



SELWYN COLLEGE

KOHIMARAMA, AUCKLAND
NEW ZEALAND



INSPIRATION & REFLECTION

Edited by Graeme Hunt



Selwyn old boy Peter Pitcaithly looking at the portrait of his father, foundation principal N.P. Pitcaithly, at Selwyn College, 2006.
SELWYN COLLEGE ARCHIVES.

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ACKNOWLEDGMENTS

This book updates the publication in 2006 of the golden jubilee book, *Selwyn College, Kohimarama, Auckland, New Zealand: The First 50 Years, 1956–2005*. That book and this title owe much to Douglas R. Smith who had the vision to recognise the importance of recording Selwyn College's history. Head prefect from 1956–57, boys' all-round sports champion in 1957, president of Selwyn College Past Pupils' Association from 1958–60 and chairman of the Eastern Secondary Schools' Board of Governors from 1987–89, Smith made a magnificent contribution to the college's first 50 years. His work in collating historical information and soliciting and obtaining contributions to the manuscript was no exception.

Emeritus Professor Russell Stone, who also made a significant contribution to the manuscript, was generous with his time and kindly vetted the final text. Selwyn College Golden Jubilee Organising Committee chair Paul Gilbert, manager of the business history project at the University of Auckland, was a pleasure to work with and made sure the project was funded and supported. Principal Carol White, former co-principal Paul Williams and deputy principal Bill Lake were similarly supportive.

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Many others helped in other ways including Ron Smith, a surviving member of the foundation staff; foundation principal's son Peter Pitcaithly; former PTA and board member Bronwyn Gallagher; former principals Owen Lewis, Bob Ford and John Phillips (along with Phillips' wife, Kathy); former co-principal John Kenny; Alan White and Peter Marshall (community education feature); Bruce Wickes (stadium story); Tro Rowarth and June Renwick (performing arts); principal's assistant Merlene Howard, and past pupils Dianne Driver, Jim Mahoney and Geoff Simpson.



Graeme J. Hunt
Editor
March 2007

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FIFTY YEARS ON

No celebration captured the hearts and minds of the Selwyn College community more than the golden jubilee over Queen's Birthday weekend, 2–4 June 2006. This hugely successful event, organised by a small committee led by past pupil Paul Gilbert, brought together large numbers of past pupils, former teachers, governors and trustees and friends of the college.

The jubilee began on the Friday afternoon with a function for present and former staff followed by a mix-and-mingle event at the ASB Stadium in the evening for some 900 past pupils. The college was opened to visitors on the Saturday and a jubilee dinner, again highly successful, was held at the Ellerslie Event Centre, Ellerslie Racecourse, on the Saturday night.

On the Sunday morning a commemoration service at the Selwyn Theatre was led by a former Anglican bishop of Auckland, Bruce Gilbert CNZM, a former member of the college board and father of Paul Gilbert. On the Sunday night visitors were treated to a *Cavalcade* production starring past pupils in the Selwyn Theatre.

The jubilee was notable for the high attendance of foundation pupils and the presence of former teaching staff, including ex-principals Owen Lewis and Bob Ford, and former co-principal John Kenny.

The celebration was also marked by the publication of the jubilee book which has been reproduced and updated in this publication. Speeches from the commemoration service are reproduced on pages 6–13.

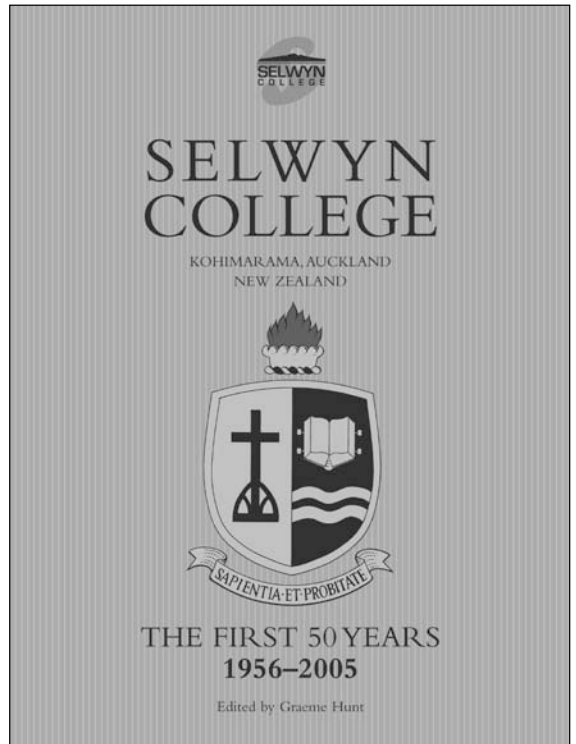
Graeme J. Hunt



The jubilee function at the ASB Stadium, Selwyn College, Friday 2 June 2006. PROFESSIONAL PHOTOGRAPHY, AUSTRALASIA LTD.



Golden Jubilee Organising Committee chair Paul Gilbert addressing past pupils at the golden jubilee, June 2006. He was Student Council co-president at Selwyn College in 1988. PROFESSIONAL PHOTOGRAPHY (AUSTRALASIA) LTD.



The golden jubilee in 2006 provided an opportunity for the first history to be written of the college, the cover of which is reproduced here. Much of the work was undertaken by foundation pupil Douglas Smith. It forms the basis of this book and was edited by Graeme Hunt, an Auckland journalist and author. GOLDEN JUBILEE ORGANISING COMMITTEE, 2006.



Pat pupils appeared in *Cavalcade*, a production organised by June Renwick as part of the Selwyn College golden jubilee celebrations. It was staged in the Selwyn Theatre on Sunday 4 June 2006. SELWYN COLLEGE ARCHIVES.

FROM CLAY TO COLLEGE

Selwyn College, built on land formerly owned by St John's College Trust Board, was one of a new generation of secondary schools designed to bring evenly distributed light into every classroom. This scientific approach to school design was the work of the government architects, the architectural division of the Ministry of Works. Unlike many schools of an earlier generation, the classrooms were to be the dominant feature of the college.

Work started in 1954 with the aim of having the buildings ready for occupation by February 1957 but it progressed faster than expected and in 1955, the contractor, W.H. Whitaker & Co Ltd, announced that the college would be ready for occupation a year early. This was a remarkable achievement, given the difficult site (almost entirely clay), though it would take many years for the grounds to be put in order.

The college was under control of the Auckland Grammar School Board of Governors during much of its building phase until the first meeting of the newly created Penrose and Orakei High Schools' Board of Governors (soon to be renamed the Eastern Secondary Schools' Board of Governors) in December 1955.

That board also assumed the governance of Glendowie College, which opened in 1961, and operated until the reorganisation of school administration in 1989.

Graeme J. Hunt



Front entrance to Selwyn College, late 1955.
SELWYN COLLEGE ARCHIVES.

Side view of H, C and C blocks, Selwyn College, late 1955. SELWYN COLLEGE ARCHIVES.





SELWYN'S FUTURE

Commemoration service, Selwyn College, Sunday 4 June 2006

*'If you can look into the seeds of time,
And say which grain will grow and which will not,
Speak then to me.'*

So Banquo addresses the witches in MacBeth.

There is a risk in prediction. What seems likely now may not, in fact, come to fruition. Or it will come to fruition in an unexpected manner?

I feel sure that in 50 years Selwyn College will have the beautiful buildings it deserves to match its beautiful wairua and a lovely native forest will have grown up on its southern boundary.

I like the way historian James Belich comments on Selwyn in the June 2006 issue of *Metro* magazine:

A lot of people are still in denial about the fact that Auckland has become a multi-ethnic place over the past 20 or 30 years. The proportion of other groups is now huge, and I think some pakeha find that threatening. But the fact is, it's a reality and we've got to cope with it. If multi-ethnic schools like Selwyn don't work then Auckland is not going to work. Selwyn is at the forefront of coping with one of Auckland's big challenges for the future. It's doing rather well and deserves the support of its community ...

If I can take the time to predict the growth of some grains I would suggest that there are current trends which will continue to strengthen the college and its place in the community.

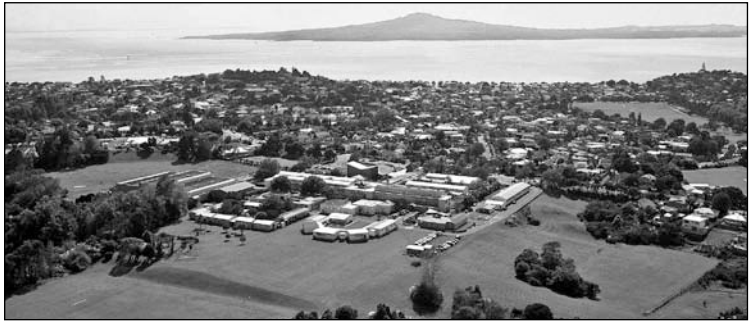
We are enormously privileged in secondary schools to care for a while for the growing adult, but they live in the world of tomorrow where we can never follow. It is likely that the 50 years of promoting individual development and collective responsibilities will ensure that whatever dazzling technology, state-of-the-art buildings and sports facilities have been developed, the core of the college community will be one of intellectual development, decency, justice and equity.

In a long teaching and management career I have always been aware that the majority of young people are capable of great idealism and growing unselfishness. I have faith that the Selwyn 50 years from now will still be honouring and enhancing these qualities.

I may find Selwyn a place that promotes the power of the mind and heals the heart.



Carol K. White ONZM
Principal 2001–2002, 2007–
Co-Principal, 1992–2000, 2003–2006



Selwyn College and surrounding Kohimarama, 2006. Compare with the picture on Page 14 taken 51 years earlier. SELWYN COLLEGE ARCHIVES.

SELWYN'S CHALLENGE

Commemoration service, Selwyn College, Sunday 4 June 2006

When Tennyson wrote the lines, 'I dipped into the future far as human eye could see', he did a pretty good job of foreseeing a number of aspects of the future. By contrast, it is a daunting task to envision Selwyn College over the next 50 years.

If one looks back over the past 50 years we have seen jet travel develop, space technology, nuclear energy, electronics, computing, robotics, organ transplants, lasers medical imaging, telecommunications and the start of genetic manipulation all coupled with a burgeoning world population — an abbreviated list but representing huge change. The next 50 years are likely to see a similar list but at an accelerated pace. This is the context in which education both globally and at Selwyn will sit. Future challenges can be described in terms of relationships:

1. **The relationship between ourselves and each other** — learning to live together successfully. Put simply we need to live in a healthy society that copes with the inevitable increase in diversity and global influence.
2. **The relationship between ourselves and our environment** — issues of population, water, energy, disease pandemics, pollution and genetic modification will all need to be faced. The latter will prove to be one of the most challenging — the ability to remake humans will exist — how far, in whose image, in what direction and to what ends will be a major dilemma.
3. **The third relationship is us with ourselves** — our own internal harmony, our values, our confidence, our sense of worth, our purpose and our spirituality.

What kind of education will be able to respond to this context? How will Selwyn College respond? It is neither possible nor sensible to detail what kind of buildings will be needed, what the teaching strategies will be or what the curriculum will be like. However, there are some critical themes that to continue to be successful, Selwyn, and indeed all schools, will need to face.

Already in New Zealand there exists a considerable and unhealthy gap in educational attainment between the top performers and those at the bottom. The need to provide differentiated educational opportunities with more individualisation of programmes will expand. There will need to be an increase in the range of educational approaches. This is despite some current pressure, particularly within larger cities such as Auckland, towards conformity and uniformity of school style. In part this is fuelled by misunderstandings about what defines a successful school.

There is significant risk that current social and economic gaps within our society will be exacerbated leading to a two-tiered society. A robust public education system is an essential requirement to stand against this. Public education is one of the few ways society has to reduce social disadvantage. Selwyn will need to continue to capitalise on its wonderful diversity. Selwyn does and will offer what could be labeled 'real education for the real world'. Its graduates will have exceptional social skills with a significant understanding of, and ability to relate and work with people across a wide range of diverse cultures.

The concept of a 'knowledge society' is very much in vogue now. There is so much knowledge available at the stroke of a key that students will increasingly need to be knowledge adept — effective users of knowledge, be able to discriminate between what is of value and what is not, what is fluff and spin and what is significant. They will need to be able to make judgments based on sound ethical assessments. The global challenges will require clever technological, green solutions and wise people — people who have the ability to keep learning, people who are clear thinkers and people who are doers.



Paul C. Williams
Co-Principal 2003–2006



MAN BEHIND THE NAME

Commemoration service, Selwyn College, Sunday 4 June 2006

George Augustus Selwyn (1809–78) was born nearly 200 years ago, and was one of four very able male siblings.

In 1842, at the age of 32, he came from England to be the Anglican bishop of New Zealand, and, through an error of cartography, this included the Solomon Islands in Melanesia. He embraced both responsibilities with vision and vigour.

Here in New Zealand he built a participative church organisation from the earlier missionary beginnings, and was deeply committed to educating and bringing the gospel of new beginnings to Maori and Pakeha.

He was bishop of New Zealand, the only one of that title, for 28 years, walking, swimming rivers, sailing the length and breadth of the land. He was an athletic man, having rowed for Cambridge in the first Oxford–Cambridge boat race. His episcopate spanned almost the whole of the New Zealand land wars, and he ministered to both sides in that nearly 30-year conflict.

When attending the first conference of Anglican bishops from across the world at Lambeth, London, in 1867, at which he was a leading figure, Queen Victoria and Lord Derby, the prime minister, pressed him to become the 50th bishop of Lichfield, in the industrial Midlands. With a sad heart he returned to New Zealand to make his farewells. He served for 10 years, and died in office at the age of 69. His last words were, 'It is light' — in Maori.

When it was suggested to him a biography of his life needed to be written, he said he wanted all his faults and failures recorded, and any successes be ascribed to the grace of God.

What did Selwyn do?

HOLISTIC EDUCATION

We thankfully honour the past, celebrate the present, and envision the future. All this we lay at the feet of God, so we do not go into the future alone, but resourced with a greater wisdom, energy and compassion.

We have touched on what it means to:

- be human, our limitations, our capacities, our growing edges;
- be a life-long learner, and attain wisdom;
- be a contributor to our society and nation; and
- hold on to enduring values.

I chose *Psalms 139*, verses 1–18 to be read because it dives deeply into our own essence, and into the one who is behind creation, history and humanity. Our reference point is God who is ultimate reality and also mystery.

If our essence, our sacred secret centre, is in touch with God, the way the psalmist describes, then our intimate life, our private life and our public life will all be of a piece — a tapestry of authenticity and connectedness.

We will be appropriately and healthily connected — within

ourselves, in our relationships, and with our contexts and communities.

Rightly centred and connected, we will, through holistic education that nurtures mind, health and spirit, be mature, lively members of society.

Perhaps it is time to revisit the 19th century education act, and rewrite it so there is an overt recognition of the need for spiritual education and development, that is a reference point for the values and virtues that enhance our common life, and keep us human.

The quality of our inner space determines what we are and offer to the space, people and issues around us.

It is good to be gathering for this golden jubilee of Selwyn College on the day the church calls Whitsunday or Pentecost.

On this day we are reminded God will 'pour out his spirit on all flesh' — that God's good and holy spirit is available to us all.

This gives us:

Energy greater than our own

Compassion beyond our own

Illumination of our minds — new understanding.

Friends, let us go deeper, go wider and go forward, with God.

Because he had a vision of how the early church worked, he applied that here, and developed a form of co-operative ministry and decision making between clergy and laity.

Because he believed that the whole person, body, mind and spirit is God's concern, he tended the sick, built and staffed schools, prayed and trusted God, led worship and constructed church buildings.

He visited Melanesia at least a dozen times, at the helm of his own boat, and ensured nurses, teachers and evangelists were trained for the work there.

He established St John's College, first at Waimate (now Waimate North), then here in east Auckland and nearby, for the education of lay and ordained, Maori and Pakeha. He sustained a deep desire to holistically educate all those within his sphere of influence. He was hospitable to other churches.

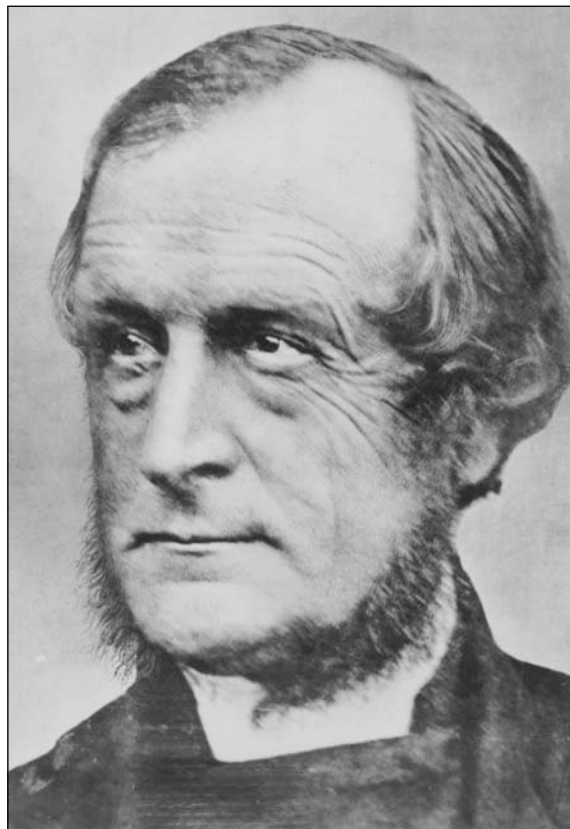
His energy and capacity to organise amazed his companions, and there was sometimes conflict when others could not keep up. He was unpopular at times, and saw the post Treaty of Waitangi surge for land by colonists as a great source of conflict. He was called 'a turbulent priest' in the House of Commons.

He was direct and fearless, stern or tender, deeply motivated to be faithful to his calling. His humility sustained his visionary servant leadership. He loved God by generously loving human beings.

How apt, that 50 years ago this college, placed between Selwyn's beloved St John's College, and the land that helps sustain the church in Melanesia, was named Selwyn College. May his manifold qualities continue to inspire the College bearing his name, and may wisdom and integrity lie at the heart of all our learning.



Bruce C. Gilbert CNZM
Anglican bishop of Auckland
1985–94
Former Selwyn College board
member and parent



Bishop George Augustus Selwyn (1809–78). AUCKLAND CITY LIBRARIES, NEGATIVE A51.

SELWYN'S BUSY LIFE

Parents: William Selwyn, constitutional lawyer, and Laetitia Frances Selwyn (née Kynaston).

Born: Hampstead, England, 5 April 1809.

Educated: Ealing School (preparatory); Eton College; University of Cambridge (BA 1831; MA 1834 [classics]; DD 1841), University of Oxford (DD 1841).

Varsity interests: Swimming and rowing.

Politics: Liberal (lifelong friend of William Gladstone).

Married: Sarah Harriet Richardson, judge's daughter, London, 25 June 1839.

Children: Two sons, one daughter.

Clerical offices: Bishop of New Zealand 1841–68; Bishop of Lichfield 1868–78.

Honours: Made prelate or the Order of St Michael and St George, 1877.

Died: Lichfield, 11 April 1878.



WISDOM & COURAGE

Commemoration service, Selwyn College, Sunday 4 June 2006

On this occasion we celebrate Selwyn College within the context of the Christian tradition. Essential to this tradition is the search for wisdom based on faith, hope and love.

Love based values are enshrined in the wisdom literature of most traditions. For example the Hindu says: 'Do not do to others, which, if done to you, will cause you pain.' The Moslem: 'No one of you is a believer until he loves for his brother what he loves for himself.' The Sikh: 'As you deem yourself so deem others.' And the follower of Confucius: 'Do not do to others what you would not they should do to you.' And there are agnostics and atheists affirming similar sentiments.

Theorists of all varieties go further, claiming life is a gift because within each person there is a mysterious spiritual centre. Love, it is believed, is more than a measurable, material, technical fix.

The ethical system associated with the principle of love focuses on respect, trust, care and justice. It seeks to create a good community where there is meaningful reciprocity, where the 'we' is more important than the 'they', and the 'you' is as important as the 'me'. If one suffers we all suffer. If one succeeds we all succeed. We serve the well being of the whole community. Competing with this orientation is the society which is formed to enable individuals to maximise their own self-interest. Control through legal and formal authoritarian systems ensure personal interests are not interfered with. A sycophantic paradise is sought, built on the control of power.

My experience of Selwyn College is that it determinedly seeks to build a community based on love and respect. Each of us can cite manifestations of this. One instance is the way students and staff recently rallied around a teaching colleague who was seriously ill with cancer, generously gifting time, money and themselves with compassion.

I see these values writ large in the restorative justice programme. Instead of being consigned to the rubbish bin, a young offender confronts their wrongdoing in association with family, friends and peers. Then, after experiencing some appropriate punishment, the student can find forgiveness and a second chance. Recently, Eton College introduced this programme. I suppose this makes it respectable.

The essential purpose of Selwyn is, of course, to learn how to learn. After 60 years in education I recognise the complexity in the debates swirling around the precise nature of the preferred learning experience. My simple observation is that most students do not care how much a teacher knows until they know how much a teacher cares.

The caring teacher respects and trusts the learner, empowering the learner to explore with humility, with imagination and with love the realms of possibility in nature and human experience. It is a holistic learning that contextualises insights and nurtures relationships.

