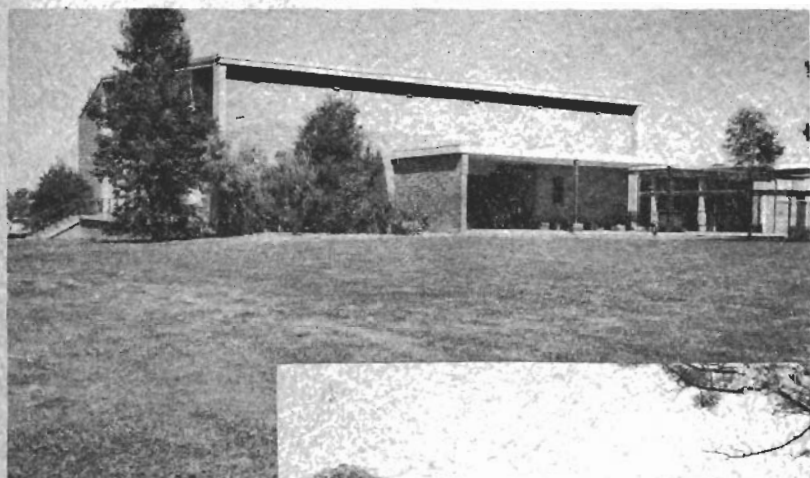


ASQUITH BOYS' HIGH SCHOOL



THE MAGAZINE 1966

VOLUME 3

THE MAGAZINE
OF
ASQUITH
BOYS' HIGH SCHOOL



volume III

1966

credits

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 Mr. D.R. MacKay

Sportsmaster

Mr. R.A. Kench



Department of Physical Education

Mr. R.J. Lawton
 Mr. R.J. Twible



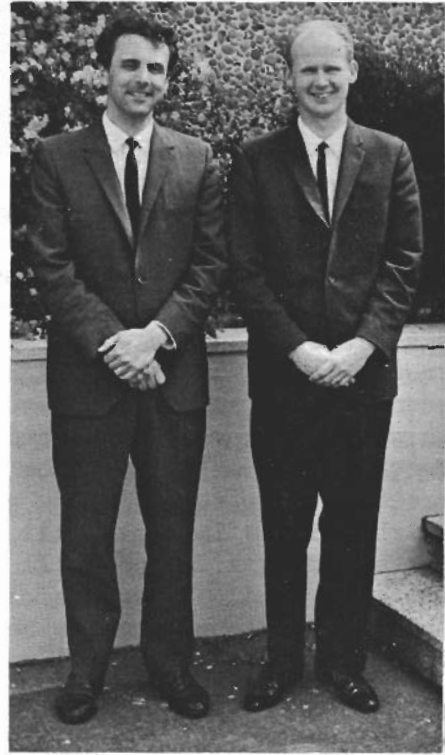
School Captain
 Alan Rix



School Vice-captain
 Rodger Williams

1966 (Cont.)

The School Counsellor,
Mr. P. Plummer, with
Mr. W. Levett of the
Commerce Department.



The Principal

The Deputy Principal

The School Captain, Alan Rix, and Rodger Williams, Vice-captain.

A WORD FROM THE HEADMASTER

HOME-MAKERS

You are no doubt familiar with the advice often given to young people these days: "Open a savings account now!" In case some boys feel inclined to ignore or scoff at this prudent admonition, supposing it to be a quite unnecessary or at any rate premature precaution, I must warn you that it won't be very long at all, perhaps less than ten years, before many of you will be setting up house: I can picture you (though the mind boggles a bit) clearing away the rubbish, digging garden beds, laying paths and lawns, fixing shelves and cupboards. With what gusto and satisfaction you will work to turn your place into a home! I assure you quite seriously (and, as you have probably guessed, I am remembering my own early labours) there won't be enough daylight hours to finish all you want to do. Then, as your personal efforts increase, so too will your pride and affection.

The same kind of process can and often does take place at a school. We have had our home-makers here - pupils, staff and parents who have helped construct fields, lawns and gardens or provided various kinds



*The President of the Parents and Citizens' Association,
Mr. A.McD.Richardson (right) with the Headmaster.*

of services, furnishings and equipment. The photograph opposite can readily be seen to illustrate the co-operation between parents and teachers; however, it does something more also. It shows examples of your own contributions to our community: the distinctive and very useful wooden settee made by Manual Arts boys and teachers, a painting, pottery, upholstery fabric, curtains, all designed and made in our Art Department. These things have completely transformed the main foyer; where once it was rather cold and impersonal, it has taken on a certain home-like atmosphere of warmth and welcome.

And now we have the School Magazine that I am most proud to see published: one planned, designed, written, illustrated and printed by our pupils and teachers. No doubt it lacks some of the polish that professionals could give. But we've done it ourselves, and I am confident that our readers will sense in its pages the pride and affection we feel for our other home, the School.

M. W. Brown

EDITORIAL

Ed : What are you looking at?

Norm : The School Magazine.

Ed : Why?

Norm : I don't know.

Ed : Yes, this response is typical of most of your type : you take everything for granted and give nothing in return. Let me explain to you what a School Magazine means to me, and other people who think as I do.

Norm : Fire away!

Ed : Well, for us the Magazine represents something more than a gossip sheet, or a rag for hack writers : it takes the image of the School into the outside world. The tone of the School is reflected in its publication and, as a record of the year's events, and as a memorial to the triumphs, it is printed. And, in its printing, the Magazine becomes the expression of the year's growth and, in the case of our School, the expression of a fast-maturing student body.

Norm : Yes, I hadn't really thought of it in this way. But what has always interested me is how a magazine is made.

Ed : Well, it's not as easy as it seems. Firstly, a strong, reliable committee, and a supervisory teacher, have to be brought together, and then the work begins. They plead for original contributions -- I have been told that the response this year was tremendous, thanks to some one-tenth of the School. As these start to dribble in, the Sports Editor must consider his side of the Magazine -- what to put in, who to feature and what teams to mention. Following this, the committee requests the aid of

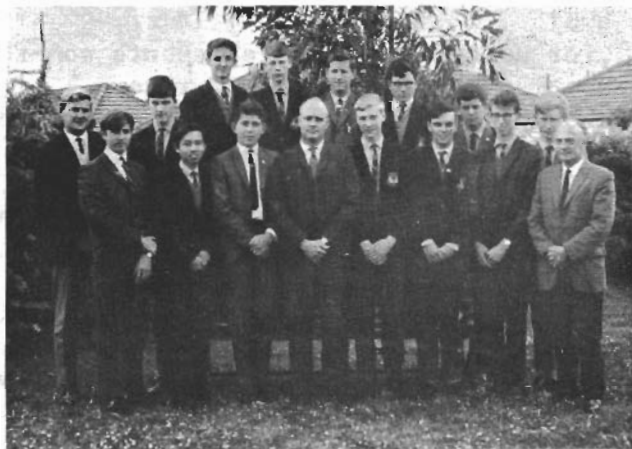
the Staff in writing reports, or alternatively, refers to team captains who provide ample information in the event of the team coach being unavailable. This co-operation is willingly given. The committee now decides on other features of the publication -- note, for example, this year's "Forum", illustrations and special features. Typewriters are hi-jacked from nearby staffrooms, and as "P"-day approaches, they spring into action. Entries are sorted, corrected, checked, typed, re-checked and filed. Various lists are compiled -- exam results, staff and class lists, scholarships, Speech Day and Drama Night programmes. Then the committee has to begin to sort everything out -- it finds a report not yet in, so it sends out for it; a photo has been lost, misplaced or stolen: it has another taken.

A pause for coffee.

Then the typing begins -- every piece of prose has to be spaced in a certain way to achieve our "justified right margin" (thus preventing a jagged right-hand border to the page); all typing is then given a final check.

Norm : Good grief, there's a lot of work involved in it, isn't there?

Ed : Yes, there certainly is! But there's more to come. The mock-up starts. The layout is finalised, illustrations are done. The finished products are submitted to professional typists to prepare plates for the offset press and sheets to go with photographs. The photographs are sent to Gestetner to be placed on metal plates, while at School the press is prepared and the ready plates put through. The fifty thousand odd sheets of the Magazine must be sorted and bound, the cover (printed on the same machine) is added. At last the Magazine is a Magazine. That is what a Magazine is -- practically blood and tears : now do you understand why you should read it?



The Editorial Committee

Our Thanks To ...

Members of the Staff and Students who contributed Reports or Original Contributions; the School's Parents and Citizens Association for its purchase of the Printing Machine; Messrs E. Reynolds, P. Roberts, K. Kohler and N. May for the help in photography; Ray Wong and Russell Turner who helped in the preliminary typing; the Sports Master, Mr R. Kench, for his assistance in matters of sport; Mrs R. Kench who typed the final copy; Mr S. Blanton for his technical advice; the School Secretary, Mrs J. Rigg, for her great help and patience (above and beyond the call of duty!), and all those people, too numerous to mention, who have assisted in some way in the publication of the Magazine.

POST SCRIPT

As Editor, I would like to go on record and acknowledge my very great personal debt to all those persons who have made possible this Magazine. There have been a great number of technical and aesthetic problems associated with this particular publication, and these have made me realise, in a somewhat prosaic way, that, after all, Donne was right when he wrote "No Man is an Island". For this Magazine is not one individual's work, but is the joint effort of a number of people whose names have been credited elsewhere. It is therefore invidious to single out any one particular person or group of persons for his or their contributions, but never-the-less, I would like to thank the Editorial Committee, whose untiring and unselfish work not only made the Magazine possible, but whose efforts were also a source of inspiration and humility to me.

CAPTAIN'S MESSAGE

'A new concept of education has been introduced into the secondary schools of New South Wales via the Wyndham Report...' -- Harry Messel.

At the same time, a new concept of living has been adopted by the secondary school students of New South Wales to cope with such a momentous change as has been made. We are asking for greater freedom, and we can gain this in only one way -- that is by being self-reliant.

Ours is a school where freedom is taken for granted, but bear in mind that it is available only to those who deserve it. Those who deny themselves freedom by not working for it are forfeiting the secret of success. These buildings of ours have produced students of many talents -- sportsmen, artists, scholars -- and will continue to do so until there are no more young men willing and able to follow.

A man needs a little madness, but some of us could do with a little less. A conservative is a bore; his radical colleague has character. Too many of us, however, are too radical, and this destroys our individualism, for individualism is essentially self-reliance, and not, as many of us seem to think, revolt against accepted standards of conduct.

The junior years are those which will have to carry the burden of years to come. There is among you enough common sense and drive to

raise this school up to its full height. The senior years, who have brought the School to its present standing, have faith in you younger members, and after we have left, we shall watch you progress. Please do not disappoint us.

To our teaching and administrative staff, the School shall not say much, for so much needs to be said. To Mr. Brown, Mr. Rodgers, and to all connected with us in any way, we say simply, "Thank you for 1966."

PREFECTS, 1966



Back Row: *J. Lees; T. Mudie; I. Mackay; I. Argent; S. Tonks; R. Wicks-on; P. Williams; N. Carrigy; W. Washington.*

Middle Row: *C. Hoogesteger; G. Robinson; G. Olson; R. Coombes; M. Mallory; D. Greentree; P. Reid; D. Norrie; C. Campbell.*

Seated: *R. Vieusseux; J. Hill; Mr. L. Rodgers; R. Williams (V.C.); A. Rix (C.); Mr. M. Brown; C. Chamberlain; N. Shackle; R. Hirst.*

Absent: *J. Street.*

PREFECT'S MESSAGE

Each year, since its opening in 1960, our School has earned an increasing number of honours, both sporting and academic. These achievements have added to our reputation and brought credit to the School. However, our record is capable of further improvement, and thus much hard work lies ahead before we attain the position of a fully mature and respected school.

Every student who is proud to wear the School colours must contribute something, however small, to the School, if tradition and spirit are to be maintained and further developed. The School has an approximate

enrolment of one thousand students, and yet, too often, it is only a minority of these who are prepared to give of their time and self to the running of the School. One would have thought that every boy realised that a school, any school, is something more than concrete and glass; that it is, in fact, a living thing with a soul which must be protected and nurtured. Thus it is to be hoped that the coming years will see a maximum effort from the student body so that all of us can be proud of having belonged to Asquith Boys' High.

On behalf of the prefects, I wish to thank Mr. L. Rodgers, our Prefect Master, for his helpful advice and encouragement throughout the year. Because of his support and understanding, our difficult task was made easier. To Alan Rix, the School Captain, go my congratulations for the excellent way in which he accepted, and carried out, the unenviable responsibilities which such a position of authority entails. To all of those who are leaving school go our best wishes for the future; I trust you will remember what the School has done for you, and what you, in turn owe it.

Rodger Williams

Examination Results

LEAVING CERTIFICATE, 1965

SUBJECT CODE KEY

1 English	17 Russian
2 Modern History	21 Physics
4 Economics	22 Chemistry
5 Geography	23 Combined Physics and Chemistry
6 French	26 Biology
7 General Mathematics	33 Music (New Syllabus)
8 Mathematics I.	34 Art
9 Mathematics II.	36 Descriptive Geometry and Drawing
10 Mathematics III.	37 Woodwork
12 Latin	38 Metalwork
14 German	
16 Italian	

The absence of a letter next to the subject numeral indicates that the candidate gained a B pass in that subject.

An A indicates a pass at A standard, whilst H2 or H1 denotes a pass with second or first-class honours respectively.

The letter x immediately following the subject symbol or grade of pass denotes that a pass has been secured in the oral tests in French, Italian or Russian.

ADAM, F.A., 1 2 4 5A 7 34.
 ALDOUS, P.J., 8 9 23 36.
 ALLEN, D.W., 1 6x 8 9 21.
 ALLEN, R.E., 1A 6Ax 8A 9A 21A 22H2.
 BATTEN, N.B., 1 6 8 9 21 22.
 BAXTER, R.G., 1 4 6 26A.
 BERNE, G.J., 1 6Ax 8 9 21 22.
 BERTOLLA, F.A., 1 2 7 16H1x.
 BLYTH, J.R., 1 2 4 5A.
 BOLTON, G.W., 1 5 8A 9 23A 36A.
 BOROWITZKA, M.A., 1A 4 8 9 14H1
 26H2.
 BORTON, K.D., 1 6Ax 8 9 21.
 BRENNAN, J.L., 1A 5H1 8A 9A 21A
 22H2.
 BROWN, M.G., 1 6 21 36A.
 BUFFETT, P.L., 1 2 7 26 34.
 BURTON, J.R., 2 5 7 23 34A.
 BUTT, T.W., 1 6A 8A 9A.
 BYRNES, P.N., 1 5 8 9 21.
 CAHILL, G.W., 1 6 8 26.
 CAHILL, J.I., 1A 2H2 8 9A 22 26H1.
 CARVER, M.J., 1 5 7 34A.
 CHEE, D.P., 1 2 4 5 7 23.
 CHRISTOPHER, P.L., 1A 2H2 4A 6Ax 7
 12A.
 CLARK, F.J., 1 8 9 21 36.
 CLELAND, D.H., 1 7 22 26.
 CLIFFORD, S.G., 1 2 5A 8 9 36.
 COHEN, R.L., 1 5 9 21.
 COLE, I.G., 1 2 4 36.
 COMERFORD, P.J., 1 2 34A 36.
 COOK, P.M., 1 6Ax 9 14.
 CRAVEN, J.W., 1 2 8 9.
 CROOK, J.A., 1A 2H2 4A 6Ax 7 12.
 DAVIS, K.V., 2 4 7 36.
 DEXTER, B.W., 1 2 7 26 37.
 DOBSON, G.L., 1 5 6 8 9 21A.
 DODD, P.F., 1 2 5 36.
 DONNELLY, K.W., 1 2 4A 5 7.
 ELFVerson, J.H., 1A 6Ax 8A 9A 21A
 22A
 FAHEY, T.A., 7 36 37 38.
 FAITH, A.T., 1 6x 8 9.
 FINNEGAN, D.J., 1 6 8A 9 22.
 FISHER, M.J., 5 8 9 23A 36.
 FLEMING, D.W., 1 8 9 21.
 FORBES, L.A., 1 6 14 23.
 FRENDEn, R.C., 1 2 6 7 26.
 FRITH, E.W., 1 2A 4 5A 7 26A.
 FULLER, Q.R., 1 6Ax 8 9A 21 22.
 GIBBSON, J.M., 1 4A 8 9 21A 22A.
 GIBSON, C.S., 2 5 7 34A.
 GILES, J.B., 1 6 8 9 21 22.
 GREY, P.C., 1A 8 9A 14 21 22A.
 HALLIDAY, M.R., 1 2 4A 5A 6.
 HARRIS, R.R., 1 5 6 7A 21 36.
 HATCHMAN, B.B., 1 6x 8 9 22.
 HENDERSON, P.W., 1 2 5 8 9 21.
 HEWETT, H.R., 5 8 9 36.
 HOBBS, J.W., 5 7 36A 37A 38.
 HOLLONDS, D.C., 8 9 23A 36A 38.
 HUNTER, J.H., 4 8 9 21 36A.
 HUNT, S.A., 1 5 8H2 9A 21A 22.
 JENSEN, G.V., 1 2 4H2 6 8A 9.
 JEREMY, C.W., 1 2 6 8 9 26.
 KENT, C.J., 1 5A 7 22 34A 36A.
 KING, G.R., 1 6A 8A 9 21A 22A.
 KNOX, A.J., 1 2 6 26.
 KOCIUBA, G.I., 6x 8 9 21 22.
 LAMB, A.D., 1 2 6Ax 8 9 23.
 LAMB, C.K., 1 2 4A 5 7 26.
 LAMROCK, P.S., 1 4 5 7 34 36.
 LEES, R.F., 1A 4 6x 8A 9A 21.
 LOOSJES, A., 1 6x 10 14 23.
 MADDRELL, S.C., 1 6 8 9 23.
 MATTHIAS, R.S., 6 8 9 22.
 McCLOSKEY, P.H., 1 5 8 9 22.
 McLAUGHLIN, D.A., 1 5A 8A 9A 21
 22.
 McNICOL, J.R., 1 2 5 7.
 MELBOURNE, A.L., 1A 6x 8 9 21 22A.
 MELVAINE, D.W., 1 6 8 9 21 22.
 MELVAINE, G.C., 6 8 9 22.
 MERRELL, R.D., 1 2 6 7.
 MINTO, G.P., 1A 6 8 9 22.
 MORGAN, D.G., 1 2 4A 7 33.
 NAYLOR, D.R., 1 5A 6Ax 8A 9A 23A.
 NEWLANDS, B.A., 1 5 8 21 22.
 O'BRIEN, D.B., 1 5A 8A 9A 21 22.
 OTTON, E.J., 7 34 36.
 PASSELL, A.C., 4 5 37 38.
 PEARSE, A.W., 1 9 21 36.
 POOLE, J.R., 1 8 9 21 22.

PRYOR, A.G., 1A 6 8 9 21 22.	TAYLOR, C.C., 1 6 8 9 22.
RAE, P.J., 1 6Ax 8A 9 21A 22.	TAYLOR, D.R., 1 7A 21 36A 37A.
RAMSDEN, T.C., 1 2 4H2 5A 7 26.	TAYLOR, L.R., 1 5A 6 9 23.
RAY, P.S., 1 2 4 5.	THURGOOD, D.W., 1 4 5 7 26.
REDDAN, P.J., 1 6 8A 9A 21 22.	TILLOTT, G.D., 1 6H1x 8A 12A 21.
RYALL, P.A., 1 2H2 4A 6Ax 7 23A.	TROOD, R.B., 1 2 5A 7 34A.
SCOULAR, A.D., 4 6x 8 9.	TUCKER, R.M., 1 2 4A 5A.
SEYMOUR, D.W., 1 2H2 5A 6 7A 26.	TUNBRIDGE, L., 1 2 4 5A 26.
SHEPPARD, W.R., 1 6x 8A 9 21A 22.	WASHINGTON, R.W., 1A 6 21 22.
SLOANE, C.B., 1A 4 5A 7 36.	WEBB, G.E., 1A 2 4H1 26A.
SMITH, G.V., 1 2 6 7 26 34.	WERNER, W.A., 1A 2 8A 9 22 26A.
STEELE, R.M., 1 2 6 8 9.	WHITEHOUSE, A.R., 1 6A 8 9A 21 22.
STEPHENSON, B.J., 2 4 5 9.	WIRTH, H.P., 1 2 4 10A 21 36.
STEVENS, A.S., 1 6 7 14 26.	WONG, D.B., 1 2 4 7 34.
SUTHERLAND, P.B., 1 2A 6x 7 14 26.	YACHMENNikov, J., 1 8 9 17Ax 21 22.
SVENSEN, P.C., 1 4 6Ax 14A.	YOUNG, K.M., 1 6 8 9 21 22.

SCHOLARSHIPS, 1965

The following candidates from Asquith Boys' High School were successful in gaining the following Scholarships:

COMMONWEALTH

Allen, R.E.; Brennan, J.L.; Cahill, J.I.; Christopher, P.L.; Crook, G.A.; Elf-verson, J.H.; Gibbeson, J.M.; Grey, P.C.; Hunt, S.A.; King, G.R.; Lees, R.F.; McLaughlin, D.A.; Naylor, D.R.; Ryall, P.A.; Seymour, D.W.; Tillott, G.D.

TEACHERS' COLLEGE

Allen, R.E.; Brennan, J.L.; Christopher, P.L.; Crook, G.A.; Gibbeson, J. M.; Jensen, G.V.; Kent, C.J.; Lees, R.F.; McLaughlin, D.A.; Melbourne, A.L.; Naylor, D.R.; Pryor, A.G.; Rae, P.J.; Ryall, P.A.; Seymour, D.W.; Sheppard, W.R.; White-house, A.R.

*

*

*

SCHOOL CERTIFICATE, 1965

SUBJECT CODE KEY

1 English	12 Metalwork
2 Science	13 Woodwork
3 Mathematics	16 Music (Sec. Schools Board)
4 Social Studies	17 Music (Aust. Music Exam. Board)

5 Geography
6 History
7 Commerce
8 Art
11 Technical Drawing

24 French Paper I
25 French Paper II
26 German Paper I
27 German Paper II
28 Latin

33 Chinese

The letter a indicates a pass at Advanced Level; the letter c indicates a pass at Ordinary (Credit) Level; the absence of a letter next to the subject numeral indicates that the candidate passed at Ordinary Level.

ANDERSON, I.C., 2c 3c 4 24a 27a.	DER KINDEREN, T., 1a 2c 3c 6a 11a 25c.
ARGENT, J.M., 1c 2c 3c 4a 7c.	DERNIKOWITSCH, E., 1 3 6 25.
ATKIN, A.M., 1c 2c 3c 5c 11c.	EPSTEIN, V.M., 1c 2a 3a 4a 24a 26a.
BAKER, K.E., 1c 2c 3c 6c 25.	EVANS, G.S., 1c 2 3c 6a 24a 26a.
BANNER, P., 1c 2c 3 5c 7c 24a.	EVANS, A.G., 1c 2 3c 4c 25c.
BARCLAY, P.R., 1c 2c 3c 5c 7c 24a.	EVANS, T.J., 1c 2c 3c 6c 25a 27a.
BARTON, G., 1 4c 8 13.	EWEN, S.F., 1 2 3 6c 11c.
BAUGHAN, J., 1 2 3 6 8c.	FAULKNER, C.C., 1 2 3c 11c.
BEECROFT, R.E., 2 3 6 7.	FAULKNER, G.W., 1 2c 3c 5 11c 25a.
BELLAMY, R.S., 1c 2 3 5a 7 25.	FINLEN, G.R., 1 2 3c 4 16c 25.
BERG, S.V.S., 1c 2c 3c 5c 11c 25.	FIRTH, G., 1 2 3 4 8.
BISSETT, G.K., 2 3c 5c 16c 25.	FITTON, R.L., 1c 2 3a 6a 25.
BOWER, A.F., 1 2 3 5 11c 13.	FITZGERALD, G.W., 1a 2a 3c 6a 11 25a.
BROOKS, R.G., 1 2c 3c 6 7c 12c.	FLEMING, W.A., 1c 2 3 6c 7 25.
BROWN, D.C., 1c 2c 3c 5a 7a 25a.	FORBES, D.M., 1 3c 5 7 25c.
BROWN, J.R., 1 2 3 5 11c.	FORDER, A.R., 1a 2c 3 6a 24a 27a.
BUCKMAN, R.W., 1c 2a 3a 5c 7c 24a.	FOSTER, P.J., 2a 3a 4a 8a 25.
BUTLER, M.A., 2a 3c 5a 24a 26a.	GAUKRODGER, M.T., 1 2 4c 8c 13.
BUTLER, W.R., 1 2a 3a 5a 24a 26a.	GEORGE, S.G., 1 2 3 4 13.
CAMPBELL, C.L., 2 3 5 8c.	GLOVER, I.T., 1a 2a 3c 6a 24a 26a.
CARRIGY, N.T., 1a 2a 3a 5a 11c 24a.	GOLDRICK, G.P., 1c 2c 3c 6 25c.
CHAMBERLAIN, C.J., 2 3 4a 7a 13.	GRAY, C.S., 1 2 3c 4.
CHESSER, K.G., 1c 2c 3 5 7 25.	GREENTREE, D.L., 1c 2a 3a 5a 24a 28a.
CLARKE, G.C., 1a 2a 3c 6a 24a 26a.	GREIG, A.C., 1c 2 6 7 25.
CLEARY, P.H., 1c 2a 3c 5a 11c.	GREY, L.T., 1a 2a 3a 5a 24a 26a.
COATES, B.D., 1a 2a 3a 5a 24a 26a.	HAMERLOK, M.J., 1 2 3 5 13.
COLE, B.J., 1c 3c 6 11c 25.	HANCOX, C.J., 1c 2a 3a 5a 11a 25.
COLLINS, M.W., 1c 2a 3c 5 7a.	HAROP, S.J., 1c 2a 3a 4a 11a 24a.
COLMER, A.B., 1c 3 6 7 25.	HARRINGTON, P.G., 1c 2c 3 5 7 24c.
COOK, P.H., 1 2 3c 4 11c 25.	HENDERSON, J.C., 2 3 4 7.
COOMBES, R.J., 1a 2a 3a 6a 24a 28a.	HILL, J.D., 1a 2c 3a 6a 24a 28a.
CORBETT, L., 1c 3 5 25.	HIRST, R.G., 1a 2c 3c 6a 24a 28.
COX, D.L.W.J., 1 2 3 6 7 12c.	HIXSON, T.S., 1 2 3 5a 7.
CRADDOCK, D.A., 1a 2a 3c 6a 24a 26a.	HOBBS, L., 2 3c 24a 28a.
CUNNEEN, B.G., 1 2 3 4c 7.	
CURBY, R.J., 1 2c 3c 5c 7c.	
DANGERFIELD, W.J., 2 3 4 13 16c.	

HOFFMANN, C.E.J., 1 2 3 6 24a 26a
 HOOGESTEGGER, C.J., 1 2a 3a 6c
 11a 25a.
 HOPKINS, J.M., 1 2 3 5 12.
 HUNTLEY, J.B., 1 2c 3 6 11a 25.
 IKIN, C.J., 1a 2a 3a 4a 24a 28a.
 JARRETT, A.V., 1a 2a 3a 4a 24a
 28a.
 JENKINS, D.C., 1a 2c 3c 6a 24a 27c
 JENKINS, J., 1c 2a 3c 6 11c 25.
 JENSEN, I.V., 1 2 3 5 12 13.
 JOHNSTON, P.M., 1c 2a 3c 24c 27a.
 KEGG, C.J., 3 6 11 13.
 KENNEDY, D.H., 1c 2a 3a 6a 8c 25c
 KILLEN, M., 1 2 3a 5a 11a 25c.
 KNEAVES, R.T., 1 2 3c 6 7c 12.
 KRAMER, D.H., 2 4 8a 25a.
 KRUMBECK, J.A., 1 3 4 13.
 LAKE, C.J., 1c 3c 6c 11a 25c.
 LEE, T., 1c 2c 3c 5 24a 27.
 LEES, D.E., 1 2 3c 5 11c 25.
 LEES, J.J., 2c 3a 5a 25c 28a.
 LESSER, S.J., 2 3c 5c 24a 27a.
 LINDSAY, G.J., 1a 2a 3a 4a 24a 28c.
 LOWE, D.G., 1 4c 8 13.
 MACQUEEN, A.D., 1a 2a 3a 6a 24a
 28a.
 MALLOY, A.M., 1a 2a 3a 6a 24a 28a.
 MARKWICK, R.D., 1a 2a 3a 6a 11c
 24a.
 MARTIN, A.J., 1 2 3 6 11c 13.
 McDONALD, G., 1 2 4 8c 13.
 McSWEYN, I.G., 1 3 6c 7c 25.
 MEEDS, S.H., 1 2c 3 5.
 MEET, G., 1 2 3 4 8 13.
 MEREDITH, D.P., 1c 2c 3c 5.
 MOLDNERS, H., 1c 2c 3c 4c 11 25.
 MOLYNEUX, C.W., 1 2 3 6 11 12.
 MORTON, B.K.G., 1a 2a 3a 5a 24a
 26a.
 MUDIE, T., 1c 2a 3a 4a 24a 26a.
 MURRAY, P.W., 1c 2 3c 6 11 13.
 NAGEL, R.A., 1c 2a 3c 11a 25.
 NATHAN, G., 1 4 13 16c.
 NEWELL, R.J., 1a 2a 3c 4a 8a 24.
 NORRIE, D.G., 1a 2a 3a 6a 24a 26a.
 NURTHEN, A.E.K., 1c 3 6 11.
 OEHM, L.S., 2 3 11 13.
 OLSON, G.J., 1 2c 3a 6c 11a 25a.
 PENNINGTON, S.M., 3 5a 25c 28.
 PHILLIPS, R., 1 2 3 5 12 13.
 PILGRIM, R.G., 1 2c 3c 5 7 25.
 PIPPEN, G.H., 1 3c 7 25.
 PRAGNELL, P.A., 1c 2c 3c 6c 11 12.
 PRYOR, B.J., 1c 2 3 25a 28a.
 RANSLEY, A.M., 1c 2 3c 7.
 REESE, D.J., 1 2 3 4c 11c.
 REED, K.D., 2a 3c 5a 11c.
 REID, P.J., 1c 2c 3 4 8a 25c.
 RICHARDS, B.S., 1c 2c 3c 4 16c 25a.
 RICHARDS, R.F., 1c 2c 3a 4a 8a 25a.
 RING, M.J., 1a 2a 3a 5a 24a 27a.
 RIX, A.G., 1a 2a 3a 6a 24a 28a.
 RIXON, L.D., 1 2 3 5 7 25.
 ROBINS, S.R., 1a 2a 3c 4a 7a 25c.
 ROBINSON, G.C., 1a 2c 5a 24a 27a.
 RUTTER, B.W., 1c 2 3c 4 7c 25.
 RYALL, K.W., 1 2c 3 6 11.
 RYALL, S.J., 1a 2 3a 4 24a 27a.
 RYMAN, P.J., 2 3 6 25.
 SAINTY, T.K., 2 3 5 11 13.
 SCHYVENS, B.J.M., 1 2 3 4 8 13.
 SCOTT, D., 1c 2c 3c 24a 27c.
 SCOTT, G., 1 3c 7 13.
 SCOTT, G.W., 2 3c 5c 24 27c.
 SEEDON, P.S., 1c 2a 3 5c 25c 27c.
 SEIDEL, P.A., 3 6 25 27a.
 SEIDLER, S., 1a 2a 3c 6a 24a 26a.
 SHACKLE, N., 1a 2c 3c 5a 24a 27a.
 SILVIA, B.R., 2 3 6 7c.
 SINCLAIR-WADHAM, P.G., 1 2 3 6 11.
 SMITH, R.D., 1c 2 3 5c 11 25.
 STEIGRAD, J.R., 1 2 3 25.
 STEWART, M.C., 2c 3c 6c 11c 25a.
 STREET, J.A., 1a 2a 3a 4a 24a
 28a.
 STRUDWICK, M.J., 1a 2a 3a 6a 24a.
 26a.
 SUMNER, B.A., 1c 2c 3c 5a 11a 25.
 THOMAS, D.P., 1c 2 3 5a 24a 28a.
 THOMAS, G.M., 1c 2a 4c 25a 27.
 THOMSON, I., 2 3a 5c 11a 24a.
 THROP, R.G., 1 2 3 11 12.
 TUCK, M.J., 1a 2a 3a 6a 24a 28a.
 TURNBULL, R.C., 1c 2 3c 25a.
 TURNER, R.C., 1c 2c 3c 6a 24a 27a.

VIEUSSEUX, R.E., 1c 2c 3c 6a 7a 25c.	WHEELER, B.E., 1c 2c 3c 5 11 12.
VUMBACA, N.G., 1 2c 3c 6 7c 12c.	WHITMAN, H.G., 1 2 3 6 7c 12c.
WADHAM, S.R., 1 3c 4 7 13.	WHYTE, J.G., 1 2 5 11.
WADSWORTH, P.S., 2 3c 6c 8a.	WICKENS, J., 1 3 4 13.
WAGSTAFFE, G.B., 1 2c 3 5c 11.	WICKSON, R.J., 1 2 3 6 7 12c.
WALKER, I.G., 1c 2c 3a 6c 7a 25c.	WILLIAMS, P.A., 1a 2a 3a 6a 24a 26a.
WALL, G.B., 1 2 3 5c 11.	WILLIAMS, R.J., 1a 2a 3a 6a 24a 28a.
WATSON, J.K., 1c 2c 3c 6a 11a 25c.	WILLINGTON, I.R., 1 3 16c 25.
WHALE, R.G.H., 2c 3c 5a 24a 27a.	WONG, R., 1a 2a 3a 4a 7a 25a 33a.

FOURTH YEAR COMMONWEALTH, 1965

Butler, Wade; Der Kinderen, Tony; Evans, Hallen; Faulkner, Gregory; Forder, Tony; Greentree, David; Grey, Leo; Hancox, Christopher; Hill, John; Hirst, Robb; Hoogesteger, Cornelis; Ikin, Clyde; Jarrett, Arthur; Lees, John; Lindsay, Gregory; Macqueen, Andrew; Malloy, Michael; Markwick, Roger; Norrie, David; Richards, Robert; Rix, Alan; Street, John; Strudwick, Michael; Thomas, Geoffrey; Tuck, Martin; Williams, Peter.

FOURTH YEAR BURSARIES, 1965

Banner, Philip; Berg, Seppo; Brown, David; Carrigy, Neil; Cleary, Peter; Coates, Bernard; Craddock, David; Evans, Gregory; Foster, Peter; Lesser, Steven; Moldners, Helmut; Mudie, Terry; Pragnell, Peter; Robinson, Gregory; Sumner, Bruce; Turner, Russell; Kneevs, Richard; Collins, Robert.

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THE SCHOOL MATHEMATICS COMPETITION

This year, four pupils of the School gained awards in the School Mathematics Competition conducted by the University of N.S.W. with the assistance of International Business Machines (Aust.) Pty Ltd. They were John Hendry (3A), who won a Prize and a Certificate in the Junior Division, Phillip Gay (2A) and Christopher Haviland (3A), Certificate winners in the Junior Division, and Jim Richardson (4A), Certificate winner in the Senior Division. Jim, who won First Prize in the Junior Division last year and was a Prize and Certificate winner the previous year, becomes our first competitor to gain an award in the Senior Division.

The Competition was inaugurated in 1962, the aim being to discover boys and girls at the secondary school level with outstanding ability in mathematics. From the start, the Competition proved a tremendous



MATHEMATICS COMPETITION

*Left to right: John Hendry, Christopher Haviland,
Phillip Gay and Jim Richardson.*

success and attracted the most outstanding students of the subject throughout N.S.W. To win a prize is, probably, the highest honour a school pupil can gain in mathematics.

