



*NORTHERLY '85*

# **Silver Jubilee Year**



**1960 - 1985**

**Asquith Boys' High School**



# *A Thank You*

A very sincere thank you to all who  
contributed to our Jubilee magazine:-

The Office staff, for their typing and printing;

The Teaching staff, for their articles on the  
many aspects of school life;

The students, for their artistic and literary efforts.

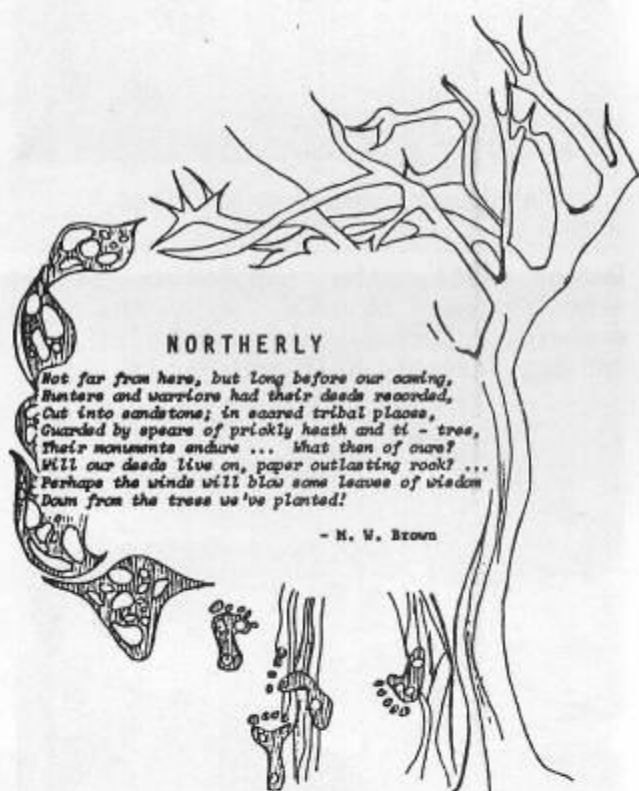
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# Historical Highlights of Asquith Boys High School

Mr. Mervyn Brown	Founding Principal 1960 - 1968
Mr. Norman Bowles	Principal 1969 - 1972
Mr. Les Rodgers	Principal 1973 - 1975
Mr. Austen Hughes	Current Principal 1976 - 1985

## PRE-HISTORY AND FOUNDATIONS:

In the beginning the school site was a citrus orchard owned by the Fear family who were Hornsby pioneers and who originally lived in a bark hut near the corner of present-day Bouvardia Street and the Pacific Highway.



Nearby, Storey Park was the site of a pottery works until the Great Depression caused it to close. They made a variety of things, although their main products were toilets!

The name "Asquith" was given to the northern part of Hornsby about 1916 and this honours Herbert Henry Asquith who was twice Prime Minister of Great Britain early this century.

By the 1950's, the school site was a cattle and horse paddock that was occasionally used by travelling circuses.

Our school was intended to have been built on the land where Hornsby Technical College now stands. However, for various reasons, the Department of Education made a clean swap for the present site.

In the last term of 1959, building commenced on our present four hectare site. When it became clear that the new buildings could not be completed by 1960, it was decided to temporarily use some old buildings in Hornsby. These had been a real cradle for schools. They had, at various times, housed parts of an infants and primary school, the Hornsby Junior Technical School, Hornsby Home Science School and Asquith Girls High School.



The First Teachers, 1960.

Back Row: E. Shields, W. Watkins,  
S. Swinton, F. Hanlon, J. Bitmead,  
R. Kench, T. Elwood.

Middle Row: E. Goldstein,  
C. Potter, Miss J. Smith, J. Monti,  
F. Tate.

Front Row: B. Wilson, Ms. H. Evers,  
V. Wall, M. Brown (Principal),  
J. Holme, Mrs. D. Timmins, L. Kelly

On Tuesday of the first week in February, 1960, a staff of nineteen teachers assembled in the old brick building that used to be Hornsby Council Chambers to organise the next, what were very trying, few months.

The next day, Wednesday, 3rd February school begun in two places with half the 350 pupils at Hornsby. The other half was at Chatswood High School, in the charge of Mr. Wall. At Hornsby, we had four brick buildings and one of timber. The middle brick building had been damaged by a fire that had swept up from the Old Man's Valley. The background to our assembly area was,



*Some of the First Students, 1A 1960.*

therefore, rather grim as the founding principal, Mr. Mervyn Brown recalls.

"I well remember addressing for the first time the crowd of boys and parents who were somewhat dubious about the rather makeshift looking arrangements. I assured them that there was enough accommodation for us to be reasonably housed for a short stay and that the new school would have all modern conveniences. On that day, their response was immediately and warmly appreciated and this support has continued".

It was difficult to keep in contact with the boys at Chatswood High and so after a fortnight, they were brought up to Hornsby and housed in Hornsby Public School. In those days, the drawing area extended from Galston and Brooklyn down to Normanhurst and Lindfield - travelling was the norm.

The first Parents and Citizens' Association meetings were held in the Hornsby Girls High School Assembly Hall. Mr. J. Davis was the first President, Mr. C. Baxter, Secretary and Mr. W. Wardrop, Treasurer. A Ladies Auxiliary was established with Mrs. T. Hill as first President. Parents joined enthusiastic-

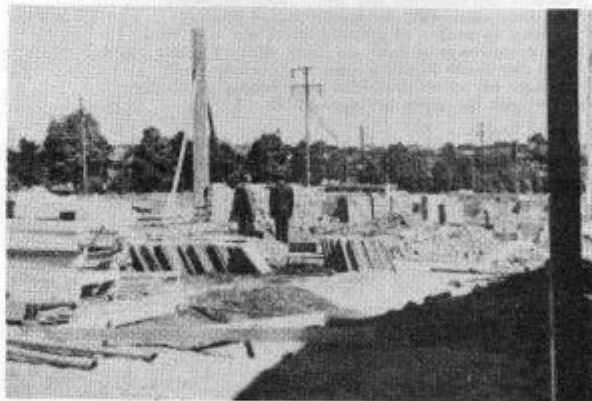
ally with teachers and pupils in offering and discussing ideas for school colours, badge, uniform and so forth. They set about raising funds to buy the considerable quantities of books, sporting goods and other necessary materials.

On 24th June, 1960, the school moved into the new Asquith buildings with long lines of boys winding along the Pacific Highway and Departmental trucks carrying various items of baggage, such as sports materials, extra furniture, science stock, piano, books and canteen goods.

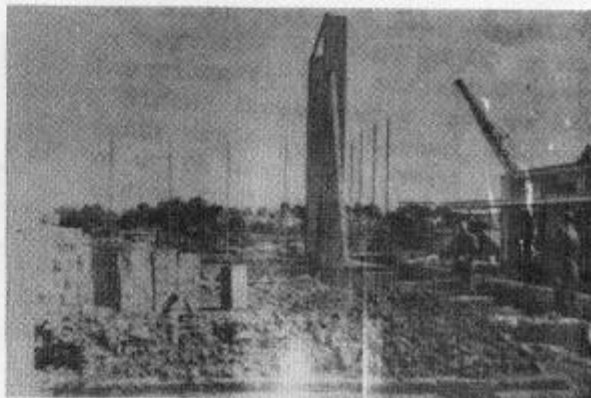


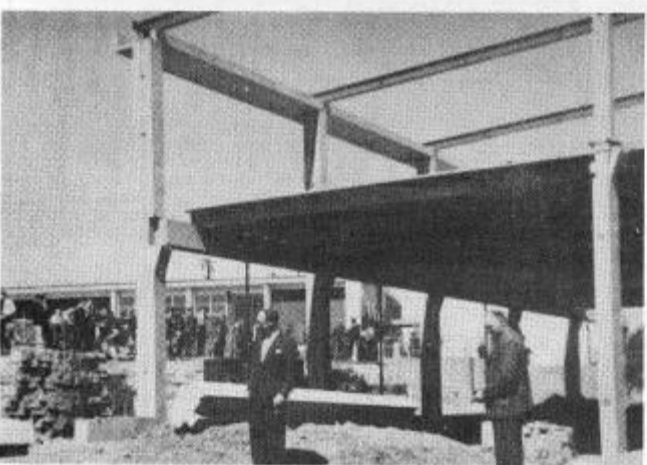
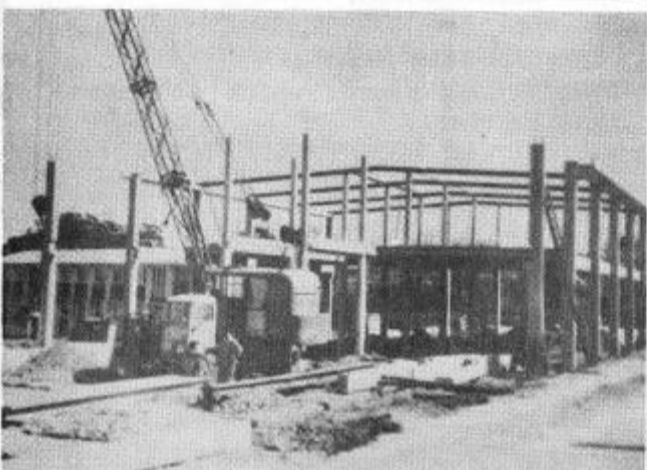
*"A" Block, finished mid 1960.*

During 1961, the population of the school rose to 660 with 30 staff members. During the year, 'E' block and the Assembly Hall were built.



*Construction of the School Hall, 1961.*





*Views of the construction of the School Hall and "E" Block, 1961.*

The first school fete was held on Saturday, 15th April and the first public function in the Hall was a concert by Ku-ring-gai Chamber Orchestra.

In our third year, 1962, there were 950 students and Subject Masters were appointed for the first time. This year is historic as it also marked the re-organisation of secondary schooling by the introduction of the Wyndham Scheme, where all the boys followed a common core of subjects.

In sport, we joined for the first time in grade competition, with Schools of the North-Western Metropolitan Zone - Normanhurst, Epping, Meadowbank, Drummoyne and Homebush. The preparation of the playing fields and the second P.E. area was begun, though this work was not completed until 1963, when the laying of Kikuyu turf provided a very good surface for the main field. By this time, there was a wealth of equipment throughout the School, provided largely by the efforts of parents. This included: internal telephones, two complete public address systems, a grand piano, electric and hand duplicators, special floor coverings, curtains in the Hall and in offices, typewriters, film projectors, tape recorders and grass mowers.



*The First Prefects, 1964.*

The first group of 30 prefects, 'fifth formers', were appointed under the captaincy of David Wilson in 1964. The school now had 1073 students and 54 teachers - its full complement and the school officially opened by the Director General of Secondary Education, Mr. A.W. Stephens.



*The official opening of the School with Mr. M. Brown, Principal and attended by the Director General, Mr. A.W. Stephens, 1964.*

1965 saw the erection of 'G' block for science and art rooms. This project was rebuilt not once, but twice when faulty concrete, threatened structural safety. Even today, the music room causes an occasional tremor through the building!

By now, the physical aspect of the school was complete and a growing set of traditions was in place.

Little changed, bar repairs to 'E' block following a fire in 1973, until 1978-79, when refurbishing resulted in new roofing, an extension to the Industrial Arts block, floor covering and electrical power to laboratory benches.

Following ministrations of mainly Brian Brook, the Maths Master (now selling smallgoods), the library was extended to its present size. A portable laboratory and a classroom were added in the early 1980's in the senior playgrounds and the administration block was extended. Our present enrolment is 900 students, a staff of 63.1 and no classes over 30.

### THE PRINCIPALS:

A school's principal is a very important person who invariably sets the tone, morale and direction of his or her charge. Asquith has been fortunate in having four principals who have been outstanding in their achievements.

The founding principal was Mr. Mervyn Brown who, among many other things,



*Mr. M. Brown, Principal 1960-1968.*

composed the school song and instituted the school houses which are named after native trees.

### SCHOOL SONG: "GROW IN WISDOM"

Words and Music by M. W. Brown



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

In 1969, Mr. Norman Bowles took over from Mr. Brown, followed by Mr. Les Rodgers in 1973. Both these principals led the school through the turbulent late '60s and early '70s developing institutions, such as clubs, the Student Council and 'Term 4'.

Our present principal, Mr. Hughes, succeeded Mr. Rodgers in 1976. Mr. Hughes' decade has been notable for a consensus style of management that has made him eminently popular with both



Mr. Les Rodgers. Mr. Norman Bowles.

students and teachers. His keen interest and support for sports has been a boon to our students, especially in the code that has been his life's interest - cricket.



Mr. A.J. Hughes, popular Principal from 1976 until his retirement in 1985.

#### A FEW OTHER STAFF MEMBERS OF NOTE:

This list cannot include all of Asquith's noteworthy staff members - however, a random selection from the past twenty five years will give an indication of the dedication and talent this school has been blessed with:

**ELLIS REYNOLDS:** a Maths Master and notable Deputy Principal whose influence still persists.

**LES MILLER:** who left this year after 24 years of outstanding service with our Industrial Arts Department. Les did great work in so many aspects of school life and still is an energetic motivator of others and a prime-mover of life.

**JOHN WHEELER:** our first Languages Master - famous for the "Horan and Wheeler" French textbooks.

**RAY KENCH:** a Special Master, famous for his organisational and teaching skills and rapport with students and who introduced Orienteering and the Duke



From L to R: Mr. B. Wilson, Mr. J. Saunders, Mr. E. Reynolds, Mr. R. Kench, Mr. B. Brook, Mr. L. Miller.

of Edinburgh Award Scheme.

**DAVID KINGSFORD-SMITH:** (nephew of Sir Charles) who introduced the "Fifty Mile Walk".

**GREG HANCOCK:** who gained a Doctor of Philosophy degree and, eventually, a position on the Schools Commission Public Service Board and is now head of secondary education in the A.C.T.

BOB HENDERSON: our recently retired Social Sciences Master who did much work, both in the school and with district organisations.

BARRY WILSON: who contributed much to school spirit and instituted Photography as a subject.

BRIAN BROOK: who was active in so many aspects of school life and whose special efforts resulted in the expansion of the School Library in 1980.

CHERIE HARRIS: a gifted organiser of school activities and socials.

JIM SAUNDERS: a leading light in school musical developments and a host of other activities.

PETER CORDEROY: a well respected Languages Master and tireless worker for the school.

MARY ANNE DAS NEVES: for her good work with Ancient History and other aspects of school life and politics.

JOHN FRASER AND ALVENA TOWNSEND: both of whom did great work for the Art Department.

PAUL MITTON: an Art teacher from here who went on to become a School Inspector.

PETER PULSFORD: a Director and script-writer and award-winning School drama productions.

TOM EAKIN: the present Science Master who has given 20 years of wise leadership, inspiration and quiet service to the School.

#### SOME SCHOOL ACHIEVEMENTS:

Here again, a complete list cannot be given. However, a random selection will illustrate what our school has achieved during the last twenty five years.

At the top of the list must be the fact that so many of our ex-students have gone on to excell in their chosen fields. A significant number have joined the police force for some reason and quite a few have become teachers - in fact, Mr. C. Kent, the present Art Master, is an ex-student.

Our school has, over the years, raised thousands of dollars for the Clarke Road School for Children With Learning Difficulties and has been involved in many community service schemes, such as, walkathons and charity fund-raising schemes, such as the creation of a Guinness Book of Records touch football

record in 1979 to raise money for Clarke Road School.

Culturally, we continue to provide one of the best set-up and managed school halls on the northside - thanks largely to the untiring work of the "Boss of the Hall", Mr. Ray Elkin, who is also on our staff as a science teacher in his spare time! Mr. Elkin and his crew have been behind many successful musicals and shows staged both by the school and outside organisations, like the Hornsby Musical Society. He is our longest serving member of staff at this school with twenty years to his credit.

Academically, we have, over the years, gained noteworthy honours in Teasdale and Hume Barbour debating competitions,



*Sir Mark Oliphant presenting a Science Research prize to A.W. Wardrop, 1964.*

essay writing and mathematics competitions. Our Higher School Certificate results have always been above average and this school has been honoured with "first in the state" on two occasions. In 1968, Mr. James Richardson gained 874 marks out of 900 (which was never



*James Richardson, State Dux 1968.*

beaten under that system). He studied Pure Mathematics at Sydney University, won the University Medal and is now a Mathematics Professor. Secondly, Peter Robinson topped the state in 1979 with an incredible 495 marks out of 500. He studied Nuclear Physics at Sydney University, won the University Medal



*Armin Mohamed and the ever popular Peter Robinson Dux of the State 1979.*

in Physics and is currently studying for his Ph.D in Physics.

Another student, John Reynolds, an ex-Deputy's son, came third in the state in 1974 and later won the Sydney University Medal in Physics.

This winning tradition has carried on with the superb effort by Armin Mohamed in gaining 200 out of 200 in 4 Unit Mathematics in last year's H.S.C. This effort is also a reflection of the talents of his Maths Teacher, Mr. C. Hill, who taught Peter Robinson also gaining 100% in 4 Unit Maths. Another student, Geoffrey Burn, gained a University Medal in Computing at Sydney University.

Few twenty five year old schools can claim two state H.S.C. first and this speaks eloquently of the calibre of both the students and staff of Asquith Boys High.

Culturally, Asquith students have made contributions in the fields of drama, music and art. In the late 1960's and 1970's our school won awards for dramatic productions under the direction of teacher Peter Pulsford and an outstanding art student, Kim Carpenter, became the Artistic Director of Sydney's Nimrod Theatre.

Other ex-students have made their mark in the music field: Greg Englert now a jazz musician, has worked in the Sydney Opera House and with Don Burrows.

In our sports endeavours, we have made our mark and many ex-students have gone on to become players and coaches of note. Two students from our early years were great tennis players, namely the Wilkinson brothers, later becoming professional tennis coaches.

We have been prominent in zone sporting events, winning a number of zone premier-ships over the years.

We have had a notable list of Combined High School (C.H.S.) representatives and some of these have included Graeme

Carroll, Rugby representative in 1978, Glen Marks, Rugby representative in 1979 and Andrew Foord, a current Year 12 student who was a C.H.S. Rugby representative in 1984 and again this year. Another current Year 12 student, Brian Ellem, has been a C.H.S. Soccer representative since 1984 and this year captained the side. Brian won the Player of the Series Award during the Australian Tour this year.

