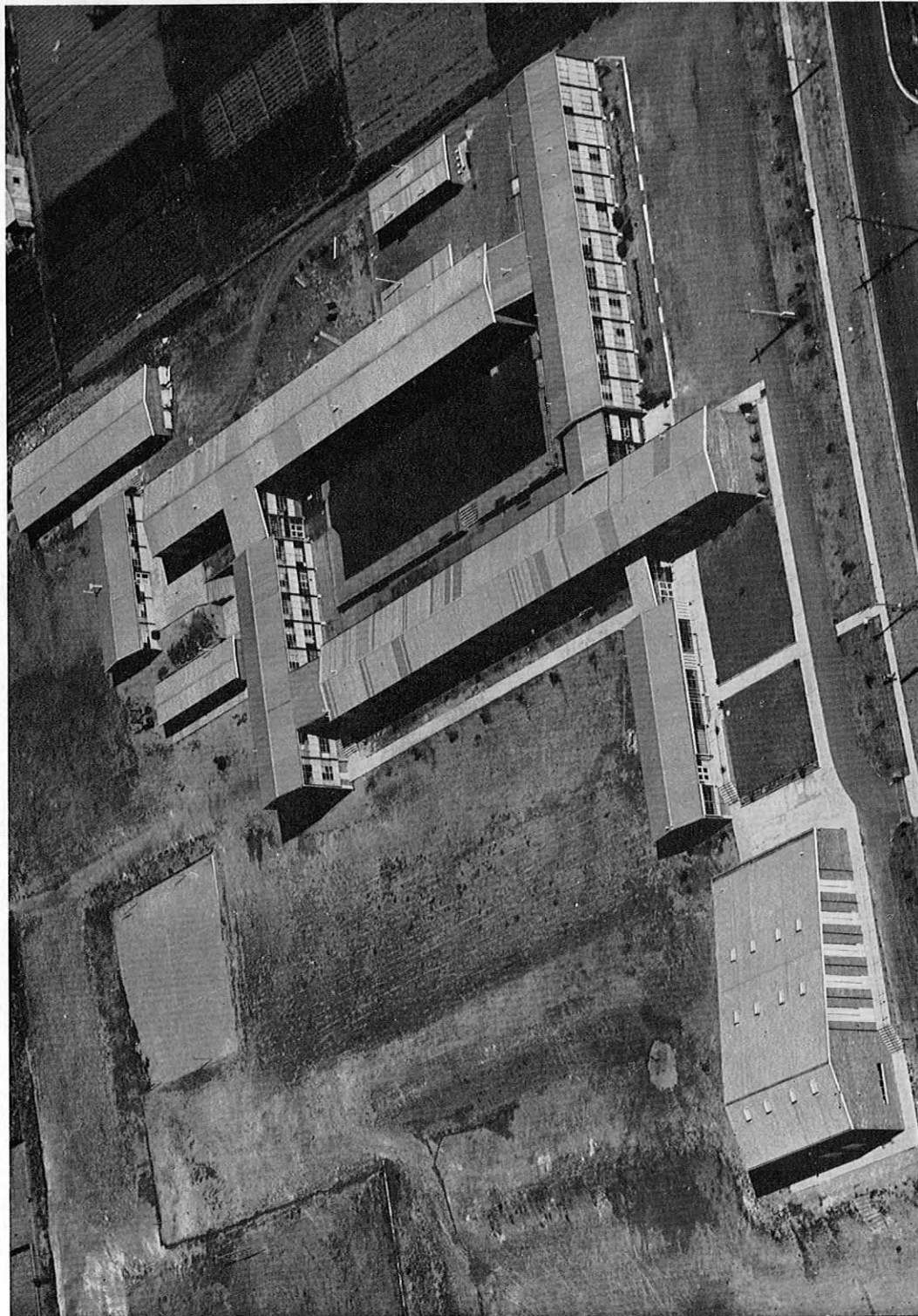


AMITY

RYDE



AMITY

MAGAZINE OF RYDE HIGH SCHOOL,
described by many visitors as
"A FRIENDLY SCHOOL".

M. E. P. Lakeman, *Editor.*



The School Motto is:

AD MELIORA

"Onward to Better Things"

THE SYMBOLIC COVER DESIGN

The Ancients used the "Tree of Life" as a symbol of ever increasing growth. This has inspired us to select for our cover design the *Young Branches of a Tree* and *Three Leaves* symbolising *Pupils, Parents and Teachers*, united in close *Friendship* to further the growth of our School.

