



NORTHERLY '72.



NORTHERLY

*Not far from here, but long before our coming,
Hunters and warriors had their deeds recorded,
Cut into sandstone; in sacred tribal places,
Guarded by spears of prickly heath and ti-trees,
Their monuments endure . . . What then of ours?
Will our deeds live on, paper outlasting rock?
Perhaps the winds will blow some leaves of wisdom
Down from the trees we've planted!*

— M. W. Brown

ASQUITH BOYS' HIGH

'72



VOL. 9

Magazine Committee



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EDITORIAL

"WHAT'S THE BUZZ?"

(being a transcript of last night's historic, momentous, fruitful confrontation.)

CHAIRMAN: Ladies and gentlemen, the 100th nation-wide televised, soul-searching, great debate on education is about to commence!

SOFIST: I put it to you, ladies and gentlemen, that something is *very, very* wrong somewhere else we would not be hearing all these grumblings about the poor quality of education. But who or what is to blame for this sorry state — that is the question!

SOFISTICAT: True on both accounts — there have been considerable grumblings and, as you say, something or someone is always "to blame".

SOKIT: Stop beating around the bush — we all know who the culprits are! I won't name names for obvious reasons but firstly, there is that fossilised institution which prevents its own so-called "progressive" reforms from being implemented because its left hand not only does not know what its right hand is doing but perversely conspires against it. Secondly, there are the, what you might say, tools or instruments of the above-mentioned petrification who, even when given the freedom to educate in a more enlightened fashion, are too lazy or stupid, or both, to step out of the authoritarian rut!!

(With
aggressive
confidence)

SOFIST: Yes, it's as clear as mud to any fool. A CHANGE IN ATTITUDES IS WHAT WE NEED! A complete (Learnedly) spring-cleaning!

SOKIT: Yes — let's get rid of those stupid examinations, and compulsory subjects! Students should be completely free to learn what they like, do and say whatever they please; **and** in their own good time too! Any psychologist will tell you that you can take a horse to water but you can't make him swallow it. Let's have some of that "free expression" they keep harping about! When are we going to be free to voice our opinions, do our "own thing" and so on?

SOFISTICAT: Ah, I think I see what you're getting at! It will indeed be a day to remember when "learning" is replaced by pure "experiencing" — a process where lots of lively students are placed in an educational situation such that lots of blurred impressions arrive and depart, without there being any need for any mark to be made.

CHAIRMAN: Well, we seem to have arrived at this point: students complain they have no freedom to think for themselves: teachers complain that very few students think for themselves.

SOFISTICAT: A most commendable "solution", admirably arrived at!

SOFIST AND SOKIT: There must be some culprit number 3 we've overlooked!

BIT OF NOUS: Correction, there is a culprit number 4! (Mr. Sofisticat has, I believe, already made reference to number 3). You will find him lurking behind the vast mass of employees, business houses, government departments, parents, etc., known collectively as "society", or the system behind the "system". He attaches great importance to pieces of paper and makes certain that A's and I's continue to be status symbols and makes employment available on the basis of these, often irrelevant, factors. On the other hand, those who strive for excellence for its own sake are regarded by society (and good civic-minded students) as "peculiar". In short, he has frightened most of you into believing, deep down, that education and vocational training are, and must be, one and the same thing.

SOKIT: Well, what student would be stupid enough to really take advantage of the opportunities offered to become a thoughtful, broadminded, curious, critical, independent "well-educated" person — and starve?!

BIT OF NOUS: Come off it! Students don't have to be poor little cogs in a big wheel! Let's face it — teachers and students are really seeking the same things and if, instead of jumping at each other's throats and vaguely resenting the "system", they went after that common goal — the outside pressures of bureaucracy, conformity and mediocrity would cease to dominate them. So let's hear no more of this "Oh, how bored we all are!" There are plenty of students who do DARE to think for themselves — it takes a bit of courage and intelligence but they are the ones who come out on top in the long run. (Have a look around!) Can you imagine ALL teachers, ALL students DARING to do it? Why not?? . . . Oh, is that why?

WHAT A PIECE OF WORK IS MAN!! Particularly Garry Taylor and Alan Scully whose hard work and ability to think and act has made this magazine possible.
For further evidence that some people think and some don't . . .



THE PRINCIPAL



Time and again it has been reiterated that the character of a school is determined by its pupils; its reputation is in their hands! In your academic work and on the sporting field, in your behaviour within the school and in your conduct outside, in your relations with your fellow students and in your attitude to the community, you are reflecting your own character and creating the reputation of your school.

During recent years, significant changes have taken place within our schools. Greater latitude is given to individual pupils as they progress through the school and efforts have been made to develop a greater sense of responsibility. The school's success in developing this sense of personal responsibility in senior students is unfortunately limited. Quite a number fail to evince any sign of that maturity expected of young men of eighteen years. Pride

in personal appearance is often lacking as is the development of any real standard whether of effort or of behaviour. Too frequently is their presence at school merely an admission of unwillingness to face up to the realities of life; they accept the support of parents without showing any readiness to justify that support by exerting themselves.

As my final message to students of Asquith Boys' High School, I urge you to set standards and try to live up to them. In your studies, do the best of which you are capable; in your conduct, choose what you honestly believe is the right course of action; in your school life, accept with a sense of responsibility the additional freedom you are given; in your relations with your fellows, keep to the "Golden Rule" — treat others as you would like them to treat you.

Mr. N. L. BOWLES.

THE CAPTAIN

THE PARABLE OF THE STOPAFIX

In the dim twilight of a stony, straw-floored cellar, a strange little person sat in a chair. He held a golden object to his eye, a precious golden object that was chunky and felt good to touch. Its edges were precise and true, its lines faultless and clean, as was its form perfect in symmetry.

The strange little person's eye was dimly reflected in its polished golden surface as he rubbed it against his cheek with small circular movements and caressed it lovingly with his trembling hands.

He named it "Stopafix", because he perceived it to be good and saw that it radiated an aura of peace and perfection, in as much as an inanimate object was able to do so. It was an object of beauty, worthy of his love and veneration, being in complete harmony with itself, unified and absolute in its own existence.

It was, in short, a joy to his heart, coming into his possession as a gift from a friend in a nearby village who, being aware of its powers, had given it to him as a gift before departing on a long journey to a neighbouring province.

The stopafix had now become a source of comfort and consolation to the strange little person, in his times of trial and testing, for it not only preserved him during these times of temptation, but actually stopped him from doing the things he did not wish to do.

He was a poor man blessed with few of the comforts afforded to those more fortunate than himself, but lived in accordance with his station in life. Considering his lowly position he thought perhaps, to take his stopafix to the King and share its joy and blessings with him, who in turn might bestow upon him some of the riches of his kingdom as a reward for his selfless gesture. It may even stop the King from doing the things he did not wish to do, he thought himself, in which case he might doubly reward him, for the King, though a gentle, benevolent soul in dealing with his subjects, had vices which far outweighed his virtues and these, the strange little person, as did every other person, knew were a constant source of torment to his already burdened conscience.

In the dim twilight of the stony city square, perched high on a wooden pole, sat a grinning blood head, eyes bulging and tongue protruding horribly from between its teeth. It was the head of the strange little person, who had ventured a long way from home, who had come so far for nothing.

The King did not really wish to behead him, in fact it had been the last thing on his mind, but he had never before been confronted with anything as spellbinding as the stopafix and he thought it worth the pangs of his conscience to possess for himself a thing of such immeasurable beauty.

On the footpath, at the foot of the pole, which bore the strange little person's head on high, the King sat down with his coloured crayons and began scribbling these words: "This poor deluded man". Passers by, hurrying this way and that from home to market place, from temple to school, paid but scant attention to the tragedy being enacted before them.

GEOFF PEARSON



In some ways the poor deluded man reminds me of myself as School Captain, trying to get something done. At the beginning of the year, all very energetic and in a hurry to get things happening, I was slightly out of touch with practical realities; but as I see it now, progress needs time and patience. So considering some of the advancements that have been made during the year I cannot help feeling happy with the growth of the school.

This more liberal trend has been seen in the school in such things as: senior ties being brought in; several very successful school dances of a semi-formal nature have been held; the School Council has matured and developed as much as could possibly be expected in the time allowed.

My thanks go especially to Mr. Bowles and Mr. Smith for guidance and understanding. I also appreciate the help of Victor Moir, who at times had me wondering who was actually the School Captain.

As a Christian I would feel that I was leaving something out if I did not mention the fact of Jesus being involved in my school life. He has helped me as a pupil and as School Captain to be just myself.

MAL SMITH

The Prefects



(Back Row): M. Christensen, G. Warburton, R. Kasmarik, R. Kalinowski, B. Turner, S. McLeod, K. Guy, I. Lees, S. Frost.
 (Middle Row): M. Hutton, H. Lawrence, G. Frost, G. Callaghan, P. Griffiths, J. Taylor, J. Brodie, K. Gay, B. Kimberley.
 (Front Row): N. Fox, K. Edmunds, Mr. Smith (D.H.M.), Mal Smith (Capt.), Mr. Bowles (H.M.), V. Moir, D. Parker.

Mrs. Pritchard told us that there weren't any articles in the magazine on the prefects. So I thought I'd write and tell you all what a great bunch of guys they are. Not like the **other** 6th Form snobs who walk round the place with glasses on and encyclopedias under their arms making us pick up papers and stuff; the Prefects are more human. They also do their job great though, now once I seen a guy getting knuckled by two third formers and four Prefects came along and started to beat them up instead and it served them right too. Just to show you what a great bunch of guys they are even before they got elected they came around to us and was giving us cigarettes and that's another

reason why we like them not just cause they gave us cigarettes but cause they're great guys.

I got one thing to say, about once when we was on the train we seen two guys with white shirts, grey trousers and no ties coming up the train hitting all the kids from our school telling them to put their ties on straight and get their feet off the seats. We all thought they was Prefects so we did what we was told. And then later on we saw them get off the train and they was only wearing normal ties and laughing and they had books under their arms too. We don't reckon the Prefects should allow this cause it could confuse a SMALL person.

Signed: A Small Person.



Student Council



MINUTES OF THE STUDENT COUNCIL 1972 MEETING 1.

M. Smith moved that the meeting be adjourned due to poor attendance. This was passed unanimously by M. Smith. However, M. Smith objected that the motion was unconstitutional as a 70% attendance was needed for a motion to be passed. M. Smith consequently sat there till the bell rang.

MEETING 2.

The meeting was attended by all members, who had the added incentive of a threat of punishment by the Deputy Head if they did not attend.

M. Smith moved that the next meeting be held in 3 weeks time. Five speakers spoke for the motion, and five against for a total speaking time of 38 minutes. Due to lack of time, the meeting was concluded.

MEETING 3.

Shaft B. Hind moved that softer toilet paper be made available. M. Smith advised that in such matters, the Headmaster was the final authority.

M. Smith suggested that the Headmaster could now attend Council meetings, as all 1st Form members had attained the height of 5ft 2ins. Previously the Headmaster had declined the invitation on the

grounds that he might intimidate the smaller members of the Council. The Student Council was advised that the school would again support the Freedom from Hunger Campaign. The Council was elated, as they had been trying to obtain more garbage bins for four years. At 1.14 p.m. the meeting was concluded after it was discovered that, through boredom, the timekeeper had developed a fixation on his watch.

MEETING 4.

M. Smith moved the Student Council be disbanded. For the first time in Council history, no negative speaker came forth. The motion was signed, sealed and delivered to the Headmaster in 14 seconds flat. During question time, a long-standing member of the Council asked:—

"Why didn't we get rid of it before?"



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Mr. K. R. Cleary,
Mrs. R. Horner,
Mr. J. O'Sullivan,
Mrs. C. A. Pritchard,
Mr. P. W. Pulsford,
Miss R. Sakker,
Mr. R. W. Smith (D.H.M.),
Mrs. M. J. Symes,
Mrs. H. M. Taylor,
Mr. J. Willing (remedial activities),

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Mr. R. J. Elkin,
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Mr. P. R. Johnston,
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Mr. B. W. Smith,

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Mrs. J. Craddock,
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Mr. A. Young,

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Miss D. Londy,







Comments from the Library or Bookroom Blues

School Librarians throughout Australia are using a new vocabulary: Cassette, tape, master, listening post, module, slide, picture file, pamphlet file, audio-visual booth, language laboratory, video tape, projector, copying machine are used as confidently as the word, "book." This launching of the library into the multi-media field has great potential as it represents variety of approach and communication in the idiom of the age. Many hazards are implicit in the new trend. Lack of staff and space to aid assembling and distribution as well as reliability and quality of much of the equipment, most notably the cassette itself, leaves much to be desired. Local radio interference during recording of ABC Broadcasts has been a most frustrating occurrence but the patient pursuit of the solutions to all these problems is slowly yielding results. Let us hope the technologists soon present us with a heavy duty, reliable cassette. Six small cassette players are due to arrive soon and will be placed on loan and the long awaited extensions to the library should soon provide us with a workable Audio Visual Area. "Hardware" and "software" for such areas are expensive, our present demand often exceeds supply so with the advent of the new area emphasis on such spending will be mandatory.

The reliability of the five cent in the slot copying machine has met with general student approval, we are very fortunate to have this facility. Our dictionary catalogue is basically complete and extra cross referencing is being added regularly, this plus a 1972 complete bibliography of books and non-book material in the library renders your research a directed affair rather than a vague one.

This year our Encyclopaedia section has been enriched by the arrival of the Britannica, 23 Volumes, and the Americana, 30 volumes, both very favourably reviewed works. The World Book with its Year Books is still popular with the Junior School.

Our Life Books total 126, we subscribe to 31 magazines and 6 Associations of a scholastic nature. This year (June to June) with the benefit of the Commonwealth Grant augmenting our income we have accessioned 2,400 books, records and cassettes.

The opening of the Hornsby Municipal Library within walking distance of the school has caused a great stir of excitement and Asquith boys have now only to add their own determination and effort to acquire the necessary knowledge for success. Instruction and guidance in the classroom, dual library facilities and the enrichment of Audio Visual material leave little more to be desired. Depth understanding of subjects is vital, I feel some seniors, particularly fifth formers could spend their private study periods more constructively, they are depriving themselves of an opportunity they should not miss, this saddens me at times. Overnight, period and general borrowing is very healthy and many enthusiastic students delight us daily.

Our thanks to the Librarians, they are selfless, wonderful boys, our First and Second Form day-librarians, do an indispensable job also and do benefit from one day each per year in the library, they leave wiser and better fitted to use the Library. There are many unsung heroines in the form of mothers, who assist us in mending, covering and typing, their assistance has been most timely this busy year. All school libraries are desperately in need of extra staff in order to fulfil the intent of the Library as the School's Central Resource Centre. We need this help . . . NOW!

Boys, without the Ladies' Auxiliary, the Canteen they staff under Mrs. Betty Taylor's leadership, and the P. & C. Association, there would be very little money. We thank them all sincerely for their generous support.

Our future is bright but the effort made is only worth it if students realise the value of the library help now available to them. Don't rationalise your degree of success or failure, keep working until your insight into your subject makes work a pleasure.

LIBRARIAN.

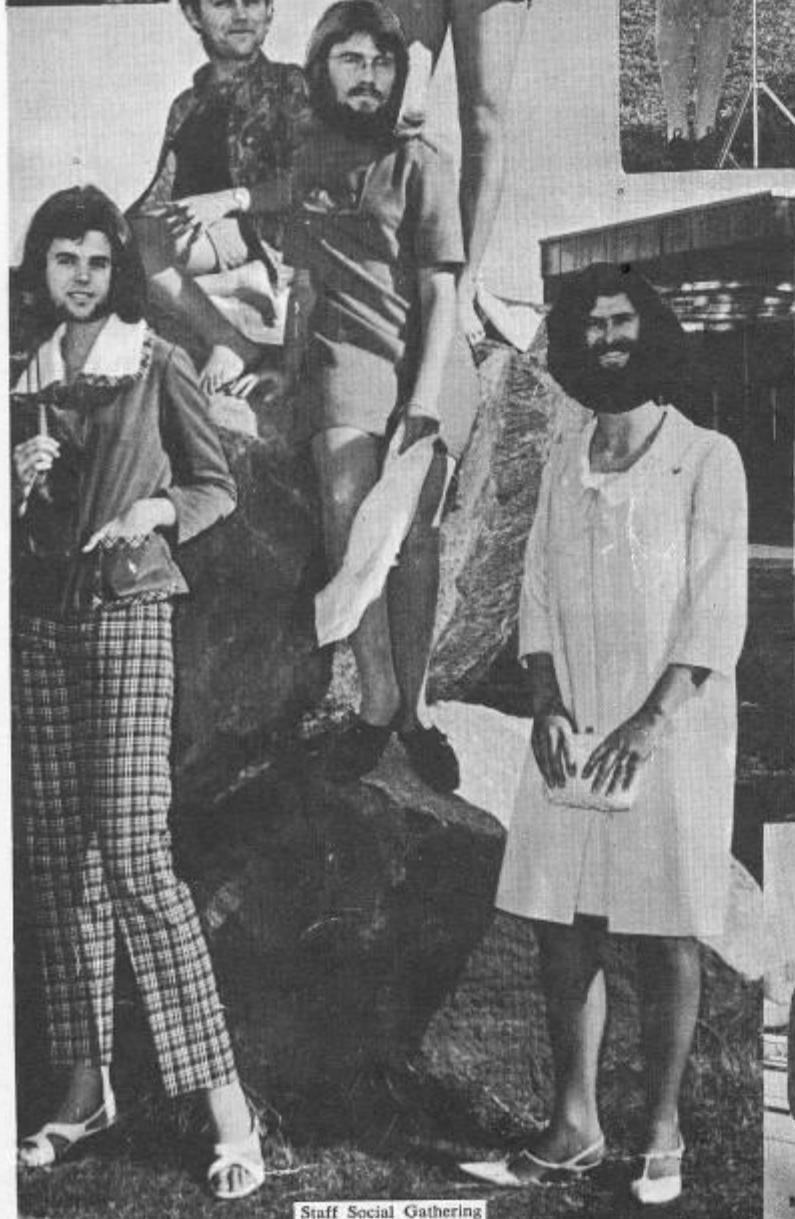


STAFF ACTIVITIES

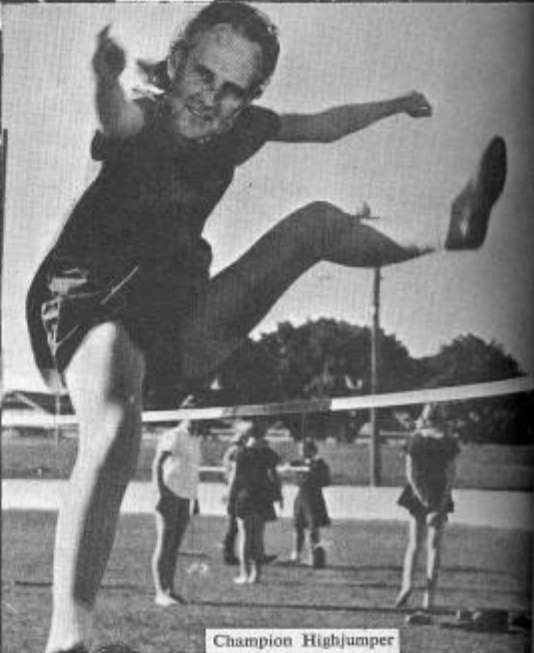
!! !!



Staff Band



Staff Social Gathering



Champion Highjumper



Maths Cookery Team



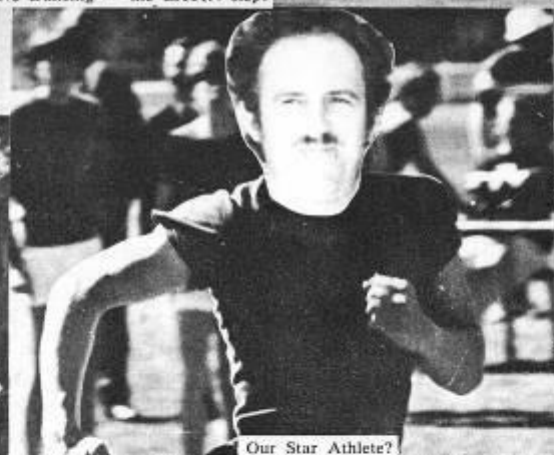
Creative Dancing — the LATIN step!



Our Star Tennis Player



Model & Mannequin of '72



Our Star Athlete?



Staff Biology Lesson



ZONE
SWIMMING



A Constant player of "Love"

OFF THE CUFF

Asquith Boys' High School's 1971 Annual Speech Day saw the presentation of a new kind of entertainment. The musical Cantata, "Jonah Man Jazz", was presented at the conclusion of the occasion.

Accompanied by Mr. Saunders on drums, Miss Londy at the Piano, and Ian Lees on bass Guitar, it was ably narrated by Alan Scully, then of fourth form, and judging by the volume of applause the audience enjoyed every music-filled moment.

On behalf of the School, the Northerly Committee wish to thank the Music Department for their efforts and hope to see more productions in the near future.



Easter this year saw the departure of one of our most dedicated staff members. Mr. Jones, the Master of the Department of Manual Arts took up the position of Deputy Headmaster at Ryde High School on the 7th of April. We wish him well.



Before the recent French nuclear tests in the Pacific Ocean, a group of sixth formers decided that they should try and do something about it.

After some discussion, Paul Robinson rang Mike Willesee to find out how we could help. Mike suggested that we should ring his sister Gerri at the Wayside Chapel. Gerri was pleased that a group of High School Students had decided to help in what ever way they could. She said that if we wanted anything printed that we should bring it into her and she would have it done. With the assistance of Phil Thirgood, Chris Reynolds and Paul Robinson, I went to the Chapel to see her. When we turned the corner into Hughes Street where the Wayside Chapel is, there was one Police wagon and two police cars which had pulled up outside to "raid" the Chapel. It appears that it was because of an illegal demonstration that the Chapel had organised outside the French Consulate.