In Water Polo, we had the honour to be State 15 years champions in 1984 and we have had two students, Geoffrey and Peter Clark, who have been C.H.S. representatives. Peter represented Australia in Europe in the Australian Schoolboys Water Polo team in 1983 and is now at the Australian Institute of Sports. Other ex-students have gone on to the A.I.S. and our own Robert Hooker captained Australia in the Australian Youth Soccer team overseas tour this year.

#### THE CADETS:

It will surprise many to learn that in earlier years, this area was quite a dangerous place in which to live and we had need of our Army - known officially as the Asquith Boys High School Cadets. The unit provided invaluable training in discipline,



*Lt. Miller conducting operations*

teamwork, management and organisational skills for a large number of boys.

It began in 1967 with twenty cadets under the command of Captain J. Gerard and the training officer, Lt. Les Miller - both of whom were teachers here. Mr. Miller took command in 1970 and the unit had grown to 140 cadets. Our school mounted a ceremonial guard at Singleton Army barracks in 1970 and

it was the last occasion that a cadet unit did this.

The unit was disbanded in 1973, largely as a result of the political climate at the time and changes to government policy.

#### THE "FIFTY MILE WALK":

In recent years, a past Sportsmaster, Mr. Max Garske, instituted several "Fun Runs". However, it may be of interest to note that we used to have a "50 mile walk". This was an incredible feat of endurance with many making the distance. This eventually ceased as a consequence of gangs of hoodlums beating up the participants!

#### FASHIONS:

The early days of course saw the obligatory "short back and sides" hairstyles for both students and staff (this style came about because of a need to reduce the incidence of head lice in the teachers during World War 1!). Gradually, the hair length grew until the "long-haired" style reached its peak in the late 1960's. Teachers did not see most students' ears until the last few years, although now the short style has returned in a big way. A few conservative, old-fashioned, long-haired students still linger on to the amusement of the trendies!

General dress has also gone through dramatic changes. In earlier times, all teachers and staff were required to wear ties throughout the year and teachers were also expected to wear coats, winter and summer. Shorts, jeans, slacks and mini skirts were definitely taboo until quite recently.

#### ANCILLIARY STAFF:

This school has been fortunate in the quality and dedication of its ancillary staff, past and present, and some have remained with the school for long periods of time.

Joan Rigg was the first school secretary who remained here for 11 years. June Craddock followed her and was subsequently replaced by Val Mullins who is still with us after 11 years doing a professional job.

Gwen Hogan has been here for 17 years and continue to be both an invaluable member of the Science Department and an able nurse to our students in need of medical attention.

Neryl Pogue, Dawn McCaffery, Mollie Lee and Pauline Hutton have all given in excess of ten years service.

We have also had two tireless cleaners, Mrs. E. Carr and Mrs. E. Bright who have both worked at the school for over 15 years. Mrs. Emerton worked here for twenty years and Mrs. F. Rowilson, who is still at the school, has been here for twenty years as well.

#### THE SCHOOL MAGAZINE:

These provide a fascinating insight into past times at the school. They ran from 1964 until 1978 when production costs forced it to cease temporarily.

In 1982 the magazine, which has generally been entitled "Northerly", was once again published and has continued to be published ever since.

#### THE "BROOKY" BOYS:

No history of Asquith would be complete without a passing mention of the legendary students who came and still come from Brooklyn and the Hawkesbury River. This area has, over the years, supplied us with a small but steady stream of interesting students who have played their part and added much to the school life. They have been a tough, but fair group who have had their moments and many of them have gone on to become successful fishermen in the area. Their ghosts have been heard in the dead of the night as booming voices call from one oyster lease to another!



Let us hope that our tradition of excellence and achievement will be carried on through the years to come.

With thanks to: R. Hambly, T. Eakin, C. Kent, R. Jacobsen and E. Reynolds.

## A POSTSCRIPT

....through retiring eyes....

I am sitting in my dingy little office, where a stingy  
Ray of sunlight struggles feebly down between the houses tall,  
And the foetid air and gritty of the dusty dirty city  
Through the open window floating, spreads its foulness over all.

.....

And I somehow rather fancy that I'd like to change with *Clancy,*  
*Reynolds*

So the poem goes on and five years later, Ellis, I am still sitting in that office - ah! but not for much longer!! Yet when it comes to the time for ending an association it will not be without some regrets. It's only natural.

Over a decade has flown of looking down on my boys as they arrive; hesitantly, short-trouserred, spruced-up, ready to begin a new adventure in their educational lives. And as their six years pass fleetingly, yet fitfully, I see them eye-to-eye; perhaps a little less spruce but now clean-shaven (usually). I shake their hands and wish them well. I feel that perenial lump in my throat and my heart pound with pride in the hope that I might have had some influence upon some one of them.

Although I am the Principal and the school is in my charge, I know only too well that without a supportive staff, the school is nothing. I recognise the value of Beres Lindsay, Peter Corderoy, Bob Henderson, Brian Brook and Max Garske. I am indebted to Ellis Reynolds for his invaluable contribution. These colleagues, having moved on, have been replaced by equally competent people. To them I owe much thanks.

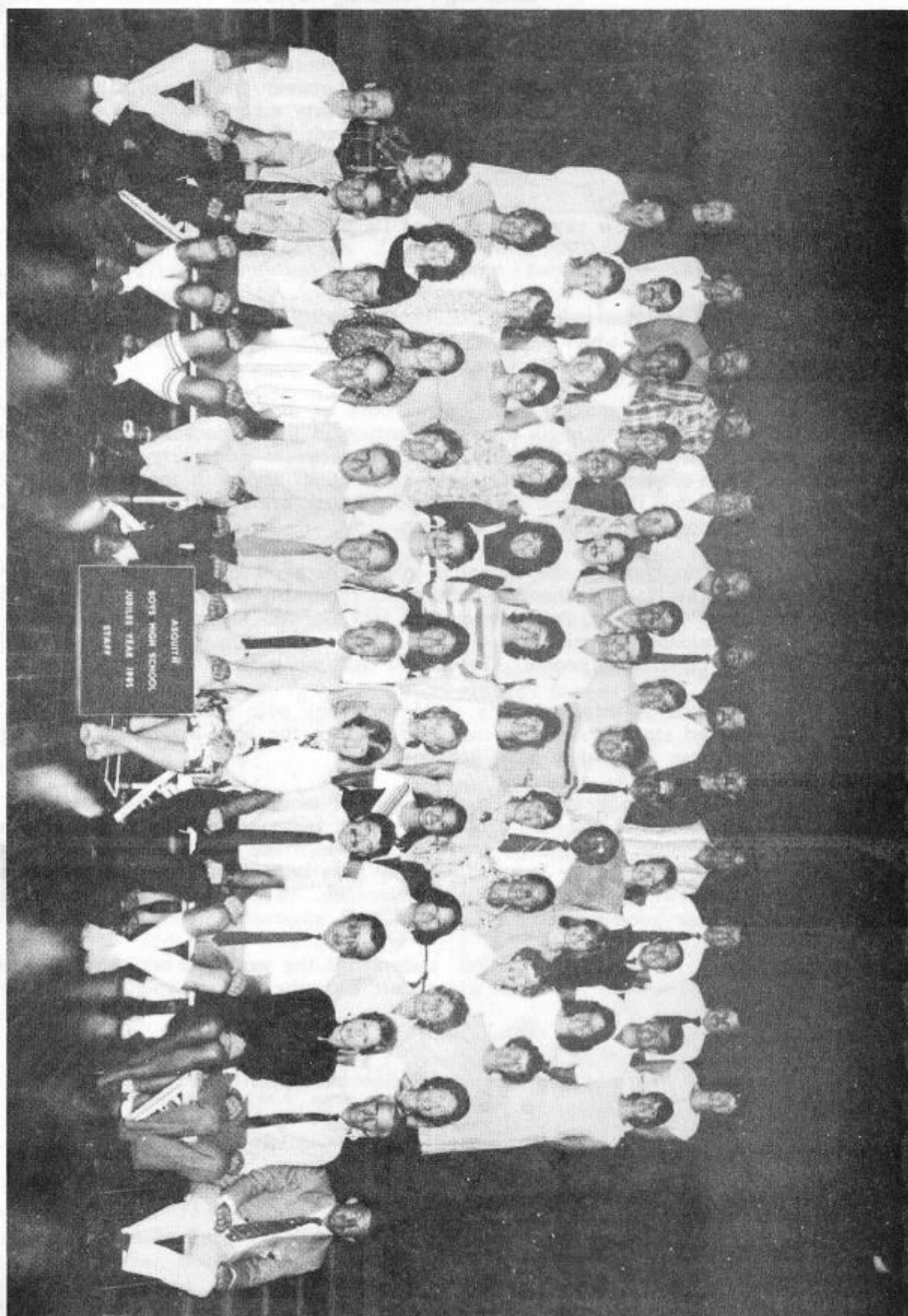
I cannot forget the ever faithful ancillary staff who work with great diligence. Nor must I overlook the devoted staff who polish the floors before the boys arrive and clean up their never ending mess after they have gone.

Twenty-five years ago Merv. Brown urged the boys not to hang out of the trains. Each term I do the same. Ten years ago Les Rodgers requested the boys to wear their ties properly. Each month in Winter, I too do the same. The world outside of Asquith may have changed, but not so our boys. True, my boys may be socially more experienced, but somewhere deep-down there is very little difference. We too have our good times and our bad times; our good boys and our not-so-good boys.

To all the boys I urge you to listen to and understand the words in our school motto: "Grow in Wisdom". You may not do it alone, but with the help of your teachers you can be well on the way.

One final greeting and that is to my successor. I wish him well and I hope that his days are fulfilled with the richest of experiences as mine have been over these past years at Asquith Boys High.

*Austen J Hughes.*



# STAFF OF 1985

PRINCIPAL: A.J. Hughes

DEPUTY PRINCIPAL: D.J. Greer

## ENGLISH/HISTORY

D.M. Tamsett (Master)  
C.K. Hornshaw (Master)  
V. Armstrong  
K.N. Bryce  
R.S. Hambly  
A.L. Kennedy  
S.N. McKevitt  
C.A. Marzouk  
S.L. Ng  
E.R. Petlevanny  
P.G. Pryor  
J.C. Robinson  
A.D. Williams

## MATHEMATICS

A.J. Gibson (Master)✓  
C.R. Hill  
C.J. Hughes  
R.D. Laffer✓  
R.J. McEvoy  
I.W. Mattila  
D.P. Mooney  
S.R. Wright

## SCIENCE

I.W. Eakin (Master)✓  
R.J. Elkin/  
R.E. Hewitt  
M.K. Hussain  
R. Jacobsen/  
D.G. Leigh  
H. Milne  
L. Polain  
J.J. Tregonning✓

## INDUSTRIAL ARTS

G.J. Pike (Master)  
W.L. Arnot  
S. Davies  
K.A. Jackson  
M. Killen  
I.R. McCutcheon/  
G.J. McDonald  
S.C. Tatham

## LANGUAGES

M.B. Jones (Mistress)  
S. Dunn  
L.A. Nicolle  
N.D. Peters

## ART

C.J. Kent (Master)✓  
M.A. Barnes  
L. Saunders  
P.A. Wilson

## REMEDIAL EDUCATION

J.A. Henham  
B.J. Henman  
A.M. Gibson

## MUSIC

D.S. Reidy

## CAREERS

L. Bentley

## COUNSELLOR

W.I. Gemmell

## SOCIAL SCIENCES

J.R. Tulloch (Master)✓  
G.D. Bleijie (Mistress)  
A.M. Austine  
L.J. Hawker  
R.J. Ramage  
M. Veiman  
R. Worthing

## PHYSICAL EDUCATION

R. Bolte  
P.C. Loudon/  
P.A. Stewart

## CLERICAL ASSISTANTS

V.M. Mullins  
M.M. Harrison  
P.T. Hutton  
J.L. McIntosh  
M.V. Morrison  
B.I. Noel  
J.L. Spratt

## SCIENCE ASSISTANTS

G.A. Hogan  
I.M. Eakin✓

## TEACHERS' AIDES

D.M. McCaffery  
S.J. Miller

## GENERAL ASSISTANTS

N.K. Midgley  
H.J. Smith

This page donated by THE COMMONWEALTH BANK.

The Manager Mr. John Creighton and Staff of the Commonwealth Bank Asquith wish the Asquith Boys High well in their Silver Jubilee Year.

# ART!

ARTS  
AND  
CRAFTS  
73

ART!

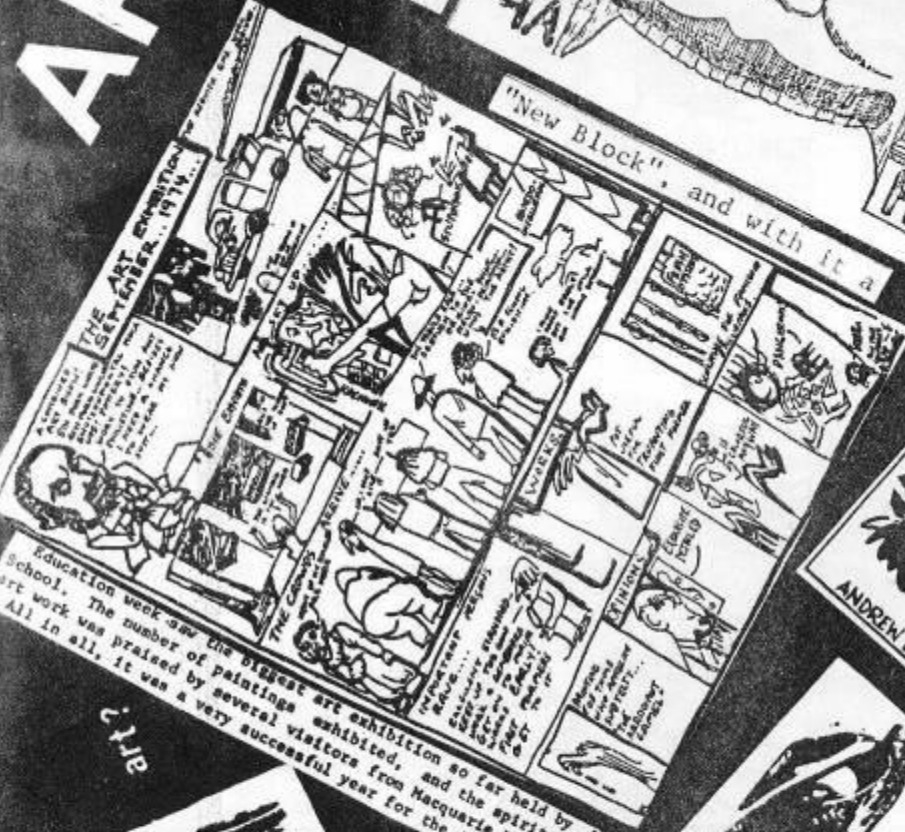
1966 saw the inevitable completion of the



creative fusion of Art and Music Departments.

ART?

"New Block", and with it a



Education went saw the biggest art exhibition so far held by the School. The number of paintings exhibited, and the spirit of the art work was praised by several visitors from Macquarie University. All in all, it was a very successful year for the Art Department.

art?



Plenty to look at

art!



Plenty to look at

ANDREW DAVIS JR7

PAST



"Cymbals of Gongs"



## THE JUBILEE OF OUR P. & C.

Asquith Boys High School has had an active P & C throughout its 25 years. The first meeting of the P & C was held at the Hornsby Girls High School on 23rd February, 1960 and a Management Committee was set up. The first President was Mr. J. Davis of St. Ives and other members of the Committee were from as far afield as Gordon and Berowra. The initial involvement was 343 boys in 10 classes with 20 teachers.

With the establishment of a new school, there were many demands on the P & C and fund raising was of high priority during the initial years of the school.

Throughout the 25 years of the school's life a recurring theme has been transport and crossing roads. The P & C asked for lights at the intersection of Jersey St. and the Pacific Highway, but the Police wrote back to say that lights in this location were not justified but that pedestrian lights in the Asquith Shopping Centre would be provided. The Headmaster, Mr. Brown related problems with bad behaviour on the trains, "some boys were standing near the doors even when seats were available".

The initial school building did not include an Assembly Hall; this was to be provided in Stage 2. The P & C noted that the Assembly Hall at the Asquith Girls High School had been indefinitely postponed (it was built finally in 1984!)

In June 1960 the first meeting in the new school was attended by 103 parents. The P & C held a Fete each year for quite a few years to raise money. However, it was eventually decided that the fetes disrupted the school's programme too much and an envelope voluntary giving scheme to raise money was commenced.

In 1961 the enrolment was 660 with 30 staff and the Fete raised £975/8/6. A pupil, Brian Wilkinson represented the school at the Schoolboys Tennis Competition in Queensland (Brian is now a well known tennis coach in the Hornsby area). During 1961 the P & C purchased a Grand Piano for the school for £700 and the P & C obtained an overdraft from the Bank of N.S.W. for an interest rate of 6%.

In 1962 the enrolment was up to 957 (Year 1, 318; Year 2, 357; Year 3, 282) The School fees were £4/10/- and the P & C voluntary giving levy was set at £1 per family. During early 1962 the school had been broken into twice in 3 weeks and a 3rd year boy had been tragically killed in a firework accident on Commonwealth Day. Some of the items purchased by the P & C in the first few years were duplicating machine; typewriters; film projector; tape recorder; curtains; improvements to oval and library books.

In 1963 Year 4 was commenced at the School and the total enrolment was now 1100. However the average attendance at P & C meetings was only 36. The Headmaster engaged a groundsman on a casual basis for 10 hours per week at 8/- per hour. His wages were paid by the P & C.

During 1964 there was discussion of the use of computers in schools and the P & C was hoping to have a Cadet Corps at the school. This was finally approved in 1967 and operated until 1973 when the Unit was disbanded because of falling numbers. Stage 2 being completed, the school was officially opened on 7th August by the Director of Secondary Education Mr. A.W. Steners. During the first 4 years the P & C raised a total of £4147.

In 1965 the P & C paid for the school cricket pitches. At the end of the year the Headmaster, Mr. Brown said he "regretted the boisterous behaviour of the boys on school leaving day". During the next few years the exploits of the P & C gradually changed from being mainly a money raising organisation to one of being more concerned with the educational aspects of the school. At most meetings a member of the staff was present to talk about some aspects of the school. The P & C was trying to get the Government Text-book allowance increased.

The first headmaster, Mr. Brown went to Ku-ring-gai High in 1969 and the new headmaster was Mr. Bowles from Mosman High. After several years of struggle and much correspondence, the Department finally installed heating in the hall.