Acquiring knowledge is crucial. The disciplined analysis of the facts is important. But especially in this age of the computer, memorising facts is not of primary importance.

'Learning more and more about less and less' will get us to the point of 'learning everything about nothing'. But constructive, holistic and integrated learning will give the graduate far better educational prospects. Einstein said: 'Imagination is more important than knowledge.' Selwyn enjoys a reputation for this imaginative, creative, integrating learning.

At a dinner recently a prominent young man looked at his parents and said: 'I was jealous my friends would go to Selwyn. Why did you not send me there?' My son, who went to Auckland Grammar School, said: 'The students who seemed best able to cope with autonomous learning at university were Selwyn graduates.'

A friend on the banks of the Waikato River drove about 210km every day to enable her niece to attend Selwyn College.

Essential to the ethic of love and respect is the ability to trust and empower. The greatest school is where teachers and administrators trust the learners sufficiently to give away the greatest power.

This means risk because inevitably there will be some who cannot handle this empowerment responsibly,



Selwyn students, 2006: The college seeks to build a community based on love and respect. SELWYN COLLEGE PROSPECTUS, 2006.

and when things go wrong, critics see the school as failing. But this is a mistake. To eliminate failure is to close down empowerment. If we are not given the opportunity to make mistakes we will not be able to maximise our potential.

Imposing control with tight management is easier because there are few disruptions. It is more comfortable for administrators. But creativity diminishes, and it is a society not a community.

This educational philosophy based on love and respect is not to be confused with wishy-washy relativism. It does respect constraints on out-of-social behaviour. But it is driven by this higher value. It is only this philosophy which is sufficiently powerful to meet the enormously complex challenges, ambiguities and uncertainties of our civilisation and community.

If this philosophy is too liberal then God help us. If this philosophy is too liberal then why does Selwyn have *sapientia* in its logo? If this philosophy is too liberal then the plaintive cry of T.S. Eliot 'where is the wisdom we have lost in knowledge' is doomed to remain in the void.

When the winds of change blow, some build walls and others build windmills. Selwyn College dares to build windmills.

Our challenge is to give strength to the vision of Selwyn. By affirming with zest and courage in this present time, the vision we have inherited from the past, we will help create a better future for children of future generations.

And Selwyn's mission to the wider community? Nelson Mandela said: 'As we let our own light shine we unconsciously give other people permission to do the same.'



Dr John C. Hinchcliff CNZM
Chair, Selwyn College Board of Trustees 2005–



PITCAITHLY'S ERA

Commemoration service, Selwyn College, Sunday 4 June 2006

I have been asked to recall my time at Selwyn College from 1956, the year the school was founded, until 1960, my last year as a secondary school teacher.

To convey this to people today is very difficult. It takes a great deal of imagination to recapture the physical environment of that time. This is particularly so for the first two years. A small cluster of brand-new buildings stood as an island of cultivation in a sea of wasteland — a wasteland converted by monstrous and noisy earthmoving machines into a desert of dust in the summer, which transformed itself into an unusable clay quagmire in the winter. Across the Purewa valley between Kohimarama Road and Rutherford Terrace there was no housing, just roughly pastured paddocks over which topdressing planes flew up and down twice a year.

The novelist L.P. Hartley once famously said that '[t]he past is a foreign country: they do things differently there'. And there is a 'foreignness' about the 1950s. Society was profoundly different. Most of our first pupils were baby-boomers, the progeny of wartime and more especially post-war marriages of ex-servicemen and their brides. (More than half of the first male teachers on the staff were ex-servicemen too.)

It was a time when there was in the community a general anxiety to get back to an idealised pre-war traditional world, above all in matters educational. The dominating personality of these years and indeed the very epitome of the traditional style of education of the period was the first principal, N.P. Pitcaithly. He was a commanding figure. Members of the staff addressed him as 'Sir'. It seemed appropriate at that time. The school ran so smoothly and with such enthusiasm in those early days, as I recall, that there is a danger of looking back in a mood of such rosy nostalgia that the weak points of the prevailing educational order may tend to be overlooked.

To be sure, things ran smoothly. There was orderliness about school life. But that was also true of society as a whole. Traditional values were largely unchallenged, although a dissident youth subculture threatened to break out. And education seemed far less complicated than it is today.

Head teachers were left to run their own show, without having, as today, to prepare mission statements like chief executives of a profit-making business concern. Although the leaving age had recently been raised to 15, school rolls then had a pyramidal shape. At that time, after the fourth and fifth form years, considerable numbers left, a minority only going on to a rather academic sixth form, even fewer still to the seventh, giving the senior school, superficially at least, an elitist character.

Those leaving school earlier, regardless of qualification, could confidently expect to get jobs either as unskilled workers or in shops or offices; for this was a time of what was termed 'overfull employment'. Because of profound shifts in society and education since those days it is impossible to return to that old order, no matter how attractive to old timers that may seem in retrospect. We just cannot unscramble the educational omelet. With those provisos in mind I turn to details of Selwyn's foundation years.

Once Pitcaithly was appointed in mid-1955, he made a point of visiting the contributing schools in the Eastern Suburbs like St Heliers (the largest primary school, I believe, in Auckland at that time) and the newly opened St Thomas'. The heads there told Pitcaithly of the large wave of pupils about to roll over secondary schools (which he knew) and that among them was an unusual group of gifted pupils (which he didn't until that time know). As Pitcaithly later told his foundation staff 'we must set up a school that will attract these pupils'. (Zoning didn't come in until the late 1950s.)

At specially convened meetings at local primary schools, Pitcaithly assured parents that Selwyn would be a traditional school, with an attractive uniform and an established policy of work. Parents were impressed; how much so the future was to show. He also decided to make a novel break from the current departmental policy, which was for new secondary schools to open with third forms only.

Pitcaithly got grudging departmental approval for his plan to offer fourth and fifth form courses in the inaugural year. Having senior pupils about, he believed, would give a measure of student leadership requisite for a young school. But when Selwyn took enrolments, a considerable number came from already existing secondary schools, not because Selwyn was close to hand but because these youngsters wanted the chance to make a fresh start. And I can testify to the fact that in many cases the change of school worked. The process continued. With the later liberal school policies which evolved under Owen Lewis, a number of senior pupils were attracted who had



Principal N.P. Pitcaithly greeting new students, 1956. SELWYN COLLEGE ARCHIVES.

not fitted comfortably into more traditional schools. This practice has continued ever since. Selwyn now has an enviable reputation as the Auckland school conspicuously providing 'a second chance'.

Back to 1956. The success of Pitcaithly's recruitment policy was reflected in the initial enrolment. The Education Department said that the new school could expect to have an inaugural roll of about 200. On the first day 320 turned up. Fresh staff had to be urgently recruited. This unexpected popularity of the school was retained over the following years. These years were a success story. At least they seemed so up in the years that I was here. A surprising number of the students who passed through the fledgling Selwyn College, both men and women, became high achievers in business and in post-graduate scholarship, while many won prominence in the professions — law, teaching and the armed services and so on. This reflected the high standard of teaching in those early years.

Early Selwyn was particularly strong on the women's side — Maisie Smith, the senior assistant mistress (the equivalent position of today's woman deputy principal), Laurie Evans and Elizabeth Burns come to mind as outstanding — and on the technical side Lou Brunetti, Jean Hartle and Ron Smith shone out as gifted teachers.

Jubilee reunions are occasions when we not only share memories but also carry out stocktaking. May I make two observations in this regard?

First, today's educational policy embodied in the slogan Tomorrow's Schools, and in the current entrenched system of zoning, puts an obligation on each school to be, so to speak, a universal church. By this I mean that the school should blend a variety of educational traditions, which makes it attractive to all parents in the catchment area. Perhaps the school of the Pitcaithly years provides a model for Selwyn to follow in broadening its appeal in the Eastern Suburbs today. May I also voice my further impression that, over the years, Selwyn in its laudable enthusiasm for forward-looking ideas, has tended to overlook the legacy of the past. One wonders whether the school at some stage suffered from a kind of collective amnesia. The original school badge, the school motto, photographs of teams on the corridor walls over the years seemed to disappear to sink into obscurity, as though were of no consequence to the modern school. I found this sad. One of the heartening aspects of the lead-up to this reunion has been the appearance, in places of prominence, of photographs of principals, old emblems of the school, records of past achievements. I am confident this respect for tradition will continue.



Emeritus Professor Russell C.J. Stone ONZM
Teacher, Selwyn College, 1956–60 (head of social studies)



Selwyn College and surrounding Kohimarama, late 1955. It took years for the grounds to be properly formed. WHITES AVIATION LTD.

BEGINNINGS

Douglas Smith

Selwyn College, in Kohimarama, Auckland, opened with 330 foundation pupils on 1 February 1956. It was the first state secondary school in Auckland's Eastern Suburbs. Earlier schooling within the district for older children had been associated with St John's College.

In pre-European times the Auckland region was known as Tamaki Makaurau. That eastern part of Tamaki, which lay between Bastion Point and the Tamaki River and south to Panmure, Mt Wellington and Lake Waiatarua, by the Remuera Golf Club, was known as Kohimarama. For Maori, the Tamaki isthmus was an important highway for movement north or south. The sheltered harbours of the eastern Waitemata and the western Manukau could be linked via the Otahuhu and Whau portages. An arm of the southern Manukau, the Waiuku estuary, led to a portage by which canoes could be dragged to a tributary of the great Waikato River. Once there, Maori could travel far afield via the Waikato and Waipa, a river that joins the Waikato at Ngaruawahia. Travel north was via the Waitemata or to Riverhead and on to the Kaipara and beyond. The Hauraki Gulf provided good access east to the Coromandel Peninsula and islands of the gulf.

It is Maori tradition that the regions early settlers came as part of a Polynesian migration of AD1350. The canoes *Arava*, *Tainui*, *Matatua* all contributed to the settlement of Tamaki. The two harbours and gulf provided good fishing. The fields were fertile and they grew kumara. The numerous volcanic cones were easily fortified for security from invasion. Tribal wars, usually in search of utu (revenge), were constant throughout the 1700s. The Waiohua tribe, based at Maungakiekie (One Tree Hill), were dominant in Tamaki until their paramount chief, Kiwi Tamaki, was ultimately beaten in battle near Titirangi in 1750 by a branch of the Ngati Whatua tribe. The Ngati Whatua, who occupied Tamaki, had gradually worked their way down from the north to Dargaville and the Kaipara. Having defeated Kiwi Tamaki, they claimed the territory of Tamaki and established settlements at Manukau and Orakei. In the late eighteenth century the Ngati Paoa, a branch of the mighty Hauraki iwi, which had earlier settled in the Coromandel and the gulf islands such as Waiheke, settled on the western shores of the Tamaki River and the area earlier referred to as Kohimarama.

The introduction of the musket led to a revival of Maori warfare. Tribal conflict continued into the early 1800s. The Nga Puhi chief, Hongi Hika, who had accumulated an arsenal of muskets following a visit to England, tried to avenge all past defeats. The result was significant loss of population in Tamaki. The Nga Puhi raids finally ended when they were beaten in 1827 by the Waikato iwi. The Ngati Whatua now claim to be the tangata whenua of the district

surrounding Selwyn College.

By the 1830s, the influence of missionaries was starting to be welcomed by Maori who saw a chance for peace with the end of tribal conflict. And so it was, with the substantial reduction in population in Tamaki coinciding with the Treaty of Waitangi, followed by a wish to shift the capital south that much Maori land in Tamaki was sold to the Crown. The Ngati Whatua sold the triangular block of land between Hobson Bay, Cox's Creek and Mt Eden in July 1840 for the settlement of Auckland. The Ngati Paoa chiefs sold the Kohimarama Block in May 1841.

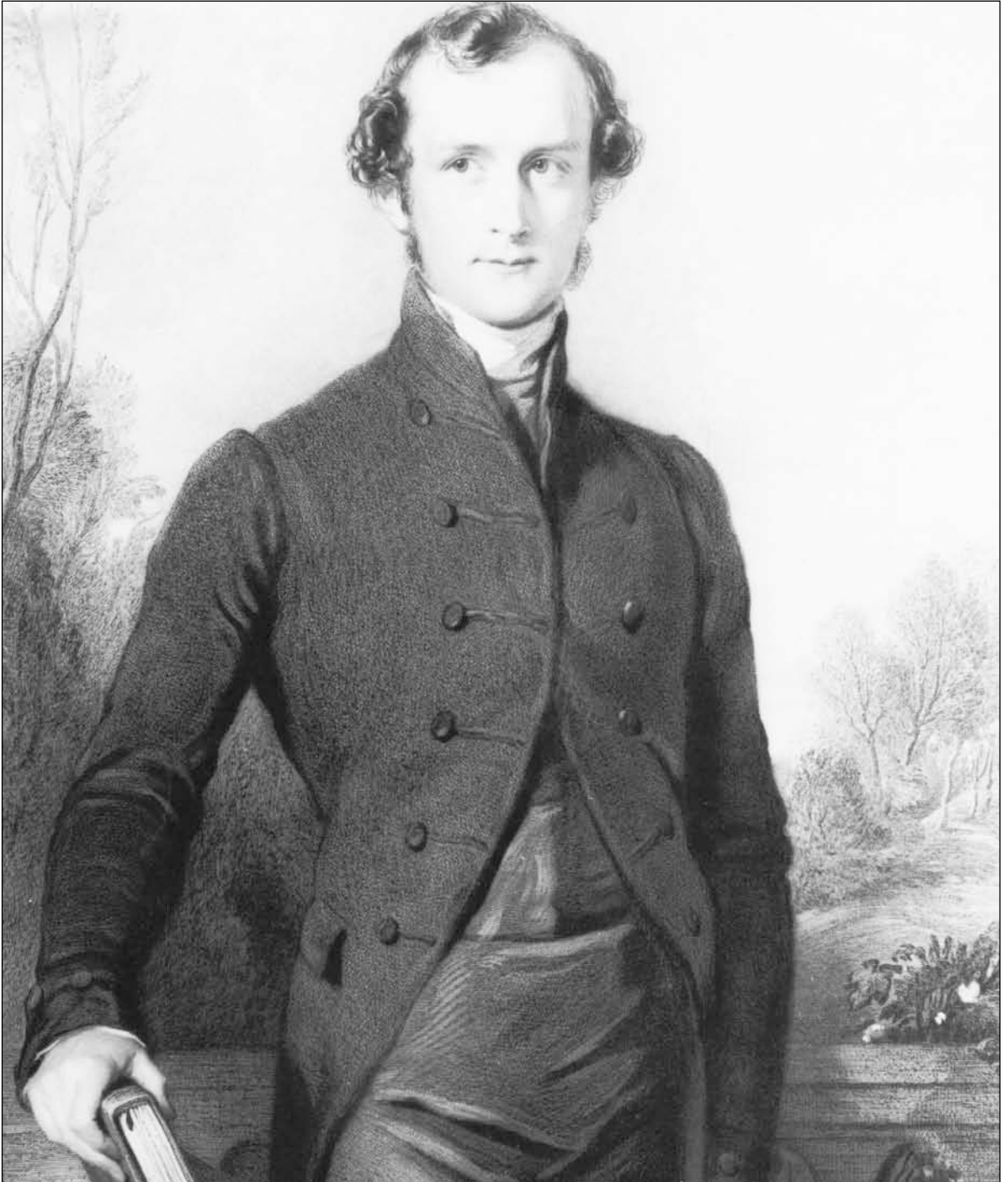
In 1841 the Anglican Church had appointed George Augustus Selwyn to be the first bishop of New Zealand. He arrived in May 1842 with his wife, Sarah, and established the first College of St John at Te Waimate 30 km inland from the Bay of Islands. The capital was moved to Auckland in 1841, and Selwyn followed three years later. Over many years he purchased for the Anglican Church a total of about 540 ha (1330 acres) from Pakeha landowners. This land, originally part of the Kohimarama Block, straddled the Purewa Creek and was mainly contained within the area enclosed by what is now St Johns Road and Kohimarama Road. Here he established the Theological College of St John in Auckland.

Access to this site was just a few short miles from Auckland by water via Hobson Bay and the Purewa Creek. The overland route following a former native track was longer, through Parnell, Newmarket and along Remuera ridge.

The initial survey and subdivision into allotments of the Kohimarama Block was undertaken for the Crown by acting surveyor-general Felton Mathew and completed by his successor, Charles Ligar. This survey established 50 farm lots which were gradually sold at auction to the pioneer settlers of the area.

The church schools, later known as St Stephen's School for Boys and Queen Victoria School for Girls, originated at St John's. Apart from the schooling associated with St John's College, the first school for the children of Tamaki was the Tamaki West School established in 1851 on the corner of West Tamaki and Line roads. The location of this school changed on several occasions until, eventually in 1908, it became the St Heliers Bay Primary School situated where it is today, bounded by St Heliers Bay and Walmsley roads and Maskell Street.

The lack of direct road access to the Eastern Suburbs slowed the spread of Auckland in this direction. Access between the Eastern Suburbs and the city was not as easy as to other parts of early Auckland, which was expanding mainly to the west, south, and then north. The road journey round Hobson Bay was a long way. Launch and ferry services to St Heliers Bay provided the initial transport until a bus service between the bay and the Upland Road tram



George Augustus Selwyn (1809–78), Anglican bishop of New Zealand from 1841–68, after whom Selwyn College was named.
AUCKLAND CITY LIBRARIES, NEGATIVE A5477, ENGRAVING FROM PAINTING BY GEORGE RICHMOND IN OLD COLONISTS' MUSEUM COLLECTION.

terminus was established in 1916. Kohimarama Primary School was opened in 1921, initially as a branch of St Heliers. It was not until the waterfront road, named Tamaki Drive, was opened in 1931 that direct access facilitated more concentrated development through to Glendowie and Glen Innes.

The first Labour Government of 1935 built the state housing in Orakei. This helped to relieve the housing shortage, which had arisen as a result of the economic depression of the late 1920s and early 1930s. Orakei Primary School opened in 1938. Following the end of World War II the population of the Eastern Suburbs grew rapidly as those suburbs became residential areas for young married couples and their families. Three new Primary schools opened in four years, namely Glendowie in 1952, Point England — the first of several Glen Innes schools — in 1953, and St Thomas' in 1955.

Secondary schooling in Auckland had been in existence since 1869 when Auckland Grammar School opened in Howe Street before moving to Symonds Street and then to Mountain Road in 1916. The Education Act introduced in 1877 required education to be free compulsory and secular. The table below listing the years Auckland's earlier high schools opened demonstrates the growth patterns.

GROWTH PATTERN OF SECONDARY SCHOOLS IN AUCKLAND

Year	School	
1869	Auckland Grammar School	central
1896	Auckland Technical College (later called Seddon Memorial Technical College)	central
1907	Auckland Girls' Grammar School (started as Auckland Girls' High School in 1877 and part of Auckland Grammar School from 1888–1906)	central
1917	Epsom Girls' Grammar School	central
1922	Mt Albert Grammar School	west
1928	Takapuna Grammar School	north
1931	Otahuhu College	south
1945	Avondale College	west
1953	Mt Roskill Grammar School	west
	Henderson High School	west
1954	Kelston High School	west
1955	Penrose High School	south
1956	Rangitoto College	north
1956	Selwyn College	east

There were also numerous private schools associated with various church denominations. The first of these was St Stephen's, which in 1844 was associated with St John's Theological College near where Selwyn College is located today.

Secondary school-age children from the Eastern Suburbs travelled to the city and beyond for their education. By the early 1950s several buses to Newmarket were required to serve the needs of students to Auckland Grammar and Epsom Girls' grammar schools. Others took the normal services to the city to attend Auckland Girls' Grammar School, Seddon Memorial Technical College (formerly called Auckland Technical College) and private schools. It had been

apparent for some years that a secondary school would be required in the Eastern Suburbs to serve the needs of teenagers from Orakei to Glendowie and parts of Meadowbank and Glen Innes. This eastern area of Auckland was a string of suburbs located on the southern shoreline of the Waitemata Harbour and west bank of the Tamaki River. The population in the main was middle-class families coming from recently built homes. There were also the extremes of affluent families living in streets such as Paritai Drive and numerous state housing enclaves. The area was referred to as Eastern Suburbs, as were its football teams. Today it is more often referred to as Eastern Bays. In the early 1950s the Eastern Suburbs senior soccer team gained national prominence by winning the Chatham Cup three times.

In October 1951 the government studied a proposal to buy land from the St John's College Trust Board. The sale of this land allowed the trust to build much needed student accommodation and other facilities at St John's. Tenders were called in November 1953 to build a secondary school designed by the architectural division of the Ministry of Works. The architects resolved that the classroom should be the dominating feature. The shape of the school would be largely determined by a scientific approach to the provision of good and evenly distributed light for all pupils in every classroom. They aimed, also, to create a school, which held out a welcoming hand to the pupil, in contrast with the rather austere aloofness of schools of an earlier age, and they found expression in the shape, grouping and colour of what was to be Selwyn College. It was proposed to build a school containing two two-storey blocks and nine one-storey blocks, with a total floor space of 6038 sq m (65,000 sq ft). To this would be added (65 sq m) 700 sq ft for a boiler room and 279 sq m (3000 sq ft) for connecting links, making a total floor area of 6382 sq m (68,700 sq ft).

