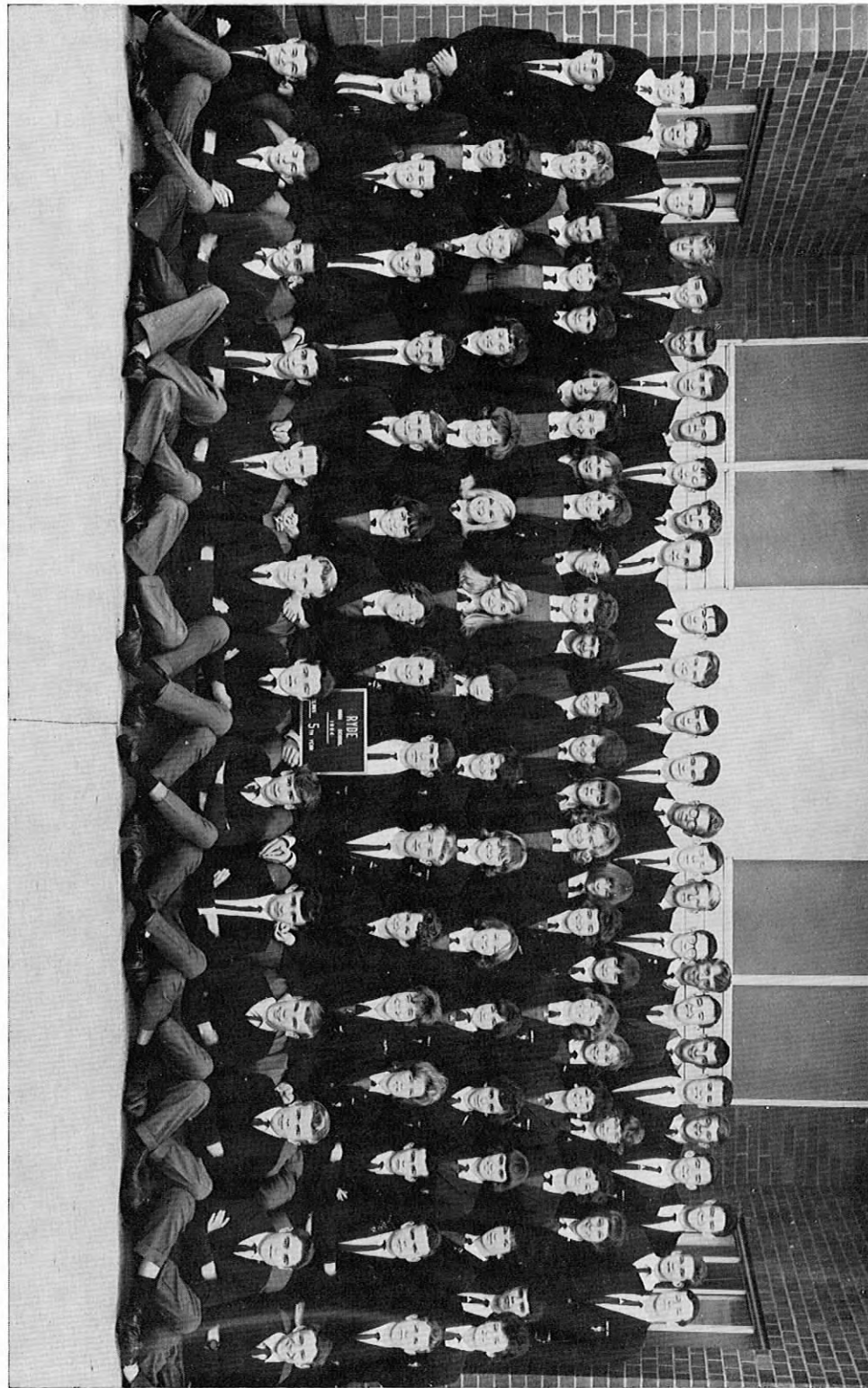


AMITY

RYDE





# AMITY

MAGAZINE OF RYDE HIGH SCHOOL

1964



The School Motto is:

*Ad Meliora*

**"Onward to Better Things"**

## THE SYMBOLIC COVER DESIGN

by Joseph Klimlek

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.

## SCHOOL DIRECTORY

**Principal:** MR. J. McDONNELL, B.Ec.

**Deputy-Principal:** MR. A. K. RICE, B.A.

### English-History Department:

Mr. M. E. P. Lakeman, B.A., B.Ec., Dip.Ed. (Master); Miss M. C. Coffey, B.A., Dip.Ed.; Mr. E. A. Doyle, B.A.; Miss M. S. Hill; Mr. F. McLaughlin; Mr. A. K. Rice, B.A.; Mrs. J. Sloman, B.A., Dip.Ed.; Miss D. E. Snape; Mr. B. J. Trainor, B.A.; Mr. V. J. Williams, B.A.; Mrs. M. E. Wood, B.A., Dip.Ed.

### Mathematics Department:

Mr. J. E. Penman, B.A. (Master); Mr. E. Aked; Mrs. N. Laker, B.Sc., Dip.Ed.; Mr. I. Mears, B.Sc.; Mr. A. S. Ottery; Mr. J. W. Paterson, A.S.T.C.; Mrs. P. Walker, B.A., Dip.Ed.

### Science Department:

Mr. R. Rassack, M.Sc. (Master); Mr. L. Bishop; Mrs. R. Bishop, B.Sc.; Mr. P. Elliott; Mr. J. E. Howard; Mr. R. Oatway.

### Language Department:

Mr. H. W. Taylor, B.A. (Master); Mrs. G. Dalgleish, B.A., Dip.Ed.; Mrs. A. Gaut, B.A., Dip.Ed.; Mr. R. Sadler.

### Commercial Department:

Mr. A. R. Kneale, B.Ec. (Master); Mr. J. D. Reid; Mr. J. S. Richards; Mrs. K. Sara, B.A.; Mr. A. R. Sloman (Sen. Ass.); Miss B. Hansell.

### Manual Arts Department:

Mr. J. B. Prior, A.S.T.C. (Master); Mr. N. T. Byrne (Sen. Ass.); Mr. A. S. Jones; Mr. A. G. Liddle, A.S.T.C.; Mr. A. W. Poole, A.S.T.C.; Mr. B. F. Reece, A.S.T.C.

### Home Science Department:

Miss K. Morrow (S.S.A.); Mrs. H. McDonald, A.S.T.C.; Mrs. E. McManus; Miss D. Workman.

### Music:

Mr. M. W. Gray, B.A., Dip.Mus (Sp. Master); Mr. C. K. Baxter, D.S.C.M.

### Art:

Miss D. Juknaitis, Sp. Art; Mrs. D. B. Hood, A.S.T.C.; Mrs. H. Leete, Dip.Fine Arts; Mr. K. Ward (till May).

### Physical Education:

Mr. E. Flanders, Dip.P.E.; Miss G. Johnston, Dip. P.E.

### Class Teacher:

Mr. B. W. Maitland.

### Librarian:

Miss M. C. Coffey, B.A., Dip.Ed.

### Secretarial Staff:

Mrs. J. E. Lugton; Mrs. N. Ashworth; Mrs. L. Stowe (till May).

### Careers Advisers:

Mr. F. McLaughlin (Boys); Mrs. M. E. Wood, B.A., Dip.Ed (Girls).

### Supervisor of Girl Students:

Mrs. J. Sloman, B.A., Dip.Ed.

### Treasurer:

Mr. A. R. Sloman.

### Assistant Treasurer:

Mrs. J. E. Lugton.

### Sportsmaster:

Mr. E. R. Flanders, Dip.P.E.

### Assistant:

Mr. A. W. Poole, A.S.T.C.

### Sportsmistress:

Miss G. Johnston, Dip. P.E.

### Assistant:

Mrs. E. McManus.

### Textbooks:

Mr. B. W. Maitland; Mr. F. McLaughlin.

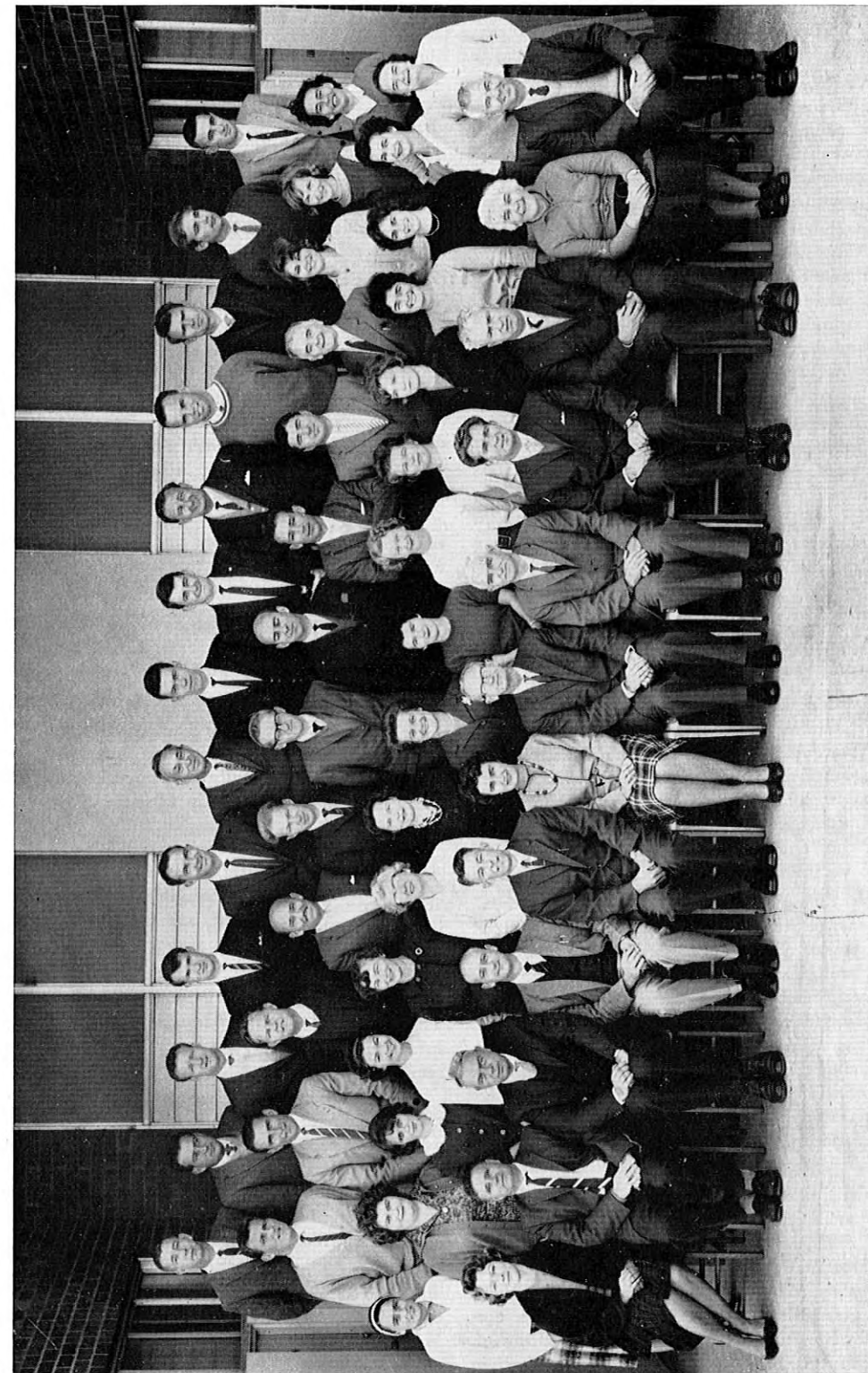
### Transport Officer:

Mr. J. E. Penman, B.A.

### Editor of "AMITY":

Mr. B. J. Trainor, B.A.

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STAFF, 1964

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## PRINCIPAL'S MESSAGE

One evening, about the middle of the year, seated in the assembly hall I listened with much pleasure as a group of our girls sang — "I Know Where I'm Goin". But soon after my thoughts turned to this full and confusing year of changing courses of study, deferred examinations, competitions and prizes, scholarships with additional examinations and sports competitions longer than before. I wondered — do we know where we are going?

Sports competitions should not be overdone; let's think of them as arrangements to maintain our interest in wonderful games of skill. They deserve our attention, they act as incentives to you and me to improve our skill as players or exponents of an art; they urge some to aim at perfection but on the other hand they encourage many to lose their sense of proportion, to adopt a doubtful sense of values, to want to win at all costs and jettison fair play.

Although we usually play to win, winning in itself is relatively unimportant. To play the game is what is most important; the pleasure of participa-

tion and improvement of one's skill is something real and valuable in any game. Therefore surely we want girls who can play tennis rather than tennis girls. In my mind there is no doubt the game's the thing rather than the winning and any associated trophy or cup.

In the world of sport alone — Do you know where you're going? Are you chasing trophies or getting fun and pleasure from your favourite game?

Likewise, examinations should be given due attention but not placed on a pedestal; they are a means to an end, perhaps a necessary evil — in their present form — but not an institution to be worshipped.

Do you play your part as a school citizen by devoting some time to other worthwhile interests? Quite often association with a non-examination subject, a hobby, a club or activity is cultivated at school and becomes a life-long interest as well as a most important part of a student's education; his education is all the richer and broader. He knows where he is going.

J. McDonnell.

## SCHOOL PREFECTS, 1964

### GIRLS

Maralyn Adams (Captain); Kerry Field (Vice-Captain); Lorraine Buggie; Robyn Burns; Diana Carr; Joy Davey; Pamela Dick; Frances Eddy; Joan Fry; Barbara Harris; Angela Spence; Barbara Livingstone; Helen Millington; Pamela Moss; Susan Paul; Cherylynn Graham; Lynette Freestone.

### BOYS

Keith Foulcher (Captain); Terry Theakstone (Vice-Captain); Allan Arnott; Graham Blackadder; Anthony Carpenter; Allan Chapman; Terry Clark; Peter Cunningham; Brian Hudson; Sidney Lukins; Graham McKenzie; Colin Rodgers; Graeme Turner; Brian Webb.

## EDITORIAL

Next year begins a new era in the history of education in this State. Those pupils who pass their Leaving Certificate Examination this year and next will forever be grouped with those of us who studied under the "old system". Within a very few years they will be regarded as rather strange creatures, much older than they appear, because they, in the dim distant past, "sat for the Leaving."

But what of those younger ones who will so regard them? What effect will the new, so-called "Wyndham Scheme" have on them? Will it suddenly produce a whole generation of brilliant scientists, mathematicians or scholars? Will the State of New South Wales suddenly jump to the forefront of the educational world? These are the questions which so many today are asking, outside as well as inside the schools. Parents as well as children, employers as well as future employees, are waiting on the answers. But how can there be an answer in

the near future? Who can foresee the future and the pattern it will take? The pupils who will commence their fourth year in 1965 will be the first to attempt the new course, and upon them much will depend. Youth has in its hands and minds, the key to our future greatness as a nation, and our future is securely held.

Look into this Magazine and see the pattern they are setting and the promise they are showing. Here we have a record of our achievements in 1964, not only physical achievements in the field of sport but, more importantly, in the field of the mind, and this is the field of our future. Here we have a sample of what the young Australian is thinking, and how well they are thinking! Here is the promise of all the answers that we need for the future, and those the correct answers. Truly do they promise "Ad Meliora" — Onward to Better Things".

B. J. Trainor, B.A., Editor.

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## SPEECH NIGHT PRIZE LIST, 1963

**R. N. Crawford Shield:** Brian Noble.

**Headmaster's Prizes:** Brian Noble, Maralyn Adams.

**Midway Trophy:** Goulding House.

**Dux of School:** Richard Davey.

**Proficiency, 5th Year:** Geoffrey Hughes.

**Dux of 4th Year:** Keith Emery.

**Proficiency, 4th Year:** Keith Foulcher, Jeffrey Lassman; Lorraine Buggie.

**Dux of 3rd Year:** John Boyes (3A).

**3B.** Graham Parry.

**3C.** Denise Church.

**3D.** Christopher Robinson.

**3E.** Dallas Rivers.

**3F.** Judith Shand.

**3S.** Stephen Lutherborrow, John Sims.

**3R.** Kathryn Mahon.

**Dux of 2nd Year:** Judith Mitchell (2A).

**2B.** Kevin Sharp.

**2C.** Rodney Cook.

**2D.** Vicki Bennett.

**2E.** Colin McDonald.

**2F.** Michele Hart.

**2G.** Roy Smith.

## CLASS CAPTAINS

5A. Joseph Moore and Barbara Lloyd.

5B. Alan Arnott and Diane Lovett.

5C. Terry Theakstone and Jocelyn Phillips.

5D. Terry Clark and Leone Clarke.

4A. Jon Parker and Ann McNally.

4B. Pam Sherriff and Ian Herd.

4C. Ron Brown and Jennifer Crew.

4D. Cliff Graham and Judith Knight.

4E. John Mayger and Elizabeth Brown.

3A. Robert Harris and Joy Scott.

3B. Ross Robinson and Robyn Bamford.

3C. Chris Beaumont and Sue Douglass.

3CT. Robert Watt and Judy Hamilton.

3D. Peter Jackson and Lynne Halse.

3E. Barry Audsley and Lynette Harris.

3F. Barry Herbert and Lynne Williamson.

2AG. Raymond Derrick and Marian Pausey.

2AL. Danny McLaughlin and Heather Campbell.

2AC. Geoff Frankish and Susan Dillon.

2B. Tyrone Buckley and Leila Caroll.

2C. Ross Sinclair and Judith Thomas.

2D. Dennis Higginbotham and Kay Levett.

2E. Graham Parsons and Janet MacRae.

1A. Peter Howe and Angela Loevendie.

1B. Graham Watson and Marion White.

1C. Martin Gaillard and Ruth Codrington.

1D. Robert Byre and Jill Barrenger.

1E. Steele Stenos and Barbara Watson.

1F-2G. Kyle Notley and Pam Mitchell.

**Dux of 1st Year:** Jennifer Small.  
**Proficiency, 1st Year:** Catherine Cottrell; Laurelle Pacey; Lynne Oliver.

**1B.** Dell Wanless.

**1D.** Gregory White.

**1F.** Neil Warbrick.

**1C.** Christine Bowen.

**1E.** Paul Godfrey.

**1G.** Kaye Laing.

**Typing (Stott and Underwood):** Lorraine Johnson.

**German (Consul General's Prizes):** Keith Foulcher, 4A; Barbara Lloyd, 4A; Michael Davis, 3B; Graham Parry, 3B; Lloyd Flack, 2B; Octavia Doerschmann, 2D.

**Certificates of Merit for School Service:**

Alan Wildman; Kerry Field; Helen Millington; Robyn Burns; Colin Rodgers; Terry Theakstone; Graeme Turner.