Our pamphlets were to be ready by 5.00 a.m. the next morning, so Paul and I got up at 3.30 a.m. in order to get them and get back to school by 8.30 a.m. to hand them out at the station. Unfortunately, because of one thing and another, we got back at 2.30 p.m.

Paul took a bundle to hand out at Asquith and Orson Saxon and myself stood on a corner in Hornsby handing them out. The three of us handed out several thousand copies in under half an hour. We had great success and found that many people supported us in our activities.



YOUTH EDUCATION SEMINARS

Y.E.S. is a non-profit secular organisation totally independent of the government and the Board of Education. It exists upon donations and subscriptions to the Y.E.S. journal. Just a brief answer to your inevitable question "What in the hell is that". We have been attending what Y.E.S. terms their "first level" course. That is the first of three courses covering three years. They are as follows:

First year — 8 seminars and a residential camp for fifth form students.

Second year — 6 seminars and residential camp for sixth form students.

Third year — a one week residential camp at N.S.W. university.

The aims of the courses we are attending are, as Y.E.S. put it:

- a) to provide the participants with factual information about problem areas facing adolescents in this decade.
- b) to provide occasion and stimulation for the discussion of social and personal problem areas in a group setting.
- c) through the above, to develop a heightened degree of self understanding to enable them to better exercise an individual freedom of choice between alternatives which they face today.

The content of the course we are participating in is:

1. "Adolescents in society"
2. "Pressures on us"
3. "Personality; Why we are like we are"
4. "Drinking, smoking and other drugs"
5. "Sexual relations"
6. "Maturity"
7. "Our world tomorrow"

Theme for the residential:— INDIVIDUAL RESPONSIBILITY.

We feel we have reaped great benefits from this opportunity to crystallise our own attitudes to society. We have become more fluent in speech, quicker of mind and, I hope, a little more tolerant of others views and opinions.

All in all a most beneficial addition to our lives.

MICHAEL LEGG and MICHAEL STOKES.



One group operating within the School, who cannot go without mention are our wonderful cleaners. Unfortunately few people realise the work entailed in cleaning the school and all the cleaners have shown their ability by keeping it so spotless.

Congratulations to you and keep up the good work.



OFF THE CUFF

The School Anzac Ceremony this year was a tribute to the Cadet Unit who ably supported by the Cadet Band carried out the usual procedures in a well co-ordinated fashion which showed the time and effort which must have been expended on the ceremony.



At the beginning of this year Terry Veling of first form (1B) started a club called "The Help Australia Campaign", which aims to (1) Encourage the study of the problems of Australia's rapidly diminishing animals; (2) Raise money for the aborigines and (3) Help the unique plants and animals of Australia.



To recruit members he wrote a letter to the "Sun Herald" requesting them to print an article inviting young readers interested in the club to join. This found 9 more members for the club, from all parts of N.S.W. as well as one from Melbourne, and brought the total to 18.

Contact is made through a newsletter called "Kooragulla" — Aboriginal for Greetings, which is posted to the members every month. Through this newsletter, stalls, raffles and competitions etc. are conducted and raise money for such organisations as the "Aboriginal Children's Advancement Society" and the "Save the Kangaroo Committee."

On behalf of the whole school, the Northerly Committee wishes to thank Terry and his members for their efforts and hopes to see them achieve these aims.



This year Paul Phillips won the under 18 Heavy-weight Judo Tournament during the Police Boys' Club Week. This qualified him to go to New Zealand during the August-September holidays with a squad of 20 players from other divisions.



At the commencement of 1972, the State Government provided our school with two repair men to fix our broken and ageing furniture. Although repairs took longer than expected, the men have done a marvellous job and are to be congratulated on their achievements.

Now its up to YOU to see that our furniture stays intact!



LETTER WRITERS ANONYMOUS

Our start in the World Wide Organisation started quite by accident. As there was a disagreement over philosophies of life, our lunch-time organisation split into two distinct groups — the Revolutionaries and the Rebels. I was a member of the former, we were larger in number than the latter and after a bitter campaign we managed to obtain our premises.

This embittered the Revolutionaries highly and soon there were public fights between us. As we were essentially a peace-loving group we decided to defeat them by another means.

We thought about this means for weeks until we came up with the brilliant idea of contacting the most respected member of the Jet Set, the Epitome of Hollywood glamour, someone whose position would fill our enemies with awe. Who else could I be talking about but the one and only H.R.H. Grace Kelly of Monaco?

We sent the letter off one April morning. For the next two months we scanned the post excitedly hoping, praying that something would appear. But it didn't. So after a while we gave up all hope.

Meanwhile the two branches of the original lunch-time group forgot their differences and all was well again. Nothing more was thought of the letter.

That was until a rainy November Tuesday when one of the partners in letter writing received in his post a parcel from Monaco. It contained one letter and a personally autographed picture of the Princess and her family for every one concerned. Needless to say we were ecstatic.

Since then we have made contact with many famous people and in the limited space provided I will disclose the information.

Princess Alexandra, The Queen and Princess Margaret of England, Queen Juliana and the Crown Princess Beatrix of Holland, Queen Fabiola of Belgium, Grand Duchess Charlotte of Luxembourg, Princess Victoria Louise of Germany, Queen Sirikit of Thailand, Dowager Empress Ingrid of Denmark, Queen Anne Marie of Greece, Arch-Duke Marcus Salvador of Austria, Prince Don Carlos of Spain, King Faisal of Saudi Arabia, Prince Franz Joseph II of Lielutensstien, Empress Farah Diba of Iran, Vladimir Romanov Tsar of Russia and Dame Sybil Hathaway of Sark.

We have also written to many famous actresses, among them are

Gina Lollabrigida, Ginger Rogers, Lucille Ball, Lana Turner, Doris Day, Rita Hayworth, Bridget Bardot, Lauren Bacall, Claudette Colbert, Marlene Dietrich, Yvonne De Carlo, Bette Davis, Betty Grable, Ava Gardner, Susan Hayward, Sophia Loren, Kim Novak, Maureen O'Hara, Elizabeth Taylor, Ester Williams and Mae West.

We would like to thank the Mitchell Library for their valuable assistance in providing us with addresses.

Some of the interesting packages we have received have been travel leaflets from Queen Fabiola, pictures and books from Charlotte of Luxembourg, camera directions from Mae West and many other interesting articles and literature.



OFF THE CUFF

At the commencement of 1972, the Rotary International Youth Exchange afforded Ron Keith, a former student at Asquith, a very great opportunity to observe and participate in a foreign school system and society. Recently the Northerly committee received a letter from him:

Having been in America for over six months, I now begin to realize the worth of our own school system. The average day at Newton Falls High School, Ohio, begins at seven-fifty when we have home room (roll call). As you look around the room you notice something that would be unusual to Asquithians — girls, yes girls in a co-ed school system. At seven fifty-five we get the morning announcements over the P.A., with the usual voice of Mr. Hurd (the principal). He leads the school in the "Pledge of Allegiance" to the American flag. Naturally, as an exchange student, I stand and face the flag (one of which is in each room), but I do not say the pledge. After home room we have four, 42 minute periods, with three minutes between each period. At 11 we get half an hour for lunch. Then after lunch we have another four periods. At 2.30 p.m. we get dismissed from class. There are many subjects available of which I shall only mention a few: Speech, Journalism, English, Maths, Physics, Biology, Chemistry, U.S. History, U.S. Government, Spanish, French, Latin etc. The method of punishment is rather severe and painful (experience speaks), you are hit on the behind with a thing that looks like a cricket bat — not many people like a second hit.

I live only half a mile from school, the walk takes me about 10 minutes except when it's snowing, and when there is snow underfoot it takes me about 25. When the temperature is -20° outside and there is about eight to 10 inches of snow on the ground you have to slow down your pace a bit. Fortunately the school and the home, in which I live, are centrally heated to a comfortable 72 degrees in winter or I could have died or felt like I was going to everytime it froze.

It takes a while to get used to the differences in the way of life, but you do eventually. It's the small things like switches switch up for on instead of down. I feel sort of strange riding in a car on the right-hand side of the road, and there are different coins and paper money to ours.

I have also spent a few days in Canada. We went to Niagara Falls, so we went into Canada to get a better view. It was there, for the first time in six months that I heard "God Save the Queen". People called their mother Mum not Mom. No matter where I've been, no where even comes close to measuring up to home.

The American food is also very different. I have managed to gain over 12 pounds — most of the exchange students I know over here have gained — I blame it on the high sugar content in the diet. Lamb is hardly ever eaten, only as a delicacy.

The people over here are much the same as back home, most are willing to lend a helping hand but some enjoy hindering and making fun of you. I soon learned the subjects I could and couldn't discuss. For example, I shouldn't discuss war or the drug problem in any school (in the U.S.) and I shouldn't

compare the Australian and American systems and say I think the Australian system is better, because they think we are an insignificant nation who doesn't have anything better than the U.S. Also I'm supposed to use diplomacy when discussing foreign relations between nations so I don't tread on anyone's feet. The land of freedom and speech is not quite true because I am less free to express my views than ever before!



Parents & Citizens

At the beginning of 1972, 800 families were represented at the school, with enrolments in June being lower than for some years, at approximately 960 pupils. This is the number of students whose education is supported and supplemented by the P. & C., membership and donations.

During this past year, \$500 has been given to the library funds, \$100 to the annual prize fund, and otherwise, two students have been subsidised (\$20) to attend the fourth education Seminars. The last two boys who attended this week long series of discussions were most welcome when they addressed the May meeting, and told members just what had been discussed and about their experiences there.

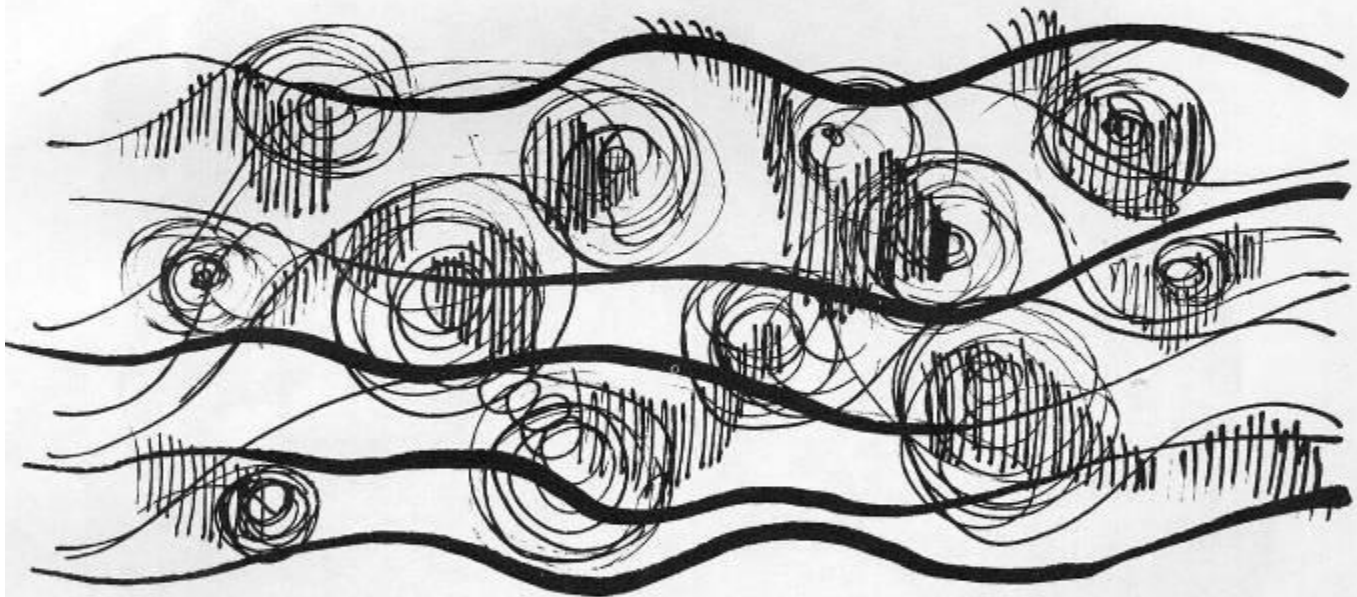
At the June meeting, Mr. King, the English Master, spoke to an interested, although far too small audience on "Changes in the English Syllabus". Members are grateful to the Principal and

staff for their co-operation here, as we feel that one of our prime objectives "to promote the interest of the school . . . by bringing parents, pupils and teaching staff into close co-operation" is being realised. With the support of more members we hope other staff members may be willing to tell us about their subjects.

The Association thanks Mr. Bowles and Mr. Smith for their ever-ready co-operation; we offer our congratulations to the Ladies' Auxiliary members, whose untiring fund support-raising efforts have supplied some expensive items this year; also to the senior students who raised \$370 for Hornsby Hospital. And we have a special commendation for the School Cadet Unit whose "efficiency and enthusiasm" was the subject of a congratulatory letter from the Department of the Army.

CARLENE SMITH,

Hon. Secretary, P. & C. Association.



Ladies Auxiliary

"Why didn't we get rid of it before?"

The Ladies' Auxiliary has had a pleasant and financially successful year. In April Mrs. Fay Dawson was elected as our President.

We have held a couple of morning teas with demonstrations, and the attendance of these has been most pleasant. The Annual Camellia show was held in July. A combination of hard work by the ladies in the stocking stalls and the garden club in organising the flower showings was rewarded in a most enjoyable afternoon for our guests, and a financially successful one for ourselves.

Athletics Day was held in August at Waitara Oval, and once again we saw mothers feeding the

5,000 (or so it seemed). Thanks to all those who donated food or helped at the oval.

A delightful outing was arranged in August, to see and hear Winifred Atwell. Later in the year we are to have a bus trip to the Rocks area.

A few mothers may have been disappointed on missing out on some of our functions. Owing to limited numbers allowed, one function was limited to regular Auxiliary members only. Otherwise the best way of finding out what is on, is to attend our meeting on the third Wednesday of each month.

A special thanks to Mr. N. L. Bowles and his staff for their help and support through the year.

Mrs. Pauline LaMacchia,
Hon. Secretary.

SIXTH FORM



YOU'RE FINISHED !!!!

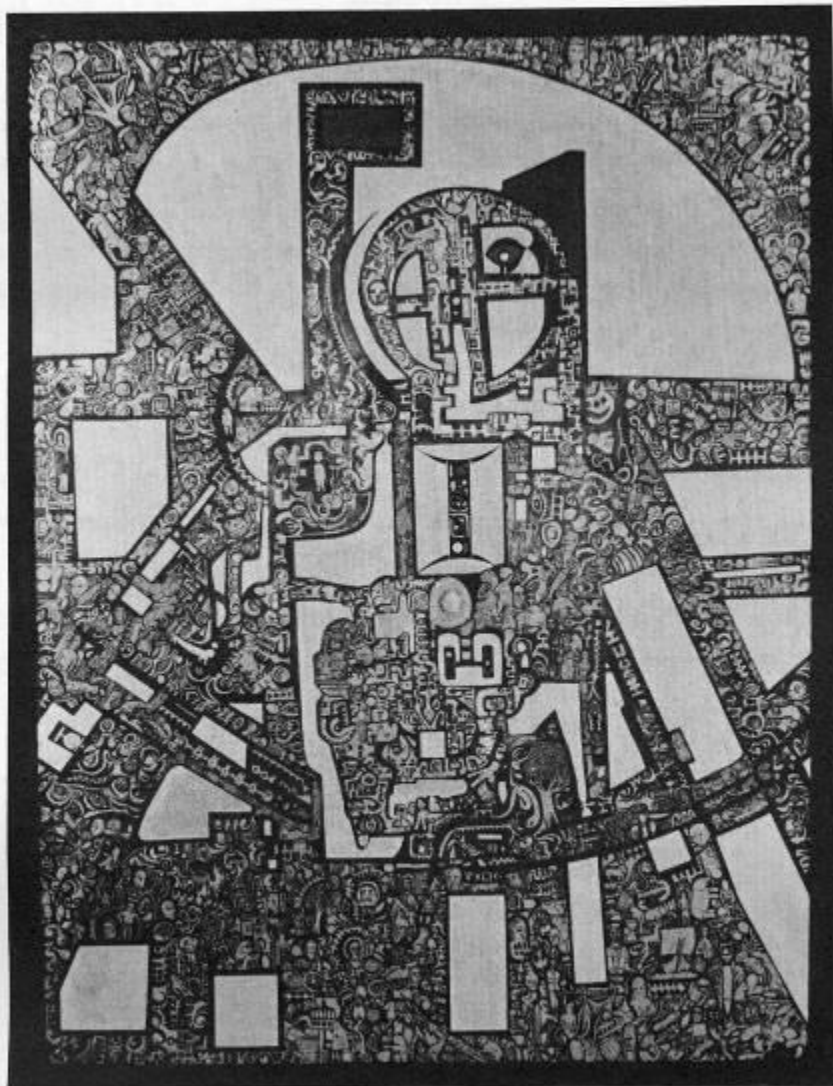




MAL SMITH



ARTS & CRAFTS



Derek Muncey 6A

STUDENT ACTIVITIES

FRIENDS, STUDENTS, TEACHERS, FEDERATIONISTS, LEND ME YOUR EARS!

I come to bury the teacher, not to praise him. The evil that men do lives after them, the good is oft interred with their bones; so let it be with the teacher. The noble Department has told you that the teacher was ambitious. If t'were so, t'was a grievous fault: and grievously has the teacher answered for it.

Here, by leave of the Department and the rest, (for the Department is a noble one!) come I to speak of the teacher's plight. He was my friend, faithful and just to me: but the Department said he was ambitious and had to go: and the Department is an honourable one. He hath produced many scholars who in turn did further education and raise the standards.

Did this in the teacher seem ambitious?

When the student suffered; the teacher hath suffered.

Ambition should be made of sterner stuff.

Yet the Department said he was ambitious, and sure, it is an honourable one.

So are they all, all honourable men.

I speak not to disprove what the Department hath spoke, but am here to speak what I plainly know. You all did love him once — not without cause. What cause withholds you now from paying sympathetic tribute?

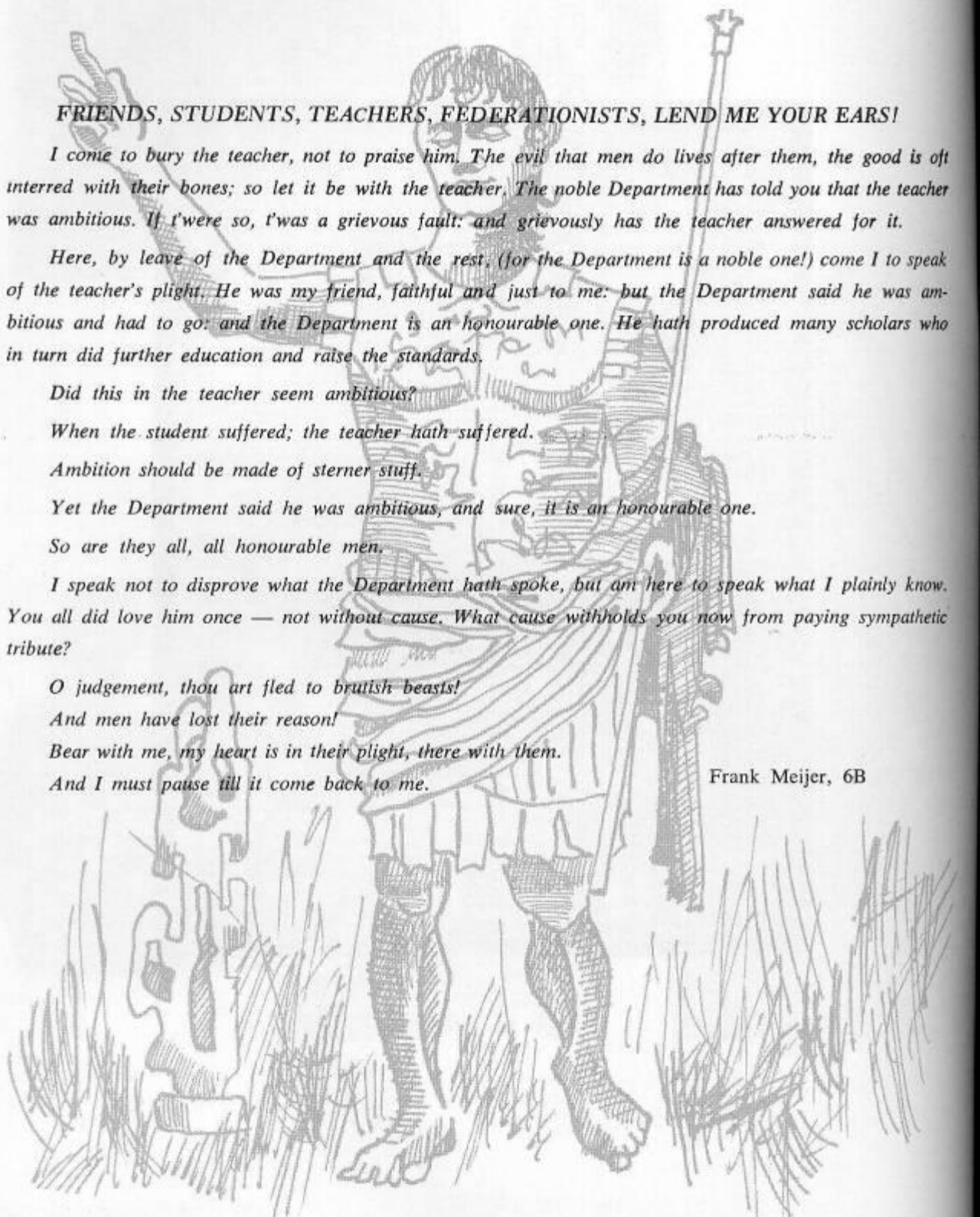
O judgement, thou art fled to brutish beasts!