W.H. Whitaker & Co Ltd, which won the contract to build, was required to have the building ready for occupation by February 1957. It made such good progress that notice was given in 1955 that the school would be ready one year ahead of schedule.

Selwyn was to be a co-educational school in line with the then current philosophy emanating from the *Thomas Report* on the post-primary school curriculum. This report was commissioned by Peter Fraser, minister of education in the first Labour government, who in 1939 said:

The government's objective, broadly expressed, is that every person, whatever his level of academic ability, whether he be rich or poor, whether he live in town or country, has a right, as a citizen, to a free education of the kind for which he is best fitted and to the fullest extent of his powers.

Looking back, it is interesting to note the exclusive use of the male pronoun in the same sentence as referring to every person. However, among other things, the report emphasised the importance of monitoring and regulation of adolescent sexuality in schools. More importantly, the report signalled a mushrooming of secondary school education.

During 1955 the Auckland Grammar School Board agreed to act as a 'caretaker board' for Selwyn College as it had for the new Penrose High School which had opened that year. The board advertised in July and August 1955 for applications to the positions



Artist's impression of the school crest, 1955. The cross is Bishop Selwyn's Melanesian Cross. The open book represents knowledge, the wavy bars the spread of knowledge and the torch learning. The crest fell out of regular use after N.P. Pitcaithly retired as principal in 1965 though it remained on the college letterhead until the 1990s. SELWYN COLLEGE ARCHIVES.

of principal and staff of what was being called 'Orakei Grammar School'. N.P. Pitcaithly, the principal of Northland College, Kaikohe, was promptly appointed the first principal of what was to become Selwyn College. The Grammar School board was well aware of Pitcaithly's credentials as he had been a strong contender with Henry (later Sir Henry) Cooper for the headship of Auckland Grammar School.

Pitcaithly became responsible for ensuring that the school was ready to open in February 1956. There were staff to appoint, courses to organise, books and equipment to procure, grounds to form,

uniforms to design, parents to consult and students to enrol. Still based in Kaikohe but making regular trips to Kohimarama, Pitcaithly attended to or oversaw all that was needed. Prospective parents of Selwyn students were invited to inspect the school on 16 and 17 September 1955. Pitcaithly addressed parents on 22 September and enrolment of students started on 23 September. Two issues were reported to have been of great interest to parents. One was the school uniform and the other the school name.

Mrs Margaret Grigg, a parent who later served on the Selwyn College Parent-Teacher Association and on the Eastern Secondary Schools' Board of Governors, recalled a meeting at which a selection of uniform options was paraded before parents. She suspected that Pitcaithly had planned and orchestrated what he wanted because there was a clear favourite. The traditional navy uniforms of the grammar schools were passed over in favour of:

GIRLS: apple green tunic (summer), forest green tunic (winter), white blouse and Cherry red cardigan, white panama hat for summer and green beret for winter.

BOYS: mid-grey shorts, shirt, jersey with green and white trim on the V neck, green hoops on grey socks, and green cap with a grey front panel.

Forest green blazers featuring the school crest and ties diagonally striped in various shades of green were worn by both girls and senior boys, who were permitted to wear long grey trousers.

The school crest, embodied the historical and geographical associations of the college. The Melanesian Cross went back to Bishop Selwyn, the open book represented knowledge, wavy bars the spread of knowledge and the torch of learning.

Peter Pitcaithly recalls that his father enlisted the help of Harold Cleghorn, who was clothing manager at Milne & Choyce Ltd, a leading Auckland department store, to pull together the uniform options.

The issue of school name was also of great interest. Initially it was referred to as 'Orakei Grammar School' but as the school served a wider catchment than Orakei, alternative names were canvassed. The name favoured by the majority was Selwyn College. Situated as it was on former St John's College land and given the personal qualities of Bishop Selwyn and his influence on early education in the district, this was agreed to be appropriate. This decision caused some controversy however, because of both the religious connection and a university residential college of that name in Dunedin.

Responsibility for ensuring that all matters that needed to be attended to were accomplished before the college opening in February 1956 rested squarely with Pitcaithly. It was not until November 1955 that elections were held for parent representatives to serve on what was known briefly as the Penrose and Orakei High Schools' Board of Governors. A.A. Babbage, M.B. Darrow and M.J.B. Sommerville were elected to join other appointees on the board. The new board, under the chairmanship of Stuart Bell, met on 2 December and recommended to the Education Department that:

1. The board be called the Eastern Secondary Schools' Board; and
2. The new school be named Selwyn College.

Enrolments continued through January. On opening, there were 330 pupils enrolled in forms three, four and five.



Selwyn College, 1956. WHITES AVIATION LTD.



Staff, 1956. Back row (from left): Alan Kirk (reliever), Miss D.M. Metge, L.G.(Lou) Brunetti, Miss L.M.V. (Laurie) Evans, D.M.D. (Dave) Roberts, Miss B.R. Diack, R.H. (Ron) Smith, Mrs E.M. Stubbling and P.C.I. Crookes. Front row (from left): Mrs Shaw (probably reliever), J.D.N. (Jim) McDonald, Mrs C.R. (Cathy) Duncan, G.L. (Geoff) Mather, N.P. ('Pit' or 'Bill') Pitcaithly, Miss E.M. (Maisie) Smith, J.W. (Jim) Adams, Miss J.M. (Jean) Hartle and E.M. ('Paddy') Malone.

MAGAZINE OF SELWYN COLLEGE, 1956.



THE PITCAITHLY YEARS 1955–65

Ngata Prosser Pitcaithly ED MA DipEd FNZIC
(born 1906, died 1991)



MAGAZINE OF SELWYN COLLEGE, 1965.

Born on 26 September 1906 in Waimate, South Canterbury, Ngata Prosser Pitcaithly was one of four children of George and Edith Pitcaithly. George was rector (principal) of Waimate High School and senior Inspector of primary schools. Edith (née Hildyard), the daughter of an aide-de-camp to the governor of Tasmania, liked the melodious sound of the Maori language and gave her children Maori names. The young Pitcaithly first learned to speak Maori with playmates in Northland. Later, when he became a teacher, he

also learned to read and write Maori.

Educated at Waimate and Remuera primary schools, Auckland Grammar School and Nelson College, Pitcaithly started teaching at Nelson Boys' Central School in 1924 as a pupil-teacher. He entered Teachers' Training College, Dunedin, in 1925, being selected for a specialist third year in the teaching of science in secondary schools. He graduated with an MA in chemistry, which became an interest throughout his life. He was elected associate and then honorary fellow of the New Zealand Institute of Chemists. His thesis was on the distribution of copper in the Karaka tree. In 1933 Pitcaithly married Reena Simpson, a granddaughter of Robert Kirkpatrick Simpson, landowner in Rangitikei, who sat in the Legislative Council from 1914–21. They were to have two sons and a daughter. He was known as 'Bill' or 'Pit' to family and close friends.

Pitcaithly's teaching career spanned 42 years. He was a pioneer in many aspects of secondary education. His outstanding contribution was to Maori education but he also made significant contributions to gender equality in coeducation, the teaching of chemistry, the introduction of agriculture as a course of study in secondary schools and the introduction of community education courses for adults. He was a decisive leader and often displayed a wry human touch. He loved theatre and as a young teacher was responsible for many school productions. In private, he was known for his resonant baritone renditions of a wide repertoire of Gilbert and Sullivan songs. Like many a good teacher he used the classroom as theatre. When on the principal's podium he performed as though it was his

mini-stage.

Pitcaithly taught at Auckland Grammar School, Rotorua High School and Dannevirke High School. World War II interrupted his teaching. He was attached to the New Zealand Territorial Service on secret service duties in 1943 and at the end of the war occupied the position — second in command of the Security Intelligence Bureau under Assistant Commissioner P.J. Nalder. He was retired as captain and awarded the Efficiency Decoration with Clasp and the Queen's Coronation Medal.

Pitcaithly was appointed foundation principal of Northland College, Kaikohe, in 1946 before his appointment to Selwyn College in 1955. He was described early on in his career as a born teacher. He earned the respect of political leaders including Sir Apirana Ngata, prime ministers Peter Fraser and Keith (later Sir Keith) Holyoake as well as the communities he served. This was the man who was to lead Selwyn College through its first decade.

Under Pitcaithly the college roll doubled in two years and grew to more than 1000 by the mid-1960s. On opening, the buildings and equipment were ready but the grounds were not. There were some concrete paths between 'no-go' areas. When wet, mud was everywhere. The state of the grounds was to inhibit sports activities for the college's first two years.

Selwyn College was launched as a multilateral secondary school with a wider range of courses offered than at the grammar schools. Well patronised, these included academic, general, commercial, homecraft, engineering and building construction. The smart school uniforms, in greens and grey, were worn with pride by most students. Rules for wearing uniform were strictly applied. Of course there were some, who in their pubescent years, had to test the limits of acceptability. This in turn tested the patience of prefects and staff.

Pitcaithly was able to recruit a well-qualified and capable teaching and support staff. There were more than 150 applicants for the 12 positions initially available. The first assistant — a position now known as deputy principal — was Geoff Mather, who had taught in New Zealand, Europe and North America as well as serving as assistant director of army education. With the rank of major, Mather was officer commanding the college's cadet battalion. On his retirement in 1961, Des Jobey became first assistant. The post of senior assistant mistress was filled initially by Miss Maisie Smith, who came from Auckland Girls' Grammar School, having earlier been a pupil and teacher at Timaru Girls' High School. After an exceptional career, Smith retired in 1960 and was succeeded by Miss Laurie Evans, a foundation teacher of languages.

Jim Adams, who initially headed mathematics and science, came from Avondale College. He had previously served in the Royal New Zealand Air Force as a navigation instructor. As the roll grew he

relinquished responsibility for science but retained responsibility for mathematics until his retirement in 1968. Adams coached cricket throughout his tenure. Jim McDonald was head of English and foreign languages. He also supervised the evening classes and coached boys' hockey. He was succeeded as head of English in turn by Miss Evans in 1958, Owen Lewis (later principal of Selwyn College) in 1959 and Alan Sinclair in 1961. Stan Walker became head of foreign languages in 1961 and took a leading role for the development of soccer at Selwyn. Mrs Cathy Duncan, who followed Pitcaithly from Northland College, headed the commercial department until her retirement in 1964 when she was replaced by Aubrey Abbott.

Russell Stone, who was head of social studies, came from Otahuhu College. He guided the first XV rugby union team from 1957 until leaving to take up a position at Auckland Teachers' Training College in 1961 and later became a professor of history at the University of Auckland. Keith Patience became head of social studies in 1962. Erin Michael ('Paddy') Malone was the popular head of art and the college had an excellent technical department led by Lou Brunetti (engineering) and Ron Smith (building construction and technical drawing). Ken Rouse became head of technical in 1965, Tom Armstrong and Miss Judi Doull took over physical education from Dave Roberts in 1958. Doull was a New Zealand representative at cricket, hockey and indoor basketball. Ken Turner headed the music staff until 1964. A number of these early staff members were able teachers who rose high in the education service.

Further staff notes of interest include: Neil Lambert, head boy in 1958, joined the staff in 1964, Steve Lowe started his long tenure at the school in 1965. John Kenny, a future co-principal, first joined the staff in 1967. Support staff included Mrs E.M. Stubbing in the front office, who was replaced by Mrs E.C. Niblett in 1959. Harry Randall, an ex-navy man was the first custodian. G. Smith, who was appointed groundsman in 1957, faced the unenviable challenge of establishing the grounds on what were in winter quagmires. Because of the wet and poor drains he resorted to a scythe for the first cutting of the grass, of what is now known as the Pitcaithly field. He worked from the centre out in ever-increasing circles.

The tradition of prefects, providing leadership and discipline, was adopted at Selwyn. Prefects were elected by students with the principal and staff controlling the outcome by a process of veto. The prefects staged the inaugural school ball at St Chad's Hall in September 1959 and hosted a number of fellow prefects from other Auckland secondary schools. The ball was described as a great success and became the social highlight of the year.

During his research into the early history of Auckland, historian and early teacher at the college Frank Simpson discovered a document detailing 10 maxims formulated by Bishop Selwyn at St John's College 100 years earlier. These maxims were adopted by Selwyn College in 1957 as a set of guiding principles:

1. What is worth doing is worth doing well.
2. A place for everything and everything in its place.
3. He who takes care never to do more than his duty will soon do less.
4. Cleanliness is a duty man owes to God, to society and to himself.
5. The public good is the surest private gain.

6. Love thyself least.
7. Willing heart makes light work.
8. Part of today's work is to prepare for tomorrow's.
9. A righteous man regardeth the life of his beast.
10. Do all to the glory of God.

Pitcaithly believed strongly in community education. Evening classes commenced in the first year. It was the beginning of what became a thriving three-school co-operative.

The official opening of the college took place on 28 September 1957, having been delayed to allow the grounds to be put in order. The minister of industries and commerce, Tamaki MP Eric Halstead, represented the government. A platoon from the school's cadet battalion under the command of Lou Brunetti formed an impressive guard of honour. The 1500 present were addressed by Stuart Bell, the chairman of the board of governors, Pitcaithly and Halstead. Steady rain throughout the ceremony created a good opportunity to press for an assembly hall, scheduled for building in 1959.

College assemblies were held, originally in the entrance vestibule utilising the staffroom and homecraft wing corridors. Occasionally, when weather and ground conditions permitted, assemblies would be held outdoors. The whole college would assemble in the mornings with separate assemblies for girls and boys in the afternoon. Once the college had been brought to order, usually by the head prefect, the staff would enter in procession followed by Pitcaithly, a traditionalist wearing mortarboard and gown, who presided. In retrospect, one can relate to his penchant for theatre. He was an imposing figure, deserving and commanding the utmost respect. His opening Bible readings often forewarned of the pending wrath or pleasure to be passed on to those present.

As the roll grew it became impracticable for the whole school to assemble together. This problem was overcome early in 1961 on the completion of the assembly hall. The hall became the nucleus of a variety of school activities including the performing arts, which were to play so important a part in the school's future. Musical endeavours during the first decade centred on at first a girls' choir, later supported by boys' voices and a small orchestra, which fluctuated considerably in number. In 1956 eight pupils formed the start of a school orchestra, accompanying songs at school assemblies. The setting of a school song to Eric Coates' *Dambusters March* became an early highlight. The operetta *The Unmusical Impresario* was staged in 1959. The Selwyn girls' choir recorded a selection of New Zealand songs, which were broadcast nationally in 1965. Gilbert and Sullivan's *Trial by Jury* was also performed in 1965. A drama club, and many other clubs, were formed by girls as activities for when the boys were required by the cadet battalion. This club grew to include boys. During the Pitcaithly years, many outstanding productions including *Little Women*, *The Admirable Crichton*, and *The Devil's Disciple*, were performed.

As was customary in those years, a cadet battalion was formed. Barracks week was a regular feature in February while timetable planning was being finalised. Some staff and students received additional training from Regular Force Instructors and an armoury was established next to the technical block. Max Ritchie, who was appointed regimental sergeant-major of the cadet battalion in 1958, was later selected for officer training at Sandhurst, England. Ian



Stewart won a flying scholarship to Cranwell, England. In common with most New Zealand secondary schools, military drill went into recess in 1960 and, after a time as a voluntary activity, ceased.

Sports activities started with swimming at the Olympic Pool in Newmarket where over the decade some standout performers deserve mentioning. Beverley Greenwood, Verrier Atkinson and Ron Roman were consistently successful. In 1959 the Selwyn girls won the Inter-secondary Schools' Cup and in 1960 the boys won promotion to the A grade competition. In 1964 the girls and the boys were placed third in their respective inter-secondary schools' competitions. The annual athletic sports were first held at the St Heliers Bay Domain and then at Olympic Park, Newmarket. The Selwyn grounds were ready for the 1958 school athletic sports. The boys won through to inter-secondary schools' B grade in 1960 and then to A grade in 1964. Standout athletes were Graham Ritson, Peter Uffindell and Peter Jarvis, all of whom set new records at inter-secondary schools' events.

The first cricket match was played at Rangitoto College, a new school like Selwyn. Selwyn won by 42 runs on the first innings with Doug Smith prominent with the bat (51) and ball (3/6). Boys' cricket fielded four teams by 1963 when the girls, under the guidance of New Zealand representative Judi Doull and with the exceptional ability of Te Hoa Maihi, were undefeated in the A grade competition.

Football in the Eastern Suburbs comprised a strong soccer club Eastern Suburbs, a similarly strong rugby league club, City Newton, and the local Eastern Suburbs rugby union club. Selwyn's early rugby teams, of necessity, included several soccer and rugby league club players. Until the grounds were in order, Orakei Domain and St Thomas' School provided training venues. Initially two teams were entered but this quickly grew to five then six as the school matured. Promotion for the first XV culminated in the 1962 team lead by David Engle winning the senior B championship. In 1960 the fifth grade team won all its games. Andy Dalton, a future All Black captain, president of the New Zealand Rugby Union and chief executive of Auckland Rugby, played for the Selwyn fifth grade team in 1965 (he was in the first XV in 1968–69 and captain in 1969).

Boys' hockey fielded two teams consistently throughout the decade, whereas the girls' teams grew to six in number. The influence of Judi Doull's coaching finally brought success when the 1965 first XI won its competition. Girls' outdoor basketball became the seven-a-side game of netball in 1959. Following the surfacing of the school courts six to eight teams generally represented Selwyn. With Miss Gae Griffiths as coach the top team played in the senior A competition in 1962 and 1963. Miss Evans was a regular supporter.

Soccer started with success in 1961, under Stan Walker, when the first XI won all its games in the senior B championship. Thereafter, the number of teams grew from two to five. Promotion to senior A in 1962 warranted the design of a more appropriate soccer strip which Walker designed.

Girls' and boys' indoor basketball — what is now called basketball — benefited from Doull's coaching. In 1965 the senior boys won the A grade collegiate league at the Panmure Young

Citizens' Centre. Girls' and boys' tennis became similarly strong at Selwyn. In 1959, 1960 and 1962 the girls' tennis teams either won or were placed in the inter-school competitions. In 1965 the senior boys won promotion to A grade. A miscellany of other sports included yachting, rowing, fencing, harriers, cross-country and surf-lifesaving. Interestingly, gymnastics was introduced in 1958 and grew steadily in strength. During 1964 there was fundraising to build a school gymnasium. In 1990 the gymnastics of the Auckland Commonwealth Games was held in the college's new stadium.

School colours were introduced for senior representation of the school in 1958 and annual sports visits started with Penrose High School (for the Board of Governors' Shield), Te Aroha College and Warkworth District High School (now Mahurangi College). Winter sports were also played between the school and past pupils, an association for which was started in 1958. Selwyn College Parent–Teacher Association was also formed in 1958 and over the years the school was fortunate in having such a valuable source of support and resource for the college.

During the Pitcaithly years Selwyn College earned strong commendation from the Education Department's inspectorate. The Inspectors' report for 1963 noted:

The Inspectors were impressed by the good working atmosphere noted within the school at all levels. This feature is reflected in the very creditable results obtained in examinations including University Scholarship. Teachers and pupils display a strong sense of diligence and purpose towards their work ... The tone of the school is excellent, teachers have established good relationships with their pupils who in turn impressed all members of the Inspectorate by their courteous bearing and orderly behaviour.

Pitcaithly is deserving of much credit for establishing in the conservative Eastern Suburbs a commendable alternative to a grammar or private-school education. He was authoritarian and demanded a formality, which possibly would have been unsustainable in the era to come. Credit must also go to the foundation staff and their successors. Selwyn College was well served by its staff in the traditional academic subjects and the vocational, commercial and technical fields. Pitcaithly, a strong traditionalist, favoured the academic subjects and underrated vocational studies, which were well taught at Selwyn. At times he was known to alienate his staff by fronting everything, sometimes leaving staff wondering why they had prepared the presentations he had asked for. Above all, however, his personal pride in what was achieved at Selwyn was pervasive throughout the college.

When Pitcaithly retired in 1965 he earned the accolades of the college community at large. While criticised by some for holding strongly to traditions, he was nevertheless highly respected by all. In a tribute to him Miss Evans wrote in the 1965 Selwyn College magazine:

The qualities that make a good school are those that make a good man — loyalty, sincerity, courage and determination — and guided by Mr Pitcaithly, Selwyn College has been fortunate indeed.

THE LEWIS YEARS

1966–78

Owen William Gladstone Lewis MA(Hons)
(born 1921)



SELWYN COLLEGE ARCHIVES.

Owen Lewis was born on 31 August, 1921 in Invercargill, Southland, to Rowland and Elsie Lewis. His father, Rowland, was a primary school teacher, and later inspector in Auckland and senior inspector of schools in Hawke's Bay.

Lewis' secondary schooling started at Southland Boys' High School and ended at Christchurch Boys' High School. He trained at Auckland Teachers' Training College. World War II interrupted his formal education and he

served as a lieutenant in the New Zealand Army and later as a navigator in the Royal New Zealand Air Force with the rank of flight lieutenant. During the war Lewis completed his BA degree. In 1946 he studied at Auckland University College and graduated with an MA (Hons) in English. After short periods of teaching at Papatotoe Primary School and Mt Albert Grammar School he was appointed to Auckland Grammar School where he was responsible for teaching senior English. He married in 1948 to fellow Auckland University College graduate Joy Glover-Clark. The couple had two children, Dorothea and Warwick, both of whom attended Selwyn College. Dorothea later joined the staff and became school counsellor.

