

... ITS TEACHERS ...

THE COMING YEAR

It is the common practice each year for teachers and students to think about arrangements for next year and to forecast likely developments. In fact it is necessary to plan well ahead for the following year.

1971 has been exceptional in that we started a long time ago to ask one another questions about 1972. Will we have sufficient high school teachers? Can we get other teachers from overseas? Will it be necessary to have a shorter school week or no sport? What subjects will not be available next year? Will the School Certificate Examination disappear? What changes will be associated with the Higher School Certificate Examination?

The answers to some of these questions are still not known.

Another question closer to home and our understanding relates to 1972 and building operations in our grounds. Yes, the foundations you see are the start of a new double storey Science and Library building which may be ready for occupation in May, 1972.

We can tell you the ground floor will contain four science laboratories, two preparation rooms, two senior work rooms and one bulk store.

Accommodation details of the first floor are interesting. Visualise a reading room large enough to seat comfortably about 110 students with an annexe capable of seating another 42, and three group-discussion rooms to seat 24, 16 and 10 students respectively, as well as mezzanine with comfortable accommodation and equipment for nine seniors and you get some idea of the size of the new library.

Our school has certainly lacked a senior study centre but students may find next year's arrangements a very suitable substitute.

Add to the first floor two offices, a small audio visual room, teachers' reading room, stock room and one work room and you can mentally picture the new library.

Let us console ourselves with this picture when we can't answer other questions about the coming year.

J. McDONNELL







Staff Directory, 1971

Principal: Mr. J. McDONNELL, B.Ec.

Deputy Principal: Mr. K. RICE, B.A.

English/History Department:

Mr. P. Marleod, M.A., English Master.
Mr. K. Parton, B.A., A.L.C.M., History Master.
Mr. F. Clarke, B.A., A.Mus.A., Special Master.
Mrs. Y. L. Barras, B.A., Dip.Ed.
Miss R. Biggs, B.A., Dip.Ed.
Mrs. K. Bradley, Supervisor of Girls.
Mrs. M. Broadbent, B.A., Dip.Ed. (Term 1).
Mrs. M. Eccles, B.A., Dip.Ed.
Mrs. J. Shapira, B.A., Girls' Careers' Adviser.
Miss M. Stubbs, B.A.
Mr. R. Symons, B.A.; Form 4 Patron.
Mrs. J. Cormack, B.A.
Miss A. Kenna, B.A., Dip.Ed.
Miss S. Lonergan, B.A. (from September).

Mathematics Department:

Mr. D. Butler, B.Sc., Dip.Ed., Science Master;
Form 6 Patron.
Mr. R. Clarke, B.A., Dip.Ed. (Sydney), M.A.
(Macquarie).
Mr. R. Cleary.
Mrs. J. Milburn.
Mr. D. Ross.
Mr. G. Ryan, B.A.
Mrs. P. Walker, B.A., Dip.Ed.

Science Department:

Mr. J. Spence, B.A., Science Master; Form 5
Patron.
Mr. R. Banner, B.Sc., Dip.Ed.
Mr. J. Howard.
Miss M. Lawler.
Mr. J. Moir, B.Sc., Dip.Ed.; Form 1 Patron.
Mrs. D. Stewart.
Mr. R. Thambarajah, B.Sc.

Language Department:

Mr. A. Strong, B.A., Dip.Ed., Language Master
(Term 1).
Mrs. B. Anderson, B.A., Dip.Ed., Special
Mistress (Terms and 1 and 2).
Miss M. Bocska, B.A., Dip.Ed.
Mrs. A. Dagleish, B.A., Dip.Ed., Acting
Language Mistress.
Mrs. K. Stiles, B.A., Dip.Ed.
Mrs. Davies, B.A., Dip.Ed.
Miss L. Myers, B.A., Dip.Ed.

Commerce Department:

Mr. J. Sparks, B.Ec., Dip.Ed., A.B.I.A.,
Commerce Master.
Mr. G. Bridger, B.A., Dip.Ed. (Term 1).
Mr. I. Henderson, Boys' Careers' Adviser.
Miss S. Paviour.
Mr. J. Smith, B.Ec.; Form 3 Patron; Treasurer.
Mr. P. Watt.

Manual Arts Department:

Mr. D. Luttrell, A.S.T.C., Manual Arts Master.
Mr. D. Dean.
Mr. P. Liddle, A.S.T.C.
Mr. J. Wood.

Home Economics Department:

Mrs. L. Dixon — in charge of Department.
Mrs. R. O'Connor.
Mrs. W. Poole.
Mrs. J. Stimpson.

Music Department:

Mrs. C. Bailey, A.Mus.A. (Special Music).
Mrs. M. McGue, L.Mus.A., A.Mus.A. (Special
Music).

Art Department:

Mr. A. Chambers, A.S.T.C., Art Master; Form
2 Patron.
Miss C. Griffin, A.S.T.C.
Mrs. C. Knowles, H.D.T.S.A.C. (Victoria).

Physical Education Department:

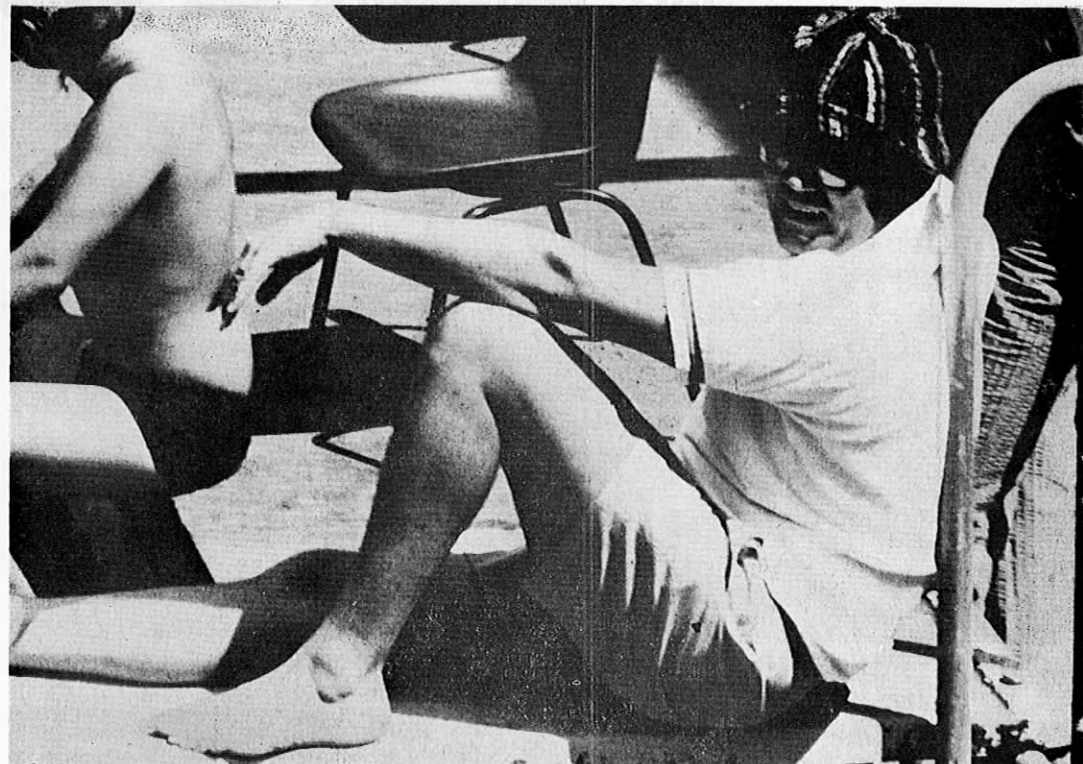
Mrs. J. Evans, Dip.P.E. (Term 1).
Mr. P. Woods, Dip.P.E., Sportsmaster.
Mrs. M. Binning, Dip.P.E., Sportsmistress.