And men have lost their reason!

Bear with me, my heart is in their plight, there with them.

And I must pause till it come back to me.

Frank Meijer, 6B



French Tribute I

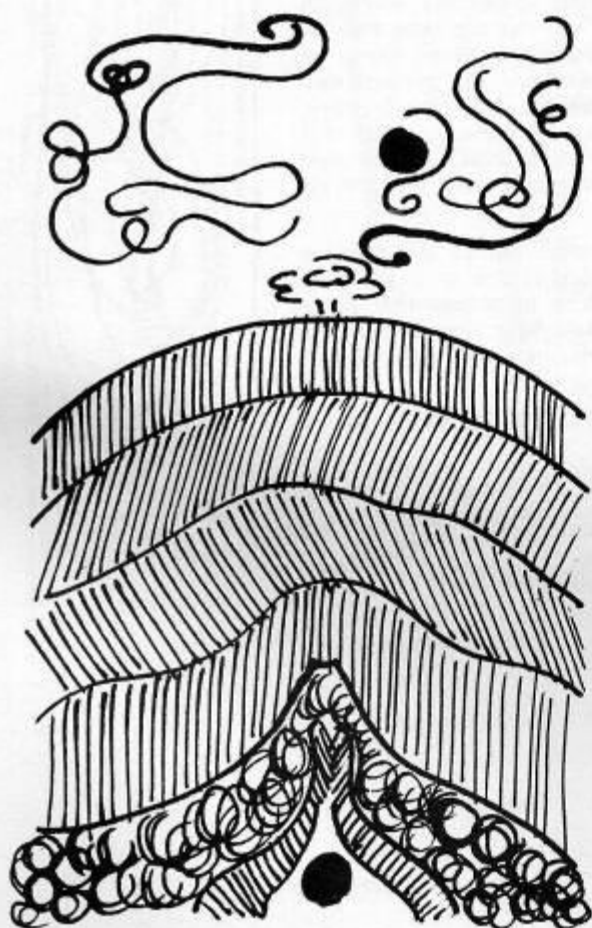
*The decaying ashes of Hiroshima
glow red again,
and we stare, impotent . . .
. . . thinking,
like cats into a headlight.*



French Tribute II

*ZAP . . .
The mysterious force comes, destroys,
Decays? mmm perhaps
Mutilates?
Disfigures?
Mutates?
No, its harmless.
If only . . .
well, if . . .
NAPOLEON STRIKES AGAIN!*

Neil Fox, 5B



The Earth

*It started with the earth,
and from the earth plants grew.
And the sea was there,
and from the sea life came.
On the earth there came,
animals and birds and plants and,
from them men came to be,
in existence on this earth.
Man brought with him his science,
and from his science he made machines.
Man made his own trap,
and became caught in it.
Machines were man's own trap,
and machines ran man's lives.
Machines fought for men and so men died,
along with the animals and birds and plants.
And then there was the earth . . .*

Simon Jones, 3A

Our Civilization Is A Lopsided Affair

Our civilization can be seen on several levels, spreading from the Australian society outwards towards Europe and into parts of Greece and Rome. The age in which we live has been termed the Atomic and Space age. Civilization can be seen in the light of its past and present, both are aspects of the one society and culture.

What use have we made of our knowledge, and how does this reflect upon our personalities.

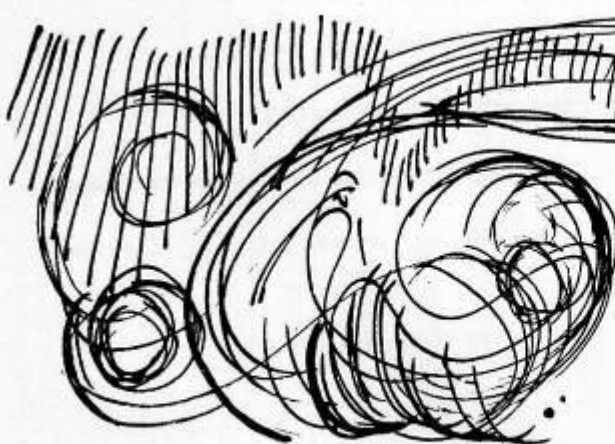
Since the Renaissance there has been a tremendous growth in the amount of scientific knowledge. In the last century in particular we have harnessed some of the earth's forces. And what have we done with these forces? Medicines, vast extensions of knowledge about the human body and mind, machines to save labour and increase productivity — all have increased human happiness. The "machine age", however, has cut both ways. Besides these advantages it has created a stereo-typed form of livelihood in the form of wage-slaving, provided us with the problems of pollution, the atomic bomb, war, and our sanity in this complex civilization.

Meanwhile, what about the development of human character? To view the advance of our civilization without considering the effects of religion, philosophers, musicians and poets would be incorrect. Besides the rebirth of creativity in the Renaissance period we must also take into account the tremendous build up of human endeavour over thousands of years. Have we not all benefitted from this great legacy of expression and art so that we are more capable today of entering these fields ourselves? Have not the efforts of people such as Aristotle, Christ, Leonardo Da Vinci, Shakespeare and Shaw given us a chance to understand ourselves and our world better than our Neanderthal ancestors?

It can be seen that our civilization is abundant with knowledge and with gems of human character and wisdom. But how can one say that we have enough wisdom, enough morality and integrity within our civilization until all fronts of human weakness and suffering are being abolished? Are not the present day problems of the Vietnam war, racialism, poverty, famine, political tyranny, insanity and crime an indication that we have a shortage of human values and that our knowledge is not being applied well enough? Until it would appear that all facets of human existence are on an upward trend, it would seem that we do have an imbalance within our civilization.

Civilization owes its existence not to pure knowledge, but to the creative forces and tides of human endeavour which use this knowledge as a pathway towards expression. In our case it would seem necessary to accept that these basic forces are permanently corrupt, or that we do in fact have a society that is underweighed on the side of human values, such as balance, self-control and wisdom.

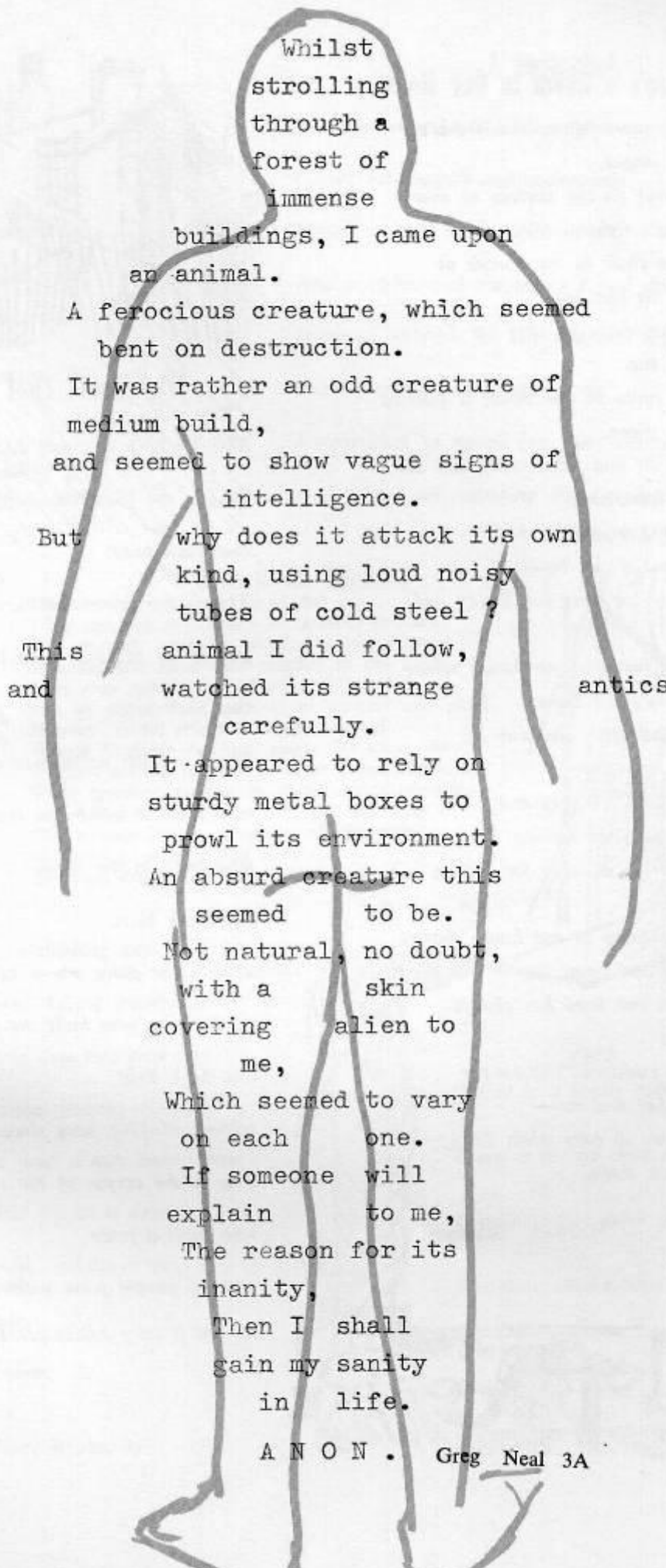
RONALD FERGUSON, 5A.



Little knoweth he of fear,
swither he of doubt.
Knoweth he less of far and near—
yet ventur'th forth he out.

Greg Simon, 4A





Whilst
strolling
through a
forest of
immense

buildings, I came upon
an animal.

A ferocious creature, which seemed
bent on destruction.

It was rather an odd creature of
medium build,

and seemed to show vague signs of
intelligence.

But why does it attack its own
kind, using loud noisy
tubes of cold steel ?

This animal I did follow,
and watched its strange antics
carefully.

It appeared to rely on
sturdy metal boxes to
prowl its environment.

An absurd creature this
seemed to be.

Not natural, no doubt,
with a skin
covering alien to
me,

Which seemed to vary
on each one.

If someone will
explain to me,

The reason for its
inanity,

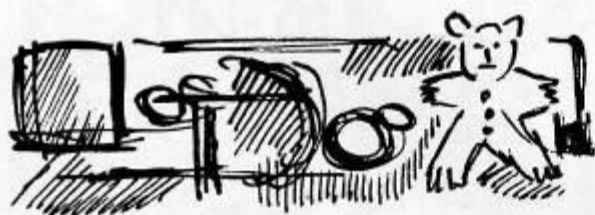
Then I shall
gain my sanity
in life.

A N O N . Greg Neal 3A

There's a Room in Our House

*There's a room in our house that's
airy and bright,
With books on the shelves so every-
thing's right.
There's a chair in the corner as
soft as can be—
That's just made so cosy for Teddy
and me.
The big room in our house is painted
soft green,
Where I sit and watch telly and eat
my ice-cream,
With a fire in winter that's
warm as can be—
That's ever so cosy for Teddy and
me.
There's a room in our house where
Teddy's not been,
Where Dad often sits with his
old magazine,
It's cold and it's grey and
plain as can be—
That's not at all cosy for Teddy
and me.
There's a room in our house that's
tiled and clean,
Where all our food has always
been
There's a cushioned seat for my
brother and me—
That's ever so cosy when Teddy
makes three.*

Warwick Nicholson, 1A



The House That Jack Built

*This is the house that Jack built.
This is the man who lived in the house
that Jack built.
This is the fence that surrounds the house
put up by the man who lived in the house
that Jack built.
These are the neighbours all forlorn
who tried to climb the fence put up by the man
who lived in the house
that Jack built.
This is the place where now lies the corpse
of the man who built the fence around the house
that Jack built . . .
rotting, stinking, long since forgotten.
This is the corpse of the man
who built a fence
to keep people from within . . .
instead it only **LOCKED HIM IN.***

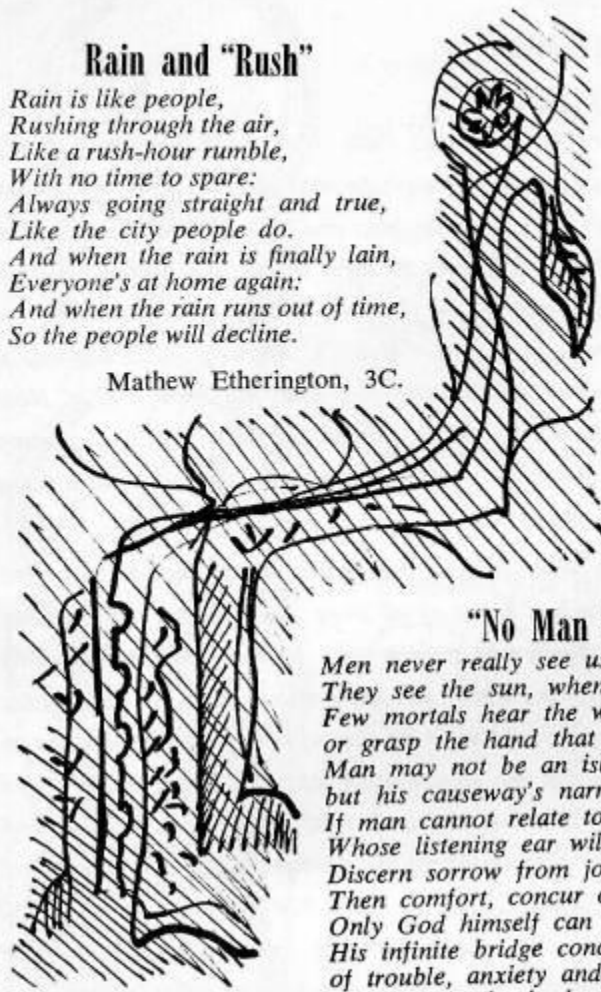
Michael Wilson, 3C

A Beginning

Rain and "Rush"

*Rain is like people,
Rushing through the air,
Like a rush-hour rumble,
With no time to spare:
Always going straight and true,
Like the city people do.
And when the rain is finally lain,
Everyone's at home again;
And when the rain runs out of time,
So the people will decline.*

Mathew Etherington, 3C.



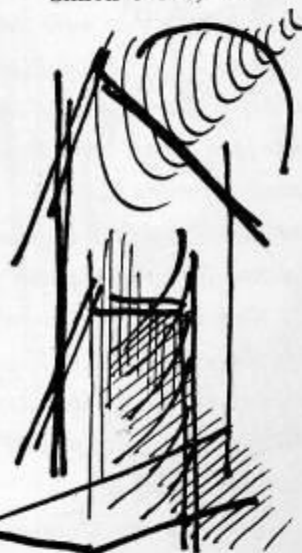
*One day when I was with nature,
I saw! with reality and spontaneity,
Myself in relationship with others,
And I understood the things I had done.
It stayed with me all day and that night too,
But when I awoke it was gone.
I went back to nature but there was no reality
And now I am searching along with others.*

Simon Jones, 3A

"No Man is an Island . . ."

*Men never really see us in our pain.
They see the sun, when all around is rain.
Few mortals hear the words we never speak
or grasp the hand that reaches in the dark.
Man may not be an island to himself
but his causeway's narrow, vulnerable and stark.
If man cannot relate to those around
Whose listening ear will gauge his every sound?
Discern sorrow from joy, anger from peace,
Then comfort, concur or chastise our caprice.
Only God himself can carry out this task.
His infinite bridge conquers all the seas
of trouble, anxiety and despair.
Through death, the harassed isles of Man, he frees,*

Ken Gay, 6A



Loneliness

*Loneliness is like a sleeping day.
Like Autumn leaves, falling gracefully,
And there, for some time they may stay.
The sight of an eagle, floating overhead
In search of food, with a mile sight range,
But today, no luck! for all is dead.
And here I am with nothing to do,
In a maze of wonder
Of the things in view.*

Gary Banks, 3C



Silence

*Silence is a lonely room.
There is always dark and gloom.
Loneliness can drive you mad,
Therefore silence must be bad.
Can you here a pin drop here?
Yes! Then silence must be near.*

Chris Atkins, 3C

The Art King's New Clothes or "A Grim Fairy Tale"

Once upon a thyme in a small town (like Jayholdenbergsteinsville) there lived Art King (Jason King's brother). Now this man Art King was awfully and aptly named because he was an Art King, he lorded over his Art Class at Jayholdenbergsteinsville Boy's High (they don't let boys and girls learn with each other in this decent, moral slipping community because they MIGHT get up to dirty things like carrying — the girls' — bags — and — walking — them — home — or holding — their — hands — or touching — their — lips — and — minds — with — filthy — words — like — "Hello"). Anyway Art King was a teacher of art at the Boys' High School, cause he couldn't get into the girls' one, not even in drag. Now he was a decent sort of bloke, except for his John Lennon Moustache, his longish hair and his pommy accent, but he did have the bad habit of wiping his hands on his trousers when they were covered in paint and when they weren't he used his shirt.

Now this Art King had two people in charge of him who thought they were better than he was and some thought they were dead right and some didn't know and worst of all some couldn't care less cos they didn't take Art (STOOPID THEY WERE, TOO). But these two people were both fighting for the title of Art Emperor (one of them was called Head and the other Mack) and these two used to go home every night and watch 'The Power Game' and read Macchiavelli's 'How to be Powerful and Nice' and come to school each day trying to be one up on the other one, or up one on the other side, depending on how you look at it. Little did they know that it would never work because they both read the same old books and watched the same old telly programmes and thereby they were cancelling each other out. At the same time Art King was really becoming liked because he played Kinks, Cream or Blind Faith records in class and was really liked by the boys while he played them and let the boys experiment cos all the time he was really teaching the kids Art, while all the others were worried about other things and other classes and sticking to the principles of being Art Emperor or believing it was dishonest to help a guy with his paintings when he needed it.

Then one day Mack and Head asked the Big Man With All The Pieces Of Paper In A Big Car and Big Job and Baggy Suit if one of them could become Art Emperor. So he came down and saw what was going on and how well liked everyone was by everyone because they all hated each other's guts (he missed the bit about the kids not getting taught, but who cares?) but everyone really liked him and he was a really good all Australian nice guy and when he was gone they hated his guts worse than they hated each other's. But the Big Man With All The Pieces of Paper In a Big Car and a Big Job and Baggy Suit really and truly solved the problem. He put Mack in a new 60ft. High School far away from everyone at Jayholdensbergsteinsville and do you reckon they made Art King, Art Emperor? Not on yer life, they brought in a new Art Emperor with (relatively) short hair and a beard and an Aussie accent. So Art King decided it was time to dress up so he bought himself a pink see-through shirt (and now he can get into the Girls' school in drag cos he's tried it).

And that just goes to show, don't it?

Peter Beckett, 6A

Who can lift pies, sausage rolls, chips, schooners, cigarettes and

"playboy" magazines in a single heave?

Who can bend a cane with his bare hands?

Who is faster than a speeding female?

Who can leap tall bristles with a single hop?

And who can only be killed by the devastating glance of a bunny

from Jerusalem?

None other than the famous "Super Spike" alias Bazza McKenzie. Nearly

every day you can hear people in the street . . . Look! Up in the sky!



Is it a woman? No!

Is it a man? No!

Is it a hustling eunuch? Yes it's

"SUPER SPIKE"!

Yes indeed, Super Spike is the living legend of brutality, slobbery, drunkenness, introverted exhibitionism and altogether the epitome of everything that is antiseptically moral!

Simon Jones, 3A

An old newspaper cutting from 1965 of Super Spike posing modestly for cameramen after defeating the notorious "Sunday School Gang".

Democracy and Education

We all know that democracy is based on the assumption that all people are equal. But let's face facts — people are only equal in that they are only human (although the Australian attitude to women even denies this equalness) — but here similarity ends. Whether we like to admit it or not some people are more practical, scholastic or of greater physical prowess than others. Thus all men aren't equal.

However, at a school level the education system is determined to preserve democracy by ensuring all students become equal. The problem lies in that it does not want students to be equally good, but equally mediocre.

Level 1 candidates are avoided like a politician's issue. Schools would rather all students to be sitting for level 2 or 3 since level 1 students require more student's equipment and effort. However, a school can't admit to an anti-level 1 student policy, and thus phrases like "It does not fit in with the timetable" and "We do not have the necessary equipment" (and don't intend to get it either) manage to guide students into mediocrity.

The unpopularity of students who do level 1 subjects is nothing compared to that of students who attempt to shun mediocrity by doing more than the normal number of subjects or unusual subjects (who's ever heard of a school trying to have students do 6 level 1's or Hebrew and Japanese). However, the school solves such problems by making the interested student feel inferior if he takes such action.

(a) "Do-gooders" show the VALUE of doing other subjects.

(b) The student is reminded that it is "queer" to take such subjects as Music and Latin, etc.

The concept of making a student feel abnormal is even carried into the sports field. We must frown down on a student who would rather use reflexes, cunning, agility and control against an opponent in table tennis, than just brawn and speed in a rugby union game.

But what is really ironic is that these forms of deviation from the normal occur in about 10-20% of students, yet psychologists will not even consider behaviour abnormal unless the incidence is less than 2%.

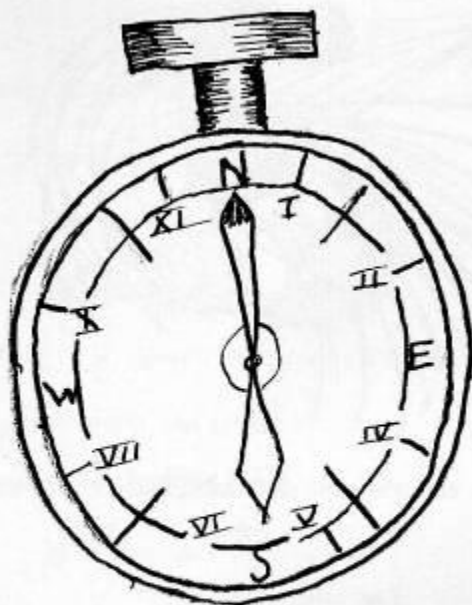
Then, I suppose as administration personnel look over these minority groups, they are self-righteously proud that they are leading the students to the golden standard of Australian democracy, mediocrity.

sixth former

The Blackboard

There it sits, lifeless, never moving, stationary all its life. It's surrounded by the occasional piece of paper on which is printed news of the present, suddenly becoming the past. On a perpendicular slab it hangs, condemned to be of some use to many who see it all day and dream of it at night. If you imagined it had feelings you could understand why its colour suits it. For if it were you, you would know why it has turned green with envy in watching the moving, the free, the intellectual, the independant, coming to and fro at will, not being caged in and attached for eternity.