Pupils of the School have had marked success in this Competition, 1963 being the only year in which Asquith's name failed to appear in the Prize or Certificate lists. Further, out of a total of 420 awards distributed over 123 schools throughout the State, 10 have gone to Asquith Boys' High.

This represents a notable success for the School and reflects great credit on those who have achieved awards and those, pupils and teachers, who have encouraged them.

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SIXTH ANNUAL PRIZE-

On Tuesday, 14th December, 1965, the School held its Sixth Annual Prize-Giving and Speech Day in the School Assembly Hall, with Mr. K.S. Richards in the Chair.

PROGRAMME

Two Hymns: *I Thank Thee Lord For Life and
Praise My Soul The King of Heaven.*
Entry of Official Party; Headmaster's Welcome to Visitors
and conveyance of apologies.
Chairman's Remarks.
Headmaster's Address.
First Form Pupils: Three European Carols --
Eight Nights of Hanukah
Baboushka
Silent Night
Conductor: Mr. J. Saunders
Accompanist: Mrs. D. Lawrence
Address by the Hon. J.C. Maddison, M.L.A. for Hornsby and
Minister for Justice.
Presentation of Academic and Special Prizes
(Names announced by Mr. L.E. Rodgers, Deputy Headmaster)
School Song.
Sportsmaster's Report -- presented by Mr. V. Wildy
Presentation of Sports Awards (Names announced by Mr. Wildy)
House Awards:- Mr. H. Reid
School and Combined High Schools Awards:-
The Hon. J.C. Maddison
First Form Pupils: Two Australian Carols --
The Three Drovers
Christmas Day
Appreciation: Kevin Donnelly, School Captain
The National Anthem.

PRIZE LIST - 1965

Special Prizes

Hornsby Shire Council Prize for Service and Leadership
Kevin Donnelly

GIVING AND SPEECH DAY

The Eldred Prizes

Dux of the School *Rodney Allen*

AND

Second in Fifth Year *John Brennan*

Academic Prizes

Third in Fifth Year and

First in 5B *Desmond Naylor*

Fourth in Fifth Year

Jeremy Cahill

First in 5C

Keith Borton

First in 5D

Graeme Bolton

First in 5E

Geoff Crook

First in 5F

David Seymour

First in 5G

Peter Ryall

First in Fourth Form and

First in 4A *Alan Rix*

Second in Fourth Form

Andrew Macqueen

Third in Fourth Form

Raymond Wong

First in 4B

Martin Tuck

First in 4C

Russell Turner

First in 4D

Bruce Summer and

John Watson

First in 4E

Robert Brooks and

George Vumbaca

First in 4F

Colin Chamberlain

First in Third Form and

First in 3A *James Richardson*

Second in Third Form

Dennis Wong

Third in Third Form

Robert Buttenshaw

First in 3B

Jeffrey Ashelford

First in 3C

Howard Creevy

First in 3D

Kim Carpenter

First in 3E

James Daves

First in 3F

Stephen Foster

First in Second Form and

First in 2A *John Hendry*

Second in Second Form

Stephen Rix

Third in Second Form

David Padgett

First in 2B

Chris. Naylor

First in 2C

John Gibson

First in 2D
First in 2E
First in 2F

*Stephen Croft
Brian Evans
David Roache*

First in First Form and

First in 1A *Jeffrey Melvaine*

Second in First Form

John Patten

Third in First Form

Dennis Kimberley

First in 1B

Bruce Lord

First in 1C

Brendon Bailey

First in 1D

Peter Fitzgerald

First in 1E

John McCarthy

First in 1F

Ray King

German Prizes (*presented by the German Consulate*)

Fourth Form *Leo Grey*

Third Form *Dale Sweeney*

HUME BARBOUR AWARD HIGH SCHOOL DEBATING
Zone C Winners, 1965.

*Paul Christopher
Geoffrey Crook
Kevin Donnelly
Bill Washington*

Some of our Rising Stars

Ian Glover, 5A

An Australian who came from Artarmon Opportunity School. His favourite subjects are English, History and Art. His activities include debating, surfing, School Magazine. He enjoys hockey and tennis. His hobbies include collecting rocks, listening to jazz and reading philosophy. He intends to study Arts at the University and hopes to become an English Lecturer and a distinguished guitar player. He would also like to travel to Paris.

Alan Rix, 5A

A well-known and honourable identity of the School, is our glorious School Captain. Alan divides his time between being Dux of Fifth Form and organizing the Prefect Body. Out of school he is a devotee of reading, running, writing and relaxation. He enjoys Chopin and Bach, Van Gogh and Picasso, good food and good wines -- and his cat, Sacha. His favourite subjects are French and English -- hopes to join the

University fraternity and excel in Languages. His dislikes include co-education, teenage cults and superficiality. He is a fatalist and an agnostic who believes in the equality of man. His wander-lust will take him to Greece, Russia and France. He is an avid reader of Nikos Kazantzakis and Henry Fielding.

John Street, 5A

A budding economist, and also plays the clarinet. Dislikes being classified, and being lumped with other people. When asked about co-education, he said that the sexes should be segregated, but believes there should be more contact between boy and girl schools. John has decided views on morals and religion. He is interested in most sports and claims to like most things.

Peter Williams, 5B

His best subjects are Science and Art but he sees Science becoming more and more dominant in our education system. He feels that this is wrong; if High School is to prepare a person for society, then specialisation at the secondary level is detrimental. A balanced life is necessary; a student should feel free to experiment in all fields. Peter feels that there is too much emphasis on purely vocational training and that there is only lip-service paid to the humanities.

Jim Richardson, 4A

Consistently high scorer in all subjects, but prefers Maths and Science. Hopes eventually to be a mathematician. Enjoys reading (Jane Austen and Tolstoy) and playing the piano (Beethoven and Schubert). A humanist and pacifist, he is tolerant in matters of religion. A worthy disciple of Demosthenes.

Chris Beer, 4A

A future lawyer, an outdoor type, and a moral iconoclast. He is also a surfer, and has travelled abroad. Likes Nat Young, girls, co-education, Hemingway, and regards study as a necessary evil. Supports world government, hates ultra-nationalists and intolerance. Loves money, leisure and a hedonistic life; is scared of spiders and marriage. Best at French and Latin, but also likes English and Art (Gauguin and Greek sculpture) -- approves of the basic humanitarian freedoms.

Kim Sterelny, 4A

Noted radical about school, who reads voraciously. A narcissist, who extends his love towards girls, D.H. Lawrence, chess and intelligent conversation. Owing to his extreme political and religious views, he has been deemed left-wing and an agnostic (Sigh! In one so young!). Believes in great religious and moral tolerance. His best subjects are History and English -- hopes to lecture in the former.

Clark Walton, 4B

His artistic inclination leads him to various stages of madness. He likes Picasso, Chagall and Mondrian. Paints nudes with ample proportion.

ions. His ambition is to become the prized possession of the Hornsby Art Gallery. For relaxation he paints Phantasmagoria, which are unintelligible. Hobbies are girls, stamp-collecting, painting and billy-cart riding. He is a realist with trimmings of Baroque lace and Romantic stupor.

Dennis Wong, 4A

A real outdoor lad -- hates being cooped-up at home. Loves reading -- especially D.H.Lawrence and V.Palmer. Enjoys modern music and relaxation. A latitudinarian -- believes in wide practice of Empathy. Opposes nationalism and apartheid. Hobbies include electronics, photography, chess, girls, and fishing. Best at Science, Maths and History. Hopes to study Medicine at University.

Kim Carpenter, 4C

Kim is an Art student with future hopes of an art career in the theatre world. His out of school activities are in the theatre as the Publicity Officer for the Independent Theatre Junior Group. Kim has developed a stylised manner of painting, plainly influenced by Picasso and Klee.

Jacob Hoogesteger, 3A

Blew in from Holland, 1955, and enrolled at Asquith High in 1964. Sparkles in Geography and Science, likes Basketball, Cross-country Running and Debating, and also non-fiction books -- hobbies are chess and gardening. Also a co-educationalist. Jacob likes the Seekers, and hopes to become an engineer.

Leigh Sutherland, 3A

Product of Mt.Colah Primary, his specialities are French and German. He enjoys swimming and holds the Bronze Medallion for Life-saving. His hobbies include reading, stamps, coins, T.V. and tennis. Follows modern music, and is a keen supporter of co-education. Hopes to study Medicine at University.

Jeffrey Coggins, 3B

An asset to the Music Department -- here he plays Beethoven and the Easybeats -- enjoys music so much that he wants to teach it. An ardent philatelist, who dislikes T.V. commercials, washing-up, English and school in general. Plays squash, and enjoys swimming, athletics and bushwalking.

Michael Wong, 3A

One of the legendary Wong quartet -- hopes to become an agricultural scientist. His likes include chess, tennis and boating, and his dislikes are P.E., the rat-race and hunting. His creative talents are best expressed in model-making, chess, grafting plants and finding Dewey numbers in the Library.

John Hendry, 3A

Arrived from the Hamilton Academy in Scotland in 1964, and although having no favourite subject, his prowess lies in English, Science, Latin and Maths. Hopes to study in the Arts or Science Faculty. His hobbies include chess, classical music, fiction and chess books -- favourite crime author: John Dickson Carr. He plays a good game of soccer, but in general is opposed to all forms of manual labour including washing-up. Admires Max Fuller (N.S.W. Chess Champion) and dislikes the Beatles etc.

Martin Langford, 3A

Another Mt. Colah Primary boy, he is mainly interested in Art, History and French. Martin is one of the few remaining boys who still listen to radio. Thinks homework is a necessary job. He admires Robin Hood. He does not read much but plays Grade soccer and also squash. Wants to go on to Sixth Form and follow an artistic career.



The Rising Stars

Jeffrey Melvaine, 2A

A product of Artarmon Opportunity School, he excels in French, German, Maths and Science. Jeff's interest lies in languages, but he hopes to pursue a scientific career in a research capacity. Hobbies include chess, sketching and the piano (Schumann is his favourite). He dislikes commercials and all pop groups whom he considers to have no talent. An avid R.L. spectator, he idolises Albert Einstein.

Clive Hadfield, 2A

Came to us this year from Ashfield High, and has a leaning towards linguistics. Hopes to pursue a university career. Hobbies include a vast amount of reading, and classical music. He dislikes lawn-mowing. Because of his four sisters he has a hatred of co-education. Although he is a keen swimmer he occasionally watches a game of Soccer.

Chris Priday, 2B

A well-known young artist, who prefers the historical side of the subject, and considers that modern art lends itself to greater expression of feeling -- a sculptor, Henry Moore, being his favourite. Hobbies include Science, Soccer and Surfing. Opposes conscription, but likes Gordon Chater. Believes in co-education, on the grounds that it encourages maturity.

Denis Kimberley, 2A

An excellent ambassador for his school, Denis, a D.G. and Geography man, is at his best when playing his favourite sports -- Cricket, Basketball and Rugby Union. Outside school he enjoys playing sport and watching the television, but does little reading. A fiery supporter of the North Sydney League team, he has very few other habits. He dislikes pop music and hopes to proceed to University studies. He has no opinion on Vietnam but does not object to conscription.

John Patterson, 2A

An able basketballer whose academic qualities are in DG and German. He watches a limited amount of television and regards school marks as a challenge. His hobbies include collecting stamps and making model planes. Reads extensively and has ambitions of studying Arts and Science at University. His dislikes are few but would not try to evade National Service.

Graham Campbell, 1A

Graham is a bright lad whose forte lies in Social Studies and Science -- intends to follow Engineering and Science at a tertiary level. He has numismatic tendencies and also plays chess frequently. The Beatles are his favourite -- enjoys reading fiction and science fiction ("Day of the Triffids"). His yearning for the great outdoors is exemplified by his following of soccer, cricket, surfing and fishing. He admires nobody in particular but gets on well with most people.

Stephen Johnston, 1A

A budding young scientist who also likes English and Art. Although not a sporting enthusiast, he still participates in Rugby Union and cricket. Extra-curricular activities include reading, watching T.V. and intellectual discussion. A keen hobbyist -- tape recording especially. His ambition is to proceed to scientific studies at a tertiary level; idolizes Sumner Miller.

Andrew Kasmarik, 1A

Although strong in Maths, Andrew shows a special liking for working with his hands. Sports include swimming and tennis while his hobbies are reading and making model planes. A keen Scout, he would like to travel abroad and later follow the Engineering profession. He dislikes art but enjoys modern music.



The School Mascot - Prince (no Pedigree)
(with two acolytes)

A well-known identity of the School, Prince has gained outstanding marks for conduct and attendance. He dresses neatly and appropriately and can always be counted upon to do the right thing. Prince is courteous and co-operative and assists the Caretaker, Mr.F.Anderson, in cleaning the School grounds. This quadruped has given sterling service to the School: may he grow in wisdom.

CAREERS NIGHT

A Careers Night was held at the School on Tuesday 28th June, at 8pm. Early in the evening, the Headmaster, Mr. M.W. Brown, the President of the Parents and Citizens' Association, Mr. A.McD. Richardson, and the School Careers Adviser, Mr. J. Hurst, welcomed the parents, boys and advisers, who then moved to various rooms throughout the School. As at previous Careers Nights, the evening was approximately divided into three half-hour sessions, so that parents and boys might visit three advisers if they so wished.

Each of these thirty-four advisers was a prominent member of his field, and was able to give up-to-date and first-hand information on qualifications, training and wages. The following careers were represented: Accountancy, Agriculture, Architecture, Automotive Trades,

Banking, Building, Commerce, Defence Forces, Engineering, Insurance, Medicine, Pharmacy, Police Force, Public Service, Radio, Television, and Electronics, Railways, Retailing, Surveying, Teaching and Veterinary Science.

The School would like to thank all the advisers for their time and effort, the ladies of the Canteen for the refreshments available during the evening, and Mr. Hurst, whose capable organisation made the function a success.

A CAREERS PROJECT

A worthwhile project, particularly for boys who have had their vocational guidance tests, is to make a study of careers. This study will be a collection of facts serving as a useful reference, as your own ideas about your future take shape. The work you do on this project will be a way of bringing together information from many sources in a compact form. It is information that you would probably neglect without an aid to research and enquiry.

Start a filing system in the form of a loose-leaf notebook, and have a number of divider cards to section it. Your book will have three major sections, and into each of these you will place the details and information collected over a period of time.

Section 1 of this book will be devoted to facts about yourself. On these pages should be recorded results of school tests, observations of your teachers, interests, personality characteristics, and physical characteristics. Your mental abilities should also be noted and these can be obtained from the Careers Adviser. Discuss your academic weaknesses and strengths with him and relate them to subject results -- find out, in fact, whether your study time is sufficient, and if it is being usefully spent. These are valuable comments for *Section 1*.

Section 2 will deal with occupations. Included will be facts about the activities, duties, educational requirements, demand, income, and all other important information about each job. These facts can come from various sources; from careers supplements in newspapers, from brochures, Commonwealth Employment Offices, and from the School's Careers Night. Furthermore, a list of references could be included to note those books and articles you have read and might need for later study.

Section 3 will make a comparison between job requirements and your own qualifications and personality. Although you can analyse yourself to some extent, you will need outside assistance here. The Careers Adviser will help you in making these judgments.

In the course of compiling this notebook, you will want to add to some of the details of the filing system. In collecting information for the various sections of the book it will not be possible to copy down every fact in full. When an interesting article is found, make notes in a simple outline form that will give the key facts -- and

don't forget to include the book or magazine title, its author, page number and publishing date.

This book can prove to be a great help in choosing your career. It will not, however, be any better than you make it. If you take your time, and are serious in the collection of facts, you'll find this notebook a valuable aid in planning your career.

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THE SCHOOL LIBRARY

*"All that mankind has done, thought, gained or been; it is lying
as in magic preservation in the pages of books..."*

Thomas Carlyle

Having grown steadily since the 1965 Report, the School Library now has over 5,000 books, almost 4,000 of which are non-fiction. As well as the *Sydney Morning Herald* and the *Australian*, the Library subscribes to nineteen magazines and periodicals, including *National Geographic*, *Focus*, *Choice*, *Current Affairs Bulletin*, and *Popular Mechanics*.

There is now a staff of twenty-three librarians, who perform valuable work in the general running of the Library, especially in the issuing and returning of books at lunchtimes, in the preparation of new books and the repairing of damaged ones. A typewriter for the Library is also a welcome addition to the equipment, enabling cards for new books to be processed more quickly.

The Parents and Citizens' Association and the School Canteen stand behind the Library with generous financial support; everyone should

give thanks for this, as most of the new books have been obtained from funds which they have provided. Donations of books have also been made by many boys, and for these gifts the Library is also most grateful.



The Librarians

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ANZAC DAY, 1966

On 22nd April, the School commemorated Anzac Day. The School assembled in the quadrangle, and the Headmaster, Mr. M.W. Brown, gave an address on the importance of Anzac, and his personal memories of the effects of Anzac Day on Australia during World War I.

After the address the School stood to attention in memory of those who died, while Mr. J. Saunders played the *Last post* and the *Reveille*, and the School Captain, Alan Rix, raised and lowered the Flag.

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LADIES' AUXILIARY

The Auxiliary is happy to report another successful year. Our Annual Meeting was held on 20th April, and Mrs Bolton was elected as President. She has since resigned for health reasons, and Mrs Nurthen, our ex-president, agreed to stand again.

Functions held during the year were: a tennis day at Waitara Oval, a Kraft demonstration and morning tea held at the home of Mrs Anderson, and a sewing demonstration and morning tea held at the home of Mrs Dawson. Theatre parties were organised for the Australian Ballet, and "A Cup of Tea, a Bex and a Good Lie Down" at the Phillip St. Theatre.

A Farewell was organised for the Fifth Year boys and catered for by the ladies. A letter of thanks was received from the Old Boys' Union thanking the ladies for making it a memorable day. Instead of the usual luncheon for the end-of-year breakup, it was decided to combine with Canteen workers and make a booking at the Music Hall, Neutral Bay. More

than eighty attended and it was a most enjoyable evening.

On 28th June a Careers Night was held at the School. There was quite a large attendance, and the Auxiliary catered for all the speakers and guests. This year's Camellia Show on 30th July was very successful and a large crowd attended. The Auxiliary worked hard supplying lunches and afternoon teas, but everybody was very happy to play some part in the success of the day. The School Athletics Carnival on 5th August was held at Waitara Oval. The weather was good and so were the boys' appetites. Several times the hot-dog stand had to be restocked.

Last meeting, it was moved to present our cheque for \$621 to the P.&C. with the request that the money be spent to purchase an electric saw for the Manual Arts Department, and the balance be spent by the Headmaster for text-books. The Auxiliary felt it would like to buy some piece of equipment for this Department because of the high standard of work displayed by them at the Furniture Exhibition and at the Camellia Show.

Our thanks to all ladies who have donated cakes and goods during the year, and to all the willing workers at other functions. Mrs Nurthen, as Convenor of the Canteen Roster, would like to thank all mothers who have given their time during the year, and especially those few who have always answered her calls when the Canteen has been shorthanded. Also our thanks to Mr. Brown, Mr. Rodgers and the Staff for their support to the Auxiliary during the past year.

S. Johnson, Hon. Secretary.



Two Ladies to whom the School

owes a great deal -

Mrs. B. Taylor

(Supervisor of the Canteen)

Mrs. M. Nurthen

(President of the Ladies' Auxiliary)

THE PARENTS AND CITIZENS' ASSOCIATION

On behalf of all parents, we thank the Headmaster, Deputy Headmaster and Staff for their untiring work throughout the year on behalf of our boys, for their continued co-operation with the P. & C. Association, and for their organisation on three of our regular meeting nights of the very successful Careers Night and First Form and Fourth Form Information Nights for parents and boys.

We also extend our thanks to the guest speakers who addressed us at other meetings -- Mr. H.G. Hoskins ("Careers in the Metal Trades"), Dr. S.W. Cohen ("Macquarie University"), and, in prospect at the time of writing, Professor S.T. Butler ("The New Secondary School Course, and University Matriculation").

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Like all developing things, P. & C. Associations pass through different stages of growth and activity. When the School was very new the main aim was the raising of finance for equipment, and strenuous efforts made to this end included the organisation of a series of annual fetes. As the School has developed, and the year's programme of events has become fuller, it has become harder to conduct such a major function without disrupting School life too seriously. Fund-raising in 1966, as in 1965, has therefore been confined to a voluntary contribution scheme and to a number of most successful functions run by the Ladies' Auxiliary.

Although the School will soon be seven years old, there is still a great need for financial assistance by parents if their boys are to receive a full and adequate education. New equipment, over and above that supplied by the Education Department, is always needed, and some funds are already having to be spent on maintenance. This year's prime need, however, has been for additional funds for textbooks, particularly for the first Fifth Form under the Wyndham Scheme. The new State Government textbook subsidy resulted in about \$6,500 being passed on by parents to the School's textbook-hiring scheme, but this proved inadequate, and the Association undertook to make up a difference of about \$1,500. 1967 will also be another heavy-expenditure year as far as textbooks are concerned, as it will be the first year of the Sixth Form.

There is no doubt that "free education" has become an unreal term. But our children need the best that we, as parents and as citizens of the community, can give them -- whether supplied indirectly by taxation, or directly by donation to, or work in, the P. & C. Association.

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As the Association has gained experience over the years it has begun to think more deeply about the problems of education, and to co-operate more with other P. & C. Associations at District Council and State

Conference levels. Although the School is well equipped with buildings -- it even has the new Senior Study Block ready for next year's Sixth Form (many High Schools have not) -- it has inadequate playing and living space; and although it is well served by a loyal and experienced Staff, it suffers in common with all other High Schools in Australia from a lack of sufficient graduate teachers. This shortage of fully-trained staff is particularly acute in New South Wales at present because of the exacting demands placed on teachers by the new advanced curricula.

As in 1964 and 1965, the Association submitted draft resolutions on these problems to the Annual Conference of P. & C. Associations, calling attention to the need for Federal finance for education, and for teacher training in particular, and supporting the widespread demands for a Federal Committee of Enquiry into the crisis situation which faces education all over Australia. It also proposed a special effort now being made by the Northern Lines District Council of P. & C. Associations, to awaken the State and Federal Parliamentary Members for the Council's area to the crisis which exists and to the need for urgent action by both Parliaments.

In spite of all this, the Association is not as alive and as effective as it could be. Most of the work is left to the Executive members, the Ladies' Auxiliary, and the "old faithfuls" who attend all meetings. Most of the finance is contributed by a third to a half of the parents. I Therefore conclude this report by appealing to *all* parents: "Make 1967 a year of real activity on *your* part through your P. & C. Association on your boy's behalf!"

A. McD. Richardson, President

SCHOOL SAVINGS BANK REPORT



Branch: Commonwealth Savings

Opened: 1960

Active Accounts: 239

Deposits: \$4.018

1966 Commission: \$40

Supervisor: Mr. J. Donnelly

Assistants

Bob Maxwell, Viv. Makila, Jim Reidy, Bob Bonte,
Greg. Ireland, Keith Castle, Mike Stevens, Tony Druce, Graeme Hall.

GEOLOGY CLUB

Patron: Mr. N. May

Towards the end of 1965, a group of interested students formed the Geology Club. It now has a membership of fifteen, and new members are always welcome. This year the Club organised excursions to quarries at Hornsby and Prospect. Many interesting discoveries were made at the Prospect Quarry, where one large piece of zeolite, in which the Club showed particular interest, was broken up by the quarry workers so that members could take samples. During the August holidays some members of the Club organised a trip to Katoomba, and in December Mr. May arranged an excursion to the Jenolan Caves. The Club would like to thank Mr. May for his guidance and assistance in organising the excursions, and his chairmanship of our meetings.

FENCING CLUB

Patron: Mr. R. Lawton

*"Action is transitory -- a step, a blow,
The motion of a muscle -- this way or that."*

This year saw a gradual decline in the members attending the weekly fencing sessions, and perhaps this can best be explained by stating that the sport of fencing did not live up to the expectations of many of the boys. My impression was that many thought all that was required was a foil, a mask, and the ability to slash away at an opponent; but when it was discovered that there were various exercises needed to supple and strengthen the legs, and much dull work to do on the lunge and parry technique, we lost many members who drifted away because of the hard work.

From those who remained, we developed a small group of up-and-coming fencers, amongst whom we could have future champions in Edward Fela and Robert Frith. Both boys are prepared to work hard and have developed a sound technique in both foil and épée. We have just introduced the sabre, and it is proving a very popular weapon.

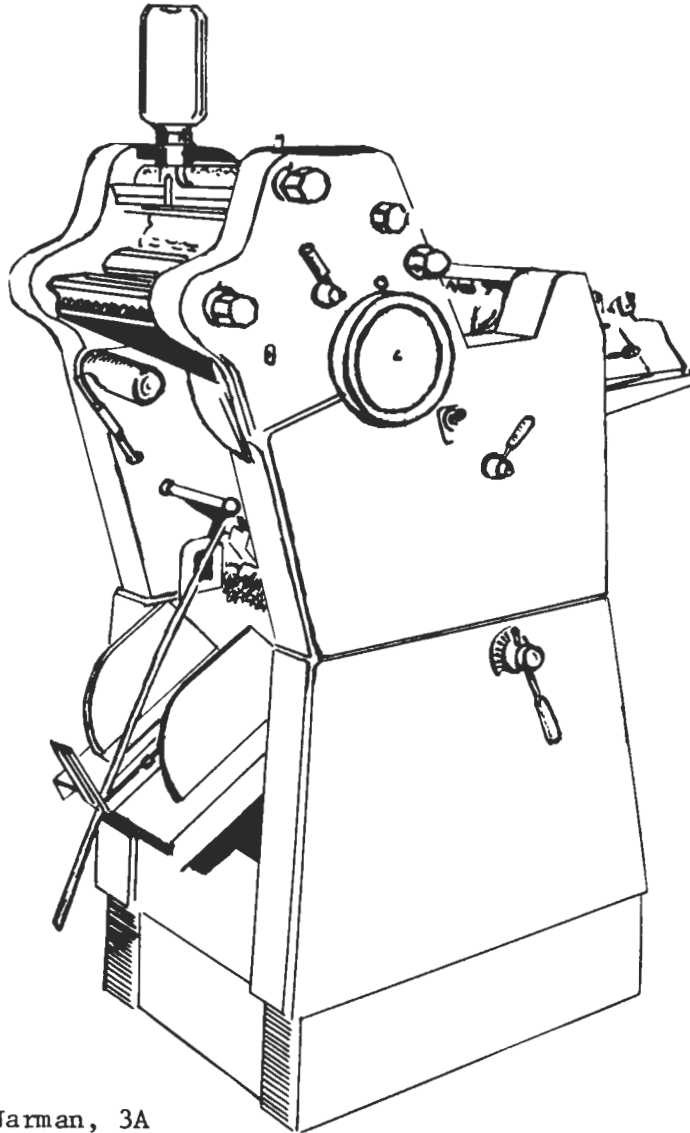
I must explain the differences between the weapons. The foil is a light sword and only the point is used to score hits on the trunk. The épée is a copy of the duelling sword, and is much heavier; points can be scored by hitting with the point any part of the body from the head to feet. The third weapon is the sabre; this can be used either to cut at the torso and mask, or, as with the other weapons, to thrust at the body with the point.

Each weapon has its merits, and each takes time to learn. This has meant that a few boys who were not prepared to work have been lost to the sport; perhaps I must accept a little of the blame for this as I was not available at every practice session. It is to be hoped that in the future we can attain new heights of success by regular and enthusiastic practice and competition.

R. Lawton

THE SCHOOL PRINTING PRESS

This year's School Magazine has been printed on the School's new Off-set Duplicator. This machine, the second of its type in state schools, works on the principle that oil and water will not mix. The printing press works in two basic motions. A plate, with the required literature printed on it, presses against a rubber blanket, making an impression. The rubber blanket is then pressed on to a sheet of paper, thus making a duplicate. This motion can be repeated up to seven thousand times every hour. This print is so accurate that a sheet of paper can be run through twice without any noticeable second print. The machine can be adapted to print in more than one colour and also print photos.



Drawing: Rudie Jarman, 3A

DRAMA AND MUSIC FESTIVAL, 1966

One of the outstanding activities of Education Week was the School's Drama and Music Festival which was held in the Hall on the evening of the 9th August. An entertaining, varied, and smooth-running programme was witnessed by a spectacularly large audience. The applause which greeted each item was a fitting reward for the hours of hard work voluntarily expended on the Festival by producers, actors and the technical crew.

PROGRAMME

The National Anthem

PLAY: *DEEK WEE-TANG-TON AND HIS SIAMESE CAT* (Kay Locke)

Presented by Class 1A. Produced by Mr. J. Saunders.

Deek	Paul Vallis
Mother	Graham Campbell
Cat	Stephen Johnston
Chorus	Anthony Lyons
Property	Alan Coggins
Captain	Christopher Bingham
Merchant	David McGill
Cook	Gordon Foster

BRASS QUARTET: *Allegro Vivace and Andante* (Chagrin)

Trombone	Peter Snitch
Trumpets	Philip Prideaux,
	Greg Ryan,
	Mr. J. Saunders

SCHOOL CHOIR: *Conducted by Mr. R. Morpew.*

<i>Now is the Month of Maying</i>	- (Morley)
<i>Eileen Aroon</i>	- (Irish Traditional)
<i>My Little Pretty One</i>	- (Traditional)

PLAY: *HENRY V*

An extract from Shakespeare's play, presented by Class 2A.

Produced by Mr. R. Kibble.

Introduction	Stephen Stekhoven
Prologue	Chris Lennon
Exeter	Brendon Bailey
Bedford	Richard Fela
Westmorland	Ray Wrightson
King	Greg Arrell
Grey	Clive Hadfield
Scroop	Phillip Gay
Cambridge	Tony Reidy

PIANO SOLO: *Mr. R. Morpew*

<i>Ecossaises</i>	(Beethoven)
<i>Polichinelle</i>	(Rachmanninoff)

PLAY: *MY PROUD BEAUTY* (Kenneth Lillington)

Presented by Class 3A. Produced by Mr. J. Summers.

Narrator	Keith Thompson
Squire Hardbottle	Leigh Sutherland
Amos Honesty	Colin Beszant
Mrs. Honesty	Stephen Frith
Maria (their daughter)	Chris Worboys
Seth (their son)	Paul Campbell
John Manley	Edward Boyd

WOODWIND QUARTET: *Allegro Spiritoso* (Handel)

Flute	Greg Street
Clarinets	John Street
	Bill Dangerfield
	Stuart Lund

VERSE SPEAKING:

Presented by Class 1A. Produced by Mrs. H. Taylor

Sea Fever ... (John Masefield)	conducted by David McGill
Legend (Judith Wright)	conducted by Graham Campbell
Sad Story of a Motor Fan ... (H.A. Field)	conducted by Gordon Foster

INTERVAL

JUNIOR CHOIR: *Conducted by Mr. R. Morpew.*

Lullaby	(Brahms arr. West)
Tragic Story	(Britten)
Oliver Cromwell	(arr. Britten)

RECORDER TRIO:

Fear No Danger Ensue (Purcell)	Senior members
Prithee Pretty Maiden (Sullivan)	of the School
	Choir

PLAY: *JOURNEY'S END* (R. Sherriff)

Captain Stanhope	John Hill
Mason	Tony Forder
Colonel	Leo Grey
Lieutenant Raleigh	Steven Lesser
Lieutenant Osborne	David Greentree
Sergeant-Major	Martin Tuck
German Prisoner	Andrew Macqueen

CREDITS

Stage Manager	Mr. L. Miller
Lighting	Mr. R. Elkin
	P. Barclay
	B. Applebaum
	D. Walters
	G. Thomas

Set Design and Decor

Ticket Sales
Programme Cover Design
Programme

*Fifth Form Art Class
assisted by Mrs. E.
Murray
Mrs. B. Phillips
Kim Carpenter
Mr. R. Petherbridge*

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OUR DRAMA CRITIC, *VERITAS*, COMMENTS:

DEEK WEE-TANG-TON AND HIS SIAMESE CAT

This charming Chinese fable was admirably performed by a most unselfconscious cast who obviously enjoyed the play as much as the audience. The costumes and make-up were effective, lines were delivered audibly, and the Oriental atmosphere was very well evoked by the chorus. All actors turned in a good performance, but special mention must be given to Stephen Johnstone as the cat which delighted the audience with its feline antics.

HENRY V

This challenging extract was well staged, and despite the inherent lack of movement in the script, gained a favourable audience reaction. The costumes were most colourful and showed considerable ingenuity on the part of the cast and the producer.

Shakespeare's blank verse, though difficult for any actor, was spoken with ease and surprising aplomb. Greg Arrell, in the title role, had a commanding stature and fitted the part admirably for one so young. Congratulations to the cast for a valiant attempt.

MY PROUD BEAUTY

This melodrama was the popular success of the evening. Its theme of Virtue Triumphant appealed to the audience which saw in the hero and heroine all the qualities which it lacked.

Lines were delivered with elan, stage movement was good and the exaggerated acting, as necessary for farce, was caught and sustained; the device of audience participation added much hilarity to the performance. A special mention for the two "females", who received great acclaim from the audience for their provocative performance.

JOURNEY'S END

A good attempt at a play which made a great demand on both actors and audience. Its theme -- the stupidity of war and the cheapness of life -- was a mature one and proved too difficult for some of the audience. A feature of this play was the authenticity of the costumes, and a most imaginative decor which lent reality to the production.

The acting was sincere and revealed that the players understood something of the complex problems of the play.

A pleasing feature of the programme was the emphasis placed on music which I feel has been somewhat neglected in the past. Mr. R. Morphey and Mr. J. Saunders are to be congratulated on the standard reached by both choral and instrumental groups. The attention given to, and the applause which followed, showed that the audience not only enjoyed the musicianship, but also relished the change in pace within the programme.

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Verse-speaking has often been accused of fostering artificiality and affectation, but these charges, as far as I am concerned, could not be levelled at the members of 1A (protéges of Mrs. H. Taylor) who contributed poems by John Masefield, Judith Wright and H.A. Field. As with the musical items, the speakers obviously enjoyed the limelight on the stage, and by their clear diction and clever miming, received well-deserved applause.



A climactic scene

from *Henry V*

presented by 2A

Westmoreland . . . Ray Wrightson

Cambridge Tony Reidy

Henry V Greg Arrell

Scroop Phillip Gay

*"God quit you in His mercy! Hear your sentence.
You have conspired against our royal person,
Join'd with an enemy proclaim'd and from his coffers
Received the golden earnest of our death;
Wherein you would have sold your king to slaughter.
Get you therefore hence,
Poor miserable wretches, to your death:
The taste whereof, God of His mercy give
You patience to endure, and true repentance
Of all your dear offences! Bear them hence."*

Act II Sc. 2.

ASQUITH BOYS' HIGH SCHOOL OLD BOYS' UNION

Every school needs an Ex-student Organization, and with this idea in mind it was decided that such a Union should be formed at Asquith Boys' High School.

The first steps to form this Union were taken by the previous Captain of Asquith, David Wilson, who, on 23rd January, 1966, called a preliminary meeting consisting of Geoff Fuller, Jeremy Cahill and Andrew Royal. Letters were then sent to the majority of boys who had left Asquith in 1964 and 1965, informing them of the decision to inaugurate a Union. The date of the Inaugural General Meeting was to be 10th March.

The Interim Meeting consisted of David Wilson, Richard Coates, Quentin and Geoffrey Fuller, John Vieusseux, Jeremy Cahill and Andrew Royal. Mr R. Hill chaired this important meeting.

Thus the A.B.H.S. Old Boys' Union was formally established. Sixty-six members were enrolled that night and an official committee was elected. This consisted of:

D. Wilson	-	President
R. Coates	-	Vice-President
Q. Fuller	-	Treasurer
G. Fuller	-	Secretary
A. Royal	-	Assistant Secretary

with J. Cahill, John Vieusseux, John Jephcott, Des Naylor, and Jeff Richardson assisting.