**For Music and Opera:** Richard Davey; Rex Van Heythuysen; Margaret Carew; Elizabeth Prees.

**For Life-Saving:** Angela Spence; Joan Fry; John Douglas; John Chapman.

**For House Service:** Mary Calver.

**For General Service:** Roy Smith.

## LEAVING CERTIFICATE PASSES, 1963

Bickerton, Carol. 1A, 12B, 14B, 24B, 35B.

Buchanan, Peter. 14B, 15B, 19B, 32B., 37A.

Clarke, David. 1B, 13HI, 14B, 15A, 19B.

Cooper, Lynn. 1A, 12A, 13B, 14B, 35B.

Davey, Richard. 1A, 3A, 16H2, 17A, 22H2, 23A.

Edds, Bruce. 14B, 16B, 17B, 22B, 32B.

Gleave, David. 1B, 13B, 14B, 15B, 19B, 32B.

Grant Bruce. 1B, 16B, 17B, 22B, 32B.

Hankinson, Ralph. 1B, 14B, 16A, 17B, 22B, 32B.

Hughes, Geoffrey. 1A, 2A, 1...H2, 17A, 22A, 23B.

Inabinet, William. 1B, 14B, 16A, 17B, 32A.

James, Jeffrey. 14B, 15B, 19B, 23B.

McMahon, Ian. 1B, 3Bx, 16A, 17A, 22B, 23B.

Mason, Kenneth. 14B, 15B, 19B, 23B.

Napier, Keith. 1B, 12B, 13B, 14B, 15B, 24B.

Noble, Brian. 1B, 3B, 16A, 17A, 22A, 23B.

Small, Peter. 1B, 3B, 16A, 17A, 22B, 23B.

Smith, Russell. 1B, 14B, 19B, 32B, 37A.

Trembarth, Diane. 1B, 13B, 14B, 19B, 24B.

Ward, Philip. 14B, 16B, 17A, 22B, 24B.

White, Graham. 1B, 13A, 14HI, 15H2, 19B.

Wildman, Alan. 1B, 3Ax, 13B, 16B, 17B, 23B.

"x" denotes pass in Oral Examination.

**Subject Code:** 1. English; 2. Latin; 3. French; 12. Ancient History; 13. Modern History; 14. Geography; 15. Economics; 16. Mathematics; I; 17. Mathematics II 19. General Mathematics; 22. Physics; 23. Chemistry; 24. Biology; 32. Descriptive Geometry and Drawing; 35. Art; 37. Woodwork.

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PRINCIPAL AND SCHOOL CAPTAINS

## PARENTS AND CITIZENS' ASSOCIATION

How wonderful it is to be able to watch the formation and establishment of a High School in a comparatively new residential area. In the beginning it was just bricks and mortar, but now it has recognition as an institute of learning in a Municipality large enough in itself to be called a City. This recognition is not created alone by Government monies and the skill of tradesmen in erecting a fine building, but primarily from the spirit of man who in his foresight sees the tremendous influence a well-conducted High School can have.

To the Principal and Staff, the Parents and Citizens' Association is eternally grateful, because your efforts, and in many cases your own time, are moulding the future citizens of our country. You, with your unselfish efforts, have convinced us that teaching is really a profession, and not "just another job".

To the students we offer our congratulations on your sporting and academic accomplishments, and to those of you who feel that you are attending "just

another school" we say that there will be many times in your future lives when you will be proud to say, "Yes! I attended Ryde High." Do continue to help us as you have; protect the equipment that is supplied to you; protect for your pleasure the trees, shrubs and gardens that we provide and maintain for you, and most of all protect the name of Ryde High.

To parents for personal reasons cannot take part in the activities of the P. and C. we remind you that the executive enjoys its part in assisting in the running of the school, so if you cannot take part, do continue with your financial support.

And finally, the P. and C. this year has raised a record amount of money, all of which is being spent in the classrooms and the grounds. We have plans for additional fund-raising schemes in which more parents will be asked to participate, because we of the P. and C. also are aware of the school motto: "Ad Meliora".

R. Satchell, President.

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## CAPTAIN'S MESSAGE

To adequately express the influence Ryde High School has upon our lives would be an impossible task. The opportunities Ryde offers to its pupils, not only in education but also in practical experience, will have a remarkable influence upon the student who desires to benefit from such wealth.

A baby bird is sheltered by the protective wing of its mother as it hides from the realisation of the vast world surrounding its nest. It thrives upon the life-giving supply of food its mother patiently offers and grows continually in stature. With the strengthening power of growth flowing into its spreading wings, the baby courageously climbs to the edge of its nest, balances precariously for a moment, but finds the necessary support in its steadfast mother. It experiments with its wonderful power, the power to fly, and is instructed and safeguarded by its faithful parent until its instruction culminates in a single adventure, with the flap of its wings, into an unknown world where knowledge must be gained by experience.

We, the students, progress through our youth as does the tiny bird; protected and guided with the strength of our school which feeds us with knowledge, initiative and understanding. As we balance precariously on the edge of our youth we feel confident of the foundation it has given us. We experiment with our capabilities, discovering the positions in life for which we are suited; with determination and a strong heart we take that final plunge, leaving the world of complete dependence, seeking to establish ourselves independently in the adult world which surrounds us.

I have been privileged in attending this school and sharing in the unique position of being a member of the first full fifth year to pass through the gates of Ryde High School.

Maralyn Adams, 5A.  
Schoop Captain.

## LADIES' AUXILIARY REPORT

The Auxiliary is an active group formed to work in conjunction with the P. and C. Association. We engage in a number of activities, some which are purely for money-raising purposes, some for the purpose of rendering service, and some simply to enhance the prestige of the school. This work is much more enjoyable when it can be shared by many and we are always keen to welcome new members with fresh ideas.

The biggest event in our year is the School Fete. Preparation for it takes a great deal of time and energy, to say nothing of the day itself. The clothing pool also is a service which deserves mention, and we thank the ladies who have looked after this responsible task.

Our new venture in 1963 was the first annual Luncheon on 26th November, at which we had Mr. Gordon Chater as guest speaker. This gave us an

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Over the past year I have seen a considerable amount of development take place in Ryde High School — development which assures my belief that here we have the foundation of a truly fine school. Much, of course, remains still to be done. Much can be done only by time. A tradition is something established only after many years, yet much is in the hands of present-day pupils. In the pupils of any school there is the need for constant action and enthusiasm, and these are qualities that arise from a belief in one's school — a belief that the school is a good school and will always be so. A school cannot prosper without this spirit. Both inside and outside its wall a pupil must feel an individual responsibility, for in the harsh eyes of society, the reputation of a school is judged on the appearance and behaviour of its individual members.

We must also remember the old proverb, "As ye sow, so shall ye reap," and apply it to our own school. The value of an education at Ryde High School tomorrow will depend on what we invest in the school today. We cannot expect it to give us everything it has without our helping it in return; this would be contrary to every rule of practical society, for the mechanism of society depends, as does the mechanism of the school, on the process of "Give and Take".

Let us then, at this time, remember our responsibility to the school, both for our own sakes, those of our fellow pupils, and the future of the school itself. The future of Ryde High School lies in the hands of its pupils. The future is sound, I am sure, if we simply remember to live our school lives in the light of this belief in the school, and this sense of individual responsibility. This is the thought I should like to leave with the pupils of the school.

Keith Foulcher, 5A.  
School Captain.

opportunity of introducing the school to representatives of neighbouring schools, and provided a most diverting hours entertainment for all who were present. We derived much satisfaction from this very successful function and I am sure our visitors left with a good impression of Ryde High.

Our monthly meetings are held on the third Tuesday of the month at 11 a.m. and these are often followed by most interesting demonstrations. Visitors are welcome, so come along and bring your friends.

We thank the ladies of the office staff for the assistance they have given us in preparing and distributing notices, and their help in other ways. To parents also, we extend our thanks for their response to our requests over the past year. With your help we are sure we can look forward to an even more successful year in 1965.

J. Craig, Secretary.



## INTERMEDIATE CERTIFICATE PASSES RYDE HIGH SCHOOL, 1963

### GIRLS

Adams, Rhonda  
Alexander, Cheryl  
Alleyne, Joy  
Anderson, Jeanette  
Atherton, Lorraine  
Bailey, Jillian  
Baker, Louise  
Baverstock, Angela  
Berry, Margaret  
Bickford, Susan  
Blackburn, Janine  
Blamire, Lynette  
Boyd, Marie  
Brown, Elizabeth  
Brown, Pamela  
Burgess, Ann  
Carew, Margaret  
Carpenter, Gail  
Carroll, Annette  
Carter, Janice  
Christie, Agnes  
Church, Denise  
Clark, Jennifer  
Clothier, Susan  
Codrington, Janette  
Coggan, Carolyn  
Confalone, Pina  
Craft, Susan  
Crew, Jennifer  
Currie, Susan  
Davis, Diane  
Dempsey, Janis  
Derrick, Lynette  
Drennan, Christine  
Ellwood, Rae  
Emerton, Gail  
Erwin, Laraine  
Felder, Roslyn  
Ferguson, Jann  
Ferguson, Kerry  
Ferguson, Susan  
Fitzpatrick, Kerrie  
Francis, Lynette  
Fyfe, Rae  
Gardiner, Susan  
Gay, Lesley  
Geach, Jill  
Gibbons, Susan  
Gill, Wendy  
Grant, Lyndal  
Gregory, Robyn  
Hadenfeldt, Cheryl  
Hale, Dorothea  
Hand, Lynette  
Hay, Stephanie  
Henderson, Jean

Hetherington, Mary  
Higgins, Jan  
Hirschl, Rosemary  
Hoffman, Laurel  
Horsley, Carol  
Hughes, Margaret  
Imlay, Suzanne  
Ives, Lynette  
James, Ann  
Johnson, Lesley  
Jones, Sandra  
Kalkman, Philida  
Kelly, Elaine  
Klujin, Natalie  
Knight, Judith  
Landon, Annette  
Landon, Kerry  
Latham, Suzanne  
Latta, Dawn  
Leary, Christine  
Leaver, Marie-Louise  
Legge, Margaret  
McConnell, Pamela  
McGillivray, Robyn  
McGuigan, Rowena  
McKenzie, Judith  
McNally, Anne  
MacLean, Anne  
Maher, Maree  
Mersh, Darelyn  
Millar, Glenys  
Mitchell, Gay  
Murphy, June  
Murray, Kerrie  
Napier, Patricia  
Nuthall, Marilyn  
Owens, Cassandra  
Perry, Priscilla  
Prees, Elizabeth  
Price, Virginia  
Pritchett, Anne  
Radford, Wendy  
Rivers, Dallas  
Roberts, Pamela  
Rothwell, Carol  
Saisev, Valeria  
Samuels, Ann  
Sawell, Lynette  
Schaffer, Lois  
Selden, Suzanne  
Shand, Judy  
Sharpe, Patricia  
Sheriff, Pamela  
Simpson, Carolyn  
Smith, Dianne  
Smith, Robyn  
Smith, Roma

Southgate, Lorraine  
Stead, Marilyn  
Sweeney, Gail  
Tate, Margaret  
Thompson, Shelley  
Thornton, Maree  
Van Epen, Denise  
Walker, Marilyn  
Wash, Lesley  
Walton, Anne  
Wheat, Nerelle  
Whitford, Heather  
Williams, Carol  
Winley, Suzanne  
Wood, Pauline  
Wood, Wendy  
Worley, Leigh  
Yeatman, Marilyn  
Young, Nerelle  
Richards, Ann

### BOYS

Adam, Ronald  
Adams, Ronald  
Andrew, Geoffrey  
Andrews, Brian  
Andrews, Graeme  
Armstrong, Kenneth  
Ashby, Anthony  
Balloch, Daniel  
Blench, Erroll  
Boyes, John  
Bullen, Robert  
Burke, Kenneth  
Cartwright, David  
Cassel, Gary  
Chapman, William  
Charlier, Allan  
Charlier, John  
Coles, Graeme  
Coles, Gregory  
Davis, Alan  
Davis, Michael  
Donovan, Grant  
Douglas, John  
Elliot, William  
Fahey, Trevor  
Frazer, Ronald  
Freestone, John  
Friend, Douglas  
Gay, Kenneth  
Greenup, Robert  
Hanssen, Roger  
Henry, Campbell  
Herd, Ian  
Homel, Ross

Howarth, Ross  
Jameson, Barry  
Jennings, Paul  
Jones, Roderick  
Kemp, Garry  
Kendrick, Ross  
Lennon, Maxwell  
Linsley, Alexander  
Lock, Richard  
Loevendie, Rene  
Lukins, Owen  
Lynn, John  
McAulay, Ian  
McDougall, Robert  
MacRae, Derek  
Manefield, Gregory  
Mathews, Neil  
Mayger, John  
Munns, Geoffrey  
Norman, Grahame  
Oliver, Bruce  
Overall, John  
Panetta, John  
Parker, Jon  
Parry, Graham  
Pitt, Keith  
Purdon, Terrence  
Richards, Robert  
Robinson, Christopher  
Ross, John  
Ruhle, Christopher  
Russell, Gary  
Samuels, Graham  
Semple, Robert  
Sheather, John  
Sinclair, Colin  
Sloane, David  
Smith, Douglas  
Smith, Peter  
Smith, Phillip  
Smyth, Geoffrey  
Souter, Christopher  
Spring, Peter  
Stokoe, James  
Surace, Louis  
Tanswell, Garth  
Taylor, Paul  
Thomas, Ian  
Usher, Colin  
Walker, Robert  
Ward, David  
Whitbread, Anthony  
Wilkinson, Philip  
Williams, Peter  
Woodford, Graeme  
Woodley, Edward  
Young, Wayne

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Anderson, Julie  
Bailey, Jillian  
Burrows, Mary  
Cachia, Elizabeth  
Connelly, Diane  
Cremen, Maureen  
Davidson, Marilyn  
Davis, Ann  
De Paoli, Romilda  
Eastabrook, Elizabeth  
Eldred, Judith  
Forsyth, Pamela  
Franks, Cheryl  
Gordon, Joy  
Harris, Glenda

Johnson, Alison  
Kelly, Margaret  
Keppie, Rebecca  
Leer, Evelyn  
Mahon, Kathryn  
Moore, Fay  
Morris, Helen  
McCabe, Frances  
McAuley, Gail  
Neville, Janet  
Pender, Margaret  
Pygall, Ruth  
Trevithick, Rhoda  
Sanders, Christine  
Wiggins, Gweneth

Allen, Russell  
Alley, William  
Briggs, Paul  
Campbell, Alan  
Campbell, Malcolm  
Chappell, Alan  
Chisholm, Paul  
Crust, Robert  
Daniels, Roy  
Donohoe, Ronald  
Furlonger, David  
Godfrey, David  
Jarrett, Kenneth  
Lutherburrow, Steven  
Martin, John

Mayes, Vicki  
Menser, Colin  
Mallett, Brian  
Morris, Philip  
Munday, Brian  
Myers, William  
Pomfret, Allan  
Roe, Peter  
Seymour, Alan  
Sims, John  
Trevithick, Tony  
Walker, Peter  
Watt, Stuart  
Winter, David

## LIBRARY REPORT

The Library of Ryde High is gradually growing and now has nearly 6,000 books available for borrowing. Of these about 600 have been added this year — the Modern Language, English Literature, Careers and Senior Fiction Sections benefiting the most because of the expansion of the Senior Classes and the growing need for books in these fields.

The Fete Book Display which has become an annual event realised almost £50 (from sale of book and competition for a magazine, each donated by Mrs. Ruhle). To this the P. and C. Committee added a further £50 which was absorbed into the Library funds.

During Children's Book Week, various competi-

tions were held. The standard of entries in the Book Review Sections was very high and I hope that next year the number of entries will be increased. A party of 40 First Years went on a conducted tour of the Public Library and also visited the display of Children's Books on the first floor where they found many books they would like to see in the School Library.

My special thanks to the now increased number (10) of mothers who give up their Tuesdays to help with the Library. Mrs. Johnson is the prime mover here and the amount of work is appreciated very much both by staff and pupils.

M. Coffey.

## BOOK REVIEW COMPETITION

### 1st PRIZE SENIOR SECTION

#### "Cry the Beloved Country" by Alan Paton

This is a moving and dramatic novel which gives an unbiased account of race relations in South Africa. Johannesburg is the city where all that is good and bad in South Africa come together. The story is mainly about Johannesburg, and a Zulu priest who is there from the country. He is searching for his son and his sister who went to Johannesburg and never came back.

This novel gives a very vivid and graphic picture of racial discrimination, degradation, vice and suffering in the poverty stricken city. The main theme of the novel is that the white man hates the black man. He fears him. He fears him when he is lawless and murderous, and when he is a good, successful citizen.

A tragic and moving novel! — intensely moving. The son of the Zulu priest is hung for murdering a white man, the father of whom is the man who, ironically, begins the job of restoring the eroded

valley in which the priest lives. The sister of the priest remains in Johannesburg, and continues to live the way she had begun.

Even now, months after I have read the book, I can feel and remember the tragic and beautiful ending to the book. It ends on the dawn of the execution of the Zulu boy. The priest is out, alone in the country, as the new day dawns. One can feel his pain and suffering as the sun rises.

But out of this ending comes the beginning. The new day! Perhaps (only perhaps), the dawn of the emancipation of the black man will come — the emancipation from the fear of bondage, and the bondage of fear.

The main fear expressed by the author about South Africa is that when the white man realises the error of his ways, and turns to loving the black man, he will find that the black man has turned to hating. There is no solution offered. Just the hope and forgiveness that the black man be freed.

ROSS HOMEL

Half page donated by L. Schneider, 211 Cox's Road, North Ryde.  
Half page donated by Howard's Service Station, Victoria Ryde, Ryde.



## JUNIOR SECTION

**"Rosina Copper" by Kitty Barne**

This is a true story of a wonderful copper-coloured pony and of the people who befriended her when she was starved and neglected.

Rosina Copper who was bought by Meg Gibson, a stable owner, from a derelict stable was almost too weak to walk. But as thirteen-year-old Angie (who tells the story) said of her, "She had pride, courage and spirit!"

Responding to the care and kindness of her new owner, Rosina soon confirmed the fact that she was no ordinary pony. Beautiful in appearance, moving

"like a queen", intelligent and highly-strung, Rosina began to take prizes as a show horse, yet all the time the blank years of her past over-shadowed her. Obviously she had known an entirely different life, but when and where? At least two people knew more about the lovely little mare than they were prepared to tell. One was an old squire, Meg, Angie and Fred met while they were exploring the derelict Arabian stables.

How this mystery was solved and how Rosina came from the unhappiness of bygone years to find love and peace in her old age makes a wonderful story which most people will really enjoy reading.

LORNA BRITTEN

## DEBATING

For the first time, our school this year entered a team in both the Hume-Barbour and the Cramp competitions, which are conducted annually among New South Wales High Schools.

The 'Hume Barbour' team (senior students) was: Keith Foulcher, Tony Carpenter, Graeme Turner and Brian Webb.