In 1959 Lewis was appointed the first head of English at Selwyn College when the responsibility for the teaching of English was separated from that for other languages. His initial tenure at Selwyn was brief because in 1960 he was appointed foundation principal of the new Hillmorton High School in Christchurch. There he followed a similar path to Pitcaithly, establishing and shaping a new school including the selection of the founding staff. In 1965 Lewis was appointed to succeed Pitcaithly as principal of Selwyn College with effect from 1966. He was attracted to Selwyn where, during his term as head of English, he had appreciated the more friendly and civilised atmosphere of the coeducational college, a more liberal approach to the arts and the recognition of the individuality and integrity of the pupils. This was the background of the man entrusted to lead Selwyn College through its next phase of development.

During this more liberal social climate, Lewis brought to Selwyn philosophies far less traditional than those of his predecessor and he was not backward about espousing them:

Education is about developing enthusiasm ...The task of the school and its teachers is to unlock that enthusiasm, to fire the imagination, to show the excitement of learning, to equip young minds to apply knowledge in the pursuit of the goals desired. Hence it follows that a school should be a creative and exciting place, where a diversity of new and stimulating experiences can be found, where students meet other points of view, new understanding, and come to know themselves ...

Lewis led the staff and the community with these ideas. But not everyone agreed and his lack of emphasis on competition was a particular concern. Titles such as 'Mr' and 'Miss' were dropped as the use of both forenames and surnames were favoured as being more appropriate to a modern school.

Lewis inherited an established staff. Foundation staff still at the college included Laurie Evans as senior mistress, head of mathematics Jim Evans, head of art Paddy Malone, and custodian Harry Randall. Des Jobey was established as first assistant as were heads of departments Keith Patience (social studies), Alan Sinclair (English), Stan Walker (languages), Aubrey Abbott (commerce) and Colin Percy (science). Staff changes during the Lewis years included Anna Hobday becoming senior mistress in 1977 on the retirement of Miss Evans and the entrepreneurial John Somerville, who had joined the staff in 1971, becoming deputy principal on the retirement of Jobey.

In 1968 Steve Lowe became head of mathematics on the retirement of Jim Adams. Peter Marshall was appointed head of social studies in 1972 when Keith Patience retired. Ken Rouse became head of technical in 1967. When Alan Sinclair left at the end of 1966 responsibility for English went to Brian Long followed by Gae Griffiths and then Alan Burton. Similarly, responsibility for commerce transferred from Aubrey Abbott to Tony Poole and later to Cherie Megson. Keith Millar replaced Colin Percy as head of science in 1969. Long-serving teachers to join the staff during these years were Jan Thrower (later Mrs Butcher) in 1967, Chris Smith and Joan Kac in 1969, Helen Edgar in 1970, Elaine White in 1973 and Tro Rowarth in 1977. (It is impractical to mention all the staff who contributed to school life at Selwyn during these years.)

In 1969 a Student Council was formed on Lewis' initiative to better represent the views of all students. This enlarged the role of class captains and elected council members. Once the council was established with a range of subcommittees and elected presidents, the traditional prefect system was abolished. The council was designed to give students a chance to have a say in school concerns and to gain experience of responsibilities and the democratic



process. Subcommittees covered activities such as cafeteria, environment, publications, socials, sponsorship, sport, transport, uniform and welfare. Later the Eastern Secondary Schools' Board of Governors introduced the practice of inviting student representatives to its meetings.

Under this more liberal college regime uniform issues were a regular pressure-point for the Student Council. In 1969 caps were abolished and sixth- and seventh-form girls were permitted to wear makeup. In 1971 a dress code was formulated which allowed the senior school students to wear mufti. In 1977 it was reported that an admirable standard of dress had been maintained and it was only a matter of time before all the college would be permitted to wear mufti. A survey that year on the possible extension of mufti showed the majority of parents to be against, teachers fairly evenly divided and the majority of students for extending mufti to the whole college. The board resolved to maintain the status quo but in 1978 more choice was added to the uniform for the junior school. The Student Council was also involved with fundraising and sponsorship. A successful 'litterthon' was organised in 1972.

The curriculum was made more flexible by removing barriers between courses, enabling students to select from a wider range of subjects. This led to a wide diversity of well-taught subjects, particularly in the senior school. The variety and flexibility of courses available was particularly attractive to students from other more traditional schools. Building on a trend started in the Pitcaithly years many came to Selwyn for their sixth- and seventh-form years to study academic, science and more tertiary-type subjects.

Growth in the college roll, particularly in the senior school, meant that the assembly hall could not comfortably hold the whole college at the same time. At first a system of separate junior and senior assemblies was devised. Later a system of grade assemblies, taken by grade tutors, was introduced dealing with matters relevant to that grade. The idea of the tutor developed further enabling routine matters such as attendance and individual difficulties to be dealt with by a senior teacher, who got to know the individual pupils in that grade. On special occasions a full school assembly was held either in the B block quadrangle or on Pitcaithly field.

Selwyn was among the first schools to appoint a counsellor, initially Jenny Curnow, on a part-time basis. A social education programme, designed to guide and assist students in their growth and relationships, was pioneered by Elizabeth Scott and extended to be incorporated by the majority of class teachers. Numerous other initiatives with curricula were undertaken, including bringing parents up to speed with new mathematics. Increasingly sport played a significant part in the life of many students. On Friday nights, at the Panmure Young Citizens' Centre, boys and girls represented Selwyn in the collegiate indoor basketball competitions. Selwyn was consistently successful in this league. At first Judi Doull and later Murray Ashcroft among others coached Selwyn teams to championship honours. The pinnacle of success was in 1970 when the Selwyn senior girls' team won the national secondary schools' championship. The year 1969 was a vintage year for Selwyn rugby. The first XV, captained by Andy Dalton, came close to winning the senior B competition and the 6B side won its championship. In 1971 three teams came second in their grades. In 1975 the first XV

and 5B sides were unbeaten in winning their championships. Over the years several players were selected to represent Auckland. The number of teams competing on Saturday fell from eight in 1966 to three by 1978.

Participation in netball fluctuated between two and seven teams between 1966 and 1978. Selwyn's top team won the annual B grade tournament in 1977. In hockey Selwyn fielded between one and three boys' and four to five girls' teams. Allan Patterson-Kane coached the 1969 boys to win the second grade competition and the 1971 girls to win their open B-grade championship. Soccer teams playing for Selwyn on a Saturday varied in number between two and five throughout these Lewis years. Stan Walker followed by Peter Kinsler coached teams, which often won or were second in their grade for the zone. Several players were chosen to represent Auckland teams. Summer sports included the annual athletic sports held on Pitcaithly field. Selwyn boys won the eastern zone of the Auckland inter-secondary schools' athletic championship in 1967 through to 1970. There were several students who won events at these meets but the stand-out performer was Alan Rodgers who won the intermediate 400 m at the champion of champions meeting.

In 1966 Selwyn boys won promotion to A grade in the inter-secondary schools' swimming sports. In 1970 the annual college swimming sports transferred from Olympic Pool, Newmarket, to the picnic atmosphere of Swimarama, Panmure, when zone competitions were introduced in Auckland. Selwyn won the eastern zone in 1970, 1971 and came second in 1972. Again there were several notable swimming champions but Sarah McVittie, who gained a first and a second at the North Island secondary schools' championship, was the most notable. In cricket the boys' first XI won through to senior A in 1966. That same year the girls lost their first match in five years. Thereafter, participation and success in cricket declined to become more of a social activity rather than competitive sport.

Tennis, on the other hand, grew with Peter Kinsler guiding the girls' and boys' teams over several years. Selwyn also excelled in other sports. In 1967 the Selwyn four-oar rowing crew won its race at regattas held at North Shore, Tauranga and the Auckland championships. Four Selwyn fencers represented Auckland at the New Zealand secondary schools' championship. Gordon Buswell became boys' A grade fencing champion and Judy Buswell came second in the girls' fencing championship in 1969. Likewise in 1969, Graham Fong as a junior broke three junior and two senior New Zealand weightlifting records.

Music, drama and related performing arts continued to prosper at Selwyn. The orchestra continued to grow which led to a senior and junior orchestra being formed. The madrigal choir, trained by Geoffrey Skerrett, gave several polished performances and recorded for radio. It raised money in 1967 for the purchase of a grand piano. In 1971 the first Selwyn Arts Festival was held, with the emphasis on participation by as many pupils as possible. These festivals grew to include orchestra, instrumental music, madrigal choir, art, drama, cultural displays and performances, creative dance and film studies. During the Lewis years the ethnic diversity of Selwyn started to expand. In addition to Maori, Polynesian and European New Zealanders came the Colombo Plan students from Asian countries.

Many of these Asian students excelled academically at Selwyn.

As the roll increased new buildings were added. E block provided its 120-seat lecture theatre and double-size English room to contain the exciting activities of the then head of English, Alan Burton. F block had its much appreciated senior common room. New rooms were added for primary school classes in home economics, interview rooms for grade tutors, rooms for the sick and a room for the administration of the growing evening school activities. The art room was enlarged and refurbished, science labs upgraded, the administration block redesigned, and staff room enlarged. College management was requested to contain the roll at no more than 1000 students for 1968 onward.

Technological changes impacted on teaching methods and the equipment used. Selwyn had always made good use of audio-visual techniques as an aid to teaching and learning. In the 1960s and 1970s this meant an increasing use of projectors, film slide, 16-mm movie projectors and overhead projectors. Then came the era of video-players and TV, with bulky equipment mounted on trolleys so

that it could be moved from room to room. An interest in camera techniques led to the establishment of a photographic dark-room and a photography course. Tape-recorders, cassette tapes, video tapes were all housed in a new audio-visual centre. Inspired by John Somerville, the deputy principal, funds were also raised to buy two mini-buses to enable groups to travel easily on field trips. This meant that learning was no longer confined to the classroom, but could range freely over the city and beyond.

At this time Selwyn was one of the best equipped schools in the country. The library was enlarged and ultimately became a comprehensive resource and audio-visual centre. This was renamed the Lewis centre following the retirement of the principal in 1978.

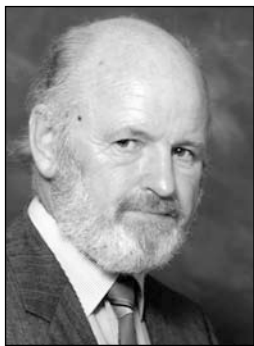
Selwyn students gained a reputation for success at university and tertiary colleges. Reports of visiting inspectors in 1968, 1973 and 1979 commended the school for its achievements, innovative practices and cordial atmosphere. In 1979 only was some concern expressed about the level of success in the Bursaries examination by seventh-form students.

THE FORD YEARS

1979–86

Robert Martin Ford MA

(born 1936)



SELWYN COLLEGE ARCHIVES.

Bob Ford, born in Christchurch on 26 October 1936, spent his school and university days in Christchurch and graduated with an MA in history. He occupied various teaching positions at Napier Boys' High School, Rangitikei College, Marton, Nayland College, Nelson, and in 1974 was appointed first principal of Piopio College in the King Country where he remained until his appointment to Selwyn College.

On his arrival he found Selwyn a 'wonderfully lively school, brimming with talent, creativity and controversy'. His predecessor, Owen Lewis, had changed Selwyn from its traditional origins into one of the more liberal schools in New Zealand with a wide curriculum at senior level and emphasis

on student choice, responsibility and self-discipline. Corporal punishment had virtually been abolished. Ford resolved to continue these trends.

Students were encouraged to develop individuality, self-confidence, enthusiasm for learning and to achieve their potential in as wide a range of fields as possible. The curriculum was further expanded. At sixth form level around 25 subjects were offered including such diverse ones as community service, drama and photography. All were taken by teachers who were passionate about their subjects, with positive results for students. For many students the availability of these subjects alone made school a worthwhile experience.

The college uniform was eventually abolished. A school council encouraged students to participate in decisionmaking but with limited success. Students found the school a reasonably congenial place and hence perhaps lacked the motivation to bring about change through student organisations. Whole college assemblies were rare because the roll became too large for the assembly hall to accommodate them, the role having expanded from 842 in 1979 to 1190 in 1986. Of these 561 were in the senior school.

Selwyn lies at the heart of one of the wealthiest residential areas of New Zealand and its philosophy to a large section of the



community was certainly controversial. Many equated this liberal philosophy with a lack of standards, weakness on drugs and discipline generally. In fact, most students involved with cannabis at school were expelled and pupils who failed to show respect to teachers, other students, or property did suffer consequences for their actions. Perhaps partly as a consequence of this philosophy, a large proportion of local students went to other schools, mainly private ones. Had Selwyn adopted a more conventional philosophy, perhaps more would have come to the college, though more relevant were social pressures that resulted in children of the affluent attending private schools. Anyway, Selwyn always received many more out-of-zone applicants from surrounding schools than it was able to accept and was inundated with those wishing to enter school in the sixth and seventh forms, most from private schools. In a sense Selwyn created its own zone — of parents and students from the greater Auckland region (as well as from Southeast Asia) who believed in its philosophy.

How successful was this philosophy? Selwyn students did well in external examinations with pass rates well above the national average. Indeed, one year the college received a letter from the then minister of education, Merv Wellington, commending it on its excellent examination results. A school's academic reputation should take into account the characteristics of its intake. Selwyn's students generally came from a higher socio-economic background so one would expect good results. The equivalent of an Education Review Office report in 1986 commented also on the high standard of teaching at the school as well as the quality of its guidance network.

Bob Ford believed that Selwyn students benefited enormously from being given more room to develop self-reliance and express their individuality. On public occasions they usually did the school proud and he found them mature, respectful and articulate in his dealings with them.

There was a notable growth in multiculturalism during the Ford years. In Owen Lewis' time a tradition had developed of around six Chinese Malay students coming to Selwyn in the seventh form to qualify for entrance to New Zealand universities. Intelligent, focused and industrious, they invariably did well in bursary and scholarship examinations. A delightful sense of humour usually lay beneath a demure demeanour. Special needs teacher Sue Gray looked after them and organised many social functions that teachers and students enjoyed.

During the 1980s the non-Pakeha component of the college increased rapidly. Students from other Southeast Asian countries began appearing, some refugees, some with dramatic and horrifying stories to tell. Then a large influx of Pacific Islanders came. Selwyn had always had a small percentage of Maori students, though little provision was made for their cultural identity in the early 1980s, but eventually some progress was made at least in providing Maori cultural activities. One of Bob Ford's last staff appointments was of the first full-time Maori language teacher, the late Danny Munn.

Sue Gray organised the college's multicultural evenings where each ethnic group produced its own music, dance and food, and events of wonderfully rhythmic and dramatic drum-accompanied dancers in a variety of exquisitely coloured costumes and young people proud to express their identity joyously in a new land.

The need for refurbishment and the expanding roll resulted in many building alterations and additions to the college during this time. New facilities for horticulture were established at the rear of the school buildings, a result of the enthusiasm of the first horticulture teacher. David Mead set up a new technology room, a small drama theatre was created, laboratories were refurbished and a new guidance suite was built. Partly as a result of the efforts of deputy principal John Somerville, the college amassed an impressive collection of audio-visual material. All book and non-book resources were centrally catalogued and accessed in the expanded and modernised library, now known as the Lewis Centre, under the management of Adrienne Pedder.

Selwyn had a wonderfully diverse staff with some great characters. John Somerville, in addition to teaching, had been a partner in a business providing audio-visual materials to schools and was an authority on educational technology. In the days of high tariffs he was able to take advantage of schools' exemption from such duties. Selwyn bought motor vehicles, computers and cameras duty free and was then able to update them at regular intervals making a considerable profit in the process. Selwyn was among the first schools to use computers for educational purposes and launch thereby into the unknown with much optimism (and sometimes disastrous results).

Somerville had an impressive ability to innovate with a minimum of adverse consequences. His contribution to the college did not end with his departure to Glendowie College as principal. He and Ford had weekly meetings (on a golf course) where plans were hatched for co-operation between the two schools, one of which eventuated in the setting up of the East City Community Education programme.

Anna Hobday was the other deputy principal. She was an enthusiastic advocate of innovations and worked hard to reduce elements of male chauvinism in the behaviour of her male colleagues. The quality of the deputy principals remained high with their successors. John Kenny followed John Somerville as deputy principal.

In his first week he decided to familiarise himself with the school's culture by accompanying a fourth form group on an outdoor education trip. On the afternoon of his second day away from school, Ford received a somewhat devastating phone call that Kenny and two students were lost. They remained so overnight but were found the next day. Kenny's dulcet tones, self-deprecating sense of humour and meticulous efficiency quickly endeared him to staff and students.

Anna Hobday was followed as deputy principal by Elaine White, a long time staff member who had been in charge of special needs programmes. She brought superb organisational skills and a wicked sense of humour to the job. Senior management meetings, so dependent on good professional relationships, continued as before and decisionmaking remained consensual.

It was a marvelously stimulating staffroom. Rie Korsten was the guidance counsellor. A strong articulate Dutch woman, wise and understanding of the needs of students and staff, she was a great source of support for teachers and students. These areas were continued by Gill Goodison along with Mary Kissler who also organised innovative approaches to catering for the students whose needs were not being met by the traditional curriculum.

Alan Burton, Bill Lake, Sue Lamb and Bill Lennox were successive heads of the English department — always a lively and innovative one. It is a good indication of the calibre of the English teaching staff that Selwyn operated an internally assessed School Certificate English programme with no complaints from parents or students. Alan Burton later became principal of Avondale College. Bill Lake moved into an administration role. Urbane and witty, he added spice to staffroom conversation and was an enthusiastic supporter and participant in school drama and musical events.

Another staff member who became something of a staff institution, was Wayne Smith. Before coming to Selwyn he had spent time in the world of commerce and had not liked it. However, he anticipated experiencing some difficulty in getting a teaching job because principals found his long, immaculately kept hair and ubiquitous jeans unacceptable. But Bob Ford was frankly envious and welcomed him onto the staff. Peter Marshall was head of geography, a great classroom raconteur, and a keen horticulturist. Chris Smith looked after science and then chemistry and was often the centre of staffroom debate. Bob Ford recalls inquiring why he was wearing tramping boots to school and learned he was breaking them in for the forthcoming school camps. Paul Williams succeeded him as head of science. Dedicated and efficient he shared with John Kenny the steely gaze of the fanatical long-distance runner. Helen Edgar was another stalwart Selwyn science teacher who was in charge of biology during Ford's time there. Joan Kac was an older teacher who ran an enterprising community programme and who shamed everyone with her enthusiasm, energy and vitality. Stan Walker was head of foreign languages. His enthusiasm kept even Latin alive – a subject no longer taught in most secondary schools.

Witty, erudite and dedicated he was an elder statesman of the staffroom. Laurie Zegers produced outstanding results in French. June Renwick first came to Selwyn during this time as head of home economics. Selwyn had already been well served in the area of performing arts. David Wood had developed a strong music department and Tro Rowarth had produced some fabulous musicals, and Sharon Graham had established dance as a subject. June Renwick quickly revealed her true colours. Drama was her forte and she quickly established herself as a wonderful, committed and enthusiastic head of that department. The schools drama activities expanded rapidly and small and large-scale productions proliferated.

Another long serving staff member was Elizabeth Scott, English teacher, tutor and guidance counsellor. Gentle and wise, she embodied the Selwyn tradition of focusing on the real needs of students. Ken Rouse ran a meticulously organised technical department. Forever cheerful, Steve Lowe looked after mathematics. Jan Butcher was another long-serving teacher who capably carried out the important work in career's advising.

Some younger staff members spring to mind. Peter Fry was a great fund of dry humour. He claimed he required his classes to make obeisance to him on his day, 'Fry-day'. Simon Curnow, of impeccable lineage and a great capacity to play the clown, did much to keep staff alive and laughing. Brian Marsh's shy demeanour concealed a puckish sense of humour and a quiet ability to get things done.

Selwyn was well served by its administration staff. Shirley Mead

produced an always cheerful and sympathetic image to the front office with her lovely Irish lilt and calm efficiency. Pam Hendry was school secretary. She handled her demanding and often chaotic range of tasks with aplomb and good humour. She was followed by Mavis Adams whose forthright good humour kept staff sane while the world was collapsing around them.

As the roll expanded the school became entitled to an executive officer in 1980. Maria Moppett was the first (and so far, only) appointee. Calm, methodical and always cheerful, she became an indispensable member of the college staff.

Romance was a frequent infiltrator of the Selwyn staffroom. Margaret Parker came to Selwyn as a young mathematics teacher, but was unable to resist the lure of physical education head Murray Ashcroft, now in charge of the ASB Stadium. Another phys ed, Alan Owens, married Dawn Garbett, science teacher. Margaret Henley was an English teacher on the staff when she first met John Kenny, and Shirley Mead's husband, David, was a craft teacher at Selwyn when they met.