From that meeting onward, everything ran smoothly. Our first social function was a barbecue, held at Palm Beach and financed by Union Funds (subscription fee was \$3.00). Its success was followed by other such entertaining functions as a Car Rally in May and a Dance in July.

The Car Rally proved both adventurous and confusing with the result that about five cars did not reach the destination (Bilgola Beach). Anyhow, some drivers managed to decipher the misleading directions, the most successful being Michael Brown and Greg Baxter who took away first prize: two bottles of champagne. In second place came Stewart Ewen and Alan Rix; third place went to Ian Mackay and David Pettinger.

The Dance, which owed much to the generous assistance of Neville Ray, was a great success with an attendance of 250 guests. It was pleasant to meet old friends and compare notes on post-school activities. We hope our next social activity will have as much success.

The Annual General Meeting, held on the 10th August in the School Hall, resulted in the re-election of the former committee with the inclusion of two new members, Peter Ryall and Richard Sheppard. Richard Coates was announced as the new President, as David Wilson had been forced to resign because of a change of address. He is still a member of the Union.

To date the Union has eighty members and although this is not large, I consider it has been successful; it is to be hoped that more and more ex-students will join the Union as many interesting functions lie ahead.

In conclusion, on behalf of the Committee, I would like to thank the Headmaster, Mr M.W.Brown, for the use of the School Hall for our meetings; Mr R.W. Hill for chairing the Inaugural General Meeting and his attendance at other meetings; and all others who have in some way assisted the Union.

OFFICE BEARERS:	President	- Richard Coates
	Vice-President	- Richard Sheppard
	Secretary	- Quentin Fuller
	Treasurer	- Geoffrey Fuller
	Committee	- Andrew Royal; Jeremy Cahill; John Jephcott; Jeff Richardson; Peter Ryall; Des Naylor.

MODEL BOAT AND SAILING CLUB

Patron: Mr. B.C. Wilson
"The Sea! The Sea! The open Sea!"
The blue, the fresh, the everfree..."
Masfield.

The Sailing Club, inaugurated in 1963, continued to develop in 1966. The Club meets every Tuesday after school in Lab.1, where Club members discuss the techniques and skills involved in sailing. One of the highlights of the year was a rigging demonstration organised by Mr Wilson who lent the Club his boat for this purpose. The boat was an experimental scow similar to a small Mark II Moth. With a sail area of only thirty square feet, featuring special airflow control, this boat has consistently equalled the performance of craft carrying twice this sail area.

It is hoped that sailing will become a part of the normal sporting activities of the School, but this is dependent upon an increased membership of the Club and the availability of sufficient boats. Anybody interested in sailing, no matter how experienced, is invited to join.

RADIO CLUB

Patron: Mr. N. May

The Radio Club was formed during 1964 to allow students to increase their knowledge of electronics. The Club meets in Lab.4 on Fridays, under the guidance of Mr N.May. The members contribute unwanted equipment which is used in the various projects the Club undertakes. New members are always welcome. The Club would like to thank Mr. May for the valuable assistance and advice he has given.

CHESS CLUB

Patron: Mr. P. Berry

"Chess is an art, Chess is a study, Chess is one of the noblest inventions of the human mind". -- Joad.

The Chess Club has a membership of 35. Interest has been maintained by a School Tournament, in First Term, and by the Inter-School competition, which was concluded in October.

John Hendry, of Third Form, won our School Tournament, and was equally successful in the Reserve Championship of the New South Wales Chess Centre. Jeff Melvaine, of Second Form, was joint winner of the Under 16 Division of the Schoolboys' Tournament held at Anthony Horderns. Our congratulations go to these two boys for their outstanding efforts.

In the Inter-School competition, Asquith entered teams in the B, C, and D Sections. We were Zone winners in C Grade and runners-up in B Grade. Both these teams qualified for the Inter-Zone play-off rounds, in which the B Grade Team was placed third. The C Grade competition has yet to be finalised.

Regular players have been:

B Grade: J. Hendry, J. Melvaine, P. Pavliuk, L. Grey, C. Ikin.

C Grade: A. Forder, G. Hill, G. Thomas, S. Cheetham, H. Creevey.

D Grade: D. Padgett, M. Lucek, I. Peattie, N. Nicholson, R. Bonte.

Our thanks to these and other players who have represented their School so well this year.

New members are always welcome. The Club meets in Room 26 during lunchtime.

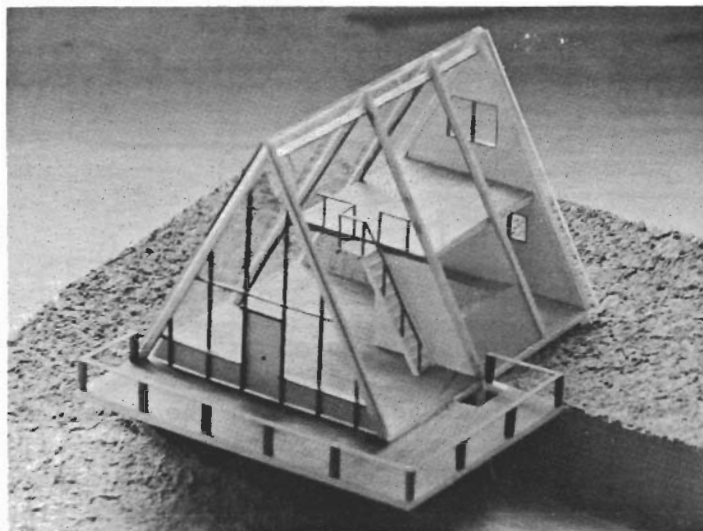


The Chess Club

ARCHITECTURE CLUB

Patron : Mr. N. Tate

The Architecture Club consists of an enthusiastic group of boys interested in all aspects of architecture from design to construction. Many of the Club members are Technical Drawing students, and the Club activities -- in particular perspective drawing and layout of home plans - have been of valuable assistance to these boys in their school work.



Model of A-frame
holiday home constructed from plans designed and drawn by a member of the Club.

The Club's weekly meetings, held under the guidance of Mr N.Tate, consist of discussions on design, construction and building publications, controversial buildings, and problems associated with practical projects under construction.

Each boy has aimed at producing a set of architectural drawings, from planning and detail stages to complete plans, together with a rendered perspective and scale model of the proposed building.

Club members have attained a high degree of achievement and satisfaction, and the finished projects are ample evidence of their initiative and perseverance.

NATURALISTS' CLUB

Patron : Mr. P. Roberts

The Naturalists' Club consists of a small group of boys who take a special interest in the native animals and plants of Australia. In a district like ours, surrounded by bushland, there are plenty of opportunities for the young naturalist, and thus it is not surprising

that the Club should have several members who are very knowledgeable about certain topics, and who are willing to share their knowledge. This year we have heard lecturettes, illustrated with slides and live specimens, on Australian Reptiles (by Colin Bezant, 3B), Spiders (Ken Cripps, 2E).

In April the Club organised a field excursion to Epping, to observe a colony of 1500 flying-foxes (Grey-headed Fruit Bats) roosting in the tops of trees along the headwaters of the Lane Cove River. Another interesting day was spent in the Fauna Panel's Reserve at Cowan. The boys were conducted over the Nature Trail by the Ranger, Mr K. Metcalfe, who pointed out to the boys the different species of trees and described the methods used to maintain 97% of the Reserve in its primitive condition, and how the remainder is being developed as a showpiece.

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MUSIC REPORT, 1966

"If Music be the food of love, play on".
--Twelfth Night.

There has been a great deal of musical activity in the School this year, and since Block G was opened, the new Music rooms have been filled with the sounds of the Junior and School Choirs, the Glee Singers, the Recorder Group, and the Brass and Woodwind Quartets. These groups all attained a commendable standard, and the boys are to be congratulated on their enthusiasm and proficiency. Mrs M. Thompson, and Messrs. J. Saunders, R. Morphew and A. Strong must be thanked for the effort and time they have donated to the training of these groups.

At the School's Music and Drama Evening, considerable emphasis was placed on Music, and items were presented by all groups, instrumental and choral; all were received well by the audience. Four of these groups-- the Junior Choir, the Glee Singers, the Brass Trio and the Woodwind Quartet--also performed at the Pennant Hills Community Centre during the Hornsby Shire Arts Festival in August. This was the first time that any of our groups has represented the School in public, and it was very gratifying to be invited to do so.

The Music Department is deeply indebted to the Parents and Citizens Association for the provision of a new piano to be used in the second Music room. This is proving an important asset in the musical education of the boys at the School.

There is a great untapped reservoir of musical talent in the School, and it is hoped to make use of this talent as activities become more extensive. It should be stressed that a boy need not study Special Music to join one of these groups -- all boys are welcome to take part. So why not come along -- learn an orchestral instrument, join one of the choirs, or join the boys with the guitars.

VARIATION ON A THEME OF HAUSER - by Brian Richards, 5C

Andante.

m.p.

p

Ped.

mf.

Ped. simile.

m.p.

f

Poco rall.



The School Choir



Instrumental

Groups

INTER-SCHOOL CHRISTIAN FELLOWSHIP

I.S.C.F. Motto:- "To know Christ and to make Christ known".

The aim of the I.S.C.F. is to introduce Jesus Christ to new members, and to make Him more real to all.

The activities consist of weekly meetings every Thursday at lunch-time, and School Holiday camps at various resorts throughout the State. In an effort to bring the motto to a position where all are aware of its true meaning, the Committee has done a lot of work in advertising, each member being personally aware of the first part of the motto before he can complete the latter part.

And what is Christianity, but the measuring of our lives against the standards set down two thousand years ago by Our Lord Himself.

Leader:- Peter Barclay

Secretary:- David Walters

S.U. Secretary:- David Greentree

Counsellor:- Mr. R. McLeod

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DEBATING . . .

"Good words are better than bad strokes"
Shakespeare

HUME-BARBOUR COMPETITION

This year's Hume-Barbour debating side was unable to emulate the outstanding success of their predecessors. However, the team gave more than a good account of themselves, and with luck could well have figured in the semi-final of the competition.

The team was more than competent and its members, John Hill, David Greentree, Bill Washington and Ian Glover, worked well as a team.

The speaking members debated well, arguing with strength and confidence. The non-speaking member, Ian Glover, gave the invaluable service of his logic in the all-important discussions preceding each debate.

In its first debate, the team was perhaps unlucky in losing a close contest to Meadowbank High School by two points. In the second debate the team was successful in convincingly defeating Normanhurst Boys' High School by 11 points. In the final debate the team was defeated by Epping Boys' High by three points.

The final result of the competition at the Zone level was a win to Meadowbank, with Asquith finishing equal second. Although the School will lose the debating prowess of Bill Washington from next year's team, there is still in John Hill, David Greentree and Ian Glover the nucleus of another strong senior debating team.

THE CRAMP COMPETITION

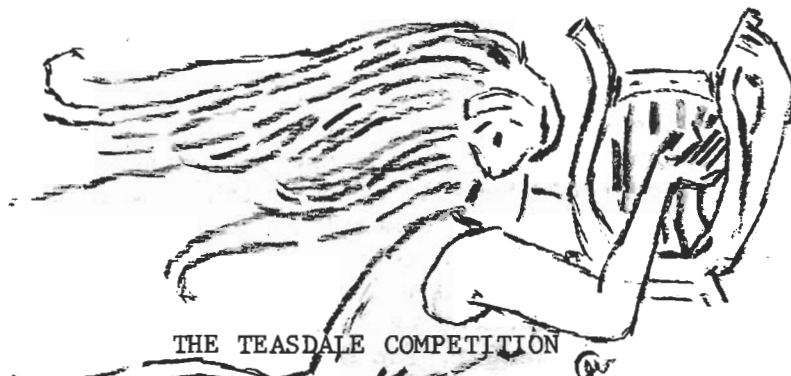
This year the Cramp Debating Team, consisting of Jim Richardson, (first speaker), Robb Sheerman (second speaker), Kim Sterelny (whip), and Dennis Wong (co-ordinator), had a very successful series, being narrowly defeated in the semi-final by Vacluse, the eventual runners-up.

In the first debate, against Meadowbank, held at Asquith, the topic was "That Television promotes Mental Stagnation". Asquith, the Government, won by 31 points. Our second debate, at Normanhurst, was "That

there should be more Emphasis on Sport in our Education System". Asquith was the Opposition, and won by 9 points. Our third successive win, over St Ives (By 31 points), meant that Epping had to defeat us by at least 37 points to win the Zone Competition. The topic for this debate was "That Communism is attacking Australia through the Industrial Unions". Epping won by 9 points, so Asquith won the Zone on a count-back.

In the first quarter-final, against Kingsgrove, Asquith won by 9 points. In the second quarter-final we defeated Macquarie by 14 points. The topic for the semi-final was "That Australia must go all the way with L.B.J.". In an extremely close debate Vacluse, the Government, won by 2 points. They then went on to defeat Chatswood in the final.

The Team would like to thank Mr Gerrard for his helpful comments and suggestions, and for transporting them to and from the debates.



THE TEASDALE COMPETITION

The Teasdale Competition opened this year at St. Ives High School. Asquith's champions, taken from the ranks of Third Form, were Stephen Rix, Gary Robinson, Graham Taylor, and John Hendry. In this, the first debate of the series, Asquith, as opposition to the topic "That our present system of Education does not Adequately prepare Teenagers for adult life", lost by a narrow margin to St. Ives.

In its second debate, the Teasdale team, by original interpretation and vigorous line of argument, successfully defended a rather hackneyed topic, "That too much emphasis is placed on Sport in Australia", winning by a confident 30 points.

The boys followed up this victory with yet another win, this time against Normanhurst Boys' High. In opposing the topic "That the Spoken Word is more powerful than the Written Word", the team combined well to chalk up an 11-point victory.

The next debate was by far the most difficult of the Competition. Its topic, "That Conscription is alien to the principles of Democracy", posed a stimulating intellectual challenge and was ably handled by the Opposition, Asquith, who argued that we live in a Democracy and not in an anarchical state, therefore there must be laws in a Democracy; the development of this distinction won Asquith the debate by 6 points.

The Team would like to express their appreciation to Mr R.W. Hill, whose vast knowledge of debating technique proved invaluable to them during the competition.

STAFF CHANGES, 1965 - 66

At the close of 1965, we farewelled the following members of Staff and on behalf of the School we wish them every success in the future:

Mr. E. Sutton (to Ibrox Park Boys' High School); Mr. W. Gan (returned to Malaya); Mr. R. Horne (Toronto and Belmont High Schools); Mr. D. Kingsford-Smith (Munich, Germany); Mrs. D. Lawrence (England); Mr. K. Morgan (Beacon Hill High School); Mrs. M. Ramsland (Resigned); Mr. V. Wildy (Normanhurst Boys' High School); Miss V. Yee (traveling abroad); and Mrs. S. Riedel, who was with us during first term, to Tenterfield High School.

In place of the above we welcomed the following teachers, and trust that their stay at Asquith will be a long and enjoyable one:

Mr. P. King (from Narrabri High School); Mr. M. Collocot (Design School); Mr. R. Elkin and Mr. J. McCormick (Newcastle Teachers' College); Mr. R. Morphey (England); Mr. T. Strong (West Berlin); Mr. R. Twible (Manly and The Forest High Schools).

Mrs. J. Heys, who was with us for First Term, was replaced by Mr. W. Parkhill (Yass).

"AS YOU LIKE IT"

OR

School Notes 1966

Late October, 1965, saw the farewell function for Fifth Year given by the Fourth Form students. Alan Rix took the Chair, while Peter Williams and Rodger Williams both proposed toasts to those leaving. The Fifth Year presented an Honour Board, which now graces the wall of the Assembly Hall.

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During the past year, a series of industrial visits was arranged for 3F, with the aim of bridging the gap between school and employment. These visits included H.M.A.S. "Sydney", Central Railway Station, the Railway Workshops, A.C.I. Bottle-making Plant, the Pymont Power Station, the "Empress of Australia", and the Police Training Centre at Redfern. These visits have been of great help to the boys and they extend thanks to those who have made them possible.

* * *

Furniture Exhibition Report
R.A.S. Showground, Sydney
May, 1966

During February discussion groups were held with Fifth Form Art Students after an invitation to exhibit at the Showground had been made by the N.S.W. Guild of Furniture Manufacturers. We decided to design the feature room of an A-frame house. This proved to be a more ambitious project than any which had been devised by professional exhibitors. Many observers noted that the placing of furniture within a natural environment brought life and colour to the whole display.

The area which the Education Department was given was 12' x 12', with an open corner aspect. The boys decided on this unusual A-frame room after studying the latest overseas trends in current French and German architectural magazines.

After this decision, a scale model construction was made of the proposed feature room. Other boys were now concerned more with interior design, and their task was to create textile patterns for furnishings, lampshades and bases, murals, sculpture, ceramics, and carpets.



Far left :

Ian Glover

Peter Williams

Left :

Richard

Turnbull



Far left :

Senior Art boys

Left :

Malcolm Carver



In doing this, additional consideration had to be given to the fact that the fittings were planned to be placed in the Headmaster's foyer after the Exhibition as a permanent feature. Meanwhile, floor plans, elevations and model construction had been submitted to the Manual Department for execution.

After critical examination of the design from a practical viewpoint, the construction group recommended slight modifications. These were discussed and accepted by the design group. The woodworkers then carefully planned the structure, taking into consideration the important design factors of materials, beam sizes, bracing and joint construction.



The Younger Set



The building of the frame and furniture proceeded smoothly, a large range of practical skills and team effort becoming evident at this stage of the project. Considerable experimentation was necessary to obtain the "pickle" finish required by the design group. Execution of the lettering and layout of the title board was the responsibility of Technical Drawing students.

As work progressed, manufacturers were interested in the project, and materials were provided either free of charge or at very low cost; thereby a professional touch was achieved.

The upholstery material for the couch and carpet was silk-screen printed by Fifth and Third Form students. Second Form examination students made a ceramic tile-top table, on which was placed a coffee set designed by Malcolm Carver of Sixth Year.

Public attention was drawn to the Exhibition by a great deal of favourable publicity given in leading Sydney newspapers and magazines. This was highlighted by the visit to our Display by the Governor, Sir Roden Cutler, who particularly admired the Spanish wine gourd fashioned by Richard Turnbull of Fifth Form.

Perhaps the most complimentary of all remarks passed was found in Ron Saw's column in the "Telegraph", which said: "The boys showed some vestiges of soul and taste--though all that will be knocked out of them if they ever enter the trade, which God forbid."



Hard work pays off as His Excellency,



the Governor,

inspects the Display



The School would like to thank Mesdames: F. Rowlinson, A. MacMahon, H. Emerton, N. Franks, D. Solner, E. Morris, M. Quinn, D. Kruge, J. Hughes and B. Dobson, of the Cleaning Staff for their untiring efforts, and Mr. F. Anderson for his contribution to the upkeep of the playground and buildings.

P.S.: Mr. Anderson approached the Committee and requested that we, on his behalf, extend his thanks to the Staff and pupils for their help and co-operation through the year.

* * *

The Fourth Form Woodwork Boys, who worked on the construction of the Furniture Exhibit, wish to express their thanks for the expert guidance given by the members of the Manual Arts Staff during the construction of the project.

* * *

Thanks must be extended to those members of the Clergy, who visit our school every Thursday: Miss E. Whitaker; Mrs M. Leithead; Mrs E.R. Halliday; Mr. W. Wharton; Rev. J. Walters; Rev. L. Vitnell; Rev. R. Barlow; Rev. M. Jones; Rev. A. Setchell; Rev. S. Eldred; Rev. A. Purdy; Rev. R. Clark; Rev. H. Williams; and Rev. H. Robinson.

* * *

On behalf of the School, we wish to thank the Parents and Citizens Association for the wonderful job they are doing for us.

* * *

We are all very relieved that a certain Art teacher's car, that was stolen, has been recovered undamaged.

* * *

At last the Safety Fence has been erected!

* * *

The acquisition of a telescope, which has a maximum magnification of 240X, should prove of great benefit to the astronomy students in the Science Department.

* * *

Towards the end of second term, approximately two hundred senior students and their guests had the opportunity of attending a discotheque style dance held at the School. Thanks go to all those connected with the efficient organization and excellent decor provided for the dance.

* * *

Congratulations to our School Captain, Alan Rix, who, along with Richard Kneeves, won the School's second annual 50-Mile Walk. Among those who were well placed at the finish were Andrew Macqueen, Neil Shackle, Terry Mudie, Daryl Buffet and Tony Forder. The thanks of all those who participated are extended to the Staff, especially Mr. R.J. Lawton, and the boys who helped in the organization of the Walk.

* * *

Staff versus School matches played so far this year have been: a hockey match where the highly overrated Staff team gained a narrow victory over the skilful School team. In the Rugby Match, however, the

poorly-conditioned Staff team were definitely trounced by a superior School combination.

The golf match held at Asquith Course proved to be a resounding victory for the almost professional pupils. The score was 4 - 1, and even this does not reflect the flaws in the Staff's golf.

Latest to hand is the result of the basketball -- Staff were reported to have scraped in despite many desperate attempts by the School team to avoid this. The Staff has proved that brawn sometimes does have its advantages.

* * *

Congratulations to John Argent, Frank Smith, Tim Hixon and Alan Rix, for being selected as McDowells-Advocate Sports Stars during the year. The School is indeed proud of them, and also grateful to McDowells for providing this wonderful incentive for sportsmen.

* * *

News has just arrived concerning Asquith teachers selected as Zone convenors next year: Mr. R. Lawton (Hockey and Cross Country), Mr. W. Curtis (Baseball) and Mr. L. Miller (Squash). Also we have heard that next year's Zone Cross Country Championships will be held on the Baldwyn Avenue course -- training will begin immediately!

* * *

Ever since a certain message from the Headmaster was misinterpreted by the School's many budding pugilists, the Physical Education Department has been inundated by requests for permission to engage in mortal combat.

* * *

On June 22nd this year, senior students from the School had the opportunity to hear a lecture entitled "Space Exploration", which was given by an official of the United States National Aeronautics and Space Administration (NASA). This lecture was given at Hornsby Girls' High School. With the use of aeronautical models and scientific experiments, the speaker held his audience spellbound for the duration of his informative lecture.

* * *

It is a pity that our School gardening projects must not only survive the drought's adverse effects, but must also suffer at the hands of vandals.

* * *

STOP PRESS! Stewart Ewen, a left-hand spin bowler, was chosen, along with five other boys from N.S.W., to tour India as a member of the Australian Schoolboys' Cricket Team. The tour is to last six weeks, during which the team will play five three-day test matches plus other social and provincial matches. The boys and the staff wish you the best of luck for this tour of a lifetime, Stewart!

* * *

Old Boys! What happened to them? David Wilson is now a trainee executive with a sawmill company at Coffs Harbour. Kevin Donnelly is a

cadet at Duntroon Military College. Ted Otten and Alan Byrnes are in the television advertising business. George Hills has left for the United States, where he intends to go to college. Brian Wilkinson has won a tennis scholarship to an American university. Many Asquith Old Boys are attending university. The ones we have been able to trace are: A. Royal; J. Vieusseux; D. Naylor; G. Fuller; K. Moth; C. Rath; J. Cahill; P. Ryall; I. Chaplin; A. Wardrop; J. MacMahon; N. Ray; D. McMaster; R. Sheppard; G. Jensen; J. Webb; G. Crook; P. Christopher; K. Sweeny; P. Seymour; and P. Sutherland.

* * *

Late in September, a team of Old Boys, captained by Alan Bruce, met a combined School Fifteen, in what proved to be a torrid contest. The Old Boys ran out victors 16-14, and it is hoped that this match has been the first of many School versus Old Boys matches.

* * *

Dear Sir,

Please excuse my son Harold for his absence from School yesterday, 25th August, as the International Date Line runs through the middle of our home and Harold (like the naughty boy he is) locked himself in his room all day where it was Sunday, 24th August,

Yours truly,

I. Wonder,

(Mother of a 3B student)

* * *



Not Swimming...?

From August 12-14th a number of boys from the School represented the North-Western Metropolitan Zone in a Rugby League Competition against Tamworth High School. Although solidly defeated by Tamworth, the current State Champions, the boys, who included Richard Turnbull, Rodger Williams, Robert Wickson, Philip Murray and Robert Coombes, are very grateful for having had the opportunity to represent the Zone. Their thanks are also extended to Tamworth High School and Mr. M. Petchell who travelled with them to Tamworth.

* * *

Leo Grey of Fifth Form was very successful in the recent Coles \$6000 Question nation-wide Junior Quiz. He won his way to the Grand Final as the N.S.W. representative but was narrowly defeated by Howard Parkinson of Victoria after a series of exciting tie-breaker questions. His efforts speak highly of his schooling and his vast store of general knowledge. Congratulations, Leo!

* * *

Recently, one of our Subject Masters took Long Service Leave. We all missed him, but are wondering how much he misses the Fijian Dancing Girls.

* * *

Thanks are extended to our bell-ringer, Andrew Mikkleson, who pushes the button on time every day.

* * *

The Staff and boys wish to thank Mrs Taylor and the ladies of the School Canteen for their efficient and untiring efforts in providing prompt and courteous service.

* * *

In the recent C.H.S. Golf Tournament held at Moore Park, the School gained fourth place in a field of twenty-four entries. G. Merrick (4th place), M. Stephens (5th place), and W. Daniels (7th place) were well placed in the individual scores.

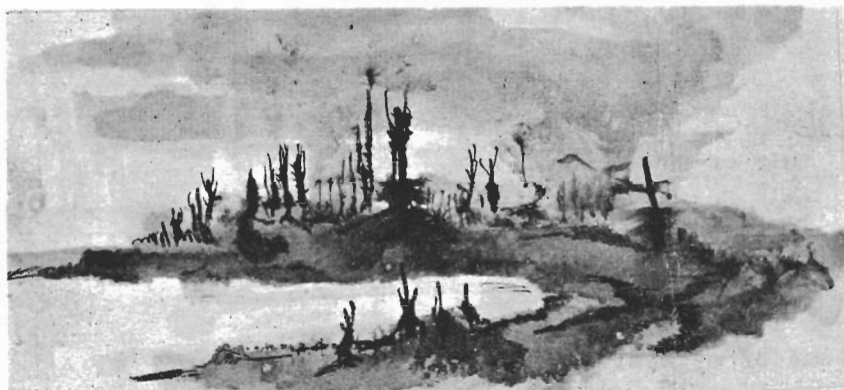
* * *

A very successful Camellia Show, organised by the Ladies' Auxiliary in conjunction with the Hornsby Garden Club, was held in the School Assembly Hall on the 23rd of July. Taking for the day exceeded \$600 and thanks must go to all boys who sold tickets (especially S. Johnston and S. Mully). We are also grateful to the Manual Arts and Art Departments who staged an Art and Craft Exhibition which met with much praise from the huge crowd attending the function.

* * *

After much delay, the School's latest addition, Block "G", is now in use. The building contains two Science Labs, two Music Rooms, two Art Rooms, a Senior Study Centre, a History Room and two General Activity Classrooms. The Science Labs contain completely new equipment, while the P. & C. Association has provided a new piano and radiogram which have proved very useful in the Music Rooms.

ART



"Budgewoi Landscape"

Bernard Coates



Ron Newell

- "Oleg Penkovsky in Concert"



"Mrs. McGinty's
dead."

Ian Glover



"Some of my best friends are White Cats"

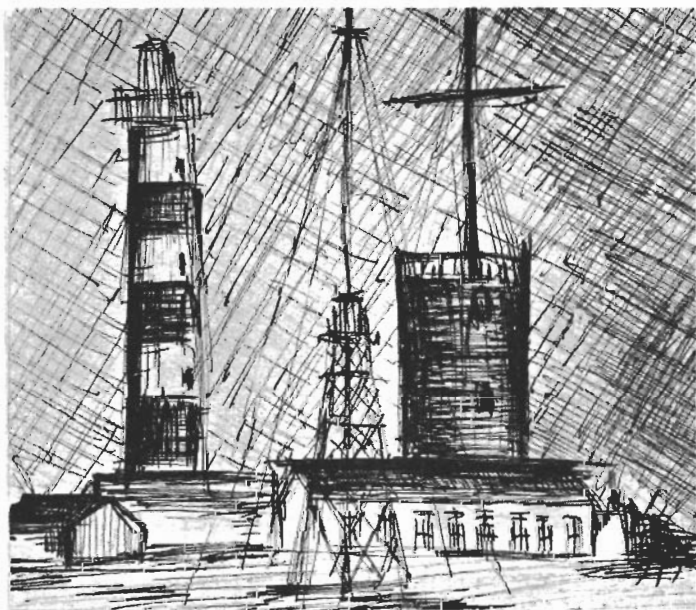
- Bernard Coates

"Vspignnani
was here."

Ron
Newell

"The
Street
Urchin"

- Ron
Newell.



art



"Cymbals of Gongs"

- Peter Williams



"Foreigners are People"

- Bernard Coates



"Metaphysical Representation

Of an etiolated projectile in a predetermined void"

- Ian Glover.

ART REPORT

Furniture Guild.
Australia Square Excursion.
German Industrial Exhibition.
Camellia Show.
Viewing of "Othello", at Art Gallery.
Play Night Decor.
Senior Dance.
Hornsby Festival of Arts.
Waratah Festival.

1966 saw the inevitable completion of the "New Block", and with it a creative fusion of Art and Music Departments, which were allocated room space in the upstairs corridor of this building. For us, 1966 has been a year of continued co-operative efforts between us and other departments.

Early in first term on the invitation of the Furniture Manufacturers Guild, we displayed some of our work as part of their exhibition at the Showground. This demonstration, silk screen prints, sculpture and painting, which received quite a deal of favourable publicity in Sydney papers, magazines and on television, was made effective by the co-operation of Art, Industrial Arts and Science Departments. Industrial Arts provided us with a professionally finished A-frame room in which to exhibit our work. It was illuminated by the Science Department.

The display was visited by the Governor, Sir Roden Cutler, and was later moved to Roselands for further exhibition. As the year progressed, we found ourselves involved in yet another joint venture -- the creation of a decor for the Fifth Form Play, "Journey's End", which was being produced by Mr King, of the English Department. The scenery finally agreed on was an experimental, expressionistic, and, we feel, highly dramatic one.

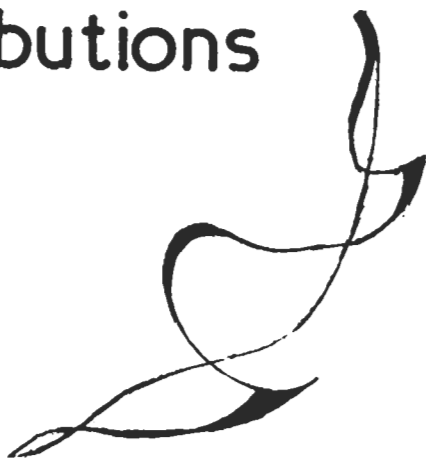
More recently still, another decor, this time for the Senior Dance, was undertaken. Pop art posters, largely designed by Sixth Form, were arranged around the Hall. This, coupled with the interesting effects created by low suspended nets and subdued lighting, gave an exciting, sophisticated, discotheque atmosphere.

While others had been working to make the dance a success, Art boys from all years were involved in creating paintings, sculpture and pottery for The Hornsby Cultural Society Exhibition, which featured work of noted North Shore private artists and School Art Departments. In the School Section, no single artist was selected as the winner, but the standard was so high that a collective prize was given to Asquith Boys' High.

Owing to the success of interacting productive efforts made by diverse departments of the School, we feel that 1966 has been rewarding, and we hope that similar efforts will continue in 1967.



Original Contributions



TO AN AMPERSAND
(Or how not to write an ode)

*Filigree web of artistic delight,
Weaving thy path in texture and grace;
Rapture in ink, fancy in flight,
Delicate, intricate pattern of lace.
Immaculate curve of carefree whirls,
In inspired creation thy beauty unfurls,
Transferred to wood in a lustrous flow,
Emblazoned in red, white and gold --
"COBB & CO."*

Leo Grey, 5A

Drawing: Kim Carpenter, 4C

THE EVOLUTION OF CATS

In the beginning, there were Collywobbles. And these Collywobbles gradually grouped together, and decided that they had better evolve or else. The first step was to become fishes. This was done with extreme cunning, and the Collywobbles were already amphibians before they knew it themselves.

At this point some of the Collywobbles became dissatisfied and decided they had not evolved enough. So the group separated and became whatever creature took their fancy.

One section of Collywobbles decided to become dogs. This arrangement went smoothly until there was a disagreement among them. The result of this was that cats were formed. They were much the same as they are now, but with no whiskers.

Soon after this an albatross began the habit of flying over the cat's territory, crying in a raucous voice, "If you're cats, where are your whiskers?". After which he laughed (the albatross), and flew off.

1. Collywobble



3. Collywobble Head



5. Collywobble Leg



2. Collywobble Stomach



4. Collywobble Tail



6. Collywobble Whiskers



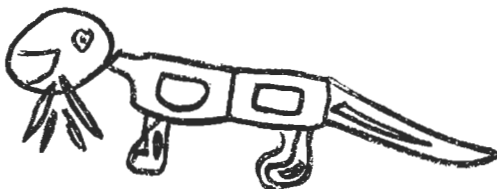
The cats soon developed a complex about this, and became frustrated. So one day they made a big effort, and began growing whiskers. The proof of this startling fact is that there aren't any cats without whiskers these days.

The task of trying to civilise mice, having made many cats neurotic, many of them reverted to Collywobbilism, thus giving rise to large numbers of cat-fish.

If you doubt the above statements, go to your local tiger, who is in fact a form of cat, cum Collywobble, and he will do his utmost to civilise you to his point of view.

Peter Thomas, 4B

FINAL PRODUCT: *Primitive*
Collywobble
C A T

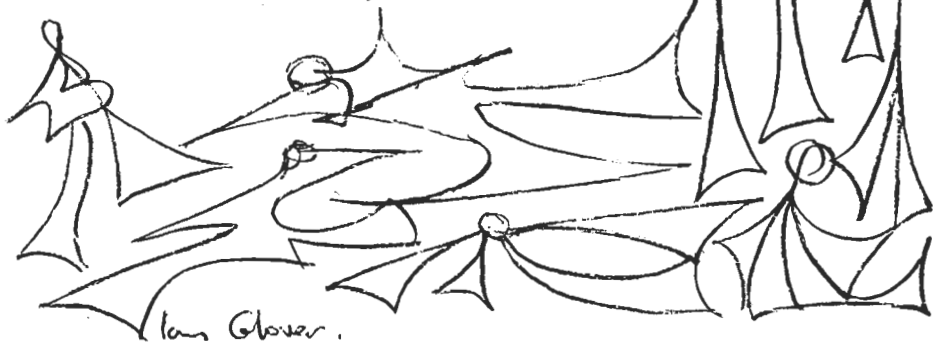


Drawings: Peter Brown, 4C

OUR SCHOOL ...?

Our School is like so many more
Which nowadays are found
With dirty walls and littered floors,
Garbage chores and broken laws,
And staff-room ceilings browned.
The blinds are often torn to threads,
The windows smashed by balls.
Beneath each desk are paper shreds,
The trees are snapped by students' treads.
The new block built and built again,
The old blocks full of cracks.
The walls : they have so many stains,
No wonder cleaners do complain
From sweeping papers into stacks.
But if we were to have what lacks,
If playgrounds were all clean;
If Mr. Head could say each week
That from no chair came any creak;
If Miss Sure's English class was good,
And all she said was understood;
If all her students could recite
Macbeth from start to end just right;
And if in Science Mr. Chem
Could watch the T.V. in the Dem
Without disturbances from "them";
If all the School for Mr. Thighs
Was doing 5 B X-ercise;
If everyone could write in Greek,
And also could in Latin speak;
If all could work in calculus,
And during Craft did never fuss;
No one laughed and no one sneezed ---
Then I am sure,
Without a doubt
We would be this year's little bores.