THE MAGAZINE OF RYDE HIGH SCHOOL

★

EDITORIAL

In the bad old days Education was a process — often a painful one — imposed on the child who was supposed to be trained for "life" by being crammed as tightly as possible with academic knowledge. Modern educationists, however, believe that the child is a many-sided individual who should have a chance to develop morally, physically and socially — as well as mentally — in an environment suited to his needs. The progressive modern school, therefore, while it caters for academic training, strives at the same time to provide for those other equally important aspects of education: the moral, the social and the physical.

Nor is the modern school to be considered as a sort of prison in which the child is incarcerated at the beginning of the day and released when lessons are over; rather is it a place where all kinds of pleasant educative activities are carried on. To the modern educationalist a visit to the museum, a theatre, or

an art show, participation in a play, or opera, or sport, an excursion to a place of geographic or historic interest, a school social, performance of school service — all are just as important as lessons in Mathematics, or Science, or English.

To ensure that children will be allowed to develop mentally, morally, socially, physically, co-operation is necessary between the three groups concerned in the educative process: the Parents, the Teachers and the Children themselves. To bring about this co-operation it is essential to have friendly relationships among the three groups. "Amity", according to the Concise Oxford Dictionary, means "friendship, friendly relations". We have named our magazine "Amity" firstly because friendly relations do exist among parents, teachers and children at Ryde High School, and secondly because it is our earnest wish that such relations will continue.

—The Editor.

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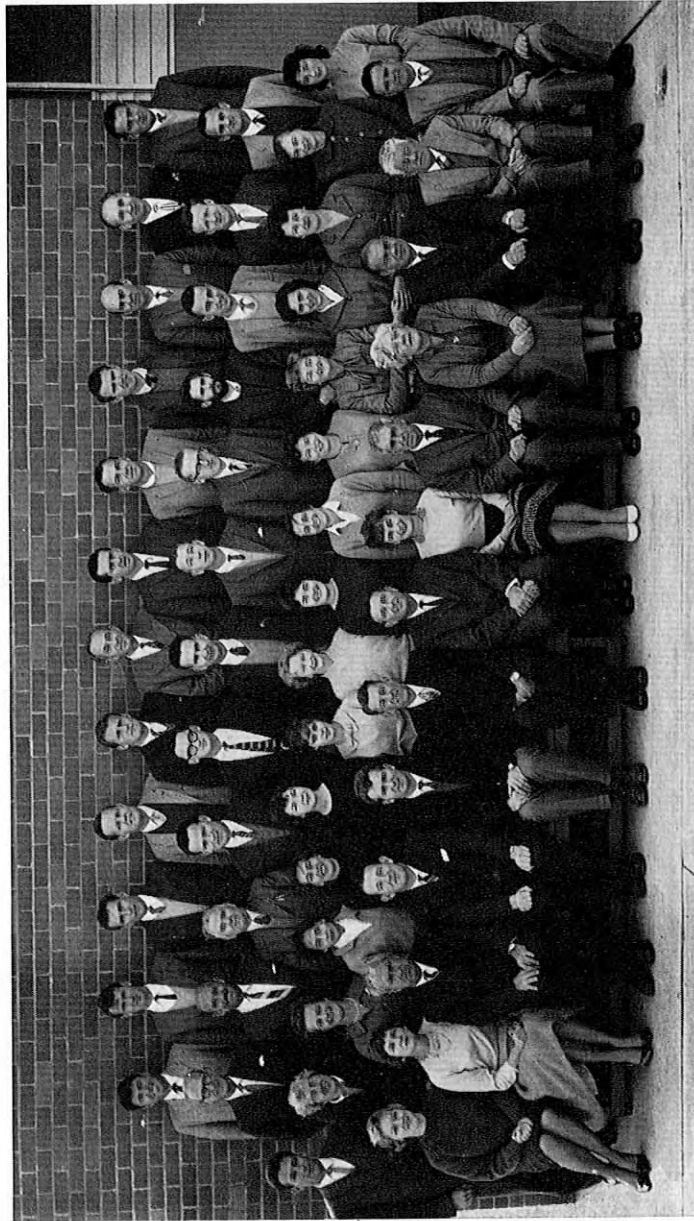
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"ONWARD TO BETTER THINGS"

By R. N. Crawford.

(First Headmaster, Ryde High School.)

The Emblem of Ryde High School is the Torch, symbolising both the traditions of this old-established area and also the enlightenment of education. The Motto: *Ad Meliora* ("Onward to Better Things") is set in an ascending scroll and has a dual significance: better education for its pupils and general betterment through the ideal of service. Together the Emblem and Motto signify: Tradition, Enlightenment, Betterment.

These symbols and ideals have been carefully chosen to inspire the development of a school of which all can be proud — something of great and lasting importance.