School Counsellor:

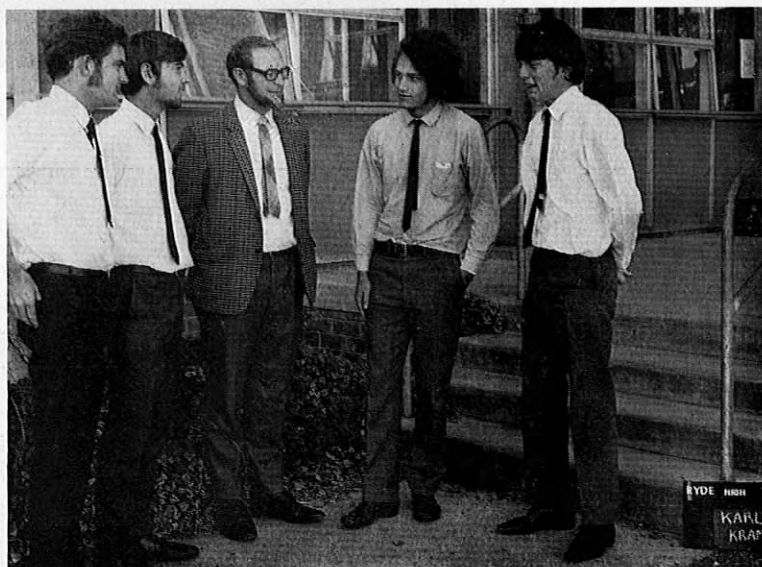
Mrs. P. Waugh, B.A.,

Clerical Assistants:

Mrs. F. Cahill.
Mrs. J. Lugton, Assistant Treasurer.
Mrs. A. Parker.
Mrs. D. O'Neill, Laboratory Assistant.
Mrs. M. Kendrick, Library Assistant.
Mrs. V. Imrie, Kitchen Assistant.



BUT ABOVE ALL OUR SCHOOL IS ITS IDEAS AND ACTIVITIES



School Debating

This year we again entered teams in all four debating competitions — two Boys' teams (Forms V and VI), one Girls' team (Forms V and VI) and one mixed team from Form IV.

Although we won very few debates, the teams all enjoyed the competitions and learnt from them. We look forward to more wins next year.

K. BRADLEY

LIBRARY REPORT

"The Library is not just books any more" typifies our library which is making more and more use of audio-visual equipment. A cassette recorder and tape recorder were supplied to the library by the Commonwealth this year and the P. & C. have donated additional playbacks which are in constant use. Cassettes and playbacks may be borrowed overnight by senior students who wish to listen to recordings of history broadcasts, the poetry and plays they study, mathematics, music or language recordings.

Valuable assistance has been given to the Library by the Library Prefects —

Marilyn Holt	Tony Swan	Geoffrey Barnier	Rosemary Butt
Ross Wakeley	Peter Campbell	Peter Wakeley	Jenny Foss
Narelle Dimmock	Robert Reid		

A. J. McCORMICK, Librarian.

"THE LITTLE SWEEP"

"The Little Sweep" from "Let's Make an Opera" by Benjamin Britton was chosen as Opera for this year, partially to assist the Sixth Form music elective class — a number of whom were in the orchestra, and to give a change from the similarity of Gilbert and Sullivan operettas, of which the school has performed six in ten years.

After a number of setbacks the Opera was staged quite successfully on the Wednesday and Thursday nights of Education Week. Two professional players augmented the orchestra which worked particularly hard with the difficult, often discordant, score.

The children — Clare Hadley, Steve Marchant, Meredith Simpson, Philip Thew, Lois Brumfield, Linda Higgins, with the aid of their nurse, Julie Craig, rescue the little sweep, Ian Donaldson, from his task masters, Bevan Anderson and John Pearson, and their house mistress, Kim Schutter. The audience participated in most of the singing on the Thursday evening.

We would all like to thank Mr. Howard for his hard work and help as producer and stage director; Mr. Chambers and the Art Staff for the properties and backdrop; and Mrs. Bailey and Mrs. McGue who were in charge of the musical direction.

On the programme for the two nights of the Opera, was a short concert.

The Senior Orchestra worked hard to perform Rimsky-Korsakov's "Dance of the Tumblers", and will perform again on Speech Night.

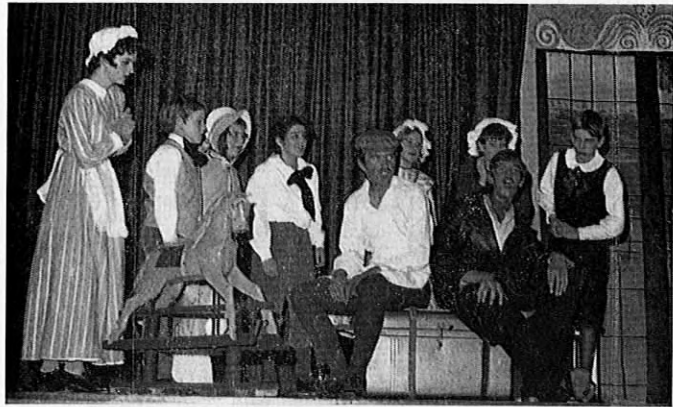
A short dance, "Spinning Wheel", was performed by eight girls chosen from the Jazz Ballet as a Sport this year. It is to be hoped this is the beginning of a number of performances to be given in the future.

A Pianoforte duet by Helen Wilson; folk songs by Royston Wilde and verse-speaking by Sue Clapham added extra variety to the concert.

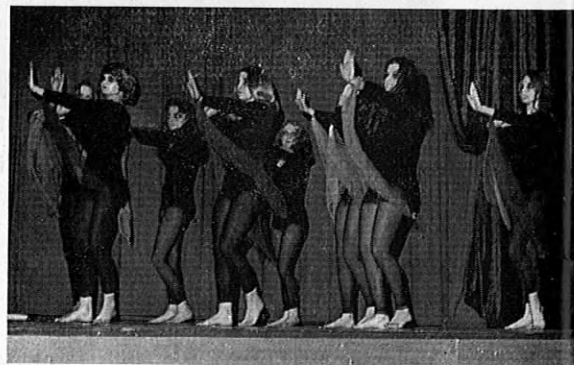
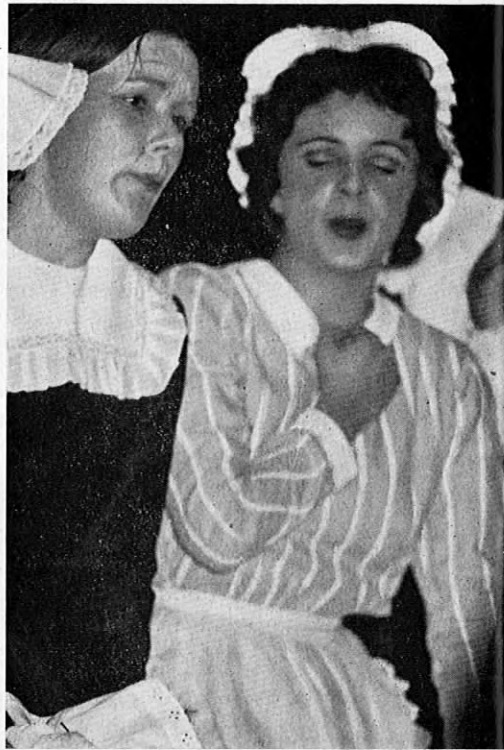
The Junior Orchestra consisting of beginners on Strings, Woodwind and Brass instruments, are working towards their debut on Speech Night.