Problems of overcrowding on the trains were experienced during 1971 and additional carriages were added. The boys of the school had a long tradition of raising money for charities, for example in 1971 they raised \$370 for Stewart House and \$100 for Hornsby Hospital. More recently the boys have raised considerable sums for the Clarke Road Special School.

In 1972 the Principal reported that the school dance was not successful as the Police had to be called three times to eject undesirable elements! A new Principal, Mr. Rodgers commenced in 1973 but things got off to a bad start as two fires occurred over the Christmas holiday with a total damage of \$5,000. During 1974 the Department purchased several adjoining properties in Jersey Street in order to extend the school grounds. One of the "School in Action" P & C Meetings that provoked some interest was when the School Counsellor spoke on the "Problems of Teenage Sons".

In 1976 Mr. Rodgers retired and Mr. Hughes commenced at the school. One of the Year 12 boys, Bruce Miller won a trip to Japan in an essay competition. A successful Spell-a-thon was held which raised \$7,000.

For some years the inadequate library facilities at the School had been of concern to parents, staff and pupils. A special meeting to discuss the lack of a Library Block was held in May 1979 and attracted an attendance of 153 including Mr. Pickard, the Member for Hornsby. In July a deputation of staff and parents saw the Regional Director to press for a Library/Science Block. In October, the Minister, Mr. Bedford said that the Library would be extended and the present Library facilities were completed in 1980.

Co-education was discussed in 1979 and a survey of all the schools in the area was carried out which resulted in 75% of parents being in favour of co-education. The P & C appeal was increased from \$8 to \$10 per family. In the 1979 Higher School Certificate Peter Robinson topped the State.

Over the next few years the "School in Action" meetings have continued. This has led to parents being much better informed on many aspects of their son's education. During 1985 another co-education survey was held and whilst the results are not yet at hand it is probable that at some time in the future the two Asquith High Schools will go Co-ed.

MR. J. THOMPSON  
PRESIDENT P & C.



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## THE CHANGING ROLE OF THE COUNSELLOR

The role of the Counsellor has undergone significant change over the past 10 to 15 years.

Before coming to Asquith Boys' High School in 1970 I was based at a country centre. I was the Counsellor in that area for 4 High Schools, 6 Central Schools, 4 First Class Primaries and innumerable small schools. There was little time for other than routine testing and "crisis" counselling. Whilst the Counsellor/pupil ratio still falls short of the Government's target of 1 per 1000, there is now time to discuss with students problems which are important to them.

The pupils of Asquith Boys' High School have been affected over the years by the same sorts of pressures which have applied to society as a whole. Increased family breakdown has added to the difficulties of adolescents trying to cope with the usual peer problems and academic pressures. Students in the area so far have been fortunate in that employment opportunities have been better than in most parts of N.S.W. and few students from the school have failed to gain employment after reaching School Certificate level.

One of the concerns, which have emerged in both schools and community over recent years, has been the use of drugs by young people. It is important for parents to avoid "knee-jerk" reactions and to discuss this subject rationally with adolescents. This requires that parents be well informed on the broader issues of what constitutes drug taking and its effects on the individual and society.

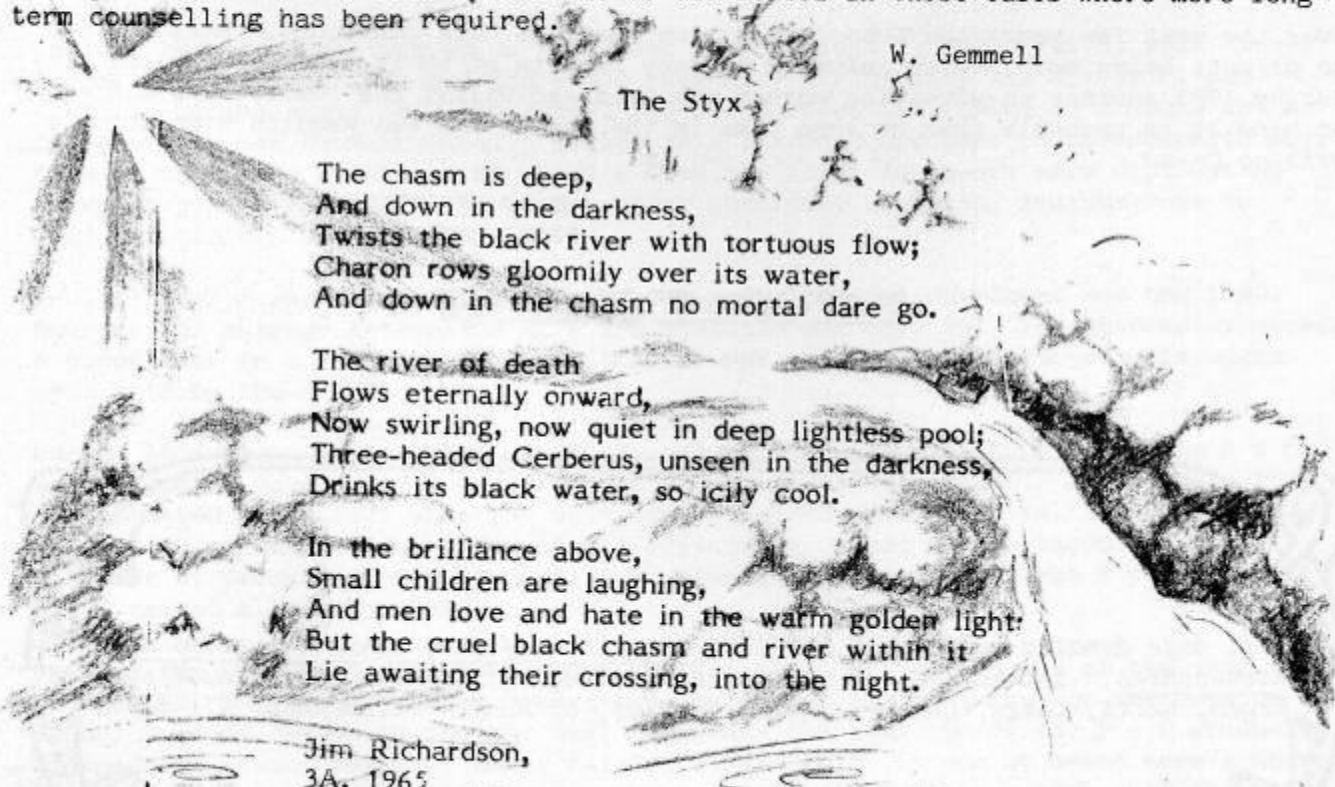
I have found during my time at the school that students and parents are more willing now to recognize problems and seek assistance.

The changing role of the year person from one of disciplinarian to one of adviser and helper has been significant in giving pupils confidence to approach them with problems. I am sure pupil welfare has been enhanced by the close co-operation I have enjoyed with the year persons.

I would like to mention also the services provided by the Hornsby Child Health Centre and the Adolescent Unit of the Hornsby Hospital Social Work Department. These units have provided valuable back-up service to the school in those cases where more long-term counselling has been required.

W. Gemmell

### The Styx



The chasm is deep,  
And down in the darkness,  
Twists the black river with tortuous flow;  
Charon rows gloomily over its water,  
And down in the chasm no mortal dare go.

The river of death  
Flows eternally onward,  
Now swirling, now quiet in deep lightless pool;  
Three-headed Cerberus, unseen in the darkness,  
Drinks its black water, so icily cool.

In the brilliance above,  
Small children are laughing,  
And men love and hate in the warm golden light;  
But the cruel black chasm and river within it  
Lie awaiting their crossing, into the night.

Jim Richardson,  
3A, 1965

This page donated by D. VILENSKY PAPER MERCHANTS whose management and staff wish the Asquith Boys' High well in their Silver Jubilee Year.



## FROM THE SOCIAL SCIENCES



The School's gestation period was approximately that of the Wyndham Scheme. Two young staff members who made up the entire Social Sciences Staff had the unenviable task of establishing the faculty, preparing programmes for Social Studies, Geography, Commerce and Asian Social Studies at the then required levels of Modified, Ordinary/Credit and Advanced School Certificate. One of these two, Ray Kench, remained to be one of the longest-serving members of Staff at Asquith Boys High School.

As the School grew, the first Social Sciences Master, Mr. Lance Bennett was appointed and he served the school until his death in January, 1971. During his period of Mastership the courses were consolidated, standards progressed and the students were rewarded with above state average passes in their external courses. The close camaraderie which was established within the staff lasts until this day.

During January, 1971, Mr. R. Henderson was appointed Social Sciences Master to replace Mr. Bennett. His staff co-operated fully in the development of new schemes and ideas, and during the first several years many students benefitted from the long-term excursions e.g. one week to Tasmania, one week to South Australia via Broken Hill and returning through Victoria, visits to a farm in the Snowy Mountains, plus overnight excursions to the Hunter Valley. On these excursions Staff and students became better acquainted with each other and much practical knowledge was gained by the students to assist them with the theoretical work in the classroom.

The Duke of Edinburgh Award Scheme was established and run by Mr. Kench with outstanding results. St. John First Aid classes were established for staff and students, and many worthwhile conservation schemes were undertaken and supported. One large display in the Assembly Hall, showing such early memorabilia of Australia as pit saws, wallaby jacks and adzes as well as displays by National Parks was organized in conjunction with the Science Department.

During the late 1970's till the present, courses have been changed considerably through syllabus changes. Excursions have had to be curtailed because of the recession and cost factors but innovations within the classroom became more dominant with map models, asian meals, classroom decoration with thematic development as each teacher was able to express personality in the work.

Mr. Henderson retired in October, 1984 and Mr. J. Tulloch was appointed as the new Social Sciences Master from the beginning of 1985.

It has not been the purpose to catalogue the names of all staff in this document but a few need to be mentioned.

Mrs. Dawn Bleijie arrived to replace Mr. J. Hurst who was appointed to Deputy Headmaster in another city school. Mrs. Bleijie is an Asian Social Studies specialist, working on the Syllabus Committee and Exam Committee. She gained promotion at the school and is Senior Mistress assisting the Principal and Deputy.

Ray Kench who at one time acted as sportsmaster until the P.E. staff grew sufficiently to appoint their own, also gained promotion and was appointed Special Master at Beacon Hill High, where he joined Mr. John Donnelly, the Social Science Master who also gained his promotion at Asquith Boys High School.

All Social Science staff, from the establishment of the school to the present have given much time and effort to coaching sporting teams, organising and assisting at School Socials and working co-operatively with other faculties in promoting the welfare of the school.

(Compiled by Mr. Henderson, from the comfort of retirement).



### A Sympathy Poem

When you were walking on a grey wall  
You didn't stop for me

I saw you in the stable  
Feeling the dry hay  
Hoping it was wet

I saw you watch the raven  
Though you never looked at me

But I was on the red-brick wall  
You knew you'd never touch me

### The Saint's Song

For I have seen your earthly city  
And I knew not what to think,  
A'te

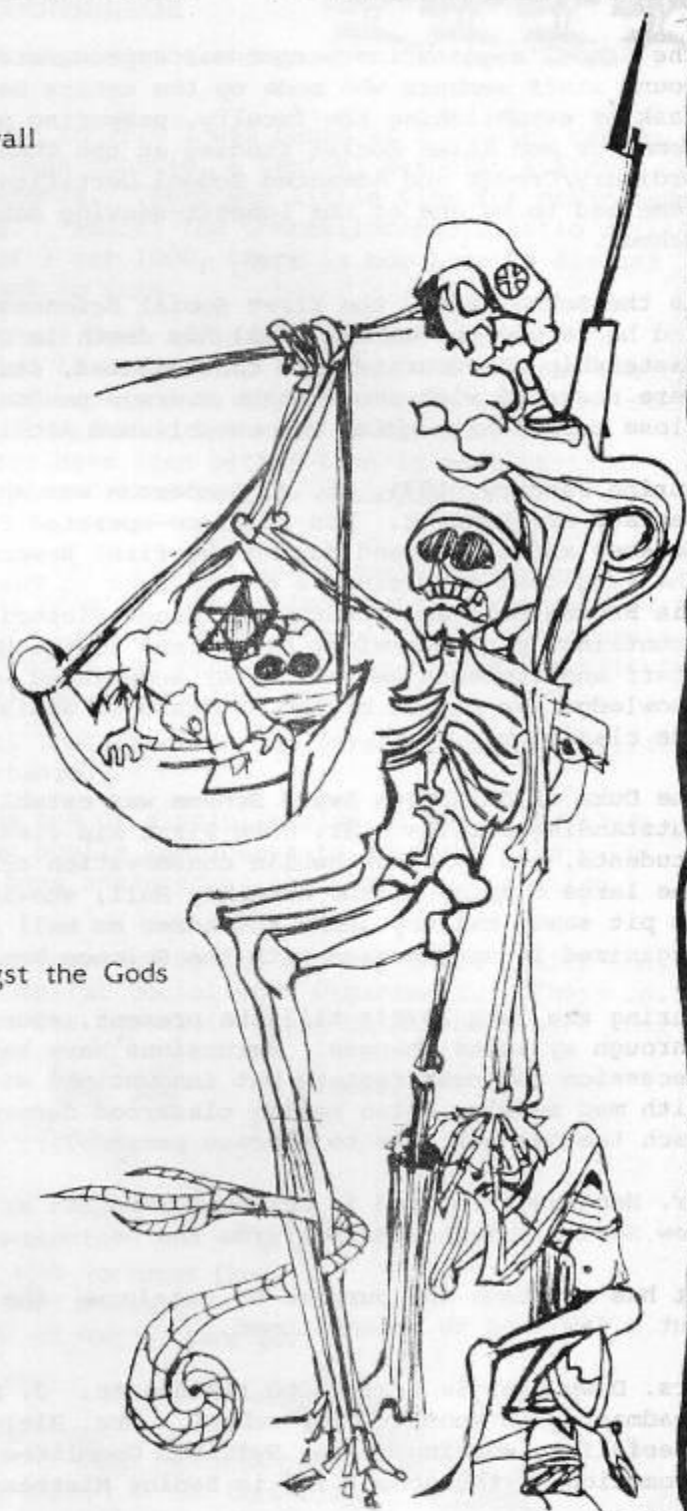
And I have seen his three cities  
But knew not what to feel,  
A'te

I saw your Apemartus, a bull amongst the Gods  
What could I know of this,  
A'te

Yes I have seen you pry the lock  
To a virgin's breast  
And use that self-same key  
To sully the noble gift.

You have led an aged knight  
Enraptured by your gaze  
Into the field with the bull,  
A'te

Poems by Martin Langford,  
5A, 1964



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## HISTORY HAPPENINGS



1985 has been a very "historical" year. It has been interesting to look back on our own history over 25 years - we can be proud of what the school has achieved.

This year we welcomed a number of new teachers to the History staff after farewelling others who had been with us for a number of years. Mrs. Das Neves made a great contribution to the teaching of History at the school over 11 years and we wish her well in her new position of History Mistress at Seven Hills High School.

There is no truth in the rumour that the models used for the Silver Jubilee uniforms display were Year 7 students mummified by Mrs. Marzouk. A far more likely explanation is the one advanced by Mr. Hornshaw that the models were actually Year 12 students with years of practice in blank immobility.

Many students did not realise until our recent uniform display that the Asquith Boys High School Cadet Corps was part of our history between 1967 and 1973, with Mr. Miller the Officer-in-Charge. Congratulations are due to Mr. Miller this year also for his recent promotion.

Let us continue to make History at this school and make the next 25 years even better ones!



A wandering ant  
Stopped to rest, and was trampled...  
...my clumsy shoe.

He hauls on his net,  
And many fishes are trapped.  
We thresh uselessly.



Soft grass by the stream,  
To you the morning brings sadness.  
Your tears dot the lawn.

Why, water lily,  
Are you seen only in the sun?  
Afraid of the dark?

The tiny blossom  
Unfolds into red beauty.  
Yet another mouth.

Nuts, staring blankly  
Like Long Hollow eyes  
Strewn in Ghastly Sacrifice.

The vast horizon  
Is slowly misting over,  
I am in darkness.



In the Vortex of  
Conviction, Human thoughts walk  
A Lonely Road.

Haiku poems by Ian Glover & Alan Rix,  
Fourth Form, 1964

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## REFLECTIONS...OF A SCIENTIFIC NATURE



The Science Department started off in 1965 with two laboratories and a Demonstration Room. During this time the Wyndham Scheme influenced the courses in Science for the Junior Science area; the Leaving Certificate was still the final Senior examination. In later years more room was needed in Science and two rooms were converted to form Laboratory 3 and Prep. Room 3. These rooms have remained unchanged over the years.

The number of pupils grew until more room was needed and so "G Block" was built (I believe it took three attempts to get it right). This gave the Science Department two more Laboratories (4 and 5) with a big Preparation Room and a Plant Room for the Biology study area. Also in this complex were Art Rooms, a Music Room and a Senior Pupil Common Room with study rooms off this. For various reasons known to Year 12 at that time, it was converted into a much needed Staff Common Room.

Senior Courses changed from the Leaving Certificate course of study of five years to six year courses where Science was presented as Level 1, Second Level Full, Second Level Short and Third Level courses. These were very good courses. The Junior Science course was also divided into Advanced, Ordinary and Modified Levels with a Moderator examination in Year 10.

Courses changed again and evolved into courses for Seniors covering Chemistry, Physics, Biology, Geology and a 2 Unit A which ran for the first time in 1981. The 2 Unit A course was changed again to be called 2 Unit General Science and is not popular at this school. A Multistrand ran for a short time and this has given way to a 3-4 Unit Science Course which started in some schools in 1985. The Junior Course has also evolved into one which is student-centered and aims-based.

The student population grew until another Laboratory was needed and a portable was added - our sixth Laboratory.

The increase in students caused an increase in the number of Science Staff and at present we have nine, who all mark and prepare their work in a Staff Room built to accommodate 3-4 teachers. Often during Science Staff meetings we have eleven people using this room and with Student Teachers it rises to thirteen or so.

Before going onto other areas of the Science Department we should mention a person who was a member of staff from the time that the school was opened. Barry Wilson was a very experienced teacher and was very much involved in the development of the school in those early years. He was dedicated to the welfare of the boys and was an extremely effective (Form) Year Master. Barry was a most energetic House Master (Wandoo) and would urge his house on to win the Cup year after year. Barry also developed a photographic course "Photography As An Art Form" which was accepted by the Education Department and taught in the school for many years to Year 11 students.