Selwyn had a large and expanding community education programme under the energetic leadership of Peter Marshall and Alan White involving 82 classes and 2100 students catering for the educational and recreational needs of the community. Tamaki College was built originally as two adjoining schools, a boys' and a girls' high school. However, it was established as a single co-educational college, initially using both sites but later one of the sites was partly unused. John Somerville, by now principal of Glendowie College, Evert Perry, principal of Tamaki College, and Bob Ford decided to combine the evening school resources of the three schools and centralise them on the vacant classroom block at Tamaki College. Alan White, a Selwyn College teacher, took over its organisation under the supervision of a committee consisting of the principals and board representatives of the three schools. Under White's expert guidance and with the availability of classrooms for day classes the programme rapidly expanded and proved a resounding success, a good example of what can be achieved when schools co-operate rather than compete.

At this time Selwyn was administered by the Eastern Secondary Schools' Board of Governors which administered also Penrose High School (including Metropolitan College) and Glendowie College. The system worked well. Ford was concerned initially that meetings might be too long with much of the proceedings irrelevant to Selwyn College. He also wondered whether a group administering such diverse schools would be responsive to Selwyn's particular needs. His fears proved groundless, largely because of the high calibre of the board members. The individual philosophies of the schools were respected and the principals always found the board supportive of their schools' endeavours. The board left day-to-day administrative matters to individual school's management and were never in any way intrusive or interfering. The board was well served by chairmen Jack Jaffe, Glen Bernard and Dr Peter Ballance. Graeme Ennor was a stalwart Selwyn member whose legal background was invaluable. Doug Smith provided similar expertise in accountancy. The board secretariat, located at Penrose High School, was unfailingly efficient and courteous under the leadership of John Leslie and later Peter Marshall.



THE PHILLIPS YEARS

1987–91

John Russell Phillips BEd
(born 1935)



SELWYN COLLEGE ARCHIVES.

John Phillips was born in Christchurch in 1935. His career included his being principal of Geraldine High School from 1979–86, founding principal of Kurow Area School from 1976–78 and head of science at Kawerau College from 1968–78. He was the fourth principal of Selwyn College with a South Island background. His previous leadership roles were characterised by an emphasis on academic, cultural and recreational excellence, and by outstanding student achievement.

The appointment by the board of a new principal from a conservative South Canterbury background can be considered as being influenced, at least in part, by perceived parental dissatisfaction with the college — certainly the view of some parents and board members but by no means all.

A group of parents had met in November 1986 to air concerns about what they saw as the poor image projected by the college.

The meeting considered a range of measures that were aimed at improving the college's standing in its neighbourhood, including:

- a) the college catering first and foremost to the needs and requirements of the residents in the immediate area;
- b) much greater control over groups from outside the college distributing literature and imposing their views on students;
- c) the development and encouragement of personal character in students and the improvement of team spirit within the college;
- d) more recognition being given by the Eastern Secondary Schools' Board and principal to the views of the Selwyn College Parent-Teacher Association;
- e) greater consideration being given by the board and college staff to the views of parents;
- f) better liaison and understanding between the board and parents;
- g) a tightening of discipline in the college; and
- h) improvement in the standard of dress of students and some staff.

The findings of the meeting and these recommended measures were passed on to the board and to the PTA. It was against this background that Phillips was appointed. He started work at Selwyn College on 26 January 1987. At a staff meeting on 18 February

1987, he described his first impressions of the college as, a 'warm, friendly, close knit community that cared about one another'. But he observed that the college, presented a 'scruffy, unprepossessing, run down image ... Passers by, parents and adult community education class members are presented with a poor visual image'.

Concerns were also expressed over the disruption of the learning activities of those who wanted to work, by those who did not; and over disruption of teaching programmes by extended outdoor education camp programmes. These early comments signalled Phillips' determination for a major upgrade of the college's teaching accommodation, and on establishing teaching routines in which disruption to the continuity of programmes was minimised.

He introduced major curriculum changes which took effect in 1988. Senior classes proved to be settled and productive. The college gave increased and sustained attention to how well students learned. The 'multi-levelled' approach to organising for the differing needs of students proved to be such a success that it was resolved to extend this organisation to include form four in 1989. This development enabled fourth-form students to pursue School Certificate in some subjects as their goal in 1989 and succeeding years. This was extended from 1989.

In July 1988 the principal raised with staff, the issue of the promotion and achievement of excellence at Selwyn College:

The College philosophy details eleven broad objectives for the educational offering at Selwyn. Those objectives aim to meet the needs of young people in the course of their school careers, and on contributing to the meeting of their likely needs beyond school. There is a consistent wholeness about those objectives taken together. They are most worthy objectives for us to work to achieve. I believe that in many respects, these aims are achieved in good measure. A wide range of needs is met. There is encouragement for self-reliance and self-discipline. School leavers from here do tend to be stable, confident, flexible and adaptable. However, a critical appraisal of the school's level of achievement in providing 'an education that promotes excellence' is likely to provide considerably less cause for satisfaction. In many areas of activity, where high levels of expectation, motivation and encouragement prevail, excellence is both promoted and achieved. For some students though, there is frustration and boredom. That daily experience for those students is counterproductive as far as the promotion of excellence is concerned. There is a kind of wastage of human potential inherent in that. I believe that there is an urgent and imperative need to undertake a critical appraisal of the school's achievement in 'promoting excellence'.

The discussions that followed concentrated on the link between student achievement and expectations. Some students had high expectations and achieved accordingly. Other students, who lacked the maturity to have high expectations, needed others to have

high expectations of them. While still valuing the ideal of students desirably being inner directed, self motivated and self disciplined, it was accepted that some students needed the high expectations of others if they were to fulfil their potential. Raising expectations was seen as one of the keys to promoting excellence. This was the role of the staff.

On her retirement at the end of 1987, deputy principal Elaine White reminded the audience at the school prizegiving of the school motto, *Sapientia et Probitate* (be wise and honest). Carol White, a future principal, replaced White as deputy principal in 1988. That year Bill Lennox became head of English, June Renwick head of drama and Brian Jackson head of history. Bill Lake and Tro Rowarth stepped up to the administration team.

In 1989 Murray Ashcroft joined the stadium management as director and was replaced as head of physical education in turn by Peter Leggat and David Allan. Dave Hullah was appointed head of technical. After 23 years at Selwyn, Peter Marshall retired in 1990 and was replaced as head of geography by David Fowlie. Elizabeth Stone became head of junior mathematics, Christine Barlow, head of physics and Kay Titchener head of art following the resignation of Dennis Greville.

Significant changes in the management of education were imminent. Before 1989 a great deal of work was done on what became known as Tomorrow's Schools, the outcome of the *Administering for Excellence* report prepared by businessman Brian Picot. In many schools, including Selwyn, implementation of the new system by 1 October 1989 created difficulties and conflict. In March 1989 the last meeting of the Eastern Secondary Schools' Board was held at Glendowie College.

The election of the Selwyn College Board of Trustees was carried out in April. Twenty-six people stood for election. Alan Calvert, Robert Chan, Bronwyn Gallagher, Rodney Harrison and Pat Walters were elected as parent representatives. Phillips joined the board as principal. Alicia Williams was the elected student representative, and Bill Lennox was the elected staff representative. The board met for the first time on 25 May 1989.

The board's early work was on the development of the college's mission statement and charter objectives, core policies and the definition of the college's 'home zone'. The Education Act gave students an absolute right to go to their neighbourhood school. The legislation also provided for a ballot of available places for out-of-zone students if the college's roll ceiling was not exceeded. Since, of the students leaving the neighbourhood primary schools, a rapidly increasing proportion were opting to go to Selwyn, it was anticipated that there would be few places to ballot for out-of-zone applicants. As it turned out, a balloting process was not used to select out-of-zone applicants for form three places. A selection process based on a points system was used. It was further anticipated that, under Tomorrow's Schools, home-zone students and their parents would exert a greater pressure on the delivery of a form and style of education that the neighbourhood community required.

Finding out what the college's community of parents and students thought and expected of education was the subject of an extensive opinion survey in July 1989. The survey was consistent with the

'broad community involvement' that was envisaged in Tomorrow's Schools. The following expectations came up repeatedly:

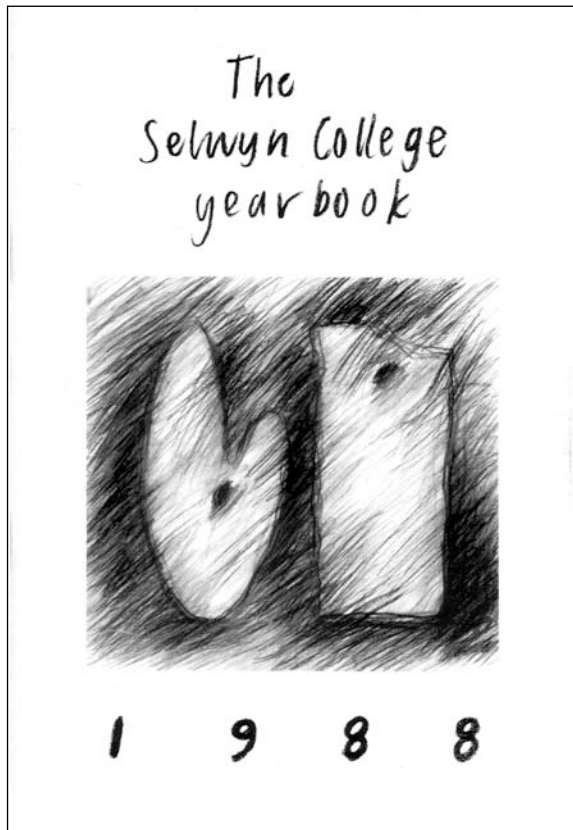
- There should be clear boundaries for behaviour, especially in the meeting of deadlines and in the recognition of personal responsibility.
- Students should be extended to their potential. Students were often seen as not being extended in their studies.
- Students should be polite, courteous, and considerate of others and their property.
- Achievement should be given greater recognition.
- More emphasis should be given to core curriculum studies. However, many valued the diversity of course offerings — especially at senior level.
- The challenge to the board of trustees was to develop a mission statement, a set of general goals, and a set of policy directives that would accommodate the diverse expectations of the college community.

What followed was a series of meetings aimed at developing the Tomorrow's Schools charter and policies that would give direction to the operation of the college as a 'self-managing' organisation. This was no easy task as there was tension between parents who were determined to give some direction to the development of their school and others who thought they knew what was best for the college and its neighbourhood. There was also tension between parents who valued excellence in academic learning outcomes for students and others who believed that schools existed primarily for social-learning purposes.

In March 1990 Phillips sought to clarify the relationship between curriculum and guidance in the college. He wrote:

... curriculum considerations are central to any school's functioning. I believe that all schools should be curriculum centred. That is not to say that schools do not perform other very important and valuable functions. They do. They can provide a supportive context in which personal growth and development can take place. They can provide a broad range of experience and contact which can be both fulfilling and enriching. I must say that I attach the highest possible value to the curriculum offering of Selwyn College. Its diversity is the envy of most other schools. Its capacity to accommodate the diverse needs and aspirations of students is extraordinary. We should, all of us, be very proud of the curriculum offering. So what of guidance? It is a very important and valued aspect of the functioning of this and many other Colleges. I believe that the guidance function in a school is both a support service for students when needed, and a humanising factor that serves to continuously remind us that students are whole people. In those senses, guidance is both enabling and balancing. I believe that that is the common ground in guidance — whether that guidance involves form teachers in their pastoral care role, whether it involves subject teachers dealing with students in their classes, or whether it be tutors aiding students, advising students, or problem solving with students. Without being too critical, I have to say that, in the above terms of reference, a school that asserts that it is 'guidance centred', may have lost its way. I prefer the term 'guidance oriented' and am using it consistently.

Subsequently, the guidance function was constituted as a department in the college with Dorothea Lewis, the guidance counsellor, as head. Early in 1990, a curriculum committee was established as a standing committee. The curriculum committee was charged with the responsibility of undertaking an annual review of the curriculum, co-ordinating and considering recommendations for change and making recommendations to the principal. John Kenny



Selwyn College Yearbook, 1988 — the first college magazine published since 1983. It was edited by Student Council co-president Paul Gilbert (chair of the Selwyn College Golden Jubilee Organising Committee, 2006). It was funded by sponsorship and was a welcome addition to the college's calendar. Regrettably, it did not set a precedent and it was 1994 before a yearbook was again published. A college newspaper, the feisty *Selwyn Sun*, was produced from 1984–90. It concentrated on gender, racial and other social issues but contained relatively little college news. A yearbook is now a regular feature of Selwyn College life. PAUL GILBERT.

gave most valuable leadership to the work of the committee.

Greater numbers participating in school sports on Saturdays was reported by Peter Leggett, head of physical education. Derek Moppett coached the first XV. Damon Salesa (a future Rhodes scholar) was judged the most outstanding player in a team that gained third place in their championship. David Greenstreet was selected in the New Zealand schoolboys' water polo team.

Michelle Girvan swam for New Zealand in the Asian-Pacific Invitation Meeting in Singapore, where she won gold, silver and bronze medals. Past pupils Alan Ovens became a New Zealand representative in basketball and Gary Ball, a past pupil, placed a New Zealand flag on top of Mt Everest. Later in 1990, links were

formed between the college and Toyama College of International Studies in Toyama City, Japan. The sister-school agreement provided for ongoing exchanges between the two colleges. Following a visit to Toyama City, Kyoto and Tokyo by a group from Selwyn in June 1990, the first group from Toyama College visited Selwyn in November 1990. The Toyama students made a cultural contribution to the senior school prize giving which, that year, was as much a cultural festival as it was a prize giving. Korean, Samoan, Maori and Indonesian groups of students contributed. The Toyama students' contribution was a demonstration of Kyudo — traditional Japanese longbow archery.

During the Phillips years, the roll of the college recovered steadily. It had topped 1200 under Bob Ford.

At the start of 1991, the roll was 1119 students. This number was close to the maximum that could be accommodated on the site. The form six roll of 303 students was the largest form six roll that the college had ever had. In addition, the form seven roll of 256 students was the largest roll that the college had had at that level.

There were significant changes in the ethnic origins of the students attending the college:

	1988	1991
Asian	4%	18%
European	81%	62%
Maori	10%	11%
Pacific Island	3%	7%
Other	2%	2%

During the 1980s and into the 1990s, the composition of the roll also changed:

	1982	1991
Form 3	224	159
Form 4	221	196
Form 5	228	205
Form 6	212	303
Form 7	148	256
Total	1,033	1,119

The Phillips years were not the happiest for the college but they were not as dark as some critics have painted. Phillips had to deal with a divided board of governors and later a divided board of trustees, major administrative change imposed by the government and ever-changing demographics in the college community. Since leaving Selwyn Phillips has been working as an education consultant with the Ministry of Education.

THE CO-PRINCIPALS 1992–2000, 2003–2006

1992–2000 JOINT:

John Rex Kenny MA(Hons) DipTchg
(born 1943)

Carol Kate White (née Guiniven)
BA DipTchg
(born 1940)

2001–2002 SOLE:

Carol Kate White BA DipTchg

2003–2006 JOINT:

Carol Kate White BA DipTchg

Paul Charles Williams
MSc(Hons) DipTchg DipSchMan
(born 1952)

2007– SOLE:

Carol Kate White ONZM BA DipTchg

Following the resignation of John Phillips as principal neither John Kenny nor Carol White was keen on applying for the position as sole principal. Having worked together as deputy principals, the concept of a dual arrangement was more in keeping with their philosophy of shared responsibility and mutual support. They shared these thoughts with the board of trustees and were encouraged to apply singly with the proviso that if they were selected as the most suitable applicants, a way might be found to implement the novel concept of a co-principalship.

The appointment of Kenny and Mrs White as co-principals was probably a first in New Zealand. Rodney Harrison, a lawyer on the board, found ways round the initial legal constraints. This concept has worked well at Selwyn. The high level of professionalism and mutual respect between the co-principals was an essential element of this success. Following the retirement of Kenny in 2000, Mrs White served for two years as sole principal before Paul Williams was promoted in 2003 to join her as co-principal.



John R. Kenny and Carol K. White (née Guiniven), co-principals 1992–2000 (Mrs White was sole principal from 2001–2002). SELWYN COLLEGE ARCHIVES.



Paul C. Williams and Carol K. White, co-principals 2003–2006. White became sole principal from 2007. SELWYN COLLEGE ARCHIVES.

Kenny, born in New Plymouth on 24 August 1943, had been appointed deputy principal at Selwyn College in 1984, coming from head of history at Auckland Grammar School. He was raised in Taranaki and the Waikato, gained his MA (Hons) in history from the University of Auckland in 1967 and taught in a number of schools in New Zealand, Britain and Canada. A keen long-distance runner, he also coached the first XV.

Mrs White (née Guiniven), born in Wellington on 10 September



1940, came to Selwyn College as deputy principal in 1988. She graduated with a BA in English from Victoria University of Wellington before teaching in Wellington, the Bay of Plenty and then Northcote College on Auckland's North Shore. White and her husband, Peter, chose to send their three children to Selwyn from out of zone before she joined the staff as deputy principal.

Initially the senior management team comprised Marvynne Kalaugher, Bill Lake, Tro Rowarth and Bill Lennox with the co-principals. Being new to the job, Kenny and Mrs White sought professional guidance particularly in problem solving strategies. Edna Tait (principal) and the management team of Tikipunga High School, Whangarei, were instrumental in providing some of the best professional development they received.

Williams, born in Dunedin on 19 November 1952, was educated at Wanganui High School and the University of Auckland where he gained his MSc (Hons) in 1977. He joined the Selwyn College staff in 1979, rising steadily through the various levels of responsibility. Another keen long-distance runner, Williams coached several sports, especially triathlon.

Selwyn had by the time of the co-principalship become a college for many cultural groups. It is hard to imagine a school that catered for such a diverse ethnic mix. Refugees from Kosovo and Afghanistan added to this mix in 1999 and 2002 respectively. Selwyn's ethos of mutual respect between students and students and staff has helped to build strength from this diversity. Multiculturalism is celebrated annually with concerts and other activities.

In 1992 Te Atakura graduates Lance Hawke and Reremoana Renata took up the position of leading the teaching of Maori at Selwyn following the tragic death of Danny Munn in 1991. Their complementary personalities and absolute passion for improving Maori achievements helped fill the void left by Munn. Their teaching of Te Reo and indigenous culture is an essential element of programmes at the college.

The demography of the college changed quite rapidly through the 1990s. New Zealand-born European students were at 81 per cent of the roll in 1989. By 2000 the same group had fallen to 41 per cent. This change was due partly to the abolition of zoning. Many students from less affluent areas were attracted to Selwyn whereas students from the more affluent local areas chose to go elsewhere. While this had to a degree always been the case, a number of surveys revealed that the lack of a school uniform was a factor in this trend. A new school uniform was introduced in 2003. The image of the school was upgraded. Without compromising philosophic principles, methods and systems were restructured to better present the school to its local community. The staff continued to be new agents for a transformative school — one which taught students to think, to show concern for others and to question injustice.

A new health centre was opened within the school in 1996. An early childhood centre opened in 2004, catering for the children of a growing number of adult students. Many of these were from refugee families in need of English language skills. Selwyn had adult refugees from 2000 and for mothers of pre-school children, satellite venues with childcare facilities had been used.

Several long-serving staff retired or moved on during this period.



Dr Damon I. Salesa (born 1972), Selwyn boys' all-round sports champion 1990, Rhodes scholar 1997 — New Zealand's first with the Pacific Islands' ancestry (Samoan). He spent three years at the University of Oxford, England, and in 2001 was awarded a National Library of New Zealand research fellowship to write a people's history of Samoa in the 19th century. It was the first time the award had been given for Pacific studies.

SELWYN COLLEGE ARCHIVES.

The elder statesman of the staffroom, head of mathematics Steve Lowe, retired at the end of 2001 after 37 years' service. Denise Edwards was appointed in his stead. Chris Smith (chemistry), Helen Edgar (biology) and Jan Butcher all retired after long service.

Several ex-Selwyn College staff members moved on to more senior or lateral roles in education. These included Sue Abel, Linda Dillon, Trevor Thwaites, Bill Lennox, Louise Parker and Sue Gray. Dorothea Lewis and Aileen Cheshire were counsellors who founded Selwyn's anti-harassment team in the early 90's. Their extraordinary work benefited the college over many years. This work was recognized in 1999 when Selwyn's anti-harassment team received a standing ovation at an international conference on narrative therapy in Adelaide, Australia. Ms Lewis and Ms Cheshire were awarded Winston Churchill traveling scholarships in 2000. Long-serving deputy principal Bill Lake was to a large extent the face of the college. His judgment, humanity and loyalty contributed to the success of Selwyn College.

Stimulated by a Ministry of Education request for technology development in schools, a joint committee of students, staff and the board of trustees developed a programme of technology planning and implementation. While Selwyn was not one of the four schools selected to pilot this work, the plan formed the basis of further substantial investment in information technology. Selwyn students to succeed scholastically include Damon Salesa who in 1997 won a Rhodes scholarship to study at the University of Oxford, England. Many families have done well at Selwyn, none more so than the part-Samoan Salesa family.