Ryde High School is the type of Regional, Co-educational, Comprehensive High School (envisaged in the "Wyndham Report"), which has proved so successful in country towns but which is comparatively new to the metropolitan area. To achieve its purposes, it must become recognised as a "community school", a "family school", accepted and supported by the community it serves. It must become a place of friendly co-operation — hence the unusual name of this magazine: "Amity".

Despite all difficulties, Ryde High School can look back with some pride over its achievements and progress in just over two years: establishment of spacious playing-fields; beautifully equipped Assembly Hall; selection of music and dramatic groups for radio and TV performances; winner with record points of both annual Life-saving Competitions; "service" work by pupils who, in a few short weeks, raised £250 for charity and over £1,000 by their own efforts for the School Fete; outstanding parent-teacher-pupil co-operation, including combined efforts with the P. & C. Association (of 2,000 financial Members) which have raised over £6,000 in the past two years. Ryde High School has been visited by many interstate and overseas educationists and recently by 150 delegates to the P. & C. Federation Conference.

Through a wise balance of intellectual, physical, social and aesthetic training, Ryde High School is endeavouring to provide — EDUCATION FOR LIFE.

A WORD FROM THE P. & C.

One of the greatest advantages of the Comprehensive High School is that parents and citizens can have a much greater involvement in the many aspects of education. The school is located in the community and we see it grow. It comes from the builders as a fine but empty shell. We, with the teachers and pupils, must play a part in making it a living organisation with high aims and worthy traditions.

Ryde High School is proud of its vigorous and harmonious parent-teacher-pupil co-operation. Our P. & C. has a financial membership of 2,000. Teachers come to the P. & C. Meetings (which have attendances of over 600), meet parents at supper, plan together, and discuss mutual problems. Staff and parents work together for important functions, e.g., School Fete; P. & C. Ball; meetings, carnivals and entertainments. Naturally, this friendly co-operation brings good financial rewards. Over £3,000 has been raised in the past two years. From these funds the school has benefited in many ways, including:

Grounds development and extensions (£2,000); stage settings and lighting; grand and upright pianos; projectors; 15 typewriters; pictures; library books; P.A. system; telephones; office equipment and supplies; teaching aids; recreation equipment; cookery school furnishings; material for many purposes; mowers and tools; prizes and trophies — and a host of other amenities.

To the children, I am sure the parents would wish to say thank you for your splendid efforts during the year. We saw your parades and exhibitions with pride and enjoyed your fine musical productions. The facility with which you extracted money for your class activities for the Fete was appreciated greatly — or at least by the Committee. We know too that these efforts were largely restricted to your own time and that your standards of work have not been allowed to suffer through them.

To the teachers we extend our sincere thanks for the interest you have shown in our children and for your willingness to meet parents and give helpful explanations of the many problems met by the young and relatively inexperienced pupils. We thank you, too,

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for your wonderful help and co-operation in our many fund-raising activities. We know that you, together with the parent and pupils, are laying the foundations for a school with the highest intellectual, social and cultural ambitions.

To the parents, let me commend one or two special thoughts: What contribution did you make to the school this year? Money is necessary and the Committee is most grateful for your support. But did you come to the school and meet other parents and the teachers, or do something special for the school? Did you relax at the Ball, or work at the Fete? Many parents find a great deal of satisfaction (and an easy way of keeping a check on their child's progress) through participation in these activities. We are ever ready to welcome others. There is still much to be done. If you have not joined in P. & C. work, please come and help. If you already work with us, please do not tire.

May our future years be as satisfactory in retrospect as this one.

L. G. Parry,

Hon Secretary, P. & C. Association.

CO-EDUCATION: WHAT IT HAS TO OFFER

By Brian Noble, School Captain.

Recent years have seen more and more attention given to, and emphasis placed on, co-education in secondary schools. Now when an increasing number of high schools are completed each year in this State, it is interesting to note that most of them are, or will be, co-educational. This system definitely has "that little extra" over the segregated method of teaching and training. Without doubt it must be made available to the children of this generation not only for their education but to enable them to cope with the social obligations thrust upon them by society or in our modern world.

Co-education has been praised by many and also questioned by a number that is anything but small. Indeed, public opinion is noticeably split as to which is the better system. Perhaps those who are against co-education do not fully realise the benefits and opportunities that it offers to children. Perhaps they are people who do not like to make radical changes or take the chances of experiment. But, whatever their reason, I firmly believe

that co-education has more advantages than segregation.