Although the Science Staff has changed over the years, it has maintained stability because of some long-serving members. We have listed the names in the form of a Multiple Choice Question for the benefit of ex-students, opposite these names we have listed some characteristics with which they perhaps were identified. You may care to test your Multiple Choice Answering skills.

Some teachers of the past and present Science Staff (without necessarily mentioning names) did create everlasting impressions with their pupils and other staff members.

You might remember a teacher who in trying to slow down the implementation of assessment sheets used to select biros which would not copy on the photocopier and gave the office no end of humour; the boys used to speak of him affectionately as 'Lurch'.

We had a Geology teacher who used to ride a motor bike to school. Having had a spill off his bike at the front gate, he explained the holes in his clothes to his wife as acid burns.

Going well back in time, past pupils may remember an early Science Master who showed them how pressure pushes a stopper into a flask, and with disastrous results, but when pressure, caused by the heating of a small amount of water in the flask was to push it out again - glass fragments were thrown far and wide.

Students of Year 12, not quite so far back, may remember performing one of their break-up pranks at 6 O'clock in the morning - a large assembly of these pupils lit a fire in the driveway of the Chemistry teacher where they proceeded to cook breakfast and sing the school song. They were well behaved but it was explained to them where their Headmaster lived, so that a similar task could be performed. I believe a Mr. Hewitt had something to do with this act!

Another noteworthy person, not really from Science, but thought of highly by the Science Staff, was known for her well polished Laboratory floors (Labs 4/5) and corridor; for the way she would scold the boys along G Block corridor and of course for her beautiful arrangement of plants in the Common Room - you didn't go to ABHS if you didn't know Mrs. Bright.

Everyone will remember the lady in white who gave so much T.L.C. to many of you - staff included.

We could go on, but to finish we would look at a teacher who is still with us and has been at ABHS for a longer period of time than any other staff member. Each pupil and staff member carry different memories of Mr. Elkin; some will remember his quick draw with the starting pistol during school sporting events, some for his Laboratory and Assembly Hall rules, others for his excursions etc.



Front row: L. Polain, H. Milne, R. Elkin,  
J. Tregonning  
Second row: R. Jacobsen, R. Hewitt,  
T. Eakin, K. Hussain, D. Leigh

Left to right: M. Quinlan  
E. Simpson, N. May.

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Front row: J.P. McCormic, B.C. Wilson, P.G.Pugh, T.W. Eakin.  
Second Row: N. May, R.A. Bragg, R.J.Elkin



Left to right: N. May, R.J. Elkin, B.C. Wilson, T.W. Eakin, J.E. Simpson, G. Vick, R.A. Bragg.



Left to right. L. Ellis (Calnan), T.Eakin G. Hogan, N. May, E. Simpson, R.Elkin M. Quinlan



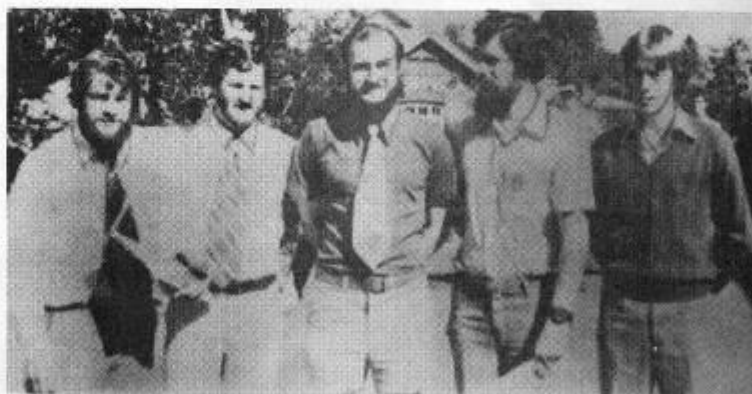
L. Piper, S.Brompton



G. Hogan, T. Eakin, P. McHarg



B. Wilson



Left to right: S. Brompton, G. Orr, R. Hewitt, R. Jacobsen, D. Leigh.

# ?? In Pursuit of Scientific Trivia ??

Match the name in the first column with the most suitable response in the second column.

- |                   |  |
|-------------------|--|
| G. Ellison        | * Who said "Promises, Promises" - the 3rd Science Master.                                      |
| R. Pugh           | * Who was responsible for his bees stinging the Headmaster on the lip?                         |
| J. McCormic       | * Who removed the "mini-skirt"?  |
| B. Wilson         | * Who smoked pens in front of the class?   |
| G. Vick           | * Who had the longest blond hair in the school?  |
| N. May            | * Who was the adopted Science member who scolded the teacher who put fish oil on her plants?   |
| R. Bragg          | * Who was a member of the Adams Family?  |
| L. Piper          | * Who went to Lake Geneva to represent Australia in the Fireball class yacht race?             |
| M. Quinlan        | * Who left teaching to further his studies in Pharmacy?  |
| E. Simpson        | * Who was the first Science Master?  |
| K. Gaynor         | * Who married the man upstairs?  |
| D. Roscoe         | * Who looks after the Science teachers and the sick boys in the school?                        |
| P. Knox           | * Who was the second Science Master?   |
| L. Ellis (Calnan) | * Who told the Headmaster that he would get arsenic poisoning if the toilet seat wasn't fixed? |
| G. Orr            | * Who had a sit-down strike by pupils on Hornsby Station?                                      |
| B. Garner         | * Who was the "rice bubble" girl?  |
| E. Halpin         | * Who lit the fire in the middle of the staff room?  |
| P. McHarg         | * Who put the fish oil on Mrs. Bright's plants?  |
| R. Elkin          | * Who conspired with a teacher (Hr) to shoot a hole in the science safety screen?              |
| J. Tregonning     |  |
| R. Hewitt         |  |
| D. Leigh          |  |
| L. Polain         |  |
| R. Jacobsen       |  |
| T. Eakin          |  |
| K. Hussain        |  |
| H. Milne          |  |
| I. Eakin          |  |
| G. Hogan          |  |
| E. Bright         |  |
| S. Brompton       |  |



K. Gaynor



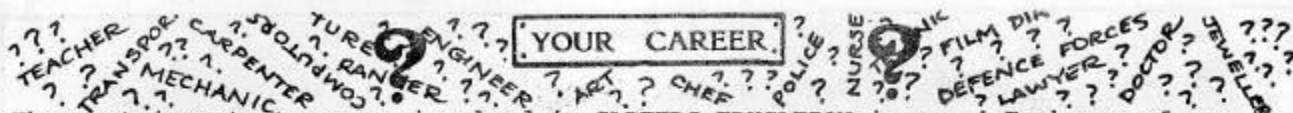
G. Hogan

I. Eakin



R. Elkin, B. Wilson, T. Eakin

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## YOUR CAREER.

The most important person involved in CAREERS EDUCATION is you. Each one of you is an individual who has individual aspirations and difficulties, and who has to make his own career choice. For some, that choice may come easily; for others it may result from painstaking research and discussion. The Careers Adviser's role is to guide you along the path to a career choice.

In the present economic and work environment you can no longer rely on just one choice. Everyone must have options, five or six careers in which you are interested. You must be realistic about yourself and your abilities, and then look honestly at the world of work. You cannot pretend that a job will be there, when all advice and knowledge points to a decrease in the number of traditional careers available. With the exciting advances of technology, some jobs have disappeared. However many new careers have been created by this technological revolution particularly in the fields of electronics and computing. Through careers lessons and interviews, the Careers Adviser attempts to alert you to the changes that are taking place in the work environment and give sound advice about how you can prepare yourself for a successful transition into the workforce or tertiary study.

If there is a key or solution to successful employment, then it can only be "Education". All students should at least attempt to earn the School Certificate and then, look at continuing their education at school, Technical College, College of Advanced Education or University. All education, from trade level to certificate or degree, will dramatically increase your chances of employment, particularly if you are prepared to be flexible and accept available positions.

All of us must be prepared to re-educate or re-train, to keep abreast of changes that are rapidly taking place in our world. Unfortunately learning is not easy. It requires work and dedication, qualities which some of us are not prepared to demonstrate. Gone are the days when a 'career' awaited every school leaver. You must work to find work, and be prepared to keep on working.

Lastly, the Careers Adviser can only help students who want to be helped. Advice and information will lead to nothing, if you are not prepared to act upon them. Remember it is your career not your cousin's, not your best friend's. You alone must make the career decision. Many people can help; teachers, parents, friends. Ultimately, the decision lies with you, the individual.



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# EdUKAsion • the inside story

## PRINCIPAL

Leaps tall buildings in a single bound.  
Is more powerful than a locomotive.  
Is faster than a speeding bullet.  
Walks on water.  
Receives policy from God.

## DEPUTY PRINCIPAL

Leaps short buildings with a running start and favourable winds.  
Is almost as powerful as a shunting engine.  
Is just as fast as a speeding bullet.  
Walks on water in an indoor swimming pool.  
Talks with God if special request is approved.

## HEAD TEACHER

Barely clears a prefabricated hut.  
Loses a tug-of-war with a locomotive.  
Can fire a speeding bullet.  
Swims well.  
Is occasionally addressed by God.

## YEAR CO-ORDINATOR

Makes high marks on walls when trying to clear a tall building.  
Is run over by locomotives.  
Can sometimes handle a gun without hurting themselves.  
Dog paddles.  
Talks to animals.

## TEACHER

Runs into buildings.  
Recognises locomotives 2 times out of 3.  
Is not issued ammunition.  
Can stay afloat in a lifejacket.  
Talks to walls.

## ANCILLARY STAFF

Lift buildings and walk under them.  
Kick locomotives off the tracks.  
Catch speeding bullets in their teeth.  
Freeze water with a single glance.  
They are God.



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## LANGUAGES

AND

YOU !!!



Twenty five years ago, Languages teachers would not have been overly concerned about the relevance of learning a language in terms of employment.

In 1985 learning a language as preparation for career opportunities is a very real issue. Let's see why ....

Many attractive jobs offer good openings for young people with foreign language knowledge, and these openings are expected to increase -

- \* In industry and Commerce, young Australians have increased chances for promotion and overseas trips and postings as representatives, if they have knowledge of foreign languages.
- \* With the rapid expansion of overseas travel, the travel industry is expanding, thus offering more jobs to young Australians. Those with foreign language backgrounds from school or university, have greatly increased chances to travel overseas themselves on business trips for their agencies.
- \* Prestige careers in the Foreign Service are more accessible to young people with foreign language knowledge. Cadetships in the Foreign Service are offered every year to those who would like to be their country's representatives in overseas countries.
- \* If you have a particular talent in the areas of science or technology, consider the greatly increased chances of a good job if this is coupled with the knowledge of a foreign language.
- \* With expanding demand from Australians to learn languages, excellent opportunities now present themselves for Languages teachers, either at the university or school level.
- \* Qantas now insists that its new cabin crew and even its ground staff dealing as they do with an increasingly international travelling public, have foreign language knowledge: the most required languages are French and German.

In today's computer age, there is a further reason for studying a language. We are told that those who have already had experience at learning a foreign language, are the ones who do best at learning a computer language. So this is just one more reason to add to the already long list of good reasons for taking a language, such as:

### Travel

Working in the Travel industry (the latest boom industry in Australia)

Working for an overseas company such as: Shell, Phillips, B.M.W., Mercedes, Bayer, Total etc., and perhaps gaining an overseas posting.

Gaining a better understanding of English.

Learning about another culture, which breaks down barriers, and promotes understanding.

### Enjoyment

Using your intelligence!



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At Asquith we have all sorts of 'extras' to help you enjoy your foreign language even more:

There are the....

French cakes  
Sausage sizzles  
Pizzas  
Penfriends  
Ancient Day  
Restaurant excursions

And for the really fortunate students, there is even a chance to be an Exchange Student. We congratulate Nick Fawcett of the Year 10 German class, who has gone to live in Switzerland for twelve months, on an exchange scholarship. We are very pleased to have Jan Koehler of Year 11 with us this year, as an exchange student from West Germany.

Other boys who have already had the opportunity to put their foreign language to the test are:

Robert Zavaglia  
Scott Doig  
Paul Bellamy  
Kim Wartmann  
Dean Taylor

(Year 10 French)  
(Year 10 French)  
(Year 11 French)  
(Year 11 German)  
(Year 8)



LATIN SHOW ...



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In this Silver Jubilee Year, let us look back at some of the changes which have taken place over the years. The Administration Block has seen some dramatic changes, as elsewhere throughout the school, in the ten years since I first crossed the threshold.

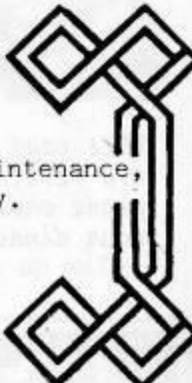

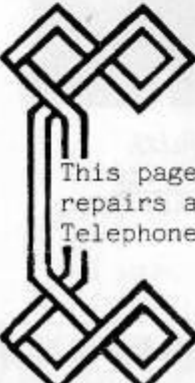
First, there was the change in the number of Ancillary Staff appointed to the school from seven full-time to twelve full-time and one part-time. There was the extension to the Administration building to accommodate the additional staff and technical equipment. Inevitably, office procedures have changed to assist our teaching staff.

1975 saw the appointment of 2,000 additional Ancillary staff to schools by the Education Department (there was some money around in those days). Asquith acquired an additional General Assistant, a Teachers' Aide (Audio Visual), a Library Clerical, a Science Assistant, one full-time and part-time Office Clerical. The school enrolments were over 1,000 in those days, so needless to say we were greeted with open arms. Les Rodgers was the Principal with Ewen Simpson as Acting Deputy for Ellis Reynolds who was recovering from a serious operation at the time.

Urgently needed extensions to the Administration Block were completed in 1981 giving us five additional offices and a relocated and enlarged storeroom. It was with much ado that we all moved out of our confined quarters into spacious new offices. Alas, we did not foresee the space that would be required by our recently purchased 'modern technology'. This year we found it necessary to spill over into Room 1, which now has been converted into a duplicating room accommodating all the machinery which helps to make things run more smoothly.

Office procedures have changed quite dramatically in all aspects. We have gone from a two-extension telephone to the present switchboard with eleven extensions, not to mention the gradual replacement of our faithful manual typewriters by modern 'super electrics'. In the area of reproduction and multiple-copying, with the arrival of the Rank Xerox photocopier we moved away from the old duplicator and, as a result, copying has been speeded up enormously. The time saved has been appreciated by the teaching staff who now have to wait hours instead of days for their copying. The office staff too appreciated the difference it made, because it is much simpler, quicker and cleaner to operate. Last year the School purchased an offset printer and after a very uncertain start, one way and another, the result was a very professional -looking 1984 School Magazine.

So, in this our twenty-fifth year, one wonders what changes tomorrow will bring, for if we are to continue to grow, changes are inevitable. Future changes will probably be accelerated by the computerised technology which is increasing its grasp on our society each day.



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## ★ ★ ★ OUR FIRST SCHOOL BELL

Despite the fact that the Education Department did much to make our temporary stay as pleasant as possible during our first six months at Hornsby, they overlooked one very important article of school equipment — a bell.

After an appeal to the boys, Edward Rose of 1H brought to School something really very old in the way of bells — a bull bell. Until the novelty wore off our first students were intrigued when the bell-ringer walked around

the playground ringing this strange contraption. However, its deep boom made the bell heard even across the Pacific Highway to the Manual Arts section of the School.

Staff and boys were so taken with the bull bell that it was brought to the new school as a memento of our first six months. The next time our electric bell system breaks down you will have the opportunity of hearing the old bull bell.

## OUR LATEST SCHOOL BELL

A school bell is a necessary evil. Without one chaos would ensue — as has been the case over the years. A blackout means no bell and who can rely on a class of fourteen year olds to remind their teacher that the period is over???

The bell system entered the electronic age at Asquith in 1985. The reliability of bell boys has never been dependable. But the cost of an automatic system was prohibitive.

Another Edward Rose has come to our rescue. The School is most grateful to Kean Maizels of Year 12 who designed and built a computerised bell system, with its own digital read-out panel. It not only indicates the time but it rings the bell to the predetermined second.

From a teacher's point of view, it is great; from a layman's point of view it is a marvel. No school should be without one.

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# ASQUITH '85 SNIPPETS





Twenty-five years have passed since the first eager pupils surged through the doors of the Manual Arts Block to marvel at all those wonderful hand and machine tools just waiting to be used. These same boys probably had been banned for years from playing and fiddling with all the wonderful things that existed and held fascination for them since they could crawl in that "Pandora's Box" called the family toolshed or garage.

And now at last they would be allowed to saw, hammer, drill, chisel and file pieces of wood and metal to their heart's content and teacher's dismay. Not to worry. Most teachers have survived this onslaught some how and surprisingly most students have learnt some living skills as well.

All that fiddling and twiddling, banging and clanging, that cacophony of discordant music and activity has through the years produced many fine carpenters, draughtsmen, machinists, cabinetmakers, fitters and architects etc., as well as broadening the general education of all pupils who have experienced Industrial Arts.

The subject has changed dramatically over the 25 years, beginning with a name change in the late 60's from Manual Arts to Industrial Arts, a name more in keeping with the broader and more diversified range of subjects now taught under the present syllabus. Back in the Manual Arts days the course was only 5 years in duration, with Woodwork, Metalwork, and Technical Drawing being the only subjects taught. At the end of 3rd Year an Intermediate Certificate was granted and at the end of 5th year the Leaving Certificate, both suitably endorsed with the appropriate Manual Arts subjects where applicable.

Now the courses are for 4 and 6 years, respectively. The Junior courses known as Technics have expanded greatly, since the old Wyndham Scheme which finished in 1975, and encompasses new subjects like Automotive, Fibreglass work, Boatbuilding and Oxy and Electric welding.

A new design course and a revised Technical Drawing course also have been added to the Junior years. The Design course known as Junior Industrial Arts allows the pupil to plan all stages of construction and then make the project within a set of guidelines. The Technical Drawing course now allows greater scope for colour poster layout work, colour rendering and photography.

Along with the new Junior courses came the new Senior courses, the first of which is Engineering Science. This encompasses work in Graphics, Engineering Mechanics and Materials Science, all related to simple practical engineering applications. The course is designed for those boys intending to do tertiary studies in the Engineering field.

The other new Senior course is for pupils with some practical talent, and is called Industrial Technology. There are several fields to choose from as diverse as Wood Technology to Electronics. However, at the moment we only have the Wood Technology operating because of student demand and teacher interest.