CHOIR

This year the choir was again successful in being chosen for the Combined Secondary Schools' Choral Concert for both the matinee and the evening concert performance. Several girls from the choir represented the school at the Ecumenical Church Service held at the school in May and three, N. Dimmock, L. Newman and W. Anderson, sang a trio — "Lift Thine Eyes" from "Elijah" by Mendelssohn. Several items are now in preparation for Speech Day.



OPERA AND BALLET



School Social Report

This year we have held two Socials so far — one early in May for the Junior School. This was an outstanding success and many thanks go to the School Council who helped in the organization of this function. In early August we held our Senior Social which proved to be a most enjoyable evening as well. Both these functions had record attendances and we look forward to many more such functions in the future.

K. BRADLEY

Guitar Club Report

The Guitar Club is an elusive thing
One time a crowd, another nothing
It changes time and shifts its station
A completely absurd occupation.





Inter-School Christian Fellowship, 1971

I.S.C.F. is an interdenominational group fostered by the Scripture Union, and meets in Primary and Secondary Schools throughout New South Wales. It incorporates the aim "to know Christ and make Him known". I.S.C.F. strives to help the student make Christ the centre of daily living, especially at school.

Ryde's I.S.C.F. group meets each Thursday at lunchtime in Room 39. Meetings take the form of discussions, films and talks given by guest speakers. Other activities on our programme are prayer and committee meetings and occasional outings. This year we combined with Hunter's Hill for a house party at Collaroy Salvation Army Camp Site. Some 50 students attended and it proved to be a valuable time of discussion and thought.

We would wish to thank Mr. Banner and Miss Lawlor and other members of staff as well as ex-students for their assistance and effort during the year.

JOAN CHAPMAN, Form V.

Camera Club Report

The club has met on Wednesday afternoons after school in Lab. 1. The group has had lectures from the Kodak Lecture Service, held discussions, and has critically examined prize-winning photographs.

Any students interested in aspects of photography are invited to join us on Wednesday afternoons or they may contact Mr. Banner.

ED. The greater part of the photography appearing in this magazine was the excellent work of the Club — especially its founder, Mr. R. Banner.

THE PRINCIPAL SPEAKS . . .

Interviewer: M. Davidson.

Q.—What are the greatest changes or achievements to have occurred at Ryde since you first became Headmaster?

A.—A number of changes have taken place, including the awarding of "blues". The Prefect System has altered in numbers and possibly the electoral procedure. Numbers of subjects have been reduced from 7 to 6. One of the most important changes was the introduction of Form Patrons, as from 1965. This allowed Senior Masters to act like Headmasters to pupils for 4 or 6 years. A number of changes were inevitable with the introduction of the Wyndham Scheme. Since I have been here there has been a change in uniform for senior students. Many changes which have occurred are concerned mainly with the internal management of the school.

Q.—Can you tell us more about the new block under construction?

A.—The new wing will be completed about the middle of next year. On the ground floor there will be 4 new Science Labs. and Prep. rooms. The first floor will consist of a large Library and Reading room and several annexes. There will also be a large mezzanine library, group discussion rooms, an audio-visual room and a Teachers' reading room. The new block will be a good substitute for a senior study centre.

Q.—Do you think it would be a good idea to establish separate senior schools for H.S.C. students?

A.—No. Experience with Intermediate and Junior Secondary schools shows that such a scheme tends to encourage class division. Rather than separate senior schools, some schools should concentrate less on the less popular subjects, e.g. Music, Latin and German, so that too much teacher-staff wastage does not occur. Many don't like changing schools after 4 years. Those students wishing to continue Music, etc. would be a small minority and might wish to change.

Q.—Do you think the H.S.C. should be an external examination?

A.—Yes, because of competition for scholar-ships. It would probably be a fairer test if the exam. were partly external. The results of the H.S.C. should be based partly on School records, and separate short exams should be given for scholarship seekers.

Q.—Are there any subjects you would like to see added to the curriculum?

A.—I would like to see the curriculum changed. Everyone should receive a better general education. I feel there should be more detailed study of subjects involving current affairs. I do not think enough time is devoted to important matters such as Civics, Etiquette and General Behaviour involving the understanding of responsibilities and the needs of others. I contend greater interest should be shown towards S-E Asia in the form of Language Study and a more detailed study of the geography and history of the Asiatic continent.

Q.—Do you feel the Students' Rep. Council has been in any way beneficial to Student-Teacher relationships?

A.—Yes. I think the S.R.C. gets to understand the School's problems and difficulties, and the difficulties of the Staff, and tends to relay this information to classes. The S.R.C. has been a good development within the School. I did expect to see one begun earlier, but the interest was not there, and without the interest there was no use in foisting one upon the School. Some people think the S.R.C. clashes with the Prefect System, but I disagree.