John Sawkins, 3A



lan Glover.



THE BRITISH SCHOOLING SYSTEM

The basic principles of the British Schooling System are as follows. The student enters primary school between the ages of four and five, and secondary school between ten and eleven, after completing an entrance exam which partly decides whether he will attend a grammar or a technical school. In this system, a student who fails his yearly exam does not repeat a year, but is placed in the next form in a class where the work is easier. The minimum school leaving age is sixteen, and in the final year of compulsory education, the General Certificate is taken. A pass in any one subject is sufficient to gain the Certificate with that particular subject inscribed on it. However, English, Maths, and a Science are compulsory, and Religious Instruction and Physical Education are also included in the curriculum. After gaining this General Certificate, a student may continue at school with a maximum of any three subjects, in order to get an Advanced Certificate, which will allow him to enter University and specialise still further in his career.

Britain is renowned for its free education. Of course, there are a few initial fees to be paid, but apart from these, all exercise books are supplied free of charge, and all technical books are furnished on a free loan basis. However, don't be too surprised at this -- the Government can only afford to be so 'generous' by imposing heavier taxes, so in the long run you would pay for the books anyway.

One of the more striking things about the schooling system was that it forces students to specialise at a much earlier age than in Australia. In N.S.W. 'Science' means physics, chemistry, biology and geology combined, but in the British system students have to decide at the age of eleven which of the four they will study. Another point worth mentioning about the British system is the importance of Religion. Every morning a large part of the half-hour assembly would be spent on prayers, hymns and a half-hour Bible lesson, with the National Anthem and the Allegiance to the Flag apparently forgotten. Quite often during the silence of prayer would be heard the echoing thud of a hard head as it struck an equally hard floor, and then the dragging of feet as an unconscious student was carried into the fresh air to revive. These faints would occur regularly, and once, when the teacher forgot to open the windows, I counted ten such thuds. Religious education accounts for two of the forty periods each week, and its teachers are employed full-time for the few who choose to take it as a subject for the Advanced Certificate.

This brings us to the teachers. Australian teachers in general compare very favourably with their British counterparts. In Australia there is far more contact between teacher and student, both during and out of school, whereas in Britain there is a definite distinction between the learning masses and the teaching body, and very little time is spent on discussion and friendly conversations. On the other hand,

the British teachers have better training facilities and better equipped schools, and are therefore more advanced in the academic sense.

I have said that the schools are better equipped than those in Australia, and this is true in every respect. The Science and Geography departments seem to have all the instruments, films and other equipment they require, and there is never a shortage of books in any subject. Apart from the gymnasium and changing-rooms, the school I attended had athletics equipment for pole-vault, shot-put and discus, as well as a cross-country track. It also had two football fields and four basketball courts, as well as an extensive library.

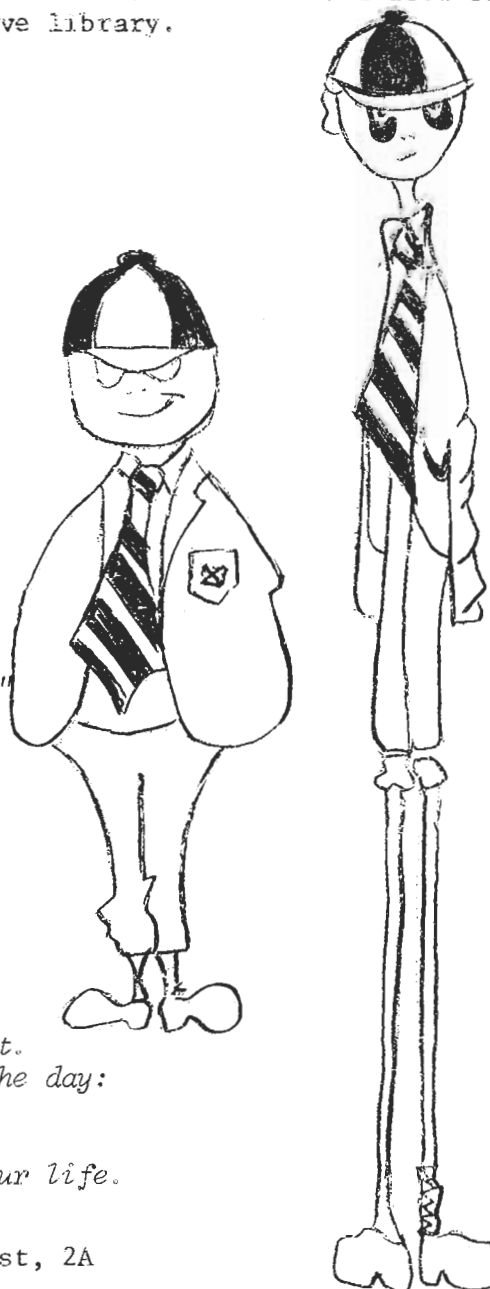
I would say that, although British schools and the education system are, in general, different from ours, the standard is much the same in both the countries.

Greg Paul, 5D



"Pick up that paper, move that chair,"
 These are the words heard everywhere.
 Teachers, Prefects, Librarians too,
 Are all the time picking on you.
 $X = Y$, $C = D$
 Makes mathematics hard for me;
 Tropical Savanna and Deserts do
 Make me shun Geography, too;
 H_2O and NH_4
 Make me run to the open door.
 But after all school's the best
 Except when it's time for exam or test.
 Ending this poem with a thought for the day:
 If you wag, a penalty you'll pay.
 Be a good boy and avoid much strife,
 'Cause School Days are the best of your life.

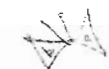
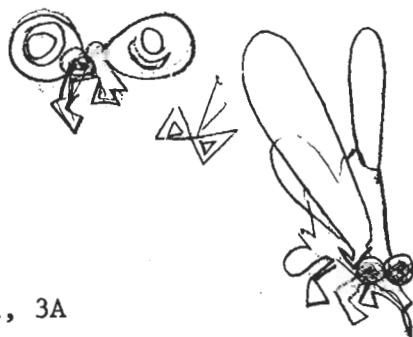
Barry Busst, 2A



Vers de laine

Baa, baa mouton noir
 As-tu de la laine?
 Oui M'sieur, Oui M'sieur,
 Deux boîtes pleines.
 Une pour le maître,
 Une pour la dame,
 Et rien pour le petit garçon,
 Au fond du chemin.

Leigh Sutherland, 3A



A GARDEN IN SPRING

(or a lesson in alliteration?)

The busy bee bumbles on the blossom-burdened branch,
 Pink and purple plumes parade in pretty prisms
 Around glorious, gay gardens which guard their gaunt greenery
 Of tall trees towering over tiny tricoloured tulips;
 Or happy honey-eaters and humming-birds hovering in the hazy heat
 Near shimmering shrubs shining in the semi-shadow of the sun.

But how hard it is to sing
 Of the loveliness which is Spring.

Stephen Rix, 3A



EIN DEUTSCHES GEDICHT

Schwarzes Schafe,
 Hast du Woll'?
 Ja mein Herr,
 Drei Taschen voll.
 Ein' für den Meister,
 Ein' für die Dam'
 Und ein' für den kleinen Knab'
 Der wohnt neben an.



Leigh Sutherland, 3A

MARIJUANA

*Seething shapes that overflow,
And wandering winds that blow
Around;
Withering roads that shrink away,
And gilded statues that sway
Earthbound;
Blue strands of wispy mist,
Long suspended from where angels sang,
Enshrouded
Us in the misty smoke,
Causing us to gag and choke.
Panting,
And locked in her fatal embrace,
We lay.*

147TH DAYDREAM

*As I sit here watching the lilting walls
The door o'er fills and in flows one who
Beckons to me and I follow him as
He spouts little pearls of wisdom that
Float to the floor and burst and change
Into little fluttering fairies that flit
Here and there bearing the messages of my
Imagination which sees the undulating
Classrooms and steps out of me and
Wanders around seeing the place
Overgrown with weeds and toads
And flashing lights and screaming
Sirens and the room now squeezes
Itself in and out like some pulsating heart
And this period is really wild
But this School of fish swims along
Before us and we wonder how much more
This can go on and there's some fool
Whose shouting I am the root of all evil
And then suddenly it's raining and
Thunder and lightning pour and so
Baptised we dance and jump and sing
And we watch little red raindrops
Looping across the room carrying
Tiny angels and saints and nuns
Come to wash this madness away.*

Poetry: Christopher Beer, 4C

FOOD FOR THOUGHT ... IF YOU'RE HUNGRY

Everyone must have heard by now of Dr. Wyndham and his renowned Report, but who can explain to us what he really has in mind? Before you come at us with your multiplicities of ideas, let it be said that this present scheme aims to produce well-rounded secondary students, who will be more capable of handling tertiary studies.

At the present moment, well over 50,000 students are working under this scheme -- probably all of these are enjoying it in one way or another! The gay life has become a vital theme among the young of today, and especially among the youth in the schools.

"I am here to enjoy myself, so why not start now?"

And start he does -- in fact he never stops. The trouble is that there is no opportunity to tie him down. He is happy in his Ordinary way, and why work when he can get an easy 60 in the School Certificate? A good question, indeed! Why work when there's time to play? God didn't give us these bodies to stand and look at, surely!

So our student lives. Unfortunately he is academically and vocationally ruined after four years. It is then that regret appears, and regret is a permanent resident in John Hopeful's mind.

But enough, for you are waiting with your questions! First...

"It's a lot of rubbish. I got 80 in my Social Studies paper. You're wrong!"

"Why?"

"Because!"

You see -- typical student reasoning. Because. Because, because, because! They always have an answer prepared -- but for some reason they can never say it. Their words seem to get caught on their teeth before they can get out. Another thing -- the do-nothing. A Credit boy is this fellow, content to drift and be a parasite. He has his two meat pies and cream bun for lunch every day, reads his "Guide to the Study of ..." a week before his exam, gets 51. Good, he says, I've passed. Good, we say, he's failed. Shallow youth! Wanton loafer -- you do more harm to others than to yourself, with your borrowing and bludging. Get your 51, eat your cream bun, get your hair cut, and clear out. You're no good to anyone but the M.W.S.&D.B. May you drown in your own ditch!

Question over there!

"Sir, can I be excused?"

There you are -- typical student lack of interest. That is, lack of interest in all but himself. Who cares what you want, who cares what you do? Only you, of course!

The senior years are the good years. They reap rich harvest -- of dead and dying students, mainly. Consider the Swot -- does his Level One Maths and Science, and spends the other half of his time reading his Level One Maths and Science books. "Why be in the past and read literature?" he argues. "Today," he claims, "is tomorrow, too." His narrow-mindedness is eclipsed only by his zeal. But the Swot's zeal is minute compared with that of the Skirt-Chaser. Skirts hold a greater

fascination for him than do the mysteries of Science. He's right, but only because it's easier for him to study Skirts than Sciences. Indeed, the mysteries of the Skirt can be revealed much more quickly than the mysteries of Science. In addition, this student usually goes off the deep end, for once bitten, the lure of the Skirt overwhelms him, and he usually becomes too tired to do anything else.

By this stage, you have probably noticed that it is youth speaking to you. Don't get worried.

One final word -- there is a suggestion box open to anyone caring to pick up a pen, and say a few words. It is amazing how easy it is. In fact, this thing could go on forever...

Alan Rix, 5A

*It is not that I don't love you,
But that I do not understand our love.
Is it love,
Or is it bliss?*

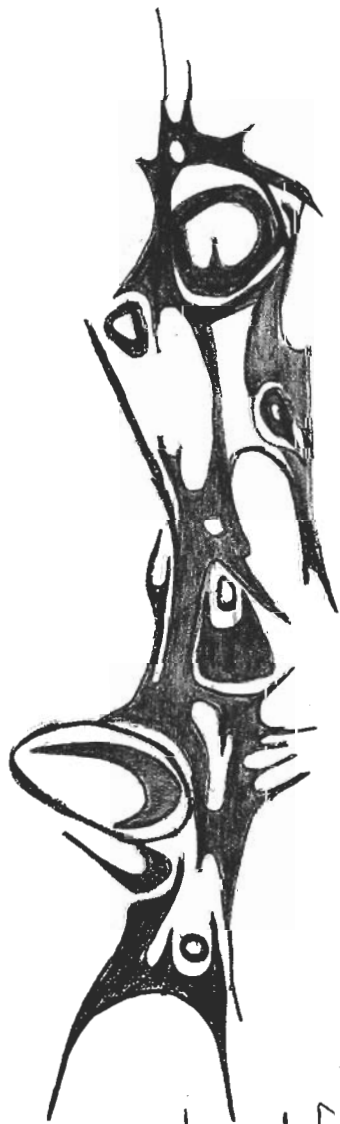
*Love,
Dove,
Bliss,
Amiss.*

Understand?

POEIRY AMISS

*A pity;
Yes indeed!
It is as though
One could say
Not without slight dismay,
Over and under
Up and around,
It is really
One big merry-go-round.
I do.
OUCH !*

Victor Epstein, 5B



Bernard Locke.

*A staccato rattling --
 Shattering an electric silence;
 Surging to a peak, dying to the basest thump.
 Again it rises and falls, lapsing to a still, wild,
 But almost subdued pulse.*

*A sound --
 Seeming to grow from within
 The circle of the eddying rhythm,
 Taking on the form
 Of the pebble beating.*

*Chords --
 Entwining tenaciously about the base beat;
 Blending and beautifying,
 Without submerging
 The primitive surge of the vibrant skins.*

MRS. EVERAGE'S CHRISTMAS

(With apologies to Barry Humphries)

My Christmas is the joys of family, home and friends. Christmas, when the house is strung with streamers, when coloured balloons bob with spirit, and in the living-room, just by the chaise-lounge, a tall, green Christmas tree symbolises the spirit of the festive season. But oh! the extravaganza below, on our floral carpet -- itself gay in any season: the browning pine needles fallen down wearily; coloured balls caught in a moment of levity lose their balance to find their last resting place; the yellowing snow Mark made from a dying packet of "Mother's Choice" and which found the floor a friendlier host than our greenery -- and all trodden in with the careless patter of little feet. But the tree looked so lovely, its fairy lights playing on green delight, the coloured balls glistening, stuffed birds raising a head to coo, and the tinsel singing its delicate song as the electric fan caught its fancy. The windows, of course, saw Christmas through shaded eyes, having had their annual coat of Santa Snow. And there was the music -- Evie Hayes singing "White Christmas" and other family favourites -- a gramophonic delight for all.

Christmas eve saw Uncle Mick dress, as every year, in his Father Christmas suit (though it was a tight squeeze this year), tucking the children into bed to speculate the happenings of the next day. Silly Cheryll pulled a little too hard on Santa's adhesive beard and it came free. Mick was a little taken back but Cheryll thought it was good fun and began pulling at Santa's hair -- unfortunately it was also Mick's hair and he let out a yell. Cheryll remarked, noticeably disillusioned, that she thought Santa said only ho ho! Just then we heard the reindeer on the roof; running outside in time to see Mark plummet back to reality and the ground. As we revived him he could only say he had left a little something for Santa on the roof, and giggle with childish malice. Once the children were left with their dreams, we retired to the patio with cool drinks to watch the fairy lights along the street perform their colourful ritual.

Christmas morn began before light as the children ran the hallway, singing the delights of their day -- whizzing those noisy toy cars into bewildered but unbending walls, blowing those noise-makers with zeal till the darkness heeded their call and relinquished its stand, urging those mechanical clowns forward, when they preferred a backward gait and gave up in despair. Tearing the streets in Indian guise seeking out neighbouring Daniel Boones, letting fly with tiny arrows -- sometimes forgetting the rubber caps to raise the warpaint of annoyed palefaces. Or as ambition sent their small pedal motorcars or first three-wheeler zooming into the busy street, some motorists no doubt found the spirit of Christmas a little trying.

At our house, Junie had assured us her doll was the largest in the street, having made rapid checks before dawn. The twins contented themselves with exploding toy grenades through enemy lines -- the Simpson's rotary hoist had seen better days anyway. And while I, as commander, briefed troops in the kitchen, secret agents sabotaged the table. We commented later that the punch could have tasted better, and that the foreign bodies in the peanut bowl detracted from the natural taste. Reverend Foster's son, Peter, came over to show us his new 'Tommy Gun', which fired jets of iced holy water. Later, as I found dry clothing for Mark, he commented that he didn't really mind getting cheaper toys than all the other boys -- he found the hose more effective anyway. I scolded such behaviour and reminded him of Water Restrictions. He seemed penitent and said as he rushed into the fray once more, "This time I'll use buckets." We hope Peter's better now, anyway. With some other children, the twins organised a game they called "Vietnam", marching into each yard and dragging all the three-year-olds into the street -- ah, the front lines. Passing motorists would perhaps be slightly indignant at the suggestion that their motorcar was an enemy tank, and those clods of Christmas earth didn't serve to convince them.

We found, to our delight, yet another Christmas card in the letterbox from Pam and Alan Rideout. "Delayed in transit," I explained, thinking how I had our cards away just late enough for the return mail to arrive on Boxing Day. I smiled for the future.

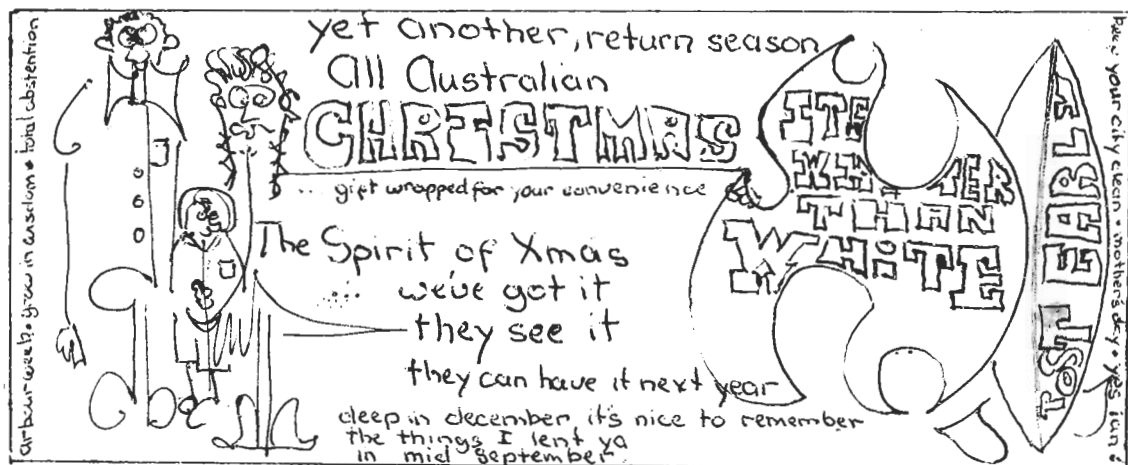
When everyone was wide-eyed, we gathered round the tree and opened our gifts. Peeling away the sticky from my first, a gay little note told me Norm was the sender -- a pair of mink eyelashes. "Just sorry it's not a mink coat," I remarked lightheartedly, telling how I had seen the special in Farmers' and had thought how nice they would be. Mick gave me a delightful can-opener -- and so useful! Better, I told him, something inexpensive and useful than costing all the money in Toorak and no use at all!

What a surprise when the Simpsons dropped in with a presie for Norm and I -- a lovely alabaster ash-tray. How lovely, I said, telling them it looked so expensive, and thinking how like the one we gave them last year. I left Norm chatting while I ran to the bedroom to wrap a small parcel for them -- I was prepared for just such an emergency -- a lovely deodorant-set labelled 'his' and 'hers'. It was after all the thought that mattered.

Dinner was, of course, a traditional one -- with the heat nearing the century, and the gaily-arranged spread using novel bottlebrush arrangements, seemed to set the atmosphere for the food to follow. Helpings of chook with all the doings, rounds of pink bubbly and the fun of bonbons were enjoyed by all. The children, of course, couldn't wait till the pudding arrived and they could search the raisined delight for the goodies. Susan calculated she had lost one and fourpence this year through conversion to decimal and it did seem the two cent pieces gave the pudding an unusual taste.

A time of friends, of good will to all men, Christmas was nearing a dizzy end. And as, tired but happy, the children greeted the Sandman with appropriate cheer, I smiled, and, as the Barossa pearl sent my head spinning, thought "Where else but Australia?"

Bernard Coates, 5A



UNTITLED

The Dream: the planes and falling sheets,
The concrete walls, the cube - like steps,
And through the ice-blue corridors
The breakdown of a breathless hum,
The shallow fall of spoken love.
And from their husky - dry slits of mouths --
A hollow duty!

The eyes obliged to condescend
An ill - time haste, an interest guilty;
The Mission of Mercy, the Fate of Peace,
The snarl of phrases in harsh deceit,
Are here, but dead.

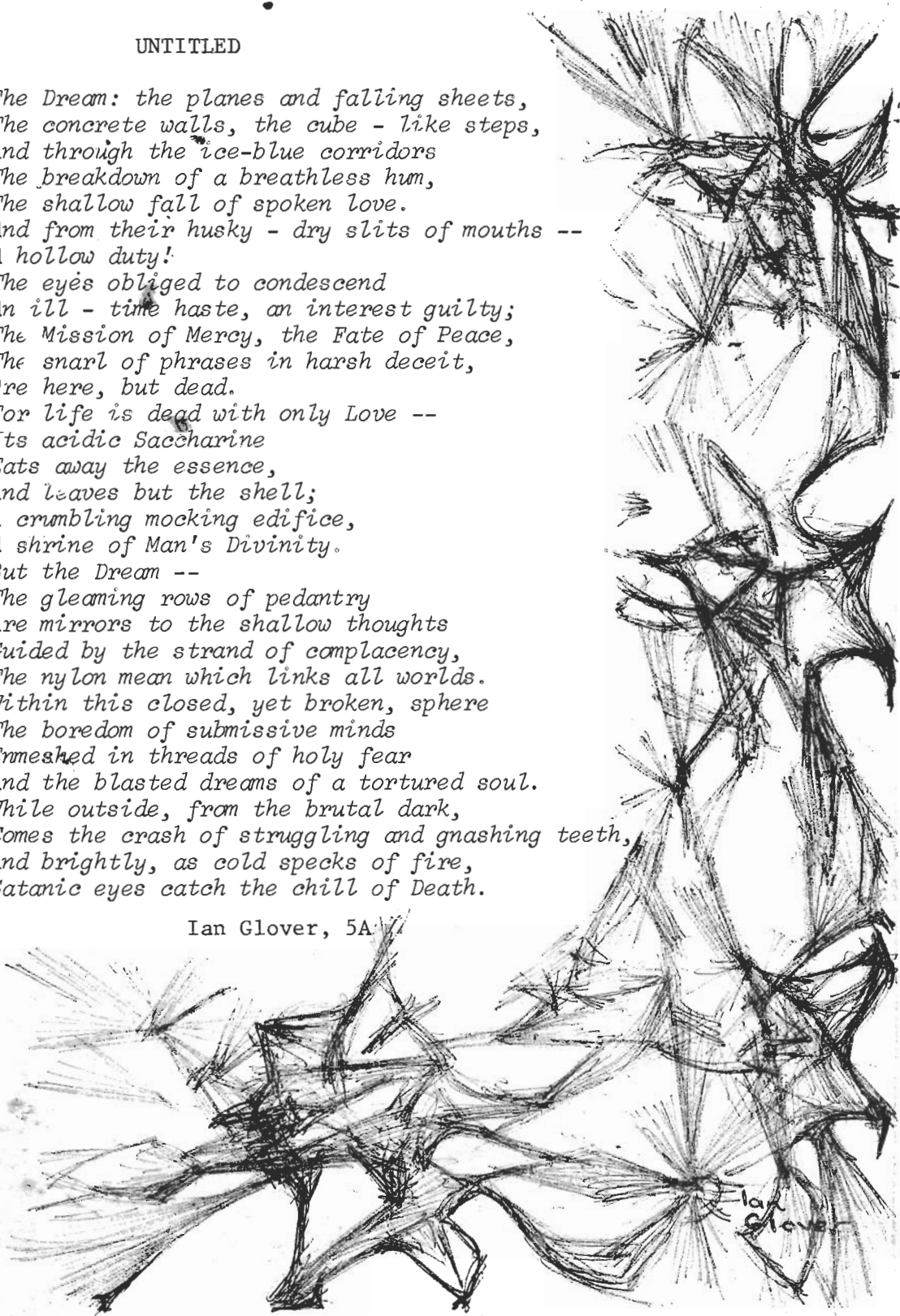
For life is dead with only Love --
Its acidic Saccharine

Eats away the essence,
And leaves but the shell;
A crumbling mocking edifice,
A shrine of Man's Divinity.

But the Dream --

The gleaming rows of pedantry
Are mirrors to the shallow thoughts
Guided by the strand of complacency,
The nylon mean which links all worlds.
Within this closed, yet broken, sphere
The boredom of submissive minds
Enmeshed in threads of holy fear
And the blasted dreams of a tortured soul.
While outside, from the brutal dark,
Comes the crash of struggling and gnashing teeth,
And brightly, as cold specks of fire,
Satanic eyes catch the chill of Death.

Ian Glover, 5A



NIGHT

The sun's reflector, a heavenly glow, the heralding of starlight:
This is the moon, a golden rainbow of light shimmering onto the face
of its companion

The Earth: a darkening sphere, a meteor of humanity, the graveyard
of space.

A million twinkling lights break out of the carpet of darkness:
These are the stars, pinpoints of fire, showing through the moon's
invisible cloak.

In the east, a revolving planet shows a cross.

Night: a beautiful material of golden light,
A wonder of all wonders.

John Coll, 2A

They turn, their hands shaking,
And walk with tortured looks
Their ten paces.

They half-turn, face each other
And fall.

In the golden sun they lie,
Their warm hands still clutching
The still-smoking guns.

In the golden sun, the red blood
Congeals, and turns black.

Birds still fly,
And clouds still drift
Across the dusky sky.

The red sun wanes --
Life goes on, though men must die.

THE DUEL

Stuart Lund, 2A



Ian Glover.

THE FOUNTAIN OF BANDUSIA

--- Horace, Odes III 13

(The Fountain mentioned in the following poem was found near Horace's birthplace at Venusia, in Southern Italy.)

*O fons Bandusiae, splendidior vitro,
Dulci digne mero non sine floribus
Cras donaberis haedo,
Cui frons, turgida cornibus*

*Primis, et Venerem et proelia destinat.
Frustra; nam gelidos inficiet tibi
Rubro sanguine rivos
Lascivi suboles gregis.*

*Te flagrantis atrox hora Caniculae
Nescit tangere; tu frigus amabile
Fessis vomere tauris
Praebes et pecori vago.*

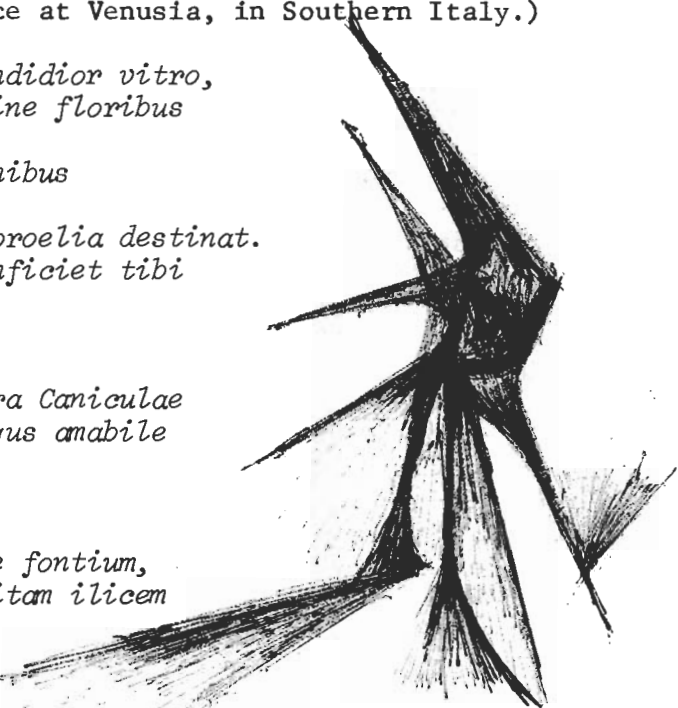
*Fies nobilium tu quoque fontium,
Me dicente cavis impositam ilicem
Saxis, unde loquaces
Lymphae desiliunt tuae.*

*O fountain of Bandusia, clearer than crystal,
Worthy of sweet wine and coronets of flowers,
Tomorrow you will be offered an oblation
Whose forehead is swollen with young horns.*

*Destined in vain for Love and War,
This child of the playful flock
Will stain your cool stream
With the red blood of sacrifice.*

*Not even the heat can harm you, O Fountain.
You offer welcome shade to bulls
Wearied by the plough,
And to the wandering herd.*

*You will become a famous fountain
When I tell of the oak-tree
Overhanging the hollow rocks
From where your babbling waters leap.*



Rendered into English by John Nicol, 4B

PORTRAIT OF POWER

or

How to learn the noble art of officiousness in 15,000 easy cliches

"Tonight, downtrodden residents of Collaroy Plateau: it is my distinct pleasure to welcome Mr. A.A. Turnbull, Labour member for Yarra, who has consented to give us a few pertinent words on the evils of modern sanitary disposal, with particular reference to our problem: the proposal that the Dee Why sewer outfall be emptied onto the sands of Collaroy Beach. Ladies and Gentlemen, I give you Mr. Turnbull."

"Thankyou, Mr. Adrian Tucker, President of the Killara Retrenchment League.

Friends, this matter is, of course, pretty close to the bone for us -- we now have our backs to the wall, and I make no bones about it -- something's got to be done. In fact, we've got to put our respective feet down; at all costs stick to your guns, and let the present Liberal Government know that they're not dealing with complete fools. Yes, friends, the Liberal Government has got to come to grips with reality (and remember, when you go to your respective polls next February 'Vote one Young, and see that justice is done'). Your representative, Mr. Young, is a personal friend of mine and I know him to be undecided on both State Aid and Vietnam -- the very man for this constituency. But, friends, to get back to the matter at hand, how much longer are we to tolerate this gross misappropriation of public funds? The evidence is here -- that the Liberal Government has become inconsiderate, wasteful and negligent -- not to mention arrogant. Any decent-minded person would appreciate that we can't allow this sort of thing to go unchecked on the very land where horses and cattle used to graze -- this time they've gone off the deep end. The pretext that the outfall is to be here or run by pipe to Prospect just won't hold water. Why, in my home town of Yarra, many fine public-spirited residents thwarted a similar, Toorak-inspired plot to pollute that sparkling cataract, inspiration of ode and symphony which gave its name to our suburb. O heinous, ill-begotten conspiracy. Remember -- Dee Why socialites must be stopped here.

And the Liberal Government must be taught that they can't wash their dirty linen in public.

At the moment we're all at sea in this regard, but, good people, if we stand together we should be able to block the flow of bureaucratic cabal. We must support the chosen one who puts his finger in the dyke, as it were. And, in closing, may I reiterate again -- 'A.L.P. does not mean Arthur's Longevity Programme, and Labour does not mean Lethargy, but Good Living.'

I thank you, one and all. Good night and Smooth Sailing."

Pro bono publico, 5A

AESOP'S FABLES

A reel cool cat called Cleo the Lion
Lay down to sleep 'cause he was dyin' ;
Across the reel cool pussycat's back
Crept a little mouse whose name was Jack.
The lion woke up and said with a roar,
What the hell do you think you're doing that for?
The little mouse said he was looking for Jill
Who had to go home to get her asprin;
And please let me go because if you do
I'll help you when you're in a blue.
One good turn deserves another
And a good turn's a help in a spot of bother.
This reel cool cat let the little mouse free;
The good little mouse thanked him gratefully.
The lion recovered but was trapped in a net,
Along came the mouse and said, I'll bet
You never thought I could help you in this way,
But if I chewed the ropes you could get away.
The little mouse laughed in the lion's face,
And he ran away 'cause he'd Jill to chase.
The moral of Aesop's fable may be
Don't trust mice or you'll be sorry.

David Sheppard, 4A

Fleurs extraordinaires

Vivantes,
Brillantes,
Les fleurs du mal sont innombrables.
Elles chantent, elles dansent;
Parmi les hommes.
En effet, comme des graines,
Nous nous faisons ces fleurs magiques.

Alan Rix, 5A

ELEGY ON A LONE SOLDIER.

*Time passes;
The sepulchral light of dawn casts a sanguine glow upon the horizon.
And a figure, mud-stained and weary, waits.
Waits in anguish, enveloped in thoughts,
Thoughts and fears of things unseen and deadly.*

*Time passes;
The veil of night covers the scars of fault and folly.
And the figure, mud-stained and weary, dreams.
Dreams and asks why,
Why? Why death? Why war? And why hope forsaken?*

*Time passes;
The dawn heralds another day of death and torment.
And the figure, mud-stained and weary, walks.
Walks and falls,
Falls to meet the earth from whence he came, falls, and dies.*

*Time passes;
The spark of life is extinguished and forgotten,
And all is still.*

Stephen Johnston, 1A

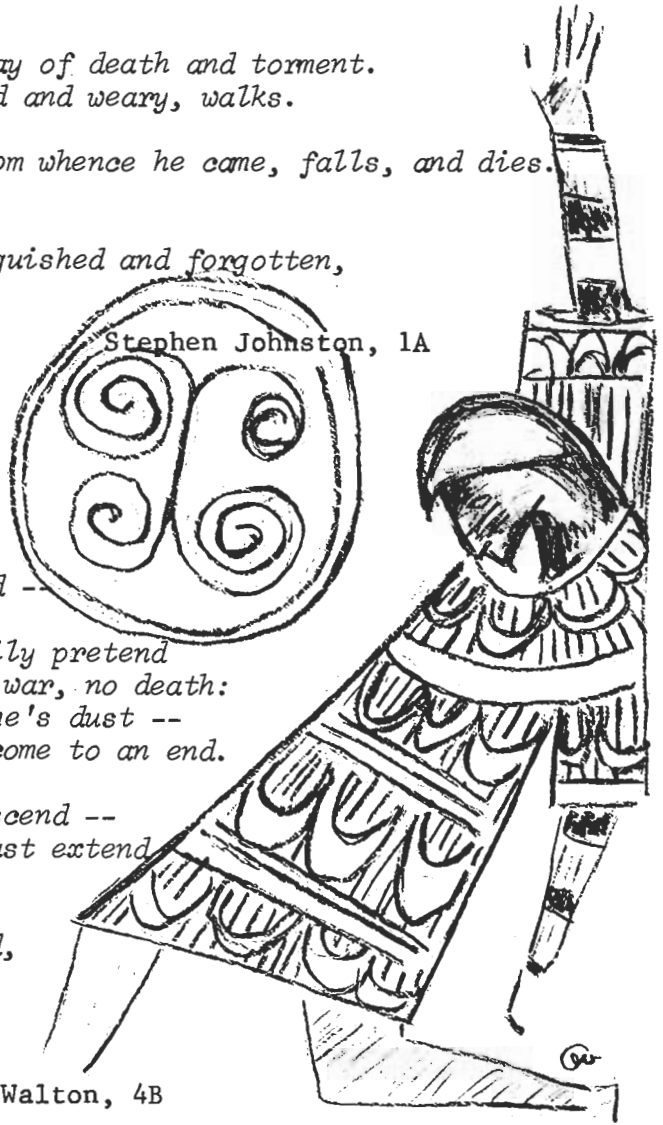
A PRETENCE

*The day is nearly at an end --
And we must contend
With crowded buses and busily pretend
That there is no worry, no war, no death:
Pretend or be buried in time's dust --
In which all mortals must come to an end.*

*It is said that the good ascend --
But here, on earth, they must extend
Their worship so that pain
Becomes but a pretence.
But to pain there is no end,
No end -- all we can do
Is to pretend.*

Until the end.