Within the workshops themselves, many changes can be seen, mostly in the growth of portable power tools, to bring the subject up to date in the 1980's.

Finally in the last 25 years the philosophy of the department has changed from being one of pre-apprenticeship training to a more perceptive understanding of technology and its practical and leisure-time application by means of studying the relationship of tools, materials and processes of technology and the environment. Because of this role, Industrial Arts is a fundamental part of education, making a significant contribution to the preparation of students for life as society becomes more technologically complex.

# ▶ ▶ ▶ ▶ ▶ ▶ ▶ PROGRAMMING ADVENTURES

## ON YOUR COMPUTER ▶ ▶ ▶ ▶ ▶ ▶ ▶ ▶

Perhaps you have seen, or even participated in, a role-playing game such as Dungeons and Dragons, in which you imagine you are a character in a magical fantasy world where monsters and treasure are facts of everyday life. If such is the case, you are no doubt aware of it's addictive quality. If not, read on!

In adventures, there is no need for a gameboard, as the whole action takes place inside the imagination. The most common question asked in D & D is "What do you want to do now?" by the Dungeonmaster to the players. The latter then respond appropriately such as "We will fight the monster". The Dungeonmaster (Dm) acts as the five senses of the players in the fantasy kingdom they are exploring, relating what happens according to what the players decide to do. Play therefore proceeds until either (i) the players die as a result of loss in combat or by other means, or (ii) they have explored all possible locations and objects in the adventure, completing it.

In computer text adventures, the computer acts as the Dm for you, the player. It describes the scenery (e.g. "I am in a large forest"), the objects visible at the current location (e.g. "I see forest, pathway, druid".) and a prompt to the user (e.g. "What shall I do now?") In response to the latter, you are to type either a ONE or TWO word command instructing the computer what you want to do (or, in the above examples, what you want "him to do"). A likely command would be "go pathway", meaning travel along or walk down the pathway. The computer would then clear the screen and describe what "it" sees next, like "I am now out of the forest. I see pathway, rabbit warren, hillock, broken bottle." You will then be asked the familiar question again (and again, and again) The game is over when either of the two conditions described previously has been met.

But moving around aimlessly isn't all there is to adventures. Supposing the computer informs you that it can see a lamp, and asks you what you want it to do. You may well type "light lamp". Providing you have a tinder box, the lamp is out, there is sufficient oil left in it and it is not made of plastic explosive (in which case KABOOM!), the computer will comply and you will now have a lit lamp. Of course, it may have been wiser to rub it and gain the the co-operation of a Genie for a while, but you were not to know that, so bad luck. This, in fact, is what makes adventures so much fun - not knowing what will happen next.

To create an adventure (assuming you have a basic knowledge of BASIC), you must first think up a scenario - for example, exploring a castle, next, make up a list of possible locations in the scenario (e.g. rooms in a castle, caves in a labyrinth, clearings in a forest). Finally, create a list of objects for each location to contain (preferably logical, not like demons in a holy chapel). All you have to do then is have a prompt (INPUT statement) to obtain the user's command, process this, and act upon it. If the user enters something stupid, like "nick off", the program should respond politely with "Your command is invalid", or, more crudely, with "Aw, shove it." Acting upon commands includes: checking to see all variables are "correct" for execution of the command, printing error messages if the user enters a command which you have not pre-programmed into it's "vocabulary", and, of course, executing the command, changing all variables accordingly, printing "O.K." and returning to the prompt.

As an examples, let us consider such a command L = status of lamp (0 = off, 1 = on). I\$ = inventory (what you are currently carrying), X = millilitres of oil in lamp, M\$ command. QUESTION (prompt): What shall I do now? ANSWER (command): LIGHT LAMP (M\$)  
PROCESSING: 10 IF M\$ = "LIGHT LAMP" and L=1 OR I\$ "TINDERBOX" OR X = 0 THEN  
PRINT "THAT IS NOT POSSIBLE" : END: REM CONDITIONS ARE NOT ALL MET  
20 PRINT " O.K, LAMP IS LIT" : LET L =1 END:REM CONDITIONS ARE ALL MET

Using this technique , you should be able to progress further and further along the adventure road, until you have a full-fledged game. You will be surprised at how easy it is! And if you are playing a text adventure and die, don't worry, - there is always the "PLAY ANOTHER GAME? Y/N" message! Wayne Lockhart Yr. 10



## ASQUITH BOYS

STRONG COMPETITORS FOR 25 YEARS



The process of condensing 25 years of Asquith Boys High School sports history to a few pages is an onerous task and it is an overwhelming certainty that much of Asquith Boy's illustrious history will be left out. Like all institutions some years were more successful than others. In 1971 we read a rather disheartening report from the sportsmaster, Mr. D. Kirkpatrick, complaining about the lack of participation from the boys in grade sport. In 1974 Mr. D. Kirkpatrick can hardly restrain himself from singing the praises of such a successful year for Asquith Boys High, coming second in both the Zone Swimming and Athletic Carnivals, third in Zone Cross Country Championship and a fine 6th in the C.H.S. Athletics Carnival (Schools from all over the state and A.C.T. competed in this carnival, so it was a tremendous effort). Reading through "The Northerly" we find that Asquith Boys have had many impressive years in sport and many impressive sportsmen and athletes.

A few of these have still endured the test of time and many excellent athletes that have come after them. One such athlete was Robert Hurst, who still holds the record for the 400 metre Athletics race in the North West Metropolitan Zone. Robert set this record in 1967, he was also in the finals that year of the State 400 metre and 100 metre events in which he came in the top three positions. Not only was Robert an accomplished runner, but an excellent Rugby player. He represented New South Wales C.H.S. second XV (1966-67) and later became a regular first grade winger with the Hornsby Rugby Club.

Robert's brother, Mark Hurst, was also a great Rugby lock forward. Mark represented New South Wales C.H.S. in 1967-1968 in the side that defeated The Greater Public Schools at the Sydney Sports Ground. It was about this time that Asquith Boys introduced the Rodger Williams Trophy for Rugby Union. "The Northerly" shows that Rodger Williams was an excellent athlete and Rugby Union player, but little is explained about how the trophy came about or why it was discontinued.

Students of today may find it of interest that back in these years the Asquith Boys Swimming Carnival was held at the North Sydney Olympic Pool and that it wasn't until 1968 that the first Asquith Boys Swimming Carnival was held at the Hornsby Pool.

Another interesting detail is the origin of the names of the sporting houses. Why are the houses named after trees, you may well ask. It is explained in the 1964 edition of "The Northerly" as follows; "Because our School has a tree as the symbol of its motto, 'Grow in Wisdom', it was decided to use the names of trees for House names."

Something that few students or faculty would know are the war cries for the four houses. These were printed for the first time in the 1965 edition of "The Northerly".

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The war cries are as follows:



MYALL

KURRAJONG

#### KURRAJONG WAR CRY

Kurrajong, kurrajong, RA! RA! RA!  
Ish-ka-boom, ish-ka-boom YAH! YAH! YAH!  
Frongadingle, Frongadingle, OOM-PAH, / PAH.  
Kurrajong, Kurrajong, RA! RA! RA!  
We're the House that is the best,  
With the Team that beats the rest  
K-U-R-R-A-J-O-N-G,  
Kurrajong!

#### WANDOO WAR CRY

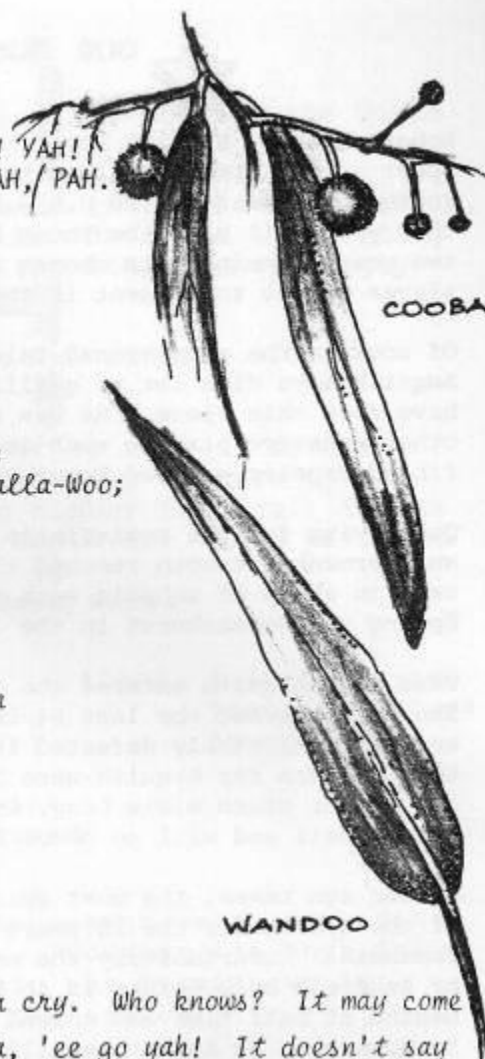
Wee-Wa, Wee-wa, Wee-Wa-Woo;  
We're the house that is true blue;  
Wicky-Wacky, Wicky-Wacky, Willa-Walla-Woo;  
You will find us fighting through  
W-A-N-D-O-O---WANDOO!

#### MYALL WAR CRY

Myall, Myall, yes we are!  
We're the House that gonna star  
Cherawokka, Cherawokka, 'ee go yah  
M-Y-A-L-L  
Myall!

#### COOBA WAR CRY

Cooba, Cooba, we will win,  
For the House of Red we're in,  
C-O-O-B-A  
Cooba!



COOBA

WANDOO

So there you are! Know your house, know your war cry. Who knows? It may come in handy when you are at a loss for words. Cherawokka, 'ee go yah! It doesn't say in the 1965 edition of "The Northerly" who the author or authors of these memorable war cries were. It is a shame. They should be made compulsory at every house sporting event.

Looking back over the reports in "The Northerly" one factor is evident and that is the importance that sport has played in character of Asquith Boys High School. Asquith has been a strong competitor for twenty-five years. Let us hope that the students will continue this sporting tradition for another twenty-five years. Wicky-Wacky, Wicky-Wacky, Willa-Walla-Woo!



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## ★ OUR SOCCER STARS SHINE BRIGHTLY ★

Robert Hooker, Asquith Boys' High student till 1983 and now from the Institute of Sport in Canberra will lead the Australian Youth Team in the finals of the World Youth Tournament in the U.S.S.R. It is quite likely that Brian Ellem in Year 12 this year will make the Young Socceroos in 1987. Brian, in the C.H.S. 1st XI for two years running, was chosen as N.S.W. C.H.S. Captain this year and was voted player of the tournament in the C.H.S. Regional Championships.

Of course, the exceptional talent of Brian Ellem was a significant factor in helping Asquith Boys High 1st XI qualify for the Zone semi-finals. However, he could not have done this alone. He was supported fully by the rest of the team which includes other creative players such as Sean Smith and Ian Ward still only in Year 10. The fine defensive work of Peter Makela and Elliot Humphries was also very significant.

Qualifying for the semi-finals is a fine performance in our Zone. This year Epping and Normanhurst both reached the final four in the State Wide Knockout! Asquith came in ahead of schools such as Homebush and Ashfield and recorded draws against Epping and Normanhurst in the competition rounds.

This year Asquith entered the State Knockout for the first time for a few years. The team reached the last 64 teams in N.S.W. after defeating Galston and Turramurra. We were comfortably defeated in the third round by a strong Pittwater side. Best players for Asquith were David Boyce and Greg Maitland for Year 12 and our Junior stars Alvin Long, Greg McVeigh and Darren Nicholson from Year 9 who played well and will no doubt form the basis of our team for years to come.

Of our age teams, the most successful were the 15 Years and 14 Years. The highlight of the season for the 15 years was their 40-18 win in the semi-final against Homebush. Unfortunately the next week in the final we were unlucky to be defeated by Ashfield by 2 points in an extremely high standard game. Asquith were 10 points behind at half time and showed great determination to peg away at the lead. With 5 seconds to go Asquith equalised only to have the goal disallowed.

Congratulations to you boys! You are a great side and I am certainly very proud of your standard of play and of course your sportsmanship.



Our two stars with Mr. Hughes - Andrew Foord selected for C.H.S. Rugby Union and Brian Ellem.



## RUGBY NEWS

This year a number of Rugby teams did exceptionally well in the North West Metropolitan Competition.

All teams, except for the 1st XV and 2nd XV made it to the semi-finals. Of the teams that progressed to the Finals, the 13A's had an exciting drawn Premiership match with Ashfield, while the 13B's convincingly defeated Epping.

Congratulations must go to the Coaches of the two winning sides, Mr. Loudon, Mr. Spicer and Mr. Lang.

The 14A's, 14B's and the 15A's were unlucky not to make it to the finals. However, the boys now realise the necessity to turn up to training, if they are to succeed in obtaining higher honours. Thanks must go to Mr. McDonald, Mr. Holland and Mr. Bolte for their efforts.

Best and Fairest Players for the following teams were:

13A's	Mark Rudd Brad Collins Wendell Peihopa	14A's	Phillip Rees Adrian Brown Craig O'Dwyer	15A's	Iain Lazoryzak Quentin Peihopa Agustin Noel
13B's	Colin Davenport Lachlan Harrison Geoff Rowland	14B's	Steven Madgwick Chris Trimmingham Chris Brophy		

The 1st XV, coached by Mr. Veiman started the season well, with wins against Normanhurst, The Entrance and Umina. However the boys let themselves and the coach down, by consistently not turning up to training, and forfeiting two matches during the season.

The 1st XV showed that they could play Rugby in the last match of the season going down to James Ruse 13 - 6. James Ruse went on to play Epping High in the Grand Final.

The 2nd XV coached by Mr. Peters, were very unlucky not to make it to the semi-finals. Many of these players filled in for the first grade side on a number of occasions, thus weakening their own team. The 2nd grade side had plenty of spirit, thanks to their coach, and were a credit to the school with their performances on the paddock.

Best and Fairest Players:

1st XV	Paul Freeman Kim Wartmann Neil Moon	2nd XV	Andrew Booth Derek Sands John Seisun
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# ARTY FACTS...

The arrival of the Silver Jubilee Year has provided many extra opportunities for art students and staff to participate in a number of special projects.

During November 1984 many students in Years 8,9,10, and 11 contributed drawings, cartoons and designs in anticipation that their art work would be selected for the first edition of the student, hand-printed, school calendar. Work commenced on the calendar after one piece of art work was chosen for each month of the year. The final preparation of art work, photo stencils and layout for all the dates was completed prior to "Term 4". During Term 4, the cover design was prepared by Glen Rogers of Year 12. Teams of students screen-printed on the school's new off-set printer. Finally, the thousands of separate pages were collated and hand-bound by students, the result was 250 attractive, multi-coloured calendars. The names of participating boys and staff were printed in silver on the back page. These people received 2 calendars each, the balance being sold to parents, students and staff to off-set production costs.

As a consequence, the work of young artists at Asquith Boys quickly spread through the community as some calendars were purchased as Christmas presents to be sent to other parts of Australia and even overseas.

The success of the project means that a 1986 Limited Edition Student Screen Printed Calendar will be available, again in December this Year.

In October last year a competition was announced for designers to produce a logo, suitable for the Silver Jubilee Year. Stephen Marsh of Year 8 produced the idea for the successful design and Thomas Bodhan also of Year 8 received 2nd prize for his idea on how the logo could be adapted to be suitable for such purposes as a tee shirt motif. Eventually the logo was adapted for printing on the Souvenir tee Shirt by Wayne Lockhart of Year 10.

On two evenings in April students, parents and art staff rendezvoused at the art rooms in response to an appeal by Ms Saunders. Ms. Saunders, in charge of Jubilee Year souvenirs, had previously obtained a number of quality, cotton Tee shirts in a range of sizes. She was determined to have the shirts printed for the Jubilee Year Barbeque and Firework Night. With admirable efficiency all participants set about their allotted task. The shirts were unpacked, stretched over cardboard, printed, ironed, folded and repacked. All were completed on time with boys, parents and staff enjoying their very productive hours screen-printing the Jubilee Year Tee Shirts.

As 1985, is International Youth Year, it has provided opportunities for art students at Asquith to promote the I.Y.Y. themes of PARTICIPATION, DEVELOPMENT, PEACE.

Students from 30 schools in N.S.W. were each invited to make ten banners, suitable for adorning several of Sydney's major recreational and commercial areas including The Rocks, Martin Place and Hyde Park.

Year 10 art students James Holbrook and Andrew Humphreys, working on this extra curricula project, produced the successful designs which were adapted for screen printing in several colours. Five 2 metre-long double sided banners were produced from each design. The banners, pictured were displayed at the afore-mentioned locations during the Sydney Youth Festival in May and in August during Education Week.



*This page donated by FOUR 'N 20, THE GREAT AUSTRALIAN PIE, whose management and staff wish Asquith Boys High well in their Jubilee Year. PHONE 698 7811.*



# ..ART..ART..ART..

## THE WRITINGS ON THE WALL....

....today the Art Block - tomorrow the world!!? Take the time to walk through G block and see the results of an enthusiastic group of year 7 boys who under the supervision of a student teacher, Mr. Eardley, completed a vibrant and colourful mural in May. The boys chose a beach/sailing theme which continues the idea of an existing mural on the America's Cup Yacht Race.

Not to be outdone, an equally motivated group of Year 11 art students is currently painting a mural opposite the Music Room. Their inspiration is appropriately drawn from modern musical ideas and images. This important and popular form of artwork will be appearing on many more blank walls around the school in the near future!!



## MY LAND!

This is our land,  
And it's in my hands,  
What shall I do when "they" want it too?  
But I've got the power to see this through.  
All of our ancestors were buried on the  
hill

When "they" come "they" will surely drill  
And uncover our sacred hill

To "them" it doesn't matter  
They just carry on like the mad hatter,  
If our land is taken away!  
Our tribesmen will cause,  
problems in a serious way,  
All "they" will do is drink and rape,  
And all of "them" will think of hate.

Our land to us is the only place,  
Not like the riff-raff of a big city's  
pace.

Even our rivers sing a tune,  
Until the setting of the moon,  
We only want a peaceful life,  
Our lord is full of magnificent sight  
Of mountains of a great height,  
I will not give up until the fight is  
won  
Until our tribe has the freedom of the  
sun.