Bruce Turner, 6D



Death of a General (Contemplated)

Guitar flashes and screams high
up to the temples and veins behind his eye
drums pound through the darkness
like blood through his head the room a mess
Of light and black and red dances like rhythmic
impatient prisoners being led to the final music
like rags tied to a pole and shaken
in the slow motion of light guitars and women.

Cameras drill and snap to attention to record
a military youth (his hair frowned upon by
cropped older brows) marching to join the stored
clothespins. He clips himself to his rope: a fly
sings to his mind: he must stay as still as a
photograph
(the old bristled man steps closer as relentless as a
tank
or a fly in the eye). The khaki inspects the new staff
of linen pegs, while a delicate musician causes
twitching in the ranks:
old bristles retreat into a khaki carrying case
(the fly follows them as they go) leaving clothespins
to unclick
themselves: and the cameras to be ripped from their
embrace
and disembowelled for their memories, a cellophane
drumstick.

Head throbs like a trampling drummer
While the blood behind his eyes soars and waits
Like an electric guitar
music that makes him dance
left foot, right foot, left foot, right,
left, right, left, right, left, right, left
brain staggers like a general in disco
singer collapses as if bayoneted.

Peter Beckett, 6A.

The Red Balloon

*I see a red balloon in the sky
it flies there so alone.*

*Red on blue,
against the clouds.*

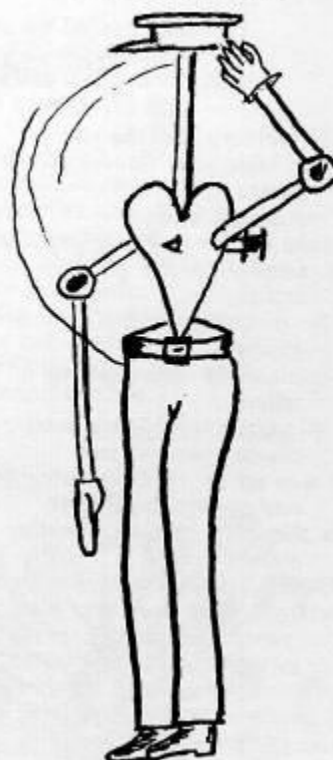
*How patriotic!
red balloon,
white clouds
blue sky.*

*That balloon is like your patriotism;
conspicuous, high flying and out of touch.*

*You profess a love for this
dirty crowded polluted land.*

*I think you are slightly mistaken,
like the people who send red balloons up in to the sky.*

Peter Beckett, 6A



Coach Starreveld?

*A gentle teacher he may seem,
But hell how he trains our soccer team.
On the school oval pushups galore,
One, . . . ough . . . two, can't do no more.
Around the oval he makes us run,
Swears in Dutch when he can't make one.
For three whole hours at us he'll shout,
Then Frosty speaks, "What are ya about?"
"Gentlemen," he says, "will you shut up,
we want to win this Tasman Cup!"
Through weeks of training, patience and skill,
Starreveld our hero, will make his kill.
We're all in good shape thanks to him
And maybe this Thursday we'll give him a win.
Though to "Normo" we gallantly had to go down
We're ready, Mr. Starreveld for mighty Bankstown!*

Critical Review Of Little Jack Horner

"Little Jack Horner" is yet another work of literature in which the life of reason and social order is compared to the life of emotion and natural passion. Little Jack Horner is not prepared to frustrate his sexuality in a non-sensual society. His feelings towards the ripe, juicy plum can best be likened to those experienced by Marvell in "The Garden". Jack publicly displays his sensuality, pulling the plum out with his thumb. He refuses to be pressured by society into carrying out his attraction to the luscious pie in terms of a mechanical action involving society's cold, passionless knife and fork.

However, the poet shows that the sensuality of Jack is far preferable to the obedience to social rules. Although Jack is shunned by society and must eat his pie isolated "in the corner", he is able to achieve a certain inner peace and exclaims self-righteously "What a good boy am I". I have shown without a shadow of a doubt that the theme of the poem is that we must live sensually and emotionally even at the expense of breaking society's rules.

With apologies to C. A. PRITCHARD.

SNAIL

Slow

Sly

Small

Trying to hide

Squash

No Snail



Stephen Joyce, 2B

The Wind on Granny

Through every nook and every cranny

The wind blew in on poor old granny:

Around her knees and in each ear

And even up her nose I fear.

Through the night the wind grew worse

It nearly made the vicar curse:

It blew the tower off the steeple,

Missing him and other people.

It blew on man, it blew on beast,

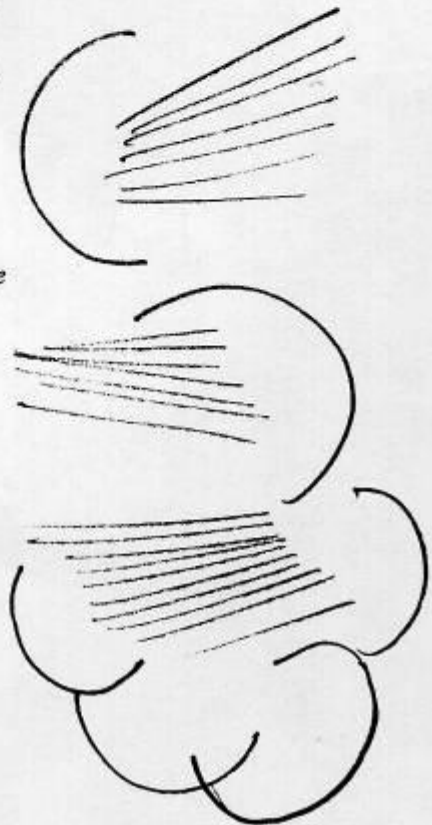
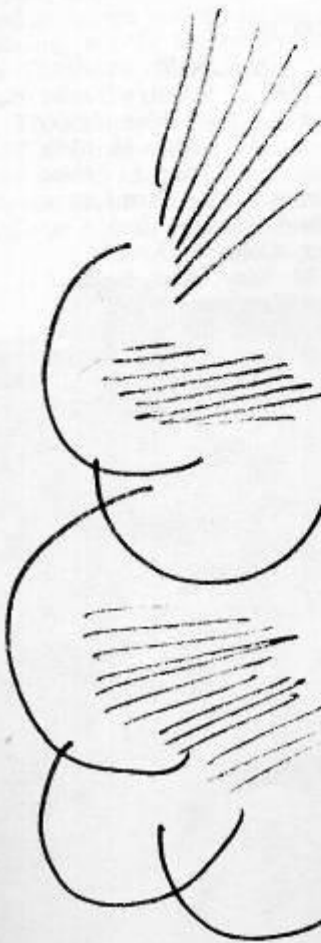
It blew on man, it blew on beast,

It blew on Nun, it blew on priest:

It blew the hat off Auntie Fanny,

But most of all it blew on Granny.

Michael Body, 3C



Outside My Door

Outside my door,

the insect enjoy the morning air,

A day of sunshine.

It may be their last.

And the carnations grow for freedom,

How they wish they were free of that pot.

A pee-wee sings its joy,

sings its joy to the other birds,

who are all wild and free: unlike me.

A tiny ant, a resident of the garden,

drowns in a sea of fresh water.

It struggles, but it will not get away.

Sends forth ripples, but the ripples too

will die away in time.

For the ant is me, and the pool is death.

Like the ant, death will one day catch

up with me, and like the ripples, slowly flattening,

I will be forgotten.

Stephen Cobourn, 20

The Fallen Leaf

The leaf was like a crumpled

of brown paper,

a puff of wind and it floated

like a feather,

It came to rest in a nest of leaves

Don Aylett, 10

THE ANT

He is a member of a modern community

A small insignificant ant.

One among thousands

I snigger at his seemingly senseless wondering

But the snigger dies away.

As I look to the ground, I look to a mirror

A mirror that reflects life.

He becomes my friend,

If only for a few seconds.

As I see him wondering,

I see myself.

COLIN McKENZIE

*"You evil fiend! Your type — I know your kind
will grab at all you can, so all you see
is yours! You're very clever, yes, but not
enough! For deep inside I know your mind,
your vicious, evil mind which stops at nought
to get its own design for all to be
as you would have. It makes me wonder what
is left for us, you evil, evil sort!*

*I know what you have done: your twisted views
you threw at us; damnation cries at all
you did: you forced your thoughts, ideas and views
of all you felt, and tried to make us fall
to all your evil ways. You evil foe!*

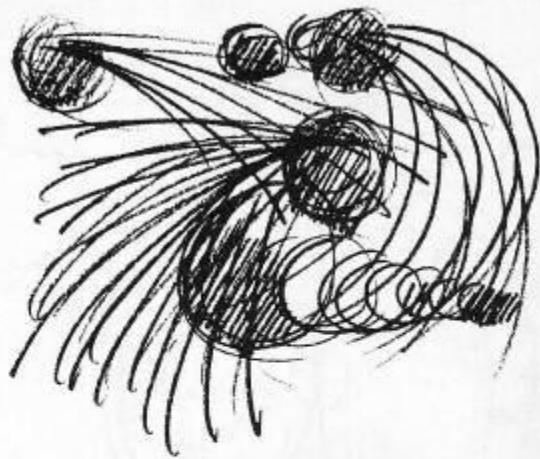
I know your ways, and know you'll have to go!!

Mark Simon, 6A

City Girl

*You were a girl of the city.
Your night hair flowed as the people on the street
flowed.
Your breath halting
as the cars at traffic lights do, suddenly with a squeal
of wonder at the pictures displayed by pavement
artists.
The transistor radios of your world were the sky-
scrapers
broadcasting their rhythms of trucks and newspaper
sellers.
No solitary night-time walks down the muddy
country lane for you:
it was up at the Cross with the drunks and tourists
and cement-faced boys
in the bizarre black, swirling, sidewalk waltzes we
had.
The dark detergent pack set afire
with red, blue, and white glass tubes
that proclaimed us all over the city:
the city where we were invited into every match-box
to watch the matches slowly burn.
We never went in to see them flare:
you preferred the alternating current dance floor
where we never switched off or turned down:
and later to quickly blow out the candle.*

Peter Beckett, 6A.



We Laughed

We saw a cripple,

The other day.

We laughed.

But I saw that

You had pity

My rich uncle died

And we had a party.

We were gay and I had fun,

While you cried.

I began to think.

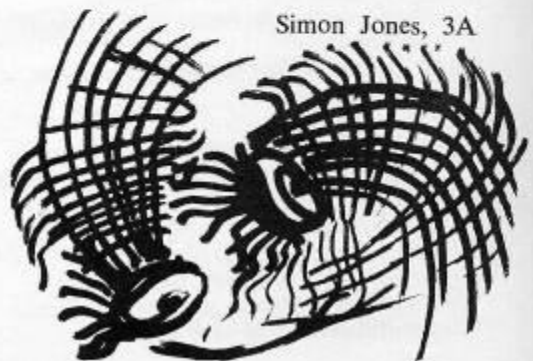
We were driving today

And we ran over a cat,

Everyone laughed except you and I,

We were sad.

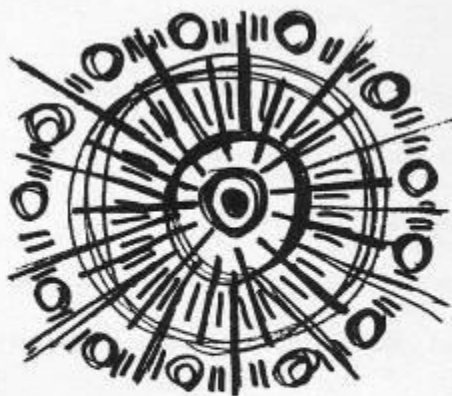
Simon Jones, 3A



"Which Love?"

*She was the beauty of the heavenly galaxies:
And shone with twinkling brightness
that even glowed in the depth of night.
Yet she possessed a cold chill—
That of a winter's day: before the sun had risen
to warm the chilly air.
Her heart murmured with the calmness and tranquillity
of a thousand waterfalls—
Far in the distance—
Away from man's harm.
Yet man had interfered with Nature.
For he had smeared her beauty with his selfishness.
He had projected scrap iron far into her heart:
Distorting her beauty with selfish actions:
Distorting it: sending her to slave at man's work,
So that he could join his mates at the "club":
for relaxation.
Yes—
Man was invading woman's beauty and
The skies that lay above him.
In the name of science they call it—
Or are they really invading her feminine ego
That has perhaps managed to survive for century
upon century—
With the coming and going of civilizations
on earth?*

Raymond Marshall, 5B



*She dropped her gold medallion
On her flight through the dying grass
On her grey once silver stallion
She rode off to flee her past.
The brown of the ageing bronze reflected
Sunlight growing dim,
And the cry of one rejected
As she groped to find her him.*

*She told me of the dream she'd had
Of sky and trees and flowers:
Of a castle in a lily pad
With flags and snow-capped towers:
The brightness of the armour
And the princes deep in love,
Of the working peasant farmer
and the white of a flying dove.*

*She seemed too young and beautiful
To be taken by surprise,
By the Servant, bold but dutiful
Who opened up her eyes.*

*Yes, I picked up her medallion
As she rode into the night,
And I stopped to watch her stallion
Take her off towards his light.*

*Rain is like people,
Rushing through the air,
Like a rush-hour rumble,
With no time to spare:
Always going straight and true,
Like the city people do.
And when the rain is finally lain,
Everyone's at home again:
And when the rain runs out of time,
So the people will decline.*

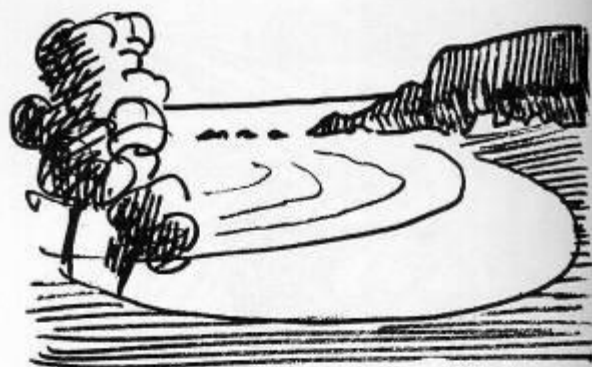
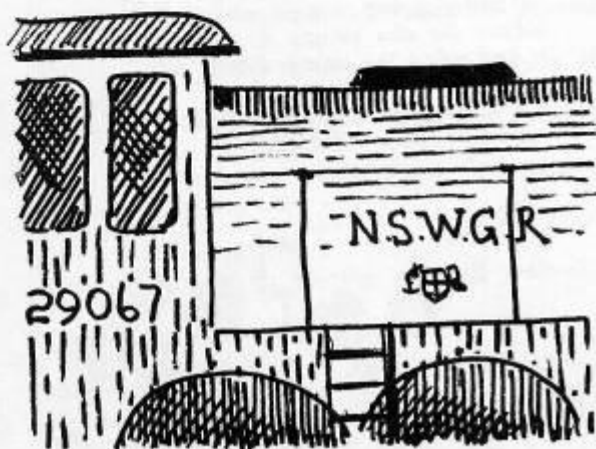
Allan Pogonowski 6A



A. M. Agony

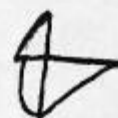
*At four o'clock my alarm bell sounds!
The clanking and crashing
of hooking and coupling
smashes my ears with intolerable suffering.
And when that big diesel engine really gets warmed up,
it screams and howls
and thunders and crashes
its way along the tracks,
pulling a host of jumping, rattling boxes of carriages
in jerks and bounds
into the beginning of a misty morning.
As the interminable noise continues,
signals penetrate my sleeping brain,
and as suddenly as that howling
metallic monster halts—
I'm awake!*

Peter Anderson, 3C



Afternoon

*I see a grey sky, yet the colour of the surf
is surprisingly blue . . . late afternoon.
Our two figures are walking close to each
other, yet close to the water line.
Occasionally one or other of us stoops to pick
up a beautiful pebble, an unusual shell.
Over the smooth platform and there we are
in a gentle grass field, pot-holed with rabbit
warrens. A look back — and all signs of
man have disappeared. There is the sea, the
grey sky and the landward backdrop is a
series of dark green forested hills.
A little distance ahead of us a group of horses —
poised; proud and very much aware of our
presence. A moment — and the large stallion
leads them past. We stretch out — the sky,
the long goldy-green paspalum drooping overhead,
the crows — the quiet of something very peaceful.*



SNAIL

Slow

Sly

Small

Trying to hide

Squash

No Snail



Stephen Joyce, 2B

The Wind on Granny

Through every nook and every cranny

The wind blew in on poor old granny:

Around her knees and in each ear

And even up her nose I fear.

Through the night the wind grew worse

It nearly made the vicar curse:

It blew the tower off the steeple,

Missing him and other people.

It blew on man, it blew on beast,

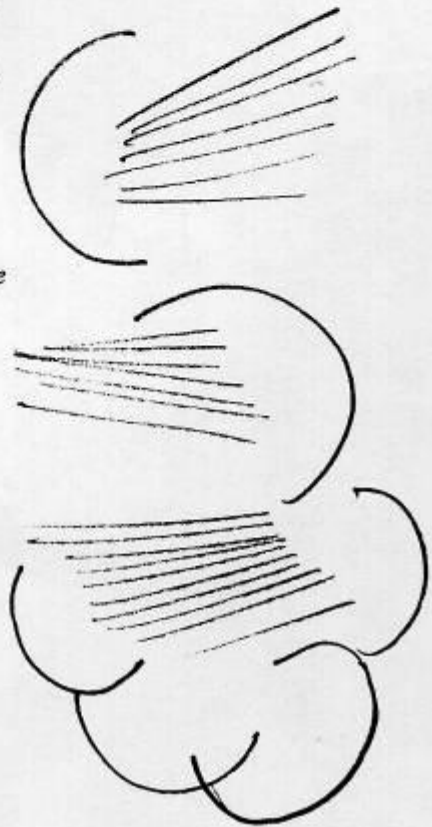
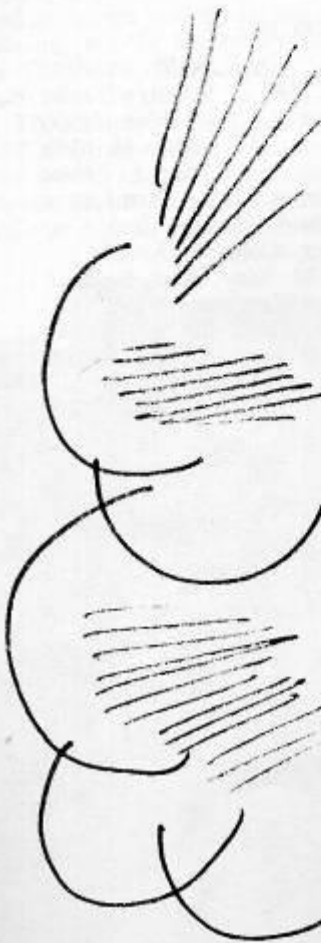
It blew on man, it blew on beast,

It blew on Nun, it blew on priest:

It blew the hat off Auntie Fanny,

But most of all it blew on Granny.

Michael Body, 3C



THE CAST:

EMPEROR	Alan K. Scully
MAMILLIUS	Garry P. Taylor
PHANOCLES	Bruce Smith
EUPHROSYNE	Roslyn Barker
POSTUMUS	Debra Thoms
CAPTAIN	Wayne Moore
SERGEANT	Brian Hodge
ATTENDANT	Wendy Pearse
SLAVE	Stephen Devine
SEAMAN	Greg Chamberlain
EMPEROR'S ENTERTAINERS	Brian Ardley, Paul Winnel

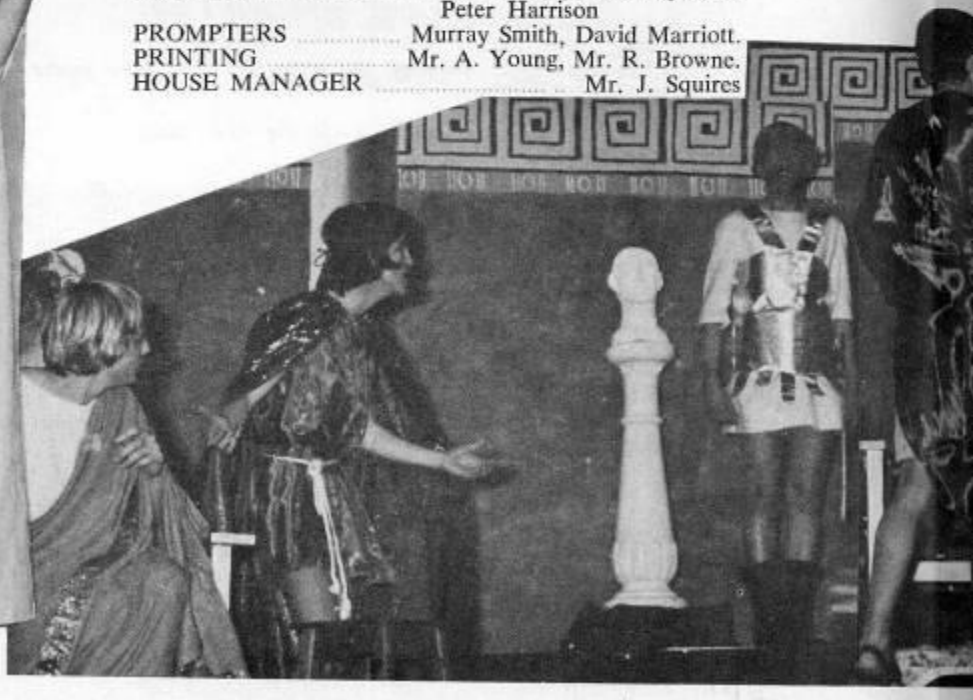


MUSICAL ARRANGEMENTS:

MUSICAL DIRECTOR	Mr. J. F. Saunders
VIOLIN	Sarah Jones
TRUMPETS	Len McPherson, Bill Bates
DRUMS	Phillip Godbier, Phillip Bennett

STAGE DIRECTION:

DIRECTOR	Mr. P. W. Pulsford
ASSISTANTS TO THE DIRECTOR	Garry Taylor Alan Scully
COSTUMES	Mrs. H. Moir
ART DIRECTION	Mr. J. Frazer
SETS & PROPERTIES	Simon Jones, Vern Lewis, Robert Howe, Carl Cot- rona, Colin McKenzie.
LIGHTING	Mr. N. May, Alan Spencer, Peter Harrison
PROMPTERS	Murray Smith, David Marriott.
PRINTING	Mr. A. Young, Mr. R. Browne.
HOUSE MANAGER	Mr. J. Squires



MUSIC & DRAMA EVENING

The acting of Alan Scully, playing the Emperor, was unusually good: pace, wit, invention, green underpants and the ghost of Doris Fitton in the back of the hall.