The 'Cramp' team (fourth year students) was: John Ward, Chris Ruhle, Geoffrey Munns and Chris Souter.

Both teams of boys performed very well considering they were debating for the first time against very experienced teams. Indeed there were occasions when no more than two or three marks separated the final totals. Schools debated against in our zone, were North Sydney High, Crows Nest Boys' High, and North Sydney Tech. High. The adjudicators each time gave very helpful advice and this was much appreciated by the boys.

Congratulations to both teams for a very fine effort. Debates coaches were Mr. McLaughlin and Mr. Lakeman.

\* \* \*

The inter-class debating competition, held within the school, was this year conducted in five divisions. The division winners were: Division 5: 5A, Division 4: 4A, Division 3: 3E, Division 2: 2AG, Division 1: 1A.

In the overall competition 1A came out the champion debating class of the school, winning every one of their ten debates. 5A was a close second, losing only one of theirs.

Best debaters in the school were: Amanda Small 1A, Jennifer Crew 4C, Angela Spence 5A, Christine Lang 1A, Sue Paull 5A, Cheryl Hayman 3A, and among the boys, John Ward 4C, Keith Foulcher 5A, Brian Webb 5A, Colin Hill 1A, Colin Rogers 5A, Christopher Sattler 3E, John Hawkins 3A.

F. McLaughlin.

Half page donated by F. Mesiti, 3 Blenheim Road, North Ryde.  
Half page donated by T. J. Peachey, 205 Cox's Road, North Ryde.

## MUSIC REPORT

1964 has been a busy year with a variety of musical activities of unusual interest. During first term a Junior Choir was formed. The enthusiasm of the First Year choristers was reflected in the quality of their contribution to the school's evening of "Melody and Movement". For the major work of the evening, J. S. Bach's "Peasant Cantata", the school was fortunate in having as soloists, artists of the stature of Miss Nerissa Niblo (Soprano) and Mr. Neil Williams (Baritone).

During second term many weeks of preparation resulted in our senior choir being selected for the Town Hall Combined Choral Concert and Education Week Telecast. The works presented, Brahms' "Liebeslieder" Waltzes and extracts from "The Mastersingers" by Wagner, were a real challenge. The seniors are to be congratulated. Their concentrated effort combined with the work of many other schools to make the final Town Hall performance a memorable one. Of special interest was the selection of our choral group as soloists for this concert. The group, consisting of Annette Landon, Susan Bickford, Roslyn Gilham, Cheryl Osborne, Elizabeth Prees, Marilyn Stead, Dianna Carr, Suzanne Selden, Margaret Carew, Maralyn Adams, Kerry Field and Rhonda Adams, brought much credit to themselves and their school.

For the first time the school choir is performing in the open section of the City of Sydney Eisteddfod. The competition will be keen as the standard is usually very high. The experience should prove an invaluable one. The music staff wish to thank the senior girls who have undertaken the training of the soprano and alto sections and also the many pupils who have worked so enthusiastically throughout the year.

M. Gray.

## The Place of Latin in Australian Education?

In this age of science, the twentieth century, this is a question which is being discussed more and more in educated circles.

The "scientist", a bi-product of this scientific age (and this age is producing more and more bi-products as times goes on), maintains that the child, to be educated, should specialise to the greatest degree possible in scientific gyrations and acrobatics. The whole aim of education in scientific terms, is one of utility. But the "scientist" is not the only person with this "philosophy of utility." This view is a malady of this century of the aeroplane, motor car, and television.

In education, subjects which are of less direct practical use than science are being placed under attack. Foremost amongst these are the so called "cultural" subjects, the chief of these being Latin. In the short space allotted to me here, I do not intend to justify the utility of teaching Latin in Australian schools. I am merely going to put forward one reason why Latin deserves a position in the curricula of Australian schools. Today, we of the twentieth century are still deeply moved and influenced by the great works of English literature. Such words as Shakespear's

"Out, out brief candle.

Life's but a walking shadow, a poor player,  
That struts and frets his hour upon the stage,  
And then is heard no more; it is a tale  
Told by an idiot . . ."

will live forever in the mind of most readers. Today we marvel, to cite a modern writer, at the graphic description of Hemingway in his "The Old Man and the Sea," as he describes the struggle and the inner thoughts of an old, weary man, striving to outwit a fish that he is destined never to land.

It would be hard to find lines simpler and more filled with pathos than — "I must never let him learn his strength, nor what he could do if he made his run. If I were him I would put in everything now and go until something broke. But they are not as intelligent as we who kill them, although they are more noble and more able."

The question, which the reader of this article must obviously now be asking himself is, "What has all this to do with Latin?" The answer is simple. From

the Latin writers, Virgil, Horace, Catullus, Seneca and St. Jerome (to quote a few), have come the greatest thoughts and ideals of any age.

At this observation, the scientist, "obviously would offer a jeering sneer. But I ask the reader, "What can do more to improve a mind than the reading of the thoughts and ideals of a civilization, almost twenty centuries old?" A civilization, it must be observed which gave law and order to the world for almost eight hundred years. Or, what is more rewarding than to look at and examine the feelings and emotions of such great men as Cicero and Seneca, in the actual words, in which they framed their ideas?" Indeed it is a wonderful and moving experience to read the poet, Catullus' feelings about the woman he loves. "da mi basia mille deinde centum, dein mille altera, dein secunda centum". (give me a thousand kisses, then a hundred Then another thousand, then a second hundred.)

At this point, it is to be wondered whether this knowledge of human experience is as useful as the rote learning of formulas such as are used in the preparation of carbon monoxide.

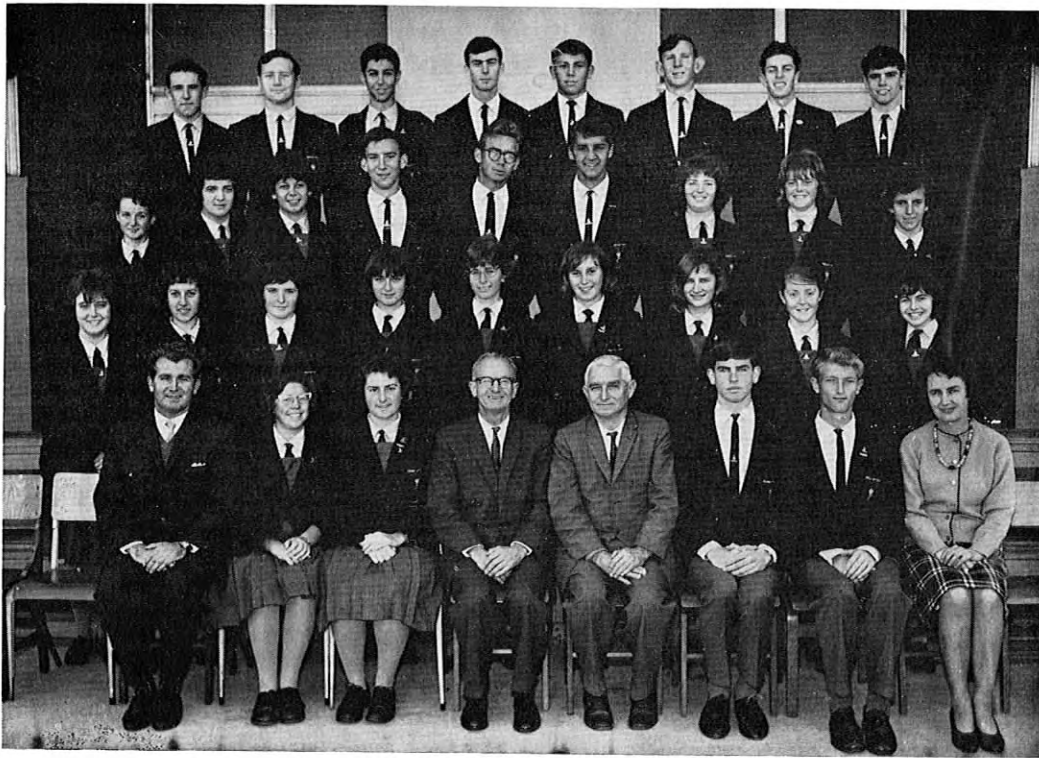
Could the wonderful eloquence of Cicero's speech attacking Mark Antony — an eloquence which resulted from the fact that Cicero knew that he would die for his words — be compared with the utility of the formula used in the preparation of carbon monoxide?

With the formula, could we even dare to compare the love of Dido for Aeneas? Love of such a height that enabled her to plunge a dagger into her breast rather than lose the man she loved. Could the above formula be compared with the sadness the reader feels when the aged Priam, king of Troy, taking up his sword to save the honour of his family and country, is mercilessly cut down by Pyrrhus, the slayer of his son!

In conclusion, it might be said that Latin is worth doing and worth doing well, if only for the reason that it gives the student a direct insight into the minds of great men and women twenty centuries ago. The sorrows, the trials, the tribulations, the joys, the trepidation, the passion and the learning of the Roman mind compare most favourably with the useful, but cold, bare formula of the "Scientist".  
R. Sadler.

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Half page donated by J. Hammill, Regional Centre, Top Ryde.





SCHOOL PREFECTS, 1964

## CAREERS

What career am I best suited for? If I choose the career which appeals to me now, will I be content with it for the rest of my working life? How can I find out about my chosen career? These and many similar questions must occur to many, if not all, students in secondary schools.

The career service offered in secondary schools aims at answering as many of these questions as possible and at providing students with information regarding possible careers. From as early as Form II, students are encouraged to think seriously about their future careers, what this career involves and the way in which they can best reach their goal. For help and advice, the school provides two careers advisers, Mr. McLaughlin for boys and Mrs. Wood for girls, who are always ready to discuss these matters with students and to provide them with the required information.

To assist students, every attempt is made to acquaint them with their careers in a practical way by literature, films, visits to industries, vocational guidance tests and Careers Night. Trips were made to various places and industries during May and August vacations as well as during the term. Among those

visited were the head office of the Commonwealth Bank, Cockatoo Dock, Automatic Totalisators, A.W.A., Union Carbide, and the Railway Workshops.

Careers Night is the largest project in the Careers programme. Our second Careers Night was held in July of this year. Over 40 counsellors, representing 36 different avenues of employment, were present to answer questions and to give information about careers in their respective fields. This proved a very informative evening and parents and students would be well advised to take advantage of such an opportunity when it arrives again next year.

Second Form (2C-2E) and Third Form (3CT-3F) this year had one lesson per week set aside for guidance as related to careers. In this lesson, practical information was given about careers, how to apply for a position, how to conduct oneself at an interview, as well as a more theoretical approach related to abilities, aptitudes and interests.

In conclusion, we would like to remind parents and students that the Commonwealth Employment Service will always give help and advice to young people seeking positions.

M. E. Wood

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Half page donated by "Mirabelle", Regional Centre, Top Ryde.

## CRAFT IN THE SECONDARY SCHOOL

The implementation of the Wyndham Report gives every schoolboy the opportunity of undertaking some form of craft work during the four years leading to the School Certificate Examination.

In Form I all boys take Craft as a core subject. This is both an introductory and exploratory year, as the First Form Craft Syllabus gives elementary training in Drawing, Woodwork and Metalwork, and at the end of the year the student should have some idea as to whether he should take a craft subject as an examination elective commencing in Form II. One or possibly two of the following three courses may be elected: Descriptive Geometry and Drawing, Woodwork, and Metalwork.

It should be stressed that these craft subjects are not intended to be basic courses fitting boys to follow a specific trade, but are a wider background to the more academic subjects. However, the syllabuses have been so designed that should a boy have a special trade in view, the craft subjects will provide some foundation for a later apprenticeship.

A boy who does not elect to take any of the craft subjects for examination may take one as a non-examination core subject in which he will be able to develop basic skills and accumulate re-

lated knowledge which it is hoped will lead to a desire to continue the craft after leaving school and provide a sound basis for the full use of leisure hours.

One of the main features of the new syllabus in craft subjects is that it is suggestive rather than prescriptive. This allows for greater freedom in the selection of projects and has permitted the introduction of exciting new designs and the ready utilisation of modern materials. Teachers and pupils have been quick to take advantage of this freedom, and this is reflected in the projects being undertaken, as parents were able to see for themselves at the display of work during Education Week.

Another interesting feature is the inclusion of a section on Home Maintenance in the course. Boys are taught to carry out the many repair jobs that are faced in the home from time to time.

All craft subjects may be taken at ordinary, credit and advanced levels, and it is expected that in the Fifth and Sixth Forms the craft subjects will be of assistance to those who intend studying Engineering at the University.

J. PRIOR, Manual Arts Master.

## LIFE-SAVING

Life-saving classes were held once again during the Summer last year at Dence Park (First Years) and Ryde Swimming Centre (Second Years). As usual, these classes were well attended and many awards were won.

Out of a total of 495 awards won there were 61 Bronze Medallions, 55 Bronze Crosses or Bars, 10 Instructor Certificates, 4 Awards of Merit, and one Distinction Award.

The Distinction Award was won by Joan Fry, undoubtedly the "Life-Saver of the Year" for 1963-64. Besides this very high Life-Saving award, Joan won third place in the State in the annual "Water skills" competition. Her performance was almost perfect, and she was very highly commended by the judges.

Those who won Awards of Merit (silver medal), were: Angela Spence, Roy Smith, John Chapman and John Douglas.

In the Annual Point Score Competition for Co-Educational Secondary Schools Ryde High School won third place. Although a little disappointing after our fine record of first place in each of the three previous years, it is still a very fine effort indeed.

Here's hoping we can regain our place at the top again next year.

Congratulations to all those pupils who won awards and thanks to the enthusiastic teachers who conducted the classes.

F. McLaughlin.

## OFFICE-BEARERS, 1964

### P. & C. ASSOCIATION

**President:** Mr. R. L. Satchell.

**Senior Vice-President:** Mr. C. Dean.

**Secretary:** Mrs. J. McNally.

**Treasurer:** Mr. K. A. Archbold.

**Minute Secretary:** Mr. W. Flowers.

**Publicity Officer:** Mr. L. Kennedy.

**Auditors:** Messrs T. L. Blackadder and J. Sinclair.

### LADIES' AUXILIARY

**President:** Mrs. J. Edds.

**Secretary:** Mrs. J. Craig.

**Treasurer:** Mrs. J. Sawell.

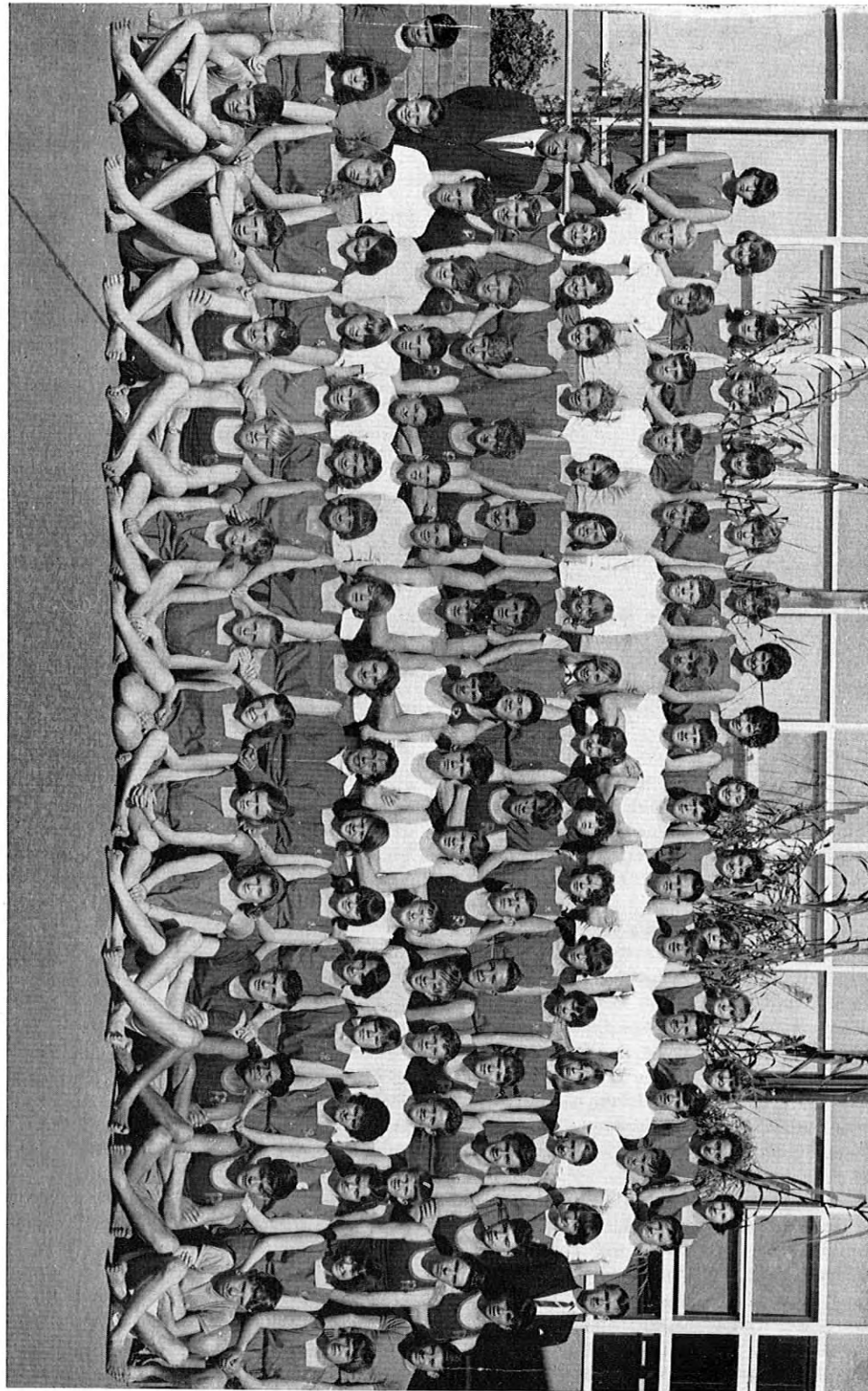
**Assistant Secretary:** Mrs. M. Lardelli.

**Publicity Officers:** Mesdames R. Pacey, F. Hudson.

**Clothing Pool Officer:** Mrs. M. Graham.

Half page donated by O.P.S.M., Regional Centre, Top Ryde.  
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SCHOOL ATHLETICS TEAM, 1964



Page donated by F. & N. Burcombe, 2 Blenheim Road, North Ryde.