In 1992 Simon Chan topped New Zealand in bursary English and music. Philip Rowe was the country's top history scholar in 1997 bursary. Liang Ching won five scholarship awards in 2000 with a first in economics. Deborah Simpson gained New Zealand's top mark in bursary science in 2002. Past pupils who went on to scholastic success included Richard Christie who graduated PhD in 1997. Stephen Hunter won the Auckland District Law Society's prize for the top undergraduate. David Allan, head sport and physical education co-ordinator, reported in the 1994 yearbook that

students participated in 25 sports. This catered for the many cultural backgrounds represented within the college. Some of the more notable achievements are reported below.

Girls' and boys' basketball continued to be strong at Selwyn often winning their leagues. In 1998 the senior boys' basketball team went on to win the Auckland premier league and took fifth place in New Zealand. The senior girls' team came fourth in Auckland that year. In 2000 Soraya Hellaby represented New Zealand in the girls' under-18 basketball team and was an Auckland under-21 netball representative. In 2003 the Selwyn girls' under-19 basketball team was undefeated.

Boys' soccer won the senior B championship in 1994, but could not maintain A grade status in subsequent years. In 2002 the boys' first soccer team gained third place in the B grade. The team benefited from the soccer skills of several Afghani students. Selwyn girls' first hockey XI won its grade competition in 1996 as did the girls' water polo team. Other sports included kilikiti, table tennis, weightlifting, golf and sailing. Students to represent Auckland in athletics included Mark Cooper, Robert Old, Kapetama Tukuafa and Isaac Hunia, who went on to win first place in the North Island secondary schools' junior boys' javelin with a throw of 44 m. Winners at Auckland's champion of champions meetings were: Asora Sua, first in the javelin (1996); Florence Taula, first the javelin (2000); and Jordan Lugaluga, first in the intermediate shotput (2003).

Helen King was first in the 200-m freestyle at the 1994 North

Island secondary schools' senior swimming championships. Katerina McColl won the senior 50-m backstroke at Auckland's central schools' championship. Karma and Logan Campbell represented New Zealand at international taekwondo festivals and collected bronze and gold medals respectively. Kathryn Barr became a New Zealand representative in international rhythmic gymnastics after taking first place in the Auckland and North Island championships.

The building of the Selwyn Theatre was a major achievement of this period. A multicultural dinner in 1994, presided over by Sir Paul Reeves, launched the theatre fundraising in earnest. Fundraising continued through the nineties with willing help from many parents and others. Maria Moppett, the executive officer, supervised the project. Selwyn College had become renowned for its performing arts programmes.

On the completion of the theatre the main entrance was made more appealing. The entry canopy was modernised and the Kohimarama Road fence line was upgraded with a block and stone wall. The next major change was the new road past the Technical block to an early childhood development centre. This centre, opened by the Prime Minister Helen Clark in 2004, facilitated childcare for adult refugees now making their home in New Zealand.

In 2006 Prime Minister Clark unveiled a Terry Stringer sculpture at the front of the college entitled 'Queen Victoria thinks of Te Kawau, Te Kawau thinks of Queen Victoria'.



The Selwyn College logo adopted in 2002 after being adapted by Blue River Creative Ltd from a similar earlier one. Some sympathy remains among former teachers and past pupils for the original school crest and its Latin motto.
SELWYN COLLEGE ARCHIVES.



COMMUNITY LEARNING

Alan White

When the college opened in 1956, it adopted a policy of providing for an adult learning. The provision of learning opportunities for adults has from the outset always been an objective for Selwyn College. Starting humbly as evening classes, the adult learning programmes offered by the college have become both diverse and sophisticated. Today they range from refugee education to the tuition of advanced computer and foreign language programmes.

Foundation principal N.P. Pitcaithly was a strong believer in community education having pioneered such programmes in Northland College, Kaikohe. This was visionary for the time.

Jim McDonald, who was head of languages on the foundation staff, served as the first evening class supervisor establishing the foundation upon which others would build. Tom Armstrong followed and was also head of physical education at the college. During his time as evening class supervisor, Selwyn reached a peak of 800 students attending evening classes. He introduced postal enrolments and established a large number of short as well as long-term classes. The Department of Education had a policy of encouraging academic examination classes and in the hey day of School Certificate and University Entrance, the popular core subjects flourished. At this time the school received, in addition to modest enrolment fees, a substantial grant for all evening classes that operated and there were no extra charges levied for electricity, heating and general wear and tear. This encouraged further growth of the evening school programme.

A memorable event introduced by Armstrong was at the end of each year to stage an evening class night when the various classes demonstrated their work and a guest artist, singer or musician, was invited to take part. From 1973 this function was ended because the evening class roll had grown to such an extent that it became impracticable to accommodate such a large crowd in the school hall.

Peter Marshall arrived at Selwyn College in 1967 as head of the geography department. He brought with him experience of evening classes at Gisborne Boys' High School. He took over as the evening school supervisor in 1973 and attracted students from throughout the region. He also networked with the various craft organisations and the result was that students started to attend some classes from as far afield as Hamilton.

An arrangement with the Coastguard and other groups to have Selwyn College the recommended centre to which yachtsmen could go and be prepared for the Ministry of Transport exams in navigation was typical of the sort of approach taken. From 1975 the names of instructors were included in the prospectus and without doubt many of the well-known instructors were a drawcard in the

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FOR MORE INFORMATION you can collect our complete Prospectus from the following:

Libraries: City, Epsom, Glen Innes, Howick, Parnum, Pakuranga, Parnell, Porsonby, Remuera and St. Heliers.

Community Houses: Orakei, Meadowbank and Glen Innes.

OR YOU MAY ENROL AT A SPECIAL ENROLMENT TIME:

Tuesday 13 February: 5-7pm Selwyn College
 Wednesday 14 February: 5-7pm Selwyn College
 Thursday 15 February: 5-7pm Tamaki College
 Thursday 15 February: 7-9pm Glendowie College

Community education being promoted at Selwyn College, 1989.
SELWYN SUN, NOVEMBER 1989

various fields of study. Examples include Barry Thomas (antiques), Robyn Martin (cooking), Don Sharp (interior decorating) and the late Greg Whitecliffe (art).

Unexpected problems sometimes arose. As a non-Jew, Marshall was unaware of the extent of anti-Semitism in New Zealand until he attempted to establish classes in Hebrew, the language of Israel. Opposition came not only from within the Education Department but from other areas as well. However, the classes were eventually established and were taken by Rabbi 'Tov-Lev from the University of Auckland. Parking became a major issue as the only areas available were at the front of the school and as a result most students were forced to park on the road and adjacent to nearby shopping centres. Shopkeepers complained that it affected their trade — claims were made even more strongly when daytime classes were established.

To cater for the six to eight daytime classes, Marshall established crèche facilities in the kitchen at the back of the assembly hall in 1979. They were well used and were well run. But the following year permission to run the facility was refused because, according to the Education Department, supervisor Joyce Green, was not qualified. She was the mother of nine.

It was at this time that Marshall, who was in charge of 28 or so adult day-school students at the college, put forward a proposal that the community education and the day school programmes be more closely integrated. But the suggestion was not taken up. As space

was at a premium some classes had to be held on weeknights at Glendowie College and at St Peter's sports pavilion.

Growth in evening school enrolments at Selwyn College are demonstrated by the following figures: in 1972 there were 62 classes and 850 enrolments, in 1973 there were 73 classes and 1100 enrolments, and in 1981 there were 82 classes and 2100 enrolments. None of this would have been possible without Valerie Stewart and later Carol Grbich who were appointed to help part-time in the office. They became very much part of a team and carried out duties well beyond their brief. They have both since died. The college is indebted to them as it is to Bob Green who was assistant supervisor at this time.

Fees rose steadily to \$8 for short courses and up to \$15 for full-year courses. With the government grant for each class, this meant that the additional funds could be made available to the school to provide extra resources that both the day and evening school students could share. Marshall continued to be in charge of the programme for nine years until the end of 1981.

At the end of 1981 I was persuaded to take over managing the evening class programme. I did not start this task with great enthusiasm but the principal, Bob Ford, insisted that as he was offering me a 'great professional opportunity' I should do it. In those days we had to balance extramural activity with our teaching and other responsibilities in the college. There was also limited office assistance available. Much was demanded of evening-class supervisors. However, change had started to take place since the 1970s when Education Minister Phil Amos created some designated community learning centres and started a pilot scheme. This eventually was to impact on adult education and on Selwyn and helps to explain how our programme developed into its present character.

The underlying idea of designated community learning centres was that schools would be open to their communities, like Selwyn, and that there would be greater networking of schools with their communities and with other providers. Those fortunate schools which were selected were provided with an allowance for a full-time director and support staff. They were also offered more flexibility in the use of their teaching resource time. This concession gave them the chance to do more and the leadership of key people and some of the programme directors, encouraged the development of a philosophy of community education. We were all challenged to think further than just evening classes.

As a proven pioneer in community education, Selwyn should have been chosen as a community learning centre from the start. Unfortunately this did not happen. But we continued to grow as a de facto community learning centre. We argued long and hard to gain the same recognition but to no avail. The Education Department eventually recognised the value of the concept for schools and communities alike and it started to resource time for programme directors even if they were not full time. This provided more time for them to network with others and for them to develop a philosophy of practice. Translated in to practice, this philosophy encouraged directors to network with their communities and other providers in school and community organisations. It also reduced the high turnover of programme directors and so the expertise in

the field was retained and programmes everywhere became more professional. This move was important for Selwyn College and for me and helps explain why I have remained in the position now since 1982.

I managed the Selwyn College community education programme from 1982-84. During these three years we increased the number of short courses significantly. At the end of 1984 I had decided that three years was enough. I served notice on the principal that it would be a 'great professional opportunity' for someone else. But he could not find anyone prepared to take on the responsibility.

Ford told his friend, John Somerville, that I was retiring and that he did not have anyone to take on the position. Somerville had initially been my head of geography at Selwyn and was later deputy principal. He had been instrumental in persuading me to take on the evening classes in the first place. He became principal at Glendowie College in 1983 and, although Glendowie had only a few classes, he understood the benefit of a community education programme. At the same time Tamaki College had a large resource which it was not using and it also had vacant space on the 'girls' site' opposite the Glen Innes swimming pool. Somerville, always a visionary and sometimes an opportunist, proposed that Selwyn combine its programme with Glendowie and Tamaki colleges and make me a full-time director for the three colleges. Principals Evert Perry from Tamaki and Ford from Selwyn agreed to the idea and I was encouraged to give up my teaching duties and to develop this position on a full-time basis. It became known as East City Community Education after the East City Stadium, subsequently known as the Chase Stadium and now the ASB Stadium. I now had the time to network and to learn how much more we could achieve given the chance.

From the outset of East City Community Education, Selwyn College made a magnificent contribution to the development and operation of community education in Glendowie and Tamaki colleges. Their programmes grew out of the existing large and professional Selwyn College programme and its expertise. We started a full range of day classes in 1985, using the available rooms at Tamaki College. Because of demographic changes in its catchment area, Tamaki College had a falling roll and was undergoing a transition over five years. This involved consolidation of the college onto the 'boys' site' on the corner of Taniwha Street and Elstree Avenue, the site of Tamaki College today. Meanwhile we had 10 rooms at our disposal on the former Tamaki 'girls' site' opposite the Glen Innes swimming pool. These rooms had become vacant and available to us because of both the falling roll and the transfer of some classes to the 'boys' site'. Although we continued to struggle to get Education Department assistance for anything, we were compelled to become innovative.

We ran a home alteration class to get some of our space altered to make an administration office on site. Alison Robertson from Tamaki College worked closely with me and she and I painted through the Easter of 1985 to complete an office. She also made a significant contribution to the development of East City Community Education from 1985-90.

When Evert Perry left Tamaki College he was replaced by John Grant. Co-operation continued. Somerville and Grant were



supportive principals. The new Selwyn principal, John Phillips, was similarly supportive. In 1992 Tamaki College lost the 'girls' site' after it had completed the process of consolidation onto the 'boys' site'. A resulting lack of interest meant our site became run down and insecure compelling us to move to what had become and remains today the Tamaki College campus. Even though the school had consolidated on the one site, its roll was low and declining and so the principal, John Grant, was still able to make two classrooms available for our daytime activities. We were ambitious to do more and so we bought two new classrooms for East City Community Education.

Selwyn College co-principal Carol White brought a philosophy and practice to everything she did and had a special interest in the college and its community and the role of community education. This was important because she was the chair of East City Community Education and the person I worked with most. She was also instrumental in supporting the introduction of the Selwyn College

after school children's programme, which was started by Vivienne White and was managed through the community education office.

But the dynamics were changing and Selwyn wanted to do more than was possible under the East City Community Education model. In April 2000 the Selwyn College Board of Trustees decided that it would be advantageous for Selwyn to 'go it alone'. I had always been a Selwyn employee including during the East City Community Education years. The other schools had contributed a time allowance to Selwyn to help me administer their programmes. After Selwyn's withdrawal I remained as director of Selwyn community education.

The Selwyn community education prospectus now better reflects the nature of Selwyn as a college. Even the after-school children's programme has benefited from the separation and it is certainly better for the identity of Selwyn College and its activities. Enrolment numbers have increased and all the co-operative relationships with community groups and agencies have been maintained.

STADIUM STORY

Bruce Wickes

In 1987 a new stadium opened on the grounds of Selwyn College. How did this come about? In the early 1980s with the growth of the roll the college gymnasium was proving inadequate. As the college had grown to 1150 students some funding from the Department of Education was available to upgrade the gymnasium to allow a recreation course to be introduced for the senior school. Principal Bob Ford had earlier experience at Pio Pio College of combining government and community funding and developing a larger facility that could provide a benefit for the community as well as the college. He discussed this concept with a range of people and found there was good support. In March 1983 a planning committee was formed. Meetings were held with interested parties to explore this concept further as well as meetings with the Education Department and local councils to determine the legality of such a project. Concept drawings of what was required were prepared including preliminary cost estimates of \$2 million that left more than \$1 million to be found by the community.

Some funding came from raffles, donations and social events that also publicised the project but after receiving a report from a professional fundraiser, it became apparent that a concerted effort was needed to make the community aware and sufficiently supportive to provide the necessary funds.

A structure was put in place in 1984 to manage the project and

continued until the project was complete in 1989:

- patrons included Sir Tom Skinner, Sir Laurence Stevens, Dame Cath Tizard and Don Rowlands;
- board of trustees to take legal responsibility for the project included Doug Smith, chairman, Eastern Secondary Schools' Board; Bob Ford/John Phillips, principals, Selwyn College; Juliet Yates, Auckland city councillor; and sports body representatives Philip Temple and Ben Benacek; and
- executive committee to design, build and fund the stadium included Bruce Wickes (chairman), Ron Stewart (building design and construction), Rob Challinor (finance), Graham McLean and David Lawson (publicity); and Peter Debrececy and Roy Austin (fundraising).

These groups worked closely with the college and head of physical education Murray Ashcroft during the period 1984-89 to bring the project to fruition.

The architect, Brian Dodd from Dodd Paterson Architects, was engaged to develop preliminary drawings of the stadium and during this time he visited a modern stadium in Brisbane that had been a successful site for Commonwealth Games events. These drawings provided something tangible to talk to interested parties about. New costings indicated that the final costs would be in the \$4 million range.

During the planning stage several sports organisations were consulted to ensure that the finished stadium would satisfy the competition and spectator needs of a wide range of different sports

to international level. The stadium design set out to cater for as many sports as possible including tennis, gymnastics and volleyball that required additional stadium height which led to the raised middle section of the roof. Spectator needs were met by variable seating to cater for events exceeding 2000 spectators by a mixture of fixed and movable seating.

In 1985 a full-time executive director, Mike Parkinson, was appointed to publicise the project, promote fundraising plans and to keep the administration under control. Newsletters were produced and distributed throughout the region and newspaper publicity sought whenever possible. In 1987 Lloyd McGrevey took over the administrative roles and in 1988 Steve Antunovich became executive director.

Following Auckland's successful bid to host the 1990 Commonwealth Games a concerted effort was made to convince the Games organising committee under Judge Trevor Maxwell and the New Zealand Gymnastics Association that the stadium should be the venue for gymnastics at the 1990 Commonwealth Games.

Initially fundraising had been based on street appeals, donations, raffles and social functions but as the concept kept escalating and its cost increasing it was clear that these sources would be insufficient. The final cost to build and fit out the stadium as well as parking and grounds work was in the order of \$6 million. Secure funding was available from the Education Department, Auckland City Council, Auckland Regional Council and being selected as a venue for the 1990 Games attracted some funding, as well as some increased costs. An ambitious fundraising plan was developed to be presented to varying commercial sources for naming rights to various parts of the stadium, advertising, corporate boxes, donations as well as approaches to other government and local body sources. Lower-level fundraising activities still continued within the college and the local community.

The major organisations and individuals which supported the stadium appeal with money or materials were recorded on two plaques mounted in the stadium foyer. A key contribution came in

December 1985 when property developer Chase Corporation Ltd bought the stadium naming rights and guaranteed finance to allow the building programme to start. During 1986–87 many sponsorships were taken up and the future looked secured. But the 1987 sharemarket crash made sponsorship less attractive and some deals that were agreed failed to materialise.

During this difficult period the stadium was given sympathetic treatment from ASB Bank Ltd and Bank of New Zealand Ltd, allowing the building programme to continue. But although progress was maintained the stadium was incurring high interest costs. In 1989 ASB Bank agreed to take over the naming rights from the embattled Chase Corporation for 20 years with a right of renewal, along with the majority of the stadium's debt — a move allowed the stadium to be completed and become operational.

Initially the plan had been to expand the original gymnasium but after consultation with the community and sports organisations, a more ambitious plan was developed. The college had space at the rear of the western end of its property which was undeveloped and would be well suited for a new stadium. It could also be easily linked to the existing gymnasium and the rest of the college. When the final plans were completed tenders were called for building the main structure and Macrennie Construction Ltd was selected and the contract to build let in August 1986.

Earthworks had started in May 1986 and the building progressed through various stages and was handed over for initial use in July 1987. In 1988 the stadium won an architectural design award. Once the funding was secured the final fitout was completed and the development project was officially at an end.

In 1987, with stadium construction underway, a management committee was formed with Philip Temple as chairman containing members of affiliated sports organizations. This committee established hire rates for the stadium and handled day-to-day operational activities. In March 1988 Murray Ashcroft was appointed stadium manager and joined Marilyn Bray who undertook the administrative role from 1987.



The ASB Stadium, which played an important role in the public image of Selwyn College and the development of Auckland sport. Pictured in 2006. G.J. HUNT.



The stadium soon became important in the college curriculum and provided a much needed resource for the college. Because of the facilities available it also became used for inter-collegiate events. The college had priority use during school hours.

Outside organisations saw the possibilities of the stadium for club events and it played host to many different sporting, cultural and commercial activities some on an international scale such as the world rollerskating championships, national basketball finals, netball tests, international tennis, world championship squash, professional boxing, Russian gymnastic team, Harlem Globetrotters, world trampoline championships, Chinese Circus, Warriors Rugby League Club launch, Calico Christmas, annual Book Fair, Chinese food show, Doll and Teddy Bear Fair, craft fairs, Robt Jones Investments Ltd annual meeting, Chase Corporation annual meeting, National Party election rally, Wella fashion shows, Maori Sports Awards dinner and Laura Fergusson Trust dinner.

In 1990 the stadium was the venue for the Artistic and Rhythmic Gymnastics events during the XIVth Commonwealth Games that saw the first two gold medals won by New Zealand gymnasts Angela Walker and Nicky Jenkins. During the Games the demonstration netball was played at the stadium. Among the VIP visitors were Prince Edward from Britain and Australian Prime Minister Bob Hawke. Every Games session was sold out and even the practice sessions attracted a paying audience.

During the stadium's development it has been known by a number of names. Initially it was known as the Selwyn College Stadium but as the executive tried to attract outside sponsorship in 1984-85, the name East City Stadium was registered and used. In 1986 following the sale of the naming rights the name changed to the Chase Stadium until September 1989 when it was renamed the ASB Stadium following the transfer of the naming rights to the ASB Bank.

The stadium has continued to operate on a cash positive basis each year since it became operational. In 1990 a fully equipped fitness centre was opened under qualified management and over its first 10 years of operation has attracted 3000 members from the community to undertake exercise programmes. The fitness centre was extended in 2000 to cater for increased demand.

In 1990 a crèche was opened under qualified management catering for 12 children. The crèche has been extended several times to now cater for 30 children and changed its name to a pre-school learning centre to better reflect its new role. Additional office space has been created that has become home to the New Zealand Gymnastics Association since 1993 and the Auckland Secondary Schools' Sports Association operated from the stadium between 1993 and 1996. A massage therapist has been in operation since 1998. An after-school club operates for children and during holidays a programme is arranged for children each day.

Today the ASB Stadium is managed by East City Community Trust that draws members from the Ministry of Education, participating sports bodies and ASB Bank. The trust employs qualified staff to manage the different services it provides.

The ASB Stadium has fully met its objective of providing a shared facility for Selwyn College and both the local and Auckland-wide community.