Quota "Student of the Year" Quest

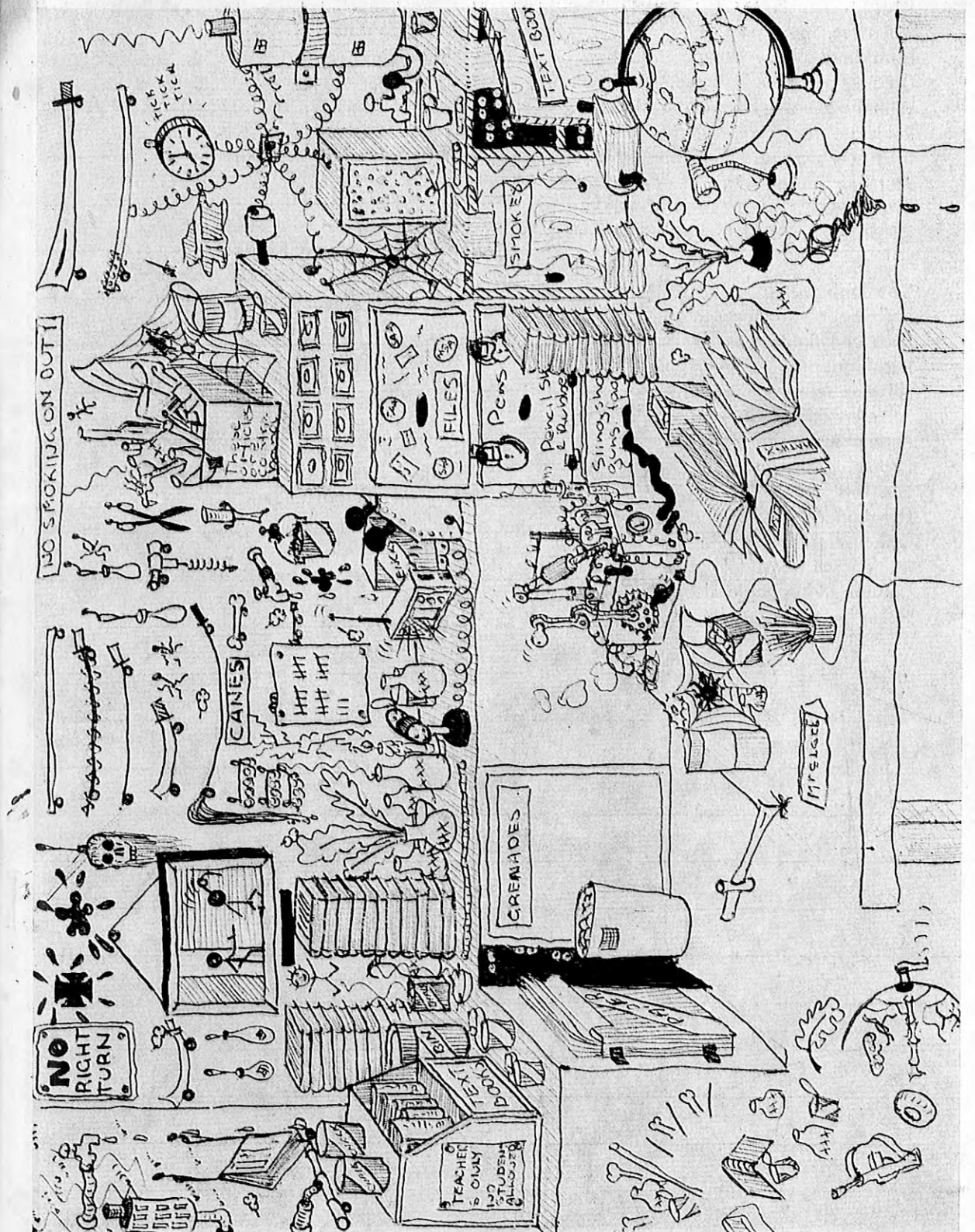
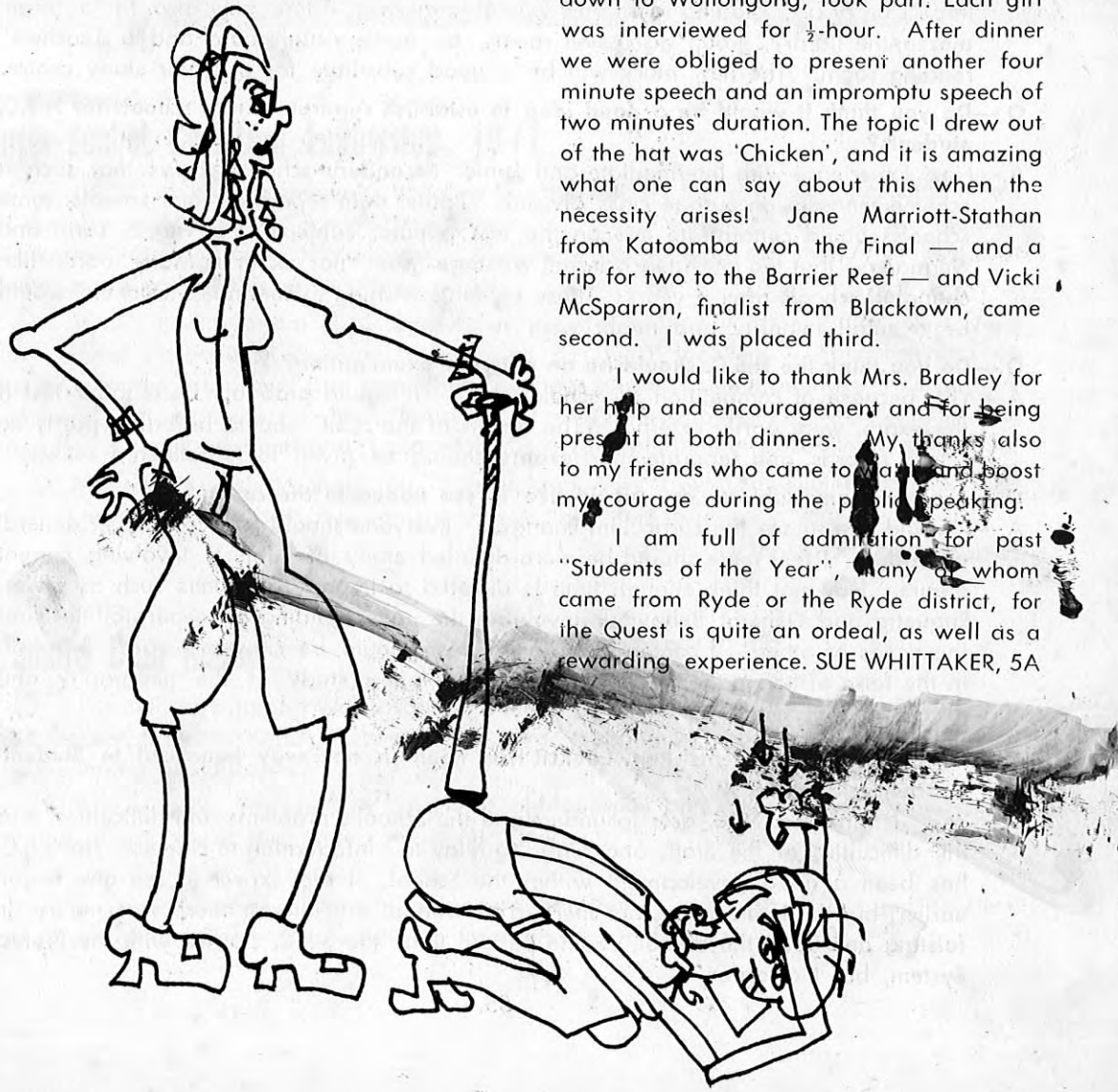
Every year the Zone 13 Quota Clubs conduct a "Student of the Year" Quest. I was honoured to have been nominated as Ryde High's 1971 entrant in this Quest which was judged in two stages.

The first judging took place at "Araluen", Epping on August 16. Five schools competed — Carlingford, Cheltenham, Hunter's Hill, Marsden and Ryde. The judges were Mr. K. Morton, former Inspector of Schools; Mr. J. Clough, M.L.A.; and Mrs. Leslie Piddington — perhaps best known as "Emily" associated with a certain Building Society T.V. ad. We were interviewed separately and questioned on topics of current interest, before attending a dinner and presenting a prepared speech. My topic for this was "The Problem of the Aged". After each girl spoke for four minutes, the judges conferred, and, to my surprise, I was named the winner. I received a satin sash and a book for the School Library. Heather Stevenson, the representative of Cheltenham, an old friend of mine, came second.

The second judging, the Final, was held at Ryde Civic Centre on September 23rd. Ten finalists from districts in Zone 13, which extends from Katoomba through Sydney and down to Wollongong, took part. Each girl was interviewed for ½-hour. After dinner we were obliged to present another four minute speech and an impromptu speech of two minutes' duration. The topic I drew out of the hat was 'Chicken', and it is amazing what one can say about this when the necessity arises! Jane Marriott-Stathan from Katoomba won the Final — and a trip for two to the Barrier Reef — and Vicki McSparron, finalist from Blacktown, came second. I was placed third.

I would like to thank Mrs. Bradley for her help and encouragement and for being present at both dinners. My thanks also to my friends who came to watch and boost my courage during the public speaking.

I am full of admiration for past "Students of the Year", many of whom came from Ryde or the Ryde district, for the Quest is quite an ordeal, as well as a rewarding experience. SUE WHITTAKER, 5A



Time Runs Out

Sun rises, moon sets,
Heralding a new dawn.
Dreams die, people wake,
With new energy from old sleep.
Reluctant feet carry reluctant minds
In a new day to do old things
Just one second more in one long year
In an endless progression of lost dreams
Of people seeking lost serenity.

One long war of many colours
Each hating all the others.
Each one fighting for his own just right
Each ignoring his own just right.
All men fighting for eternal life
All men doomed to eternal strife
People scorn the people's crying
People ignore their people's dying.
Sun sets, moon rises.
Heralding the end of a new day.
One useless second in a useless year
Millions of questions go unanswered,
Dreams live, people sleep
Never to awaken.