Clark Walton, 4B



*Une échappée de ciel bleu se révèle un instant,
Pendant que les nuages gris s'enfuient vers l'horizon;
Le feuillage se met à trembler doucement,
Mais le corps ne remue point de son repos profond.*

*Le lendemain, les vautours se voient planant, tournoyant,
Et les os sont laissés comme un monument
Pour avertir tous qui viennent déranger les temples anciens
Que seulement les Dieux possèdent les clefs de toutes les maisons.*

L'instinct natif

*Un papillon rouge et brun bat ses ailes,
Un chatolement dans une touffe d'herbes sèches,
Et on voit sautiller un petit lapin.*

*Au-dessus des cimes vertes des sapins
Plane un faucon, jeune, farouche, prêt,
Traînant ses griffes puissantes avec impatience.*

*Soudain, il s'abat, rapide, majestueux.
D'un seul coup fatal le pain se trouve arraché à la terre,
Et le faucon de remonter vers les cieux
Pour lâcher, d'une grande hauteur, la petite créature
Qui s'en va se heurter contre le sol dur, poussant des cris aigus.*



SCIENCE HAS GONE TOO FAR

Science -- what does it mean? In a dictionary of mine it means "knowledge arranged and brought into a system; all the knowledge that has been gathered on any one subject." I am sorry that I cannot give you the name of the dictionary, as I have defaced the cover and changed the name to "Watson's Schopt Dlatiqbang". That last sentence was irrelevant, so disregard it if you wish.

The title of this essay states that knowledge has gone too far, that is, that too much knowledge has been accumulated. Well, so what? No one can learn it all at once anyway, so why worry? Someone might answer that we worry because certain knowledge that has been put into practice has had a detrimental effect on the world. Then it is not science we are worried about -- it is man's manipulation of science; so it is our fault, not science's. I will deal with man's manipulation of science in this essay, especially with regard to inventions.

Assuming that the complaint that science has gone too far means that recent inventions are unnecessary, or detrimental to something, I will deal with recent inventions -- this is only logical. Television is a recent invention. What is television's use? It draws the family apart, it shows useless programmes that we forget next day, and excellent documentaries which we forget the day after. But it also does great good to the world. Some scientists can get photographs from the moon, using their own cameras. But we at home do not get any moon shows, except cartoons, and somebody told me cartoons are not real anyway, and I suppose he must be right.

I have found the name of the dictionary on the spine of the book--It is "Nelson's School Dictionary". I just thought you might like to know.

The wireless is also a recent invention. What use is the wireless? Before I answer that I might say that although the wireless is not very recent, it is recent enough for me to discuss. What use is the wireless? It provides work for imbeciles who could not get a job anywhere else. The wireless also gives rise to interesting discussions in class which in turn give rise to interesting riots. Boys in the class argue quietly about whether 2SM or 2UW is best; then the teacher mentions that he listens to 2BL, hence the riot. Don't laugh! I'm being serious. So much for the wireless. I never liked it anyway.

Another recent invention is the biro. Look at it ~~the~~. Could that effect be achieved by any lesser instrument? No!! The biro is a marvellous instrument (except when it runs out; then it is the most damnable thing in this world).

Damnable -- what a word! I don't think I have ever used it before. It means (wait a minute, I will look it up in my Watson's Schopt Dlatiqbang), it means "hateful, odious"; so I look up "odious" -- it means "hateful". What a lot of use that is! Dammm Dictionary! Dictionaries are no damn good! English dictionaries are no good to the English people; French dictionaries are no good to French people. I

wish dictionaries were a recent invention so I could condemn them. The only good dictionary is a French to Latin dictionary; at least it gives you a meaning which you know will mean the word you want to find the meaning of. I have a Latin dictionary; I look up to find "to kill" and find "necare"; I look up "necare" and find "to kill". That is doing the same thing as the English-English and vice versa dictionary, but I know it is going to do that.

Getting back to science, I think it has gone too far -- it has gone all the way to the moon; in few years it will be at the sun, and then it will get burnt up.

David Sheppard, 4A

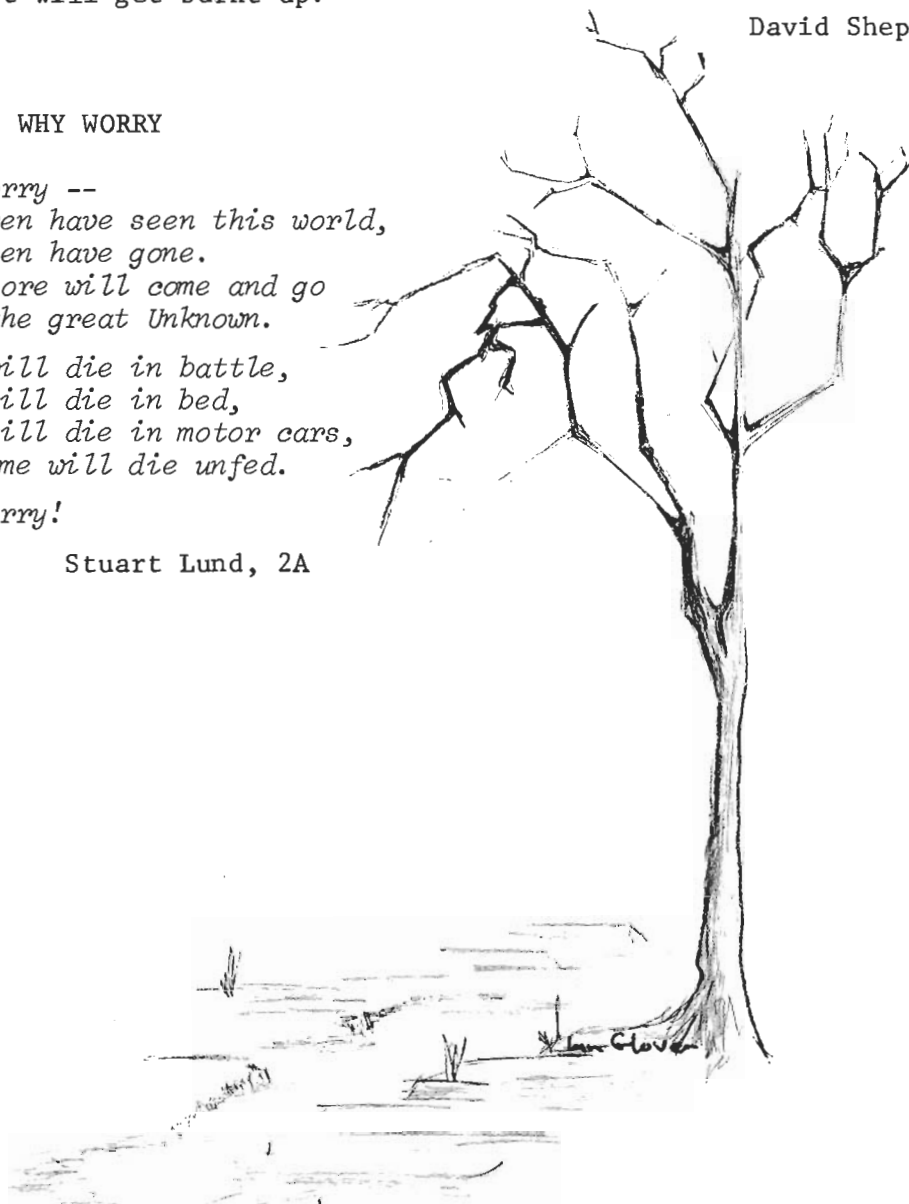
WHY WORRY

*Why worry --
Many men have seen this world,
Many men have gone.
Many more will come and go
Into the great Unknown.*

*Some will die in battle,
Some will die in bed,
Some will die in motor cars,
And some will die unfed.*

Why worry!

Stuart Lund, 2A



REUNION BLUES

The dampness of morning at three o'clock speaks its only loneliness.
My world becomes one of heightened sounds and sight,
The enclosure of my sphere of light.
The taste on my tongue is a metallic tarnish,
And my thoughts are introspective, reminiscent;
I do not speak to whoever stands next to me.
I know that it will come,
I almost want it to,
But I know that it will mean an end
To this half-existence, this vision of limbo
With the searing shriek of its whistle,
The train tears me from my sleep,
And with an icy blast of wind that sweeps the station with rasping
pleasure,
It pulls itself up,
A sleek, warm promise of hollow light.
Yes, she steps off,
And runs toward me.
Her eyes will speak the love
She wants to feel, but cannot.
I slowly move to greet her.

Ian Glover, 5A

ERWACHEN (THE AWAKENING)

Die Jungen bringen ihre Damen,
Die sie selbstverständlich nahmen.
Ich wollte schnell den Ort verlassen,
Ich konnte alle Mädchen hassen.

Plötzlich vergass ich meinen Hass,
Und jetzt für mich ein grossen Stoss.
Denn in der Nähe wie so ganz,
Nahm ich ein Madelein zum Tanz.

Jetzt bin ich ein neuer Mann,
Schon geht fort mein Hass sehr lang.
Endlich wird es alles überwinden,
Hab' ich jetzt mein Lieb gefunden.

Steven Lesser, 5B

SUPPRESSED

*Ground in, borne down
By an iron hand suppressed.
Like a frail bird against the storm
Buried, as under a mountain of sand.*

*He longed to be free,
Over the storm to soar;
To be his own master,
To make his own law.*

*But here, he had to work,
Endlessly ploughing his ground
Like a toiling beaver,
With walls and wire girdled round.*

*His vain hopes dead,
Discarded, thrown aside by his lord;
A useless shell--
He was put to the cruel sword.*

Garry Robinson, 3A

HONESTY

In both school and home life, children are led to believe that the truth must be told under all circumstances -- even when it is harmful to the children to do so. They are told that honesty is the best policy and that lying is cowardly. Yet why should children tell the truth when it is harmful to them -- it is illogical to expect them to do so, and if it is cowardly to lie, surely it is stupid to expect them to harm themselves deliberately.

It has been argued that if people did not tell the truth, our society would fall apart, for it is based on truth. However, this is not true. Newspapers contain more and more sensationalism, propaganda and misrepresentation. A classic example of this was in a recent university publication -- "WOMAN FOUND SHOT UNDER BED" ran the headline. A woman had found some shot under her bed. Another example of this was the headline of a rather lewd magazine. On the cover was a scantily-clad model, partly obliterated by glaring red headlines "BANNED FROM THE COUNTRY". At the bottom of the cover, in very small print, were the words "See story page 10".

This sort of misrepresentation is becoming more and more common. Most of us know that papers support ONE political party or another, but

few of us know how to make proper allowance for it. We are all accustomed to the wild claims made by advertisers, and we all hate many of the ads. shown on television, but how many of us realise that the more revolting an advertisement, the longer it sticks in our minds?

Our present system of education is supposed to fit us for life in our society, but in teaching absolute honesty, it fails in its task. It doesn't teach us how to guard against bias, or how much allowance to make when we read biased reports. It does not teach us the techniques of advertising, or persuasive reading and writing; we are not taught how to use words with psychological tags in persuasive writing; it teaches us nothing about techniques of twisting the truth. Yet our free enterprise economy is based largely on the ability of one company to persuade the public that their product is better than that of a rival company, although it usually isn't.

Thus our system of education ignores one of the keystones of society: the art of persuasive writing and speech. If our education system is to teach us to survive in society (and that is its avowed aim), then it should teach us the arts of twisting the truth, the use of words with psychological tags (such as 'free'), and the techniques of advertising, misrepresentation, and persuasive writing.

Kim Sterelny, 4A

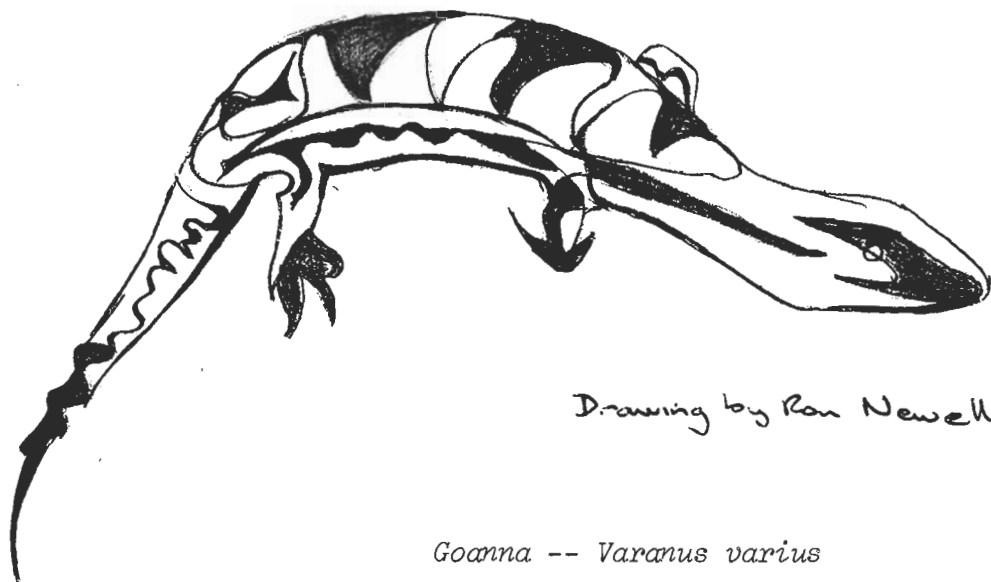
AUSTRALIAN LIZARDS

In this district, we are lucky enough to be able to observe a great number of Australian lizards. These range from two-inch sun lizards to goannas nearly seven feet in length. There are five families of Australian lizards. These are: Geckoes, Legless Lizards, Skinks, Dragons, and Goannas. Australia has about three hundred species. Examples of these families are respectively: Broad-Tail Gecko, Burton's Legless Lizard, Blue-Tongue, Bearded Dragon, and Lace Monitor.

The most common lizard in our area is the Blue-Tongue, of which there are eight species. This lizard belongs to the Skink family. Another common lizard is the Bearded Dragon. This must not be confused with the Frill Neck Lizard of Northern Australia. When alarmed, it opens its yellow mouth, raises a 'beard', and makes hissing noises as a show of bluff, thus scaring the enemy. If it does not succeed it will turn and run, stopping at intervals to hiss again.

The largest Goanna lives in Central Australia, and grows to over nine feet. The largest in our district is the Lace Monitor, which grows to over seven feet. It is a very colourful reptile, mainly black with irregular bands of yellow. The belief that the sores will return every year if one is bitten by a Goanna is untrue; but as the lizard is a carrion eater, bites may become infected if not properly treated.

All lizards feed principally on insects or carrion, and for these



Drawing by Ron Newell.

Goanna -- Varanus varius

services to Man, they deserve protection. No Australian lizard is poisonous. The ritual of mating is strange and unusual. Both sexes dance about, nodding their heads and turning their forelegs in a circular fashion. This draws attention to one another. The male may go through a variety of colour changes. Mating takes place in spring, and the young are produced at the end of summer. The eggs are buried in soft earth or humus, and hatch about three months later. Some lizards give birth to their young alive, in a transparent sac which is eaten by the newborn. Young lizards receive no attention from their parents.

Colin Beszant, 3B

OUR TRIP TO THE FISHPONDS

We went down Manor Rd. Soon after we reached the steps. On the way down we saw wild-flowers and a waratah. The track was on a steep angle and I nearly collapsed. We went down a fire-track and we were halfway down when some of the pupils went ahead, and we could see the fishpond from a distance. When we reached there we were exhausted and we lay down. We looked for worms in the sand, and we caught a fair few. Soon we had enough and we started looking for shrimps and perch and snails. We put them in plastic containers. We crossed a few waterfalls and I nearly fell in. Some of the boys went into the water and caught things like boatmen. Some of the boys went swimming and it was cold in, and the water was deep in some places.

Philip Terlich, 1F

THOUGHTS BEFORE THE GAME
(with apologies to Henry V)

*Once more onto the field, dear forwards, once more,
Or close the wall up with the Balmain dead.
Between matches there's nothing so becomes a player
As modest practice and training.
But when blast of whistle blows in our ears,
Then imitate the action of the Tiger;
Stiffen the muscles, summon up the knuckle-dusters,
Disguise sweet looks with ill-concealed hate;
Give to the eyes a ghastly look
And let them search for the browned ball
That lurks within the damned Dragon ranks.
Now grit the teeth and flare the nostrils wide,
Hold hard the ball and bend up every Dragon
To its full height. O noblest Tigers,
Whose boots have scored many a gallant try
And kicked many a daring goal,
Be copy now to players of lesser skill
And reveal to them football's hidden mysteries.
And you, trusty goal-keeper,
Show us by your honest sweat
That you are worth your position -- which I doubt not.
I see you strain upon the start. The game's afoot
Follow your spirit and with the whistle's shriek,
Shout God for Barnes, the Tigers and Balmain!*

Tom Reidy, 2A

REJECTION SLIP

*I was asked to write some verses,
Lines for the School Magazine.
The result was this: curses!
It was rejected for being obscene.*

*I was sent to the Headmaster's study,
And he gazed at me with disdain;
His face was decidedly ruddy,
As he read through the poem again.*

*I was dragged to some higher authority,
Where my poem was eyed with revulsion;
"You are beyond our help and our pity:
This creation has gained your expulsion!"*

*So budding young poets take heed,
Of this ditty I have evolved,
If you want to publish your screed,
Keep it pure and your problems are solved.*

Brian Thompson, 4A



THE AMERICAN WAY OF EDUCATION

Having attended American schools for eleven years, I noticed many differences on starting at Asquith this year.

To begin with, most American schools are co-educational. They work very well in this way, as it permits such activities as after-school dances, which are sponsored by the many varied clubs within the school. As well, there is an all-girl pep-squad, which cheers the school teams in inter-school competitions. In the U.S.A. there are no schools, except private and military schools, in which a uniform must be worn; any type of clothing may be worn, provided it is neat and tidy-looking. These facts may not seem to pertain directly to education, but, nevertheless, such things promote a relaxed school atmosphere, facilitating study and class work.

The secondary schools are divided into two sections -- the Junior School and the Senior School. The Junior School begins with seventh grade or first form, and continues to ninth grade or third form. The Senior School starts with the tenth grade and finishes with twelfth grade or sixth form, at which time the student graduates, and may go to college if his or her grades are acceptable.

The School Year starts on the first Monday in September, and ends on the last day of May, or in the middle of June, depending on the location of the School. The year is divided into four nine-week periods, or quarters. At the end of each quarter, the grade is given examinations in each subject, and these determine whether or not one will proceed to the next grade. The School day begins at eight in the morning, finishes at three in the afternoon, and is divided into seven forty-seven minute periods. There is a seven minute passing period between each class, to give time for transition from one room to the next.

The subjects themselves are greatly different to those in Australian schools. For instance, Biology may be taken as a one-year course, and Chemistry as another. In other words, each part of the Science course is taught separately, and there is no continuous course requiring the student's knowing the previous year's work. The same system applies to Mathematics.

Transportation is provided to and from the nearest school by buses owned and run by that school. If the student does not catch a bus, he may drive, and can park his car in the school's parking area. There is always a guard on duty to prevent vandalism.

What I have written may not hold for all American schools as I have attended only a few, but in general, this may be accepted as typifying the American way of Education.

Jack Griffin, 5C

MORNING

*An octopus crawled on sandy beds
At the dawn of the morning rise.
This translucent creature, so palely-brown
Moved this way and that with the tide.*

*The hills glowed with peace and quiet
As the moon slipped down from the sky;
The water reflected a mirrored calm
As the sun beams shimmered by.*

*A man came down from the homestead,
A man with a trident dart.
This into shadowy depths he plunged,
And pierced a creature's heart.*

*Up came the octopus, writhing and grey,
Grappled in the throes of death;
The deed was wrought - the clouds went black
And living things caught their breath.*

David Padgett, 3A



A TYPICAL AUSTRALIAN PUBLIC HOUSE

*Smoke goes up
While beer is downed.
More men come in
And louder is the sound.
Pockets grow smaller
As "pots" grow larger.
All feel taller
Though vision is shorter.
And as the clock nears closing time
And men start singing
Songs with no rhyme,
This might seem unpleasant to you :
But what the hell would Australia be
Without a dinkum pub to see?*

Stephen Rix, 3A

MERMAIDS

Mermaids are more often women. They are beautiful, half-fish, half-human creatures. One story on mermaids, told by an old grizzly-bearded sailor on a wharf one day, went like this :

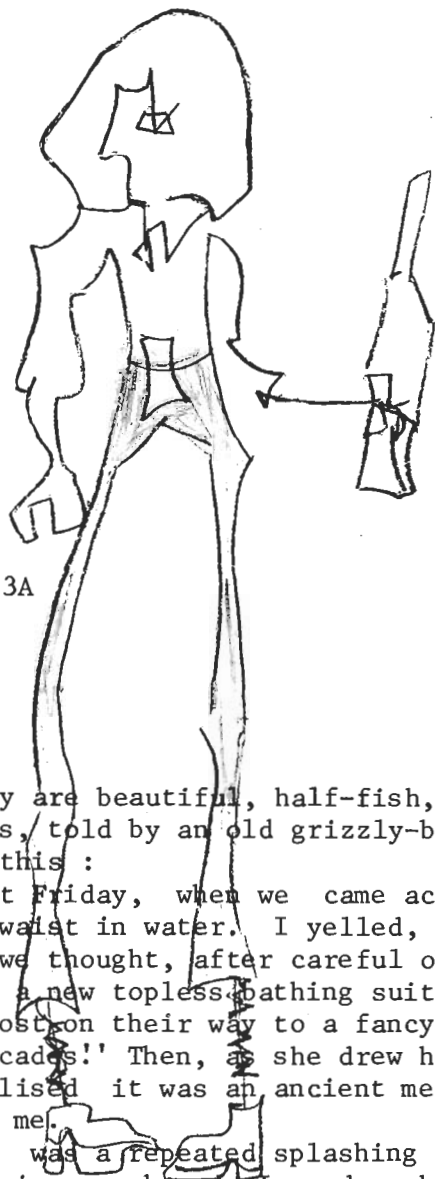
"We were sailing down to Sydney last Friday, when we came across a woman sitting on a rock, up to her waist in water. I yelled, 'Look mates, come and see this!' At first we thought, after careful observation, that it was a woman modelling a new topless bathing suit; then we thought it might be someone lost on their way to a fancy-dress ball, posing as 'Liberty at the Barricades!' Then, as she drew herself up and plunged into the sea, we realised it was an ancient mermaid. However, she looked about nineteen to me.

"As she approached the ship, there was a repeated splashing noise, and I realised that everyone was diving overboard. I wonder why they did that. Then she was lifted up on the deck, where she stood on her fin gazing at us, while we gazed intently back at her. Then there was a terrific boom, and black clouds scurried across the sky. I was plucked up from the deck like a fly, and whirled around and around until I lost consciousness. I woke to find myself in a large cauldron of hot water. Not far away, sitting on his throne, was King Neptune himself.

"Well, what happened then?" demanded one of the excited listeners.

"They ate me -- what do you think?" said the skipper, and walked silently towards the town saloon.

Tony Reidy, 2A



HATRED

Oh God,
What a terrible sinner I must be!
Over and over again I have offended Thee,
For my heart is filled with hatred ---
Hatred of Those who suppress me,
Hatred of Those who enslave me.
I have wished Them a violent death,
A death in soul-destroying agony.

Though my mind is bleak and raw,
My heart retains its remnants of belief
Provoking my upstart conscience
To drown my hatred.
Oh God,
Forgive me --
But let Them die.

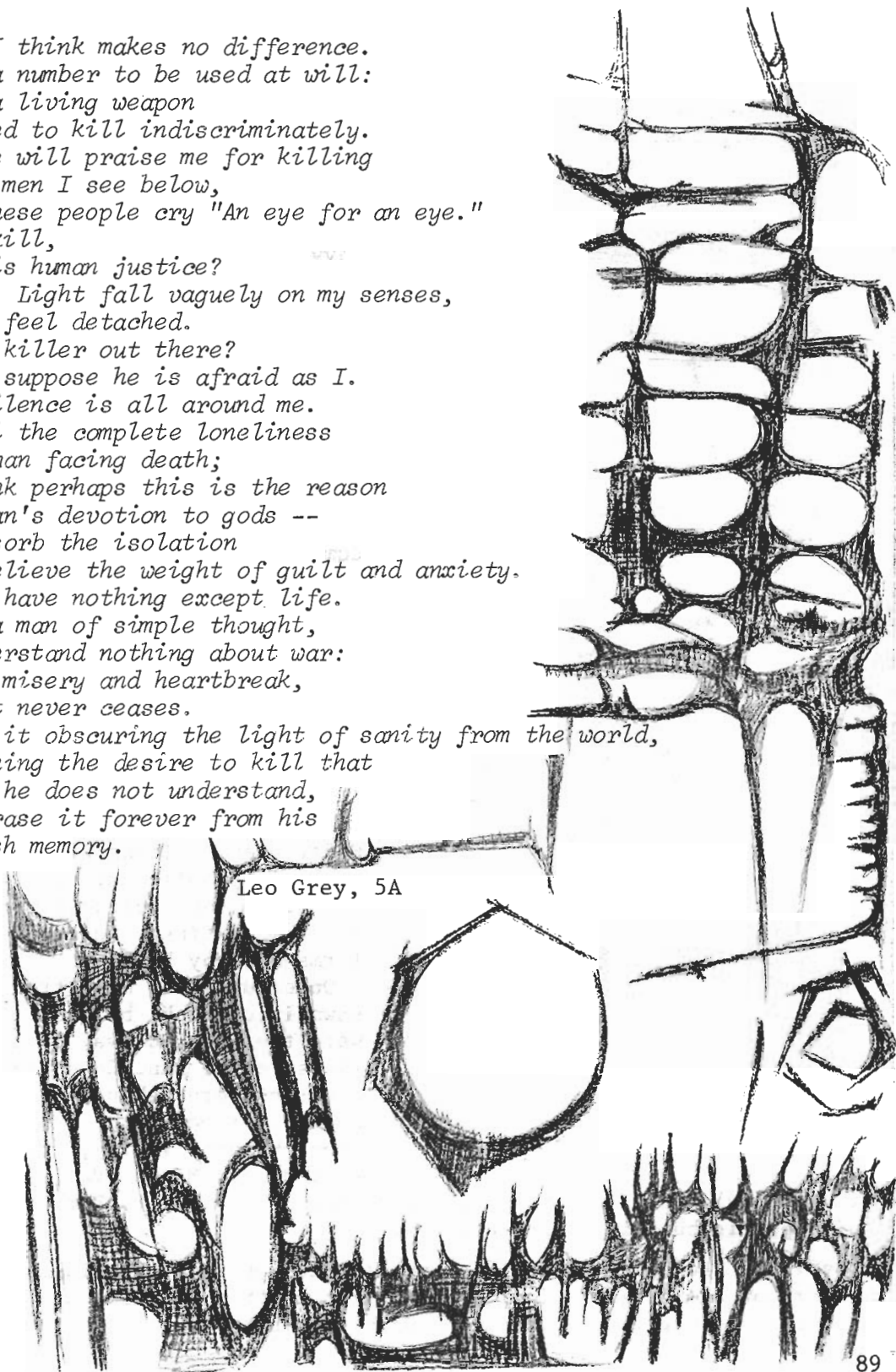
Dennis Wong, 4A

A SOLDIER'S THOUGHTS ON MAN AND WAR

Can I see it floating there?
A dream of something wide and free:
The home I never had,
The peace that eludes the world?
The vision has vanished.
Guns are firing there now,
Their flashes pinpricking my brain
With a thousand tiny fires.
Freezing trees hide the fear in my heart,
The deadness I feel,
The loathing I have for what I am to do.
But why am I here? I know not.
Must I fight a foe I do not hate?
My hands tremble as I stare into
The infinity of night;
The encircling wreath of stars
Twinkling, beckoning: they see everything.
The Universe laughs at us,
At our petty efforts to prove our supremacy,
And our complete knowledge of so little.
The stars mock this little world,
Trying so hard to destroy what reason is left,
By stifling it with anger.

What I think makes no difference.
I am a number to be used at will:
I am a living weapon
Trained to kill indiscriminately.
People will praise me for killing
Those men I see below,
But these people cry "An eye for an eye."
If I kill,
Is this human justice?
Sound, Light fall vaguely on my senses,
Yet I feel detached.
Is my killer out there?
Yet I suppose he is afraid as I.
Now silence is all around me.
I feel the complete loneliness
Of a man facing death;
I think perhaps this is the reason
For Man's devotion to gods --
To absorb the isolation
And relieve the weight of guilt and anxiety.
But I have nothing except life.
I am a man of simple thought,
I understand nothing about war:
It is misery and heartbreak,
Yet it never ceases.
I see it obscuring the light of sanity from the world,
Awakening the desire to kill that
Which he does not understand,
And erase it forever from his
Selfish memory.

Leo Grey, 5A



HORNSBY VALLEY -- PAST AND PRESENT

The history of Hornsby Valley is basically the history of one family, the Higgins, its branches and descendants.



Thomas Higgins

its many Old Man Kangaroos (now extinct), was sent to Parramatta to build public buildings and churches.

By 1880, the valley was a fast-growing community of Higginses. Many members of the original family married into other families and as they did, they were given a plot of land in the Valley by the senior member

Hornsby Valley was settled in 1833 by Thomas Higgins and his family. As a member of the Royal Navy, Higgins came to the colony of New South Wales on one of the many convict ships, and for his services obtained a grant of land from Governor Bourke at Parramatta. With the aim of exporting timber from the colony to Europe, he exchanged this grant for the richly-timbered valley behind present-day Hornsby.

Some of the convicts which had come out with Higgins were a major labour force in the Valley for many years when the timber industry was being established. Reminders of the miserable existence suffered by these convicts can still be seen inside a hollowed-out rock, where the convicts sculpted benches and a table.

The timber industry was based mainly on the huge Eucalypts and Cedar trees. These grew in the rich, deep soil that had weathered from the volcanic breccia of the extinct volcano which forms Hornsby Valley.

Once cut, the huge trees were sawn into planks by hand. These were then hauled away by bullock teams to the Lane Cove River where they were taken by barges to Sydney. Some of the best timber from Hornsby Valley, which was called Old Man's Valley after

of the Higgins' clan. Seamen who had jumped ship at Sydney often came to the Valley seeking employment, some remaining to marry into the family.

About 1885, the timber industry was replaced by a lucrative fruit industry which lasted for the next fifty years. But by 1889, the fruit industry struck problems. The railway, although it ran back and forth from Sydney, became too expensive for the orchardists, so they had to take their produce by horse and cart to Sydney and local markets. At



the turn of the century, the industry was at its peak, and up to 1935 fruit was still being taken to Sydney from Old Man's Valley.

The next and most recent chapter in the Valley's story began in 1910 when the area around a small pool, used for bathing by the young Higginses was leased to outside interests as a site for a Blue Metal Quarry. This part of the Valley had been leased out up until 1963 when a mining concern, Farley and Lewers, bought a large part of the original Higgins' grant to facilitate further expansion of the Quarry.

Many remnants of the Valley's history are easily revealed to the enthusiast. The Higgins' family cemetery, for example, is just at the rear of Hornsby Park. It has been proposed that this cemetery, overrun for years by vines and weeds should be restored and preserved as a monument to the founders of present-day Hornsby, and as a place of historical value in our historically-deprived community.

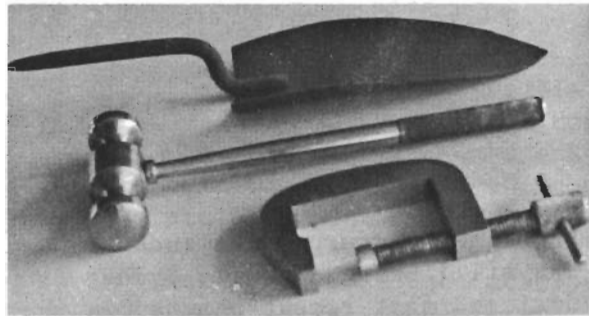
The recent history of the Valley has been somewhat turbulent with local sentiment being aroused over the proposed use of the Valley as an industrial centre. In the past eight years many homes have been built around the rim of the Valley, and the proposed use of the Valley as the site for a "Hot Mix" plant met with strong public disapproval.

Clark Walton, 4B

MANUAL ARTS ACTIVITIES 1966



Shaping Machine



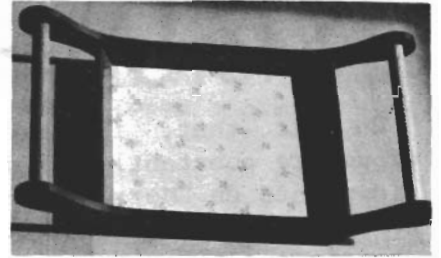
Metal Turning



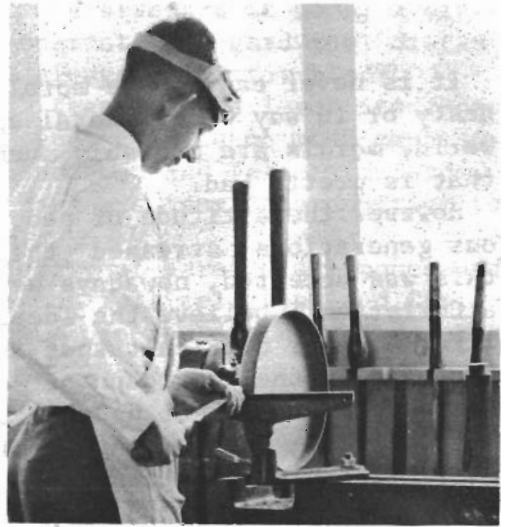
Practical

Metalwork

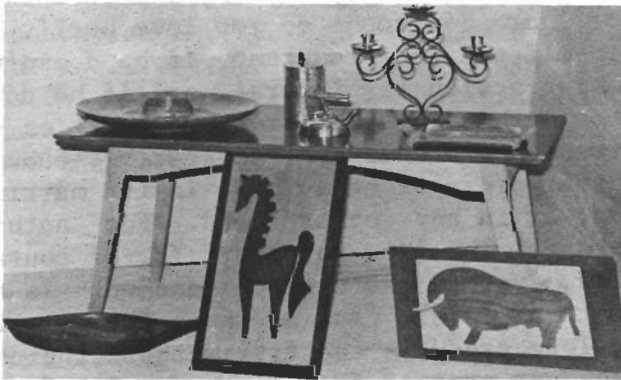
MANUAL ARTS ACTIVITIES 1966



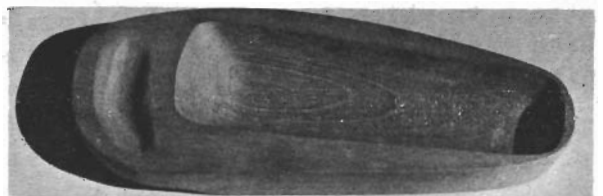
Band Saw



Wood Turning



*Practical
Woodwork*



FORUM...

Morals In A Changing World

We felt that, in a world whose ideals and concepts of right and wrong are constantly changing, it was necessary to present varying viewpoints on "Morals in a Changing World". We are indebted to the contributors for their opinions and also to those whose articles we were forced to omit because of a lack of space.

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It is never easy to be moral, whether in the sexual sense, or in honesty or in any other moral sphere. Although the world is a changing world, morals are probably much the same as they have always been and that is pretty bad.