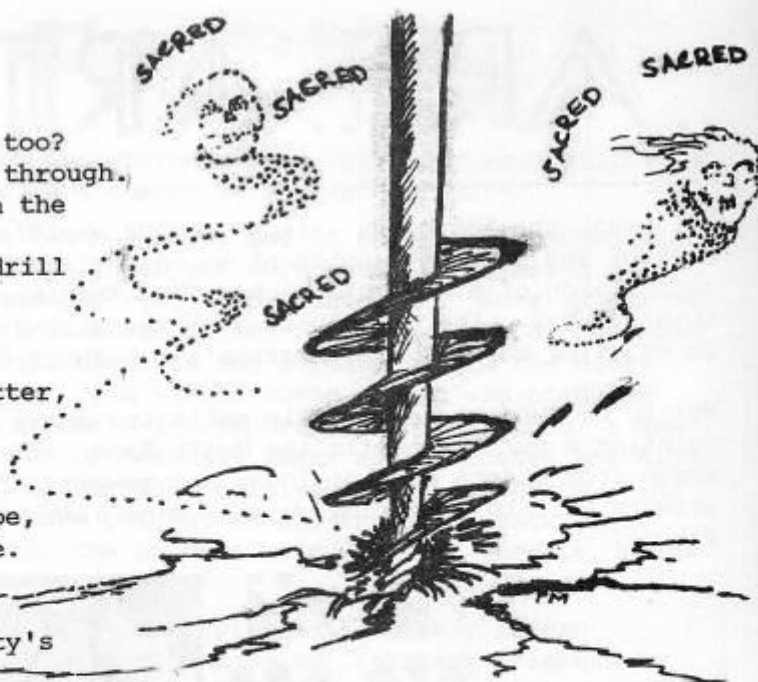
JOHN COSGROVE.



## TORSO.

From wooden hulks and living dead,  
I find the skull of a beaten head,  
I hear the sound of weeping eyes  
That come alive and paralyse.  
Your worthless body was bred to die  
Looking through the fireless sky  
I cannot tell heaven from hell  
From which of the two do I smell  
Dead and rotten for ever more  
I died and left the external door.

Rene Vassiliou



## ANZACS.

We faced the enemy that day.  
Were we afraid?  
That's for sure  
But all the same  
We fought as braves

Bullets fell in a shower,  
While our numbers fell  
Our determination grew  
And as the blood spilled  
Our heartbeat deadened.

We fought as Australians  
We died as Australians  
Was it worth it,  
Was there a need for war?  
Only the soldiers can answer that.

But one thing's for sure:  
In those years of war  
Every man fought with earnest  
And whether he lived or died  
They accomplished as much,  
As much as any man could

As the sun rose  
They all lined up in rows  
In trenches that smelt  
Of earth and sweat and anxiety.

As the sun beat down  
They ran across the ground  
Through air that smelt  
Of blood and death and action.

Richard Rimondi



"Thompson! Is the verb active or passive voice? Summers! What is the subject of the Noun Clause?"

And so the questions flow throughout the forty minute period.

In the last five minutes the teacher was heard to command: "Parse each word in the six sentences on page 92 for tomorrow, please."

Memories of that kind might ring in the ears of the students of the sixties. But no such imperatives echo down the corridors of our academic institutions now.

It is neither the time nor the place for some erudite discussion on formal grammar. Allow me to say this: English, like so many other facets of education, has undergone a renaissance, an evolution, a metamorphosis - depending on those eyes through which the subject is viewed. Yet whatever else it might be, English is a dynamic subject and will continue to be so.

There was much excitement in 1984 when we began the year with eight 3 Unit candidates for the H.S.C. (3 Unit is equivalent to Honours in the Sixties and First Level in the Seventies). Three of the boys were wooed to other subjects; the remainder persevered to do exceedingly well - apparently better than any previous year.

Our fortunes fluctuate in the area of Debating. In some years we have been Zone winners, even semi-finalists. 1981 saw the coveted Hume-Barbour trophy within our grasp. But Hurlstone defeated our team in the finals.

In 1982 the N.S.W. Law Society promoted a Mock Trial Competition. Each of two teams was given the facts appropriate to the prosecution or defence. On that information a case was prepared and set for trial. The boys did well, considering they were among the final 32 teams of the original 256. Three of that team now are studying Law.

Over the years audiences have been treated to a great range of theatre produced within the school. Immortal words from Shakespeare have resounded and that endearing Music Man sang of the pleasures of 76 Trombones. In the past few years our dramatic attempts have been more modest, restricting ourselves to nights of one-act plays. Perhaps in the future, sometime, will see the return of the Three-Act play.

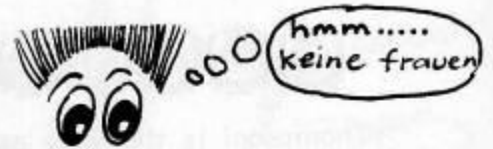
The tireless work of many teachers - Mr. Carter (now Bourke), Mrs. Hossack (now Turramurra), Miss Barron (now Beacon Hill), Mr. Vrolyk (now Terrigal), Mr. Langford (now Shalvey), Mr. Pulsford (now Forster), Mrs. Armstrong, Mrs. McKevitt, Mrs Ng and Mr. Williams - has made many of these events possible.

I was interested to hear the Premier, Mr. Wran, announce that this is the best educated generation in N.S.W. public education. Perhaps he was "trying to win friends and influence people". I am not sure that it is possible to make a generalisation of that kind. What we do have at Asquith is a generation, whose inadequacies teachers are aware of, whose needs they are aware of, for whom those inadequacies are compensated and for whom those needs they attempt to cater.

What we strive to do is to make our boys conscious of themselves as people: to recognise their own individuality; to build self-esteem. How well we achieve our aims I cannot tell. Possibly an indication of success is inferred by the return of ex-students who speak enthusiastically of their exposure to literature.

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SOME OBSERVATIONS  
OF OUR  
EXCHANGE STUDENT



I can still remember my first Australian school day very well. I walked with mixed emotions and expectations into the school, as already I had heard that it will be an all boys' school, and that we would have to wear a school uniform, both of which are very different to a German school.

At first I thought that these differences would be formalities only. But as time passed by I recognised the fact that because the school consisted of boys, it would become my biggest integration problem, because the social life in a boys' school is very different from life in a co-educational school. Boys just behave and act differently in the presence of the opposite sex. For example, I noticed that boys among themselves always try to show each other how tough they are (in terms of language and body).

Another social thing I noticed, which is different is the practice of physical punishment. This is absolutely impossible in German schools. When I saw a caning the first time, I went white and nearly felt sick.

The actual academic life is very different too. In Australian schools it is mainly academic learning. This is different in Germany, where a big part of school is taken by social learning (e.g. activities in a group) and so a more individual and friendly relationship between teacher and pupil is achieved. This is good and bad, because the marks can depend on the relationship you have with the teacher.

The relationship with the teacher plays a very big role in German schools, because the teachers have the power to put your marks down or up through the verbal mark (a mark consisting out of the effort and substance you say during the lessons) will count 50% or even more. I was amazed when I recognised such a mark does not exist, or that the verbal work of the students is not important.

One further formal thing I forgot to say is the time which is spent at school. In Germany we are going to school at 8 a.m. or depending on the timetable 8.45 a.m. and finishing in the average at 1.30 p.m., sometimes earlier, sometimes later. Depending on the school you are going to, some Saturdays are free. But we have to go for 13 years to school, if we want to do our "Abitur" or as you say the H.S.C.

DOUBLE SUNSET AT SCHOOL



Jan Koehler

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"Thompson! Is the verb active or passive voice? Summers! What is the subject of the Noun Clause?"

And so the questions flow throughout the forty minute period.

In the last five minutes the teacher was heard to command: "Parse each word in the six sentences on page 92 for tomorrow, please."

Memories of that kind might ring in the ears of the students of the sixties. But no such imperatives echo down the corridors of our academic institutions now.

It is neither the time nor the place for some erudite discussion on formal grammar. Allow me to say this: English, like so many other facets of education, has undergone a renaissance, an evolution, a metamorphosis - depending on those eyes through which the subject is viewed. Yet whatever else it might be, English is a dynamic subject and will continue to be so.

There was much excitement in 1984 when we began the year with eight 3 Unit candidates for the H.S.C. (3 Unit is equivalent to Honours in the Sixties and First Level in the Seventies). Three of the boys were wooed to other subjects; the remainder persevered to do exceedingly well - apparently better than any previous year.

Our fortunes fluctuate in the area of Debating. In some years we have been Zone winners, even semi-finalists. 1981 saw the coveted Hume-Barbour trophy within our grasp. But Hurlstone defeated our team in the finals.

In 1982 the N.S.W. Law Society promoted a Mock Trial Competition. Each of two teams was given the facts appropriate to the prosecution or defence. On that information a case was prepared and set for trial. The boys did well, considering they were among the final 32 teams of the original 256. Three of that team now are studying Law.

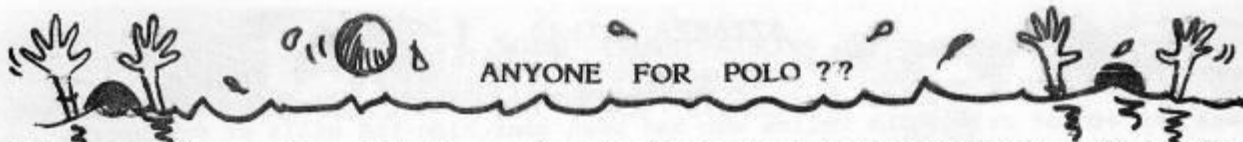
Over the years audiences have been treated to a great range of theatre produced within the school. Immortal words from Shakespeare have resounded and that endearing Music Man sang of the pleasures of 76 Trombones. In the past few years our dramatic attempts have been more modest, restricting ourselves to nights of one-act plays. Perhaps in the future, sometime, will see the return of the Three-Act play.

The tireless work of many teachers - Mr. Carter (now Bourke), Mrs. Hossack (now Turramurra), Miss Barron (now Beacon Hill), Mr. Vrolyk (now Terrigal), Mr. Langford (now Shalvey), Mr. Pulsford (now Forster), Mrs. Armstrong, Mrs. McKevitt, Mrs Ng and Mr. Williams - has made many of these events possible.

I was interested to hear the Premier, Mr. Wran, announce that this is the best educated generation in N.S.W. public education. Perhaps he was "trying to win friends and influence people". I am not sure that it is possible to make a generalisation of that kind. What we do have at Asquith is a generation, whose inadequacies teachers are aware of, whose needs they are aware of, for whom those inadequacies are compensated and for whom those needs they attempt to cater.

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Water Polo is considered by the vast majority to be a very tame sport. It can in fact be quite violent. When invented in Britain it was almost "anything goes" in the water, with a ball of course. It would have been fun to watch in those days. Goals had to be scored by the players placing the ball on the end of the pool. Unfortunately for them this could be very dangerous as goalkeepers were allowed to run along the end of the pool and jump on prospective goalscorers and anyone else stupid enough to drift too close.

As the game was refined it became increasingly difficult to attack the opposition, because someone thought a set of rules should be devised. To combat these rules a number of underhand and underwater tactics needed to be adopted. This then brought in the need for protection. Mouthguards, caps with earpieces and (perhaps the most imaginative but vital of all) swimmers with built-in protectors are common these days. So it is virtually impossible to injure the opposition to any great extent. But where there's will for blood there's a way. The odd kick here or punch there can produce the desired effects. Among the many injuries are broken noses, jaws, ribs and parts of the body that go missing like teeth, ears and eyes.

What is probably considered to be the pinnacle of dirty play was the 1956 Olympic Grand Final played in Melbourne between Russia and Hungary. This game was played just after the Russian army had invaded Hungary and the Hungarians, not being too impressed, thought they would have their own little war in the pool. They went into the game with sharpened finger and toe nails and some even sharpened their teeth. The result of this patriotic endeavour was a game that lasted less than a few minutes, with several players having to be admitted to hospital, a few Hungarian defections and a pool with nice, red water.

This type of behaviour wouldn't happen these days because players have far too much respect for one another, and there aren't too many places one can conceal a weapon.

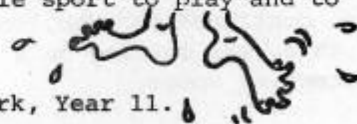
But there is always the fanatical supporter, always ready and willing to vent his or her anger if need be. Three fine examples of these kinds of upstanding citizens can be found in Greece, Malta and Italy.

In Malta, water polo is the national sport. It is often played in sea pools at the foot of cliffs; thus giving the locals ample opportunity to throw things at the opposition. Common missiles include shoes, rocks and even the odd table if the situation is really bad. In Greece the locals are rather prone to rioting if the Ouzo and poor play of their team get them in the mood. The Italians aren't too bad!! They only spit at the referees and throw bottles at the opposition goalscorers.

All these things contribute to making water polo an enjoyable sport to play and to watch, even if you are being attacked.



Geoff Clark, Year 11.



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## Swimming: 1985



# 25<sup>25</sup> 25<sup>25</sup> A QUARTER CENTURY OF MATHEMATICS AT ASQUITH 25<sup>25</sup> 25<sup>25</sup>

Today, as was the case twenty five years ago, two plus three equals five, the angle sum of a triangle is  $180^\circ$  and the length of the circumference of a circle is pi times its diameter. So how is mathematics education different today to that of the early sixties when this school first started?

Several differences are obvious: class sizes are substantially smaller than 25 years ago, the Higher School Certificate replaced the five year Leaving Certificate Course and now electronic calculators have taken the place of laborious logarithm and trigonometry tables (even in examinations).

A more dramatic change has been brought about with the advent of the digital microcomputer. Asquith Boys purchased its Apple II computer in 1981 and since then we have added a number of Microbees. Computing is now a part of the junior and senior curriculum. Every student in Year 9 receives a two week introductory course in BASIC programming. In fact Computing is an optional topic in the School Certificate mathematics and in the senior Mathematics in Society Course. In addition there is a one unit Computer Studies Course offered to Year 11 students. Computing education is still in its infancy and it should not be long before it is established as a discipline in its own right and not just as an off-shoot of mathematics or other subjects.

Perhaps the most pleasing development has been the increasing acceptance of mathematics as being interesting, stimulating and even enjoyable. Mathematics is not (despite what many may think) a list of rules or formulae which have to be learnt. It is really a mode of thinking which aims to solve the problems of everyday life which require reasoned and logical thought. Problem solving is not just for the academically gifted. For the past eight years our school has participated in the annual Westpac Mathematics Competition. During this time we have had a pleasing number of prize winners and a well above average share of winners of distinctions and credit certificates. But more important than the number of winners is the two to three hundred students each year who are enthusiastic enough to participate. The competition comprises thirty problems ranging from simple to very challenging. It is not uncommon to hear the boys (and teachers) discussing the problems for days afterwards. The "Problem of the Week" competition within our own school has also attracted much interest. Problem solving is what mathematics is all about, and problem solving can be fun.

It is also well worthy of mention that every year there has been a small number of students participating in the more difficult and highly prestigious University of NSW Mathematics Competition. Asquith Boys High has a long record of success in this event and almost all of the last 25 years have seen at least one name, and sometimes several, in the list of prize and certificate winners. One winner, Jim Richardson, was the first ever to win both the Junior and Senior Divisions of this competition.

The mathematics department at Asquith Boys High School need not be ashamed of its record. As well as several outstanding Higher School Certificate performances, it is a fact that the general standard of mathematics results for the School and Higher School Certificates is well above the state average. Moreover, most of the boys throughout the years have shown a favourable response to the subject. Asquith has been fortunate to have interested teachers and very capable leadership under its three mathematics masters: Ellis Reynolds (1962-73), Brian Brook (1974-80), and Allan Gibson (since 1981).

It is impossible to predict what mathematics learning will be like in another 25 years. Some have suggested that computers and technology will render mathematical thinking by everyday people unnecessary. Only time will tell. However, some things are certain: two plus three will still be five, the angle sum of a triangle will still be  $180^\circ$  and the circumference of a circle will still be pi times its diameter.

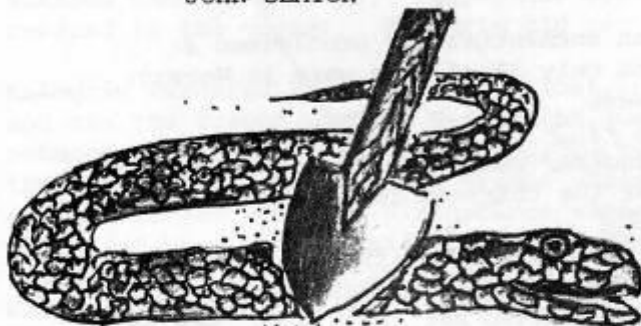
Or will it?

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## LAND LOSS

Here I stand upon my sacred land,  
Beneath my feet is burning sand,  
One day I know I'll have to sell my home,  
And then I'll have no place to roar!  
For when white comes and takes my land,  
Well then, I'll need a helping hand,  
Because I do not know about those big  
large cities,  
Where smoke and smog will choke my throat  
To lose my land is such a pity,  
Then again, I might not sell  
But white man would not care,  
Because they know I have'nt got a "hope  
in hell".

JOHN SEATON



### FIRE.

Trees are burning like matchsticks,  
Blinding smoke is everywhere, spitting  
flames,  
Charcoaled faces and children are  
screaming and crying.

People are running round in confusion,  
Flames are everywhere,  
Burning leaves are falling down  
Like ash from the sky.

In the morning, everything is  
burnt, burnt stumps appear like  
tombstones in a graveyard.  
All is quiet and gives an eerie feeling.

JIM MINCHENKO



### SNAKE!

It was there  
The horror was before me  
Gleaming, sliding, slithering,  
hiding  
They saw it;  
They heard me yell  
The warriors were upon it,  
The crude instruments of death  
Almost as lethal as his own.  
The snake;  
Weaving, dodging and then....  
Blood spurted, the cruel steel sparkled  
with reptilian blood  
The spade was pulled from the corpse  
And then the scaly body was kicked,  
Kicked far into the bush;  
To rot and to smell

MATTHEW GRETTON

### I AM MYSELF.

I am handicapped,  
I appear the odd one out,  
And when mean people see me,  
They tease, point and shout.

My mother seems my shadow,  
I'm like her diamond ring,  
She watches me with cautious eyes  
So I can't do anything.

And now I am frustrated,  
I want to be set free  
I need to be let alone,  
Like the waves upon the sea.

Today I'm feeling happy,  
My mother's set me free  
I can hear the heavens calling,  
As they send a message to me.

PETER PAYNE.