I quite understand the conditions that exist at both types of schools as I spent my first year of secondary education at a boys' high school and was later transferred, reluctantly, together with over one hundred other boys, to this school when it opened in 1960. Possibly one might say that my opinion could have been influenced by the fact that I have spent three years at a co-educational school and only one at a boys' school. However, I have tried to disregard this fact and, without prejudice, I feel certain from my own experiences that co-education is the better system, because it has more to offer. At a segregated school one undoubtedly receives a good education but something is lacking. That "something" is a basic training in how to conduct oneself in society. As this training is an essential feature of co-education, such training is gained quite naturally at such a school.

At a co-educational school, boys and girls learn to mix with one another naturally without feeling awkward or embarrassed. They are enabled to understand, accept and respect each other relatively early in the difficult years of adolescence. By mixing freely at this age, they are quite prepared to meet the outside world when the time comes to leave school and find work.

Perhaps one of the greatest advantages of co-education, besides that of the social training, is that it gives the opportunity for the boys and girls to participate in the same activities. For instance, take the Gilbert and Sullivan Operettas. The two productions the school has staged have provided a wonderful source of enjoyment and pleasure, not only for those pupils concerned but for all those who came to the performances. I know that all members of this year's cast are looking forward to the next productions. Moreover, many who were only in the audience this year and who saw how much fun the ensemble had in staging the play are just as anxious for the next rehearsals to begin so that they, too, may join the cast.

But these musical productions would not have been such successes if Ryde High was not co-educational! A boys' school would have had boys playing female parts or else would have had to find a girls' school willing to co-operate with the production. The difficulties

of rehearsals would have been very hard to overcome.

Another source of entertainment which has been used most successfully is the school social. Here the boys and girls have a really pleasant evening. The End-of-Term Dance is always keenly awaited. Not only do pupils find pleasure from such functions, but also gain poise and confidence in themselves—a most important step for a growing teenager and, moreover, one that can have a beneficial psychological effect on the person concerned.

Many criticisms directed at co-education are based on the mistaken belief that there are too many distractions to allow the pupils to do sufficient study. This may be true in some cases, but that is entirely the fault of either the child or the parent. I personally think that co-education tends to induce keen competition between boys and girls and maintains equality of the sexes. In fact, something that is not often realised is that both boys and girls can have the possibility of a much wider range of subjects than would be available in separate schools. Girls have a wide choice of sciences and may even take technical subjects. Boys have all normal choices, as well as Art and Biology. They may even take Cookery if they wish to become chefs.

From personal experience, I definitely believe that co-education has great advantages over other forms of schooling.

MESSAGE FROM THE GIRLS' CAPTAIN

Ryde, a very old suburb, has been a growing community for many years. Recently its citizens realised the need for a large high school to educate the many hundreds of children who were to be its future citizens.

One wing was completed by 2nd February, 1960. It was not long before the school of nearly 600 pupils and 25 teachers settled down to a year of hard work. At first it was certainly hard, for pupils had to concentrate on school lessons while the builders worked to complete the second wing. With the completion of this wing the school was well established before the end of its first year.

In the beginning equipment was in short supply. Only the bare minimum was available for sport and for the manual and cookery rooms. By the end of 1961, however, the

school had adequate sporting equipment, and contained a complete flat and two well-equipped kitchens for the Home Science students, while a complete Manual Arts block was added together with all necessary machinery and other equipment.

At first non-existent, the playing fields have in three years reached a standard that long-established schools have taken ten years or more to attain.

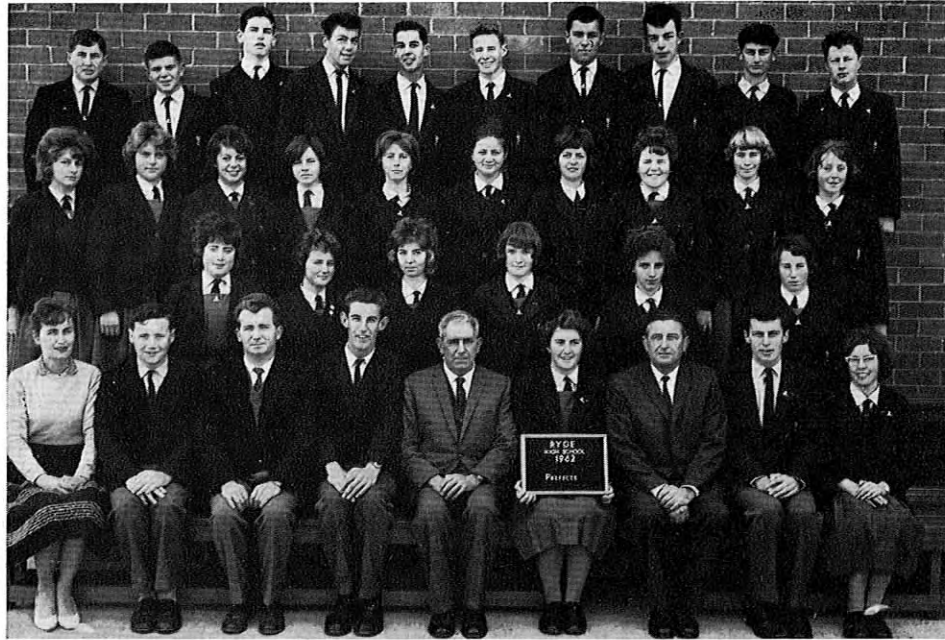
It is necessary for every school to have an assembly hall, and Ryde was provided with one before the end of its second year. The assembly hall is ideal; its appearance—interior and exterior—is beautiful; its stage is fully equipped with lighting and curtains; there is a grand piano.