However the attitude of people has greatly changed. Whereas previous generations stressed the prohibitions, "Thou shalt not...", and this was accepted, nowadays we ask Why? and want to have an answer. As a Christian I believe the ideal to aim at is one man and one woman for life, however difficult that is to attain. I believe the answer is to be found in the approach of men like the Bishop of Woolwich and the Canon of Southwark Cathedral. Bishop Robinson writes in *Honest to God*, "To the young man asking in his relations with a girl 'Why shouldn't I?', it is relatively easy to say 'Because it's wrong' or 'Because it's sin' -- and then to condemn him, when he, or his whole generation, takes no notice. It makes much greater demands to ask, and to answer, the question 'Do you love her?' or 'How much do you love her?', and then to help him accept for himself the decision that, if he doesn't, or doesn't very deeply, then his action is immoral, or, if he does, then he will respect her far too much to use her or take liberties with her. Chastity is the expression of charity -- of caring, enough. And this is the criterion for every form of behaviour, inside marriage or out of it, in sexual ethics, or in any other field. For nothing else makes a thing right or wrong. The 'New Morality' is, of course, none other than the old morality, just as the new commandment is the old, yet ever fresh, commandment of love". And as Canon Rhymes writes in "No New Morality", "True love produces chastity without the need of rules, because true love does not proceed from law and rule, from a pattern to which I conform, but from the self-knowing and self-giving which is a matter of body, mind and spirit, a sacrament of the inner union which I can be".

H.E. Archdale
Headmistress, Abbotsleigh

The moral climate appears to have changed since the last war. Fewer people go to Church and there is no longer a kind of compulsory belief in Christianity. Chastity before Marriage is debated and not accepted. There is more money about, more gambling, and less discipline. The number of broken homes has increased. The non-adherents, the mockers, and the "couldn't-care-lessers" are having a bit of an outing these days. The invitation to be "with it" does not always make it clear "with what"!

Much of what we decry as decadent and loose does not go as deep as it might appear. The vast majority of young people today are much more alert and just as open to good influences as they always have been. One of their greatest difficulties is the inconsistency of adults, so many of whom live in a world of double-talk. One standard at home, a different one in the city; Kindness to those nearest, disregard for distant brothers; what is right for white is not always right for black.

It is not suprising that the questing teenage mind loses its sense of security and direction in a complex society with so much emphasis on material possessions, so called independence, and false standards.

Fortunately, in this land of ours, there are many opportunities to seek the simple truth of man's existence.

Educational standards are high, the majority of parents are concerned for their young people, the Churches are not full, religious and Christian ethics are widely discussed and there is increasing hope for a "common frontier".

There are numerous bodies like the Boy Scouts and the Girl Guides who guide youthful minds and bodies into fruitful and satisfying channels of development.

The "new" morality is really only "old" digression and Australian youth can take comfort in realising that the straightforward principles of a Christian citizen do not vary. They may need a contemporary presentation but the values, ideals and disciplines are eternal.

The adult world will not call him "square" if he doesn't always "go with the mob". The fact is that "the mob" are not nearly as strong and numerous as they would have us believe and they do not always know where they are going.

Mr. Vincent Fairfax,
Chief Commisioner,
N.S.W. Boy Scouts.

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When someone mentions "morals" today, almost on reflex everyone equates it with sexual behaviour. Of course this is to be expected in a time so preoccupied with sex, which, the mass media have discovered, is the one thing that interests everyone in the Community.

Of course, moral behaviour is an important facet in this function, but morality is a much bigger thing. To me, morality denotes a way of behaviour in all human contact at every level. Obviously to function effectively, one needs a personal moral code first.

Has morality basically changed? I think yes, but not perhaps to the extent we think. Since the "Year Dot" people have behaved morally and immorally. There is very little that is new at either extreme, but today thanks to the super gossip -- press, radio and T.V., it is easier for everyone to know about anyone else's behaviour at any time under any circumstances.

I guess everyone has a hobby-horse, and mine, in this field, is personal morality -- not so much in behaviour as in personal evaluation of self. Identity is the one thing we all stand to lose very readily in this age.

Losing identity generally comes easily and comfortably, and it would be safe to say that many people who have little left would not even be aware of the fact. Oh sure, we must all give a little of our own will and desires if we are to live together in communal life, and occasionally inconvenience ourselves to help others but this is not the danger. The danger lies in becoming a vehicle for any ideas, any stimuli offered. To a degree, advertising and the speed at which we live, have conditioned us to be led.

I think it is important for a person to be "with it" or "switched on" or whatever else currently means au fait with what's happening. But to slavishly want us to, is to surrender our most important possession -- individuality.

Of course it is not comfortable to be individual. What a marvellous place the world is for a happy moron who does a job that requires no thought, makes no effort to improve his or his family's standard of living, and enjoys only no-think entertainment. Of course, if this person has any trace of wit, the only escape from the absolute boredom of it all is to booze the brain to oblivion.

On the other end of the scale is an equally unnecessary character -- the self-opiniated snob who sees virtue in only whatever "the masses" dislike, whether it is good or bad.

To me, the ideal is an open mind, coupled with the ability to make decisions. If something that is popular is offered to us (whether it be a thought, political platform, religious belief or entertainment) we should neither accept it or reject it until we have thought about it sufficiently to make our own decision. Even then, we should still be prepared to listen to other opinions and adjust accordingly.

Without this continuous inspection of self, no "real" person emerges and without this there can be no honest communication with those we contact.

Mike Walsh,
2SM Radio.

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Since the beginning of recorded history the world has been changing because man has always been looking for more and more ways of providing himself with material comforts. At the same time he has been looking for more comfortable ways to live with his fellow man; thus

within his changing world man has, of necessity, become more dependent on the group. He has, therefore, constantly to think out ways by which he may enhance himself as a human being and derive equal benefits from that social interaction.

The means by which man endeavours to do this are known as "moral", and although the world is constantly changing man as a human being has not changed so he has always required a moral code to govern both his own conduct and his conduct towards others. Morality embraces every facet of man's life -- his emotions, his family, his sociality, his property and his treatment of and his relationships with others.

The Ten Commandments attempted to regulate man's life in its various forms, and to give man a yardstick by which he could measure the conduct of his own life. In essence they have remained, after almost two thousand years, as the basis of our moral code, but evidently this is not in itself enough.

Perhaps, simply because of the rapidity of change all around them, young people today appear to be urgently in need of a more comprehensive moral code to enable them to make sound moral judgements in the very complete human situations in which they find themselves.

Noelene Nelson,
A School Counsellor

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When people today speak of morals, they usually mean sexual morals: as in the Sunday newspaper stories about "teenage morals". Morality in its proper sense, however, has a much broader meaning: it is concerned with all our conduct. It is concerned with how we should behave towards our fellows. This is not the same, of course, as how it would be prudent to behave; so that a person whose acts are calculated to avoid trouble or to gain an advantage has no particular claim to morality. (For example, not stealing for fear of jail, or giving charity to impress other people).

Man is a social animal: we must all behave somehow towards our fellows. A morality is merely a description of what is the best way to behave. But how are we to know what is best? Once it was thought that the answer was to live by a set of rules formulated by God, revealed to certain people long ago, and written in sacred books. One of the difficulties here has been that there have been so many conflicting versions of these divine rules. Another has been that rules drawn up long ago don't always make much sense today, when the world is quite a different place. Moreover, the world of today differs from all past eras in that it is now changing rapidly all the time, and any set of rules at all is likely to become out of date between one generation and the next.

To a Humanist, the only practical solution seems to be that moral rules, although based on our experience of the past, must stand the test of how they work out in practice, and if necessary they must be

modified or discarded. Patriotism, for instance, has always been considered one of the noblest of virtues. But we realise today that an attitude of "my country, right or wrong", or the sort of nationalism that involves the exploitation of other nations, could be a menace to the survival of the whole human race.

Similarly, many of the rules about sexual conduct have been formulated before there was any "population explosion"; before effective contraceptives were developed; and before it was customary for any but a few wealthy people to spend many years of their lives in secondary and tertiary education. If we were looking for guidance to conduct in our sex lives, we could start with the sort of principles that have proved of lasting value in the other activities of life: love and kindness; regard for the rights and feelings and dignity of others; responsibility to society, to ones family, and to oneself; respect for truth. If we were to apply such principles more specifically to our sex lives, we could say that it is wrong to exploit another person's feelings merely for ones own self-indulgence; and very wrong to be careless about the risk of producing an unwanted child. Of course such rules would apply just as much whether one was married or unmarried.

Our personal conduct will, in the end, depend on our ideals about what we owe to others, and what we owe to ourselves, as human beings. This is the basis of Humanist morality.

Dr. I. S. Edwards,
Chairman, N.S.W. Humanist Society.

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Society is changing and so are morals or ethics -- and both for the better. Historians may look back on the last hundred years as the Dawn of Compassion. With all its faults of mass wars, mass murders (of Jews) and the threat of mass suicide, ours is an age of awareness, of compassion.

We know, for instance, that two-thirds of the peoples of the world live below subsistence level. And we know we have to do something about it. We can no longer fob it as our ancestors could have done by saying it was God's will. Nearer home, we know (or most of us do) that the poor are our responsibility, that they are poor not through any fault of their own but through ours.

In the last hundred years or so we have abolished child labour in factories, brutal floggings in the services, and the death penalty (in the more enlightened states). We are trying to help the needy nations ... perhaps not to the extent we should. But we are trying.

Ours is an era with a conscience which has developed with scientific advance. Conscience is knowledge. (We have this genealogy in "conscience" which comes from French, derived from Latin con-scientia). Science asks questions, seeks to understand, takes nothing for granted. It is leading us to a new morality -- a collective morality.

Our older ethics, as C.F.Waddington has pointed out, were fundamentally based on a system of individual responsibility for individual acts. "If a man hits a baby on the head with a hammer, we prosecute him for cruelty or murder; but if he sells dirty milk and the infant sickness or death rate goes up, we merely fine him for contravening the Health Laws", he wrote in 1914. "...The whole community of England, and Wales kills 8,000 babies a year by failing to bring its infant mortality rate down to the level reached by Oslo as early as 1931, which would be perfectly feasible; but few people seem to think this is a crime".

Since Waddington wrote that, the U.K. health laws have been tightened and infant mortality figures in England and Wales have dropped to somewhere near the Oslo figures. If infant mortality hadn't fallen, many people today would have thought it a crime and said so. With the spread of knowledge, more and more things are coming to be considered crimes against the community. Advertising, because it is wasteful, is one. Another is the poverty of the public sector of the economy (education, science, public works such as roads, dams, sewerage, the arts) while the private sector grows bloatedly affluent. Increasingly, more and more voices are being raised to condemn private extravagance as a crime against the public good.

Earlier Western Societies got their morals or ethics from religion, which were, in the main, imposed from without. Our new ethics in a rapidly changing world will come increasingly from science and will be imposed from within -- from knowledge. Science as someone observed, is organised common sense. In the long run, it is common sense to help underdeveloped nations to abolish poverty (the poor aren't productive. It was common sense -- as well as common humanity -- to do away with child labour and the lash and the noose. And it is common sense to spend more on the public sector. It is common sense to conserve natural resources, not to use pesticides wantonly and destroy animal life; not to pollute the atmosphere with nuclear bomb tests.

In the past, as I observed earlier, our ethics were largely imposed from without; we were told what to do -- and what to think. With the advance of science, we are learning to think as the scientist does.

Dal Stivens.

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That the world is changing cannot be denied. The winds of change blow with hurricane force. No longer can the Christian church say, as it has tended to say, "And now abideth faith, hope and the status quo, and the greatest of these is the status quo!"

Change demands flexibility. But the perplexing question is -- how can you have flexibility and sound morals at the same time? Here I outline two answers -- one I believe to be wrong, or at least inadequate, and the other I believe to be right.

Some people say you can't have flexibility and sound morals, you should not try to have them. The answer is to harden moral authority. Right and wrong are given to us by God in His laws; morality consists of obedience to them. The moral law is inflexible, so also ought to be our obedience. Now I do not wish to argue against the idea of God as the source of sound morality, but I do find the legal emphasis inadequate and wrong -- wrong because it does not of itself win the commitment of the respondent; inadequate because so much of the argument is an appeal to fear, or an appeal to the consequences. To say the least, this kind of appeal is of doubtful ethical validity.

Other people say (and I am one of them) that you can have flexibility and sound morals, you should try to have them. The answer here is to emphasise human freedom and responsibility, as well as the nature of God and His redemptive love for men. The basis of morality moves from rigid obedience to responsible decisions of committed people. A deep concern for people and an earnest understanding of the moral issue at stake (seen in the light of God's love) will enable responsible moral decisions.

The role of parents, school and Church is to provide the soil of experience in which moral seeds can germinate and blossom into conscious commitment and response.

Rev. Stanley F. Eldred

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The term "morals" needs defining, for, it seems to me that (a) people think that it refers to one subject only, viz. sex; or (b) people seem to think that this is what "the church" thinks. Certainly this seems to be the mind of people when the word "immoral" is used.

Of course neither is right. One very good definition is "Relating to, concerned with the difference between right and wrong in matter of conduct". This obviously has a far wider connotation than sex.

Some time ago a highly intelligent 5th. year girl (not in this district) in the course of group discussion asked me whether I thought that the youth of today was any worse than the youth of my generation. I replied "No, I don't. But I think you have more opportunities to go 'off the rails' than we ever had." From experience and observation I believe this to be true. There is, undoubtedly, a loosening of "morals" today which we simply never had to face. Of itself this could be a good thing -- part of the process of really growing up as a people -- but, just as undoubtedly, it begins its problems; and they are very real problems.

What are some of the causes? I give a few of them, not necessarily in order of importance. The economic situation in which we live is such that in very many homes today both father and mother are at work. This may be necessary because the father belongs to a low-wage group and the cost of living is high; because otherwise the home will never be

paid for; because HP makes it so easy to fall in the trap of acquisitiveness; because of the urge to "keep up with the Jones'". Whatever the motive the effect is so often the same -- a home becomes merely a house in which a number of people live, with few of the ties which used to bind them together as a family.

Sheer greed is another cause -- for undoubtedly the encouragement given to youth to "possess"(whether it be cars, transistors, clothes etc. etc.) is almost certainly that adult pockets might be filled -- e.g. unprotected display counters in departmental stores.

Hopelessness or even despair is a damning cause of a lowering of moral standards. It is only a matter of time (statisticians, with the use of computers, estimate it to be possibly five years, or at the most, ten) for this era to end in holocaust -- someone sooner or later will make a mistake or an error of judgement (or it maybe sheer accident), and then all hell will break loose. This is a considered opinion of millions, so "let's eat, drink and be merry for to-morrow we die". This is beatnik thinking -- and, unfortunately, the shoddiness of it brushes off on to thousands of young people who do not live in physical grubbiness, and they too, rebel against the status quo, in a great variety of forms of rebellion.

But this "exploding of the bomb" (whatever the cause given by statisticians and/or computers) is not inevitable. "Nothing is inevitable in God's world. In obedience to His Way of life we can learn to choose life, not death, in the years immediately ahead of us"('Live for Kicks' p.138 -- Len Barnett).

History is always repeating itself -- in general, not in particular. A loss of faith has always resulted in a lowering of morals. The Christian Faith says boldly "Now abideth Faith, Hope, Love. These three, but the greatest of these is love". Love is the answer, and the only answer, to a lowering of moral conduct, whether it be sex or stealing, or self in any of its rotten forms -- for love cannot be Love without an object for its expression, and that object can never be self. The Christian Faith says, just as boldly, that this love, its motive and its power, can only be found really as we come to know Jesus Christ as Saviour and seek, with all our shortcomings and imperfections, to serve Him as Lord.

Rev. A.W. Setchell.

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Theatre is one place where one may sample the moral temperature of a community. Theatre, as Shakespeare suggested, holds a mirror to nature. And to morals as well. When we see a film (a form of theatre) or play accurately depicting some portion of the eighteenth century, for example, we can observe amongst other things what were the standards of refinement, of crudity, of goodness, of evil and so forth.

But theatre is even more than what Shakespeare suggested. Theatre may reflect life, but it also initiates life. Many conventions start in theatre. Like freaks in the evolutionary process, some new bit of behaviour is presented in theatrical form. If it is too far out, it

may be ignored. If it seems to fit the contemporary scene, it may remain.

So much of our modern addenda to the language originated with theatre. "Make the scene", "From the top", "He's a character", "I forgot my lines", "Upstage", "Take the cue", "It's curtains for him", and many others are lifted from theatrical parlance. Also, customs like special make-up, hairdos, costumes, mannerisms (how many Marlon Brandos and Brigitte Bardots do we see?) are inspired by theatrical innovations.

Once more, and though it may be denied I believe it to be so, our concepts of what might be considered good or bad, right or wrong, are often shaped by what we experience of theatre in its many forms. Just as governments use theatrical forms to help inspire valour, loyalty, patriotism, etc., just as religious bodies use enactments of morality plays as a means of teaching or otherwise instilling special devotions, so perhaps inadvertently theatrical devices set standards for morals.

Different eras have their own moral restrictions, and it is interesting to observe how values change. Back in the original Greek theatre the word 'obscene' was coined. Meaning, certain things were forbidden to take place on stage and could only occur "off the scene" or before the scene started. These plays were full of sex, violence, blasphemy, and defiance of every precept we have learned from the Ten Commandments. But one function was declared definitely obscene. Dying. Anything and everything else, it seemed, could and did take place on stage. Word has it that the sexual orgies were wonders to behold.

But one couldn't die on stage. It offended the morals of the day.

Now what does the state of modern theatre suggest regarding today's morals? Mostly that morals are really changing. True, morals are constantly changing anyway. But usually they change in cycles. It seems that in the past, revolutions took place that said in effect -- "To hell with all rules". To make sure that the old rules were not observed, new rules were enacted that were just as strict as the rules that were overthrown in the first place.

No, this time, the changes seem more progressive or non-cyclic. What seems to be happening today, perhaps more than at any other time in history, is that some of the superstitions or irrational elements behind the rules are being weeded out during this cycle. Often these elements are at the very foundation of the moral structures. In questioning these basics and perhaps finding them wanting, when the new code completes its cycle, it may do so on a new basis.

This writer believes, on the evidence of what is taking place in T.V., film, radio, nightclub and stage, and particularly the manner in which the public at large takes these happenings, that new yardsticks are being applied to what have been considered our morals. Swearing, sexual practices, stealing, gluttony, drug dependence, greed, even murder, are all being reconsidered.

Hayes Gordon,
Director, Ensemble Theatre



SPORT

A MESSAGE FROM OUR SPORTSMASTER

During this year the School has fielded in inter-School competition 54 teams in 11 different sports. To commence both seasons the whole School was involved in full House competition. In the summer season 94 House teams were involved in a competition extending over six sports (cricket, tennis, baseball, basketball, squash, golf) while two more groups participated in Life-Saving and Learner Swimming. During the winter pre-grade season 96 House teams played in a competition covering 7 winter sports (Rugby Union, Rugby League, Soccer, Tennis, Baseball, Squash, Hockey).

We have been very grateful for the co-operation of Hornsby Shire Council and Ku-ring-gai Municipal Council for allowing us the full use of their recreational facilities in the way of parks, tennis courts and swimming pools, for without these facilities such full School involvement in sport would be impossible.

I would like to congratulate all boys on a magnificent year in Sport, particularly those who gained selection into a grade team and, as a School, we thank them for the enthusiasm they displayed in their resp-

ective competitions. Many of the Grade teams did very well in inter-School Competition, some becoming the season's premiers. For details of their activities I invite you to refer to the individual reports. I will take this opportunity to thank the many Staff members who have done a sterling job in coaching both grade and house teams, and in assisting at the School's Carnivals to make this year's Sport enjoyable for all concerned.

R.A. Kench



HOUSE REPORTS

KURRAJONG HOUSE REPORT

Master : Mr. J. Saunders
Captain : Colin Chamberlain

This was quite a good year for House Sport. A few new ideas of organisation and manner of running the carnivals resulted in a rise in interest by the people participating as well as the spectators, and this was very good to see.

The newest innovation was the running of House Carnivals by the House Captain, Vice-captain, and Committee. These boys worked extremely hard and the success of the carnivals was due mainly to their efforts.

I should like to thank especially our House Captain, Colin Chamberlain, and Vice-Captain, Joe Campbell. Both these boys made a really fine effort and showed that the Senior School is made up of not just boys, but responsible young men.

Two results now: Although we do not have a large number of "stars" we have a solid core of enthusiasts and managed to come third in the Swimming Carnival. Let's hope that next year we can raise this position to first place.

COOBA HOUSE REPORT

Master : Mr. R. Mcleod

Captain: David Jenkins

As has been our custom at nearly every Swimming Carnival, Cooba House again captured the Reid Swimming Trophy at the North Sydney Swimming Pool in March of this year. Again, at the Athletics Carnival, held at Waitara Oval in July, our members gained 443 points to put us in third place, only 23 points behind Kurrajong. To those who competed we offer our congratulations.

A number of outstanding performances were recorded, including Alan Rix's record-breaking mile and 880 yards run, and Omar Rutherford's wins in the 100, 220, and 440 yards races. Cooba also won the Tug-o'-War.

While the Swimming and Athletics Carnivals are the main Inter-House events of the year for the best Athletes in each House, it was the House Carnival at Storey Park, where every member competed in a number of events, that was the most successful House Competition.

In conclusion I would like to thank our House Captain, David Jenkins, our Vice-Captain, Robert Vieusseux and the members of each Age Group Committee, for their hard work and co-operation, without which our House would not function.

MYALL HOUSE REPORT

Master : Mr. R. Petherbridge

Captain: Neil Carrigy

The efforts of Myall House this year were again limited to a minority group who gave excellent and unselfish service to the House. This minority did not consist only in those who possessed above average sporting ability. Once all boys in the House realise that outstanding sporting ability is not necessary for successful service to the House, then Myall will certainly achieve greater heights in the Competition.

In the first major competition of the year, the Swimming Carnival, Myall was placed fourth. During this carnival outstanding service was rendered by Tim Hixson and Peter Lamrock.

The Winter Season of the Competition was opened by a most successful intra-House Carnival, held at Turramurra Oval. The co-operation of all members of the House assured the success of this carnival from which the House team to compete in the inter-House Athletics Carnival was selected.

In the School Athletics Carnival, however, dogged by many injuries to better performers and apathy on the part of some of the less able, Myall was only able to gain fourth place. Notable performances were recorded by John Argent, Bob Loudon, Michael Malloy, Michael Ring, Brian Thompson, Gary Olsen, and Michael Wall.

Special mention must be made of the efforts of the House Captain, Neil Carrigy, Vice-Captain, Colin Campbell, and their aides, Michael Malloy, John Argent, and others, who worked enthusiastically to build the House this year. I am sure that their efforts are appreciated by all House members and that their efforts were not wasted.

Myall congratulates the other Houses on their successes during the year, but issues a warning that next year may well be the time when the "Yellow" of Myall turns to "Gold".

WANDOO HOUSE REPORT

Master : Mr. B. Wilson

Captain: Rodger Williams

This year has been an exciting one for our House. With points to be awarded for House Competitions and Grade Representation only, Wandoo appears to have an excellent chance of retaining the overall House Banner, having a lead of over two hundred points. To win twice in the four years since the inauguration of the competition would create a tradition to inspire our younger House members.

The School Swimming Carnival showed a particular improvement in what had previously been one of our weak points. To Cooba's delight they gained first place in the Carnival.

To all our Competitors - swimmers and athletes alike - and particularly to our House Captain, Rodger Williams, and his Vice--Captain, Terry Mudie, who organised magnificently on the Carnival days, go our warmest thanks for a job well done. Our Age Division Leaders, Greg Robinson, Robert Sheerman, Andrew Milligan, Peter Sheerman, Greg Milgate and Jim Buie, justified their choice by performing their task efficiently, with the result that Mr. Young and I were able to spend a completely relaxed day at the Athletics Carnival.

To Mr. Young, my assistant House Master, and the Staff who have co-operated so well this year and allowed the boys the opportunities they need to organise for themselves, my sincere thanks. To the boys of our House may I leave this thought? You belong to a fine House with a fine fighting tradition of giving its best at all times. While the success you might gain through such efforts is transitory and forgotten, the spirit that motivates you, the loyalty you feel, the comradeship you share: these are treasures which, once aimed, are yours forever.

SCHOOL SWIMMING

The Sixth Annual House Swimming Carnival was held this year at North Sydney Olympic Pool on the 15th of March under ideal conditions so that many new records were established during the course of the day. Prominent names among the record breakers were those of Tim Hixson, Peter Reid and Colin Chamberlain.

The following were Age Division Champions and runners up:

Open	Peter Reid 20 pts	14 Years	Brendon Bailey 14 pts
	Colin Chamberlain 19 pts		Neil Buckman and Phillip Knudsen 11 pts
16 Years	Tim Hixson 27 pts	13 Years	Peter Snitch 16 pts
	Joseph Campbell 12 pts		Paul Vallis 13 pts
15 Years	David Lamrock 27 pts	12 Years	Greg Milgate 18 pts
	Greg Street 17 pts		James Buie 16 pts

This year we must congratulate Cooba House as the winning House of the Carnival followed very closely by Wandoo. Final points were as follows:

Cooba	444	Kurrajong	367
Wandoo	441	Myall	354

From our House Carnival, a Zone Swimming Team was selected. This comprised the first two place-getters in each event with the third place-getter acting as a reserve. These boys represented their School well at the Zone Championships and during this Carnival new School records were established. Asquith won the Open Age Division Championship at this carnival and were placed a close third with 296 points in the final School point score, behind Homebush, who came second with 305 points.

The following boys were selected as part of the Zone team to compete in the C.H.S. Championships, held on the 26th March:

Peter Reid	Phillip Wadsworth
Colin Chamberlain	Tim Hixson
Robert Fitzell	Joseph Campbell

and three of our boys gained places in this carnival:

Open: P.Reid: 100m Butterfly, Freestyle and Backstroke.
P. Wadsworth: 100m Butterfly and Backstroke.
16 Years: T.Hixson: 200m and 400m Freestyle.

Congratulations to all boys who competed in these three carnivals for making them the enjoyable days they were.

SCHOOL RECORDS

OPEN

50 metres Freestyle: C.Chamberlain,
1966, 27.7 secs.
100 metres Freestyle: P.Reid, 1966,
58.4 secs.
200 metres Freestyle:C.Chamberlain,
1966, 2 min. 21.4 secs.
800 metres Freestyle:C.Chamberlain,
1966, 10 mins. 25.0 secs.
400 metres Individual Medley:P.Reid
1965, 5 min. 38.6 secs.
100 metres Breaststroke:HChong,1966
1 min. 31.9 secs.
100 metres Backstroke: P.Reid, 1966
1 min. 14.1 secs.
100 metres Butterfly: P.Reid, 1966,
1 min. 5.5 secs.
4 x 100 metres Relay: Cooba, 1966,
4 min. 39.0 secs.



Avid Spectators

16 YEARS

50 metres Freestyle: T.Hixon, 1966, 20.5 secs.	100 metres Breaststroke:C.Chamber- 1965, 1 min. 36.4 secs.
100 metres Freestyle:C.Chamberlain, 1965, 1 min. 2.5 secs.	100 metres Backstroke:P.Reid, 1965 1 min. 13.0 secs.
200 metres Freestyle:T.Hixon, 1966, 2 min. 21.4 secs.	100 metres Butterfly: P.Reid, 1965 1 min. 11.6 secs.
400 metres Freestyle:T.Hixon, 1966, 5 min. 8.2 secs.	4 x 100 metres Relay: Kurrajong, 1965, 4 min. 57.5 secs.

15 YEARS

50 metres Freestyle : D. Lamrock,
1966, 12.1 secs.
100 metres Freestyle: D. Lamrock,
1966, 31.5 secs.
200 metres Freestyle: D. Lamrock,
1966, 2 mins. 12.2 secs.
50 metres Breaststroke:D.Lamrock
1966, 48.3 secs.
50 metres Backstroke: D.Lamrock,
1966, 40.2 secs.
50 metres Butterfly: D.Lamrock,
1966, 38.7 secs.
4 x 50 metres Relay: Wandoo,1966
2 min. 31.1 secs.

14 YEARS

50 metres Freestyle:C.Chamberlain,
1963, 30.8 secs.
100 metres Freestyle:C.Chamberlain
1963, 1 min. 5.2 secs.
200 metres Freestyle: P.Reid, 1963
2 min. 29.6 secs.
50 metres Breaststroke:B.Bartholi-
ni, 1962, 38.6 secs.
50 metres Backstroke: P.Reid,1963,
37.3 secs.
50 metres Butterfly: P.Reid, 1962,
33.4 secs.
4 x 50 metres Relay: Wandoo House,
1966, 2 min. 34.4 secs.

13 YEARS

50 metres Freestyle: I. Beverley, 1962, 35.2 secs.	50 Metres Breaststroke: L. Moth, 1962, 44.4 secs.
100 metres Freestyle: P.Reid 1962, 16.4 secs.	50 metres Backstroke: P.Reid, 1962 41.6 secs.
200 metres Freestyle: P. Reid, 1962, 2 mins. 44.0 secs.	50 metres Butterfly: L. Moth, 1962 41.0 secs.
	4 x 50 metres Relay: Kurrajong House, 1964, 2 mins. 39.5 secs

12 YEARS

50 metres Freestyle: B.Wilson, 1964, 34.5 secs.	50 metres Breaststroke: B.Willis 1963.
100 metres Freestyle: P.Knudsen, 1964, 1 min. 44.0 secs.	50 metres Backstroke: C.Matheson, 1965, 59.1 secs.
200 metres Freestyle: B.Willis, 1964, 3 min. 6.0 secs.	50 metres Butterfly: B.Willis, 1964, 43.4 secs.
	4 x 50 metres Relay: Wandoo House 1966, 3 mins. 9.8 secs.

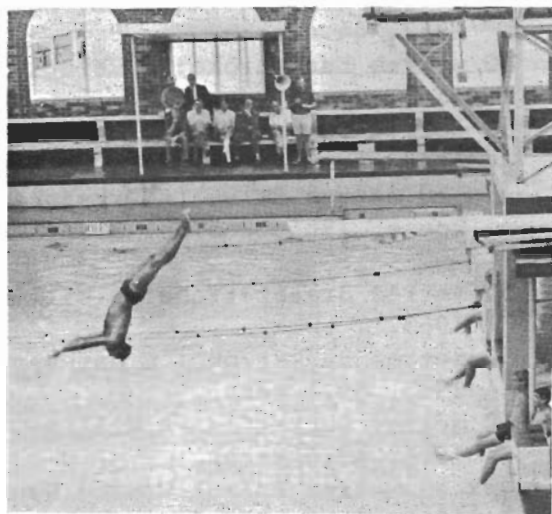
SCHOOL SWIMMING CARNIVAL RESULTS

OPEN

Event	Time	1st	2nd
50 metres Freestyle	: 0 - 27.7	C.Chamberlain(K)	C.Taylor (K)
100 metres Freestyle	: 0 - 58.4	P. Reid (C)	C.Chamberlain (K)
200 metres Freestyle	: 2 - 21.0	C.Chamberlain(K)	P.Wadsworth (C)
400 metres Freestyle	: 5 - 0.83	C.Chamberlain(K)	P.Wadsworth (C)
800 metres Freestyle	: 10 - 25.0	C.Chamberlain(K)	T.Hixon (M)
100 metres Breaststroke	: 1 - 22.6	P.Reid (C)	P.Fitzallen (W)
100 metres Backstroke	: 1 - 14.1	P.Reid (C)	P.Wadsworth (C)
100 metres Butterfly	: 1 - 06.5	P.Reid (C)	P.Wadsworth (C)
400 metres Medley	: 5 - 39.8	P.Reid (C)	P.Wadsworth (C)

16 YEARS

Event	Time	1st	2nd
50 metres Freestyle	: 0 - 30.5	T.Hixon (M)	J.Campbell (K)
100 metres Freestyle	: 1 - 04.6	T.Hixon (M)	J.Campbell (K)
200 metres Freestyle	: 2 - 21.4	T.Hixon (M)	J.Campbell (K)
400 metres Freestyle	: 5 - 08.2	T.Hixon (M)	J.Campbell (K)
100 metres Breaststroke	: 1 - 39.7	T.Hixon (M)	I.Roberts (C)
100 metres Backstroke	: 1 - 31.8	J.Calvert (C)	M.Watts (W)
100 metres Butterfly	: 1 - 47.8	T.Hixon (M)	D.Mason (C)
4x100 metres Relay	: 5 - 40.5	Myall House	Wandoo House



Elegance and Tomfoolery
at the Pool.



15 YEARS

<i>Event</i>	<i>Time</i>	<i>1st</i>	<i>2nd</i>
50 metres Freestyle	: 0 - 31.5	D.Lamrock (M)	G.Street (C)
100 metres Freestyle	: 1 - 12.2	D.Lamrock (M)	C.Ribbons (C)
200 metres Freestyle	: 2 - 48.8	D.Lamrock (M)	T.Caroll (M)
400 metres Freestyle	: 6 - 12.2	D.Lamrock (M)	P.Knudsen (W)
50 metres Breaststroke	: 0 - 48.3	D.Lamrock (M)	G.Street (C)
50 metres Backstroke	: 0 - 40.2	D.Lamrock (M)	G.Street (C)
50 metres Butterfly	: 0 - 38.7	D.Lamrock (M)	G.Street (C)
4x50 metres Relay	: 2 - 31.1	Kurrajong House	Cooba House

14 YEARS

<i>Event</i>	<i>Time</i>	<i>1st</i>	<i>2nd</i>
50 metres Freestyle	: 0 - 32.5	B.Willis (C)	B.Bailey (K)
100 metres Freestyle	: 1 - 18.0	B.Bailey (K)	N.Buckman (M)
200 metres Freestyle	: 3 - 07.0	B.Bailey (K)	P.Knudsen (W)
50 metres Breaststroke	: 0 - 45.5	B.Bailey (K)	N.Buckman (M)
50 metres Backstroke	: 0 - 47.1	T.Smith (W)	S.Jones (W)
50 metres Butterfly	: 0 - 41.0	B.Willis (C)	B.Bailey (K)
4x50 metres Relay	: 2 - 34.4	Wandoo House	Cooba House

13 YEARS

<i>Event</i>	<i>Time</i>	<i>1st</i>	<i>2nd</i>
50 metres Freestyle	: 0 - 42.0	D.Blankley (W)	P.Vallis (W)
100 metres Freestyle	: 1 - 32.0	P.Snich (C)	P.Vallis (W)
200 metres Freestyle	: 3 - 29.4	P.Snich (C)	P.Davey (W)
50 metres Breaststroke	: 0 - 59.0	A.Kasmarik (W)	S.Arnes (K)
50 metres Backstroke	: 0 - 52.8	P.Snich (C)	P.Vallis (W)
50 metres Butterfly	: 1 - 04.6	G.Menser (K)	C.Trigg (M)
4x50 metres Relay	: 2 - 54.5	Wandoo House	Cooba House

12 YEARS

<i>Event</i>	<i>Time</i>	<i>1st</i>	<i>2nd</i>
50 metres Freestyle	: 0 - 43.5	G.Milgate (W)	R.Wilson (C)
100 metres Freestyle	: 1 - 36.0	G.Milgate (W)	J.Buie (W)
200 metres Freestyle	: 3 - 42.7	G.Milgate (W)	J.Buie (W)
50 metres Breaststroke	: 1 - 13.0	L.Bowie (M)	G.Milgate (W)
50 metres Backstroke	: 1 - 07.5	J.Buie (W)	G.Milgate (W)
50 metres Butterfly	: 1 - 27.5	J.Buie (W)	- - - -
4 x 50 metres Relay	: 3 - 09.8	Wandoo House	Cooba House

ATHLETICS

ATHLETICS CARNIVAL

Four separate house athletic carnivals were held this year, and from these carnivals each house selected a team of finalists to compete in the full School Athletics Carnival. This new system has proved an outstanding success.

Waitara Oval was once again the meeting place for our Seventh Annual Athletics Carnival held this year on August 5th.

At this successful meeting 20 new school records were established and this alone indicates the outstanding quality of our competitors.