Garry Taylor collapsed regularly above Roslyn Barker, playing Euphrosyne and their tempestuous love affair became notorious.

Postumus, Debra Thoms, ("fill 'em up with Deb") was fine, steely, poised, menacing as a Roman General. After her sword slipped at rehearsals, Phillip Godbier and Phillip Bennet sung the parts of eunuchs and became full-time sword-makers.

I was impressed by the team work of the cast e.g. the attempts by Euphrosyne to seduce Mamilius, the endurance of slave Wendy who could not stop pouring drinks in a green sari, Paul Winnel's pig, Brian Ardley's dog and Brian Hodge's stunning performance as the Sergeant.

The Director is thankful to Mrs. Moir for her "scissors-hassle" with yards of opulent material, to Victor for standing around sexily, and to the cast member who nearly killed Alan K. Scully (don't forget the K) when he hurled a roman pillar at him.

The lighting was evocative, snap-crackle-and-pop, no lurching but a won-man grip. The musicians made noise. The Director has comment on one phase of rehearsal — the visit by Queen-Actor himself, our beloved Johnny, who used his imagination and endeared himself to the whole cast. He is now starring with Sir Laurence Olivier and Lauren Bacall in "Yes, Yes, Murgotroyd". It is rumoured that he is to play the part of J.C. on his return.

The director would willingly direct another play with the same cast. The prompters Murray Smith and David Marriott were unusually skilful; Stephen Devine laughed under the table; Bruce Smith, playing the part of Phanocles, mastered a difficult role

at short notice after the former Phanocles considered the role below him. Wayne Moore nearly lost his voice as the moronic Captain, a part which rather suited him.

The director was brilliant, inspirational, decisive, creative, handsome, mystical, and successful. He takes his place with the immortals!

DIRECTOR



Senior Formal Dance



This year's Senior Dance, which was a brilliant success, was organised by a number of 5th and 6th formers in conjunction with the Art Department. Thanks must go to these boys who spent hours decorating the hall for the occasion.

The decor was most effective: the "poor" lighting was appreciated by all and the scintillating reflections from the jungle of foil which hung from the ceiling made the evening just that little more interesting (to say the least).

The sumptuous range of foodstuffs was carted around to the various tables, nooks and corners by a few select Juniors. These boys must be heartily thanked for a job well done: they hung around all night and waited.

The Channel 7 band, "Seven of Clubs", provided excellent dance music at short intervals throughout

the evening. Next year we must remember to point out to the band beforehand that today's adolescents are really quite a healthy lot and do not require such frequent rests between dances.

The photographer, Mr. Arthur Hinvest, succeeded in taking shots at the most inopportune moments. After seeing the photos I felt that something must have been wrong with his camera to account for all the rather surprising positions people were found in.

A highlight of the evening was the bursting of several hundred balloons which were part of the decorations. Within 60 seconds there was not one balloon not bashed to death.

Overall, this memorable evening really went off with a bang!

Garry Taylor.



ARTS & CRAFTS



Frank Meijer 6B



Phillip Jackson 6D

School Semi-Formals



Both semi-formals were huge successes and the credit must go to the boys forming the band "Allied Harp". These boys gave up many weekends and nights to perfect their sound — which at times was so good the dance threatened to turn into an evening at the concert.

The lighting was quite spectacular (even when you couldn't see it).

We thank Mrs. Taylor for the use of the canteen and for giving of her valuable time to serve refreshments to the hot and thirsty.

Thanks must go also to those teachers who made it possible for the hall to be available for practice and to Mr. Bowles for his unending patience.

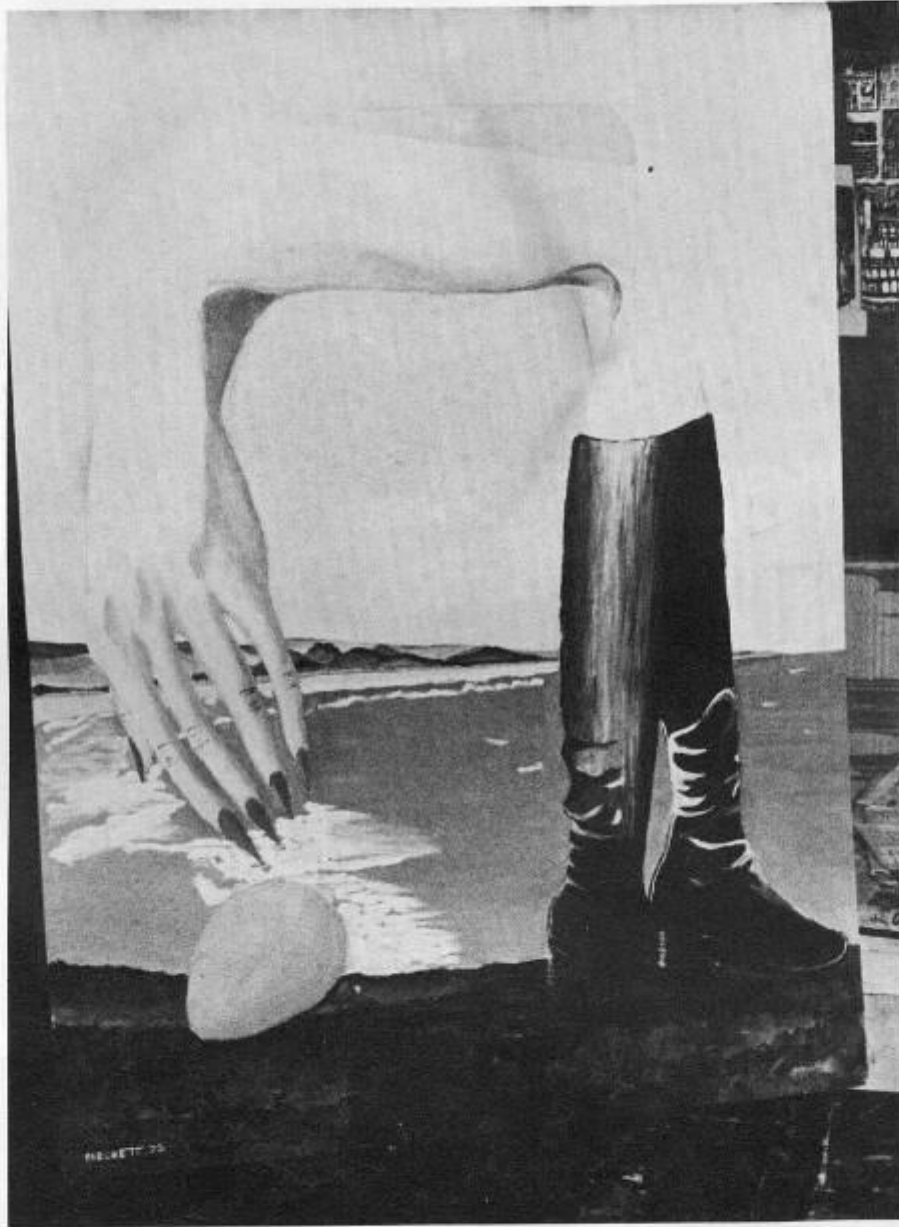
I am sure we can all look forward to bigger and better semi-formals in the future.

Your Promoting Genius,

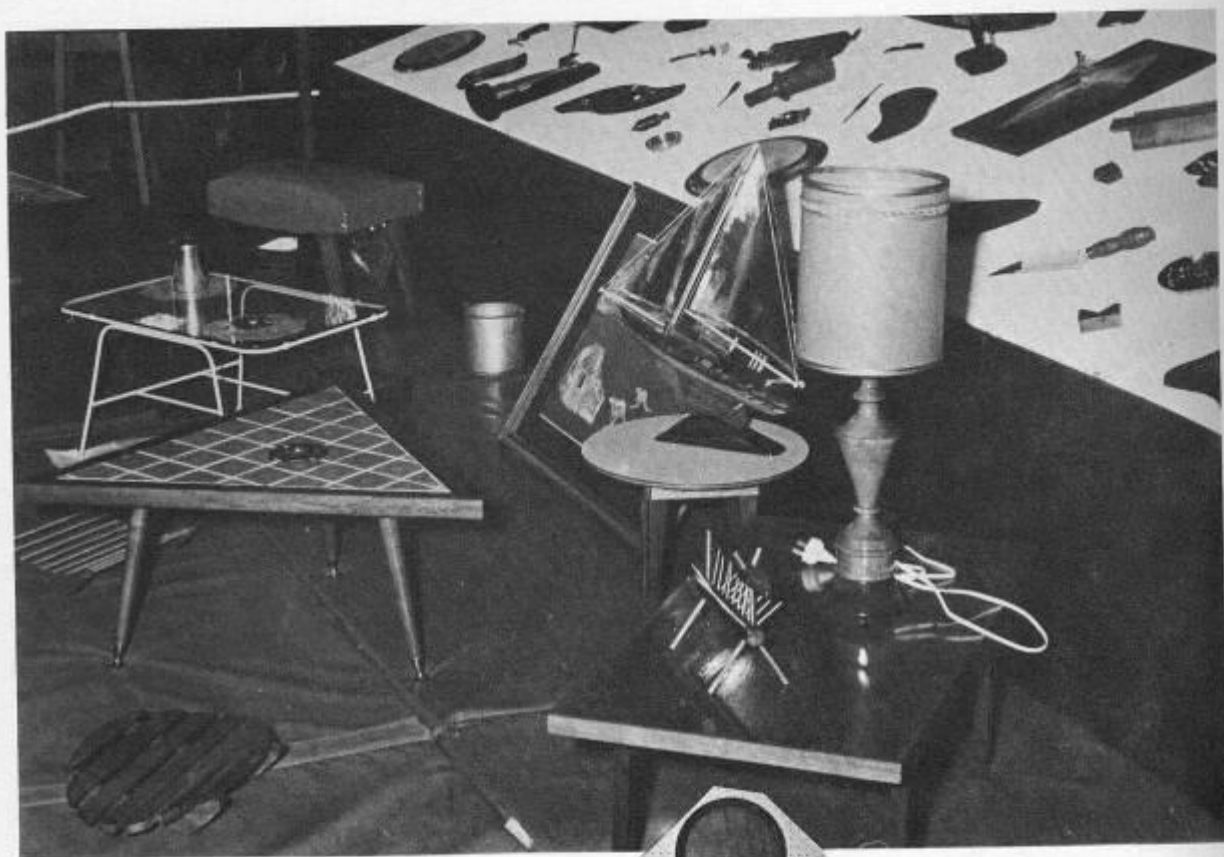
VICTOR MOIR



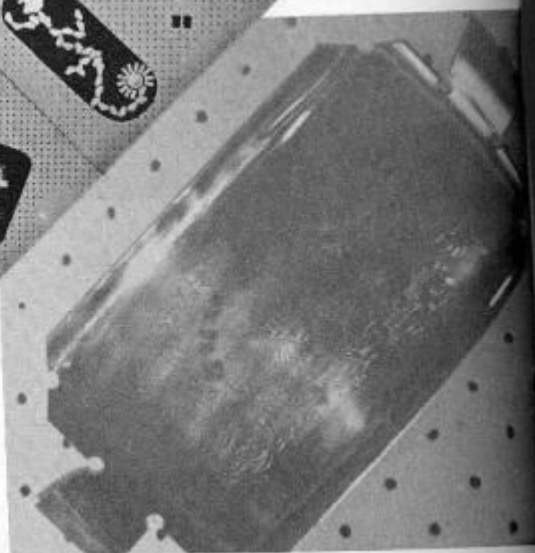
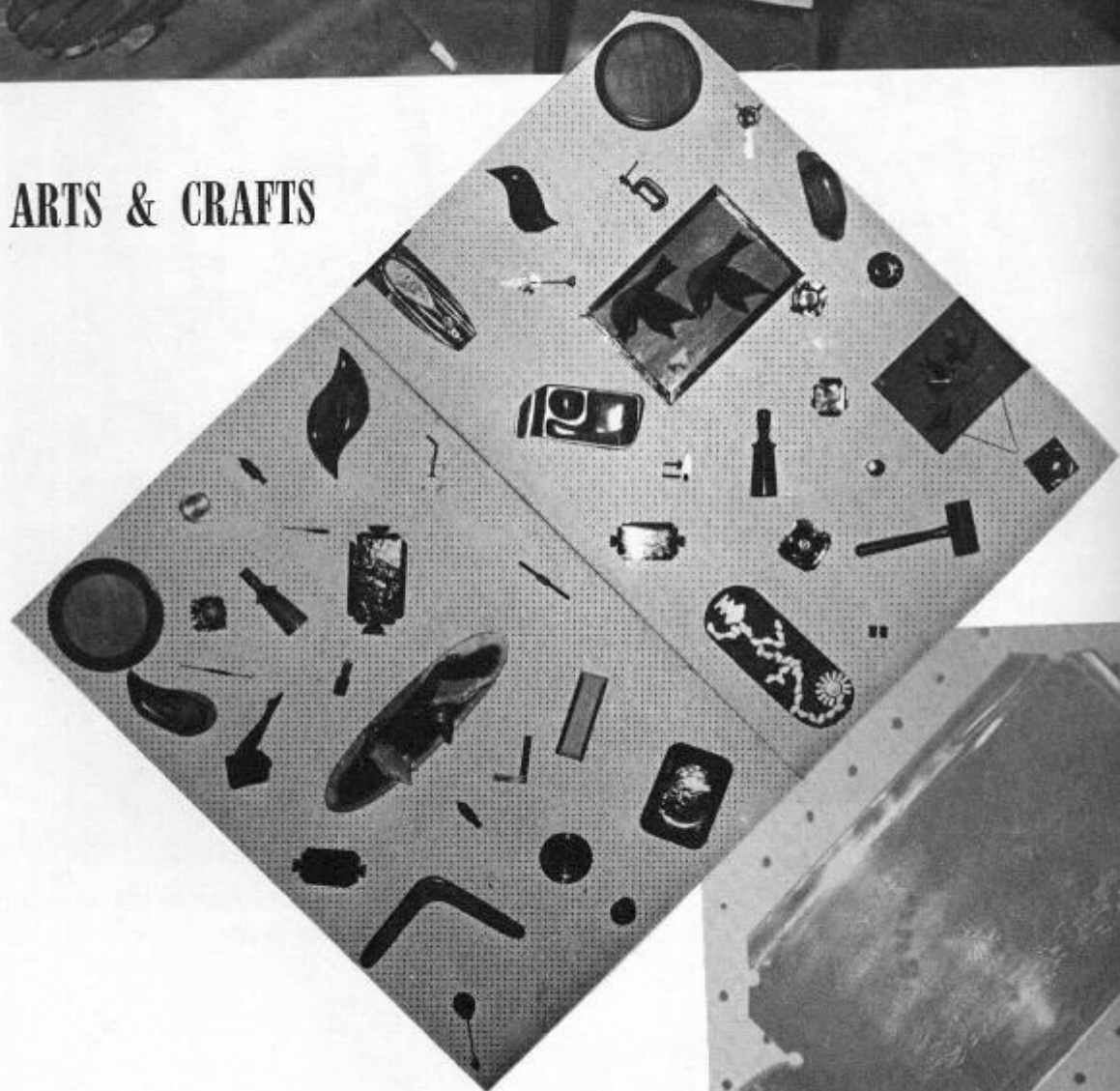
ARTS & CRAFTS



Peter Beckett 6A



ARTS & CRAFTS



DEBATING



Hume-Barbour Debating

"Good words are better than bad strokes" — although, sad to say, there are some "knuckle-happy" 6th formers who cannot appreciate such a simple truth. However, it is pleasing to know that groups of seniors do exist who have not allowed the pressures of "learning" prevent them from participating in extra-curricular activities such as debating. The sort of all-round confidence promoted by this mental sparring flows to all aspects of life which require clear expression of thought.

The competition team this year consisted of Rodger Martyn, Mark Simon, Ken Gay and Peter Beckett. The boys were rather short of teams to practice against but prior to the actual competition they battled against each other in lively singles debates.

Ken and Peter developed an interest in adjudicating and have since adjudicated a number of debates very capably.

The boys did not achieve any great victory in the competition itself — Normanhurst and St. Ives defeated Asquith narrowly and we defeated Kuringgai — but they have been successful where it counts in that they developed their own individual styles, sharpened their wits and had a lot of fun.

Several members of staff and students attended a most interesting day at Moriah College to listen to demonstration debates, both on adult and school level, and to instruction on adjudicating technique.

Mark Simon represented us very ably in the "Youth Speaks for Australia" contest where he gave a prepared talk on "Australia's attitude to the French Nuclear Tests" and an impromptu speech on "I'm alright Jack!" which was most entertaining.

Ken Gay entered the under 18 "Singles Debating" section of the Sydney Eisteddfod. He acquitted himself very well indeed against a much more experienced university student, losing the debate by only five points.

Mrs. C. PRITCHARD.

Karl Cramp Debating



This team consisted of Peter Spencer, Michael Legg, Michael Stokes and Mark McConaghy. Ron Ferguson was "promoted" to the team for a social debate against Asquith Girls.

We thoroughly enjoyed our trips to Kuringai High School and all those charming girls in the audience. The other two debates — against Normanhurst Boys' High and Asquith Girls' High were held on home ground. We enjoyed debating against and entertaining our visitors. The debates were all compressed into two weeks because of cancellations, swimming carnivals and exams.

A social debate, with Asquith Girls' Fifth Formers, was enjoyed by all, and social debates with Normanhurst Boys' and Hornsby Girls' are on the agenda.

We all feel that the experience has been salutary, and are looking forward to the debating season next year.

Teasdale Debating

This team, Brian Hodge, John Reynolds, Anthony Hedge and Stephen Devine, had a crash course in debating technique, and, although they still feel rather inexperienced, were grateful to the Sixth Form Boys, especially Mark Simon, Peter Becket and Allan Pogonowski who came before school to give them help, and to Mrs. Symes, who also arrived in the early hours to make these coaching sessions possible.

Meanwhile, in rooms 24 and 25, reverberations echo, of passionate utterance, and good fun and experience continue for members of the A.B.H.S. debating squad. We wish those debators who will represent our school in 1973, the very best of luck.



CLUB REPORTS

I.S.C.F.

1. In the beginning God created Man — which, according to the latest birth control figures, seems a big mistake.
 2. And God said, "Let there be light."
 3. And there was light, and man called the light 'fire' and at first it was used to warm him and let him cook his food and protect him from wild animals.
 4. But man discovered fire could be used to burn down a forest or burn down someone else's tree house, and soft coal, or oil, could make the air turn black. And this made man start to cough and his eyes to run and his sinuses to hurt.
 5. AND MAN SAID "GOD, WHAT ARE YOU DOING TO ME?"
 6. And Man created the wheel.
 7. And then Man created the engine which turns the wheels, and Man no longer had to depend on animals to pull him on the roads and paths.
 8. And Man called the new creature 'car,' and it changed the face of the earth, for Man was forced thereby to cut down the trees and flowers and pour concrete on the land to accommodate the car, and as the car multiplied there was less space to park it, and it was unable to move any faster than a horse.
 9. AND THE MAN BEHIND THE WHEEL SCREAMED, "GOOD GOD, AM I EVER GOING TO GET HOME?"
 10. And man created the plastic bag and the aluminium can, and discovered electricity.
 11. And this was good, because Man could then take his car and buy food in one place and he could save that which was good to eat in the refrigerator and throw away that which had no further use. And pretty soon the earth was covered with plastic bags and aluminium cans, and there was no where left to sit down or to walk.
 12. AND MAN SHOOK HIS HEAD AND CRIED, "LOOK AT THIS GOD — AWFUL MESS."
 13. And God said, "I made man above all animals, to rule them. I gave him a free will and a perfect will to use it how he wanted."
 14. And when man sinned and misused the Earth and his fellow men, God said: "I love Man so much that I gave my only begotten Son to die to save Him and that anyone who believes in him may inherit everlasting life."
 15. BUT MAN SAID: "TO HELL WITH IT."
 16. And he went there.
- I.S.C.F. IS NOT HERE FOR THE HELL OF IT.
(Mark Simon)!!

Radio Club

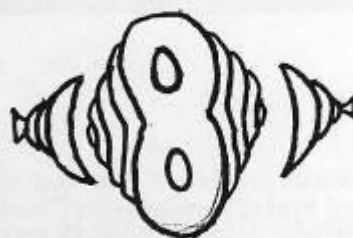
Again this year, the club decided to participate in the Youth Radio Scheme.