**NORTHERN SUBURBS ZONE C.H.S. A.A.A. GIRLS' SPORTS RESULTS 1964**

<b>OPEN BASKETBALL</b>		<b>OPEN SOFTBALL</b>	
1. Marsden	18 points	1. Ryde	16 points
2. Chatswood	16 "	2. Forest	14 "
3. Ryde	10 "	3. Hunters Hill	10 "
4. Forest	8 "	4. Chatswood	9 "
5. Hunters Hill	6 "	5. Masden	8 "
6. Mosman	2 "		
<b>JUNIOR BASKETBALL</b>		<b>JUNIOR SOFTBALL</b>	
1. Marsden, Ryde	16 points	1. Ryde	18 points
3. Chatswood, Forest	10 "	2. Marsden	14 "
5. Mosman	6 "	3. Forest	10 "
6. Hunters Hill	2 "	4. Mosman	8 "
		5. Chatswood	6 "
		6. Hunters Hill	4 "
<b>SUB-JUNIOR BASKETBALL</b>		<b>OPEN TENNIS</b>	
1. Forest	18 points	1. Hunters Hill, Ryde	14 points
2. Hunters Hill, Ryde	12 "	3. Chatswood, Marsden	6 "
4. Chatswood, Marsden	8 "	5. Forest	4 "
6. Mosman	2 "		
<b>OPEN HOCKEY</b>		<b>JUNIOR TENNIS</b>	
1. Marsden	18 points	1. Hunters Hill	12 points
2. Chatswood	16 "	2. Marsden, Ryde	10 "
3. Hunters Hill	11 "	4. Chatswood	8 "
4. Ryde	8 "	5. Forest	4 "
5. Mosman	4 "		
6. Forest	2 "	<b>TOTAL AGGREGATE POINTS FOR GIRLS' SPORT</b>	
<b>JUNIOR HOCKEY</b>		1. Ryde	111
1. Chatswood	14 points	2. Marsden	110
2. Marsden	12 "	3. Chatswood	93
3. Hunters Hill	8 "	4. Hunters Hill	79
4. Ryde	7 "	5. Forest	74
5. Forest	4 "	6. Mosman	25
		G. Johnston, Results Secretary.	

**RYDE HIGH SCHOOL RULES FOR THE AWARDING OF BLUES AND COMPOSITE BLUES**

- BLUES.**
- Where performances warrant, Blues may be awarded for the following sports: cricket, rugby, soccer, tennis, athletics, swimming, baseball, hockey, basketball, softball.
  - No more than two Blues shall be awarded, in any one year, in a particular sport.
  - No more than eight Blues (apart from Composite Blues) shall be awarded for boys' sport.
  - No more than eight Blues (apart from Composite Blues) shall be awarded for girls' sport.
  - Nominations for Blues in a particular sport shall be made by a committee consisting of the teacher in charge and the captain of that sport, and the Sportsmaster for boys' sport and the Sportsmistress for girls' sport. The Sportsmaster or Sportsmistress may appoint another teacher to act for him or her on such committee. Each nomination shall be accompanied by a statement of averages and/or performances against other schools or teams.

- Nominees shall have represented the School in senior competition. Students below Form 3 at time of nominations are ineligible for nomination.

- COMPOSITE BLUES.**
- Where performances warrant, Composite Blues may be awarded to a maximum of two for boys' sport and two for girls' sport.
  - A nominee for a Composite Blue shall (or in the opinion of the Blues Committee could) have represented the School in senior competition in at least four sports, and shall have achieved a standard approaching that required for an individual Blue in at least two of these four.
  - After consideration of the award of individual Blues, the Blues Committee may then make and consider nominations for the award of Composite Blues.

- AWARDING BODIES.**
- The award of Blues and Composite Blues for girls' sport shall be made by the Girls' Blues Committee which shall consist of the Principal, (See page 16)

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**Athletics:** Joy Davey, 5A, Katrina Graham, 3A.  
**Basketball:** Joan Fry, 5A, Angela Spence, 5A.  
**Hockey:** Cynthia MacFarlane, 5A,  
 Helen Millington, 5D.  
**Softball:** Wendy Gill, 4C.  
**Swimming:** Susan Gardiner, 4B.

**Rugby Union:** Alan Arnott, 5B; Ian Southwell, 5C.  
**Soccer:** John McBride, 5D; Ken Armstrong, 4B.  
**Athletics:** Eugene Irvin, 5B; Terry Theakstone, 5C.  
**Cricckt and Baseball:** Alan Chapman, 5C.

### Girls' Physical Education Report, 1964

Why waste time on Physical Education, a non-examinable subject?

This statement has become a very familiar question in the mind of many pupils during the past twelve months. More and more subjects are being added to the High School curriculum but what subject offers better opportunities for teenagers to develop physically, mentally and socially throughout their school days and as well provides opportunity for recreation for adult life?

During the pupils' life at High School they are given chances to learn the skills for swimming, life-saving, ballroom dancing, gymnastics, athletics, basketball, hockey, softball, tennis, golf and squash. They are encouraged in each of these sports and to join class, house and school teams where co-operative efforts are needed for success.

Physical Education also provides opportunities for pupils to develop as members of teams where co-operation and quick thinking by each member can affect the outcome of the entire match. The opportunities to learn social graces in subjects such as ballroom dancing are much easier and less embarrassing when being taught in class rather than individually.

For senior classes these lessons provide a much needed chance for recreation and enjoyment away from study.

#### SPORT

Three Basketball teams: Open, Junior and Sub-junior, played in inter-school competitions. After two weeks for selection the teams were finalized and matches started the first week in May.

All Ryde teams made rapid progress due to the keenness of all members of the teams and the enthusiastic coaching of Miss Coffey and Mrs. Sara. The Open team finished third in their section of the competition, while the Junior team finished equal first with Marsden after some excitingly close matches and the Sub-Juniors were equal second in their section.

Congratulations to Judith Hamilton who gained selection in the Senior Metropolitan team which

played in the Intra State Basketball Carnival at Orange in July.

Hockey has been much more popular with junior and senior pupils this year and the standard of play has improved throughout the school. This enthusiasm was not sufficiently backed up by practice early in the season and neither junior or senior teams had very good results. Players of both teams learnt to work as a combined group towards the end of the season and this with the coaching they have received from Mr. Ward, Mrs. Leete and Mrs. McManus will raise the standard of play in 1965.

Once again the Open Tennis Team coached by Mrs. Laker has had a very successful year. All players worked hard to enable the team to finish equal first with Hunters Hill. The Juniors however did not do so well and play was on occasions erratic, although it did improve towards the end of the competition. Both teams would like to thank Mrs. Laker and Mrs. Wood for the coaching and encouragement they have given this year.

The Softball teams coached by Mrs. Sloman and Miss Hansell showed outstanding ability and enthusiasm and were justly rewarded for their hours of practice when they won both Open and Junior divisions of the inter-school competition. The matches in the Open section were often very close and the combined effort of all members of this team, provided some very exciting finishes. Congratulations to Miss Hansell and to the Junior team who were undefeated this year. We hope this is a forerunner for future seasons.

At the end of second term House Basketball and House Softball teams played Hunters Hill House Teams. These visits provided much excitement as well as good practice for the girls who have played house sport during the winter. It is pleasing to note the improved play in these matches.

In conclusion I would like to thank all members of staff who have so willingly assisted with Physical Education and sporting activities during 1964.

G. Johnston.

(Continued from page 15)

Deputy Principal, Sportsmistress, teacher-in-charge of each sport or her deputy and four student representatives elected from and by the captains of the sports teams, and a representative of the Masters.

11. The award of Blues and Composite Blues for boys' sport shall be made by the Boys' Blue

Committee which shall comprise the Principal, Deputy Principal, Sportsmaster, teacher-in-charge of each sport, or his deputy, a representative of the Masters and four student representatives elected from, and by the captains of the sports teams.

12. At least one day's notice shall be given of meetings for the award of Blues. 30.7.64.

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OPEN SOFTBALL



JUNIOR SOFTBALL





OPEN TENNIS



OPEN BASKETBALL



JUNIOR BASKETBALL



OPEN HOCKEY



## SWIMMING CARNIVALS 1964

This year for the first time the heats for the Carnival were held at Dence Park on Monday, 2nd March. The smaller area made the organization of the carnival much easier and the fact that Ryde had exclusive use of the pool meant that competitors and spectators could follow events closely and this added to the enthusiasm of all houses.

A record number of entries were received for all events, however these did not live up to expectation when the day turned out to be cold and cloudy. Despite the weather many of the races were keenly contested and many records were broken.

Friday, 6th March, the finals were held at Ryde Pool and we would like to thank all the hardy parents and officials who braved the downpour to cheer competitors to the end.

Congratulations to all who took part in the carnival and to the following students who won division championships:

**Sub-Junior Girl Champion:** Jan Dayman.  
**Junior Girls Champion:** Janet McRae and Janice Haywood.

**Senior Girls Champion:** Susan Gardiner.  
**Juvenile Boy Champion:** Lindsay Henry.  
**Junior Boy Champion:** Tony Chapman.  
**Open Boy Champion:** John Chapman.

### HOUSE POINT SCORE

1. Ryedale	713 points
2. Goulding	594 "
3. Gowrie	501 "
4. Blaxland	481 "

### ZONE SWIMMING CARNIVAL

Once again the Zone Swimming Carnival was held at the Ryde Swimming Centre. As Northern Suburbs Zone is one of the biggest in the Metropolitan Area it was necessary to hold the carnival on Monday afternoon, 9th March, and all day Tuesday, 10th March.

Our competitors worked hard and several boys and girls gained places in events and represented the Zone at C.H.S. and G.S.S.S.A. Carnivals at North Sydney.

Congratulations to all pupils who assisted with the organisation of these carnivals and to the boys and girls who represented the School in the Zone and State Swimming Carnivals.

Final points for the Zone Carnival were as follows:

1. Hunters Hill	743 points
2. Marsden	664 "
3. Chastwood	650 "
4. Forest	542 "
5. Ryde	494 "
6. North Ryde	489 "

7. Mosman	465 "
8. Pittwater	290 "
9. St. Ives	232 "
10. Beacon Hill	132 "
11. Naremburn	7 "

## ATHLETICS CARNIVALS 1964

Third time lucky! For the first time in three years the weather was kind to us for the School Athletic Sports which were held on our own ovals on Tuesday and Wednesday, 21st and 22nd July.

It was most pleasing to see the interest taken by all houses and the number of students entering in all events.

The standard was even higher than previous years and many records were broken in both boys and girls events.

The smooth running of the carnival was due to the untiring efforts of House masters and House Mistresses and many of the senior pupils who assisted during the course of the carnival. It was particularly pleasing to see the interest shown by the spectators and to hear some enthusiastic cheering for their representatives.

Congratulations to Blaxland, the winner of the house trophy and to the following students who won age division championships:

Sub-junior girl Champion: Wendy Franks.  
Junior Girl Champion: Katrina Graham.  
Juvenile Boy Champions: Geoffrey Frankish and Peter Buckham.  
Junior Boy Champion: Larry Follington.  
Senior Boy Champions: John Boyes and Terry Theakstone.

The Zone Athletics Carnival was held at North Sydney Oval on Wednesday 5th, and Thursday 6th, August.

Ryde team set out with high hopes for a successful carnival which were justified in many cases by a team which tried its hardest at all times. Special credit must go to those Senior Boy and Girl athletes who did so much for the school by entering events against supposedly much superior competition and who surprised all with their results.

Outstanding performers at this carnival were Katrina Graham, Janice Haywood, Joy Davey, Sue Chenoweth, Judith Hamilton, Suzanne Laird and the Girls' Junior and Senior Relay Teams, Terry Theakstone, Eugene Irvin, John Tatnell, Alan Arnott, John Boyes, Wayne Young, Graham Mackenzie and the 16 Years and Open Relay.

Final results were:  
1. Marsden.  
2. Hunters Hill.  
3. North Ryde.  
4. Ryde.

## RYDE HIGH SCHOOL SWIMMING CARNIVAL, 1964

### GIRLS' RESULTS

**Open Dive:** M. McGrath, 1; S. Gardiner, 2; R. Adams, 3.  
**Open 220 Yards Freestyle:** J. McRae, 1; J. McKay, 2.  
**12 Years 55 Yards Freestyle:** J. Dayman, 1; D. Glindeman, 2; J. Noble, 3.  
**13 Years 55 Yards Freestyle:** R. Owens, 1; M. Trembath, 2; M. Pausey, 3.  
**14 Years 55 Yards Freestyle:** J. Haywood, 1; R. Bailey, 2; L. Carroll, 3.  
**15 Years 55 Yards Freestyle:** W. Gill, 1; L. Harris, 2; M. Williams, 3.  
**16 Years 55 Yards Freestyle:** C. Graham, 1; S. Gardiner, 2; J. Geach, 3.  
**17 Years 55 Yards Freestyle:** J. Knight, 1; A. Spence, 2; K. Powers, 3.  
**Backstroke, 55 Yards Sub-Junior:** J. Dayman, 1; R. Owens, 2; G. Potts, 3.  
**Backstroke, 55 Yards Junior:** L. Johnston, 1; J. Haywood, 2; J. Dempsey, 3.  
**Backstroke, 55 Yards Senior:** D. Rivers, 1; S. Gardiner, 2; J. Fry, 3.  
**Junior Championship, 55 Yards:** J. McRae, 1; R. Bailey, 2; J. Haywood, 3.  
**Sub-Junior Championship, 55 Yards:** J. Dayman, 1; D. Glindeman, 2; R. Owens, 3.  
**Butterfly, Sub-Junior:** J. Dayman, 1.  
**Butterfly Junior:** C. Cottrell, 1; S. Small, 2.  
**Butterfly Senior:** J. McKay, 1.  
**Breaststroke, Junior:** K. Laing, 1; R. Bailey, 2; L. Johnson, 3.  
**Breaststroke, Sub-Junior:** D. Glindeman, 1; G. Potts, 2; M. Trembath, 3.  
**Breaststroke, Senior:** S. Gardiner, 1; A. Spence, 2; J. Fry, 3.  
**School Championship, 110 Yards:** J. McRae, 1; J. Haywood, 2; R. Bailey, 3.  
**Open Relay:** Gold, 1; Green, 2; Blue, 3.  
**Sub-Junior Relay:** Green, 1; Red, 2; Blue, 3.  
**Junior Relay:** Gold, 1; Green, 2; Red, 3.  
**Open Medley Relay:** Gold, 1; Red 2; Green, 3.

### CHAMPIONSHIP POINT SCORES

**Sub-Junior Championship:** Jann Dayman.  
**Junior Championship:** Janet McRae, Janice Haywood  
**Senior Championship:** Susan Gardiner.  
**Final House Points:**  
Rydale, 713, 1; Goulding, 504, 2; Gowrie, 501, 3; Blaxland, 481, 4.

## BOYS' RESULTS

### OPEN

**110 Yards Freestyle:** P. Cunningham, 1; D. Aldridge, 2; B. Smith, 3.  
**220 Yards Freestyle:** P. Cunningham, 1; B. Smith, 2.  
**440 Yards Freestyle:** T. Theakstone, 1; E. Irvine, 2.  
**880 Yards Freestyle:** T. Theakstone, 1.  
**440 Yards Medley:** D. Aldridge, 1; T. Theakstone, 2.  
**110 Yards Butterfly:** E. Irvine, 1.

**110 Yards Breaststroke:** P. Cunningham, 1; E. Irvine, 2; R. McLean, 3.  
**110 Yards Backstroke:** B. Smith, 1; D. Aldridge, 2.  
**Dive:** T. Theakstone, 1; G. Workman, 2; R. McLean, 3.

### 16 YEARS

**110 Yards Freestyle:** P. Anderson, 1; J. Chapman, 2.  
**220 Yards Freestyle:** P. Smith, 1; J. Chapman, 2.  
**440 Yards Freestyle:** J. Chapman, 1; S. Robinson, 2; J. Stokoe, 3.  
**110 Yards Backstroke:** I. Ritchie, 1; G. Parker, 2; G. McKenzie, 3.  
**110 Yards Breaststroke:** R. Brown, 1; P. Anderson, 2.  
**110 Yards Butterfly:** J. Chapman, 1; P. Anderson, 2.

### 15 YEARS

**55 Yards Freestyle:** R. McLaughlin, 1; J. Berry, 2; C. Beaumont, 3.  
**110 Yards Freestyle:** R. McLaughlin, 1; P. Rexstraw, 2; J. Donovan, 3.  
**220 Yards Freestyle:** R. McLaughlin, 1; T. Gillette, 2; J. Cawley, 3.  
**55 Yards Butterfly:** R. McLaughlin, 1; T. Gillette, 2; J. Cawley, 3.  
**55 Yards Breaststroke:** A. Bridger, 1; P. Rexstraw, 2; J. Cawley, 3.  
**55 Yards Backstroke:** W. Henderson, 1; R. McLaughlin, 2; G. Donovan, 3.  
**Dive:** C. Nurthern, 1; A. Bridger, 2; P. Patterson, 3.

### 14 YEARS

**55 Yards Freestyle:** T. Chapman, 1; C. Herron, 2; N. Ryan, 3.  
**110 Yards Freestyle:** C. Herron, 1.  
**220 Yards Freestyle:** C. Herron, 1; D. McLaughlin, 2.  
**55 Yards Backstroke:** T. Chapman, 1; J. Buckman, 2; A. White, 3.  
**55 Yards Breaststroke:** D. McLaughlin, 1.  
**55 Yards Butterfly:** T. Chapman, 1.  
**Dive:** C. Smith, 1; L. Cassell, 2; D. Butterworth, 3.

### 13 YEARS

**55 Yards Freestyle:** L. Henry, 1; D. Homel, 2.  
**110 Yards Freestyle:** L. Henry, 1.  
**220 Yards Freestyle:** L. Henry, 1.  
**55 Yards Backstroke:** L. Henry, 1; P. Lake, 2; P. Blackwell, 3.  
**55 Yards Breaststroke:** F. Elwin, 1; B. Rexstraw, 2.  
**55 Yards Butterfly:** B. Rexstraw, 1; F. Elwin, 2.  
**Dive:** L. Henry, 1; C. Low, 2; G. Clifford, 3.

### 12 YEARS

**55 Yards Freestyle:** P. Buckham, 1; D. Blackburn, 2.  
**110 Yards Freestyle:**  
**220 Yards Freestyle:** L. Adam, 1.  
**55 Yards Backstroke:** L. Adam, 1; D. Blackburn, 2;  
**55 Yards Breaststroke:** P. Buckham, 1.  
**55 Yards Butterfly:** P. Buckham, 1.  
**Dive:** D. Blackburn, T. Catterall, 2; J. Purdon, 3.

## BOY'S SPORT REPORT

Competition in grade sports and Zone Carnivals this year was intense, eleven schools taking part in the various competitions. Honours in the sports field were evenly spread through the competing schools; newer schools such as Forest High School, Pittwater High, and North Ryde High dominated the Junior Competitions, while Marsden, Hunters Hill and Ryde High Schools dominated the Senior events.

Both Inter-School and House sport was played in Summer and Winter divisions. In Summer all boys had the choice of swimming, tennis and cricket. In the Winter Term the choice was football (Rugby Union, League or Soccer), Basketball or Baseball.

### RUGBY REPORT

The first XV owing to superior team-work and co-operation defeated Chatswood High School to become Zone premiers.