Major donors:

Accord Group Ltd
ASB Bank Ltd
ASB Charitable Trust
Auckland City Council
Auckland Secondary Schools' Heads Association
Avis Rent-A Car Ltd
Bank of New Zealand
Buttle Wilson Ltd
Chase Corporation Ltd
Clavell Capital Ltd
Cooke Heating Ltd
Coopers & Lybrand
Damba Furnishings Ltd
Department of Education/Ministry of Education
Department of Internal Affairs
Dodd Paterson Architects Ltd
Farmers' Trading Co Ltd
Fisher & Paykel Industries Ltd
Fletcher Merchants Ltd
XIVth Commonwealth Games
Fowler Bathroom Products Ltd
Hardies Building Products Ltd
Hillary Commission
J.A. Redwood Trust
John Logan Campell Trust
L.R.Allen Ltd
Lions Club of Tamaki
M.& P. Paykel Trust
Macrennie Construction Ltd
Magnum Corporation Ltd
Mason & Porter Ltd
Metro Publications (Auckland) Ltd
Milton & Bradley (NZ) Ltd
Noble Lowndes (NZ) Ltd
New Zealand Gymnastics Association
New Zealand Lotteries Grant Board
NZI Life Ltd
David Paykel
Recco Corporation (NZ) Ltd
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Works Consultancy Services Ltd
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PERFORMING ARTS

Douglas Smith

Selwyn College is renowned for its performing arts programmes. While many have played a part in this achievement much credit must be given to June Renwick, who has been leading the department since 1982. Her infectious enthusiasm, tenacity and skill helped many realise their talent and use it. The performing arts embrace drama (from plays to opera), dance and music. Whether music is choral or instrumental, classical or pop, solo or full orchestra — all have a place at Selwyn College. A rich diversity of the many ethnic groups has facilitated an annual sharing of cultural performances. Drama and music have developed from what were extracurricular activities to become mainstream courses in the junior and senior schools. A tertiary performing arts programme was introduced in 1994 and a junior performing arts programme in 2000.

It started in 1956. In the early years boys were required to do military drill. There was a barracks week early in the first term of each year and at other times thereafter. While the boys were marching, the girls participated in club activities. Among the first clubs were a choir and two drama groups — junior and senior.

In 1958 the orchestra had grown to 23 members. Marion Thomson (violin) and Kathy Fennemore (trumpet) represented Selwyn in the Auckland Secondary Schools' Orchestra. That same year the now combined (junior and senior) drama club played *The Ugly Duckling* and *The Grand Cham's Diamond* to visitors within the social studies classroom. In the absence of a school hall, the St Chad's Church was utilised in 1958 and 1959. *Little Women* and the operetta *The Unmusical Impresario* were the first to be played to a Parent-Teacher Association audience. In 1959 boys joined a drama group. In 1960 eight members of the Selwyn orchestra represented in the Auckland Secondary Schools' Orchestra.

In 1961 the new assembly hall was the venue for Shaw's *Caesar and Cleopatra* and the musical comedy *School and Crossbones*. Thereafter the assembly hall was the venue of annual productions. It is impractical in this short history to comment on the production for each year. Productions generally were very dependent on staff involvement. The art and technical departments were involved in the sets. The English and music departments combined as necessary to direct. Paddy Malone (art) and Geoffrey Skerrett (music) were often involved. Foundation principal N.P. Pitcaithly was fond of the performing arts. As a young man he performed on stage and as a young teacher he produced several school shows. He knew well Gilbert and Sullivan's works. On his retirement he became promotions manager for the Auckland Festival Society.

In 1965 the Selwyn girls' choir recorded a selection of New Zealand songs, which were broadcast nationally. The madrigal choir, trained by Skerrett, gave several polished performances. In

1967 the choir raised money for the purchase of a grand piano. The emphasis changed in 1971 when the first Selwyn Arts Festival was held. The emphasis was on participation by as many pupils as possible. These festivals became annual events with cultural displays and performances, creative dance, film studies, art and the more traditional dramatic and musical work. As head of music, David Wood was involved in the first Selwyn productions of *Oliver* and *Joseph*, both produced in 1974. Tro Rowarth joined the music department in 1977. From 1977–82 Rowarth directed numerous school productions. Philip Tremewan and Bruce de Grut were responsible for music department normally held a camp in Ngaruawahia. Away from the demands and interruptions of daily school life, groups were formed and some solid rehearsal for the musical started. Several staff were involved. Science teacher Paul Hogg, who now trained the madrigal group, was invaluable in coaching the singers and sometimes playing a part. Helen Edgar was always involved making costumes. Sharon Graham worked with a group of senior students who were well known as the dance group Horizon. Others carried out the important functions of stage manager and house manager.

In 1978 Jillian Anderton was a delicious Yum-Yum in Gilbert and Sullivan's *Mikado*. Hogg sang the tenor role of the wandering minstrel. She was awarded a United World Colleges scholarship — Selwyn taking this prestigious award two years in a row. Anderton went on to become known to wider audiences in her operatic career. *Calamity Jane* was chosen for production in 1979. Robert Garrett (art department) designed the sets. More than 150 students were involved in some aspect of the production necessitating the establishment of a new position — producer's assistant. This role was carried out by the firm and efficient Kathryn Osborne who became well known to Auckland audiences as a much-in-demand freelance stage manager for opera and other large scale productions.

The arrival of a new prefab complete with purple floor provided some much needed space for the drama department. While the musical took the limelight several other plays, performances and competitions were held. Telethon concerts were a lot of fun. Tro Rowarth replaced David Wood as head of music in 1981 and went on study leave in 1982 leaving the school musical in the hands of Bill Lennox. As head of English, Bill Lennox entrusted directing of the musical *Bye Bye Birdie* to a fairly new teacher, June Renwick. Renwick has now been directing shows and advancing drama and the performing arts at Selwyn for more than 20 years — a life consumed by plays. Summer holiday reading could be up to 50 plays. She took a drama diploma at the University of Auckland before, in the interest of getting a 'real job', training as a home economics teacher. It was this combination of home economics and liberal arts drama that got her a start at Selwyn College.



The Selwyn Theatre, opened officially in 1999, underscored the college's long commitment to the performing arts. *SELWYN COLLEGE PROSPECTUS, 2006.*

Renwick had a strong interest in utilising drama in teaching subjects across the curriculum and presenting performances that encompassed a wide variety of theatre styles and conventions. She was invited to participate in an interest group for assessment. With the advent of the New Zealand Qualifications Authority, assessments helped drama to become a 'real subject'. Assessments started in 1985 for Sixth Form Certificate and form seven. In 1992 a tertiary performing arts programme started at Selwyn. Michael Hurst helped in the design of the course that recognized the need for a practical, intensive, diverse and affordable one-year programme. The performing arts were seen to have several educational benefits. With the development of the arts curriculum the contributions that drama, dance, music and visual arts make to education were at last recognised.

Key music department staff from 1984–2004 included Alison Houseley, Mike Peake, Trevor Thwaites, Peter Thomas, Brett Lowe and Kris Zemke from the music department. Thwaites was an accomplished jazz musician. Zemke was a former student who featured in several productions. Barbara Ormond followed by Kim Santorelli were the dance tutors and choreographers for the school musicals when dance was introduced to the curriculum.

Renwick's productions were often beyond what was being done by other schools. Examples were *Songs to the Judges*, *The Threepenny Opera* and *East*. Musical productions set a high standard over the years. The *Gays and Dolls* production in 1987 was notable for a wonderful set produced by David Sciascia. David is now an art director in New York. The 1995 production of the same show provided an opportunity for John Parker to design a spectacular set, down the centre of the hall. Angela Frazer, now teaching print-making was responsible for the palm trees used for the 1992 and 2003 production of *South Pacific*.

Several students, who progressed in the arts after their time at Selwyn, owe their start to Renwick. She earned a reputation for pursuing and capturing players she believed had potential. Jerry Banse, Tamati Rice, John Hui and Brian Manusaute were four such

captives. Renwick helped Manusaute into the performing arts. He went on to write his own play that won the Chapman Tripp award. Alana Holmes, Hilary Clift, Dannielle Cormack, Otis Frizzell, Mark Williams, Kirsten Morelle, Steven Moore, Angela Dotchin and Caitlin Smith are names of past pupils many will recognise. Special needs students were also catered for. Blind students, students in wheelchairs, Downs Syndrome students have all played their parts. Drama allows kids from all walks of life, different ethnic groups and nationalities to get involved.

Like the stadium, the idea for a school theatre and/or cultural centre arose in 1984, during Bob Ford's time as principal. On the completion of the stadium funding, focus turned to the theatre. A fundraising team worked through the 1990s. Claire and Peter Bruell, Lionel and Adrienne Joyce, Joan Chapple and many others assisted with the project. Fundraising in earnest started in June 1994 with a multicultural dinner attended by Sir Paul and Lady Reeves with Kiri Te Kanawa as patron. Sir Paul was again on hand to officially open the Selwyn Theatre on 22 April 1999. Neil Finn, with the support of his brother Tim, presented a memorable and significant fundraising concert in conjunction with the opening of the Selwyn Theatre. The completion of the theatre owed much to the tenacity and determination of co-principals John Kenny and Carol White. Along the way there were many setbacks. Fund-raising was a long process, supported by years of student productions. Maria Moppett's input as clerk of works was considerable.

Jeremy Kingan, a parent and long term supporter of the college, designed the theatre. Seating 320 in tiered rows, it is air-conditioned. The stage is large enough to accommodate spectacular performances. Out back, space provides for dressing, make-up, prop storage and stage management.

It is a first-class facility and a great asset to the college.

DRAMA AND MUSICAL PRODUCTIONS BY SELWYN STUDENTS¹

1958	<i>The Ugly Duckling</i> <i>The Grand Cham's Diamond</i>		<i>Tomorrow Will Be a Lovely Day</i> <i>Under Milkwood</i> <i>Female Transport</i> <i>Meaning of Love</i>	1996	<i>Anything Goes</i> <i>Wozza Albert</i> <i>Love and Truffles</i> <i>Cry Baby</i> <i>Chook Chook</i> <i>King and Me</i> <i>Top Girls</i> <i>East</i> <i>Songs to the Judges</i> <i>Stars</i>	
1959	<i>Little Women</i> <i>The Unmusical Impresario</i>		1985	<i>The Dog Beneath the Skin</i> <i>The Threepenny Opera</i> <i>Lystrata</i> <i>But I've Got My Pyjamas On</i>	1997	<i>The King and I</i>
1960	<i>The Headless Horseman</i> <i>The Monkey's Paw</i>		1986	<i>Oliver</i> <i>The Truth Show</i> <i>Gregory's Girl</i>	1998	<i>The Birthday Party</i> <i>The Dumb waiter</i> <i>My Mother Said I Never Should</i>
1961	<i>Caesar and Cleopatra</i> <i>School and Crossbones</i>		1987	<i>Gyps and Dolls</i> <i>Find Me</i> <i>Wednesday to Come</i> <i>Long Ago Like Yesterday</i>	1999	<i>Return to Forbidden Planet</i>
1962	<i>The Admirable Crichton</i>		1988	<i>Oklaboma</i> <i>Stars</i> <i>The Crucible</i>	2000	<i>Oklaboma</i> <i>Revenge of the Amazons</i> <i>Theatre of the Absurd</i>
1963	<i>The Happy Journey</i> <i>Exodus</i>		1989	<i>Cabaret</i> <i>Masterpieces</i>	2001	<i>Fiddler on the Roof</i> <i>Slice of Saturday Night</i> <i>Footrot Flats</i>
1964	<i>The Mock Doctor</i> <i>The Batsman's Bride</i>		1990	<i>West Side Story</i> <i>Songs to the Judges</i> <i>Killed</i> <i>Kiss the Boys Goodbye</i> <i>Gorse</i> <i>Hand on the Paul Caitlin</i>	2002	<i>Oliver</i> <i>Lives of the Great Poisoners</i> <i>The Real Inspector Hound</i> <i>Trumpets and Raspberries</i>
1965	<i>The Devil's Disciple</i> <i>Trial by Jury</i>		1991	<i>Fiddler on the Roof</i> <i>Gut Girls</i>	2003	<i>South Pacific</i> <i>After Magritte</i> <i>Adrian Mole</i> <i>Cow</i> <i>Told</i>
1966	<i>Murder in the Cathedral</i> <i>HMS Pinafore</i>		1992	<i>South Pacific</i>	2004	<i>Anything Goes</i> <i>Seven Brides for Seven Brothers</i> <i>Revenge of the Amazons</i> <i>Dancing at Lughnasa</i>
1967	<i>The Ides of March</i>		1993	<i>The Beggar's Opera</i> <i>Trafford Tanze</i> <i>The Wasps</i>	2005	<i>Bye Bye Birdie</i>
1971	<i>Chromed Formica</i>		1994	<i>Chicago</i> <i>The Removalists</i> <i>Skungpoomery</i>	2006	<i>West Side Story</i> (college) <i>A Chorus Line</i> (year 13) <i>Chalk Circle</i> (year 13) <i>Monologues</i> (year 13) <i>Cavalcade</i> (past pupils for the golden jubilee)
1974	<i>Oliver</i> <i>Leonardo's Last Supper</i> <i>Joseph</i>		1995	<i>Gyps and Dolls</i> <i>Setting the Table</i> <i>Tomorrow Will Be a Lovely Day</i> <i>Daughters of Heaven</i> <i>Trumpets and Raspberries</i> <i>Nobody Here but Us Chickens</i>		
1977	<i>Pirates of Penzance</i> <i>The Mikado</i> <i>The Business of Good Government</i> <i>The Caucasian Chalk Circle</i> <i>It's Cool in the Furnace</i>					
1979	<i>The Purple Floor Show</i> <i>Crime of Passion</i> <i>Calamity Jane</i>					
1980	<i>Jabberwocky</i>					
1981	<i>Dracula Spectacula</i>					
1982	<i>Bye Bye Birdie</i> <i>Just McGough & Woyzeck</i>					
1983	<i>Oh What a Lovely War</i> <i>Frank Sargeon Seminar</i> <i>Abraham</i>					
1984	<i>Songs to the Judges</i>					

¹ Records incomplete. College-wide and senior students' productions in recent years only.



TERTIARY PERFORMING ARTS PRODUCTIONS

1994 *Oh What a Lovely War*
Foreskin's Lament
Dangerous Liaisons

1995 *Lives of the Great Poisoners*
Joan
Lust In Space

1996 *Caucasian Chalk Circle*

1997 *The Naked King*

1998 *The Threepenny Opera*
A Twelfth Night
When Moliere Meets Gershwin

1999 —

2000 —

2001 *Frogs*

2002 *Me and My Girl*
Alice in Wonderland

2003 *The Sod Beneath My Feet*
Beauty and the Beast
The Birds
Stepping out
An Absolute Turkey

2004 *Piaf*
What Are You Looking At?
The Matchmaker
The Magical Postman

COMMUNITY ARTS THEATRE PRODUCTIONS

2005 *Guys and Dolls*

2006 *Me and My Girl*



SELWYN COLLEGE PROSPECTUS, 2006.

HAVEN FOR REFUGEES

Carol White

In the winter of 1999 media headlines carried news of war in the central Balkans. United States President Bill Clinton, today much respected in Kosovo, insisted that military action needed to be taken there to halt what was described as ethnic cleansing. The capital of Kosovo, Pristina, was bombed by Nato. Many ethnic Albanian Kosovars were given minutes to leave their homes before being transported to camps on the Albanian border. Within a matter of weeks the first Kosovan teenagers to attend Selwyn College, Tonin and Vesa, stood in the college foyer. By the end of 1999 many more had followed.

Selwyn's head of English for speakers of other languages (Esol), Judy Morgan, and her teaching team played a leading role in making these newcomers feel at home. The beginning of constructive partnerships with agencies such as Refugees as Survivors, the Refugee and Migrant Service and, of course, the Ministry of Education can be traced to this time. Some of the refugees were traumatised at worst, nervous and apprehensive at best. There was a tremendous spirit of goodwill and co-operation amongst all those support people who went beyond their job description to put time into rehabilitation for the Kosovars.

The stories of some of the Kosovan refugees are to be found in a publication called, *An Album for Kosovo*, edited and privately published by Roy Clements in September 2002. Flutra Fusha, a Kosovan student, writes in that publication:

I can't find enough words to explain how I felt when we received hundreds of welcome letters prepared especially for us by children from all over New Zealand. Every single letter had a clear message: 'Welcome to New Zealand'. From then on New Zealanders made us feel as if we were born here. We have all the rights we didn't have in our long occupied country! We have the right to go to school; we have the right to work; we have the right to go out; we have the right to vote; we have the right to live.

The New Zealand government offered sanctuary to about 600 refugees. Some 410 took up the offer. Some did go home but many remained. Toward the end of 1999, Selwyn decided that something could and should be done to assist the mothers of preschoolers. These women are often the group disadvantaged as far as language learning in a new land goes. With the vital encouragement of the Ministry of Education (through Lily Lee and Anne Lee) and the Refugee and Migrant Service (through Sandy O'Brien), an adult Esol satellite programme was set up first in the premises of the Kohimarama Presbyterian Church and later in the Orakei Presbyterian Church. This catered for Kosovan mothers, grandmothers and preschoolers (attending the Play Day Creche). The Esol teachers were Clements and Dorothy Brown, Brenda

Corrigan and Beverley Roser.

In 2001 Selwyn received a contingent of teenage and adult students from Burma. Most of them had been living in camps on the Thai border. This time a satellite programme was set up in the Seventh-Day Adventist Church, Glen Innes. A play group for the children was also established. Teachers of this new programme included Clements, Pam Hubscher and Robyn Greenfield.

Bilingual assistant Maung Htwe gave invaluable assistance to a programme established at first mainly for Burmese men in the main school. Teachers included Clements, Jayne Hatrick-Smith, Marian Patricio, Felicity Hemming and later Margaret Chittenden. The relationship between the wider Burmese community and school was always strong. Clements became a member of the Burmese Friendship Society. (In early 2004 he received the Queen's Service Medal for his services to education and the community.) As a leading teacher he took a broad view of his role and healing of trauma and stress was inextricably part of language learning.

The Burmese teenagers were a gentle and distinctive group. In 2003 one of the teenagers, Tin Ma Ma Oo, attended a Global Young Leaders' Conference in Washington and New York. A member of Selwyn's student mediation team she often spoke in public on a range of matters. Judy Morgan's influence on these and other refugee teenagers was always one which took account of all round development.

On 26 August 2001 a large group of near-to-drowning Afghani refugees was picked up by the Norwegian freighter, the *Tampa*, off the northern Australian coast. The ship's captain, Arne Rinnan, defied the orders of the Australian government and went first to Christmas Island. Later the group disembarked at Nauru. Some 189 came to New Zealand on the invitation of Prime Minister Helen Clark. Of these, 42 were teenage wards of state who, by arrangement with the Ministry of Education, Selwyn College and the Department of Child, Youth and Family Services, came to school at Selwyn. The story of these young people is still only partly written but already it is historically important and of great interest across the world.

Ms Morgan was appointed refugee co-ordinator and worked very constructively and successfully with other agencies and the boys themselves. The partnerships which were formed in the interests of those who became known as the '*Tampa* boys' involved the school (Ms Morgan, Michal Horton, Gill Malcolm-Smith and myself), the Ministry of Education and the Department of Child, Youth and Family Services. The school also enjoyed an excellent relationship with the Refugee and Migrant Service and met from time to time with Jenny Broom. The collegiality across agencies seems a significant factor in the success of a project which integrated more than 40 young people in a new school and a new country so well



Early childhood and family centre, Selwyn College, which opened in 2004. It is usually known as the 'Selwyn crèche'. Pictured in 2006. G.J. HUNT.

that their mental, emotional and physical health strengthened and many of them achieved significant academic results including passes in bursary and, later, NCEA level 3.

Travel has not been in one direction only. In 2002 Clements traveled to Kosovo where he forged a connection with a secondary school named Odhise Pascali on the Albanian border in Peja. In the following year I was able to visit the same school at the end of a period of sabbatical leave. I met principal Emina Gorani who leads the school, the main direction of which is fine arts. Performing arts was just beginning as a faculty. In September and October 2004 Ms Gorani, no mean artist and architect in her own right, was Selwyn College's guest. The twinning of the two schools was done under the Unesco-Associated Schools project of which they are both members.

Mohammed Fayyaz and Abdulali Hossaini, both from the *Tampa*, attended the Global Young Leaders' Conference in Washington and New York in 2003 and 2004 respectively. Bashir Rahimi was chosen as a deputy student president in February 2004. A young woman from the *Tampa*, Zahra Sarwari, who was 13 when she arrived in New Zealand, was interviewed by Cynthia Banham of the *Sydney Morning Herald*. In an article published on 26 August Zahra spoke of her regard for Arne Rinnan 'who is on our tongues every time, every day in our minds'.

The *Tampa* students were lucky to have the support of Prime Minister Clark who visited them several times and gave them huge encouragement. Along with Rinnan she continues to occupy a place of high honour in their minds. Selwyn College feels privileged to have had the opportunity to start this significant group of young people on their New Zealand educational way. Abdulali Hossaini's words are worth recording:

On a more personal level, I believe we are the managers of our own life and we can manage it any form or shape that we want. All it takes is commitment and self-confidence. We might face lots of hardship in our lives but all we need is to fight, to believe and be strong because

life is all about fighting for what we believe in. This is your own jihad. Dreams are also the most important factor in people's lives. Life with no dreams is like waking up in the morning and not having a plan. The greater and higher we plan for our day the greater and higher we are by the end of that day.