BRUCE MINTER, First Form.



58

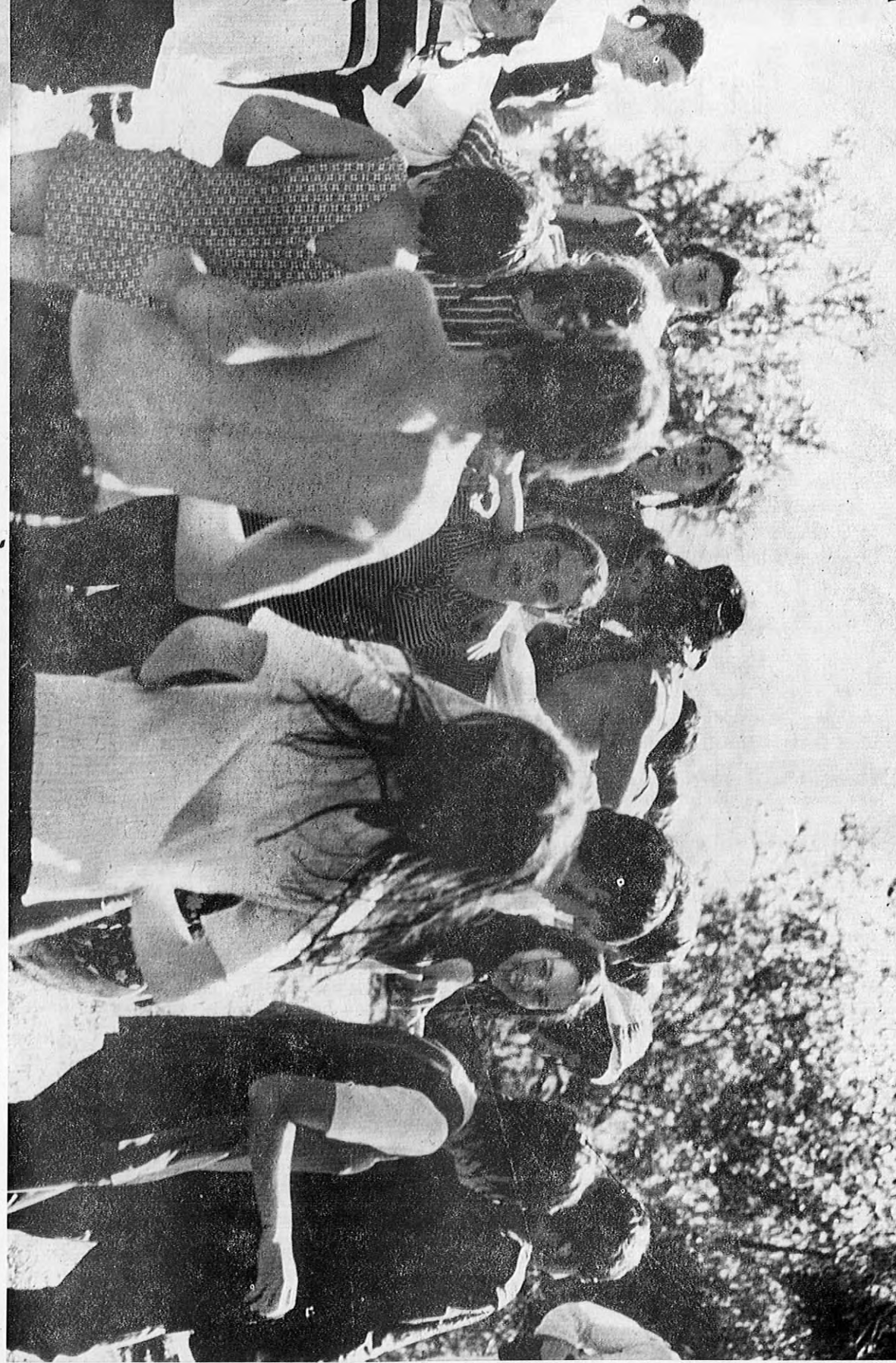
Child -- 1971

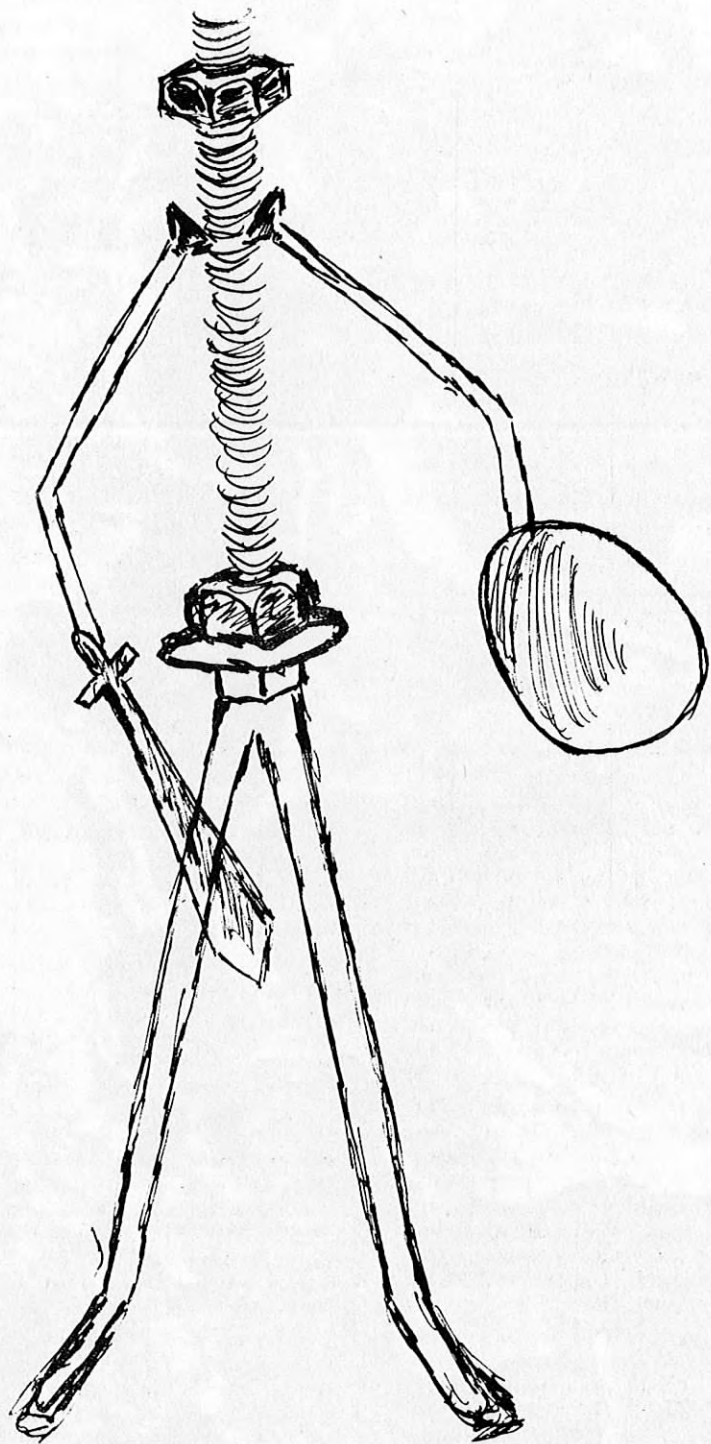
Birth in a tin shed!
During an American bombing,
or was it the Viet-cong;
Parents dead and long since gone,
Now live in fear of napalm, fire and
machine gun;
Child statue begs for food,
American soldier gives candy bar.