Memorable were the games against Epping Boys' High (win 14-0), North Sydney (loss 28-0), and Chatswood (win 10-6). Each instance provided an exciting feast of tackling, backing up and cover defence.

John Crowley (best and fairest player), Peter Cunningham and Alan Arnott (captain), gave outstandingly rugged forward performances every match.

Alan Arnott and Ian Southwell had the honour of being selected in the C.H.S. team to play G.P.S., the first boys from this school to do so.

The 2nd XV started the year well, however poor team work lost for them many crucial games. Placed third in the competition.

Joe Moore, Bob Palmer and John Tatnell played well throughout the season.

The 5A team had a mediocre season. Barry Herbert, Wayne Henderson and Peter Jackson fulfilled the promise of talent they showed last year.

The 15B's played good consistent rugby over the year to finish second in the competition. Glenn Mitchell and Graeme Hunt stood out for their play.

Inexperience and size were the downfall of our 13 and 14 year teams. To their credit many boys, notably Geoff. Suroweic, Ian McCauley of the 14s and Bill Scott of the 13s never stopped trying.

### OUTSTANDING ACHIEVEMENTS IN SPORT

A number of boys brought honour and distinction to themselves and their school through their ability in sport.

Their devotion to training, ability and good behaviour has brought to themselves honour and esteem within and without the school.

ARNOTT ALAN, 5B. Captain school 1st XV and Zone 'A' XV was selected for Combined High Schools 2nd XV against Sydney Teachers College,

Associated Schools and the Greater Public Schools (G.P.S.). School Blue for Rugby.

IAN SOUTHWELL, 5C. Hooker School 1st XV. Selected from Zone team to play C.H.S. 2nds against G.P.S. Chosen in N.S.W. State juniors to play the Australian championships. School Blue for Rugby.

EUGENE IRVINE, 5A. Broke the Zone record and bettered the existing C.H.S. record in the 16 yrs. Discus with a throw of 131'6½". Extended the zone record by 15' and the C.H.S. record by 8". Won the Zone 16 yrs. Shot Put record with a Put of 51'11". 6' better than the old record. School Blue for Athletics.

TERRY THEAKSTONE, 5C. Set a new record for the Open 880 yds. at 2min. 11.9secs., 15secs. better than the old record 5min.2s. for the Open Mile, beat the existing record by 16s. and is 11s. better than his own school record. School Blue for Athletics.

KEN ARMSTRONG, 4B. Member School and Zone 1st soccer team. Selected to play in Combined Sydney XI against Illawarra, Newcastle, Sydney Western. School Blue for Soccer.

GEOFF FRANKISH. Excellent time in the 13 years 880 yds. was recorded in very bad running conditions. 2m.30.8s. (record 2m.28.6s.).

ALAN ARNOTT. Bettered the open hurdles record by nearly 2secs. 17.5s. (old 19.1s.).

WAYNE YOUNG. Bettered the 90 yard hurdles record by almost a second 12.6s. (old 13.3s.).

### SOCCER

Again the honours of strongest soccer school were evenly shared between Ryde and Hunters Hill. Ryde were undefeated premiers in the 14s. and 15s., 2nd to Hunters Hill in the opens and 3rd to Hunters Hill in the 13s.

The first Soccer XI undefeated throughout the season lost the play-off to Hunters Hill 1-nil. Goal keeper Ron Adams maintained a consistent high standard throughout the year. Ken Armstrong and John McBride were excellent in attack and defence.

15 Years Soccer, once again Zone premiers. In three years of competition this team has played 30 games and lost only one. They have scored 82 goals and only 14 against. Truly a champion team.

Larry Follington, Rodney Cook and Allan Cooper must be mentioned for their efforts in this team.

The 14 years soccer team following successfully in the footsteps of the 15 years team were also undefeated premiers. At no stage in the competition did they look like loosing, winning the play-off with St. Ives 6-nil.

Danny McLaughlin, Robert Thomson, Wayne Papworth and Ross Sinclair showed excellent form.

After a poor start to the season the 13s have shown much improvement to be considered a very strong team for the 1965 season.



1ST XV UNION TEAM, 1964

### BASKETBALL

The senior team, as did the juniors, competed in grade competition summer and winter, the senior was basically the same group over the year. Victories were due to excellent team play. Grahame Blackadder, Greg Redfern, and Graham Turner combined excellently to bring off these victories.

With some good player developing all augurs well for next year.

The junior summer team cannot be matched for enthusiasm. Their inexperience at the game deprived them of a great amount of success. Nevertheless with boys as keen as Neil Phillips, Peter Dobner and John Panetta, this team will continue to succeed.

### CRICKET

The 1st XI were well beaten by Hunters Hill in their first match this year.

A feature of the game was the batting of Ross

Howarth and the bowling of Alan Chapman. The game against Marsden, a very close tussle, assured Marsden of gaining a very narrow win. This was due mainly to the excellent wicket-keeping of Brian Webb and again the consistent bowling of Alan Chapman.

15 Years Cricket team was kept alive mainly by the good batting of Stephen West and Kevin Sharpe.

13 Years Cricket discovered a number of good bowlers, principally Robert Elliott and Garry Young. These boys assisted by Garry Young's batting have kept the game to very close scores. Ryde have won one match and lost one match.

### BASEBALL

Although the team won only one competition game the boys maintained their interest to the end. As a team they lacked co-ordination and lost many games through fumbled chances. Alan Chapman kept up a high standard of pitching throughout the season.

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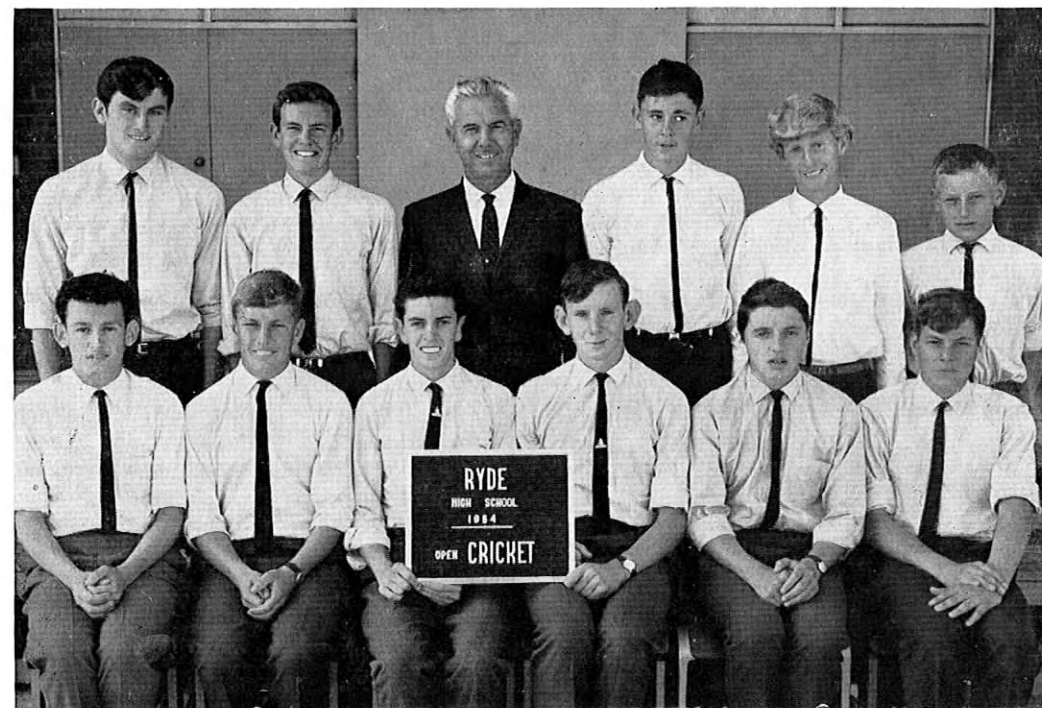




1ST GRADE SOCCER TEAM, 1964



15 YEAR SOCCER TEAM, 1964



OPEN CRICKET TEAM, 1964



14 YEAR SOCCER TEAM, 1964

# RYDE HIGH SCHOOL ATHLETICS CARNIVAL, 1964

## GIRLS' RESULTS

**Sub-Junior Long Jump:** M. Coggan, 1; L. Boubli, 2; M. Trembath, 3.  
**Junior Long Jump:** K. Graham, 1; S. Chenoweth, 2; E. Nuthall, 3.  
**Senior Long Jump:** L. Freestone, 2; P. Confalone, 2; C. Macfarlane, 3.  
**Sub-Junior High Jump:** A. Small, 1; M. Foulkes, 2; V. Levett, 3.  
**Junior High Jump:** J. Haywood, 1; J. Hoskin, 2; R. Kirkwood, 3.  
**Senior High Jump:** S. Gardiner, 1; C. Graham, 2; C. Sheehy, 3.  
**Sub-Junior Discus:** K. Higgins, 1; C. Byrne, 2; J. Noble, 3.  
**Junior Discus:** L. Bakaric, 1; M. Williams, 2; C. Osborne, 3.  
**Senior Discus:** S. Wicks, 1; J. Fry, 2; D. Rivers, 3.  
**Sub-Junior Shot Putt:** K. Higgins, 1; J. Davis, 2; R. Tatnell, 3.  
**Junior Shot Putt:** R. Bailey, 1; L. Johnson, 2; C. Chenoweth, 3.  
**Senior Shot Putt:** J. Davey, 1; D. Lovett, 2; S. Gardiner, 3.  
**Sub-Junior Javelin:** J. Davis, 1; R. Owens, 2; A. Small, 3.  
**Junior Javelin:** J. Haywood, 1; J. Hamilton, 2; W. Gill, 3.  
**Senior Javelin:** M. Adams, 1; O. Doerschmann, 2; J. Fry, 3.  
**Sub-Junior Hurdles:** W. Franks, 1; A. Small, 2; M. Williamson, 3.  
**Junior Hurdles:** K. Graham, 1; J. Hamilton, 2; S. Laird, 3.  
**Senior Hurdles:** C. Graham, 1; A. Spence, 2; O. Doerschmann, 3.  
**Sub-Junior 100 Yards:** W. Franks, 1; M. Trembath, 2; C. Laing, 3.  
**Junior 100 Yards:** K. Graham, 1; S. Chenoweth, 2; J. Hamilton, 3.  
**Open 100 Yards:** J. Davey, 1; J. Higgins, 2.  
**12 Years 100 Yards:** W. Franks, 1; J. Grice, 2; H. Oats, 3.  
**13 Years 100 Yards:** M. Trembath, 1; C. Laing, 2; L. Kerr, 3.  
**14 Years 100 Yards:** K. Graham, 1; J. Hamilton, 2; S. Laird, 3.  
**15 Years 100 Yards:** S. Chenoweth, 1; J. Dempsey, 2; J. Higgins, 3.  
**16 Years 100 Yards:** J. Davey, 1; S. Gardiner, 2; J. Higgins, 3.  
**17 Years 100 Yards:** A. Spence, 1; C. MacFarlane, 2; C. Sheehy, 3.  
**Open 220 Yards:** J. Dempsey, 1; J. Davey, 2; M. Trembath, 3.  
**440 Yards Walk, Open:** W. Gill, 1; L. Freestone, 2; A. McNally, 3.  
**Captain Ball:** Ryedale 1; Goulding, 2; Gowrie, 3.  
**Sub-Junior Relay:** Goulding, 1; Gowrie, 2; Ryedale, 3.  
**Junior Relay:** Goulding, 1; Ryedale, 2; Gowrie, 3.  
**Senior Relay:** Goulding, 1; Gowrie, 2; Blaxland, 3.  
**Sub-Junior Champion:** Wendy Franks.  
**Junior Champion:** Katrina Graham.  
**Senior Champion:** Joy Davey.  
**Outsanding Girl Athlete:** Katrina Graham.

## BOYS' RESULTS

### FINAL HOUSE POINTS

Blaxland, 979½, 1; Goulding, 856, 2; Ryedale, 740, 3; Gowrie, 590, 4.

### 12 YEARS

EVENT	1st Place	2nd Place	3rd Place
100 yards	P. Buckham 15.4s.	G. Staader	G. Taylor
220 yards	P. Buckham 33.9s.	G. Staader	J. Phillips
Hurdles	J. Phillips 11.9s.	P. Buckham	G. Staader
880 yards	P. Buckham 2m.48.9s.	J. Taylor	J. Phillips
High Jump	P. Gilbert 4'11"	G. Staada	Havron
Broad Jump	J. Mayber 12.4"	P. Buckham	I. Scutts
Shot Putt	L. Adam 24'0" (rec.)	I. McCully	M. Arney

### 13 YEARS

100 yards		M. Stenos	
220 yards	W. Scott 14.0s.	G. Frankish	
880 yards	M. Stenos 30.5s.	W. Scott	
440 yards	G. Frankish 2m.30.0s.	W. Scott	G. Hill
Hurdles	G. Frankish 10.2s (rec.)	D. Laing	D. Laing
High Jump	P. Lever 4'6" (rec.)	G. Flack	L. Henry
Broad Jump	D. Laing 13'4"	S. Lester	D. Laing
Shot Putt	P. Blackwell 34'6"	L. Henry	L. Henry

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Event	1st Place	2nd Place	3rd Place
<b>14 YEARS</b>			
100 yards	R. Sinclair 12.8s.	G. Buckley	G. Noble
220 yards	R. Sinclair 27.4s.	G. Buckley	G. Noble
440 yards	R. Thompson 1m.7.7s.	G. Clifford	L. Follington
Mile	R. Thompson 2m.33.5s.	N. Phillips	J. Hawkins
High Jump	N. Phillips 5m.38.5s (rec.)	G. Frankish	R. Thompson
Broad Jump	L. Follington 4'8"	R. Sinclair	Fallowfield
	L. Follington 40'6"	G. Jansen	P. Dwyer
<b>15 YEARS</b>			
100 yards	B. Satchell 12.6s.	S. West	R. Weekes
220 yards	A. Cooper 27.1s.	G. Allport	S. West
440 yards	S. West 60.8s.	R. Schofield	K. Sharpe
880 yards	T. McMillan 2.28.3	K. Sharpe	S. West
Mile	K. Sharpe 5.48.0	T. McMillan	J. Edwards
Hurdles	L. Semple 5.48.0	G. Nurthern	R. Moralto
High Jump	M. Elliot 4'10"	A. Cooper	Rexstraw
15 years Relay	Red 52.9s.	Blue	A. Bridger
Broad Jump	R. McLaughlin 16'3"	A. Cooper	Green
Shot Putt	R. Schofield	D. Hegginsbotham	G. Glasson
Discuss	A. Cooper 96'10"	J. Birch	R. Robinson
Javelin	R. Robinson 112'5"	G. Nurthern	A. Bridger
<b>16 YEARS</b>			
100 yards	J. Boyes 11.6s.	J. Crawley	R. Brown
220 yards	J. Boyes 25.4s.	J. Crawley	W. Young
440 yards	W. Young 57.1s.	J. Boyes	G. McKenzie
880 yards	W. Young 57.1s.	G. McKenzie	M. Davies
Mile	W. Young 2.20.1	J. Parker	C. Scerri
Hurdles	G. McKenzie 5.20.6	P. Anderson	G. Coles
High Jump	W. Young 13.2s.	R. Greenup	R. Howarth
Broad Jump	G. Coles 11'8"	C. Sinclair	J. Parker
Shot Putt	J. Boyes 17'8"	G. Coles	E. Irvine
Discuss	E. Irvine 51'	R. Adams	J. Stokoe
Javelin	E. Irvine 119'11"	J. Marler	Green
Hop-Step-Jump	G. Coles 113'7"	Blue	
Relay	L. Follington 33'0"		
	Red 60.5s.		
<b>OPEN</b>			
100 yards	A. Arnott 12.1s.	T. Clarke	G. Edds
220 yards	J. Tatnell 26.1s.	A. Arnott	F. Byron
440 yards	T. Theakstone 57.5s.	T. Clarke	T. Clarke
880 yards	T. Theakstone 2.18.5	T. Clarke	R. Chalcraft
Mile	T. Theakstone 5.11.4	R. McLean	L. Mordaunt
Hurdles	A. Arnott 18.1s.	R. McLean	L. Mordaunt
High Jump	T. Rumble 5'3"	M. Skuja	R. Walton
Broad Jump	A. Chapman 19'4"	J. Crowley	K. Armstrong
Shot Putt	B. Tatnell 28'6"	B. Webb	J. Moore
Discuss	L. Surace 75'	R. Chalcraft	R. Brown
Javelin	R. Turner 115'6"	T. Theakstone	K. Armstrong
Hop-Step-Jump	A. Chapman 38'1½"	B. Tatnell	A. Arnott
Open Relay	Red 51.0s.	Blue	Green
12 years Relay	Red 65.0s.	Blue	Green
13 years Relay	Green 60.2s.	Blue	Gold
14 years Hurdles	J. Buckman 16.1s.		Holmes

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# - Literary Section -

## PRIZE ESSAY

(This Essay won both the local and the State competitions for the Anzac Day Essay Competition.)

"I watched a man die this morning, a man dying with the birth of a new day". Thus the extract from my diary recalls all the "Great War", my own personal war; and now it all comes back into my mind, the mind of an old soldier, existing from day to day, waiting on time.

He died, turning in clown-like convulsions on his God, whether from religious or blasphemous reasons I wish I knew, then he fell to the good earth, earth taking the form of a muddy, slimy morass. There he lay, twisting into oblivion and then was still, so still. I turned, crying out with all my eighteen years experience against the deed; then I too fell to that same earth and was sick, retching with all my heart and body. The only requiem for that unknown soldier came from a weather-beaten Scot, who murmured "Bluidy fule", but his eyes were bright with compassion as he looked at me and the other. We left, the young and the old leaving the now eternal, left him in a land called "No Man's Land".

"No Man's Land", that stunted, blaster wilderness, the physical barrier between men's minds and beliefs. A description of such a place coming from the pen of one who was then a confused and frightened youth, and is now an old man, would be futile — let it be sufficient to say that it was just another part of the battle in the mud-hole of Flanders, the receiving depot for life and youth, the producer of death and age. If the reader wishes to obtain more knowledge he must turn to the directors and managers of World War I. I cannot describe the battlefield, but I know in my maturity the battlefield of the mind, the conflict between the individual's faith and the actions of the soldier, above all the exquisite torture of fear.

Fear, the all-pervading fear; fear which sends a man to the edge of insanity and then topples him over the brink; fear in which all the senses combine to create an exquisite feeling of agony when you would sell your soul and hopes of immortality just to be able to let go and sink into the darkness. Fear, a rude four-letter word which can break or create a man. I wonder what fears the man who had died had been released from, and if he had been glad to die. "Glad to die?" you think. How can anyone be glad to die? Well, think, feel for those creatures who suffered such hell on earth. They died, not for themselves, but for you, your children and their children, though many of them

wouldn't care to admit it, even if they recognised the stark fact.