By February 2004 a new development at Selwyn could be seen in the completion of the early childhood and family centre, usually known as the 'Selwyn crèche'. Under the directorship of Robyn Gerrity and licensee Maria Moppett, this centre opened the way for all of Selwyn's refugee adult Esol classes to be held on the main campus. The crèche has continued to give its international preschoolers a very real educational programme while their parents and older brothers and sisters learn a new language in other parts of the school. The reunification of the *Tampa* wards of state and their families from early 2004 boosted numbers (in the adult English classes) which climbed to about 150 in the course of that year. Selwyn's adult refugee classes became increasingly multi-ethnic and received commendations from the new Tertiary Education Commission and a writer for the *New Zealand Listener*, Noel O'Hare, who said on 2 August 2004:

In the absence of any national strategy, resettlement assistance can vary widely and is virtually non-existent outside the main centres. Selwyn College in Auckland, sets a benchmark for community support of refugees ... The college has become a community hub for Kosova, Afghan and Burmese refugees ... College staff help refugees with everything from getting a driver's licence to forcefully advocating for them when they get ripped off.

Co-directors Clements and Ms Chittenden lead a team of passionate teachers including Dorothy Brown, Brenda Corrigan, Robyn Greenfield, Jayne Hatrick-Smith and Mary Ward. The refugee programmes and the reputation of the school as one concerned with issues of human justice and equity make an important chapter in Selwyn's history.

ACADEMIC HONOURS

Year	Dux (duces) litterarum/senior scholars	University scholarships ²	Other
1956	Valerie Hollard	—	
1957	Valerie Hollard	—	
1958	Neil Lambert	—	
1959	Ray Offen	—	
1960	Christine Crawford	Christine Crawford	
1961	Richard Clark	—	
1962	Anthony Rudd	—	
1963	Fay Braithwaite	—	
1964	Geoffrey Colmore-Williams	—	
1965	Michael Volkerling	Michael Volkerling	
1966	Howard Elliot	Howard Elliot	
1967	Lindsay Caldwell	—	
1968	George Holmes	George Holmes	
1969	David Dwerryhouse	—	
1970	Leonie Farmer	—	
1971	John Pollard/Rosemary Stoddart	—	
1972	Anthony Bracegirdle/Robyn North	Nicola Barney, Robyn North	
1973	Yong San Chong	Susan Cato	
1974	Katrina Caldwell/Peter Caldwell	Warwick Jaffe	
1975	Michael Jonas/Grant Margison	Michael Jonas, Grant Margison	
1976	Teoh Boon Sin/Christine Chapman	Teoh Boon Sin, Heem Mo Tang	
1977	Shyang Guey Lim/Alistair Sullivan	Shyang Guey Lim, Alistair Sullivan, Rosemary Erlam	Andrew Barney ³
1978	Jim Lello	Jim Lello, Kwee Heong Tan, Weng-Kong Chee	Jillian Anderton ³
1979	Hugh Gollan	Hugh Gollan, Jin Hock Khoo, Cheong Yew Koo, Marina Bachmann	
1980	Jeremy Whitlock/Leslie Young	Jeremy Whitlock	
1981	Lynette Stanton	Shane Blake, Lynette Stanton	
1982	Stephen Leong/Anna Neill	Stephen Leong	
1983	David Chin Leong	Gavin Bonnar, David Chin Leong	
1984	Kay Teong Khoo/Miriam Harris	Kay Teong Khoo, Helen Long, Rhema Vaithianathan	
1985	Anju Amirthalingam/Tara Lennon	Antonia Jackson, Constance Kwee, Tara Lennon	
1986	Kim Ying Chan	Kim Ying Chan, Chee Kuin Fong, Indra Gunawan, David Toh	
1987	Thomas Goodfellow/Jiak See Ng/Wee Ling Ng	Jiak See Ng, Wee Ling Ng	
1988	Robert Hollyman	Robert Hollyman, Ko Hiang Khoo, Irene Lok Ai Gek, Wai Foong Yoong, Fan Hing Yong	
1989	Guit Huang Goh/Thawatt Gopal/Li Lian Wong	—	
1990	Nirmalendran Arasaratnam/Demian Reed		
1991	Simon Chan/Elinor Harvey/Megan Hemming/Keith Wansbrough		
1992	Rebecca Davidson/Sze Ming Kwok/Andrew Lowe/Weng Sun Vun/Kara Walters		
1993	Daniel Dallimore/Sinead Harris/Paul Sexton/Chi-Kin Yuen		
1994	Barnie Duncan/Hannah Slade/Chun Kit Kwok/Heather Wansbrough		Catherine Langabeer ³
1995	Daphne Owers/David Robinson		
1996	Anthony Byrt/Harini Subasing/Manimehala Thirunavukkarasu		
1997	Philip Rowe/Suriyaprasanna Suriyakanthan/Manivannan Thirunavukkarasu		Damon Salesa ⁴
1998	Julia Robinson/Harshini Subasing		
1999	Betty Chen		
2000	Adrien Hunter/Vidhya Sritharan		
2001	Rong Ying Tang		
2002	Sophie Parnham		
2003	Moustafa Assad		
2004	Anna Klein		
2005	Jeremy Steinberg		
2006	Rachel Hyun		

2 Records incomplete. University scholarships not listed after 1989. 3 United World Colleges scholarship. 4 Rhodes scholarship.



STUDENT LEADERS



Selwyn College prefects, 1956. Back row (from left): Sue Shackleton. John Knight. Jim Davie and Terry O'Halloran. Front row (from left): Joy Maxwell. Douglas Smith (head), N.P. Pitcaithly (principal), Judith McFedries (head) and Betty McFarlane. *MAGAZINE OF SELWYN COLLEGE, 1956.*

Head prefects⁵

Year	Boy	Girl	Year	Boy	Girl
1956	Douglas Smith	Judith McFedries	1963	Michael Powell	Sue Boswell/ Janet McDonald
1957	Douglas Smith	Judith McFedries	1964	Peter Brook	Pamela Cooper
1958	Neil Lambert	Annette Were	1965	Roy Austin	Kay Wells
1959	Maxwell Ritchie/ Peter Pitcaithly	Betty McFarlane	1966	David Brown	Maureen Southwick
1960	Alec St Clare	Frances Schluter/ Bronwen Court	1967	Graeme Stanton	Judith Schollum
1961	Edward Kunkel	Judith Kibblewhite	1968	John Laurence	Annette Barker
1962	John Pitcher	Patricia Powell	1969	David Evans	Janet Anderson
			1970	Graeme Colgan	Caroline Kent-Johnston

⁵ Prefects abolished from 1971 and replaced by Student Council.

Student Council presidents/head students⁶

Year	Boy	Girl	Year	Boy	Girl
1969	Geoffrey Chambers	no election	1989	Executive	Executive
1970	David Pritchard	no election	1990	Phillip Kusabs	Jennie Scott
1971	Stuart Eyre	no election	1991	Fryderyk Kublikowski	no election
1972	Graeme Casse	Christine Rudman/ Cheryl McCane	1992	Daniel Mace	Charlotte Hughes
1973	Graeme Casse/Alan Whelan	Robyn Blue/Anne Potter	1993	Brett Lowe	Caron Chan/Amy Mansfield
1974	David Steele	Sylvia Rosevear	1994	Ben Mardle	Hannah Slade/ Catherine Langabeer
1975	Mike Toepfer	Charlotte Wrightson	1995	Sam Gleisner	Nina Whitehead
1976	Peter Shearer	Linda Milton	1996	Timoti Ross/Brent Sionepeni	Maggie Ngatai
1977	Peter Stevens	Linda Milton	1997	Executive	Executive
1978	Nigel Russell	Susan Scott/Helen Hamer	1998	Benjamin Cohen	Deanna Borren/ Kiri Manning
1979	James Pedersen	Debbie Thompson	1999	David Crow	Kate Lowe
1980	James Pedersen	Kathryn Osborne	2000	Isaac Gommers	Joni Gordon-Pulham
1981	Greg Williams	Susie Jones	2001	Ruan Chryssafis	Allie Nicol
1982	Basil Lacey	Kim Smith	2002	Andrew Marshall	Sophie Parnham
1983	Greg Pritchard	Nicky Wickes	2003	Anthony Shand	Bethany McIvor
1984	Paul Anderson	Louise Chasteau	2004	Hayden Eastmond-Mein	Karthiga Kaneshia
1985–86	no election	no election	2005	Rio Panapa	Chelsea Bublitz
1987	Archie Simperingham	Catherine Nield	2006	Robin Campbell	Kristin Ross
1988	Dan Cook/Paul Gilberd	Prue Dawson			

⁶ No female president elected 1969–71. Student Council was inactive in some years. Records incomplete.



PARENTS & ALUMNI

Selwyn College Parent-Teacher Association (called incorrectly the Selwyn College Parent-Teachers' Association) was formed on 3 June 1958 at a meeting in the college called by the principal, N.P. Pitcaithly. O.R. Arkell was appointed chairman of the provisional committee and elected president at a constituted meeting of the PTA on 15 July 1958. The PTA has been active in a number of areas over the years including providing working bees for improving the landscape of the college, fundraising (including walkathons, litterthons and paddy's market), and providing a combined cafeteria and pavilion (1971). (A time-capsule was planted in the floor of the pavilion.)



Douglas R. Smith, foundation president of the Selwyn College Past Pupils' Association.
D.R. SMITH.

Selwyn College Past Pupils' Association was formed on 9 June 1958 with foundation head boy Doug Smith as its first president and Pitcaithly as the patron. The first past-pupils' day was held on Saturday 16 August 1958 where PPA teams competed against the college in basketball (what is now called netball) and rugby union. The college won both matches.

Presidents⁷

Year	PTA	PPA
1958	O.R. Arkell	Douglas R. Smith
1959	O.R. Arkell	Douglas R. Smith
1960	O.R. Arkell	Douglas R. Smith
Year	PTA	PPA
1961	M.B. Darrow	Roy Sweet
1962	M.B. Darrow	Roy Sweet
1963	R. Philip-Seager	Roy Sweet
1964	J.T. Austin	William A. Duncan
1965	J.T. Austin	Paul Boswell
1966	G.A. Fowler	Alan R. Sweet
1967	G.A. Fowler	no record
1968	H.P. Anderson	Graham Jaffe
1969	S.A. Caldwell	Graham Jaffe
1970	no record	no record
1971	J. Pye-Smith	C. West
1972-73	no record	no record
1974	Brian Cato	no record
1975-80	no record	no record
1981	S. Cope	no record
1982	no record	no record
1983	Joan Anderton	no record
1984	no record	no record
1985	Bronwyn S. Gallagher	no record
1986	Bronwyn S. Gallagher	no record
1987	Bronwyn S. Gallagher	no record
1988	Robin Adam	no record
1989-2005	no record	no record

⁷ Records incomplete.

SPORTS ACHIEVERS

All-round champions

Year	Boy	Girl
1957	Douglas Smith	no award
1958	Roger Lee	Sue Shackleton
1959	Wayne Meyer	Ngahina Maihi
1960	Peter Brady	Glenys Cleghorn
1961	David Engle	Glenys Cleghorn
1962	David Engle	Margaret Sale
1963	Barry Rogers/George Wheeler	Eileen Brosnan/ Kathryn McQuarrie
1964	Peter Uffindell/George Wheeler	Te Hoa Maihi
1965	Stuart Griffiths	Te Hoa Maihi
1966	Stuart Griffiths	Te Hoa Maihi
1967	Stuart Griffiths	Maxine Kavali
1968	John Laurence	Eileen Badham/ Gloria Kidd
1969	Peter Bullen	Richelle Sanders
1970	Geoffrey Laurence	Richelle Sanders
1971	Barry Thom/Perry Craft	Richelle Sanders
1972	Perry Craft	Cathy Bullen
1973	Perry Craft	Karen Munro
1974	Mark McLeod	Janet Titchener
1975	Craig Elliott	Dianne Aichin/ Marion Taylor
1976	Noel Thorburn	Louise Cato
1977	Robert Gollan	Marion Taylor
1978	Brendon Meech	Heather Kelso
1979	Peter Ridsdale	Suzanne James
1980	Andrew Clark	Pauline Davis
1981	Paul Hailstone	Kim Anderson
1982	Doug Rae	Jackie Barnett
1983	Doug Rae	Nicky Wickes/ Jo Smith
1984–87	no record	no record
1988	Mark Everard	Fia Salesa
1989	Sam Porter	Haylee Whitley
1990	Damon Salesa	Ngaraiti Rice
1991	Anthony Douglas	Christina Patii
1992	Neil Kalauni	Deryn Dromgoole
1993	no record	no record



Andrew G. (Andy) Dalton (born 1951), rugby union first XV (mainly prop) 1968–69 (captain 1969), All Black hooker 1977–85, 1987 (captain 1981–85, 1987), Cavaliers' captain for unofficial South African tour 1986, New Zealand Rugby Union president 1999–2000, Auckland Rugby chief executive from March 2006. NEW ZEALAND RUGBY MUSEUM.

Year	Boy	Girl
1994	Jeffrey Hoare	Melissa Holt
1995	Niky Anae	Helen King
1996	no award	no award
1997	no award	Suella Murray
1998	no award	no award
1999	Lance Baker	Soraya Hellaby
2000	no record	no record
2001	Tana Sioneloto	Alexandra Nicol
2002–2003	no award	no award
2004	Jordan Lagaluga	Poto Suifili
2005	no award	no award
2006	Edward Henry	Luisa Auva'a/ Helen Glenny



GOVERNORS & TRUSTEES

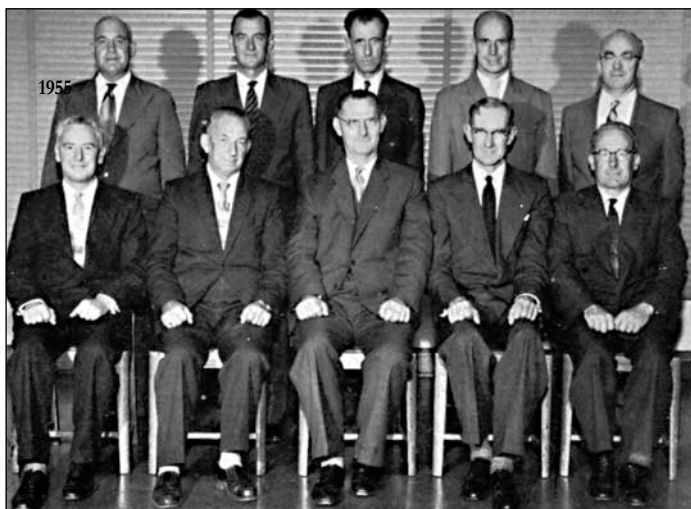
Auckland Grammar School Board of Governors (1955)⁸

Year	Chairman
David Sumner	
Secretary-treasurer	
1955	C.A. Wallace

Eastern Secondary Schools' Board of Governors (1956–89)⁹

Year	Chairman
1956–71	A.P. Stuart Bell
1972–81	Jack Jaffe
1982–83	Glendon M. Bernard
1984–86	Dr Peter F. Ballance
1987–89	Douglas R. Smith

Year	Secretary-treasurer¹⁰
1956–64	W. Laird Thomson
1965–68	S.D. Kusabs
1969–74	F.S. Meuller
1975	P.A. McNeil
1976–77	R. Porter
1978–81	John C. Leslie
1981–89	Peter H. Marshall



The foundation Eastern Secondary Schools' Board of Governors, 1956. Initially it governed Penrose High School and Selwyn College only. From 1961 it also governed Glendowie College. Back row (from left): P.H. Collingwood (representing Penrose High School), N.B. Wilcox (appointed by the Governor-General in Council), Professor R. Winterbourn (appointed by Eastern Secondary Schools' Board), M.J.B. Sommerville (Selwyn College) and G.J. Johnston (Penrose). Front row (from left): M.B. Darrow (Selwyn), H.J. White (Penrose, vice-chairman), A.P.S. (Stuart) Bell (chairman, appointed by Auckland Education Board), W. Laird Thompson (secretary-treasurer) and A.A. Babbage (Selwyn). *PEKA TOTARA ADDENDUM*, 2005.

Selwyn College Board of Trustees (since 1989)

Year	Chair
1989	Bronwyn S. Gallagher
1990	Alan S. Calvert
1991	Beverley Carey
1992–99	Alan S. Calvert
2000–2001	Carl Peterson
2002–2004	M. Brent Williams
2005–	Dr John C. Hinchcliff

Year	Student trustee
1989–90	Alicia Williams
1991	Monique Howley
1992	Ruth Kenderdine
1993–94	John Riley

Year	Student trustee
1995	Ben Mardle
1996	David O'Brien
1997	Esther Gatward
1998	Leilani Salesa
1999	Oliver Shaw
2000	Neil Fairall
2001	Ruan Chryssafis
2002	Lily Richards
2003	Ella Burton
2004	Hayden Eastmond-Mein
2005	Robert Glenny
2006	Corrina Goffe
2007	Sanja Nenadic

⁸ 'Caretaker board'. ⁹ Elected in late 1955 but operative from 1956. ¹⁰ Later secretary-manager.

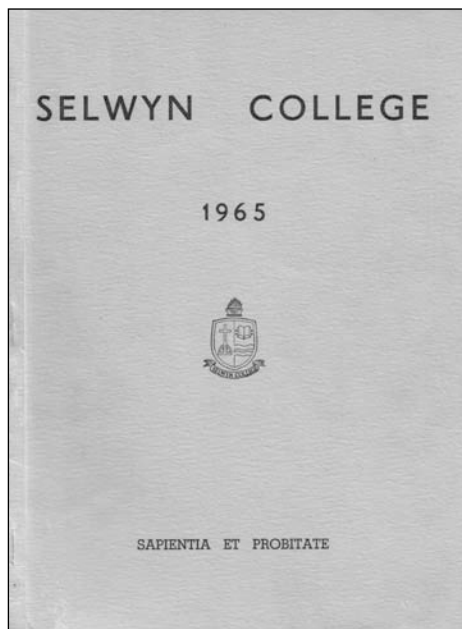
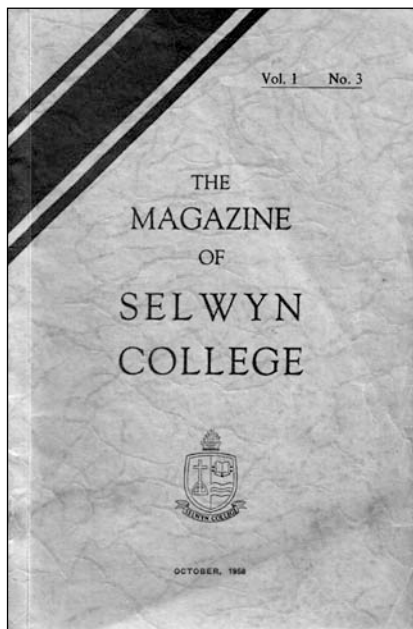
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- Old, B., *St Stephen's School: Missionary and Multiracial Origins*, Old, Auckland, 1964.

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- Magazine of Selwyn College* (various formats), 1956–83.
- Selwyn College Yearbook*, 1988, 1994–2005.
- Selwyn College Sojourn*, 2006.
- Selwyn Sun* (newspaper), 1984–90.



The *Magazine of Selwyn College*, 1958 and 1965 issues. It followed the conservative format established by foundation principal N.P. Pitcaithly until 1970.

MAGAZINE OF SELWYN COLLEGE, 1958 and 1965.



Staff, 2005. In the front row, second and third from the left, are the then co-principals, P.C. (Paul) Williams and C.K. (Carol) White. Beside Mrs White is deputy principal W.A. (Bill) Lake. SELWYN COLLEGE ARCHIVES

CONTACTS

College management

Carol White (principal), Bill Lake (deputy principal) and Denise Edwards (deputy principal).

Board of Trustees

Dr John Hinchcliff (chair), Tur Borren (deputy chair), Dorothy Brown, Corrina Goffe, Bill Lake, Alan Patterson-Kane, Peter Rowe, Petronella Townsend, Carol White (co-principal), Brent Williams, Tautoko Witika and Sanja Nenadic.

College office and administration (including sales of this book)

Selwyn College
Kohimarama Road, Kohimarama
Auckland 1071, New Zealand
Phone: +64-9-521 9610
Fax: +64-9-521 9620
Web: www.selwyn.school.nz
Email: info@selwyn.school.nz

Golden Jubilee Organising Committee

Paul Gilberd (chair), Carol White, Paul Williams, Bill Lake, Jocelyn Whyte, Carole Wiley, Jenny Wilson, Summer Stice, Bill Ellis, Josh King, Corrina Goffe, Robin Campbell, Kristin Ross and Nicky Durney.

Alumni information sought

Selwyn College Golden Jubilee Organising Committee is collating a list of prominent past pupils from the past 50 years. To qualify for inclusion, a former student must have achieved national or international success in academia, business or professional life, science, the arts, the performing arts, sport, politics or charitable endeavours.

Information can be emailed to Bill Lake — wlake@xtra.co.nz — or posted to Bill Lake care of the college office.