Since the school now has an enrolment of more than a thousand pupils, a larger teaching staff of 54 was required. From the very beginning pupils of Ryde High have more than held their own in inter-zone competitions. In 1961 they were placed third in the Zone Athletics Carnival, and a close second this year. Some pupils represented the Zone in the State Athletics Carnival. During the swimming season Ryde again proved itself one of the leading schools in the Zone, and was again represented in the Zone Swimming Carnival.

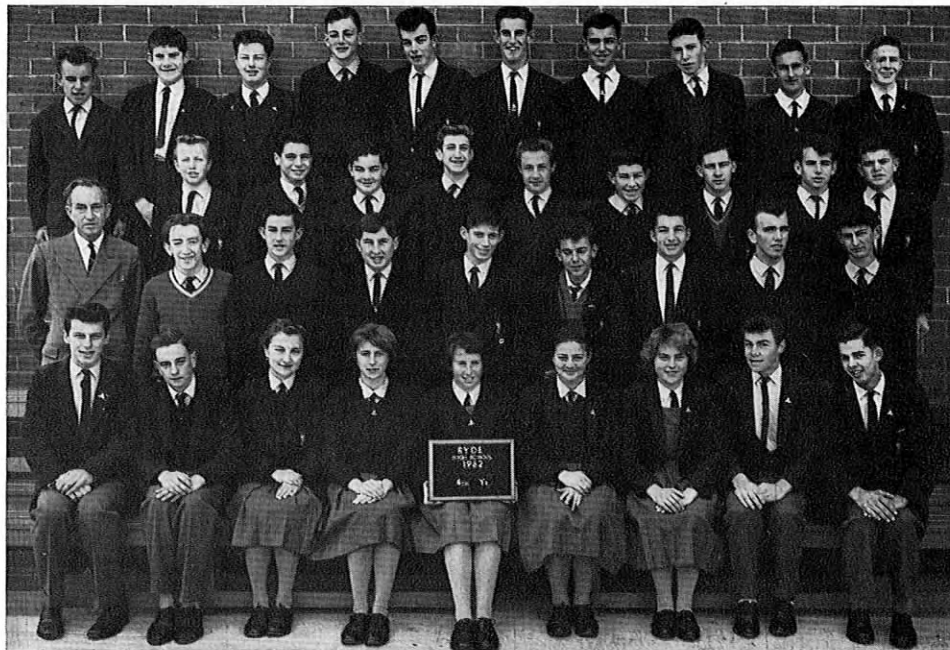
After the completion of the Yearly Examinations in 1960 and 1961, Life Saving classes were held, many pupils receiving high awards. Ryde in both years was awarded the State Life Saving trophy for the proficiency of its pupils.

In 1961 the Gilbert and Sullivan operetta "Trial by Jury" was presented by the pupils, and despite the fact that most of the cast were second year pupils, it was an outstanding success. In 1962, a longer Gilbert and Sullivan operetta, "H.M.S. Pinafore" was staged, and again proved an excellent performance. The choir, moreover, made several radio broadcasts.

The day is not far distant when Ryde High will have pupils sitting for the Leaving Certificate Examination, and will then send its students out into many paths of life, confident that they take the responsibilities in life for which their school has so thoroughly prepared them.