The following are the age division champions and runners-up:

OPEN	Robert Wickson (W) 26 pts.	14 YRS.	Denis Kimberley (W) 22 pts
	Robb Hirst (W) 15 pts.		Robert Zraitel (C) 18 pts
16 YRS.	John Argent (M) 22 pts.	13 YRS.	Michael Wall (M) 21 pts.
	Graham Gibbons (W) 16 pts.		Frank Smith (W) 18 pts.
15 YRS.	Omar Rutherford (C) 22 pts.	12 YRS.	Jim Buie (W) 30 pts.
	Jacob Hoogesteger (K) 22 pts.		Chris Manning (K) 14 pts.

The House taking the first place honours this year was Wandoo with 561 points, followed by Kurrajong 469, Cooba 443 and Myall 391.

SCHOOL RECORDS

OPEN

100 YARDS: A.Lamb, 1965, 10.8secs
 220 YARDS: R. Hirst, 1966 23. 7 secs.
 440 YARDS: R. Hirst, 1966 54.6 secs
 880 YARDS: A. Bruce, 1966 2 mins 3.9 secs
 MILE : A. Rix, 1966, 4 mins 52.6 secs
 120 YARDS HURDLES: R. Wickson 18.5 secs
 4 x 110 YARDS RELAY: Cooba 1964 48.9 secs
 LONG JUMP: R. Wickson 1966 18' 8½"
 HIGH JUMP: R.Turnbull, 5' 4" 1966
 TRIPLE JUMP: R.Wickson, 1966 37' 6"
 SHOT PUT: M.Maindelle, 35' 0½"
 DISCUS: M.Killen, 91' 9½"
 JAVELIN: G.Hills, 1965, 147' 6"

14 YEARS

100 YARDS: R.Beattie, 1960, 11.6 secs.
 220 YARDS: J.Argent, 1964, 25.6 secs.
 440 YARDS: R.Williams, 1963, 58.2 secs.
 90 YARDS HURDLES: P.Pavliuk, 1966 14.4 secs.
 4x100 YARDS RELAY: Wandoo House, 1963, 52.2 secs.
 LONG JUMP: R.Lennox, 1964, 17' 7"
 HIGH JUMP: M.Hirst, 1964, 5' 0"
 SHOT PUTT: K.Jarman, 1964, 41' 4"

12 YEARS

50 METRES FREESTYLE: B. Willis, 1964, 34.5 secs.
 100 METRES FREESTYLE: P.Knudsen, 1964, 1 min. 44.0 secs.

16 YEARS

100 YARDS: R.Hirst, 1965, 10.2secs.
 220 YARDS: R.Hirst, 1964, 22.3secs.
 440 YARDS: R.Foulton, 1964, 54.5 secs.
 880 YARDS: P.McCloskey, 1964 2min. 3.5 secs.
 MILE : A.Rix, 4 min. 39.6secs.
 90 YDS HURDLES: R.Beattie 1962.
 4x110 YDS RELAY: Wandoo, 1965 49.8 secs.
 LONG JUMP: J.Argent, 1965, 19' 2"
 HIGH JUMP: J.Argent, M.Hirst, 1966 5' 4"
 TRIPLE JUMP: M.Malloy, 37' 0½"
 SHOT PUTT: R.Louden, 1966, 42' 2½"
 DISCUS: B.Thompson, 1966, 99' 7½"
 JAVELIN: G.Scott, 1965, 169' 2".

15 YEARS

100 YARDS: R.Hirst, 1964, 10.5secs.
 220 YARDS: R.Hirst, 1964, 24.6secs.
 440 YARDS: P.Rae, 1964, 56.2 secs.
 880 YARDS: R.Williams, 1964, 2 min. 5.0 secs.
 90 YARDS HURDLES: R.Lachmann, 1962, 13.6 secs.
 4x100 YARDS RELAY: Wandoo House, 1964, 51.0 secs.
 LONG JUMP: R.Hirst, 1964, 19' 9"
 HIGH JUMP: S.Ellison, 1966, 5' 0½"
 JAVELIN: C.Campbell, 1964, 119' 9"
 SHOT PUTT: G.Lamb, 1964, 36' 1"
 DISCUS: R.Turk, 1964 93' 3"
 MILE: A.Rix, 1964, 4min 58.8 secs

13 YEARS

50 METRES FREESTYLE: I.Beverley, 1962, 35.2 secs.
 100 METRES FREESTYLE: P. Reid , 1962, 16.4 secs.

200 METRES FREESTYLE: B. Willis,
1964, 3 mins. 6.0 secs.
50 METRES BREASTSTROKE: B. Whit-
tleston, 1963, 51.6 secs.
50 METRES BUTTERFLY: B. Willis,
1964, 43.4 secs.
50 METRES BACKSTROKE: C. Mathe-
son, 1962, 41.6 secs.
4 x 50 METRES RELAY: Wandoo Hse,
1966, 3 mins. 9.8 secs.

200 METRES FREESTYLE: P. Reid,
1962, 2 mins. 44.0 secs.
50 METRES BREASTSTROKE: I. Moth,
1962, 41.0 secs.
50 METRES BUTTERFLY: P. Reid,
1962, 41.0 secs.
50 METRES BACKSTROKE: P. Reid,
1962, 41.6 secs.
4 x 50 METRES RELAY: Kurrajong
House 1964, 2mins. 39.5secs.

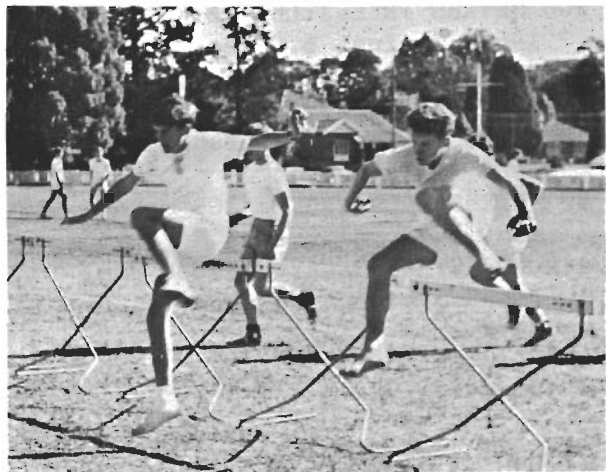
1966 SCHOOL ATHLETICS CARNIVAL RESULTS

OPEN:

<i>Event</i>	<i>Time/Distance</i>	<i>1st Place</i>		<i>2nd Place</i>	
100 YARDS	: 0 - 11.0	R. Hirst	(W)	R. Wickson	(W)
220 YARDS	: 0 - 23.7	R. Hirst	(W)	R. Wickson	(W)
440 YARDS	: 0 - 54.6	R. Hirst	(W)	R. Turnbull	(K)
880 YARDS	: 2 - 10.9	A. Rix	(C)	J. Jenkins	(W)
MILE	: 4 - 52.6	A. Rix	(C)	R. Dyer	(M)
120 YDS HURDLES	: 0 - 18.5	R. Wickson	(W)	W. Melvaine	(W)
4x100 YDS RELAY	: 0 - 49.5	KURRAJONG		WANDCO	
LONG JUMP	: 18' 8½"	R. Wickson	(W)	D. Brown	(W)
HIGH JUMP	: 5' 4"	R. Turnbull	(K)	A. Paul	(W)
SHOT PUT	: 30' 5"	I. Davidson	(C)	D. Jenkins	(C)
TRIPLE JUMP	: 37' 6"	R. Wickson	(W)	R. Ward	(K)
DISCUS	: 91' 9½"	M. Hillen	(K)	G. Chmil	(M)
JAVELIN	: 124' 0"	G. McDonald	(M)		

16 YEARS:

<i>Event</i>	<i>Time/Distance</i>	<i>1st Place</i>		<i>2nd Place</i>	
100 YARDS	: 0 - 10.9	J. Argent	(M)	M. Hirst	(W)
220 YARDS	: 0 - 25.4	J. Argent	(M)	M. Malloy	(M)
440 YARDS	: 0 - 59.4	G. Gibbons	(C)	P. Murry	(W)
880 YARDS	: 2 - 18.3	G. Gibbons	(C)	D. Hay	(W)
MILE (15-16)	: 5 - 21.1	D. Sheppard	(M)	G. Gibbons	(C)
90 YDS HURDLES	: 0 - 15.2	G. Olson	(M)	T. Greenwood	(K)
4x100 YDS RELAY	: 0 - 50.3	WANDOO HOUSE		MYALL HOUSE	
LONG JUMP	: 19' 2"	J. Argent	(M)	R. Shanley	(W)
HIGH JUMP	: 5' 4"	M. Hirst	(W)	J. Argent	(M)
SHOT PUT	: 42' 2½"	R. Loudon	(M)	B. Thompson	(W)
TRIPLE JUMP	: 37' 0¾"	M. Malloy	(M)	R. Shanley	(W)
DISCUS	: 99' 7½"	B. Thompson	(W)	G. Ireland	(C)
JAVELIN	: 105' 1"	G. Ireland	(C)	T. Hixson	(M)





ACTION: Shots from the School Athletics Carnival

15 YEARS :

<i>Event</i>	<i>Time/Distance</i>	<i>1st Place</i>		<i>2nd Place</i>
100 YARDS	: 0 - 11.9	O.Rutherford	(C)	J.Hoogesteger(K)
220 YARDS	: 0 - 26.1	O.Rutherford	(C)	J.Hoogesteger(K)
440 YARDS	: 1 - 22.1	O.Rutherford	(C)	J.Hoogesteger(K)
880 YARDS	: 2 - 28.1	T.Carroll	(M)	G.Street (C)
90 YARDS HURDLES	: 0 - 13.9	S.Shackleton	(W)	J.Houghton (M)
4x100 YDS RELAY	: 0 - 53.1	WANDOO HOUSE		COOBA HOUSE
LONG JUMP	: 16' 2½"	S.Shackleton	(W)	O.Rutherford (C)
HIGH JUMP	: 5' 0½"	S.Ellison	(C)	S.Shackleton (C)
JAVELIN	: 91' 9"	C.Ribbons	(C)	G.Russel (C)
SHOT PUTT	: 33' 10½"	J.Hoogesteger	(K)	R.Garrard (M)
DISCUS	: 73' 2"	J.Hoogesteger	(K)	R.Garrard (M)
TUG - O - WAR	:	KURRAJONG HOUSE		WANDOO HOUSE

14 YEARS

<i>Event</i>	<i>Time/Distance</i>	<i>1st Place</i>		<i>2nd Place</i>
100 YARDS	: 0 - 12.4	D.Kimberley	(W)	R.Zraitel (C)
220 YARDS	: 0 - 26.8	R.Zraitel	(C)	D.Kimberley (W)
440 YARDS	: 1 - 3.1	J.Stevenson	(M)	A.Paterson (C)
90 YARDS HURDLES	: 0 - 14.4	P.Pavliuk	(C)	D.Kimberley (W)

4x100 YDS RELAY	:	0 - 55.0	WANDOO HOUSE	COOBA HOUSE
LONG JUMP	:	16' 3"	J.Stephenson (M)	D.Kimberley (W)
HIGH JUMP	:	4' 11"	D Kimberley (W)	G.Gates (C)
SHOT PUTT	:	34' 5"	G.Gates (C)	B.Jarman (K)

13 YEARS

Event	Time/Distance	1st Place	2nd Place
100 YARDS	: 0 - 12.3	F.Smith (W)	R.Smith (C)
220 YARDS	: 0 - 28.6	F.Smith (W)	M.Wall (M)
440 YARDS	: 2 - 35.8	C.Sculli (M)	T.Coles (W)
60 YARDS	: 0 - 11.1	M.Wall (M)	G.Grimson (C)
4x100 YDS RELAY	: 0 - 58.9	WANDOO HOUSE	KURRAJONG HOUSE
LONG JUMP	: 14' 11"	M.Wall (M)	S.James (W)
HIGH JUMP	: 4' 5½"	M.Wall (M)	D.Morgan (W)
SHOT PUTT	: 36' 7"	R.Smith (C)	F.Smith (W)

12 YEARS

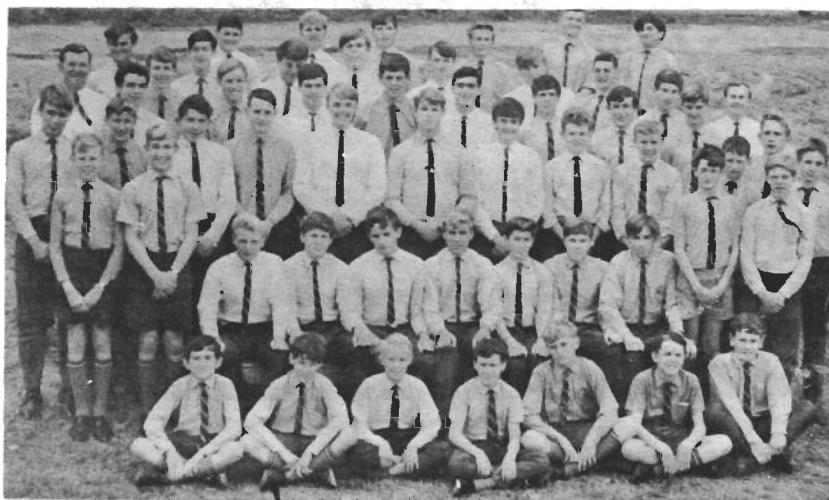
Event	Time/Distance	1st Place	2nd Place
100 YARDS	: 0 - 14.1	J.Buie (W)	A.Talbot (W)
220 YARDS	: 0 - 32.0	J.Buie (W)	P.Mitchell (K)
440 YARDS	: 2 - 45.5	G.Milgate (W)	R.Vail (W)
60 YARDS HURDLES	: 0 - 11.9	J.Buie (W)	P.Mitchell (K)
4x100 YDS RELAY	: 1 - 63.7	WANDOO HOUSE	KURRAJONG HOUSE
LONG JUMP	: 12' 11"	C.Manning (W)	J.Buie (W)
HIGH JUMP	: 4' 0½"	J.Buie (W)	C.Manning (W)
SHOT PUTT	: 26' 4"	J.Buie (W)	C.Clements (K)

C.H.S AND ZONE ATHLETICS

The selected School team that competed in the Zone Competition acquitted itself very well by winning the Open Age Division Championship from Epping Boys' High, who have held it for the past three years. The 16 years team was placed second after Epping in their age division. The final aggregate score placed Asquith in third position. Congratulations to Epping and Normanhurst for their splendid effort in this carnival in coming first and second.

Twenty-two boys were selected from Asquith to be part of the Zone team to compete at the C.H.S. Athletics Championships. At this meeting 262 schools were represented by over 2,000 competitors coming from 30 State-wide zones. The overall winning zone at this carnival was North West Metropolitan, of which we can be proud to be a member school. The Zone won four age division championships, the 14, 15, 16 years and Open, and the relay event in four age divisions.

Once again congratulations to our team members for their splendid



The School Zone Athletics Team

effort, and in particular to four boys, whose performances were outstanding:

Alan Rix	4th Open Mile, 5th Open 880 yards.
Mark Hirst	1st 16 years 100 yards.
John Argent	1st 16 years Long Jump, 2nd 16 years 220 yards, 3rd 16 years 100 yards.
Robert Wickson	4th Open Long Jump.

I would like to congratulate the boys for a magnificent year in sport, and thank sincerely all members of the staff for the sterling job of coaching given to the various teams, whether grade or house; also for their assistance on the carnival days making this year's House and Grade sport enjoyable for all who have taken part.

R. A. Kench

RUGBY LEAGUE

This year the seven-stone ten team finished runners-up in the Grand Final after having lost only one match. Their first loss was to Normanhurst but this was revenged in the Final. In the Grand Final, they went down 8-14 to Macquarie. Last year's six-stone seven team, after being undefeated, went down to the same team. The School would like to congratulate the team, and the coach, Mr P. Roberts, for their magnificent effort.

Of the other three teams, the eight-stone and six-stone teams each lost only three matches, and the six-stone twelves were unlucky not to win a match.

The standard of League in the School is improving year by year, but the boys playing are unfortunately in the lower weight grades, and this hampers their experience and acquiring of knowledge of the game.

However, the whole School congratulates those playing League this season, and wishes the best for the coming one.



Mr. M. Petchell and his Team

EIGHT-STONE SEVEN: R.Green, S.Cheetham, A.Edge, W.Evans, P.Murray, G.Evans, T.Forder, T.Blanning, R.Kearney, G.Olson, G.Archer, A.Whibley, E. Shepherd, R.Coombes, M.Malloy, S.Hughes, Mr M.Petchell.

SIX-STONE TWELVE: J.Reynolds, L.Kertesz, C.Matheson, S.Berry, A.Bentley, M.Melville, S.Dyer, R.Armstrong, J.Patterson, B.Church, R.Jarrett, B. Lord, D.Shackle, G.Wilson, C.Trigg, R.McGlynn, Mr G. Hilton.

SIX-STONE SEVEN: K.Maddrell, G.Skinner, M.Lucek, A.Fulmer, P.Jordison, W.Hughes, I.Brock, J.Alexander, K.Blackler, P.Dernikowitsch, R.Brown, G.Pirisi, M.George, G.McCarthy, P.Durkin, P.Fitzgerald, G.Chandler, Mr P.Roberts.

SIX-STONE: G.Spencer, A.Harris, M.Buckton, G.McKinley, N.Castle, L.Bowie, M.Cain, S.Robertson, T.Lamberton, D.Jarrett, P.Birch, B.Mackay, T.Huett, J.Schoobert, S.Rorke, M.Walton, D.Wright, Mr W.Curtis.

RUGBY UNION

This year the School fielded nine teams in the Zone Competition. First Grade, under the expert guidance of Mr Twible, has a season worthy of a First side, and finished the season third on points and first in enthusiasm and spirit. The first match against Meadowbank was both a testing period and a warm-up run, and we finished on top by 30 points or so. The next tussle against Normanhurst was the testing one. Our team took the field the 10 to 1 underdogs, and after 80 minutes of solid football, Normanhurst went down 6-9. The first ruck of the match won the game, for the very heavy and brawny 'Hurst pack was considered equal to none. Our eight forwards drove into that ruck and pushed the opposition back off their feet. From then on it was a forward game. Our pack led the attack deep into the other half, and swift backs followed. Epping proved to be another low hurdle, and the team progressed to the semis. Here Homebush inflicted our first defeat, even though we scored two tries to their one. Of course it was on the cards that



The First XV

we would meet Normanhurst again - and sure enough! This time they turned the tables, with 11-8 the score after a heated and sometimes violent game. Homebush we again met in the final, and again they beat us. The score was still two tries to their one.

Full credit goes to the Firsts for a hard and well-fought season. The whole group played as a unit - and this is the way all football should be played. They trained hard and they played solidly, and the School is proud to have these young men as their premier representatives in the field of sport. The captain, Rodger Williams, showed true football spirit in the sporting way he led the team, and he extends his, indeed the whole team's, sincere appreciation to Mr. Twible for his rugged training and inspiring oratory. This is truly a code where the up-and-coming juniors must work well and unselfishly to succeed, for First Grade awaits the boy with team and School spirit.

Mr Petherbridge's Second Grade team had a perhaps unlucky season. They beat Epping to make the finals, but were beaten by Normanhurst in a tough match 16-8. They shall form the core of next year's Firsts.



Mr. J. Lightfoot's

15 Years Team

The Thirds battled through without a win, but, ably coached by Mr McCormick, they had developed into a good fighting team by the end of the season, possessing strong spirit and a firm grasp of the game.

The 15 years team, after conquering an early tendency to play as individuals, were worked by Mr Lightfoot into a team that fought out the final (once again against Normanhurst). With the scores see-sawing until the final bell, Normanhurst won in extra time.

The 15B, 14A, 14B, 13A, and 13B teams, coached by Messrs D.McKay, B. Berry, J.Gerrard, R.Bragg and R.Kibble respectively, played consistent football during the season, and all managed to reach the semi-finals, where they were all defeated. Their record argues well for the future.

The School takes this opportunity to thank all representative footballers, and their coaches, for the time and effort devoted to the betterment of Rugby Union in the School.

Teams:

FIRST GRADE: R.Williams, R.Hirst, J.Smith, D.Dane, R.Louden, A.Rix, R. Turnbull, R.Kneeves, M.Parker, R.Lennox, W.Melvaine, I.Nunn, R.Wickson, J.Jenkins, T.Camphin, B.Thompson, M.Hirst.

SECOND GRADE: R.Purdie, H.Moldners, D.Jenkins, G.Paul, D.Buffet, R.Collins, D.Stephenson, J.Campbell, J.Mitchell, J.Plater, A.Nicol, P.Prideaux, R.Snodgrass, D.Sheppard, D.Allen.

THIRD GRADE: J.Watson, G.Waddell, D.Roach, E.Fela, A.Powell, J.Stillitano, B.Fleming, H.Mansfield, E.Denouden, K.Rowsell, W.Beeton, S.Page, G.Thornton, B.Wares, R.Gilham, G.Ireland, R.Carlyle, J.Riedy, J.Smith, D.Hay, A.De Kinderen, J.Craven, G.Goldrick.

15 YEARS A: R.Bradley, H.Burns, T.Carroll, P.Durrant, F.Ferrara, C.Geehan, T.Hayes, P.Jenkins, K.Jessup, D.Lamrock, M.Linnigen, I.Peattie, B.Reddan, G.Tierney, M.Wakefield, R.Williams.

15 YEARS B: G.Nixon, E.Boyd, J.Gibson, M.Lumby, I.Passell, P.Shields, D.Comptesse, P.Knudsen, D.Morrow, J.Birch, P.Moxham, K.Wallace, B.Kelton, C.Bezant, S.Shackleton, O.Rutherford.

14 YEARS A: S.Rix, R.Zraitel, A.Paterson, P.Vaughan, B.Willis, D.Robbins, G.White, I.Fox, T.Trent, R.Nurthen, J.Zygalski, N.Nicholson, D.Kimberley, P.Hirst, K.Thompson, C.McDonald.

14 YEARS B: J.Frazer, D.Eldred, D.Mackay, P.Knox, C.Wainwright, L.Wislon, K.Wizz, R.Storey, D.Morewood, N.Hall, K.Delaney, S.Mulley, K.Spellam, P.Sheerman, N.Buckman, R.Warner, T.Smith, G.Parsons, I.Lazareff, B.Hodges, D.Robbins, G.Wall, D.Fulmer.

13 YEARS A: A.Lyons, G.Gordon, M.Wall, G.Foster, R.Baiker, K.Lowe, M.Hayward, C.Jones, G.Menser, R.Niess, L.Price, T.Milham, G.Nelson, A.Terry, M.Carroll, S.Clarke, G.Diekkamp.

13 YEARS B: D.Baker, S.Hughes, W.Blyth, S.Johnson, S.Newland, G.Milgate, R.Bordina, R.Waterhouse, R.Mottram, K.Reely, B.Bevan, R.Clementi, G.Ware, T.Hickling, P.McCarthy, G.Thomson, P.Lachman, D.Elvin, N.Harris, R.Stillman, P.Brown, S.Wallace, R.Garner.

SOCCKER

This year three of the five teams entered in the Zone competition reached the semi-finals, and of these the 15 years team, coached by Mr R. Browne, managed to win right through to the Grand Finals, where they went down valiantly to Homebush. The coach advises us that this team was most deserved of a win, and it was only that the Homebush side was a little more experienced, in having played together all of last season, that they were able to win. Brilliant forward moves were backed up by stolid defence, and speedy wingers penetrated deep into enemy territory - this is what gave these boys the chance to fight out the Grand Final. Congratulations to you all!

The First Grade team, as a whole, fought hard for their points, and although unable to win a match, forced many of the leading teams to resort to desperate and often underhand tactics. Mr Young, their coach, informs that the whole team played their best throughout the season, but it was not sufficient to repel the forceful opposition drives. The boys are also proud to have their goalkeeper, Stephen Ryall, selected in that position for the Zone team. Well done, Stephen!

Mr Saunders' 13B team had a season of mixed success. This team reached the finals, but after a long and bitter tussle, they were vanquished by an opponent too heavy and too swift for our players. Mr. Saunders also coached the 13A team, which completed the season in much the same position. Being frank, in some matches they played like machines, while in others they could have been likened to run-down, rubber bands.



First Grade



15B Team

The standard of soccer being played in the 14 years Zone competition has risen sharply over the past three years. This team, coached by Mr Summers, provided a pleasing result by being placed third in the Zone. Consistent play, coupled with solid teamwork, proved successful for these boys. It must also be mentioned that four of the team, K. Shepherd, P. King, J. Stephenson, and B. Stringer, were among the eleven Zone representatives. This is a good indication of the quality of the individual members of the team.

Teams:

FIRST GRADE: S. Ryall, A. Paul, J. Hemsall, P. Ryman, S. Foster, A. Larsen P. Adams, P. Cleary, N. Carrigy, D. Brown, R. Ward, J. Argent, P. Banner.

15 YEARS: C. Naylor, S. Robertson, J. Berry, R. Powell, G. Knight, G. Godfrey D. Wingfield, G. Middleton, B. Evans, S. Hemming, S. Ellison, S. Page, J. Allison, T. Gartung.

14 YEARS: B. Stringer, G. Best, J. Stephenson, A. Davis, G. Williams, I. Hess C. McAuley, P. Pavliuk, K. Shepherd, R. Cahill, P. King, M. Langford, K. Buie N. Kennedy, L. Hutton.

13 YEARS A: F. Smith, K. Pyne, P. Vallis, I. Imrie, B. Beecroft, C. Sculley, J. Wilson, G. Campbell, D. McGill, D. Blankley, K. Churchland, S. James, R. Wilson.

13 YEARS B: R. Barakauskas, P. Stephenson, S. Armes, B. McAlpine, J. Allison I. Martin, J. Fredericks, P. Ryman, G. Williams, P. Greece, T. Hancox, R. Dav-ey, M. Cleary, G. Reeve, S. Spinks.

CRICKET

This season saw six teams take the field in Zone competition, all of which met with mixed success in a torrid round of matches.

The First Grade team, under Mr. Petherbridge, had a disappointing run as far as points were concerned. In spite of the team's failure to record a win, the matches played provided many interesting struggles and fine, determined cricket was played. The only match in which the team looked likely to win was that against Homebush. After the first day we finished with 135 runs, and Homebush were down 4 for 32. The second week was a washout and the opposition were able to force a draw. The captain, Wayne Melvaine, and vice-captain, Alan Rix received full co-operation from the team throughout the season, and worked harmoniously. Wayne Melvaine showed best batting form, with 50's against Epping and Meadowbank, while Dave Thomas, Mark Hirst and Dave Beal showed good form in other matches. In the bowling, Alan Rix, Dave Sheppard, Glen Melvaine, Robert Ward, Wayne Melvaine and Stewart Ewen toiled hard, often against batting both stolid and forceful.

Second Grade won their competition. Under the competent eye of Mr. McCormick, this team breezed through a line-up of mediocre opposition, winning their matches quickly and convincingly. The captain, Garry Olson, led his team confidently, and they followed him with consistent play in all matches. Indeed, Garry showed his captaining ability by knocking up a quick century against Normanhurst in the last match, the whole team putting on 245 for 4 wickets. They shall indeed be an asset to next year's First Grade side.

As the competition stands, the 15 years team looks like the only other team to be in a position to win. After winning most of their games, their last proved a resounding victory, and we now await official notification of points allocation. Let's all cross our fingers.

Mr Wilson's 14 years team, although relatively inexperienced, played attacking cricket throughout the season, but met with little success. With a little more combination and experience, this side will develop into a strong group, capable of better performances. It is in the realm of fielding that the greatest weakness lies, as is the case in many of the teams, and constant practice, to perfect technique and anticipation is necessary. The team tried hard throughout the whole season, and no doubt they will improve in the coming year.



The First XI



Second XI

The 13 years completed a very successful season, and appear to be in a leading position to date. Although but young, these boys shall prove to be excellent cricket material for the future, and let us all hope that they have the drive and enthusiasm necessary, for the road to success in this game is one of constant practice and hard work.

Overall, our cricket leaves much to be desired in the fielding side of the game, while batting and bowling are steadily improving. Let us then start to think of next year's prospects, and be ready to put all that is necessary into preparing for it.

The teams are:

FIRST GRADE: W.Melvaine, A.Rix, G.Melvaine, D.Sheppard, D.Thomas, R.Hirst, M.Hirst, R.Ward, D.Beal, S.Ewen, S.Mihulka, K.Shanahan.

SECOND GRADE: G.Olson, J.Jenkins, J.Dawson, R.Maxwell, J.Ashelford, R.Williams, R.Coombes, S.Cheetham, R.Robinson, N.Shackle, I.Anderson.

15 YEARS: G.Anderson, R.Temple, P.Dernikowitsch, T.Carroll, S.Hemming, A.Edge, E.Shepherd, S.Ellison, C.Geelan.

14 YEARS: D. Kimberley, G.Best, K.Shepherd, G.Bauley, C.Haviland, S.Rix, G.Patterson, D.Eldred, I.Hess, B.Stringer, J.Stevenson, K.Hogan, B.Walter.

13 YEARS: N.Castle, D.McGill, M.Daniels, M.Hayward, L.Price, A.Harris, T.Milham, R.Barakauskas, R.Gare, G.Spencer, R.Vail.

SQUASH

Since last year's Magazine Report, the School's Squash players have achieved further successes. The Summer "A" Grade team completed the competition in second place, while "B" Grade ran third. The Zone Championships were held late in October, and from the gruelling five-game "A" Grade final David Norrie emerged victorious. So, 1965 was the beginning of a new era in Squash for this Zone. Normanhurst, after leading the Zone for eight years, was replaced by Asquith, who won five of the eight events this year.

The 1966 seasons are proving even more successful than the previous year's. In the Winter Competition we fielded four Grade teams. Our second "A" Grade team was narrowly defeated in the second semi-final, but they fought hard and certainly gained valuable experience from their matches. In "B" Grade our two teams played off the Grand-Final, the "B1" team convincingly defeated the team of junior boys who are rapidly developing into good all round players, well fitted to take the place of our older boys. The "B" Grade Zone Championships saw Mick Ring defeat Ron Newell (both from Asquith) in what would have been a much closer match had Ron not had an unfortunate draw.

Our "A1" team won the Premiership in an interesting tussle. Both the "A1" and "B1" teams were undefeated this season. In the "A" Grade

Summer A:

D. Norrie (C) M. Ring
J. Lees R. Newell



Summer B:

G. Coggins (C)
G. Bender
G. Clarke
P. Kember
A. Larsen
M. Parker

Winter A1:

D. Norrie (C) D. Thomas
J. Lees S. Ewen

Winter B1:

M. Ring (C)
R. Newell
M. Carver
D. Whale
I. MacKay

Winter B2:

G. Coggins
P. Kember
G. Bender
P. Raines
R. Gray

Winter A2:

G. Clarke (C) M. Tuck
M. Strudwick P. Wadsworth

Championships, there were several most interesting matches. David Thomas was defeated in the semi-finals by the runner-up in the 1965 C.H.S. Championships. David played a hard match and is certainly an improving player. The winner of this match played David Norrie in the Final which David won 3-0. This was David's third consecutive "A" Grade Zone Championship, a new record for this Zone.

Our thanks to Mr. Miller, Mr. Petherbridge, and Mr. Kench, for their willingness to help throughout the year. Many thanks also from the Squash boys to Mr. Buckley, Proprietor of Turramurra Squash Courts for his generous help and advice. We are grateful for such a good friend.

BASKETBALL

Asquith fielded eight teams in this year's competitions; three in the winter season and five in summer. Only three teams failed to reach the semi-finals in their respective grades, and of these the 14 years winter team reached the semi-final and came third in the minor premier-ship. However, it was the 15 years team that had a bad run of luck, for after a successful round they were unfortunately defeated by Homebush in the semi-finals. They were coached by Mr B. Williams, who also took charge of the 14 years team.



Senior Basketball



Junior Basketball

The summer teams were perhaps even more successful. The 15 years team reached the finals, after a round of mixed fortunes. After a very convincing win against Homebush, they suffered an equally convincing loss to Meadowbank. They followed up this match with another win and

another loss, and met Normanhurst in the final. After an exciting game during which the scores fluctuated greatly, Normanhurst managed to pass Asquith, and they went on to win in the last few minutes, with the score 21-14.

The Open A team had a disappointing season, and it was left up to the younger B team to win honours. This team gained a place in the semi-finals, but were defeated by Meadowbank.

OPEN: J. Argent, D. Stephenson, R. Wong, R. Kneevs, G. Pirisi, R. Cunningham, G. Phillips, C. Doney, R. Gray, J. Hemsall, M. Tuck, K. Hoogesteger.

15 YEARS (SUMMER): W. Chandler, B. Garrard, J. Hoogesteger, G. Robinson, P. Campbell, G. Godfrey, D. Wilson, A. Dayman, R. Hutton.

15 YEARS (WINTER): G. Houghton, S. Stanton, G. Robinson, S. Bruce, D. Wilson, J. Hoogesteger, P. Williams, G. Ryman, A. Dayman, G. Derbyshire, C. Ribbons.

14 YEARS (SUMMER): C. McCauley, P. Powell, P. Gay, R. Storey, D. Morewood, R. Zraitel, A. Paterson, B. Cunningham.

14 YEARS (WINTER): G. Merrick, P. Bruce, B. Smith, B. Bailey, K. Clarke, R. Fela, J. Reidy, J. Patton, M. Langham, R. Lovegrove.

13 YEARS: A. Kasmarik, D. Freeman, A. Lyons, A. Coggins, B. McNair, R. Church, J. McTaggart, D. Spink, C. Brown, D. Cleary.

BASEBALL

This year two teams were entered in the competition. The 14 years team, under Mr Williams, coasted into the Grand Final without a loss. This last match proved to be an easy victory for our boys. The Open grade provided a similar victory for the senior team, coached by Mr Curtis, carried off the premiership. Owing to accurate pitching by Ashley Whibley, and capable backing-up by catcher John Mitchell, the team combined to form a solid and smooth-running group. Our congratulations go to these two teams for a highly successful season.



OPEN: A. Whibley, P. Ryman, A. Paul, H. Byrnes, P. Foster, J. Mitchell, G. Chmil, S. Robertson, W. Dangerfield, I. Nunn, C. Haley, C. Campbell.

14 YEARS: C. Gilmore, I. Fox, A. Langham, A. Jarret, C. Matheson, N. Hall, P. Jackson, P. Fitzgerald, A. Smith, J. Isbister, S. Dyer, N. Kennedy.

TENNIS

While the number of boys playing tennis at School is considerable, it is left to a hard core of twenty boys to represent the School in Grade Tennis. The standard of tennis within the Zone is high but the teams have more than held their own in summer and winter competitions, with the 15 years team winning its division, and the 14 years team being beaten in the Grand Final. While we have three inter-district players in Vic Epstein, Dennis Forbes and Kevin Levido of the First Grade team, the standard is so high that we have had little success in this grade.

Vic Epstein and Dennis Forbes were representatives at our Zone trials, but were unsuccessful; however, Vic Epstein played against N.S.W. Teachers' College.

The team members have been good ambassadors for the School with their good manners both on and off the courts, and with their correct attire at both competition and practice matches.



Tennis Teams



Hockey Teams

HOCKEY

The First Grade team won all their matches except one (a loss 3-2 to Normanhurst) in most convincing style. In the semi-final we lost to Normanhurst again, and had to play Homebush in the preliminary final. We decidedly beat them 6-0, and this restored our confidence. In the Grand Final we completely outplayed Normanhurst to win 5-0, but under Zone Rules they had the right to challenge, so we replayed the match. This contest was close and rugged, and at full-time the score was 2-2.

Two ten-minute halves were played in extra time, but neither side scored. An additional two five-minute halves were played, and we scored two goals to win the premiership 4-2.