## THE LABYRINTH OF MEREDEA

Once, many years ago, there lived in Norway an evil sorceress who went by the name of Meredea, and though she was one of the mightiest sorceresses in the land, she was not a real witch.

In Norway, witchcraft follows an ordered course. A girl who is born with the tell-tale witch signs is taken to join a coven where she takes the title of "apprentice" and learns the basics of black magic such as making toads appear and conjuring up clouds of foul smelling smoke.

When an apprentice has learnt enough magic, she becomes an "enchantress". These are not true enchantresses like Morgan Le Fay or Madame Olympia, but rather the name given by the Norwegians to low-grade witches.

After many years of withering and blighting an enchantress is proclaimed a "sorceress". A sorceress is very powerful and only 31 of them were in Norway. Meredea is one of the most powerful sorceresses.

A "Real Witch" is a sorceress who has slain another real witch and been declared worthy. All sorceresses seek to become one of the thirteen real witches.

Now the council of thirteen declared that Meredea must prove that her magic and evil were great and that she must slay young warriors who were pure in heart and deed. So she went to the Jafgorn caves and started her labyrinth. Now using her powers she took the skeletons of some cavers who had got lost and starved to death and used them to create some Unholy Guardians by giving them the powers of movement and sight. Then she took a blind cave spider and used her spells to make it as big as a horse. This evil beast was placed in a cave near the entrance to trap unwary cavers with its terrible web. The Unholy Guardians were also in a large cave near the way in to butcher explorers with their terrible spears and axes. Meredea then used a very powerful summoning spell to conjure up a king cobra from Africa. Anyone who circumvented the spider would fall victim to the snake's deadly venom. Other hazards were set up such as a rope that would, if pulled, dump a huge stalactite down on the unfortunate puller. Several bridges over chasms were also removed.

The second section of cave was far deadlier for living in a mammoth cavern was an immense fire-breathing Dragon!!!! This green, scaly beast had been Meredea's servant for many years. His teeth and claws were as long and sharp as daggers and his breath was like a red hot furnace. His wings were like sails and a flick of his tail was like a blow from a sledge hammer. The dragon was also magical. He could cast mighty spells and blast anyone fool enough to cross him into piles of ash. But even his magic was weak compared to that of the next monster. Even Meredea would be hard-pressed to claim superiority over the demon that dwelled there!

The demon took the form shown in the picture usually, although he could change to any form he so desired. He only stayed in the Jafgorn caves because he liked the Dragon. Not even the Grand High Witch of Norway could bind this creature into servitude.

Beyond the Demon's cave was a junction where there were two ways onward. The left passage led to Meredea's chamber, woe to anyone who took that path. The other way led to the chamber of Lord Darkfouler, Meredea's husband. Lord Darkfouler had never let anyone gaze upon his face, and he was rumoured to have three eyes or no mouth or some other atrocity. He always wore heavy armour, a great helmet and a leather bandolier from which hung several throwing darts.

The years passed and the fame of the labyrinth grew. One day a young, rash and impetuous warrior named Palegrim heard of Meredea and Lord Darkfouler having set up residence in the Jafgorn caves so he set off for there. He was bent on revenge

because many years ago Lord Darkfouler had killed his father. He knew what dangers he had to face in the caves but he believed his thirst for revenge would give him strength. So, possessing armour, a sword, a shield and a lot of courage, he entered the caves...

He trudged through the dark caves, heading basically east until, at a junction he heard a dreadful hiss that made his blood run cold. He drew his sword and calmly, deliberately turned right towards the hiss. He saw ahead of him two terrible red eyes, the eyes of a cobra...

Before he could react, the cobra struck at his shield and emptied his deadly venom into the metal. Then it slid back and waited for this strange creature to die. Palegrim, of course did not die, as every drop of poison had splashed against his shield. Instead he slashed the snake in half and continued on his way. Then he came to the room of webs, but they were no obstacles to him as his holy sword slashed them to tatters. The spider was terrified of this terrible adversary and cowered in the corner. Palegrim did not see it so he continued.

Palegrim wandered here and there, lost in the tunnels until he came to a great cave, and saw the dragon within! Hastily he jumped back, but his foot struck a rocky outcrop, and he fell to the ground, his armour making a clattering that echoed throughout the tunnels. The dragon was aroused by this crash, and with a roar, charged to see what the disturbance was. When he saw Palegrim he opened his mouth and breathed a great gout of fire at him. The young knight held up his shield and it blocked the flames but was badly twisted and buckled by the heat. Palegrim dropped the useless shield and, gripping his sword with both hands, charged. His sudden attack had caught the evil beast by surprise and he rammed his sword deep into the dragon's throat. Even this was not enough to kill the monster, so Palegrim stepped forward for the coup de grace. He was sure that the injured creature could not strike fast enough for him to be unable to dodge the attack but he had forgotten one thing ... the tail - which smashed into him, leaving him in an unconscious heap on the floor. When he woke up the surroundings were different.

Palegrim was in a gloomy room, hanging in chains from the wall. Hanging next to him was the skeleton of a man, but it had three eye sockets and small forward curving horns. Looking at Palegrim was a fully armoured man with a great battle axe. It was Lord Darkfouler, the slayer of his father.

Palegrim exerted all his strength, and his will to avenge his father's death gave him unnatural energy. Screaming with the exertion he pulled on his chains and incredibly snapped them! Yelling an ancient war-cry he charged at Lord Darkfouler and knocked him over before he could react. He snatched the axe from the arch-villain's hands and savagely attacked him with it. So vicious was his attack that his blows sliced through the armour of his enemy. After about a minute he flung the blood-stained axe aside and ripped the helmet off his mutilated foe's head and screamed out in horror at what he saw. This was not the Lord Darkfouler. He had been dead for years and his skeleton hung on the wall.

He had just killed his father .....

David Carson, Year 7

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## SOME MUSICAL NOTES

1985 has proved to be an exciting year of growth and change in the Music Department at Asquith Boys. The year has been packed with musical activity.

A new Year 9 elective class began Term one with a study of Jazz and a visit to a "state of the art" recording studio. A lunchtime guitar club was formed early in the term, utilizing the talents of several members of staff and involving a number of interested and enthusiastic students.

The purchase of some new instruments has enabled tuition to be given in violin, flute, trumpet, saxophone and drums. Mr. Pryor, Mr. Holland and two students from Year 9 Mark Lambert and David Mason deserve thanks for their invaluable help in this area. Opportunity has been provided, also, for Year 8 to learn the guitar during class time, thanks to the purchase of new guitars last year.

Several excursions and concerts have been attended by students this year. These included a visit to see the award winning film "ARMADEUS" and concerts given by the Sydney Jazz Quintet and 'Sirocco'.

Another addition to our programme of events this year has been the involvement of some of our talented students in a North Sydney regional concert held at the Willoughby Civic Centre. A well attended evening concert followed two days of workshops for Choir, Stage Band, Concert Band and Junior Band. A number of boys were also involved in a Schools Spectacular held in the Entertainment Centre, starring Rolf Harris.

Surely the highlight of the year has been the Silver Jubilee Cabaret. It was as a result of this event that a competent group of instrumentalists arose to form our own 'Asquith Boys Concert Band'. Following the Cabaret the band was able to perform at various Silver Jubilee functions, proving to be a popular attraction.

Kim Wartmann a member of our band was chosen to perform in the elite Sydney Wind Ensemble this year, representing our school in performances with the group.

As you can see, Music is alive and well and I am sure that all those involved with the subject are looking forward to its continued growth in 1986....



D. REIDY.  
Mr. Reidy conducting.



" Marcus Eakin on piano.. "

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## THE INCREDIBLE CASE OF THE SHRINKING LIBRARY

or  
(How to fit 20,000 books & 900 boys into one classroom)

In the first school magazine in 1964, the librarian reports enthusiastically that the collection has grown to 3,800 books. There was plenty of space for library users in those days, with so few books! As the library expanded to fulfil its role as resource centre and hub of the school, many more books were added to the collection. Additionally, the library became a multi-media centre, acquiring video tapes, audiocassettes, filmstrips, kits, etc., and the necessary hardware to use these types of resources. However, as the collection expanded and took up more space, the amount of space available for library users was shrinking in proportion.

During the 1970's, there were plans to build a large, multi media library, but for reasons that are not clear it was never built. By 1978 the case of the shrinking library was desperate and it was obvious that a classroom and small senior annexe were totally inadequate to serve the needs of 900 boys. Present and future students owe a vote of thanks to our Principal, Mr. A. Hughes, Mrs. Shirley Goc (then Librarian), members of the P & C and a student (Stephen Pickering) for bringing this to the department's attention.

In 1980 an amazing transformation took place - the library was extended by adding the space from an existing classroom and corridor. While it is still not the large multi-purpose complex enjoyed by many schools, the library is a bright and pleasant place. It functions well as the resource centre and hub of the school. The library is still a popular place and visitors to the school are always impressed by the number of boys who use the library.

The library is still keeping up with technological changes in education and has moved into the computer age. We were one of the first schools to begin using the computer in the library. It is a valuable aid to printing catalogue cards, maintaining bibliographies on many different subjects and keeping track of our borrowing. The future may see us as part of a network linking school libraries, so that we can pool our resources. Whatever the future trend, the library will continue to fulfil the needs of future students and staff alike.

J. Robinson.  
Teacher-Librarian.

1965



1985





### "This is your Captain speaking..."

1985 has been a demanding but rewarding year throughout for the prefect body. It is a special year for Asquith Boys High School, marking its twenty fifth jubilee and the prefects were delighted to be a part of the festivities.

We owe particular thanks to Mrs. Armstrong, our Prefect Mistress, who has done a fine job in organising and, above all, tolerating us. Without her support our fund raising efforts would not have been half so successful. We have raised well over \$500 for Clarke Road School and we will be donating substantial amounts to Stewart House. Our fund raising took the form of barbeques and also a very successful food hamper. It is with this fund raising that we must acknowledge the overwhelming generosity of all of Year 12. They supplied the food for the hamper and were always willing to help out with the barbeques.

We have attended various afternoon teas throughout the year, and the resulting social life has been tremendous. Peter Merrick, the Vice Captain, and myself were fortunate to attend an afternoon tea at Government House which proved to be delightful.

On behalf of the Year 12 prefects I would like to wish Year 11 every success in their forthcoming exams and we hope you enjoy your final year as much as we have.

Shane Bilham,  
School Captain.

#### How often, since 1965, have we heard these sentiments expressed?

It has occurred to us that if every pupil were to follow the School motto "Grow in Wisdom", there would be no need for prefects as a policing organisation. It is unfortunate that some have the idea that breaking the rules which are, after all, for their own benefit makes them admired by their mates. Not only is their idea immature, but it is also unwise when one considers the justified punishment or the self-injury which has so often been the result of irresponsible action.

Two states of mind which stab a growing school in the heart and leave it lifeless are apathy and cynicism, which often lead to the "breaking of the rules" mentioned above. This defeatism we stress the point this defeatism is the direct opposite to what we call "school spirit"; that is, the ability to say "As I am proud of my school, I will make my school proud of me". School spirit is founded

on maturity, and let us remember that maturity does not necessarily come with age, for we realise that Asquith is a relatively young school. We believe that the first two Leaving Certificate years have left, or are going to leave, with the belief that they had a sound education at Asquith—which is not merely one of many metropolitan high schools, but a school whose aim is to educate its pupils in the ways of Growing in Wisdom.

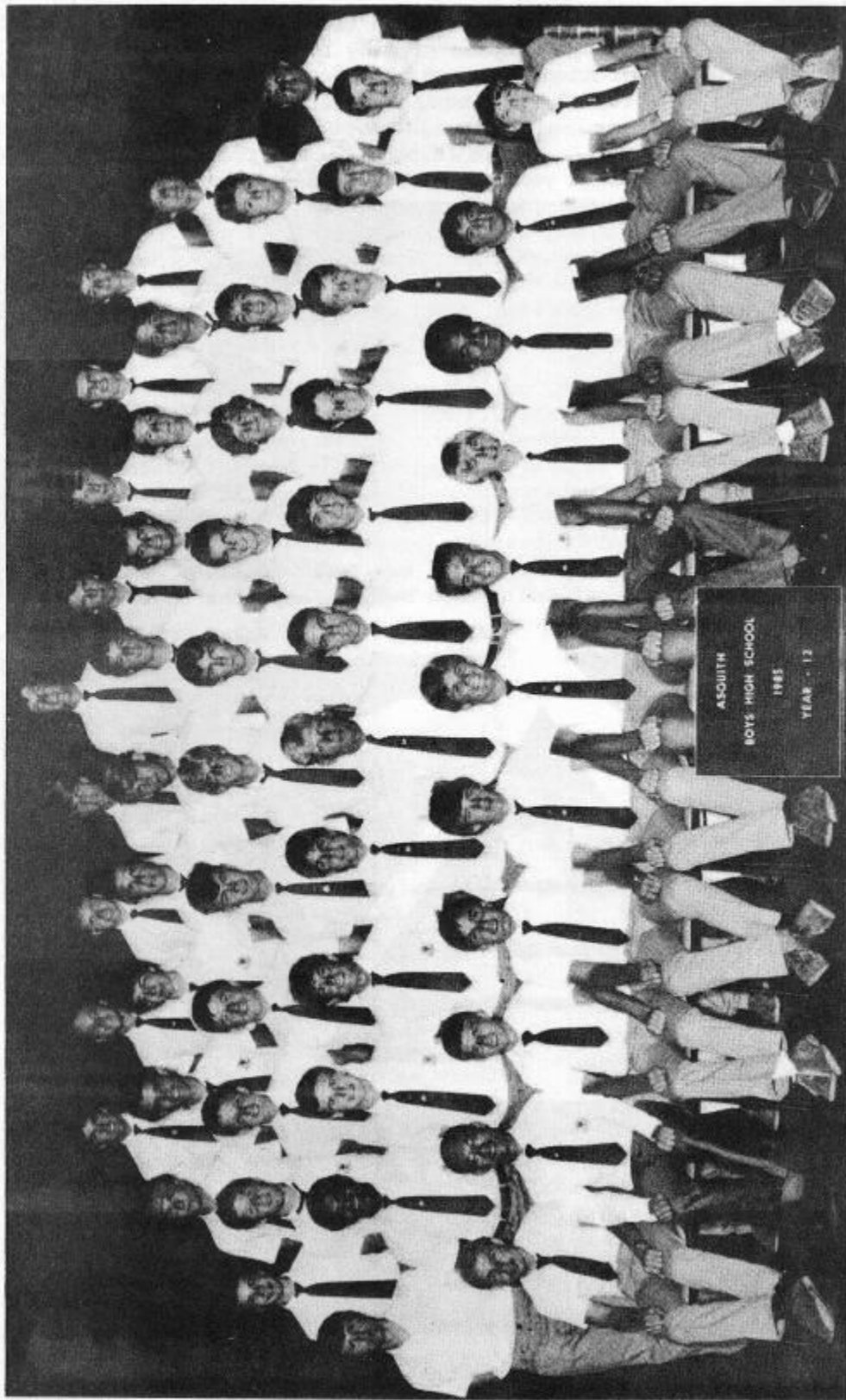
To every prospective Senior of next year, and to the rest of the school we say, "Try to live up to the School Motto 'Grow in Wisdom', for that is the only way any school can establish a tradition—a good tradition by fulfilling its motto. Remember, a school is only worth the worth of its pupils, for the pupils are the school".

In conclusion, we would like to thank, on behalf of the prefects, Mr. Brown and Mr. Rodgers, for their encouragement and help this year. Particularly, we wish to congratulate the School Captain, Kevin Donnelly, on his leadership and excellent organising abilities, in the acceptance of the responsibilities as our Captain this year.

Paul Christopher and Graham Jensen,  
Vice-Captains

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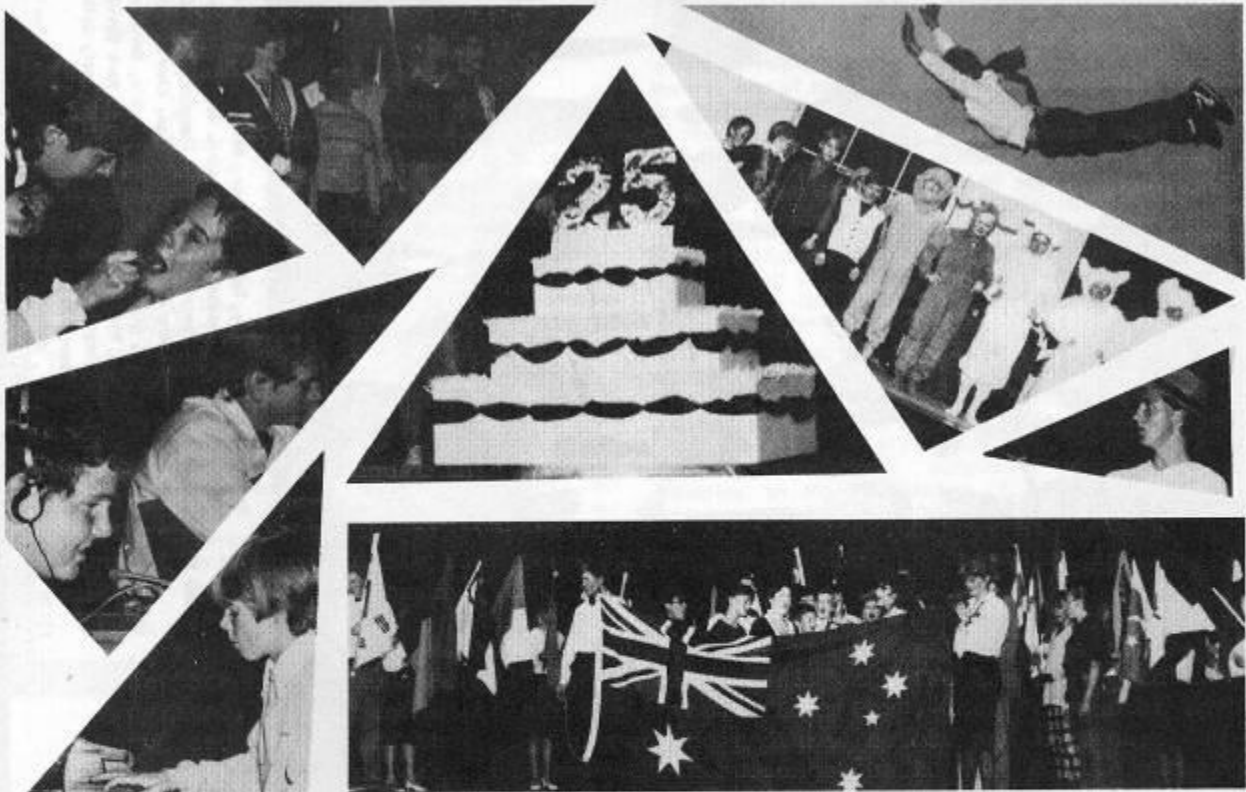
**FRONT ROW:** (L to R) Peter Makila, Yoke-Mun Chan, David Cousins, John Bishop, Andrew Foord, Shane Blinham, Peter Merrick, Philip Dempsey, Salvador Lique, Andrew Havadja, Andrew Bungey.  
**SECOND ROW:** Joseph Sweeny, Lawrence Prasad, Bryce Thompson, Brian Ellem, Stuart Dignam, Peter Squire, Craig Stanley, Scott Fraser, Timothy Gates, John Harrison, Glen Rogers, Rodney Dukino.  
**THIRD ROW:** Bradley Summerson, Scott Bird, Stewart Lockie, Owen Evans, Peter Blackman, Sean Ryan, Bryan Prichard, Stephen Woodbury, Peter Gee, Anthony Holton, Mark Davidson, Gavin Temple.  
**FOURTH ROW:** Peter Eakin, Gregory Mattland, John Anderson.  
**FIFTH ROW:** Craig Cotterill, Merwick Hancock, Stephen Moffatt, Paul Freeman, David Boyce, Scott Hodgson, Werner Jablonski, Neil Moon, Phillip Ayres.