First man walks on the moon
While people live and die, rot for a cause
Boys of nineteen shoot to kill;
Find a child bloody and dying,
A child that has lived in for eight
years born in a shed and in fear
Finally finds peace eternal sleep.

The marines cry as they look down
at the lifeless body, once a child.
But they do not know,
What is hidden within,
Maybe they will hear when their time comes
A scream pierces the air, mother in labour
A child is born to live in fear to die in war
Never to find peace,
Until the world sees all wars end.

RAYNA ETTY, 5D.





Forward

And I had a yen to learn the future
 And it was forward I looked in time
 But naught did exist but the dry parched
 earth
 And the blackened charred stumps
 And the dry brittle bones, of man.

A.H., Form III.

The Blind Man

The blind man is spared
 the sight of war torn youth
 made old before their time.

JOANNE LATHAM, 2B.

Rough Water

A liner caught in a violent storm
 A float in a crowded swimming pool.

STEPHEN SMALL, 2B.

Blindness

Shock, fear, realisation, non-acceptance,
 Reluctance, encouragement, apprehension,
 Groping, stumbling, building tension,
 Darkness, shadows, light — independence.

KIM SCHUTTER, 4A.

WAR

What causes war? Few people have effectively answered this question, and indeed, I have sometimes wondered if anyone knows. What drives a man to indiscriminate killing? Is the answer hidden behind courage, glory, victory, patriotism, and cowardice, or is it carefully intertwined through these qualities? Or is it merely the native instinct of survival?

I suppose it doesn't really matter what STARTS it, but the carnage and destruction which results from war must certainly undergo enquiry.

A mushroom-shaped cloud rises delicately into the air, turning and swirling heavily. And yet below this cloud, which in itself is beautiful, is a holocaust of terror, and unbelievable torture, that is attributed to modern warfare. Skin melted over skulls, eyes bulging out of heads. Decimated cities and death. Death hangs like a thick cloud of smog over what they used to call Hiroshima.

To those who fight in this war, they must drop the cloth of respectability that society has trained them to wear, and become mindless, uncaring animals. And they must be careful to maintain this attitude, because surely the mind would snap if they were to dwell on the legalised murder they are to carry out. Patriotism! How far can it be extended? How much can it condone? I think

this mainly depends on which side wins.

I have heard it said that it is man's basic nature to fight, but how much scope can this basic emotion be given? It is a dangerous emotion, but wouldn't it be more dangerous to compress it?

Perhaps the feeling a man has as he goes onto the battlefield, is best shown in "Everyone's Song" by Siegfried Sasson. The soldier feels a pretence of nonchalance. He feels himself flying away from the bonds that society has enmeshed him in. Knowing that he faces a strong possibility of death, what thoughts must prick uncomfortably at the average soldier's mind? Does he think of his mother, or does he wonder if the policy that placed him there is as urgent as its makers make it seem? Does he think of the wrongs he has done others, or does he resent the cup of life being snatched away, when he has had but a sip of its contents? Or perhaps he just prays!

As we amuse ourselves blowing mushroom clouds, and training professional murderers, and literally but slowly destroying the only little lump of substance in our immediate, but vast space that we'll ever be likely to survive on, the question lives on. What causes war? What feeds it? And how the hell do we stop it!

PAM ROUND, Form 5,

The Butterfly

The butterfly is perfuming
its wings in the scent of the roses.

JOANNE LATHAM, 2B.

Drunkard

Lolling, sleeping, drooling gin,
Laughing, filthy, smelly,
Coughing, vomiting, nearby bin,
Home, rum and telly.

P. FRAZER.

A Country Road

The crisp cold air brushed against my face, as, standing near the edge of the daisy-covered hill, I gazed happily down. It was dusk. The setting sun gave off its last few beams of warmth to the small orange blossoms set alternately down each side of the road. The country seemed full of life as the trees rustled with the wind that sent little flowers swirling into the sky.

The pebbles that were not set down the road were still wet from the afternoon shower that had gone. The sun had set now and no longer were the daisies, poppies and bluebells to be seen displaying their splendour. Glimmerings from the moist leaves and grass were still to be seen. The taste of the dust lingered in my mouth and the warm feeling that was once on the earth was beginning to die away.

Lights flicked in the distance, looking like a fairyland and showing me that the road still remained sturdy, after the rain.

Children's laughter could be heard as they ran out of the way of the oncoming tractors, heading for home after a day in the fields. The fresh smell of country life could still be smelt as I turned away from the road and headed for home.

That's how I would like the world if I could change it.

ROSLYN STANTON, 3E.

The Ring

I want to catch the rhythm of your
movement

To catch the shadow without moving.
To stand by the sides of the light that
falls,

On the patterns of darkness.

You cannot lead the blind

But your voice can wander in their
blindness.

I shall follow in your
movements and count

The stairs that climb beneath my feet

To a higher place

Beside your ring.

I shall climb in silence

On the silent carousels

that wind the clouds

In circles that are written

in your hands.

The movement never ceases

My Peace is drawn in rivers

And the current runs from you.

SUSAN JENSON, 4A.

Now the long days are so hot

I jump and jump to God.

But when the wind is bleak and cold,

I cry to the dead.

KATHY DANDO, 1F.



Pornography

Jane be naughty, Jane be bad —
Jane posed for pictures all unclad.
Jane big nothing, Jane big bore:
Please put on your clothes once more.

MARK FARAGUNA, 2E.

Did you ever see a newsman?
Slandorous-tongued, camera-flashing,
Persuasive-mannered, microphone-wielding

R. NICHOLAS.

Groover

Bony-bodied, thigh-booted, long-leg-bo-
panted;

Crimson-nailed, false-eyelashed, brais-
ringed ear;

Long-haired, fertility-beaded, ring-fingered,
slogans chanted;

Proportionally-padded, protest-pictorial,
groovy gear.

E. ANDERSON.

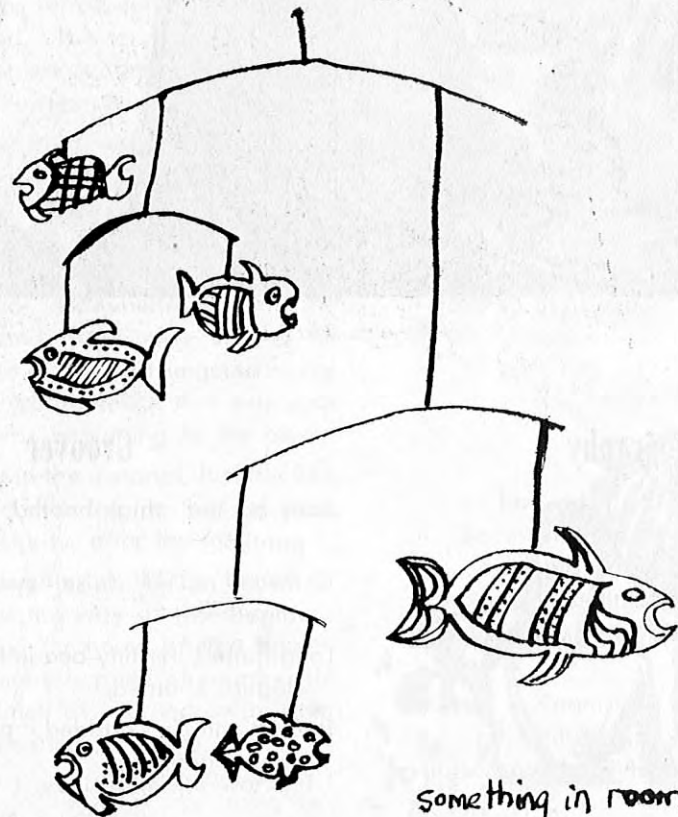
Waste

Wandering, wandering through the listless
grass
Towards a shack, an old wooden shack,
Breaking the monotony of the sparse land
Scarred by a lonesome track
Leading to a dry billabong.