The best players for the season were Richard Temple, Paul Lowe and David Beal; mention must also be made of Bill Daniels, who played goalkeeper for the 2nd Grade team, and improved so much that he played in goals for First Grade during the finals, helping the team to victory. Our thanks must go to Mr Temple for his capable umpiring in the finals and for his advice to the teams at critical moments.

First Grade: R. Temple, I. Roberts, D. Beal, D. Kramer, P. Lowe, T. Hixson, L. Dean, B. Shadbolt, W. Portier, J. Street, M. Harrison.

Second Grade: S. Pollard, W. Daniels, D. Ferrier, W. Hill, R. Wadham, I. Glover, I. Walker, J. Baugham, S. Meads, L. Rixon, G. Street, B. Richards, J. Armes, M. Stephens, J. Calvert, P. Pragnell, D. Walters.

GOLF

This year's Grade Golf teams enjoyed a good season, finishing second in the minor premiership, having lost only one match to Normanhurst's "A" team. Unfortunately some of our golfers were lost to other sports this season, but our basic team of Garry Merrick, Mark Daniels and Michael Stevens received good support from David Robbins, Philip Murray, Max Linigen and David Benbow.

In early matches, Asquith defeated Homebush 4-1, Meadowbank 3-2, and Normanhurst's "B" and "C" teams 3-2. It was only to Normanhurst "A" team that we lost. In the semi-final, Asquith staged a magnificent battle to defeat the Normanhurst "B" team again, with 4 games to 1. However, in the Grand Final, the Normanhurst "A" team was too strong, and we went down 4 games to 1.

WATER POLO

The team played excellent water polo to be undefeated during the first round played during the first term. The boys proved to be the strongest and fastest swimmers but were lacking in ball-handling skill, but by the time of the finals, the team was playing excellent polo.

The first semi-final saw us defeat the strong Homebush team by 7 goals to 4 and so we entered the Grand Final. Here we again met Homebush, and this team played above their past performances and beat us by 2 goals, the score being 7-5. As we were undefeated up to this match we had the right to challenge, and so a replay took place but again we went down by one goal with the score 5 to 4.

Both the first and second grade teams are to be congratulated for an excellent season and the sporting way in which they played all games, even when they were blatantly fouled in some. They can take pride in the fact that although beaten for the premiership they are by far the best and fairest team in the competition.

Best players for the season were Tim Hixson and Colin Chamberlain, the latter also scoring the most goals for the season.



Golf Teams



Water Polo Teams

CROSS COUNTRY

INTER-HOUSE

The School's first Annual Inter-House Cross Country was held on 24th August. The race was run over a bushland course, one of the hardest in the Sydney area. Classes 1F and 2F acted as course pickets, and undertook the marking of the route. They are to be thanked for their invaluable help, without which the meeting could not have been conducted successfully. The School must also thank Mr Holt, the Sportsmaster of Normanhurst Boys' High School, for the loan of valuable measuring equipment.

The results of the meeting were as follows:

OPEN: W. Butler (M), 1st; R. Dyer (M), 2nd.
 16 YEARS: G. Gibbons (W), 1st; D. Hay (W), 2nd.
 15 YEARS: H. Burns (K), 1st; K. Wilson (W), 2nd.
 14 YEARS: J. Stephenson (M), 1st; G. Melbourne (C), 2nd.
 12/13 YEARS: P. Stephenson (M), 1st; C. Scully (M), 2nd.
 OVERALL HOUSE POINTS: Wandoo, 511; Myall, 494; Kurrajong, 384; Cooba, 294

ZONE.

The Zone Cross Country was held at Meadowbank Park on Wednesday, 1st June, under ideal conditions.

In the twelve-year age group, Greg Milgate ran an excellent race on the one-mile course to finish only a foot behind the winner, in 6min 53secs. The School's 13 years champion, Peter Stephenson, was placed

sixth, a minute behind the winner, who clocked a time of almost one minute less than that of the twelve years winner, in a race over a course two hundred yards longer.

A misjudgement of pace by Robert Zraitel, in the 14 years group, cost him the race, and although he was leading after the first mile, he finished in eighth place. The apathy of a number of strong runners held us back in the 15 division, but Jacob Hoogesteger managed to gain twelfth place. This performance was more or less redeemed by Graham Gibbons in the 16's race, who ran a third to the winning time of 19min 31 secs for the three miles.

Our greatest success was in the Open Division, where Alan Rix was placed third, Wade Butler fifth, Richard Kneeves sixth and Norman Butler eighth.

In the teams event, notable performances were: second in the Open, third in the 12 years and fourth in the 13 years.

The following boys were selected to run with other Zone representatives at the C.H.S. Cross Country on June 15th: Greg Milgate, Robin Vail, Peter Stephenson, Robert Zraitel, Graham Gibbons, Alan Rix, Wade and Norman Butler and Richard Kneeves.

We are hoping for an even more successful season next year.

LIFE-SAVING

The 1965-66 Season continued the Life-Saving programme which was introduced last year. Under this scheme, all First Form pupils received full demonstrations and the instructions necessary to fit them for the Royal Life-Saving Society's Water Safety and Resuscitation Certificate Examination. After this period of instruction, which was conducted at Hornsby Pool and in the School grounds, the boys were examined and 153 were granted Water Safety Certificates, 155 received their Resuscitation Certificate and 115 gained their Safe Swimming Certificate.

We feel the skills and knowledge acquired by these boys will make them aware of the dangers associated with most water sports and place them in a position to assist anyone in difficulty, or to administer artificial respiration to an apparently drowned person, should the situation arise.

The Life-Saving Examinations were held in December and besides the Certificates mentioned earlier the following awards were received by candidates: seven Bronze Crosses; nine Bronze Medallions; twenty-four Intermediate Stars, and two boys received their Instructors' Certificates. These awards gave the School second place in the W. Marx Cup; during the two previous Boys' Schools Competitions, Asquith gained a total of seven hundred and fifty-five points for the awards won by the School during the season.

Our congratulations go to all boys who gained these awards and our thanks go to the teachers and trainee instructors who helped us with our Life-Saving programme during the past season.

SCHOOL SPORTS AWARDS, 1965

WATER POLO	T. Hixson	SOCCER	A. Davis
CROSS COUNTRY	P. McCloskey		D. Naylor
	J. Cahill	ATHLETICS	
TENNIS	T. Mudie		R. Hirst
	R. Jarman		A. Rix
SOFTBALL		CRICKET	J. Argent
	A. Whibley		A. Lamb
	G. Hills		S. Clifford
	S. Robertson		P. McCloskey
BASKETBALL			J. Hopkins
	A. Whitehouse		D. Kimberley
	R. Brooks	RUGBY LEAGUE	P. Dernikowitsch
	D. Kimberley		P. Snitch
RUGBY UNION	P. Rae		R. Coombes
	R. Wickson		G. Olson
	A. Trent		H. Whitman
	T. Hayes	SWIMMING	P. Fitzgerald
	D. Mason		C. Chamberlain
SQUASH			P. Reid
	D. Norrie		P. Wadsworth
	D. O'Brien		K. Donnelly

A TETE-A-TETE WITH TOMORROW'S

CHAMPIONS

SWIMMING

Tim Hixson, 5D

At the Zone he won the 100,200 and 400 Freestyle in the 16 years division, and won the 400 metres Freestyle at the C.H.S., while finishing third in the 200 metres and in the 16 years Relay. He trains all year round at Pymble Pool, and is coached by Mr Harold Reid and Forbes Carlisle. Tim's aim is to represent his club, Ryde-Pymble, State, and possibly Country in the future.



TOMORROW'S CHAMPIONS

Colin Chamberlain, 5E

At the Zone Carnival Colin won the 800, 400 and 200 metres and was a member of the winning 400 metres Relay team. At C.H.S. he finished fifth in the Henry Lawson Challenge Cup over 200 metres. He trains at Hornsby Pool under his coach, who has been of great assistance and encouragement towards his programme. He trains with weights during winter, with the aim of representing the State at another national meet.

Peter Reid, 5B

At the School Carnival he broke records in the 100 metres Butterfly and 100 metres Backstroke events. He also won the 400 metres medley, the 100 metres Freestyle and the 100 metres Breastroke. At the Zone Carnival he won the 400 metres medley, the 100 metres Freestyle, Butterfly and Backstroke. He is coached by Forbes Carlisle, and trains all year at Pymble Indoor Pool. Peter aims to get as much out of swimming as possible, and to put a little back into it.

Greg Milgate, 1B

This First Form student, hopeful Olympian of the future, recently broke the 100 metres record with an outstanding time of 1 min. 36 sec. He went on to the Zone Carnival to record three second places in the Freestyle events. Although he is untrained, and follows no special diet, Greg enjoys swimming and plays a great deal of Rugby Union.

ATHLETICS

John Argent, 5C

John broke the School and Zone Long Jump records with an effort of 21ft 9 $\frac{3}{4}$ in. He was quite successful in the State Championships during March, being placed third in the High Jump, fourth in the Long Jump, and fourth in the 100 metres. In addition, he was a member of the winning 4x100 and 4x200 metres Under 17 Relay teams. Training four times a week, his coach advocates for him a diet of high protein and vitamins. John is devoted to athletics, but maintains that it takes hard work and enthusiasm.

Robb Hirst, 5A

Robb won the 100 yards final at the Zone Carnival, but unfortunately could not run at the C.H.S. owing to an attack of appendicitis. He is a consistent C.H.S. and State sub-junior champion, and in addition holds two Australian junior records. He trains hard under the guidance of a professional coach, and we wish him every success in the future.

Robert Wickson, 5E

Robert managed to break the School Open Long Jump record with a leap of 17ft 6 $\frac{3}{4}$ in, while in the Triple Jump he chalked up 37ft 5 $\frac{1}{2}$ in. At the Zone Carnival he finished third in the long and third in the Triple Jump, and also, was placed fourth in the 100 yards sprint, and was a member of the winning Relay team. At C.H.S. he was fifth in the Long Jump and seventh in the Triple Jump. Our heartiest congratulations for an excellent effort, Bob.

Richard Turnbull, 5B

Richard is a boy who has a good high-jumping background, and recently he broke the School Open record with 5ft 4in. He is self-taught, and his general interest in sport is exemplified by the fact that he has represented the School and Zone in Rugby Union as well as Athletics. Richard competes for the enjoyment of improving his own standards, and for the good of his School.

Michael Killen, 5D

A consistent all-rounder, he has featured prominently in various zone events -- discus, long jump and open hurdles, in all of which he was placed fourth. He was also a reserve for the C.H.S. discus event. He follows no special diet, and hopes that a rigorous training schedule will benefit him in next year's athletic carnivals.

Robert Loudon, 4C

Owing to his immense physical capabilities, Bob has represented the School in First Grade Rugby Union and Water Polo, and recently made a

trip to Western Australia with the H.K.J.R.U. club. He holds the School 16 years Shot Put record with 42ft 2½in., and we feel sure that he will continue to represent his School with honour on the sports field.

Brian Thompson, 4A

Another interstate Union player, Brian represented his School successfully in the Zone and C.H.S. carnivals and attained a School record with a brilliant discus throw of 99ft 7½in. Self-trained, he is also a member of the First Grade Rugby Union and Cricket teams. It would appear that Brian's future in the sporting world looks bright.

Mark Hirst, 4A

Mark is a foremost competitor in Rugby Union and Athletics. Some achievements this year included a School record of 5ft 4in in the High Jump, winning performances in the Zone Carnival and an interstate Rugby Union trip to Western Australia. His efforts were culminated by a momentous win in the C.H.S. 16 years 100 yards, with a time of 10.6 secs. Although self-taught, Mark has consistently represented his School in Rugby Union, Cricket, Swimming and Athletics. We wish him every future success.

Frank Smith, 2B

A leading athlete within the School, Frank has recorded an impressive tally of wins this season, which included a record-breaking run of 12.6 secs in the 13 years 100 yards at the School carnival. He went on to compete successfully at the Zone and C.H.S. carnivals. Frank trains regularly under the watchful eye of his coach, but follows no special diet. His aims in life are to be a professional Soccer player and to win the C.H.S. 100 yards title, both of which will be realised only by hard training and absolute devotion to athletics.

Stuart Ellison, 2E

A lad of notable school spirit, who, owing to his physical capacities, has smashed the long-standing 15 years High Jump record with a leap of 5ft 2in. Stuart finds the scissors style most effective in conjunction with his programme of self-training.

Ross Smith, 1D

This outstanding all-rounder holds the record for the 13 years Shot Put with 36ft 7in. He competed in the Zone and was a member of the School and Zone Relay teams. Ross takes his athletics seriously, and therefore trains hard, but sees no need for a special diet. We are certain that Ross's devotion to training will pay dividends for him in later life.

Peter Paveliuk, 2A

At the recent Zone carnival Peter bettered the time for the 14 years hurdles by almost one second, with a brilliant time of 13.5 secs. Although self-coached, he has proved himself to be a worthy School representative, and we hope he will continue to do likewise.

Michael Malloy, 5A

A well-known School personality, Michael broke the long-standing 16 Years Triple Jump record with a leap of 37ft $\frac{3}{4}$ in. He went on to finish fourth in this event at the Zone Carnival, and was a member of the winning 16 years 4x110 yards Relay team. He is self-trained, and his numerous sporting pursuits include Rugby League, Soccer, Cricket and Tennis. He is a strong believer of the Cerutti doctrine of rigid self-discipline, which he believes has helped him in his sport.

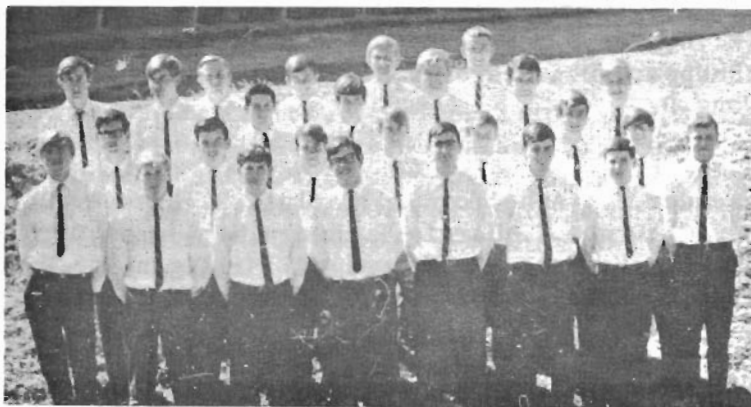
Alan Rix, 5A

Alan, our School Captain, has set a fine example on the sporting field with wins at the School carnival, and a remarkable record-breaking run of 4min. 45.7sec. in the Open Mile at the Zone, which was the highlight of an already exciting athletics meeting. Alan trains consistently, and is an outstanding School representative in Rugby Union, Cricket and C.H.S. Athletics. Alan's performances have climaxed an impressive year in the sporting and academic spheres.

ROLL CALL, 1966

6A

Allen, D.; Beal, D.; Brigden, P.; Bruce, A.; Cahill, G.; Craven, J.; Dean, L.; Dyer, R.; Faith, A.; Falconer, J.; Fitzell, R.; Melvaine, G.; Melvaine, W.; Mihulka, S.; Nalbandian, E.; Purdy, R.; Smith, G.; Taylor, C.; Tonks, S.; Ward, R.; Washington, W.



6B

Burton, J.; Camphin, W.; Carver, M.; Cleland, D.; Denouden, R.; Mackay, I.; Parker, M.; Pettinger, D.; Plater, J.; Snodgrass, R.

5A

Carrigy, N.; Coates, B.; Coombes, R.; Evans, G.; Fitzgerald, G.; Forder, T.; Glover, I.; Greentree, D.; Grey, L.; Hancox, C.; Hill, J.; Hirst, R.; Jarret, A.; Jenkins D.; Macqueen, A.; Malloy, A.; Markwick, R.; Morton, B.; Mudie, T.; Norrie, D.; Rix, A.; Robinson, G.; Seidler, S.; Street, J.; Strudwick, M.; Thomas, D.; Tuck, M.; Turner, R.; Williams, R.; Wong, R.

5B

Barclay, P.; Bissett, G.; Brown, D.; Butler, W.; Clarke, G.; Craddock, D.; Der-Kinderen, A.; Epstein, V.; Evans, T.; Foster, P.; Ikin, C.; Kennedy, D.; Lees, J.; Lesser, S.; Lindsay, G.; Newell, R.; Olson, G.; Pennington, S.; Prideaux, P.; Pik, A.; Reid, P.; Ring, M.; Ryall, S.; Shackle, N.; Sumner, B.; Thomas, G.; Turnbull, R.; Wadsworth, P.; Whale, R.; Williams, P.

5C

Anderson, I.; Argent, J.; Banner, P.; Baughan, J.; Bellamy, R.; Berg, S.; Butler, N.; Cleary, P.; Cole, B.; Collins, R.; Curby, R.; Fitton, R.; Forbes, D.; Greig, A.; Harop, S.; Lake, C.; Moldners, H.; Murray, P.; Pragnell, P.; Richards, B.; Richards, R.; Rixon, L.; Scott, D.; Vieusseux, R.; Walker, I.; Watson, J.; Griffin, J.;

5D

Baker, K.; Campbell, C.; Cook, P.; Dangerfield, W.; Ewen, S.; Faulkner, C.; Faulkner, G.; Fleming, W.; Goldrick, G.; Gray, C.; Hickson, T.; Hobbs, L.; Hoogesteger, C.; Johnston, P.; Killen, M.; Kramer, D.; McDonald, G.; McSweyn, I.; Meads, S.; Meredith, D.; Paul, G.; Pryor, B.; Ryman, P.; Silvia, B.; Stewart, M.

5E

Browne, D.; Chamberlain, C.; George, S.; Henderson, J.; Jenkins, J.; Kneevs, R.; Martin, A.; Molyneux, C.; Ryall, K.; Sinclair-Wadham, P.; Wall, G.; Wickson, R.; Ahrling, S.

4A

Applebaum, B.; Armes, J.; Armstead, J.; Buttenshaw, R.; Calvert, J.; Carr, M.; Castle, K.; Cheetham, S.; Crump, G.; Evans, W.; Garrard, R.; Hall, G.; Harrison, M.; Hill, G.; Hirst, M.; Hunter, S.; Ireland, G.; Lund, A.; O'Brien, J.; Paterson, B.; Richardson, J.; Sheppard, D.; Sterelny, K.; Street, G.; Sweeney, D.; Tracey, P.; Visnovsky, C.; Wong, D.

4B

Adderly, P.; Alexander, J.; Ashelford, J.; Carlyle, R.; Creevey, H.; Dawson, J.; De Heer, R.; Doney, C.; Druce, T.; Harris, R.; Henry, N.; James, D.; Krimmer, J.; Mackievich, A.; Makila, V.; Mason, A.; Maxwell, R.; Milligan, A.; Nicol, J.; Paterson, P.; Phillips, G.; Reidy, J.; Simpson, G.; Stevens, M.; Thomas, P.; Vail, P.; Walton, C.

4C

Anderson, G.; Beer, C.; Bonte, R.; Brown, P.; Bruce, M.; Carpenter, K.; Chmil, G.; Crewdson, D.; Cunningham, R.; Donnelly, C.; Greenwood, T.; Hewitt, G.; Kostavo, L.; Larsen, A.; Maddrell, K.; Martin, N.; McKee, G.; Paul, A.; Shackle, D.; Shanley R.; Sheerman, R.; Stephan, A.; Walters, D.; Wenborn, D.; Wilkes, J.; Loudon, R.

4D

Anderson, G.; Burgess, G.; Campbell, J.; Campbell, R.; Dawes, J.; Ferrier, D.; Green, R.; Haley, C.; Hay, D.; Hemsall, J.; Lindh, P.; Lyon, D.; Mason, D.; Mitchell, J.; Nunn, I.; Phillips, W.; Provest, I.; Pollard, S.; Rutherford, O.; Shackelton, S.; Smith, P.; Taylor, I.; Ward, K.; Ward, R.; Waddell, G.; Watts, B.

4E

Adams, P.; Arthur-Smith, A.; Challenger, G.; Coe, G.; Cosgrove, L.; Davidson, I.; Gibbons, G.; Gray, R.; Greentree, C.; Handley, P.; Hayes, P.; Hill, R.; Kearney, R.; Lennox, R.; Leong, G.; Levido, K.; Lowe, P.; Paine, R.; Patterson, G.; Roberts, I.; Scanlon, S.; Smith, J.; Stephenson, D.; Walton, P.

4F

Blanning, T.; Buffett, D.; Butterworth, R.; Daniell, W.; Foster, S.; Gilham, R.; Jones, P.; Lawson, J.; Mansfield, B.; McKern, P.; Morixbauer, C.; Naylor, G.; Nicol, A.; Pirisi, G.; Raines, P.; Renwick, S.; Temple, R.; Thompson, J.; Wadham, R.; Wares, W.; Waugh, R.; West, E.

3A

Avery, D.; Boyd, E.; Brown, G.; Buckman, N.; Chandler, W.; Cheyne, C.; Finlen, I.; Gibson, J.; Hamilton, T.; Harris, M.; Hastings, R.; Haviland, C.; Hendry, J.; Hoogesteger, J.; Hughes, S.; Jarman, R.; Knox, P.; Knudsen, P.; Langford, M.; Morrow, D.; Naylor, C.; Nixon, G.; Padgett, D.; Paterson, I.; Peattie, I.; Richards, G.; Rix, S.; Sawkins, J.; Shinkarenko, A.; Simpson, M.; Sutherland, L.; Tamsett, D.; Thomas, N.; Thompson, K.; Warner, V.; White, N.; Wilson, D.; Wong, M.

3B

Beszant, C.; Bradley, R.; Brown, T.; Bruce, S.; Burch, G.; Byrnes, H.; Campbell, P.; Carrigy, P.; Coggins, G.; Comptess, D.; Dayman, A.; Derbyshire, G.; Dernikowitch, P.; Drummond, R.; Felton, R.; Frith, S.; Frost, R.; Hayes, A.; Hutton, R.; Jarrett, R.; Jones, K.; Jones, S.; McAuley, C.; Merrick, G.; Nicolson, N.; Perkins, S.; Powell, R.; Ribbons, C.; Robinson, G.; Roots, D.; Seadon, M.; Spellman, J.; Stanton, S.; Stewart, D.; Sumner, K.; Taylor, G.; Zborowski, B.

3C

Allison, J.; Brunton, J.; Carrol, T.; Cripps, K.; Croaker, S.; Croft, S.; Daniels, M.; De Ruyter, P.; Gates, G.; Godfrey, G.; Halasz, V.; Hodge, G.; Houghton, G.; Jenkins, P.; Jessup, K.; Kelton, B.; Kongspark, O.; Krumbeck, N.; Lamrock, D.; Leeds, G.; Loveel, D.; Lumby, M.; McDonald, G.; Malyon, G.; Nicol, P.; Passell, I.; Paton, K.; Rivett, I.; Robinson, S.; Russell, G.; Sinclair-Wadham, L.; Smith, T.; Sneddon, R.; Wallace, K.; Watts, M.; Williams, P.; Willis, B.; Wingfield, D.; Worboys, C.; Vitterlinden, E.

3D

Andric, G.; Autry-Hall, C.; Bender, G.; Bevan, R.; Booth, G.; Buie, K.; Davis, A.; Fowler, K.; Gartung, T.; Geelan, C.; George, R.; Gibbons, D.; Godfrey, R.; Hepburn, K.; Kember, P.; King, P.; Knight, G.; Linigan, M.; Lucek, M.; MacKay, D.; Mathews, K.; Moore, B.; Neich, D.; Nicholson, P.; Pearse, J.; Price, D.; Reddan, B.; Reddan, R.; Robertson, D.; Rowsell, K.; Ruggles, C.; Rushton, I.; Ryman, G.; Sweet, L.; Thompson, P.; Tierney, G.; Wheeler, D.

3E

Beaton, W.; Bentley, A.; Berry, J.; Blacker, R.; Bovis, C.; Bradbury, B.; Bromley, P.; Caller, B.; Carlyle, A.; Crickitt, T.; Daly, K.; Denouden, E.; Edge, T.; Elliot, D.; Evans, B.; Favell, B.; Greenwood, K.; Hearn, P.; Hemming, S.; Jennings, J.; Leuenberger, M.; Middleton, G.; Nielson, W.; Page, S.; Parker, O.; Peters, D.; Powell, A.; Ratcliffe, J.; Sanderson, B.; Stenteford, C.; Thornton, G.; White, W. Wilson, K.; Hill, W.

3F

Archer, G.; Buckingham, J.; Clarke, R.; De Vries, R.; Durrant, P.; Edwards, G.; Fela, E.; Ferrara, F.; Hughes, S.; Jovancy, P.; Mikkleson, A.; Ray, R.; Ridgeway, P. Roache, D.; Shoobert, D.; Stillitano, J.; Thirgood, P.; Wakefield, C.; Wakefield, M.; Whibley, A.

2A

Armstrong, R.; Arrell, G.; Bailey, B.; Best, G.; Best, C.; Bonser, P.; Brown, B.; Clarke, S.; Coll, J.; Eldred, D.; Fela, D.; Gay, P.; Hadfield, C.; Hendry, G.; Hess, I.; Holmes, I.; Jackson, G.; Kennedy, N.; Kimberley, D.; Lennon, C.; Lord, B.; Lund, S.; Melvaine, G.; Nurthen, R.; Patten, J.; Pavliuk, P.; Powell, P.; Priday, C.; Reidy, T.; Robertson, R.; Sheerman, P.; Smith, A.; Snitch, G.; Stephenson, J.; Stek-hoven, G.; Williams, G.; Wrightson, R.

2B

Benbow, D.; Berry, S.; Brown, K.; Birch, P.; Cahill, R.; Carroll, M.; Fitzgerald, P.; Fox, I.; Gill, E.; Green, G.; Gresham, C.; Guttridge, S.; Hanson, D.; Hirst, P.; Hoffman, F.; Hopkins, J.; Jarman, R.; Langham, A.; Makila, K.; Martin, C.; Mather-son, C.; Melbourne, G.; Moulds, D.; Musters, J.; Parsons, G.; Pyne, L.; Roache, K.; Robinson, A.; Segart, C.; Shepherd, E.; Sneddon, B.; Storey, R.; Tinkler, K.; Wainwright, C.; Wharton, P.; White, G.; Williams, R.; Zraitel, R.

2C

Abell, S.; Bakon, L.; Balsters, W.; Broak, G.; Croudace, J.; Dennis, K.; Diekk - amp, T.; Fraser, J.; George, M.; Gilmore, C.; Hall, N.; Hay, I.; Hogan, L.; Huttin, L.; Isbister, J.; Jarrett, D.; Jones, R.; McCarthy, J.; McDonnell, C.; McFarlane, D. Mackay, B.; Murchie, A.; Oates, R.; Olive, J.; Patterson, G.; Pedlingham, M.; Rainbird, I.; Ray, J.; Robertson, S.; Robins, D.; Scott, J.; Shave, R.; Shields, P.; Shoobert, S.; Tollman, K.; Valster, K.; Williams, B.; Wilson, J.; Wong, K.

2D

Bailey, G.; Baker, D.; Bennington, G.; Bruce, B.; Clark, G.; Clarke, K.; Coles, A.; Colley, B.; Durkin, R.; Dyer, S.; Findley, D.; Frith, R.; Garner, N.; Hobbs, A.; Kr-acevs, L.; Lagden, D.; Lovegrove, R.; McTaggart, G.; Martin, C.; Minzenmay, P.; Morewood, W.; Moxham, W.; Nicol, G.; Paterson, A.; Perry, C.; Rae, W.; Reynolds, R.; Ridley, S.; Schyvens, P.; Shadbolt, B.; Smith, B.; Trent, W.; Water, W.; Will-iams, K.

2E

Beard, J.; Bell, G.; Buckton, A.; Burns, N.; Caddy, R.; Caller, R.; Davey, P.; De-laney, K.; Ellison, S.; Elvins, R.; George, D.; Healey, M.; Hedger, L.; Herbert, R.; Hogan, T.; James, T.; Jones, C.; King, R.; Marr, M.; Marriot, B.; Mason, G.; May, P.; Morgan, D.; Munro, R.; Perry, W.; Stanley, G.; Stringer, B.; Taylor, K.; Thomas, P.; Thompson, B.; Wilson, G.; Wilson, L.; Zygalski, J.

2F

Bailey, R.; Balderi, L.; Best, T.; Candy, S.; Dempster, C.; Gore, L.; Garner, K.; Hourigan, K.; Huett, R.; Jarman, B.; Moxham, P.; Marriot, J.; McGlynn, R.; Peebles, K.; Price, K.; Stewart, G.; Taylor, G.; Unicom, R.; Weatherby, G.

1A

Baiker, R.; Bingham, C.; Blankley, D.; Blyth, W.; Bolton, J.; Campbell, G.; Castle N.; Churchland, K.; Coggins, A.; English, M.; Foster, G.; Freeman, D.; Gordon, G.; Imrie, I.; Johnston, S.; Kasmarik, A.; Lachman, P.; Lyons, A.; McConaghy, A.; McGill, D.; McLaws, G.; Newland, S.; Sayers, M.; Shepherd, K.; Smith, T.; Storey, G.; Terlich, D.; Vale, R.; Vallis, P.; Wall, M.; Williamson, J.; Wilson, R.

1B

Anderson, B.; Armes, S.; Ayson, D.; Barakauskas, R.; Beecroft, B.; Binskin, C.; Bowie, L.; Buie, J.; Church, R.; Fitter, J.; Friedrich, J.; Frith, R.; Fulmer, B.; Hancox, T.; Huett, T.; James, S.; Lazarett, I.; Lowe, K.; McAlpine, B.; Melville, M.; Milgate, G.; Mulley, S.; Paterson, J.; Preston, J.; Rorke, S.; Sheaces, J.; Shewring, S.; Stephenson, P.; Townson, S.; Walton, M.; Warner, R.; Williams, G.; Wright, C.; Wright, D.; Zborowski, M.

1C

Allen, B.; Bevan, B.; Bilanenko, B.; Bordina, R.; Brock, B.; Cleary, M.; Gibbons, R.; Grimson, T.; Harris, A.; Hayward, M.; Holmes, R.; Hosie, I.; Jones, C.; Jordison, C.; Lowe, G.; McKinley, G.; Martin, L.; Mensa, G.; Mitchell, P.; Morgan, D.; Mottram, R.; Mokany, T.; Neal, S.; Nieass, R.; O'Mealy, D.; Portier, W.; Reely, K.; Scully, C.; Shoobert, J.; Smith, F.; Spink, P.; Tapping, W.; Tickle, W.; Trethowan, R.; Trigg, C.; Waterhouse, R.; Wilkes, P.; Wilson, J.

1D

Allport, N.; Brown, C.; Clementi, R.; Clements, H.; Daniels, M.; Davis, A.; Fulmer, D.; Gardiner, T.; Gare, R.; Grimson, G.; Hickling, E.; Hodges, B.; Holder, J.; Hughes, M.; Jarrat, R.; Kelton, W.; Kerker, E.; Kinnear, W.; Kitchen, S.; Lamberton, T.; Lang, G.; Lylyk, P.; Lyon, I.; McCarthy, P.; McNair, B.; Manning, C.; Moulds, I.; Price, L.; Raines, G.; Reeve, P.; Regan, D.; Smith, K.; Talbot, A.; Thompson, G.; Tuma, G.; Vincent, J.; Wood, G.

1E

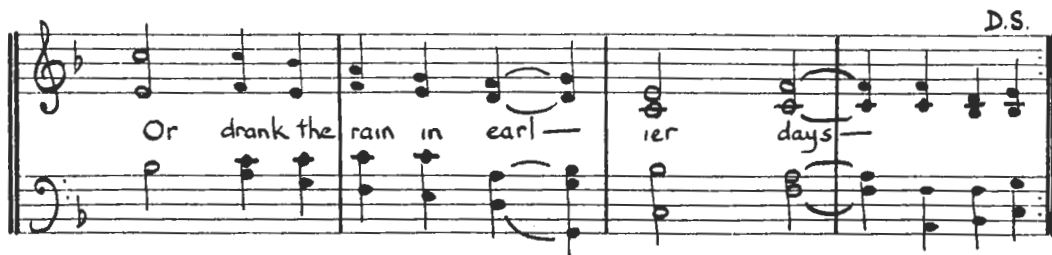
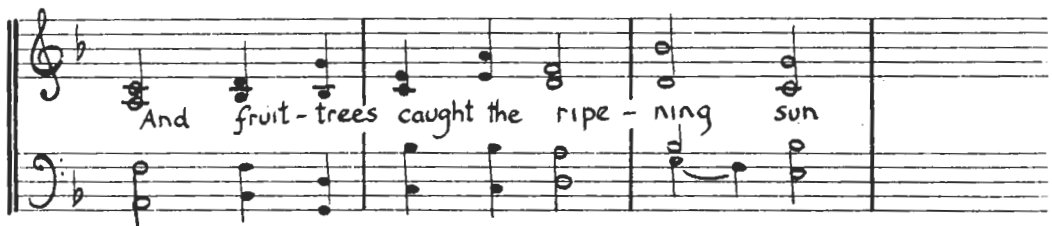
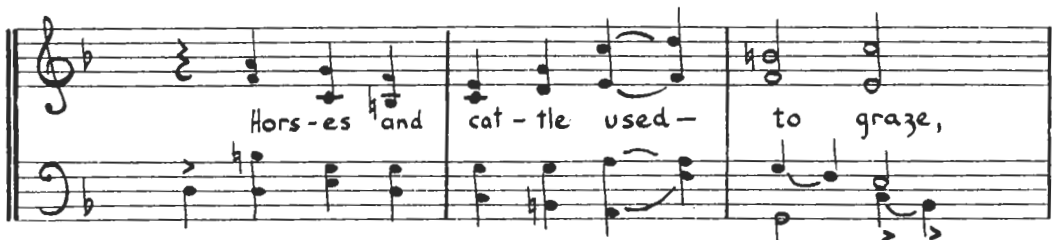
Aitkin, C.; Allison, S.; Blythe, G.; Bourke, G.; Crawford, G.; Creese, D.; Davey, R.; Deakin, M.; Elvins, D.; Harding, L.; Harris, M.; Hogbin, P.; Holsworth, J.; Hughes, L.; Jackson, L.; Larsen, E.; Law, L.; Macdonald, I.; Marchant, I.; Meggitt, G.; Milham, T.; Mobbs, G.; Morrow, P.; Murray, I.; Nelson, G.; Parish, G.; Ryan, A.; Ryman, G.; Skinner, M.; Smale, R.; Smith, R.; Spenser, G.; Stillman, R.; Tabor, N.; Terry, A.; Tohver, A.; Vaughan, P.; Wisz, K.

1F

Baron, P.; Bradley, G.; Brown, P.; Brown, R.; Cain, M.; Clark, D.; Coles, T.; Cunningham, B.; Morgan, G.; Sinclair-Wadham, A.; Stirton, J.; Summerhayes, R.; Taver-nese, A.; Terlich, P.; Wallace, S.; Watson, M.

SCHOOL SONG: "GROW IN WISDOM"

Words and Music by M. W. Brown



1. On playing fields where now we run
Horses and cattle used to graze,
And fruit-trees caught the ripening sun
Or drank the rain in earlier days.
2. But now our brave new world is built,
Concrete and brick, glass, metal, wood,
Fashioned for use and ornament,
Made for a thousand people's good.
3. Let us remember what we owe
To those who planned in former years,
To masons, carpenters and clerks,
To architects and engineers.
4. Teachers and pupils, parents, friends,
Forming a strong, united band,
Laboured to make it beautiful,
Added their gifts with generous hand.
5. This is our little universe
Where we must learn to play our part,
Meeting each triumph, each reverse,
With steadfast mind and loyal heart.
6. As gum-trees grow on Asquith hill,
And poplars stretch towards the blue,
We'll grow in knowledge, strength and
skill—
But may we grow in wisdom too.