As a result, members may obtain three grades of the certificate of Proficiency issued by the Wireless Institute of Australia. The grades available are "Elementary," "Junior" and "Intermediate," of which any member of the club may attempt in the order above. This year three members planned to attempt the "Junior Certificate" whilst another three aspired for the "Elementary."

During the year members subscribed to an offer of cut price amplifiers from a new manufacturer, which caused great interest and led to various interesting projects, one of which was a pocket electronic laugh (or siren).

Any interested boys are welcome.

MR. N. MAY.



Theatre & Film Club

Broadly, the aims of this Club are to introduce the senior students of this school to good dramas, both in live theatre and the cinematographic medium, as well as provide them with a knowledge of available Sydney theatres and an opportunity to enjoy a pleasant and stimulating evening's entertainment.

This year, our efforts to organize theatre parties were foiled on a number of occasions. The most memorable was the visit to see the films, "The Power and the Glory" and "L'Étranger". This was cancelled at the last moment because of a train strike.

However, the visit to the Ensemble Theatre on the 25th July was a very enjoyable one. Hayes Gordon, assisted by members of the Ensemble Theatre gave a fascinating lecture and demonstration on "Lights and Sound", giving an insight into the problems of staging live productions in-the-round.

The buffet meal was followed by the evening performance of the comedy "Same Difference." For many of our party, this was their first experience of live theatre. The visit seems to have stirred a great enthusiasm for future visits.

R. SAKKER

The School Cadet Unit

December, 1971, saw the largest contingent of Cadets that had ever been sent to special courses from this unit. The Awards from this ten-day instruction course were made on speech day to C.U.O. Anthony Schaeffer (adjutant) C.U.O. Ian Sorrensen and C.U.O. Chris Reynolds (Platoon Commanders), 2 Quarter masters course, 1 drum major and 4 musicians. The other awards on Speech Day were the Sgt. Alan Pearce Memorial Trophy won by S/Sgt. John Williamson who is now at Duntroon and a new prize, the V. and R. Warn Shield for section competition won by 2 section and accepted on their behalf by Sgt. Bruce Turner.

The first bivouac for 1972 was to be held in March but due to some very heavy rain for two weeks prior to the due date this activity was postponed until April, at which time 84 Cadets and officers set up house at Fiddletown for 48 hours. The Unit built its first obstacle course and although somewhat rustic in many ways, provided great enjoyment and strong competition for all concerned. It looked so easy that I had a run over it myself. I found that either it was more difficult or I was a little less fit then I had estimated and I made a mental note to volunteer as safety officer in future. "I ached for a week".

A range practice set at Hornsby Rifle Range in April allowed many of the Cadets to fire a .303 for the first time.

In May the unit moved to Singleton for the annual camp. This was the first time that a camp had been completely organized by the Adjutant (Tony Schaeffer) and our congratulations must go to him for a very enjoyable ten days.

During our stay of seven days in the bush we were visited by Col. D. Ramsay (Commander of 2 Cadet Brigade), who was accompanied by General Bishop. They were taken on a tour of inspection by the C.U.O.s and were most impressed with the camp layout, the obstacle course and orienteering exercise.

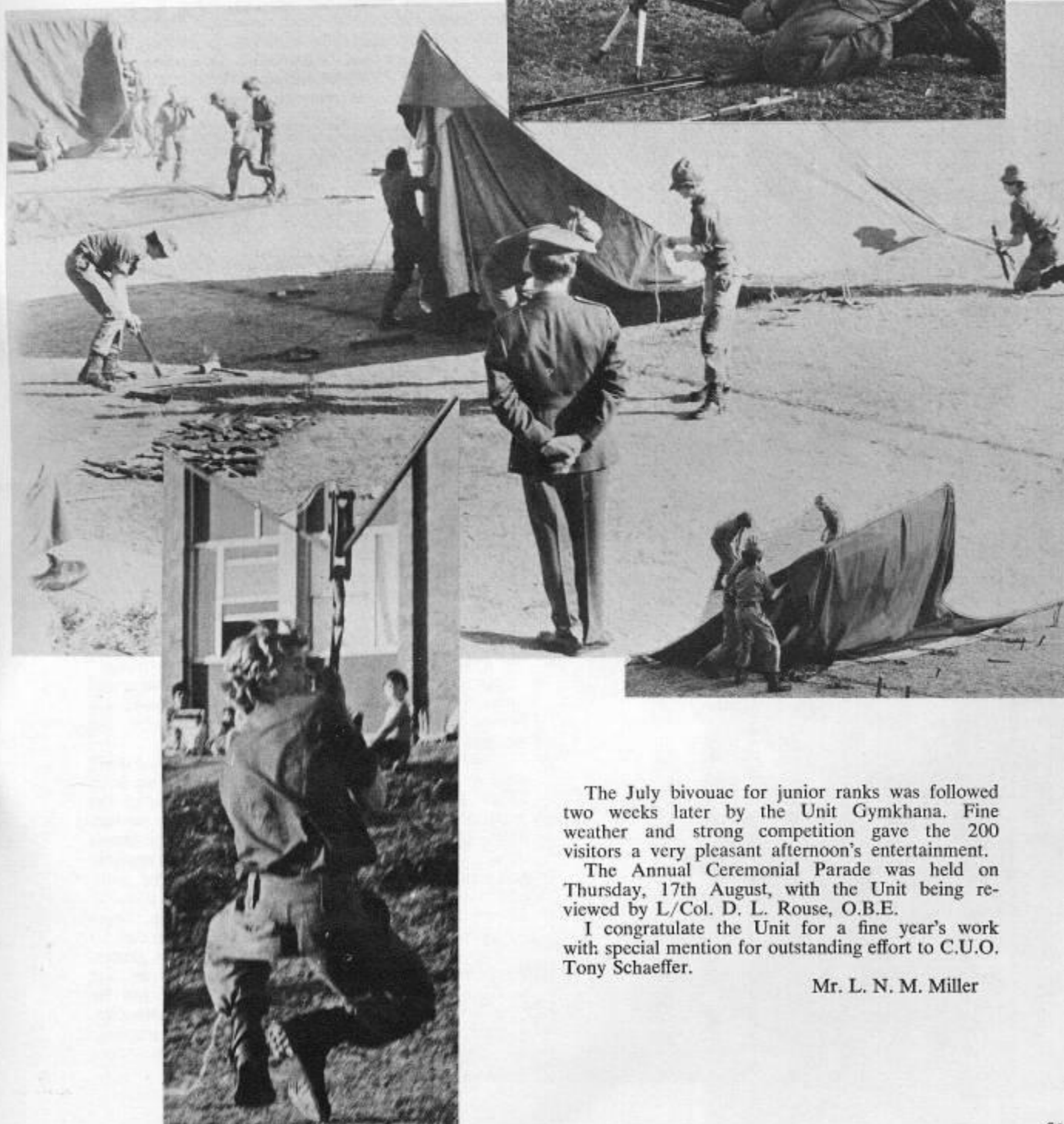
Col. Ramsey was most pleased to see the unit being run by the Cadets. During the camp, phase range practices were conducted with .303, SLR, Bren Gun and Owen Machine Carbine. We came in from bivouac to watch the band in the brigade band competition.

Although they were unplaced they were rated a special mention of commendation from the Brigade Commander.

On the day before we came home 22 of our members went flying in a "Caribou", a never to be forgotten experience and for some of them, their first ride in an aeroplane.

After camp, Sgts. Ian Sonter, Richard Walters and Geoff Roots completed the Adventure training course while Cpls. Bruce Smith, David Ferguson, Paul Hutshins attended Senior N.C.O. Course.





The July bivouac for junior ranks was followed two weeks later by the Unit Gymkhana. Fine weather and strong competition gave the 200 visitors a very pleasant afternoon's entertainment.

The Annual Ceremonial Parade was held on Thursday, 17th August, with the Unit being reviewed by L/Col. D. L. Rouse, O.B.E.

I congratulate the Unit for a fine year's work with special mention for outstanding effort to C.U.O. Tony Schaeffer.

Mr. L. N. M. Miller

SPORT '72

A number of factors caused our withdrawal from Senior Zone Competitive Sport and our efforts have been concentrated on the junior forms, (1, 2, 3) with gratifying results. Generally, our coaching has been good and attendance at training much better than in previous years, with a resultant high level of performance. As well, the standard of sportsmanship displayed by our teams has been excellent with very few complaints from opposing schools. Although a number of teams reached finals only the 13A & 13B Baseball teams and the 15 years Basketball team managed to win their respective finals.

House Sport generally however, is nothing about which we could wax enthusiasm. Too often, it becomes merely a way of filling in Wednesday afternoons — a type of recreation break for staff and



pupils. While we all need this type of "break" other systems of sport, particularly the Integrated Sport System which is practiced at most co-educational and girls' schools, has more to offer the average student.

Whilst we applauded sporting excellence we don't wish to "Americanise" to that extent where we have 90% of the population watching and 10% of the population competing. Surely the increasing amount of publicity given to the benefits of physical fitness should encourage more of us to exercise regularly and systematically. Playing and training for team games is one way of training and attaining physical fitness; but, as parents will realize, the time comes — usually in our mid twenties — when we can no longer participate in robust, physical contact games. We should thus like to be able to offer in our sports programme more activities which could be enjoyed for a person's life span, e.g. gymnastics, volleyball, tennis, dancing, jogging, swimming, squash, golf, etc. Under our present sport system this is just not possible.

ATHLETICS CARNIVAL

This Carnival was won by Wandoo House. Age Division Champions were:

12 years	S. Kolhardt
13 years	G. Atkins
14 years	M. Davis
15 years	D. Lyle
16 years	W. Lawrence/B. Kimberley
Open	S. Lampe

The school team to contest the Zone Athletics Carnival appears to be one of the strongest yet, and Asquith has a very good chance of winning their first Zone Athletics Carnival.

CROSS COUNTRY CARNIVAL

A familiar story — enthusiasm and effort from the juniors — little from the seniors in this sport in which the mental attitude to drive oneself harder is just as important as peak physical fitness. We have some very fine performers here — Ricky Naylor, Raymond Hastings, John Barker, Keith Wallis, Paul Cann, Ian Sellars, Bruce McAllister, Ray Brookes, David Lyle, Ricky Hazell, B. Schultz, Geoff Roots, Barry Vaughan, Neal Gardiner, Paul Thomson and Peter Spencer. Our team won the 14 years age division at the Zone Carnival and figured prominently in the zone's win at the Combined High School's Carnival.

This Carnival was won by Myall House.



SWIMMING CARNIVALS

A most successful day, a feature being a first ever win to Wandoo House, who picked up valuable points in relays, particularly the novel Surf Float Relay in which over 200 boys took part.

No limit was placed on the number of entries in most events and Messrs. "Wandoo" Wilson and Young, with the help of their age division leaders, whipped up enough enthusiasm to swamp us with entries and win the Carnival by 60 points.

Our congratulations, also to the staff and those Form Five pupils who officiated at the carnival. The carnival was run more efficiently than ever before and the 5th Form pupils who officiated deserve the highest commendation for their work on that day.

At the Zone Carnival we were placed second, which was our best effort for some time and we are fast closing the gap between Homebush and ourselves. Boys who swam particularly well for the school were the brothers Alcock, Chiswell and Collins, B. McAllister, D. Carrol, J. Brodie, H. Lawrence and "Buddy" Portier.

THE RODGER WILLIAMS TROPHY

This trophy which is named for a former School Vice-Captain and 1st XV Rugby Captain, is awarded to the boy who has contributed most to Rugby Union in the school. This year it has been won by Scott McLeod and Peter Griffiths jointly.



CHAMPION HOUSE

Wandoo always looked liked being Champion House owing to the enthusiasm of their House Masters Mr. Wilson and Mr. Young which filtered down through their ranks. The Final Point Score:—

Wandoo	1437 points
Cooba	1289 points
Myall	1216 points
Kurrajong	1179 points



1ST GRADE RUGBY UNION

The attitude shown by just a few of the senior boys was very much appreciated. As Asquith was not in the regular competition we had to play all our matches at our opponents home ground. This probably took away some of the appeal in playing.

The season was planned around reaching our peak for the Waratah Shield. I feel that although beaten narrowly by Ashfield Boys' High, we did field our strongest combination. In fitness and team skills we were shaded by Ashfield; of the other matches played, only two showed any real purpose. These games were against Carlingford High and James Ruse Agricultural High. Generally a disappointing season. I certainly hope the H.S.C. results reflect the boys priorities — Rugby in many cases was not one of them.

Finally a sincere thanks to those who played consistently and played determinedly. The best and fairest awards went to: P. Griffiths, S. McLeod, K. Willemson, whilst B. Turner, S. Lampe and D. Shackleton played very well in the latter games.

MR. BAILEY.



13A RUGBY UNION

A good team effort throughout the season, and with a more consistent approach to training, next season will be more successful. This team reached the semi finals, and although beaten by Epping in this game, played their best game of the season.

Players who impressed throughout the season were D. Carroll, S. Johnston, P. Duclos and P. Agius, although the whole team played well in most matches. The most improved player was undoubtedly R. Hastings, who played his best game in the semi finals.

Remember boys, to improve next season, we need every player to attend training.

Mr. D. Kirkpatrick.



13B RUGBY UNION

A very successful season, finishing first in the minor premiership, but beaten in the semi-final. More training is also needed for this team next season, and greater success will then be assured. P. Snitch was the outstanding player with good support from R. Freeman, P. Brusaschi, M. Lutherburrow and M. Fisher.

Mr. D. Kirkpatrick.

14A RUGBY UNION

This team had tremendous ability and potential. However, at no time did they attempt to train as a team, the attendance finally becoming so poor at training sessions that they were cancelled. A team of inexperienced, enthusiastic players, if they train can win AND HAVE WON premierships for this school. This team, this year, proved that the best players, if they do not train together have no chance.

MR. B. C. WILSON (Coach).

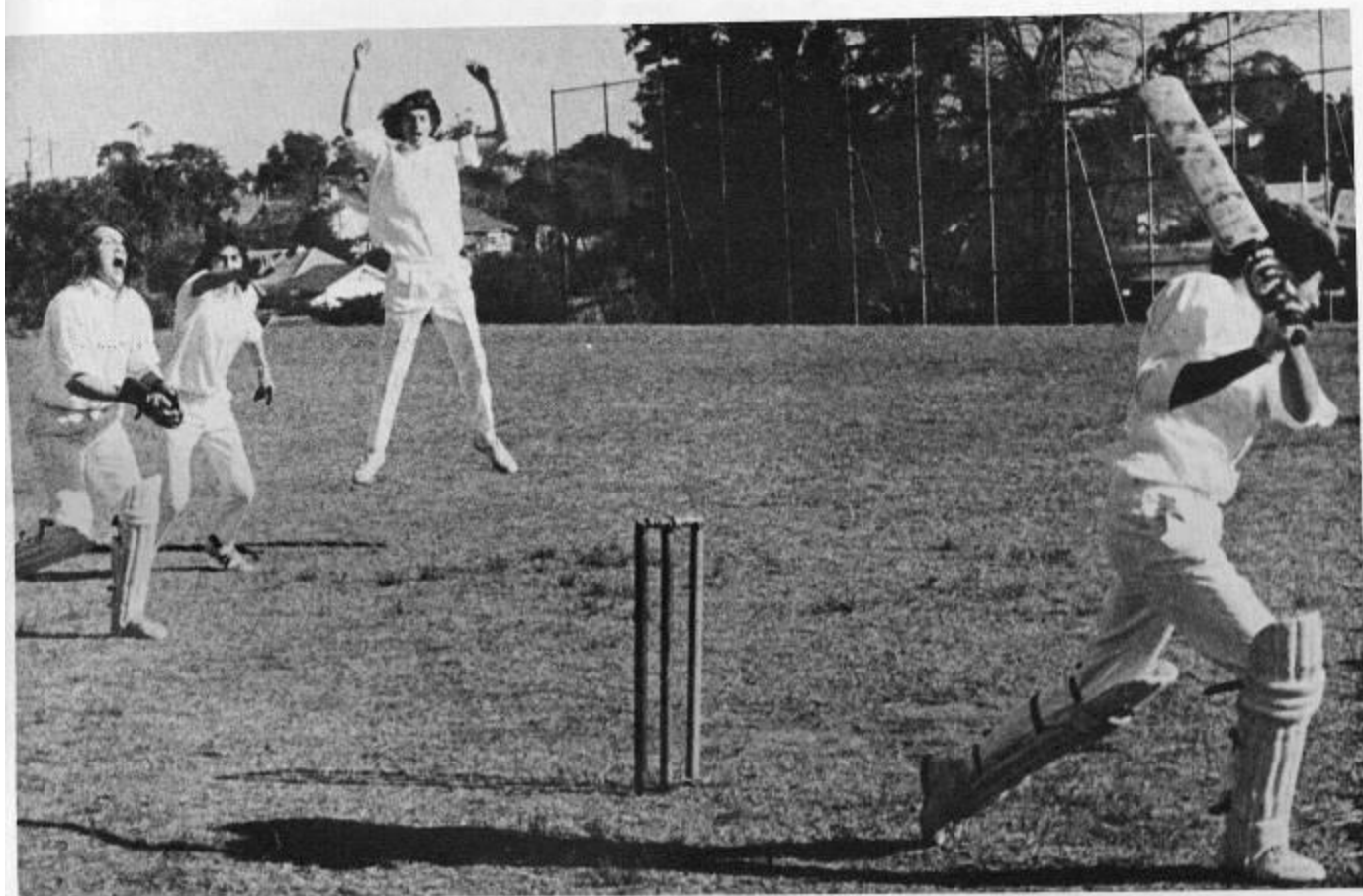


1ST GRADE CRICKET

This team, although beaten once in the season, could only manage draws for the other games. G. Kurtz batted impressively scoring well in most games and was supported in some by B. Kimberly and K. Edmunds.

Fielding was not always up to standard and this aspect of our cricket probably prevented the team from winning two matches.

MR. D. KIRKPATRICK.



13A CRICKET

13 A Cricket although they did not win any games they gradually improved during the course of the season. There were not really any outstanding players because they all tried and played their best. So I think that this team will be a very good team when the cricket season starts again. This improvement was shown against the 14 A's in the second innings where they scored 118 runs for the loss of 7 wickets.

CRAIG CROSS (captain)

13B CRICKET

While these boys achieved only moderate success, they were always enthusiastic and willing to learn. They played as a team and ended the season better cricketers than they were at the start. Next season should see even greater improvement and their team spirit should gain them a fair degree of success.

MR. WILSON.

15A CRICKET

The performances of this team throughout the season were characterized by good humoured sportsmanship and enjoyment of the game. The team was ably led by Chris Neal, a useful change bowler and a dependable middle order batsman who more than once rallied the team with a dogged defensive stand.

Good all-round performances were turned in by the Brothers Black (Nigel and Martin) who, seeking to outdo one another in the match against James Ruse, both hit sixes to the same part of the boundary within the space of a few minutes.

Phillip Pitt challenged Martin Black in the execution of a variety of strokes all around the wicket. However, it is Martin who wins the cardboard cup for the first really successful leg glance in the match against 2nd Grade at the end of the season. In this match, Martin obtained the highest score of the season: an undefeated innings of 60 odd.

We were fortunate in having a pace attack numbering four bowlers: Phillip Patterson, Phillip Pitt, Martin and Nigel Black. Although I know all four had their moments, it is the occasional inspired spells of demon bowling from Phillip Patterson, and the consternation of the batsmen facing him which remain in my memory. Phillip Patterson, also was an all-rounder who top scored in at least one innings.

Probably the most improved player over the season was Ross Smith who was helped no doubt, by the demonstrations of masterful strokemaking to which he was witness in many credible partnerships with those batsmen already mentioned.

Greg Sullivan kept wickets in a capable manner throughout the season. I am pleased to have been associated with this team. I thoroughly enjoyed the season.

MR. C. HUGHES.

14B CRICKET

The 14 B Cricket team played consistently throughout the season and although meeting with only mixed success, each team member participated with zeal and sportsmanship in a competitive and gentlemanly manner. It would be difficult to nominate a best player, but mention should be made to the able way in which the team was captained, particularly by David Sekulic. It is good to see the Anglo-Saxon ideals of sport surviving, at least in part, in the game of cricket.

MR. J. SQUIRES.



TASMAN CUP TEAM

The first match against Bankstown was a test for our boys. We just made it. I for one was relieved when the referee blew the final whistle. 1-0 for Asquith Boys' High, the goal scored by David Walker.

The second match against Caringbah High showed the short comings of our players. Our goal-keeper definitely had an off day. After the match he told me; "I must have been asleep during the match, sir." Instead of using his fists, he used his flat hands on high balls at the goal. This resulted in the ball dropping in the penalty area. We lost 5-3.

In general Caringbah was the better team. Some of our boys played an outstanding game, Garry Frost with his ballerina style arms and Peter Vousden, David Walker and Kevin Noble showed real style.

I was very pleased to hear that some of these boys were in the team that played at the Sports Ground on the day that Santos played against Australia.

If we want to win the Tasman Cup we have to realise:

First that training has to be with a complete team.

Second the condition has to be improved.

Third training all year round would be a necessity.

The boys did their best but it was not good enough. Next time we will do better. Thank you boys for the very pleasant moments with you.

MR. P. C. STARREVELD (Coach).



14A SOCCER

This season has been one of inconsistency. On occasions we play as though we could defeat any team in the competition. But at other times an under 10 team would be pressing us. Nevertheless things worked out for the best after all.

We commenced the season on a very good note by defeating last year's premiers, Normanhurst, 1-0. After this game full of confidence, Meadowbank faced a defeat by the tune of 6 goals to one by our enthusiastic players. Following these two games we "chalked up" 2 wins, 2 draws and 3 losses.

We eventually came fourth in the competition, facing the hard task of playing the first-placed team Macquarie in the semi-final as the story seemed to be for most of the season we fought under extreme pressure, from a 2-0 deficit, to draw the game.