The wooden door is opened,
Opened to reveal a dampened floor
Of dirt, enclosed in wood
Burnt black by the scalding heat
— Impossible to restore!

Will this land be good again —
Be good again when rain can fall?
Then will towns grow like the grain
To relieve the plain of its dismal burden,
Replenishing the starving earth.

J.W.



something in room 31

Dark Legacy

Peaceful and humble their life began,
Hunting food in their simple way,
Using the implements of primitive man,
Wandering around day by day.

Living on kangaroo, grubs and snake,
Spearing them as they are needed,
Cooking over fires the lubras make,
As over the lands they proceeded.

Until man invaded their land,
And drove them from their homes,
They lived happily near the sand,
Free, wherever they wished to roam.

Shunned by man and unfairly judged
They are outcasts of the world,
Whenever they speak the people are
nudged,
And whispering is unfurled.

HELEN ATKINSON, 1A.





A



B



A



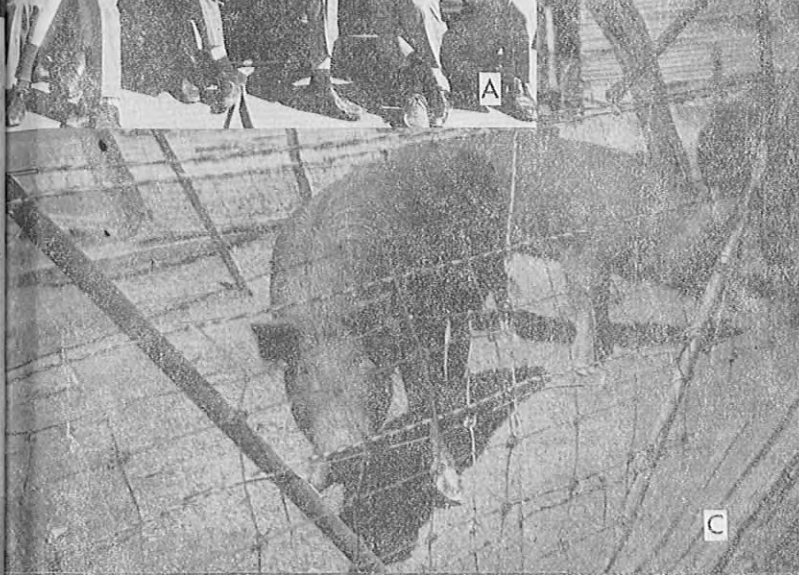
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D



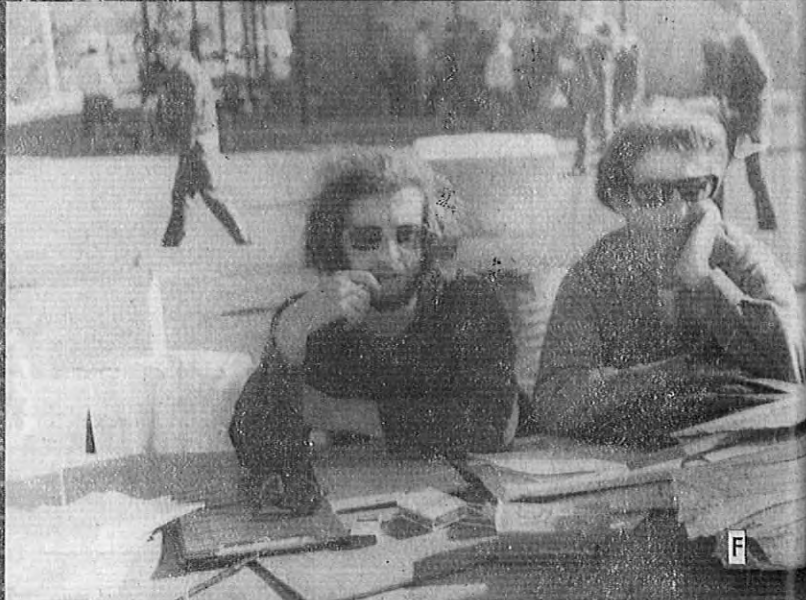
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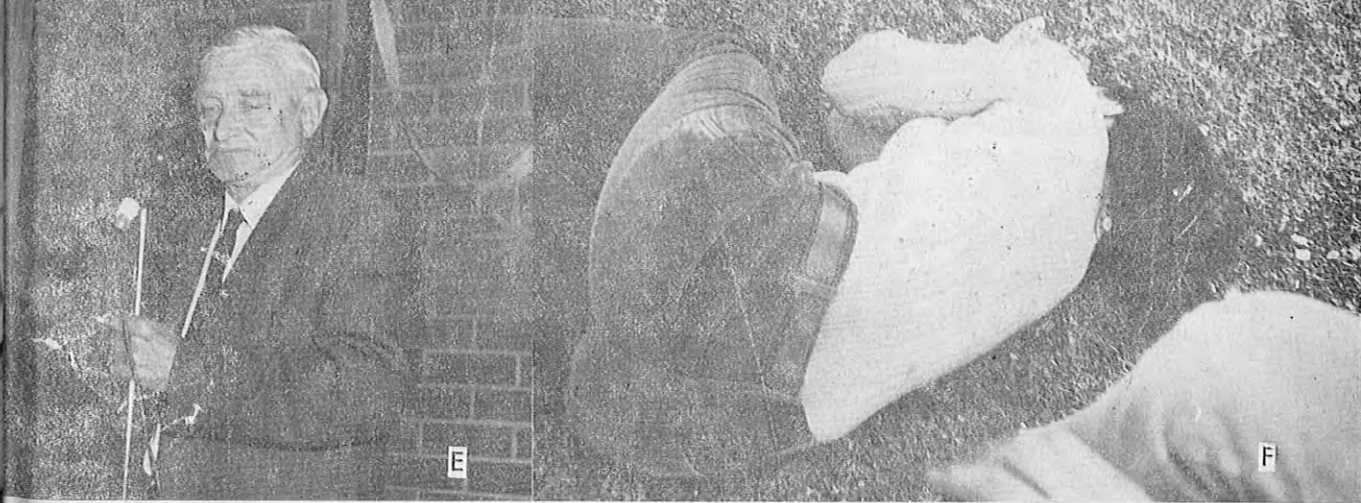
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E



F



E

F

A. "Ah, Sweet Mystery of Life . . ." B. "THAT was Ginger Ale?" C. The One-Handed Terror! D. No Steering, No Clutch, No Pistons — But All Mine! E. "You Haven't a Leg to Stand On!" F. "What Do You Mean — Point Score?"

A. What Assembly 'Rostrum'? B. "Unhand Me, I Say!" C. "Why Us, Why Not Fascist Squirrel?" D. How's That for a Sparrow? E. "We Seem to be in Some Difficulties . . ." F. Stop the World . . .



