S. Board Minutes, 18.10.1967.

14 T.G.S. Board Minutes, 6.3.1968.

15 T.G.S. correspondence with Director General, 12.1.1968.

16 Department of Education correspondence, 1.2.1968.

17 T.G.S. Board Minutes, 17.6.1968.

18 T.G.S. Board Minutes, 6.3.1968.

19 T.G.S. Board Minutes, 26.6.1968.

20 Ibid.

21 T.G.S. Board Minutes, 29.2.1968.

22 T.G.S. Board correspondence with Director General of Education, 15.1.1969.

23 Department of Education correspondence, 27.2.1969.

24 Letter from the Commonwealth Minister for Education and Science, 3.4.1969.

25 T.G.S. Board Minutes, 21.4.1969.

26 T.G.S. Board Minutes, 21.5.1969.

- 27 T.G.S. Board Minutes, 29.11.1969.
- 28 T.G.S. Board Minutes, 13.4.1970.
- 29 T.G.S. Board Minutes, 22.6.1970.
- 30 T.G.S. Board Minutes, 3.6.1970.
- 31 T.G.S. Board Minutes, 24.6.1970.
- 32 T.G.S. Board Minutes, 26.8.1970.
- 33 T.G.S. Board Minutes, 2.12.1970.
- 34 T.G.S. Minutes, 27.1.1971.
- 35 T.G.S. Board Minutes, 2.6.1971.
- 36 T.G.S. Board Minutes, 9.7.1971.
- 37 T.G.S. Board Minutes, 24.8.1971.
- 38 T.G.S. Board Minutes, 22.9.1971.
- 39 T.G.S. Board Minutes, 28.6.1972.
- 40 T.G.S. Board Minutes, 26.7.1972.
- 41 T.G.S. Board Minutes, 23.6.1971.
- 42 T.G.S. Board Minutes, 28.6.72.
- 43 T.G.S. Board Minutes, 30.8.1972.
- 44 T.G.S. Board Minutes, 5.12.1973.
- 45 T.G.S. Board Minutes, 2.5.1973.
- 46 Ibid.
- 47 T.G.S. Board Minutes, 8.11.1972.
- 48 Headmaster's Report to Board of Trustees, September, 1973.
- 49 T.G.S. Board Minutes, 27.6.1973.
- 50 Ibid.
- 51 T.G.S. Board Minutes, 3.10.1973.
- 52 T.G.S. Board Minutes, 27.6.1973.
- 53 T.G.S. Board Minutes, 24.10.1973.
- 54 T.G.S. Board Minutes, 27.2.1974.
- 55 T.G.S. Board Minutes, 25.8.1974.
- 56 Department of Education correspondence, 18.2.1974.
- 57 T.G.S. letter to Director General of Education, 25.3.1974.
- 58 Department of Education correspondence, 4.4.1974.
- 59 T.G.S. Board Minutes, 27.2.1974.
- 60 T.G.S. Board Minutes, 27.3.1974.
- 61 Letter to Board of Trustees from L.S. Daniels, 26.11.1974.
- 62 T.G.S. Board Minutes, 20.3.1975.
- 63 T.G.S. Board Minutes, 21.4.1975.
- 64 T.G.S. Board Minutes, 18.6.1975.
- 65 Letter from Trustees to Daniels, 2.7.1975.
- 66 Headmaster's Report, July, 1975.
- 67 T.G.S. Board Minutes, 23.7.1975.
- 68 T.G.S. correspondence with Director General of Education, 6.1.1975.
- 69 Department of Education correspondence, 11.3.1975.
- 70 T.G.S. letter to Director General of Education, 24.3.1975.
- 71 T.G.S. Board Minutes, 31.7.1975.