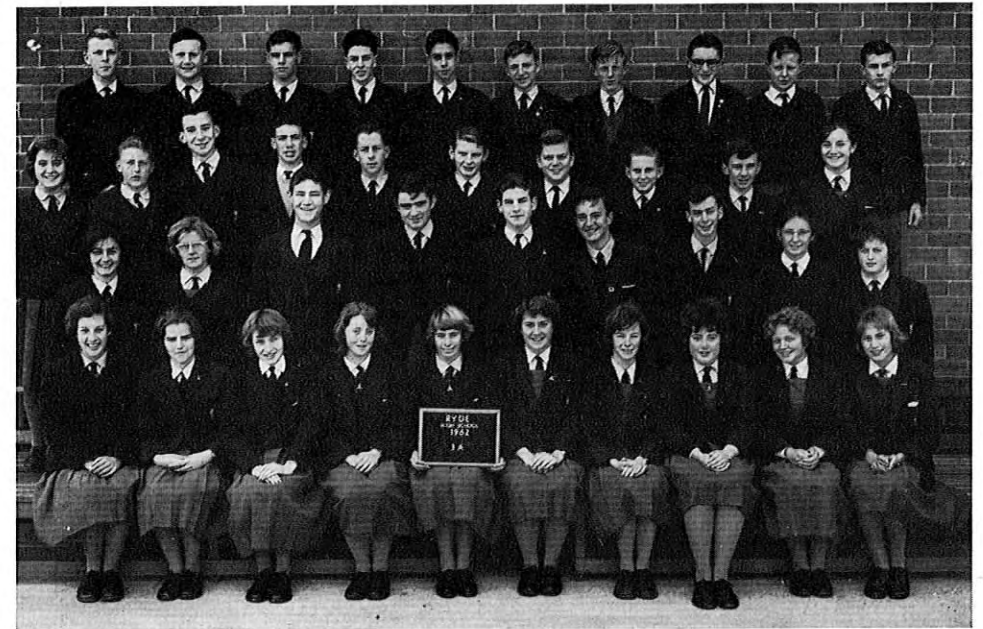


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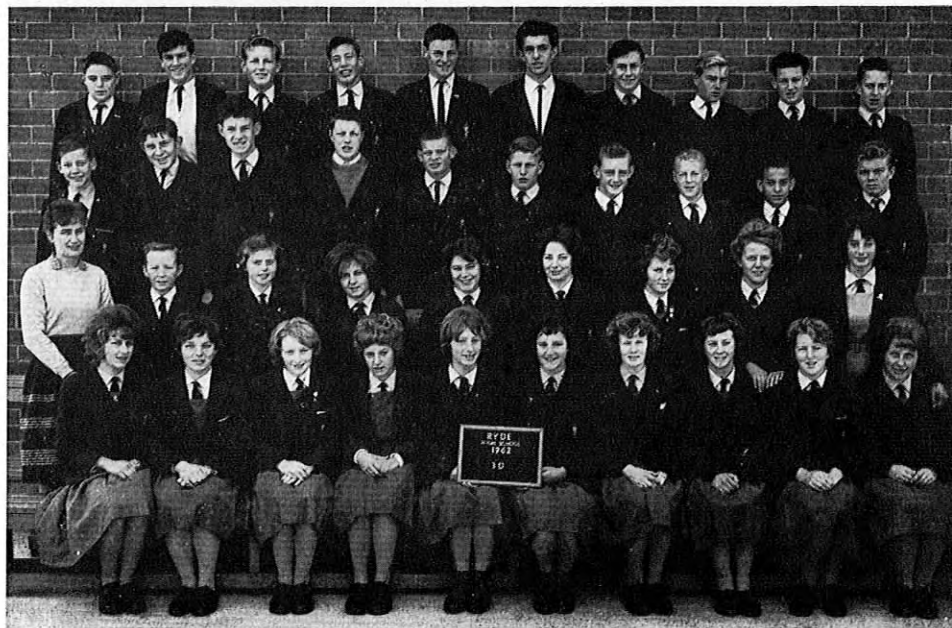