We turned, looked and considered. Now the sun, through the cold fetid mist of dawn, burned the horizon — it looked like the funeral pyre of just another man; and yet as I watched my soldier fall, I could not think of him as just another name to take off the roll of the living and put into the roll of the dead, I could not think of him as another gap in the ranks, but I thought of him as a man, simply a man. People would mourn him no doubt, his wife or his girl, his mates in the "local", but for the moment he was simply a man, civilisation and progress personified.

"I watched the personification of civilisation and progress die this morning, dying with the birth of a brave new world," perhaps that is how the extract should have read.

We returned home — home being a minute part of the trench system, our relatives were haggard, untanned faces which belonged to weary and disjointed bodies; our relatives were old, a dozen old men, not one of them over twenty. They looked up sharply when they saw two of us enter. "Where's your mate?" "He's copped it," was the reply. A question and answer, a reply and a horrible understanding. I could say nothing, but lay on the ground which was our bed and turned my face to the rude earth walls.

The men were quiet, each sunk in his own thoughts. A silence had fallen over them, as if each man was oblivious of his own crude environment. Perhaps some thought of men and women, others of places they had known and loved. They talked easily with the vulgar fluency of soldiers. They talked of life, the future, and voiced their hopes into the dark atmosphere, such petty and futile hopes, yet so important in their ghastly setting. The guns crashed and it was a summons. Some of those voices died an hour later with hope as their companion. They died, turned to the future and the ultimate. They knew war, but they also knew life. Let that be their epitaph.

Much has been left out. I cannot argue, but to make guilt lighter, this should be said: Just as the unknown soldier was the personification of civilisation and progress, so is this incident the personification of war to me personally. By it I remember the horror of war, but also the feelings of men and it is with mixed feelings that a man, "waiting on time", remembers when he was a soldier in France during World War I.

TONY CARPENTER, 5A.

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## FOLK SINGING

Removed from its natural backgrounds, folk singing has become both an esoteric cult and a light industry. Folk-song albums are all over the best-seller charts and folk-groups are being formed in Australia as well as the United States where the modern form originated. As a pastime, it has staggeringly multiplied sales of banjos and guitars; and it is reported that in 1961 more than four hundred thousand guitars were sold in the United States alone.

The focus of interest is among the young and these young people who sit in the urban coffee houses sipping expresso coffee take folk singing very seriously. No matter how bad a performing singer may be, the least amount of cross talk will provoke an angry 'shhh'. It is in such coffee-houses that groups like Peter, Paul and Mary, now acclaimed — and rightly so — as the world's top folk-singing group, originated.

Their recent visit to Australia proved a tremendous inspiration to the folk-singing trend here and they even went so far as to invite a young Australian folk-singer, Gary Shearston, to expand his talents in America. Being really sincere in their field, they visited Sydney's folk-singing centre, The Troubadour, and were very impressed with Australia's folk-singing prospects.

Another of Australia's talented folk-singers is Marian Henderson who has made only two recordings but, nevertheless, recordings of considerable worth. Her selection is of genuine Australian folk-songs such as 'Botany Bay' and 'Van Dieman's Land' and the special arrangements accentuating the folk nature of the music have been praised by leading musicians.

## WHY GO INTO SPACE?

Exploring the heavens is, of course, an ageless, compelling challenge. The stars have always beckoned mankind, who has gazed up and wondered. Now modern science is furnishing us with the means to make trips towards the planets. The first vehicles must necessarily be crude, but as we test more and learn more we will develop space ships large and comfortable enough to carry whole teams of explorers.

But why send men into space at all? Why can't rockets loaded with clever electronic gadgets and television eyes find out all we need to know?

There are several reasons. No machine will ever replace all the functions of the human brain. In an emergency a trained mind is far superior to a string of calculations. A brain weighs about three pounds but contains ten billion nerve cells comparable to ten billion vacuum tubes, weighing thousands of pounds. Man's value is in making complex judg-

In the past few decades, folk music of the United States has brought forth several such artists — Woody Guthrie, Hudie Ledbetter, Pete Seeger, The Weavers, Odetta, Peter, Paul and Mary; and perhaps one or two others. It is now possible to add the name of Joan Baez to the list of significant innovators, and many have named her the foremost folk-singer of today. On the surface, hers seems to be a personal art, but her special quality is that she has succeeded in mirroring so many of the emotional states and so much of the outlook of her generation. It is this which lends depth to her personal vision. To the listener, the heart of Joan's message is a kind of soft but unyielding affirmation, a sort of folk-singing non-violent resistance, where the related threads of love and freedom run sweetly, sadly, unforced, without self-pity.

Although the repertory of folk-singing ranges far afield, its is drawn for the most part from the Anglo-American ballad tradition and Negro folk-song both secular and religious. However, more eminent today is the emphasis on stirring protest folk-songs such as 'What have they done to the Rain'.

Although it possesses a quality of uncanny simplicity, folk-singing is nevertheless endowed with limitless meaning and sincerity which move the soul. Enthusiasm is continually growing towards folk music and as the famous young folk-singer, Bob Dylan (composer of "Blowin' in the Wind" made famous by Peter, Paul and Mary) expresses it — "An once yuh know the feelin' it don't change — it can only grow".

GRAHAM BLACKADDER, 5A.

ments in situations that the most complex electronic "brains" couldn't handle. He will apply his experience to events that can never be foreseen by inventors of instruments. He will investigate where machines can only obey instructions fed into them.

So it has been decided; man as well as machine will explore the universe. The problem of sending men to the moon are under constant study. The first brief hops into space showed us that man can survive, at least close to earth and for limited periods. The question of extended journeys is more complicated. Answers are being sought co-operatively by medical scientists in many fields. Working with them are specialists in many other fields of science, particularly biology. The key to the whole is the Greek word "bios", meaning "life", or living things as the aim of these men is to enable human life to survive in the totally alien atmosphere of extra-terrestrial surroundings.

ROBERT BLAND, 5C.

Half page donated by R. L. Wheatley, 130 Quarry Road, Ryde.  
Half page donated by Ackroy's Meat Service, 128 Quarry Road, Ryde.



## DON'T LOOK AT ME LIKE THAT!

Have you lately stopped to consider the effect beautiful eyes can have on a person? For whether blue or brown, hazel or green, they can melt the coldest heart or enable the fortunate owner to obtain anything she wants.

Who can resist the bright sparkling eyes of the winsome four-year-old when she says "Please?"; who can punish the fallen angel whose brimming eyes tell you that he has been punished enough by making you angry with him?

Oh teacher! How often have you been completely humiliated in front of your "Favourite" class, by a dog? How futile then, are your exclamations of ". . . Get your brother out of here!", or the helpful little pushes you so kindly lend the trespasser. But what can you do when you find it back at your feet, rubbing against your leg and looking up at you with those big sad eyes?

To the eleven-year-old boy, there is perhaps nothing more revolting than a girl, especially if he is with two or three friends. In church last Sunday, I happened to be sitting behind three boys, all about ten or eleven years old. In front of them sat a little girl with the prettiest blue eyes and the silkiest lashes that I have ever seen.

Having surveyed each boy very carefully, she fixed upon the middle one the softest, most appealing smile imaginable. I immediately saw two little ears turn bright red. They became even redder as the other two boys nudged the owner with their elbows and desperately tried to suppress their giggles.

The little girl, however, was not discouraged. She gently tilted her head to one side — the sun caught the glow of her rosy complexion — the boy resisted in vain.

But while "little" boys are bravely resisting "little" girls, the story is quite different with the little boys' big brothers, and the little girls' big sisters. That is a story, however, which I'm sure you all know very well. PAMELA MOSS, 5B.

## SHARKS

A few sharks, like some of the wild beasts of Africa and Asia, have the unattractive nickname of 'maneater', for they are liable to attack shipwreck victims and solitary bathers. Recently, however, a substance has been discovered — a shark repellent — which can be released into the sea in the event of shipwreck to keep these 'maneaters' at bay.

Not many kinds of sharks attack man; but all are superb swimmers and exceedingly strong. The shark has a very powerful muscular system; in fact it could be said that practically his whole body, with the exception of the skeleton, is made of sets of muscles, the two strongest of these being the lateral ones which go from the head back to the

caudal fin and provide propulsive (diving) force. The Blue Shark, for example, can dive much faster than the fastest submarine.

Whether a shark ever sleeps is not known for certain, but it seems always to be swimming about, ceaselessly searching for food. From the moment of birth, its powerful tail and huge fan-like fins are on the move, and its long snout is turning this way and that in search of prey. And woe to it, if it is wounded; others of its own kind will attack and devour it. The vitality of sharks is extraordinary and so also (luckily for them) is their 'insensitivity to pain. Even when wounded in some vital organ, they can go on profiting and eating. It is said that when sharks are disembowelled by some sharp weapon, they set about eating their own intestines. The larger sharks are found mainly in tropical waters; there are many in the Red Sea, the Gulf of Mexico, and the seas around Australia.

LOUIS SURACE, 4E.

## A CHILD

A child is an enchanting creature. He lives in a world for which he shows neither hate nor fear. He lives each day to its fullest, with no concern for the passing of time, and he can find a realm of adventure in the common things of life. He wakes each morning with a high and eager spirit. The very act of getting out of bed is seen as a brave attack by the valiant warrior upon the fearful dragons lurking under the bed and in the shadows of the room.

The moment of glory over, he passed on to the first battle of the day. Breakfast is a desperate struggle between two fleets of ships. Here victory brings honour, and defeat brings the humiliation of sinking to the bottomless depths of a sea of milk and sugar.

The backyard is the child's kingdom, over which is exercised lordly control. Nothing goes unnoticed in this tiny kingdom. The smallest ant and the largest butterfly are observed with care. The slimy trail left by a snail the night before, the most intricate cobweb laced with dew, and the smallest caterpillar weaving his silky cocoon are objects of investigation. An invisible midnight visitor may have left his trail of footprints in the soft earth, or nibbled a leaf from the lettuce plant in the vegetable garden.

Throughout the day many exciting adventures take place. The child may have a dangerous fight with a scaly dragon, sail in his galleon across the seas, explore the mystery of strange lands or take an exciting trip in a rocket to a forbidden planet. The day gradually comes to a close and he is forced to leave his kingdom to its midnight visitors. Darkness spreads over the garden, over his ships and rockets, swords and dargon. He retreats to his room, spending the last minutes of his day preparing for a dreamless sleep. EUNICE HARTLEY, 5B.

## THE MAN IN THE BOWLER HAT

As I entered my hotel, I noticed that a new man was registering at the desk. His face seemed to remind me of someone from my past. As I approached him I noticed the glint in his eyes. He was one of my old schoolmates — Jack Curtis, I think his name was. Wishing to meet him again, I approached him and asked him up for lunch.

That night we talked over old times and joked about many humorous incidents from our school days. As he was about to leave, I reached out to grasp his bowler hat to hand to him, but suddenly, with a swift jerk, he snatched the hat from under my hand. Surprised yet smiling, I led him to the door and he left placing his hat on his head.

As I lay in bed that night, I thought carefully of that night's happenings. In some strange elusive way Jack had seemed very different from the boy I had known years before. It was not in the way he looked, but in the way he had acted. He just did not seem normal. He did not seem to be accustomed to the sort of life he was living.

The next day, like every day in an average man's life, I dashed along the sidewalk to catch the bus which was just pulling out. Jumping up on the platform, I noticed my friend Jack, sitting alone in a back seat with the conductor standing above him. As I took my seat beside him, Jack reached casually into his pocket and pulled out a queer shaped piece of metal which he hurriedly and furtively whipped back into his pocket again to pull out a more recognisable coin for the conductor.

Soon afterwards, yet another strange incident occurred which left me wondering. For future contact, we exchanged addresses. I watched him as he wrote in his notebook. His pen moved swiftly across the paper and then it suddenly stopped. Looking harder, I saw that the writing consisted of a group of hieroglyphics stretched across the page. He looked up at me and started to explain that he had been studying ancient languages and had been so engrossed in his work that he had written it an ancient Egyptian without knowing it.

I was now almost convinced that he was not my

## LUDERICK FISHING

The luderick or blackfish is an excellent sporting fish although it is not a very good fish for eating. The fish is a vegetarian and inhabits both estuaries and open waters, though, in the latter, it is generally located along rocky foreshores or where the growth of vegetable matter is predominant. In the estuaries it can be found in areas of weed, which are usually close to a shore.

When angling for blackfish, use a whippy rod, at least one hundred yards of six pound breaking-strain line, a blackfish float and hook sizes, six to twelve,

buddy from schooldays, as I walked to my apartment. While I was half-way through consuming my tea, I heard the door of the apartment across the hall close with a sharp bang. Hearing this, I walked over and opened the door to investigate, only to see the dark figure of Jack turn at the end of the hall and walk down the stairs.

Leaving my tea half finished, I followed him down the stairs, through the hall and out onto the street. He turned left and went along the street for awhile and then turned off into a small alley which led to the top of a small hill; out of the way of most of the houses.

I managed to keep a little way behind him, just out of sight, until he reached the top of the hill where a few low trees were growing.

Suddenly, he turned in my direction and stared at me with a fiery glare as if he knew I had been there all the time. As he stood there motionless, a high pitched humming noise rose from out of nowhere and a brilliant white beam of light appeared from the depths of space, engulfing him and making turn a white hot colour. Suddenly the beam disappeared, the high pitched humming eased to a stop and the body, which was once full of life slumped to the cold earth. I ran up to the body which lay on the damp ground and lifted his head in the hope that he might still be alive. He uttered a few words, "They came from . . ." and fell back into my arms. This time he was dead.

Too frightened to look at the body, I ran down the alley and onto the street again. Slowing down, but still petrified with fear, I thought hard. What could all this amount to? What was the purpose of it? Was it a dream, or was it preparations of a plot to demolish the unexpected earth, and this man was merely the body of a human with the mind of some alien creature to control it?

Who knows how many more such spies there may be walking the streets of earth. Only the man in the bowler hat would know.

DANNY McLAUGHLIN, 2AL.



## THE DEVELOPMENT OF THE BRITISH COMMONWEALTH

From the earliest days wherever Britons went and wherever they settled, Britain remained their home. Britain's first colony was Newfoundland acquired in 1583. This was closely followed by Barbados, the Bermudas, Jamaica and the Bahamas. Many West Indian islands were annexed in the 18th century.

The 18th century also saw the acquisition of many possessions by conquest. The most important of these were India and Canada following defeats of the French.

Britain also began to acquire an empire by settlement, Australia being to us the most important example.

At this time the biggest setback to British expansion occurred. The American Colonies decided in 1783 that their future lay in independence, and by force of arms they broke away from Britain.

Following victories at Trafalgar and Waterloo the Empire was in a position to advance in the 19th century. Parts of South Africa and a number of African possessions such as Nigeria, Somaliland and Rhodesia were acquired.

During this period the report of Lord Durham Governor General of Canada was written. This report is one of the most celebrated State papers of the British Empire. It was published in Britain in 1839. It has since become the text book of the Colonial Reformer.

In his report, which was dealing specifically with Canada, Durham advised that, while Imperial Control should be preserved, Responsible Government in domestic matters should be granted to the Colony. His Ideal of a Federation was realised when, in 1867, Canada became the first Federal Union in the British Empire.

Gradually the peoples of distant parts of the Empire began to be entrusted with some measure of self-government. The Great War of 1914 gave a great impetus to this movement. The speeches of Jan Christian Smuts during this war began to develop new ideas:

### LIGHTS

Do we realise how important lights are to us? Not only the electric globe but everything that gives out light. This includes gas lamps and that old-fashioned kerosene lantern that makes an appearance every black out, or that match that saves the day (or should I say night?), when necessity calls.

Suppose we eliminate all lighting devices. Now, is the door closed or not? Crash! It's closed! Just the same, we couldn't drive at night (remember, car lights are lights), couldn't eat in restaurants, or see films. See what an advantage they are? But, have you ever been in a restaurant, no matter how elite or degraded, that was fully lit? Custom would

certainly go downhill fast if it wasn't for those dimmed lights. If you could see what you were eating you'd probably have second thoughts next time. How about the drive-ins? What awful confusion there'd be without lights (and that's not considering the fact that there'd be no films!) So you see, that light globe or battery is worth its weight in gold. Next time the electricity bill (you know, the one when they most certainly read the meter wrongly) arrives, and "Father Dear" explodes, explain with caution, but precision, the situation, and I'm sure he'll see the light.

LORRAINE BUGGIE, 5B.

Page donated by Tanks Service Station, Blaxland Road, Ryde.

## UMBRELLAS

Umbrellas as all should know, are useful articles for keeping off the sun, and sheltering oneself from the rain. At least, they are, for the most part, used for shade and shelter, but one often goes to a theatre and sees a stage full of dancing girls twirling umbrellas in front of them, thus creating a colourful and inspiring act.

Umbrellas, we are told, have been used by women since the earliest times, but for men it is only a modern development as it wasn't until the late eighteenth century that a man dared to carry an umbrella. This man must have been laughed at for some time, as his example was not followed until some thirty years later. Even now, not every man owns an umbrella, and they all seem to be one colour — black. Umbrellas, then, are regarded differently by men than by women, as it is virtually impossible to protect the latest hats or the newest hairstyles from the rain with anything other than an umbrella. Still I suppose it would look rather funny to see a man carry a red umbrella although today men are doing quite funny things.

The smallest and most delicate umbrellas are, of course, the parasols, whilst the largest are those which invade the beaches on a hot, sticky summer's day — the beach umbrellas.

The colours of umbrellas are limitless. Just name a colour, no matter how modern or old-fashioned and there is sure to be an umbrella of that colour. In fact, today, one can buy an umbrella and handbag set, and it is fairly common to see a fashionable lady with matching shoes and umbrella. So even umbrellas are going in and out of fashion, just like any other article of clothing.

The fashionable umbrellas of the women today with their long ends, seem to be regarded by the entire male population as some kind of dangerous weapon, and indeed a poke in the ribs from the latest model umbrellas can be quite a painful experience.

Umbrellas are one of those things which must be used at the right time, and this 'right time', of course, depends on the weather forecast which is rarely right. How many times has a person taken an umbrella out with him (because the forecast said "showers developing") and find it could not have been a more perfect day, thus having to drag it around all day, becoming every minute heavier and a greater burden, the handle (on the journey home in a crowded bus or train), getting caught in every possible nook and cranny and making its owner very unpopular with his fellow passengers. This might carry on for three days or even a week and finally the person becomes "fed up" and leaves it at home. Then nine days out of ten it will rain

that very day, and the person arrives home, soaked to the skin and very bad company for the rest of his family.