This vital game proved to be by far the best of the season, with good accurate passing, running and beating the man to the ball as well as hard clean tackling. The boys played extremely well never giving up at any stage. It was just unfortunate that the few mistakes that we made proved to be costly.

Players worthy of special mention would undoubtedly have to be Ian Clarke, Greg Atkins, Andrew Chiswell the goalkeeper.

Actually the entire team can be congratulated upon their performances throughout the year.

Also, in conclusion, our sincere thanks must go to Mr. Kench for much of his valuable time to supervise us for two training sessions per week as well as his enthusiastic support during the year. We have benefited greatly from this.

ED. BOSCHMAN

13A SOCCER

Although the 13A Soccer team failed to gain a position in the semi-finals, it is a team with whom I am proud to be associated. Attendance at training sessions was always good and the whole team was present at every game played. Throughout the various matches the team played hard and gave the opposition a "run for its money". Perhaps the biggest single factor operating against our players was their lack of size.

Our "midgets" found it extremely difficult to mark and out-run opposition players, who were in many cases eight to twelve inches taller.

Special mention must be made of Ken Smith as Captain and Ian Curry in defence whose persistence and determination was a constant source of encouragement to the rest of the team.

To the whole team I offer my congratulations. Not on the results of the matches but on the manner in which the games were played. Your excellent conduct and sportsmanship brought favourable comment from opposition coaches.

You were excellent ambassadors for your school.

Mr. R. BROWNE (Coach)

14B SOCCER

If a premiership was to be awarded for the keenest, most cheerful and sportsman like attitudes this team would have topped them all. Each member practised hard and consistently played hard and developed a tremendous team camaraderie. Ably captained by Gary Banks the team reached the finals but Normanhurst proved to be better on the day. However each member can look back on a worthwhile season in a group that could truly be called a team. If Asquith had more fellows with this true sporting idea we would be a far worthier school.

Well done, 14B's. I hope you manage to play together again next year.

Mrs. J. L. Krawitz.



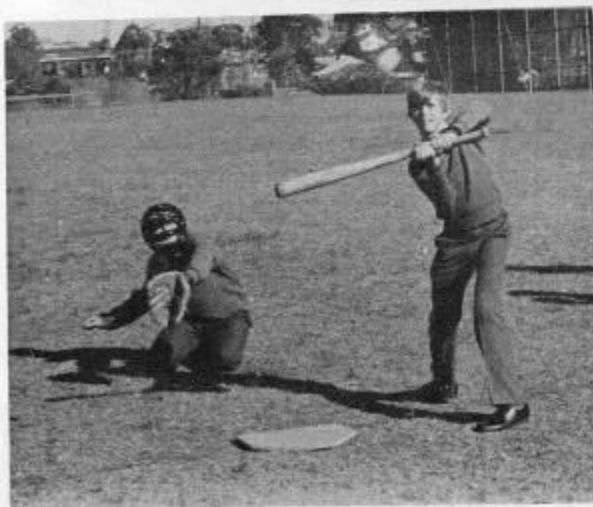


14B BASEBALL ASQUITH CUBS

The Asquith Cubs though losing in the semi-finals to Meadowbank (3-0), completed a very successful season. Cubs finished the regular season with a 3-1 win. It is difficult to single out any individual player in the Cubs, as they played so well as a team. The Cubs were never disgraced on the field and always gave their best.

At this time, I would like to thank all the players on the team for their dedication, determination and sportsmanship. I never had so much fun as I had coaching the Cubs from Asquith this past season. Thank you Cubs.

MR. G. RICHARDSON.



14A BASEBALL

The team displayed great enthusiasm in general, attending practice regularly and giving encouragement to fellow team members during games. Practice sessions were held in conjunction with the 14B team, under the supervision of Mr. Richardson. Although the team did not reach the play-offs, with a record of one win and three losses, the players improved greatly in confidence and skill during the course of the season.

The captain was Greg Freeman, Vice-Captains were Raymond Brooks and Peter McKinley.

MISS M. YEE.

13A BASEBALL

Premiers of the summer season, the team's skillful co-ordination of catcher, pitcher and fieldsmen can best be seen by the score in the final game 19 home runs for Asquith to beat Macquarie's 3 home runs. My congratulations to the team and the wish of equal success in the forthcoming competition.

MR. M. QUINLAN.

13B BASEBALL

The 1st year interschool baseball competition was won by the Asquith B team. This team always displayed promise from their first game and their performances improved game by game throughout the whole of the season. In particular their team spirit was most evident. The B grade team players were: Paul Ritter (Captain), Stuart Reed (Vice Captain), John Melton, Brent Jones, Phillip Snitch, Raymond Hastings, John Radocay, Bobby Smith, Craig Andrews, George Macri, Stephen Wilshire and Tony Smith.

PAUL RITTER (Captain).

14 YEARS BASKETBALL

14 yrs.: Who said basketball players need to be tall? This 14 years team not only has one of the tallest players in the competition, but also two of the shortest. It has not been uncommon to see a small dark-haired blurr zoom past a dribbling opponent to emerge smiling with the ball.

Setting a high standard of sportsmanship, the team has shown a force to be reckoned with in every game. On present form, Normanhurst and Epping are the only teams likely to do better in the competition. These teams have been able to arrange their attack to make the most of the height advantage.

Overall, an obvious improvement has taken place since last year now that the basic basketball skills have been mastered.

MR. P. JOHNSTON.

15 YEARS BASKETBALL

15 yrs.: This team provided the best players in this age division for both summer and winter competitions. The team has been undefeated except for one loss to Epping in the first round. Most noticeable has been the variety in the type of game played. Matches against two schools have been walkovers with scores reaching three figures, while games against two other schools have revealed our opponents' desire to win at all costs. Most pleasant have been the hard fought but clean games against Meadowbank where both teams were striving to win and to enjoy a good game.

The whole basis of this team's success lies in their teamwork not only in the game but in their tireless practice. As a result their prospects of winning the premiership are quite high.

MR. P. JOHNSTON.

13 YEARS BASKETBALL

The 13's consisted of first and second formers. The team got off to a bad start, and we only improved during the last few games, although we still did not win a match. The last few games were close but we just were not good enough.

We never got any team practice as the practices on Tuesday afternoons were never fully participated in. We had a very bad disadvantage in height and this is why we were beaten so often. Every team had a taller centre or one who could jump higher than our centre. However, we have enjoyed the season and are determined to practice hard, and are looking forward to a successful season next year.

TREVOR CLUNNE (Capt.)

13A BASKETBALL

The last season has shown the 13 A's that teamwork is the most important aspect of basketball, as it is with most sports. As a result of rarely seeing half the team at practice, only a few boys were able to play "thinking" basketball. The season's games demonstrated conclusively that only one "un-thinking" player on the court is enough to destroy teamwork.

MR. P. JOHNSTON.





SHELL CUP TEAM

Under the unique guidance and strict supervision of our ceaselessly enthusiastic coach Mr. Elkin, we rocketed to unequalled heights of basketball performance in defeating Malvina College by one point in the second round of the play for the cup. Our third round game at Lithgow, ten minutes after getting off the train, was nothing less than disaster, being beaten well by a better team. The team this year consisted of fifth form and younger; and considering all those teams we played were sixth formers, our partial success was to be congratulated and our chances next year should be better than average.

The games we played were made more than just sport due to a small troop of resident comedians — Mark McConaghy, Stephen Morcom and Neil Fox.

MICHAEL LEGG and the rest.

13B BASKETBALL

It was unfortunate to learn at the end of the season that a team as enthusiastic and regular at training as the 13 B's should miss the finish as a result of bad weather. The team was just starting to come good at the end but didn't get the opportunity to put their improved teamwork to the test. It is obvious that a number of boys in the team will continue to take an active interest in basketball, and form the basis of strong teams in the future.

MR. P. JOHNSTON.

12 YEARS BASKETBALL

The 12 years basketball team played hard but not very successfully this winter season. They did not make the finals but put up a good effort at times.

Sam Belcastro (captain) scored most goals and the second highest score was obtained by a good player, Russel Cheney. Other players who played well were Ian Bollinger, Mark Tucker, David Toose, David Stone and Norbet Zahradnik.

The chief weakness in the team was the failure to mark a man. The team members tended to concentrate on getting the ball and running. Passing was not so successful in some games.

John Murphy of 5A very kindly gave his spare time to coach us and to referee some games. We would like to thank him. We know that he improved our team's game and we hope to do better next season. We would also like to thank Mrs. James for helping during the season.

SAM BELCASTRO (Capt.)





8-7 RUGBY LEAGUE

This team had a very meagre and disappointing start to the season. On two occasions they were unable to form a complete team of thirteen players.

Playing under such circumstances they were fortunate enough to wind up the season in the first four. In the semi-final played at Storey Park on the 20th July they defeated Epping by 13-3 and then entered the final.

As a team, the boys played good, clean, manly football. Should their tackling around the scrums be overcome, then the 9st 7lb team for 1973 will be assured of good capable Rugby League footballers to commence the season.

Mr. B. SMITH.

6-7 RUGBY LEAGUE

This team started off slowly but built up as the season progressed. We came third overall and entered the semis against Homebush. Unfortunately, Homebush won with the score of 33-11. This score, however, does not give a true indication of the game. The team played better than ever in this game and it was a pleasure to watch.

Individual players who deserve a special mention are B. Kelso and P. Cann who played very well throughout the competition. The position of most improved player must go to W. de Souza, who in the semi-final played his heart out.

Many thanks to all the players for their efforts and next year we hope to see them get past the semis and into the finals.

Mr. J. SAUNDERS.



7-7 RUGBY LEAGUE

Captained by Alan Tindall and later Peter Roy-nell, the team represented the school creditably with gifted football, enthusiasm and a good team spirit. After the loss of captain and vice-captain the team continued to perservere and reached the semi-finals only to be beaten by a small margin in that game.

I wish to extend my congratulations to the side for their magnificent effort.

M. J. QUINLAN.





9-7 RUGBY LEAGUE

This team reached the semi-final of the competition.

Interviewed in a milk bar after this game:— Team members felt that if they had the season over again, they would train. This season we just didn't get around to it. Those willing to turn up for training were the ones least in need of it.

I wish to draw attention to the sportsmanship exhibited by the team. At no time was this more evident than in the semi final against Meadowbank High. In the face of defeat and a number of irritating and provocative incidents, team members kept cool and continued to play cleanly and spiritedly to the final whistle. It is for this quality and as well their undoubted football ability that I hold many members of this team in such high regard.

The team was ably led by Warren McRenolds a consistent, capable and knowledgeable player.

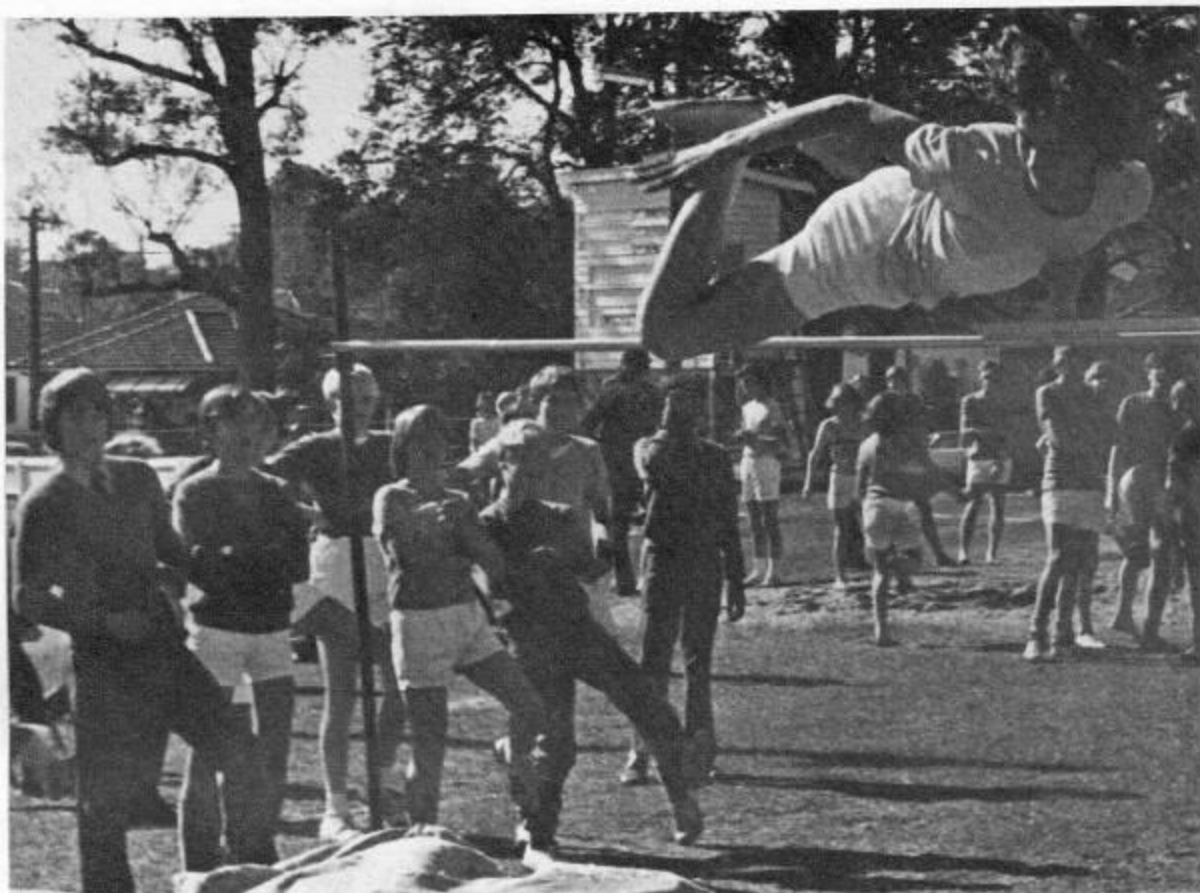
Craig Murphy and Warren bore the main burden for the team especially in the early games before Graeme Kurtz joined the team.

Time and again attacking players stepped through a series of effectual high grabs and it was left to one of these players to stop the movement with a low tackle.

Some other players are prepared to tackle: Colin Hill, Robert Clive, Robert Hatfield and Steven McTaggart — the last named was probably the most improved player by the end of the season. Always a trier Steven bloomed in the semi final and played like a man inspired, tackling hard and supported the strong attacking runs of Graeme Kurtz.

John Anderson and Paul Chapman, although having a hardship regarding their lightweight, still retained their spirit. So also did Gary Gare, Frank Rubino and Scott Ramsay whose speed was useful on more than one occasion.

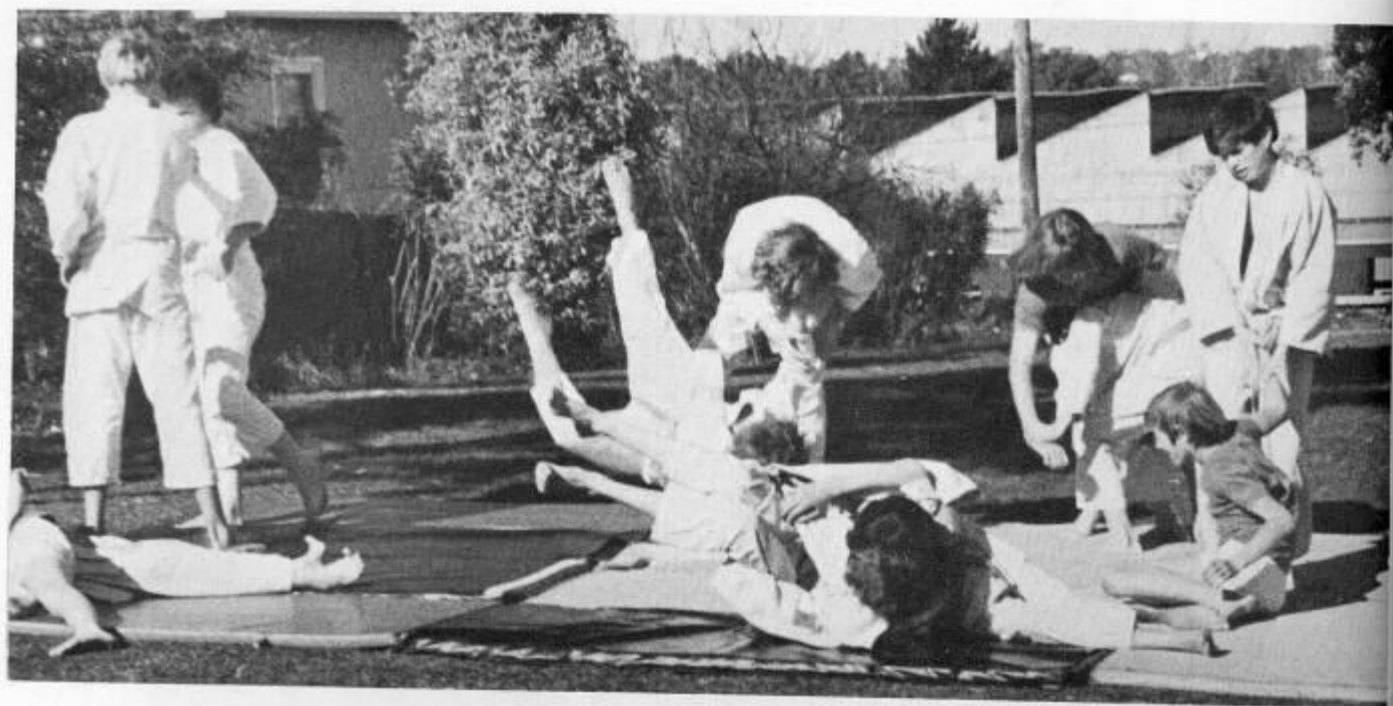
Mr. C. D. Hughes.



STAFF vs. STUDENT MATCHES

No official matches have yet been held because the staff have been secretly training and will not reach their peak until Term 3 (when we also hope to have some Practicing Student Teachers' to bolster our ranks).









ON WEDNESDAY AFTERNOONS EVERYBODY DOES THEIR OWN
THING ! !





HIGHER SCHOOL CERTIFICATE RESULTS — 1971

FIRST LEVEL PASSES

ARMES Stephen — Art.
 BEECROFT Brian — Art.
 CAMPBELL Ian — Art.
 CAMPBELL Graham — English, Science, Geography.
 CASTLE Neville — Geography, Economics.
 CURTAIN David — Economics.
 FELA Richard — Ancient History, Art.
 FOSTER Gordon — Art.
 HANCOX Terence — Art.
 JOHNSTON Stephen — Science.
 KILLICK Colin — Ancient History.
 LACHMAN Phillip — Geography.
 LYNN Michael — Science, Geography.
 LYONS Anthony — Art.
 McCONAGHY Andrew — French, German.
 GILL David — French.
 MENSER Glen — Art.
 PATCH Athol — Science.
 SAYERS Martyn — Science.
 SPETERE Paul — Geography.
 TERLICH Dennis — Art.
 VAIL Robin — Geography.
 VELING Bernardus — Economics.
 WARNER Richard — Modern History, Economics.
 WATERHOUSE Robert — Modern History, Art.
 WRIGHTSON Raymond — Art.
 ZBOROWSKI Mark — Geography.

Anderson B. L.
 Aysom D. E.
 Baiker R. F.
 Barakauskas R. H.
 Bilanenko B.
 Bingham C.
 Blankley D. C.
 Blyth W. M.
 Bordina R.
 Burrows K. L.
 Churchland K. W.
 Cleary M. R.
 Coggins A. J.
 Fleming J.

Fox I. M.
 Freeman D. L.
 Friedrich J. B.
 Gordon G.
 Green G. A.
 Harris N.
 Hickling E. J.
 Huebner P. U.
 Imrie I. N.
 James S. R.
 Kasmarik A. R.
 Lamberton T.
 Lowe G. J.
 Mitchell P. H.

Morgan D. G.
 Morrow P. B.
 Mulley S. L.
 Neal S. J.
 Newland S. J.
 Newton B. K.
 Nurthen R. K.
 O'Maley B. L.
 Palmer J. G.
 Portier W. E.
 Price R. L.
 Rains G. L.
 Robinson G. B.
 Scully C. R.

Sheaves J. R.
 Shoobert J.
 Smith A. D.
 Smith F. W.
 Sneddon B. R.
 Stephenson P. O.
 Storey G. A.
 Talbot A. J.
 Thoresen E. O.
 Tickle R. T.
 Townsen S. D.
 Trigg C. J.
 Thallis P. D.
 Williamson J. R.