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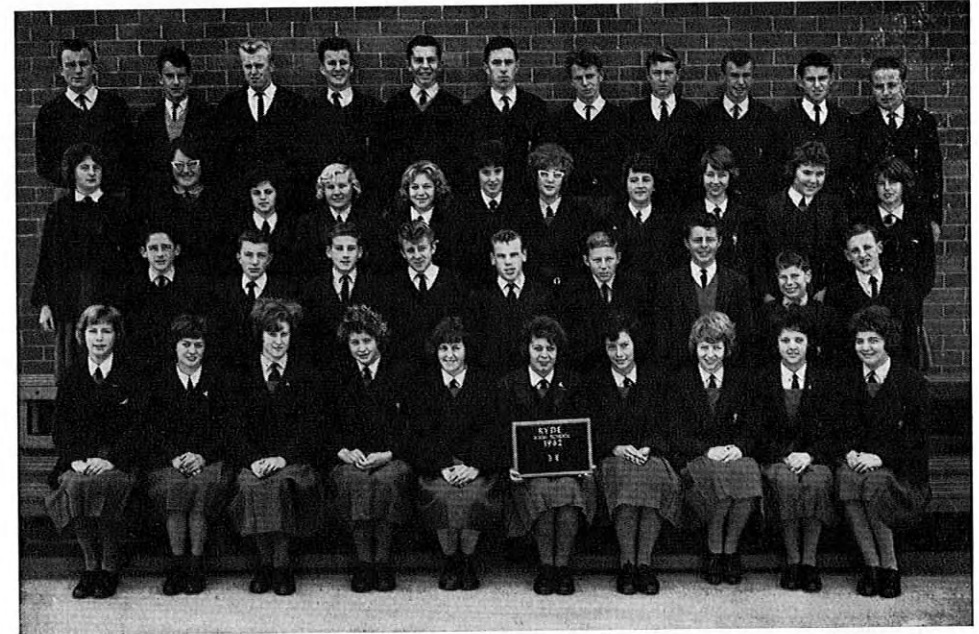


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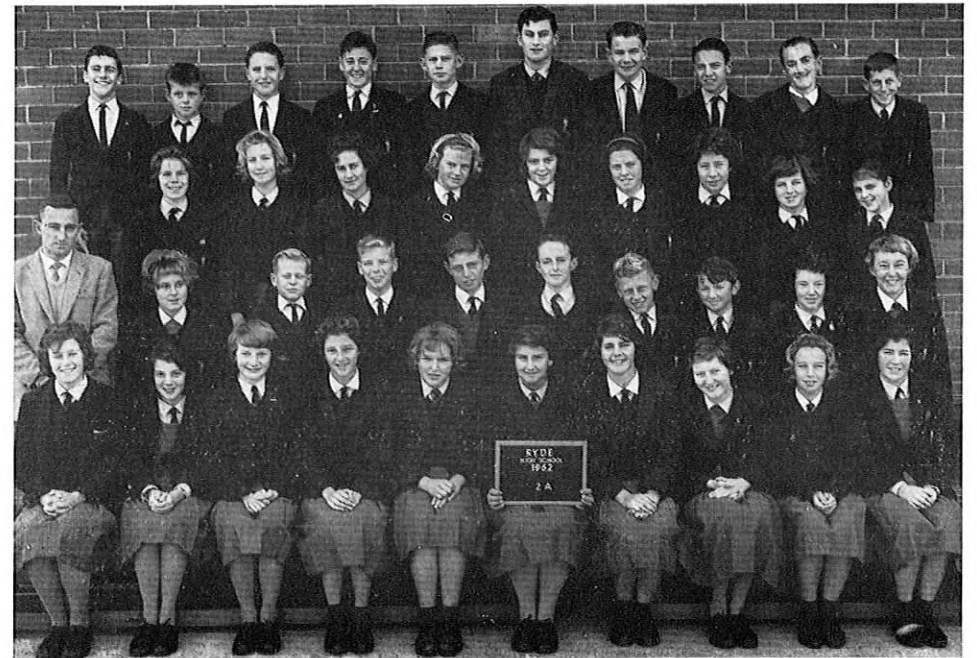


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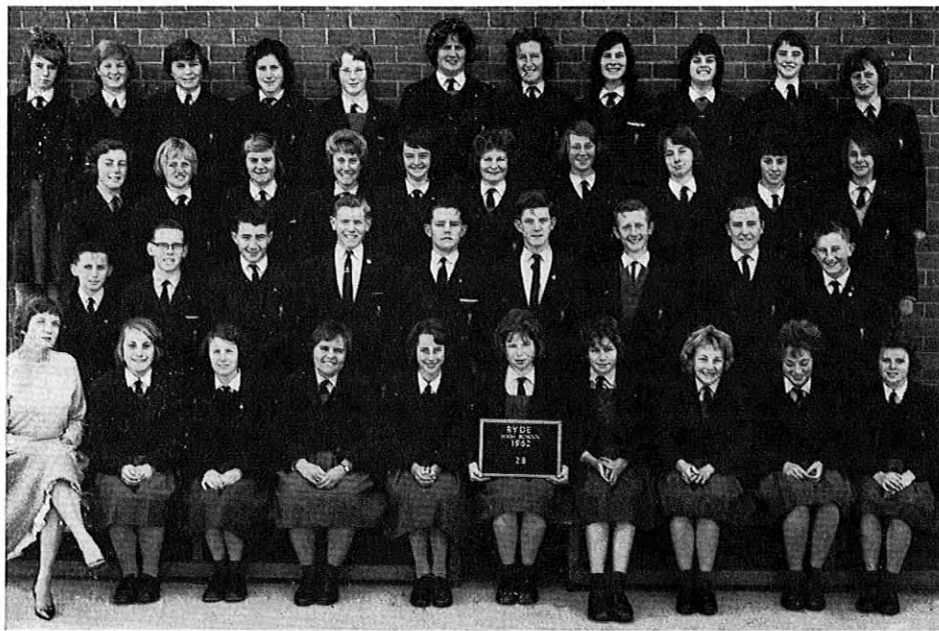