Umbrellas cause some problems, as there is nothing more annoying than an umbrella that just will not open, especially when one is in the process of being soaked in the rain. Then there is the problem of trying to carry an umbrella on a wet and windy day. The task of carrying it against the wind is extremely difficult and sometimes even impossible, but if you turn it around so it is going with the wind it is likely to blow inside out. Getting out of a car on a wet day is another problem as you can't put up an umbrella until you are out of the car in the rain itself. If at home, you put the umbrella up before going out, it is most likely it will get caught in the doorway; but then there are the superstitious people who believe putting up an umbrella indoors brings so many years bad luck. Of course there is the problem that to carry an umbrella you need a free hand. It is almost impossible to keep dry by carrying an umbrella as well as a million and one other things, and besides two hands are needed to put it up. It is quite common for a woman to be caught in a downpour, whilst carrying baskets, stringbags, paper bags, cardigans or coats, which before any operation can be carried out in the way of putting up her umbrella, must be discarded for the moment. So down they go onto the pavement or road, and up goes her umbrella. Then she performs the difficult feat of trying to balance it on her shoulder while she gathers up her goods and continues on her way.

Some umbrellas today, however, have been made as an answer to some of these problems, namely the only which can put themselves up by just pressing a lever, and those which are collapsible into a form easy to carry in a bag.

But in spite of their problems, an umbrella is extremely useful, and no-one, especially a woman, could do without one. KERRY FIELD, 5A.

### REQUIEM TO AN ANT

Saw an ant upon the ground,  
Just a funny thing I'd found,  
Dirty little spot.  
Should I? . . . Or should I not?  
So I weighed the pros and cons  
To see what I could come upon.  
Just a poor defenceless thing,  
Didn't even have a wing,  
Couldn't move so very fast,  
Should I simply let it pass?  
But temptation was far too great,  
So I squashed it!  
Ah! Such is fate!

L. FREESTONE, 5B.

Half page donated by S. Ientile, Midway Shopping Centre, Ryde.  
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## "CONFRONTATION"

The Indonesia-Malaysia dispute has at least pushed Australia into the wide world of international politics. The increasing tension has led to a drastic reappraisal of Australia's position in South-East Asia. She has been forced to realise that her time honoured ally, Great Britain is ten thousand miles across the seas and the quest for closer allies has become a matter of great expediency. The formation provided Australia with a difficult decision, should she support Britain's lead in forming Malaysia at the risk of antagonising her much nearer and much more powerful neighbour Indonesia. The choice she has made is to support Malaysia. Can she justify this choice which jeopardises the whole security of South East Asia?

In point of fact Australia had no choice. She was forced to support Malaysia both because of the desire to follow Britain's policies and also to safeguard her own position. The question arises as to what degree did self interest determine Australia's choice? Was she thinking of what would be best for S.E. Asia and the World or was she thinking of herself? Of course she was thinking of herself. Australia cannot afford to run the risk of the states now forming Malaysia coming under communist control. If this had happened Australia would have found herself at the end of a land bridge controlled by ideals vastly different from her own. This bloc would form a barrier between the Indian and Pacific Oceans thus cutting Australia off from her powerful allies. Malaysia therefore forms a convenient buffer state between Australia and the designs of China.

Why does Indonesia resent Malaysia's presence in South East Asia? The position Indonesia finds herself in is far from enviable, she is surrounded by potential enemies should a global conflict eventuate, and is completely cut off from her own allies. Indonesia, underneath her guise of decrying "Neo-Colonialism", fears Malaysia's potential. She foresees a struggle for leadership in South-East Asia, a struggle she would lose because of her relatively backward economic state caused by a shortage of capital and her different population composition. This fear motivates Soekarno's "Crush Malaysia" campaign and should either country commit a thoughtless act a global war could result. It should be remembered that any war will not be localised because of the system of alliances such as the Anzus Pact and S.E.A.T.O. and because of the vested interests of the East and the West in the area. In short, Indonesia believes her very existence is jeopardised by Malaysia's presence and she appears to be willing to go to all lengths to remove Malaysia's influence.

What does this conflict mean for Australia? Economically the dispute has caused a drop in im-

ports and exports to Malaysia. Also Australia has to bear the large cost of maintaining forces in Malaysia. However, politically, the consequences are of far greater magnitude. Australia is pledged to support Malaysia should she need it. This aid only adds to the friction between Australia and Indonesia who already gazes enviously at her empty north and one false step could lead to Australia being invaded by millions of starving Asians.

Australia's policy towards Malaysia has led the U.S.A. to define her position regarding the Anzus Pact. This allows Russia an excuse to enter the area and add to the "Cold War" tensions.

In short, Australia is walking the tightrope, one mistake and the whole world will be plunged into Atomic Warfare from which there will be no rescue.

BRIAN WEBB, 5A.

## WOMEN'S INFLUENCE ON SOCIETY

The limits of women's influence cannot be accurately answered by any human as we have no powers of foresight; but we can say what the limit may be and from modern trends we are able to give an opinion on the probability of this being attained.

It is accepted that women show some influence on society already. This can be determined by the type of occupation she has, her moral standards, her views on questions of social importance and her ability to influence the opinions and behaviour of others.

The maximum influence will occur when men and women have equal opportunities in fields such as science, industry, commerce and education. Society is working towards this goal; this is shown in the comparatively recently introduced voting rights for women and equal wages.

Before equality of opportunities in some spheres can be attained many traditions must change. A great advance was made during the last century. In the Edwardian period it was considered that the home was the place for any respectable woman; it was not honourable for a woman to earn a living.

However today, approximately half of the married women in Australia are working—tradition has changed.

A further development is evident in the way women are being accepted in wide fields, (doctors, dentists, scientists and politicians). Although traditions have changed, a further progress is necessary before men and women are considered on an equal basis.

Women can exert a maximum influence on society when two factors are accomplished; firstly, men and women have equal opportunities and secondly, the traditions change to accept this equality. Recent developments in society show that these goals will probably be attained.

LEONIE CLARKE, 5D.

## THEY LOOKED

He turned, looked and considered; considered the lonely land. All that was barren, all that was sterile, seemed to have been thrust here by a vindictive nature; tawny scarred rocks, shattered scrub, and dry, unweeping earth, all the objects of sophisticated disgust and bitter crudity thrust here to provide this landscape. A landscape which in turn provided this man with his daily sustenance . . . abjection and lost existence. It was drawing towards the end of another day, but even night would bring no relief to such desolation, for it was then that the usual faculty was replaced by the imagination of the ethereally drugged mind, imagination which took hold of the very being and sanity of the man, and produced seemingly unreasonable fear, an all destroying, all pervading fear.

Night was falling and the sun, like a candle seen through red perspex, was burning with the splendid vitality of inner life, exploding gently after its own fashion, destroying itself and thus eventually spluttered below the line of the sky into the depths of oblivion. All lay torpid and stagnant. Natural peace had come; unrest stirred in the tortured mind. An unrest which would never again be soothed by the presence of the woman, unrest which could never again be assuaged by his wife's love, for she had died and he had been left alone . . . alone.

The old fellow turned on depressed heels and trod into the small homestead. He sat down at the now unscrubbed, defiant table and there he rested. His eyes, however, wandered restlessly around the room, a room full of present implements and past memories; the sanded rake, shocked broom, blasted blistery spade, and the rusty tins of paint with gaudy exteriors and ashamed insides. His eyes swept on, and considered the two cots, a scarce three feet apart, the eyes glazed and were shiny as they passed caressingly over the dresser, now lacking the powdery touch of the woman; then, as if unwilling, he stared at his hands, hands worn and blunt, utilitarian hands — they were the hands of the type Durer created, "Praying Hands". Now his eyes became vague, distant and appeared to be looking within themselves; then, as if his neck had suddenly been broken by some great pressure, his head slumped into those hands, praying hands, and he slept . . . slept.

When they found him there, three days later, they realised that this was the most sublime peace of all and they wondered, wondered at the calmest image of man. What was this sleeping man to them? A neighbour, a quiet friend, a small flicker in a world of brilliant incandescent light? Was this man, man?? Could all of mankind be epitomised by a broken figure, slumped over a table? They left, afraid of death as they were of life, afraid to think

on that which they did not and would not know. They left, went out to their world and their bald imitation of life; yet they still wondered and their families were quiet when they saw their faces, faces reflecting another's expression?

The man and the woman had come to this 'God-forsaken' land a long time ago. Rumour, which would eventually turn into legend, had it that as a young couple they had left a disillusioned city. A city composed of damp and ungentle streets, depressed stuccoed buildings wondering why they had been left, cars doing their magnificent best to commit suicide, tenements and cobbles, trams and crowds. The man and woman had fought a city and lost, so they came to this place, stayed and thus existed. They had lost; thus they gained?

Omniscient eyes travelled around the interior of the room, eyes fell on the miserable signs of a struggle against futility.

People had told them of the fruitless task ahead of them. People had told them of erosion and drought, snakes and insects, frigid nights and passionate days, and told them of the wind. A wind which was so soft and cooling, a wind which played and flirted, like a fond lover, with the rows of sugar canes, a fair wind; then, like the lover, its mood changed in the middle of love to hate and thus became destroying. A wind which killed the soil, lifting the dust off the ground like a billowing skirt, a wind which vented its emotions on all man's defiant property, the "house", the outer building, the hopeful grains of seed placed in unfriendly earth. A wind fickle as a lover.

Guilty eyes fell on a sanded rake, shocked broom, blasted blistery spade, tins of paint with gaudy exteriors and ashamed insides.

People had told them of the trials they would meet, but, like perverse children, they had decided to fight the land as they had once fought a city. They built, renovated the shack that was home, and lost all to a fire. Yes, they built. Long into the then friendly nights they read, poring over catalogues, magazines and books: all to improve "God's" Earth. They planted and lost the planned bounty with a high wind. So they created; and life destroyed.

Eyes swept on and settled avariciously on the two cots, but eyes softened and fell.

They had fought and refought, and life, as if willing to admire courage or blindness, had not destroyed all. They contrived to live off the land, selling the few remaining crops, keeping a little livestock, and eventually a child was born. He, influenced no doubt by the environment and hereditary strains, grew up taciturn, raised by his uncultured mother, educated by the land. To the casual observer,



he appeared to think only of the land and his work; the cynic would call him bovine, but there was something in his eyes that belied the cynics' words and the observer's shallow reflections. Every time he straightened his back from grubbing the earth with crude tools, and as he searched the distant horizon, a remote expression would slide into his eyes. He appeared to be grasping something intangible and intense, something awful and unknown, 'listening to the silence'. His parents saw this and were troubled, greatly troubled.

The blow fell in the spring of that year, the balmy spring which was a prelude to a bad summer, the eternal summer. They woke as the sun, surprisingly gentle, trickled through the open door and bathed the room with smooth light. The door had been opened and the boy had gone through it.

They didn't say much, not much to say. They heard later that he'd gone over to Europe since there was some sort of a "shinanigen" with the Kaiser or "summat", but it was too late then. The woman died, as she had lived, with little fuss. In her opinion there was nothing to live for. She had lived on hope, lived for her child, and then there was nothing, and so she left for another existence. The old fellow lasted a little longer, doing odd jobs around the place, alone and so afraid. Then . . . the eyes looked at the vacant chair and eyes contained a rough, remote tenderness, tenderness matured by knowledge of life and welcome death. Eyes moved to the open door and the door was closed.

TONY CARPENTER, 5A.

## AMATEUR RADIO

Amateur radio is a scientific hobby, a means of gaining skill in electronics and a means of private communication by short wave radio. There are now over 250,000 amateur radio operators scattered all over the world.

When Marconi first proved that messages could be sent by wireless, many private enthusiasts began experimenting and learnt enough about this new scientific marvel to produce spark transmitters. By 1912, there were many Governments and commercial stations and hundreds of amateurs. The radio bands of that time soon became crowded and some regulations were needed. The amateurs were given the 200 metre band and the bands below this, with the attitude that they couldn't transmit outside their back yards with those bands. The amateurs experimented and soon were able to have two-way contact at a distance of 500 miles, and occasionally 1000 miles on their 200 metre band. Any long-distance messages had to be relayed. In the First World War, the United States Government called hundreds of skilled amateurs into war service to relay messages by radio. During this period and shortly after, amat-

eur radio almost died out due to the number of amateurs called to war service and a ban placed on the remaining ones. In October, 1919, this wartime ban in America was lifted and there began a rush for amateurs to get on the air.

The radio range was soon increased to 2,000 miles and amateurs began thinking of transatlantic work. Paul F. Godley was sent to Europe in 1921 with the best receiving equipment available at that time, and he was able to hear thirty American stations. Further tests were then carried out and it was found that as the wave length dropped, the results became better, and by the end of 1923 two-way amateur transatlantic communication was accomplished. Communications with Australia, New Zealand and South Africa from America soon became common using the forty metre band. Today, amateur radio serves many useful purposes in public service. Many voyages and explorations have been assisted by amateur radio, such as the several explorations to the Antarctic; and it has been the principal, and in many cases, the only means of outside communication, in many storm, flood and earthquake emergencies throughout the world.

GRAEME WARD, 5B.

## PANSIES

Every year I decide to grow some pansies. I buy two dozen plants and am quite excited when I discover that I have been given half a dozen extra. Armed with gardening tools and plants, I begin with great enthusiasm, the process of planting my pansies. I find Dad has been ahead of me and planted Gerberas in my pansy bed. I mumble uncomplimentary things about silly looking gerberas.

It is a lovely sunny day, and I think to myself, 'how can people stay indoors listening to the Beatles in this lovely weather?' I turn on my radio and listen to the Beatles. After a while I do not feel nearly so glad that they gave me half a dozen extra plants. Finally they are all planted, but instead of a neat border, my pansies end up higgeldy piggedly among the gerberas. In my mind I can picture a beautiful carpet of blue, yellow and velvety-brown little pansy faces turned towards the sun. I even remember to water them for the first few days, but before long the weeds have started to grow. For some reason the weeds grow faster than the pansies. Painstakingly, I remove the weeds. Then the rains come, and with the rains, the snails and more weeds. Then Dad decides to weed his gerberas and as he is not quite sure of the difference between a dandelion and a pansy, I now have only one and a half dozen pansies left. When I accuse him of pulling out my pansies, he assures me that the snails ate them. One moonlight night as I walk down the path, I see a bandicoot. He also likes pansies.

Oh, well, ten pansy plants should make a nice show!

MARILYN STEAD, 4C.

## MY TRIP OUT TO AUSTRALIA

My family and I flew out to Australia in a B.O.A.C. Britannic. The journey itself was rather boring. We had to refuel four times so that we were able to see some of the world.

"Ban the Bomb" marchers stopped us in Park Lane but we arrived at the air terminal with time to spare. Our baggage was taken from us and we were given a boarding card. When the number on this card was called out we assembled by a bus. This took us to London airport.

We did not have long to wait before we were boarding the aeroplane. There were about a hundred passengers. The seats were on either side of the gangway, four on one side and three on the other side. The wash rooms were in the tail end of the plane.

All the passengers were excited. They were all going to Australia and for some this was their first flight. They came from all parts of the British Isles. One couple had travelled down from Scotland only the day before.

A voice came over the air "Fasten your safety belts" and a warning light flashed on and off. The stewards came round to see if our belts were fastened. The engines then began to roar and the aeroplane began to move along the runway. You don't realise you are in the air until you actually are.

The stewards and hostesses were very kind and helpful. They made sure we were all comfortable. At every airport we stopped a new team came onto the plane. They served very good meals. They were different and were all delicious.

The first stop we made was at Bierut. I remained on board with a lady and her baby. The customs officers came on board and they checked the plane. They were all smiles and spoke in their own language. We stopped at Bierut for three quarters of an hour and then we flew off again.

Karachi was the next stop. It was about midday

## Demolishing Buildings of Historic Interest

Australia is a country of little or no tradition. Its known history goes back only one hundred and seventy six years while England's goes back several thousand. England has many beautiful manors, cathedrals and castles with historic interest. No one would dream of demolishing Shakespear's birthplace at Stratford-on-Avan to make way for a new highway!

Similarly in Australia this situation will occur with many of our buildings during the next two hundred years. Some buildings we may place little historical value upon at the moment but a century from now these buildings will be a standing symbol of Australian life and architecture of their period.

In fact many buildings have already become a national symbol. St. James's Church, Elizabeth Lodge and Sydney Hospital are monuments of a

and the temperature was in the eighties. The women around the airport were all dressed in their customary costume. They all looked beautiful. The airport was almost a desert. The main building was made of sandstone and it was cool inside. We had to wait over an hour here because they were slow in refuelling.

We flew over Singapore at night and it was all lit up. It was a fantastic sight. With so many lights I wondered how the pilot would find the airport. The heat in Singapore was overwhelming even at twelve at night. It was a wet heat. We all had cool drinks. I, cleverly, knocked over a glass of orange but the waiters did not seem to mind. They just told us to move to a dry table. Before long we were back in the plane again. The hostess gave us iced towels to cool us down.

It was eighty five degrees in Darwin when we landed, but when we went into the lounge it was only sixty-six degrees. They were serving tea but it was not at all like an English cup, more like an Australian one. We changed all our English money at the bank desk. Soon we were back on the plane again.

The Australian pilot came round to see us. He was the only one to do this. He told us we had another six hours of flying before we reached Sydney. We flew over the outback and my brother, who is seven, was looking out of the porthole trying to see a Kangaroo. He did not see one.

At Sydney Airport we had to go through customs and this took quite a while. But soon we were out of the airport and speeding along the road to our home for eight months. We have some relations in Australia and they had met us.

Well, the long journey was over and I was glad that it was. I decided then that if I ever went back to England I would not fly back.

STEPHANIE WICKS, 4C.

past age.

The question is often asked "wh not destroy such buildings when they are useless, out of date and often of ugly construction. A new thirty storey block of offices would be far more attractive than the dirty St. Jame's Church. But to any patriotic Australian the answer should be clear. Our forefathers have given us something which is a token of their age, something to be proud of, something to show us that our country was then more than a penal settlement and a promise that they were doing their best to make Australia a nation.

So I say to Australia today, build your offices and flats as high as you like, as modern as you like, but keep your hands off the magnificent gifts of a bygone age — they are not yours to touch.

JOY DAVEY, 5A.

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Page donated by Moss Bros. Tyre Service, Victoria Road, Ryde.

## NEONS FOR EONS

Whoever invented these dazzling, seductive neon signs, which clutter up every available vantage point in the city? I wonder if he realised the tremendous impact he was to make on society. To the scientist, these flickering, beckoning tubes are nothing but glass containers filled with certain gasses at low pressure, through which is passed an electric current. The current ionises the gas which, according to its nature, produces the desired coloured fluorescence. To the layman, though, they are just a scientific wonder about which every respectable shop owner has gone completely crazy, resulting in a flood of brilliant lights in and around the store.

They flicker, they flash, they beckon and entice by most unfair methods. They point the way, tell the time, prevent accidents, cause accidents, advertise everything from corn-plasters to multi-thousand pound cars, and all the time drag in the unsuspecting, much to the delight of some gleeful shop-owner.