SCHOOL CERTIFICATE RESULTS — 1971

Abou-Sassin A.	Fox N. J.	Lyle J. M.	Roots G. N.
Adriaansen A. L.	Frost G. A.	Lyons K. J.	Stekhoven P. J.
Adrian G. K.	Gardiner N. P.	Lyons P. J.	Scott G. L.
Andrews G. B.	Gardner S.	Manning W. A.	Scully A. K.
Anstiss W. G.	George G. R.	Marshal R. J.	Segaert J. P.
Armes J. R.	Gibbins P. T.	McAlpine P. C.	Semple R. B.
Ash P. R.	Gill G. K.	McConaghy J. M.	Sharp B. F.
Auld T. R.	Goodman B. J.	McDonnell P. T.	Shearer C. M.
Bacon B. G.	Gowlland G. T.	McReynolds W. L.	Shoesmith N.
Baker G. J.	Gregory C.	McSkimming I. R.	Single D. C.
Barrett G. J.	Griffiths J. M.	Micallef C.	Smith P. R.
Barton L. J.	Grose M. G.	Minogue M. J.	Smith T. C.
Binskin R. J.	Gunns P. R.	Mitchell S. J.	Sneddon A. P.
Blanchard T. D.	Hamerlok J. M.	Moir V. K.	Smitch M. R.
Bower G. I.	Hatfield G. J.	Montgomery P. N.	Spencer P. D.
Brodie J. L.	Hawkes S. L.	Moore W. N.	Spink J. I.
Browning S. B.	Hemming A. R.	Morcom S. J.	Stephenson M. T.
Bull J. J.	Hobbs D. J.	Moseley R. C.	Stokes M. J.
Burrows T. G.	Honey J. A.	Moulds G.	Taylor G. P.
Campbell P. J.	Hope-Johnston B. R.	Munro S.	Thomson P. C.
Carroll D. F.	Horney D. M.	Murphy C. J.	Tinley R. J.
Cartling G.	Jackson G. M.	Murphy J. L.	Tohover V.
Cassidy M. C.	James J. R.	Neal D. L.	Turner B.
Champion M. D.	Jewell M. W.	Newton R. R.	Tyerman G. K.
Charalambous C.	Jones A. D.	Nicholls S. P.	Vincent P. T.
Clarke G. T.	Jones W. J.	Norris P. W.	Vousden P. J.
Clarke G. W.	Kennedy G. L.	O'Rourke P. J.	Waitzer R. F.
Coll P. D.	Kershaw G. A.	Pasparne P.	Walker D. A.
Collins K. R.	Kimberley B. J.	Pedlingham S. M.	Walters R. J.
Connolly S. J.	King A. C.	Penniall W.	Waterhouse P. T.
Crawford A. H.	King G. L.	Perkins A. W.	Watterson M. J.
Creese R. J.	Kirk A. C.	Perry G.	Weller M. C.
Crickett P. G.	Kohlhardt S. C.	Phelps P. J.	Whitman E.
Denouden J.	Lawrence H. S.	Phillips P.	Williams I. D.
Dolbel R.	Leayr G. W.	Pippen D.	Wilson B.
Driver A. N.	Leeds G. A.	Potts S. J. M.	Wilson T. S.
Dugan P. J.	Lees I. D.	Prothero S. J.	Winter J. J.
Edwards D. J.	Lees I. W.	Roberts J.	Wood J. G.
Farr N. S.	Legg M. J.	Robertson R. R.	Zborowski P.
Ferguson R. J.	Lewis S.	Robinson M. L.	
Ferguson S. J.	Linklater W. J.	Rogers P. J.	
Flannery D. C.	Lowe D. L.	Rohwer G.	

COMMONWEALTH SECONDARY SCHOLARSHIPS:

G. Barrett	G. Frost	A. King	M. Stokes
R. Ferguson	B. Goodman	M. Legg	

SENIOR BURSARIES:

N. Fox	W. Penniall	G. Scott	G. Taylor
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P. Thompson

CLASS LISTS 1972

1A

Addison, C.
Allen, J.
Ambery, D.
Ansell, G.
Ardley, B.
Batho, D.
Bollinger, I.
Bovis, G.
Bracken, M.
Brusaschi, P.

Cross, C.
Crosssmith, F.
Horney, S.
Johansson, A.
Jones, R.
Kean, G.
Kohlhardt, S.
Lane, M.
Macgregor, P.
Maertín, D.

Melton, J.
Morelli, B.
Naylor, R.
Nicholson, W.
Olive, M.
Read, S.
Rodick, J.
Rogers, B.
Royden, A.
Schmidt, P.

Shannon, M.
Smidt, A.
Snitch, P.
Somervaille, M.
Stone, D.
Toose, D.
Walker, W.
Whittle, G.
Winnel, P.

1B

Anderson, D.
Andrews, C.
Baldry, A.
Bartsch, M.
Belcastro, S.
Blyth, N.
Bradbury, P.
Burr, A.
Cheatham, B.
Clark, P.

Coates, B.
Davis, R.
Dayhew, G.
Dennis, C.
George, S.
Green, R.
Harrison, J.
Haynes, R.
Houssenloge, M.
Hughes, B.

Jordison, B.
King, G.
King, M.
Lassak, C.
Marks, R.
Parker, W.
Rowe, S.
Scott, G.
Scott, W.
Simpson, R.

Smith, R.
Tattersail, L.
Temple-Smith, P.
Tucker, M.
Tuohy, B.
Veling, T.
Wright, B.
Zahradnik, N.
Zacrokzymski, D.

1C

Angelo, M.
Bird, D.
Brodfield, A.
Cheney, R.
Cox, D.
Crowther, M.
Forrest, I.
Fisher, M.
Geoghegan, M.
Grosman, M.

Husking, A.
Jones, B.
Jones, B.
Jones, M.
Keith, S.
McAlpine, M.
Meggiit, R.
Meszaros, M.
Metclik, S.
Morgan, S.

Moxon, P.
Oldenburg, R.
Pellaers, M.
Phillips, P.
Radocay, I.
Risk, G.
Ritter, P.
Rogers, C.
Rowsell, R.
Schweikert, C.

Scott, M.
Seiffert, T.
Sibley, C.
Stefanicka, S.
Sullivan, J.
Sullivan, P.
Weeks, M.
Williams, P.
Yeaman, K.

1D

Agius, P.
Allen, F.
Anicic, P.
Anquetil, P.
Aylett, D.
Brown, R.
Carlyle, B.
Cotterill, G.
Cue, S.
Deakin, C.

Douglas, B.
Driscoll, C.
Freeman, R.
Goldsmith, Q.
Hamilton, R.
Hamilton, S.
Harrison, W.
Heath, K.
Hill, I.
Hunt, J.

Jackson, D.
Johnson, R.
Lau, D.
Louch, G.
McCloghry, L.
McLaws, J.
Melbom, G.
Morrow, G.
Newton, B.
Parsonage, T.

Rose, D.
Shorey, L.
Stephens, T.
Thirgood, M.
Tuffin, S.
Widak, J.
Wilmott, G.
Wright, C.

1E

Alcock, L.
Anderson, E.
Barclay-Liebsen, R.
Batterham, C.
Bellamy, F.
Bradwell, D.
Brett, M.
Buie, S.
Bundy, B.
Carroll, D.

Carroll, N.
Collins, C.
Collins, M.
Currie, I.
Deas, R.
De Souza, A.
Garner, N.
Gette, D.
Gillespie, B.
Greenwood, G.

Grimson, G.
Holder, N.
Jones, M.
Kandelas, P.
Lauder, J.
Lutherborrow, M.
Macri, G.
Macri, G.
Middleton, J.
Murray, D.

O'Lachla, I.
Pitts, W.
Redman, J.
Shoesmith, A.
Silvia, R.
Singh, L.
Smith, A.
Tindall, M.
White, D.
Wilshaw, S.

1F

Blanchard, D.
Brown, M.
Cobner, D.

Dowling, B.
Fritsch, M.
Marchbank, A.

Morrison, W.
Moulds, L.
Pritchard, P.

Skinner, N.
Smith, A.

2A

Beaumont, J.
Braithwaite, P.
Brooks, R.
Burch, D.
Chriswell, A.
Chriswell, D.
Chudd, G.
Clugston, J.
Cotrona, R.
Davis, G.

DeRuyter, W.
Dymock, G.
Etherington, P.
Fritsch, I.
Frost, I.
Guy, T.
Hayes, D.
Johnston, S.
Lougher, D.
Manuelle, C.

Mathews, P.
Douglas, M.
Murray, W.
Naughton, S.
Olive, J.
O'Rourke, K.
Phelps, W.
Pogson, G.
Rhall, T.
Rien, R.

Ryan, N.
Rose, P.
Sen, V.
Smeal, G.
Sneddon, R.
Stekhoven, M.
Stewart, P.
Swain, P.
Weller, G.

2B

Auld, A.
Baker, J.
Brown, M.
Calligeros, J.
Christensen, K.
Clarke, G.
Clunne, T.
Cranfield, G.
ReRuyter, G.
Edwards, B.

Ewen, C.
Freeman, G.
Gresham, T.
Grieve, M.
Harbon, P.
Haviland, T.
Hellewell, F.
Jarrett, B.
Joyce, S.
Kenyon, G.

Lamacchia, T.
Macdonald, G.
Martin, G.
Moxham, R.
Nixon, R.
Orrell, R.
Pickering, P.
Seddon, C.
Sheerman, C.
Smith, P.

Smith, A.
Stevens, I.
Sullivan, D.
Thornton, M.
Thow, G.
Tuohy, P.
Voce, S.
Wallis, K.
Wilson, G.

2C

Atkins, G.
Barnier, A.
Cann, P.
Clarke, W.
Cobourn, S.
Collins, G.
Cox, P.
Cronan, R.
Cummings, L.
Dando, I.

Dickenson, L.
Dodd, G.
Duclos, P.
Gaherity, A.
Gillespie, N.
Hall, I.
Harrison, N.
Harvey, J.
Hatfield, C.
Ivanoff, D.

King, G.
McKinley, P.
Marshall, R.
Meiners, J.
Melbom, W.
Munro, G.
Murdoch, L.
Penniall, J.
Price, F.
Rampling, R.

Shorter, I.
Smith, K.
Steele, D.
Stirling, J.
Watt, A.
Whittle, M.
Williamson, G.
Woodlands, J.
Wale, M.

2D

Anderson, L.
Archer, G.
Bale, P.
Bentley, A.
Booker, I.
Brown, G.
Cannane, M.
Carlson, C.
Coote, G.
Coote, S.

Dale, M.
Dawson, J.
Desic, K.
Freeman, M.
Frost, D.
Garland, G.
Hansen, G.
Jones, F.
McGrath, R.
Mantova, S.

Moret, S.
Nelson, R.
Noble, G.
Owen, C.
Papaluca, M.
Rath, I.
Remington, J.
Robbins, J.
Ross, D.
Sampson, L.

Scheveling, M.
Sekulic, D.
Spackman, C.
Talbot, R.
Watson, A.
West, R.
Wilson, C.
Winter, C.

2E

Abbott, B.
Anstiss, M.
Archbold, T.
Barker, J.
Bostock, S.
Cook, H.
Desousa, W.
Doyle, M.
Driver, D.
Duraux, J.

Frazer, G.
Gough, G.
Hamilton, G.
Kilgannon, D.
Lester, A.
McAllister, B.
McKenzie, G.
Marchbank, N.
Meres, R.
Mobbs, T.

Morrison, S.
Munro, K.
Munro, T.
Neal, C.
Neilson, R.
Nelson, B.
Oldenburg, P.
Pullin, C.
Schaaf, F.
See, G.

Sellars, I.
Smith, B.
Smith, K.
Steeden, A.
Taylor, N.
Ward, P.
Witherdin, W.

2F

Driver, P.

McLachlan, C.

Paredes, M.

Rodgers, R.

3A

Atha, C.
Black, M.
Bonser, R.
Boon, P.
Boscham, E.
Clarke, R.
Cotrona, C.
Cronan, M.
Erskine, G.

Fiebert, L.
Friedrich, P.
Goodman, A.
Green, S.
Gregors, G.
Haines, A.
Harrison, P.
Henderson, M.
Hendry, D.

Howe, R.
Hughes, M.
Jones, S.
Judge, A.
McKenzie, C.
McPherson, L.
Mackintosh, F.
Morrell, P.
Morris, T.

Neal, G.
Owen, G.
Patrick, S.
Perry, I.
Sayers, A.
Smith, P.
Smith, R.
Watt, I.
Wilkinson, T.

3B

Arrell, G.
Aysom, T.
Baker, N.
Bartho, S.
Carter, P.
De Heer, J.
Denouden, B.
English, R.
Freudin, P.

Green, G.
Gresham, W.
Heazlett, J.
Hersey, P.
Huebner, B.
Kircher, W.
Lawrence, J.
Lewis, V.
Lucca, G.

McLure, C.
Makey, I.
Mason, P.
Morris, J.
Murray, E.
Richter, H.
Rowling, E.
Schultz, P.
Short, I.

Somervaille, A.
Spencer, A.
Stevens, L.
Stevens, P.
Triebe, J.
Wilkinson, A.
Wilkinson, N.
Willemsen, K.

3C

Anderson, P.
Atkins, C.
Banks, G.
Belcastro, P.

Brown, P.
Carrall, J.
Cranfield, C.
Dyason, R.

Harrison, I.
Hutchison, I.
Jones, G.
Kelso, B.

Rumsey, R.
Schulz, B.
Sibley, M.
Shackleton, P.

Bennett, P.
Blanchard, B.
Blom, P.
Body, M.
Bready, R.

Etherington, M.
Godbier, P.
Graham, S.
Grimley, L.
Harkness, A.

Kidd, S.
Maloney, H.
Meyer, M.
Naughton, S.
Payne, G.

Smith, B.
Warren, L.
Wilson, M.
Wilson, M.

3D

Baldwin, D.
Barlow, M.
Barton, L.
Bates, W.
Butler, M.
Cameron, R.
Carle, I.
Collins, W.
Davis, J.

Edmunds, J.
Elliott, R.
Freeman, G.
Fury, G.
Harkness, D.
Hoy, D.
Jones, R.
Jones, S.
Meloney, M.

Meulman, M.
Milner, B.
Minchin, S.
Murray, G.
Nurthern, I.
Patterson, P.
Peebles, G.
Pitt, P.
Radocay, W.

Reeve, P.
Roots, R.
Shaw, P.
Squire, D.
Truscott, G.
Van Der Toorn, T.
Wilson, B.
Worboys, R.
Wyatt, R.

3E

Bevin, W.
Brown, G.
Brownrigg, M.
Carothers, K.
Davis, M.
Doherty, P.
Fairweather, M.
Fox, A.

Goodhand, B.
Hartshorn, S.
Hughes, D.
Jarrett, K.
King, B.
King, G.
Lindfield, D.
McClelland, W.

McFarlane, C.
Martin, D.
Metelic, G.
Morris, J.
Murray, G.
O'Gorman, S.
Oldfield, S.
Richards, S.

Robb, R.
Royal, C.
Smith, A.
Smith, G.
Sonneveld, M.
Sullivan, G.
Wares, G.
Wells, M.

3F

Adams, C.
Alcock, K.
Allen, G.
Brown, W.
Carrothers, T.
Chancellor, R.
Cooper, P.

Cooper, S.
Copping, G.
Curtis, L.
Delpopolo, V.
Frankel, G.
Johnston, M.
Kertesz, M.

McKeewright, B.
Melehan, R.
Meres, D.
Morris, S.
Nowland, T.
O'Conner, M.
Oliver, J.

Reynell, P.
Salt, S.
Sandow, S.
Semple, D.
Strang, P.
Smith, L.
Walters, B.

4A

Black, N.
Blyth, D.
Byrnes, M.
Chamberlain, G.
De Ruyter, P.
Desic, M.
Farrow, K.
Fitzpatrick, N.
Hedge, A.
Hodge, B.

Hoogesteger, F.
Hutcheon, P.
Hutton, G.
Jeffrey, D.
Law, W.
Lawton, W.
Lees, G.
Lord, S.
Lovegrove, J.
Lyle, D.

Martin, G.
Noble, K.
O'Rourke, M.
Powell, M.
Reynolds, J.
Rowe, J.
Royall, K.
Salmon, M.
Seculic, G.
Simon, G.

Smeal, A.
Smith, A.
Smith, T.
Sneddon, P.
Stirling, R.
Tuffin, M.
Vail, R.

4B

Brewer, K.
Brown, P.
Bush, C.
Carrigy, N.
Cleary, J.

Dobson, G.
Donnelly, M.
Fields, W.
Harrison, A.
Hayward, A.

McReady, P.
Meredith, M.
Moret, R.
Nay, A.
Oates, E.

Roots, G.
Smith, D.
Smith, M.
Stone, K.
Tuohy, J.

Clunne, W.
Crocker, B.
Croudace, G.
Devine, S.
Diserens, S.

Hazell, R.
Hodge, M.
Kenyon, I.
Knight, K.
MacDougal, I.

Painter, G.
Pattemore, K.
Prott, R.
Rappeneker, S.
Reidy, R.

Unicomb, S.
Veling, A.

4C

Anicic, P.
Ashby, G.
Bale, J.
Belcastro, P.
Bishop, G.
Blackwell, E.
Burge, N.
Campbell, M.
Collins, W.
Dare, P.

Dare, P.
Davey, K.
Deakin, P.
De Ruyter, S.
Elliott, J.
Gare, G.
Gill, R.
Houghton, R.
Kean, S.
Keys, L.

King, M.
Lawrence, W.
Love, D.
McCallum, J.
McDonnell, K.
Marriott, D.
Montgomery, S.
Newland, L.
Rowell, D.
Schweikert, C.

Schyf, A.
Smith, B.
Sonter, I.
Spencer-Brown, M.
Townson, B.
Virgona, B.
Walton, P.
Whiddon, R.

4D

Brookes, M.
Clive, R.
Coll, P.
Connelly, P.
Corbett, M.
Crosdale, D.
Edwards, S.
Ferguson, D.
Fulmer, B.
Gillespie, T.

Grimson, S.
Hamilton, R.
Hatfield, R.
Holder, I.
Jones, K.
Jordison, I.
King, J.
Lagden, R.
Lowe, L.
Macnamara, P.

McCarthy, C.
McGrath, T.
Morrow, T.
Moxham, S.
Murray, S.
Prothero, G.
Reeve, C.
Rhall, M.
Routley, M.
Rowles, S.

Rubino, F.
Schaaf, R.
Shattles, G.
Smith, B.
Vaughan, B.
Warburton, C.
Williamson, S.

4E

Abbot, W.
Baldry, G.
Blake, P.
Bovis, R.
Cadden, P.
Chapman, P.
Donovan, M.

Dragojevic, N.
Dykstra, D.
Hassett, G.
Healey, P.
Hill, C.
Manning, C.
Matthews, W.

Murray, S.
Oglesby, R.
Peebles, M.
Power, M.
Shadbolt, P.
Stapylton, G.
Tavernese, P.

Thompson, S.
Tindall, A.
Webb, L.
Zygalski, S.

5A

Armes, J.
Barrett, G.
Ferguson, R.
Frost, G.
Hope-Johnston, B.
Horney, D.

King, C.
Legg, M.
Lewis, S.
Lyle, J.
McConaghy, M.
McConkey, G.

Moir, V.
Morcom, S.
Murphy, J.
Penniall, W.
Perkins, A.
Potts, S.

Robinson, M.
Scott, G.
Scully, A.
Spencer, P.
Stokes, M.
Weller, M.

5B

Brodie, J.
Browning, S.
Crickett, P.
Fox, N.
Gardiner, N.
Goodman, B.

Gowland, G.
Griffiths, J.
Hobbs, D.
Kohlhardt, S.
Lawrence, H.
Lees, W.

Marshall, R.
Moore, W.
Neal, D.
Nicholls, S.
Norris, P.
Taylor, G.

Thompson, P.
Tinley, R.
Turner, B.
Vousden, P.
Walker, D.

5C

Adriansen, A.
Burrows, T.
Charalambous, C.
Crawford, A.
Edwards, D.

Gardner, S.
Gregory, C.
Kimberley, B.
Leeds, G.
McDonnoll, P.

McReynolds, W.
Roots, G.
Sneddon, T.
Snitch, M.
Sorrensen, K.

Walters, R.
Waterhouse, P.
Wells, W.

5D

Abou-Sassin, A.
Auld, T.
Bacon, B.
Barton, L.
Baker, G.

Cartling, G.
Clarke, G.
Denouden, J.
Driver, A.
Murphy, C.

Phillips, P.
Rohwer, G.
Segaert, J.
Smith, P.
Stekhoven, P.

Stephenson, M.
Tohver, V.
Whitman, E.

6A

Achterstraat, P.
Beckett, P.
Brown, I.
Crickett, B.
Gay, K.
Hardie, B.

Harper, B.
Hatter, P.
Hopkins, K.
Hughs, W.
Hutton, M.
Kendall, K.

Killick, G.
Martyn, R.
Morris, D.
Muncey, D.
Olsen, R.
Pogonowski, A.

Simon, M.
Terlich, D.
Van Berkel, J.
Wall, B.
Weeks, J.

6B

Arbon, S.
Balwin, K.
Barakauskas, R.
Davey, W.
Derbyshire, R.
Doyle, M.

Franke, P.
Fraser, S.
Job, M.
Kasmarik, R.
McLeod, S.
McTaggart, S.

Mann, R.
Melbourne, N.
Meyer, F.
Morris, I.
Powell, M.
Reynolds, C.

Rose, S.
Saxon, O.
Scott, G.

6C

Allpress, G.
Brown, T.
Cawthorne, G.
Cousins, N.
De Ruyter, H.
Duffy, T.

Edmunds, K.
Frost, S.
Gowland, S.
Griffiths, P.
Guy, K.
Haviland, N.

Kent, J.
McCready, M.
Portier, W.
Ramsay, S.
Scheaffer, A.
Sorrensen, I.

Taylor, J.
Whiddon, W.
Whitfield, P.

6D

Anderson, J.
Brooks, S.
Bush, M.
Callaghan, G.
Christensen, T.
Cox, D.

Davis, K.
Gardiner, R.
Gibson, D.
Holenstein, O.
Jackson, P.
Kalinowski, R.

King, P.
Kurtz, G.
Lampe, S.
Parker, D.
Parsons, J.
Robinson, P.

Stout, J.
Thirgood, P.
Turner, B.
Warburton, G.
Williams, G.



The Ten Commandments

- (1) *Thou shalt obey and respect thy prefects.*
- (2) *Thou shalt not chew, eat or talk at assemblies
else thou be removed to a life of solitude at
the front*
- (3) *Thou shalt laugh with all thy strength, all thy
might and with all thy soul at any and all
funnies cracked by thy teachers.*
- (4) *Thou shalt not throw projectiles.*
- (5) *Thou shalt honor and obey thy teachers.*
- (6) *Thou shalt not kill (even first formers).*
- (7) *Thou shalt observe punctuality at all times.*
- (8) *Thou shalt not steal thy neighbour's lunch.*
- (9) *Thou shalt use the library to its fullest extent.*
- (10) *Thou shalt ignore the first nine command-
ments.*