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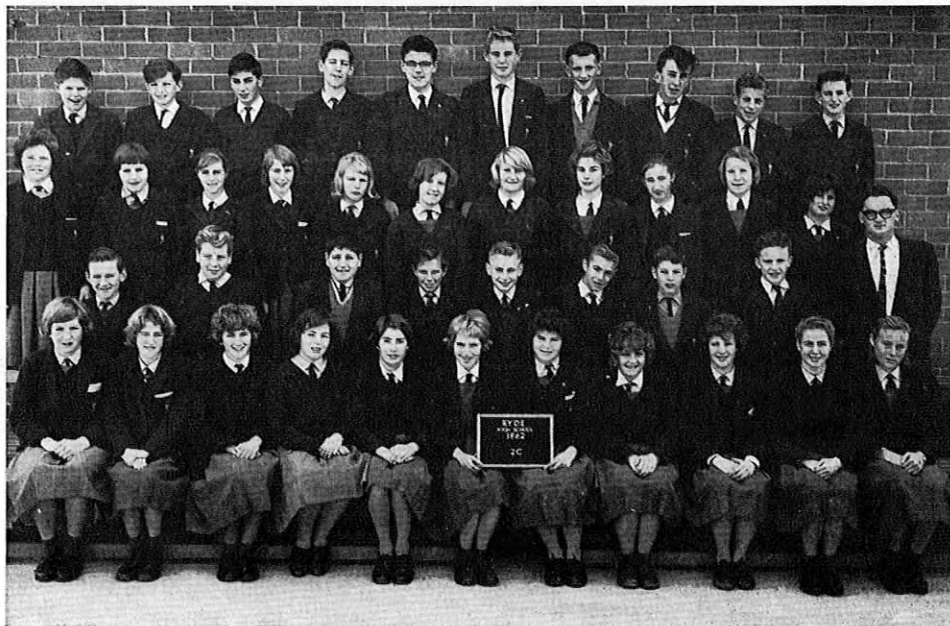


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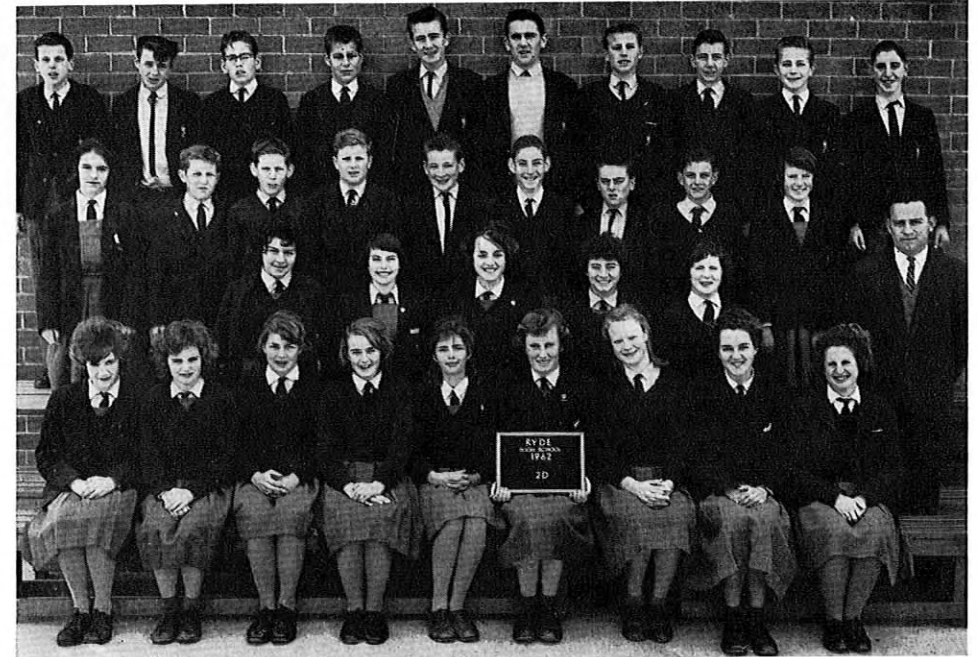


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