These lengths of glorified glass tubing are everywhere, in the subways, high above the highest roofs, on the seafront, on the highways forever confusing innocent people, directing them, luring them on. They haunt you. You cannot escape their clutches unless you move to the outer limits of civilisation. Turn a corner and at once you know what types

of shops will be in the street — a milk bar, a furniture store, a big chain store, a coffee lounge, a butcher, a resident chemist. The neon sign lends itself to everything.

As you are looking in the chemist's window a light flicks on and the name of the super-white, germ-killing, acid-resisting toothpaste advertised on television glares at you insolently from behind an array of sunglasses, skin-creams and the most-absorbent tissues on the market. The overhead buzzing drills into your head. The "resi" and the "che" from "resident chemist" have blown out, and the remaining "dent mist" looks and sounds like some new miracle spray-on toothpaste. A scantily clad girl appears at the back of the shop, sitting poised on a rock, in front of a crashing surf, holding aloft the brand of film and camera that presumably produced her tantalising picture, and vividly illuminated by neon tubing.

Neon signs are part of us. They have a firm place in the community. Having both bad and good features, the balance seems mostly good. They are the best means of advertising at present so we shall have them with us for a long time yet. Perhaps some enterprising neon-sign manufacturer might be interested in my slogan "Neons for Eons."

ROBERT PALMER, 5B.

## LIGHTING A CAMP FIRE

Select a suitable area, well away from trees and scrub. Clear a spot in the centre by removing all inflammable material, such as dry grass, leaves, bark, etc. Obtain several large stones and place in two parallel rows, approximately two feet apart to put the grill on. This is also done to give a draught to keep the fire going. Next, scout around the area for dry grass, twigs, bark, leaves and larger pieces of wood. Place in a convenient position near the previously prepared stones with all other necessary equipment. It is extremely necessary to place the twigs upright, to allow for air-currents to pass through. Place dry grass, paper and bark between the stones.

Light the fire, and watch as it burns, gradually feeding it with more twigs and leaves. Eventually place on it one of the larger pieces of wood. Now it is time for the steaks (don't forget to pick the juiciest one for yourself). Place them on the grill and do each side separately. Those who enjoy a steaming cup of bush-flavoured tea, don't forget the billy. Cut two forked sticks and drive into the ground, approximately two feet apart. Search around for another stick, approximately thirty inches long. Slide the billy on and place over the two sticks.

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Last of all the sausages are done. (Can't you imagine them sizzling away on the fire?). They could be done, either by much the same way as the steaks or by simply pricking, placing a stick through the centre from end to end and holding over the fire.

When the fire is finished with, it should always be extinguished. The best method is by scattering the ashes about, and, so allowing them to cool. If you think it is necessary, the leftover contents of the billy can be thrown over the remains of the fire, so as to be extra sure that it is out. Do not forget to pick up all the rubbish that may have been left!

JENNIFER TAYLOR, 1A.

## PSYCHOLOGY

Modern psychology tells us that it's bad to be an orphan, terrible to be an only child, damaging to be the youngest, crushing to be in the middle, and taxing to be the eldest. There seems no way out, except to be born an adult.

SUSAN CURRIE, 4B.

## THE MIRACLE MILE

One of the glamour events of any modern track and field meet of today is the mile. This is an exhausting test for any runner as it requires the strength and condition of the long distance runner as well as the speed and reflexes of the sprinter. However even these are not enough for any runner to win, because in a mile tactics play an important part in any even contest. One example of this is the Vancouver mile between John Landy (Australia) and Roger Bannister (England). This race has become one of the most well known miles ever run because it shows, rather effectively, the importance tactics can play in an even contest.

Often it was debated whether the 4 minute barrier would ever be broken. Indeed there were many who believed that this was impossible and that it was beyond human endurance. Among those who believed this was an impossible feat was Nurmi, the brilliant Finnish long distance runner (3 times Olympic representative and winner of 4 gold medals).

Men had gone close (John Landy 4 minutes 2.2 seconds) but still nobody had succeeded in achieving a time under 4 minutes. This honour was to go to Roger Bannister, a medical student, on July 9th, 1954, when he recorded a time of 3 minutes 59.4 seconds. This race was to make world headlines and track history.

The magic 4 minute barrier had at last been broken. It was not beyond human endurance. Why, this time has been lowered by many runners until today the world record stands at 3 minutes 54.4 seconds, held by Peter Snell of New Zealand. Yet where is this going to stop? What is the minimum time that will be achieved? Only time will tell as different training methods can cut fractions of seconds, possibly seconds from this time, until we, like Nurmi, find ourselves believing that any further improvement is impossible.

TERRY THEAKSTONE, 5C.

## SCHOOL EXCURSIONS AND ACTIVITIES

### English-History Department Activities

During the year pupils attended the following:

1. Fifth Year pupils saw "Macbeth" at Eastwood Theatre.
2. During the May holidays a party of about 80 Fifth Year students attended a remarkable performance of "She stoops to Conquer" at the Genesian Theatre.
3. About 60 students saw a magnificent presentation by Sir John Gielgud in his "Ages of Man."
4. Students of second to fifth years attended a performance of "She Stoops to Conquer" in the

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Assembly Hall. Directed by Owen Weingott, players of the Arts Council of N.S.W. put on an excellent show which gave the audience a valuable insight into the play.

### Commercial Department Activities

Pupils of 3B and 3F were taken to Warragamba Dam in the first term.

### Science Department Excursions

1. The Biology honours group spent three days at Patonga to do research on the Mangrove Tidal Estuary and rock shelves in the area.
2. There were also excursions to Cronulla Fisheries, The Australian Museum and Taronga Park Zoological Gardens.
3. One day was spent at Long Reef in observation of the Tidal Shelf there.

## WAS IT ALWAYS SO?

There was a time for everything,  
And a place for everything,  
But in this troubled world of ours time is different,  
Our place is different.  
Man stops, bewildered,  
Trying to find time to evaluate the chameleon society  
Pressed by the incessant urgings of a hurried world,  
He stumbles forward,  
Plunging blindly into the maelstrom of modern existence.  
No longer has he time to consider  
Right or wrong!  
Or to understand things;  
He blunders onwards,  
Reshaping his values to suit the times,  
Sacrificing the basic goodness and individuality of man.  
Blind!  
He condemns his fellows,  
If they are weak,  
If they are different;  
Condemns them if they are coloured.  
The world has changed — we have changed!  
But the basic values that govern right and wrong—  
They never change. GRAEME TURNER, 5A.

## A SMILE

A smile costs nothing, but it is worth everything to the world. It enriches those who receive it, without impoverishing those who give it. A smile takes but a second, but sometimes a lifetime retains the memory of it. The smile is the joy of the family circle, the spirit behind enterprises, the seal of friendships. Are there some people who no longer know how to smile? Often smile to them a little, for no one has more need of your smile than he who no longer smiles at all.

KERRY BAILEY, 5C.



## THE FREEDOM OF BIRDS

Enjoying their freedom  
The birds lived as they wished.  
They were not as caged birds, luckless birds  
Or as game birds, hunted birds.  
Petit birds, grand birds  
Wingless birds, clawless birds  
All thanked that great man  
With their twittering and chirping  
For he had won them their complete freedom,  
A pageant of history in bird life.

JOHN FREESTONE, 4A.

## THE NOISY BUSH

Bird calls ring through the bushland,  
Dingoes howl low in return,  
Dawn's red sun tinges the land,  
The bush to life is reborn.  
The kingfisher eyes from his nest  
The perch in the pool 'neath the fall,  
The company of kookas laugh its loudest,  
With the sun now a firey ball.  
While the eagle screams from his nest  
The golden sun sinks low in the west.

PAULINE WOOD, 4A.

## THE SUPERFICIAL AGE

This superficial age!  
An age with conscience worn dull from misuse,  
The age where Ego smothers Charity,  
All actions motivated by caprice,  
While its Code of Self allows morals loose  
And Right and Wrong have no disparity.  
Peopled with hearts that have no rule within;  
Who hearken to pleasure's domineering call,  
And, filling their vacuum with emptiness,  
Are smitten by the Leprosy of Sin,  
The mist of Hopelessness; a thick, dark pall.  
The World of Man has many Governments,  
But the Heart of Man is an Anarchy,  
Yet still enslaved by its own Liberty.  
His evil overcome his good intents:  
"Forget the past, as it brings conviction,  
"And the future, as it is still ahead,  
"For yesterday is not, while tomorrow  
"May not come, so place no restriction  
"On your manner! Drink while the wine is red."  
This is your generation, pure  
In its own eyes, whose only caution is —  
Righteousness.

JOSEPH MOORE, 5A.

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## MEMORIES

A memory is like a golden bird,  
And round about your life it girds  
A path that's full of wondrous things,  
And then it flies on outspread wings,  
And winds and dives and twists and soars,  
Through your life to death and then  
It opens your life doors.  
And as you wait with death nearby,  
And watch your life go drifting by,  
You take with you to God's own place,  
The soft and warm and fond embrace  
Of memories.

JULIE WHITE, 3A.

## EMPTY DESKS

Covered with ink, past their prime,  
Battered by onslaughts bravely withstood,  
Exhibiting scratches considered a crime;  
Sat upon, written on, relics of wood.  
Touched with the mellowing hand of time,  
Sometimes, but rarely, housing the good.

Filled with text-books battered and torn,  
Keepers of learning, thoughts at their best,  
Scarred with initials crudely drawn,  
Aid of us pupils to prepare for life's test!  
Bereft of gay owners, slightly forlorn,  
All now, til tomorrow, left to their rest.

NATALIE KLUJIN, 4B.

## GIRL WITH A GUITAR

Until the sun has ceased to shine,  
"Till wind has ceased to moan,  
I'll still recall that small still form,  
Her mem'ry can be only mine,  
That girl with a guitar.

I saw her first one wint'ry night,  
She stole my breath away,  
Her soft voice echoed e'very word.  
My heart aches now to see that sight,  
The girl with a guitar.

For many years I've been alone  
But still I think of her,  
And through the mist I often hear  
That haunting voice that's surely gone,  
That girl with a guitar.

ANGELA SPENCE, 5A.

## THE KITTEN

She curled herself upon the stair  
I dared not move her resting there.  
She peered at me with beady eyes,  
I paused, and raised my foot on high.  
She arched her back,  
Shot out a paw,  
I hesitated —  
As a claw  
Appeared and dared me to advance.  
I feared her anger thus to meet  
And as I made my sad retreat  
She settled down once more to sleep,  
Triumphant, in a small black heap.

SUSAN GARDINER, 4B.

## PRIZE ESSAY

At a School Assembly on Friday, 7th August, Mr. Fullager, President of the Eastwood branch of the R.S.S. & A.I.L.A. presented a prize from his branch for the best entry in the senior division of the 1964 Anzac Essay Competition to Tony Carpenter. On the 11th August, Tony was presented with another valuable prize, in the presence of the Lieutenant Governor, Sir Kenneth Street, at the R.S.L. State Congress, for submitting his essay, judged best in the State. Tony's essay was read to Congress by the distinguished elocutionist, Mr. Bryson Taylor.

Editor.



1st XV IN ACTION vs. MOSMAN, T. G. Milner Field

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## WHAT! IS THE WORLD GOING FORWARD?

When God created the world  
Adam and Eve wore nothing!  
In the 16th and 17th Centuries  
People bathed in full swimsuits;  
In the 18th and 19th Centuries  
Swimsuits became smaller and briefer;  
In the mid-20th Century  
One piece became two small pieces;  
What by the year 2000?  
Adams and Eves may cover Bondi,  
But who creates the world THIS time?

HENRY LEE, 4E.

## DIE DEUTSCHE ORDENSRIITTER

Es waren Ritter, und Deutsch sie war'n:  
Im Mittelalter — vor vielen Jahr'n:  
Durch Preussen und durch alt's Livland  
Ritt'n die Ritter: Schwert in hand.  
Hermann von Salza ihr Hochmeister war,  
Er war de Ritter allerfluehnster da.  
So heilig, tapfer, kuehn, sie warn!  
(Das ist was wir nun erfahn);  
Und als sie Kreuz-und Kirsch' Kampf fuehrten,  
Sie brachten allen Heiden Stuerzen.  
Es leben Erinnerung'n von ihnen,  
Die haben Christenheit so gut gedienen.

### TRANSLATION

#### THE TUTEONIC KNIGHTS

There were bold knights — (Teutonic you know.)  
In the Middle Ages, many years ago.  
Through Prussia, Livonia, and other lands  
Rode the knights — sword in hand.  
Hermann von Salza was their Master,  
And to Slav and heathen he brought disaster.  
So holy, brave, and bold were they,  
(So say the history-books of modern-day.)  
And when they fought for Church and Cross,  
All the heathens were at a loss.  
Long may the memories of them live.  
For much to Christendom did they give.

STEPHEN BRAUN, 5A.

Self Service Grocers & Delicatessen Specialists, West Ryde and Eastwood.

## TUESDAY

"Go to sport! Play the game!"  
Why is every week the same?  
We try to smile and force a grin,  
And if we don't, it's called a sin.  
Some are for, others against;  
Who wants to vote, let's jump the fence.

BRIAN HUDSON, 5A.

## THIS LAND OF OURS

The Land so green and beautiful,  
The sea so calm and blue,  
Everything quiet and peaceful,  
Is waiting for you.

This beautiful land of glory,  
Full of riches so rare,  
This land of mountains of story,  
Which once was solitary fair.

This land of ours has everything,  
From desert to the snow,  
And lovely golden beaches,  
Where gentle breezes blow.

ANONYMOUS, 2nd Year.

## THY COUNTRY

I love a sodden country,  
A land of soaking rains,  
Of sudden weather changes,  
Bringing colds and 'flu and pains.  
If I could see her far horizons,  
Then I could see her storm-tossed seas,  
So if you do not want her  
I'll take her all for me.

MERILYN JENNINGS, 5B.

## THOUGHTS OF A HOCKEY RESERVE

They may not need me; but they might.  
I'll let my head be just in sight;  
A skill as small as mine might be  
Precisely their necessity.

MARILYN MACDONALD, 5A.

## THE ROYAL HOUSE OF WINDSOR

BY THE KING

A PROCLAMATION

Declaring that the Name of Windsor is to be Borne by His Royal House and Family and Relinquishing the Use of all German Titles and Dignities.

George R.I.

Whereas We, having taken into consideration the Name and Title of Our Royal House and Family, have determined that henceforth Our House and Family shall be styled and known as the House and Family of Windsor:

And whereas We have further determined for Ourselves and for and on behalf of Our descendants and all the other descendants of Our Grandmother Queen Victoria of blessed and glorious memory to relinquish and discontinue the use of all German Titles and Dignities:

And whereas We have declared these Our determinations in Our Privy Council:

Now, therefore, We, out of Our Royal Will and Authority, do hereby declare and announce that as from the date of this Our Royal Proclamation Our House and Family shall be styled and known as the House and Family of Windsor, and that all the descendants in the male line of Our said Grandmother Queen Victoria who are subjects of these Realms, other than female descendants who may marry or may have married, shall bear the said Name of Windsor:

And do hereby further declare and announce that We for Ourselves and for and on behalf of Our descendants and all other the descendants of Our said Grandmother Queen Victoria who are subjects of these Realms, relinquish and enjoin the discontinuance of the use of the Degrees, Styles, Dignities, Titles and Honours of Dukes and Duchesses of Saxony and Princes and Princesses of Saxe-Coburg and Gotha, and all other German Degrees, Styles, Dignities, Titles, Honours and Appellations to Us or to them heretofore belonging or appertaining.

Given at Our Court at Buckingham Palace, this Seventeenth day of July, in the year of our Lord One thousand nine hundred and seventeen, and in the Eighth year of Our Reign.

GOD SAVE THE KING

Page donated by Grace Bros., Pty. Ltd., Regional Centre, Top Ryde.

When this proclamation became public on July 17, 1917, the people, not only of the British Isles, but all the dominions of the Commonwealth, were greatly satisfied, for on this occasion the King, George V, had severed the last remaining link between the subjects of Britain and the subjects of the Kingdom of Germany.

With Victoria's marriage to her cousin Albert, the Royal Family became known as the House of Saxe-Coburg, and the family name was Wettin. With this Royal Marriage all the titles, estates, etc., belonging to the Saxe-Coburg House were inherited by the British Royal Family. Thus the Royal Family became more Germanised than ever before, for Victoria was a direct descendant of George I, her great-great grandfather, who was Prince of Hanover.

Possessing so many German Titles, the British Royal Family was in an embarrassing position when Kaiser Wilhelm II, Emperor of Germany, and cousin to George V, declared war on Britain. To associate his family more definitely with the British people the King published the above statement, declaring the Royal Family and its descendants to bear the name of Windsor. The name Windsor was well chosen, for the great castle of Windsor, "the most romantique castle in the world", as Pepys called it, has been the chief home of British Monarchs since the days of King Edward III. Planted on a hilltop, within sight of the lights of London, surrounded by some of the most picturesque river and rural scenery in Europe, frowning without and palatially comfortable within, it typifies peace, prosperity and security. Many kings have made it their habitation; Plantagenet and Lancaster, York and Tudor, Stuart and Hanoverian. From them it has acquired a character of its own, that speaks, in every stone, of England. Its chapel is the last resting-place of monarchs, including Henry VIII, Charles I and Edward VII. Here Cromwell lived, and here, too, Charles II had his favourite summer home. William the Conqueror built it, the Tudor kings transformed it, Cromwell preserved it, and the Hanoverian monarchs spent at least a million pounds on its aggrandisement.

Today, the House of Windsor, looks as if it will continue for many a year. In 1960, Queen Elizabeth II issued a proclamation, stating that her Heir Apparent, Charles, would bear the name of Windsor, although the family name is Mountbatten. Although the House of Windsor has been in existence for near on fifty years, it was only this year that a member of the Royal Family bore the name Windsor, outright. She was the daughter of the Duchess of Kent, and was christened Lady Helen Windsor.

KEITH EMERY, 5A.



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  - 8a. Peters & Ludlow Pty. Ltd., 120 Blaxland Road, Ryde.
  - b. Bank of New South Wales, Blaxland Road, Ryde.
  - 9a. D. Lombardo & Sons, 111 Blaxland Road, Ryde.
  - b. W. Englefield & Co., 66 Blaxland Road, Ryde.
  - 10a. G. Sorrenti, 20 Church Street, Ryde.
  - b. J. Stockwell, Blaxland Road, Ryde.
  - 11a. O.P.S.M., Regional Centre, Top Ryde.
  - b. S. M. Penklis, 20 Regional Centre, Top Ryde.
  - 12a. Woolworths Pty. Ltd., Regional Centre, Top Ryde.
  - b. "Mirrabelle", Regional Centre, Top Ryde.
  - 13a. L. J. Hooker Pty. Ltd., Regional Centre, Top Ryde.
  - b. J. Hamill, Regional Centre, Top Ryde.
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