# The Jubilee Cabaret

For three evenings in August this year, audiences were treated to a feast of entertainment. A feast that was the culmination of many hours of auditioning, weeks of rehearsal, months of preparation. Hosted by Asquith Boys High, with the support of Asquith Girls High School, the Jubilee Cabaret presented an astonishing array of theatrical items.

Reflecting the diversity of twenty five years of cultural development, a choral group sang "School Glorious School", "Consider Yourself" and "We Are The World". Dancers gyrated, swayed and leapt their way through "Beat Box", "Four Seasons of Love", "The Swamp" and "West Side Story". Through their drama, actors and actresses plumbed the depths of despair, then drew their audiences up to thrill with excitement and quiver with suspense as the plots of "Toad of Toad Hall's Trial" and "Rinse The Blood off My Toga" unfolded.

Never missing a chance to strike a laugh, comedians, including Yoke Mun Chan with "Chinese Proverb" and the cast of "Hiss the Villan" and "Three Lens", provided lots of fun for all. Gymnasts flung themselves into their routines, springing, rolling and somersaulting their way across the stage to the beat of "Jersey Street Blues". Interspersed throughout the Cabaret program were charming instrumental interludes. Marcus Eakin's piano solo "Fur Elise" the guitar ensembles "Malaguena" and "Baseplayers Blues" and the School Orchestra's lively presentation of "Time after Time". "Every Breath You Take" and "New York, New York" received resounding applause. Cabaret Masters, Mr. Tamsett and Joseph Sweeney kept the show rolling with some witty commentary between items.



The undoubted success of the show owed much to the students, parents and staff who worked tirelessly behind the scenes. Those who served food, managed the stage, assisted with lighting and sound, made up the actors, prepared the program and promoted the show contributed their valuable time and skill. It was, however, Director R. Jacobsen, Producers Ms. Armstrong and Mr. Griffiths, and technician Mr. Elkin who provided the final polish that really brought up the Jubilee lustre, thus ensuring a true reflection of the many talents of our students and staff.

### DO YOU REMEMBER SATURDAY EVENING 20th April!!

Whilst students, parents, staff and former staff and students munched their way through juicy steak and sausage sandwiches, a dazzling, professional firework display was unleashed on the school oval. Jersey Street traffic stopped; trains on the embankment slowed and hooted as celebrations of the Asquith Boys High School Silver Jubilee commenced.

Former Student, now Industrial Arts teacher Mr. Killen, with his committee organized this excellent display. School prefects ran the barbecued steak and sausage stand and earned a profit of \$300. This money became a part of the annual donation that Year 12 make to Clarke Road Special School.

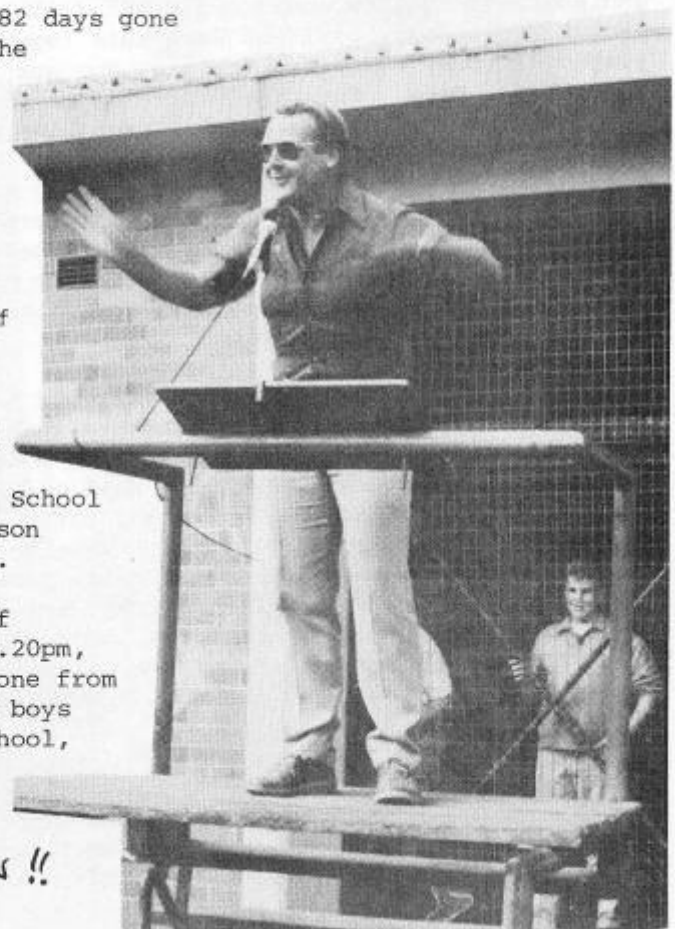


### CHEERFUL HELPERS ON FIREWORKS NIGHT !

### FIRST SCHOOL CAPTAIN VISITS ASQUITH BOYS ON ITS 25th BIRTHDAY.

Mid way through the Jubilee Year, with 182 days gone and 182 yet to come, Mr. David Wilson, the school's first captain, visited our school. Mr. Wilson as an original student of the school was considered a "lucky find" when he was spotted by Mr. Miller, browsing around a wood craft exhibition. On his way to work for UNESCO in London after having completed work at his former post in Africa. Mr. Wilson was in Sydney for only a couple of days. After some encouragement, Mr. Wilson agreed to speak to the whole school at an assembly. He spoke warmly of some incidents he recalled during his days at school, especially in his role as school captain. During the assembly, School Captain, Shane Bilham presented Mr. Wilson with a souvenir tee-shirt and coffee mug.

Mr. Wilson was among the many hundreds of students who ran to Hornsby station at 3.20pm, to catch an earlier train home than the one from Asquith station. During the 1960's most boys came from suburbs to the south of the school, especially from the North Shore Line.



### DAVID WILSON IN ACTION !!



# OPEN DAY



On the afternoon and evening of 15th August, the school held an Open Day during Education Week, Open Day '85 was a part of the Jubilee Year celebrations.

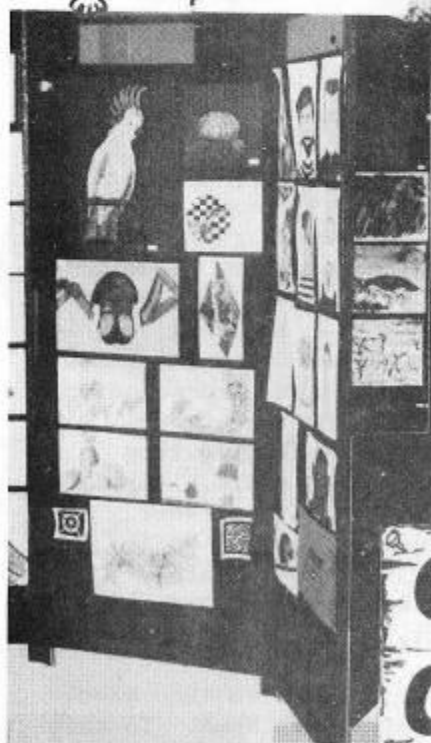
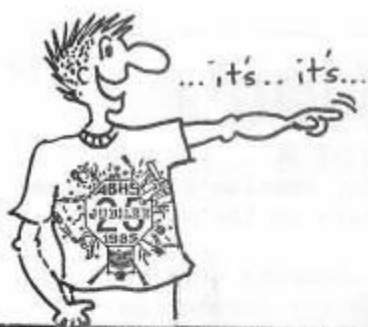
At an outdoor assembly, on the quadrangle in full sunshine, the School Captain welcomed visitors. Ten brightly coloured, specially printed banners bearing the school and Jubilee crests were then unveiled. These billowed in the gentle breeze at Mr. Reynolds spoke to assembled parents, students and staff on the history of the school and some outstanding achievements or its students and staff. Much of this information was from Mr. Reynolds' direct experience as he taught at the school from its earliest days until 1980. The assembly concluded with the School's Concert Band playing "Time after Time" and "Every Breath You Take".

Throughout the afternoon visitors tried the "Hands on Science" display, held in Lab 2; watched a Year 9 History class debate - "What European Colonisers could have learnt and should have learnt from the Australian Aborigines"; were welcomed to the Library to share with 7E6 a lesson on Using the Library, visited many classrooms where some special lessons as well as normal timetabled lessons were in progress. In the upper floor corridor of 'G' Block, visitors were able to view several, large, colourful wall murals and to watch Year 9 art students at work completing relief prints from hand carved lino blocks. In 'A' Block a Year 11 Computing Studies class was pleased to demonstrate the use of this valuable equipment and to explain programs being developed. In an adjacent Languages class room Beginners French was being introduced to 7L4.

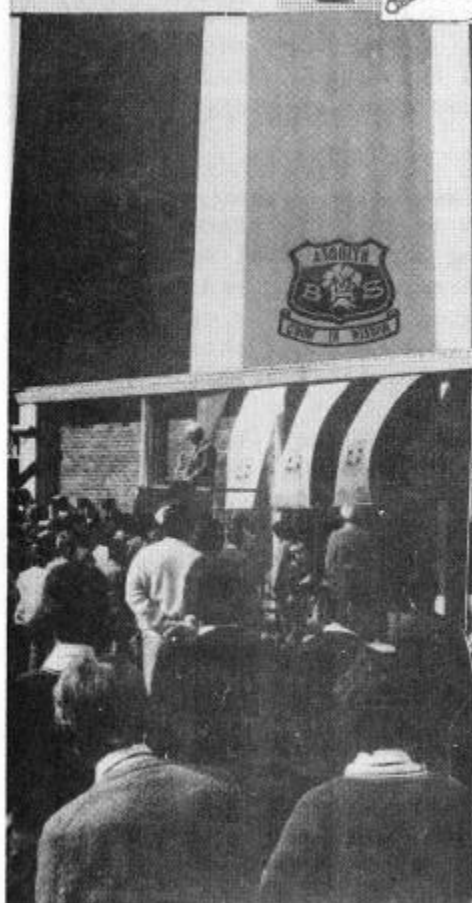
Sporting events featured strongly on the Jubilee Open Day program with Touch Rugby and Australian Rules games organized from Year 10 P.E. classes. Following the finish of lessons, visitors were able to watch a choice of three team games being played. Storey Park was the venue for our Premier 13A grade rugby team to play Normanhurst Boys. The final score of 94 to 0 attests the strength of junior rugby at Asquith. The Open Basketball team also played against a Normanhurst Boys High Team. The result of this encounter was in the balance throughout the game, eventually the Asquith team was defeated by a narrow margin. The school oval was the venue for the 1st XI Soccer team to meet its counterpart from Barker College. The Barker boys being the local premier team in the Independent High Schools competition, were incredulous at the unexpected superiority of the home team. Asquith boys won convincingly 3 to 0. Andrew Hill and Brian Ellem produced excellent performances in this outstanding team effort.

During the evening demonstrations of wood and metal machining were presented by Technics students. H.S.C. Art students showed the diversity of their talents whilst preparing their major art works and the School's Concert Band gave a short concert in the hall. The school assembly hall was also the venue for the Art Exhibition. Students painting, pottery, drawing, batik, printing, posters and design work produced an excellent display which received many commendations from our visitors. Other interesting displays included the Room 13 Technics display of boys wood and metal projects. The school's History department presented a display of the steps used for mummifying dead creatures. Models, wearing the "School Uniform: past and present" attracted a lot of interest, especially from the boys. This exhibit presented in the library, included a uniformed cadet to represent that aspect of our school's history.

Open day finished at 8.30pm with many parents, teachers and boys, especially benefitting from the opportunity for interaction this Jubilee event provided. Congratulations to all students and staff who helped prepare and present the school in action on the Jubilee Open Day, 1985.



**open  
day..**



# The Jubilee Reunion

The Silver Jubilee Reunion, held in the school hall on Saturday evening 28th September was the occasion for 400 former students and staff to return to the school.

With a chance to relive memories of school days, many former students used the opportunity to visit their old classrooms, when they were open for inspection. Original students, were well represented and many commented on the changes and improvements that had occurred since their time.

Soon after 8.00pm, from the centre of the school hall, an excellent buffet dinner was served. Delicious hot entrees were followed by crisp salads, accompanied by a wide selection of fresh cold meats. A choice of beautifully presented tantalizing deserts were followed by coffee to complete a scrumptious meal. Throughout the evening, the pop band "Strummer" provided entertainment from the repertoire which included songs from the 60's, 70's as well as some jazz and contemporary numbers.

Following the meal an air of expectation filled the hall as former music teacher extraordinaire, Mr. Jim Saunders could be seen moving around brandishing his highly polished trumpet. This instrument was soon used by Jim to play a loud and melodious fanfare to introduce his former colleague Mr. Ray Kench. Ray from the stage welcomed all "Asquithians" and their partners, some of whom had travelled from Canberra, Victoria, and North and Central coasts as well as inland N.S.W. A roll call of former and present staff of the school revealed that 60 teachers were present, among whom were all four principals and their deputies, men who guided the school through its first 25 years. Each was honoured with congratulatory applause, as their duration of service to Asquith Boys was acknowledged. Former students, also were announced as to their year of enrolment.

Following the announcements another fanfare heralded Mr. Ellis Reynolds, who gave an interesting and informative resume of the history of Asquith Boys High. In this presentation, Mr. Reynolds drew attention to the many outstanding achievements of former students and staff in areas of academic, cultural and sporting activities. Having a deep background knowledge of the local area and the school, Mr. Reynolds not only informed guests but kept all amused with his humorous commentary on numerous incidents he recalled from earlier days.

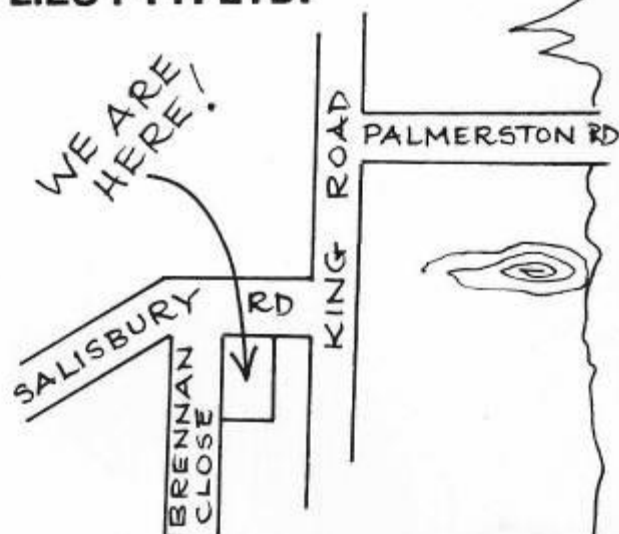
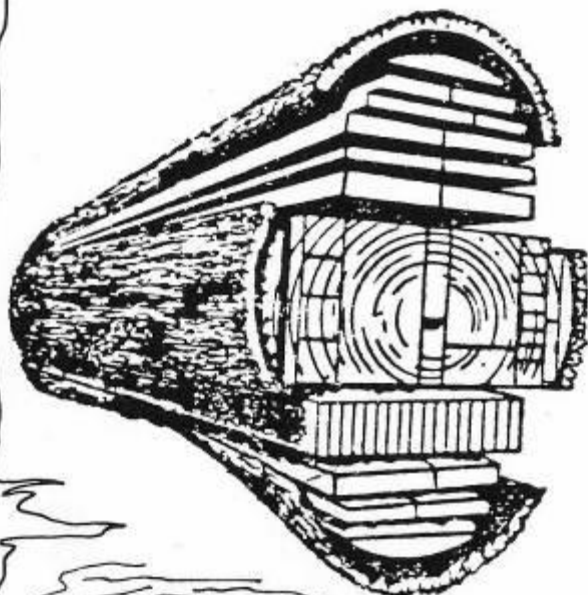
It was to earlier days that many former students' minds were turned when Asquith's original headmaster, Mr. Mervyn Brown was prevailed upon to play the piano in accompanying the whole gathering in a very hearty singing of the school song. This occasion had a special significance as it was Mr. Brown who composed the words and music. It was the same Mr. Brown who also helped many of the gathered, former students, to learn to sing the school song (when they were students), by playing the piano accompaniment as enthusiastic baton-waving music teachers vigorously conducted. Mr. Brown, when he was principal, also gave priority to and supervised the purchase of, the grand piano, thus ensuring that many thousands of young Asquith Boys were not deprived of this cultural experience.

Reunionists, here on the 28th, however showed none of the reticence of their youth when demanding an encore of the final verse .... "As gum trees grow on Asquith hill .... we'll grow in knowledge, strength and skill - But may we grow in wisdom too".

After the "formal" part of the program, guests continued to renew friendships, exchange recollections or to dance away the hours. Specially prepared souvenir items proved very popular. Sales exceeding \$1,000 was an excellent result. Displays of memorabilia in the form of photographs and old documents received much attention. It was not until well after midnight with the refreshment consumed and the final roll of photographers film exposed, that the last reunionist departed what must be one of the most memorable events on the Jubilee Calendar of 1985.

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