A



B



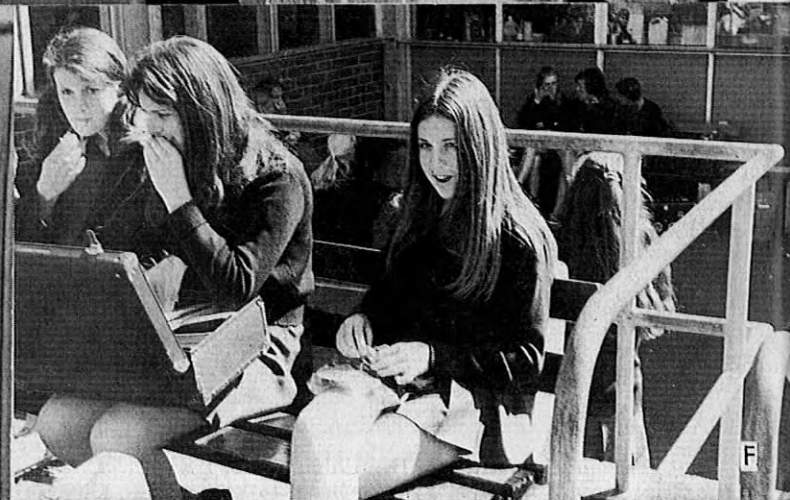
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D



E



F

A. Last Chance for Romance; Tomorrow I Retire! B. Baccarat Beats "Cheat" Any Day. C. That Javelin's Headed This Way! D. Farewell, Farewell, Farewell l l l l . . . E. But I'M Not A Stranger! F. Guess What I Found in My Pie Today?

Girls' Physical Education, 1971

1971 has been a year of variation, both in the physical education classes, with a change in teachers after the first term, and in the sporting field with the introduction of more recreational activities.

The physical education programme has covered many aspects of individual and team performance. The main accent has been placed on making students more aware of their own capabilities and with working well with others as part of a team. There has been considerable enjoyment in class and girls have worked well on the whole, but more attention is required for basic work and tactics in team games if our teams are to have more success.

This lack of practice in basic tactics and games themselves has shown up, particularly in competition during the year. The teams were well equipped and supervised by able staff members, and had some students who had reached a high standard of play, but they just did not have the consistency or the finishing strength they needed so much, to win.

Competitive Grade sport was held in volleyball and softball in term 1, and in hockey, netball, softball, and tennis in term 2. There is no grade competition in the third term as the Sixth and Fifth Form leavers make sport organisation of this kind very difficult to manage. For this reason more recreational activities such as table tennis, badminton, jazz ballet, rhythmical gymnastics, golf and archery have been gradually introduced.

Mrs. M. BINNING,
Sportsmistress.

Boys' Physical Education, 1971

The highlight of the sporting year was the enthusiasm shown by some of the Sixth Form students in grade sports. Particular praise goes to Stephen Elliott and Greg Robinson for their efforts with the school Baseball team. These boys, with the aid of Mr. Ryan, began training as early as four weeks before the start of the competition. Their efforts were rewarded by the team's winning the final by 16-3.

The same commendable attitude to the game was reflected in the play of our First Grade Rugby Union side in the latter part of second term, and the early success of our Soccer squad in the Tasman Cup series. The Soccer XI were to be eliminated in the semi-finals by the eventual series runner-up team of Warner's Bay High.

In Junior Grade teams, which were limited this year to an "A" competition only, the 14 and 15 years Water Polo teams again were successful. In addition both 14 and 15 years Basketball teams were victorious.

It was pleasing to note the increasing numbers of senior students who have taken part in Schol Carnivals. These are the students who have set the tone for the entire school by their attitude towards both social and skilful aspects of sporting activities. With sport in high schools of this State facing possibly its most difficult year, it is from this sector of the school community that enthusiasm and dedication will be generated.

Already some of the Fifth Formers, particularly in Volleyball, are showing keen interest, and it is evident that should the whole school adopt their approach, then the name of Ryde High shall remain a formidable force in the Northern Suburbs and C.H.S. circles.

My thanks to all members of staff who have so willingly and enthusiastically assisted with the boys' sporting activities throughout 1971.

D. WOODS, Sportsmaster.



ATHLETICS CARNIVAL, 1971 (continued from page 44)

Whatmore (B); 3. S. Fox (Go).
 Relay: 1. Blaxland 63.5; 2. Goulding 65.4; 3.
 Gowrie.

Girls' Division Champions — 1971
 Senior: C. Pearce (Gowrie) 58 pts.
 Junior: R. Edwards (Goulding) 40 pts.
 Sub-Junior: S. Whatmore (Blaxland) 34 pts.

Overall Points Score — Boys and Girls

1. Blaxland 904
2. Ryedale 840
3. Gowrie 809
4. Goulding 783

GIRLS' ATHLETICS RECORDS, 1971

Event	Old Record	New Record	Time/Ht./Dist.
OPEN: 400 Metres	L. Audet (1968) 72.1	W. Thompson	70.4
17 & OVER: 100 Metres	R. McWhinney (1969) 14.7	C. Pearce	14.5
200 Metres	Y. Pittelicow (1968) 30.6	C. Pearce	30.5
80 m. Hurdles	L. Hewison (1970) 15.6	C. Pearce	14.1
High Jump	R. McWhinney (1969) 4'5"	L. Newman	4'7"
Relay	Gowrie (1968) 62.1	Gowrie	60.4
16 YEARS: 100 Metres	R. McWhinney (1968) 13.9	G. Nutthal	13.6
80 m. Hurdles	C. Pearce (1970) 15.0	G. Nutthal	14.5
Shot Put	J. Anderson (1968) 29'0 $\frac{1}{2}$ "	D. Keith	34'0"
Long Jump	L. Audet (1970) 13'5"	G. Nutthal	13'6 $\frac{1}{2}$ "
15 YEARS: 100 Metres	C. Lock (1968) 13.9	A. Newman	13.1
200 Metres	C. Moore (1970) 30.9	A. Newman	28.2
80 m. Hurdles	C. Lock (1968) 14.2	A. Newman	12.8
Shot Put	A. Sargent (1968) 28'0"	J. Coles	29'1"
High Jump	M. Rivizza (1969) 4'9"	J. Coles	4'9"=Rec.
Long Jump	C. Lock (1968) 14'2"	J. Coles	15'2 $\frac{3}{4}$ "
Relay	Ryedale (1969)	Blaxland	57.6
14 YEARS: 100 Metres	A. Newman (1970) 14.0	R. Edwards	14.0=Rec.
80 m. Hurdles	A. Newman (1970) 14.5	R. Edwards	14.4
High Jump	A. Newman (1970) 4'5"	R. Edwards	4'6"
Relay	Blaxland (1970) 60.5	Goulding	59.0
13 YEARS: 200 Metres	R. Edwards (1970) 30.8	M. Swinbourne	27.1
80 m. Hurdles	J. Walker (1970) 15.5	M. Swinbourne	14.6
Discuss	J. Stowe (1969) 61'0"	S. Davis	66'4"
Relay	Ryedale (1970) 62.9	Blaxland	61.0
12 YEARS: 100 Metres	K. Whatmore (1970) 15.2	S. Whatmore	15.0
200 Metres	K. Bolwell (1970) 33.3	K. Hemsall	31.6
80 m. Hurdles	K. Whatmore (1970) 16.9	H. Atkinson	15.6
Long Jump	S. Jenson (1968) 11'10"	J. Went	12'10"
Relay	Blaxland (1970) 66.6	Blaxland	63.5

Representatives in Zone Athletics Team

12 Years: S. Whatmore 1A	15 Years: A. Newman 3C
K. Hemsall 1A	J. Stowe 3A
S. Fox 1A	P. Johnson 3D
	J. Coles 3B
13 Years: M. Swinbourne 1A	16 Years: G. Nuttal 4B
L. Went 1A	R. Brown 4A
D. Youngman 2E	
14 Years: R. Edwards 3C	17 Years and Over: C. Pearce 5B
S. McGrath 2D	L. Newman 6A
	A. Stewart 6A



