

*With the Compliments*

*of*



PRINCE'S HIGHWAY, KOGARAH



# *Cook's Log*

1966

**No. 7.**

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THE JOURNAL OF  
JAMES COOK BOYS'  
HIGH SCHOOL

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## Foreword . . .

"Cook's Log" for 1966 again provides evidence of the questing spirit of the students of James Cook High School; here we find young men, in spirit kindred to James Cook, facing the future with high hopes of success. Whatever the school activity, they continue to display the desire to succeed and to achieve honour.

While no doubt the esteem of others for our work is invaluable in spurring us on to further effort and greater achievement, we should not let the desire for acclamation be an absolute guide to our endeavour. John Donne reminded us that, "No man is an island" and Mahatma Gandhi that, "All men are brothers". We must expand our thinking to encompass all men, for the changes occurring in this century, especially the advances made in all fields of learning have made it much more possible for us to achieve a universal brotherhood.

It is the heritage of the young men of today to build a better world based on truth and justice. As never before they have the opportunity of rendering service to their fellows. May the students of James Cook work unselfishly in this cause. Then they can be assured that their search of the unknown was not in vain.

R. J. Faehrmann (Mathematics Master).

### *Cook's Log, 1966 : Credits*

|                          |  |
|--------------------------|--|
| Editor .....             | Mr. R. C. Twigg, B.A., B.Ec., Dip.Ed.          |
| Literary Editors .....   | Mr. R. A. Adams, B.A., Mr. N. J. Hubbard, B.A. |
| Sporting Editor .....    | Mr. B. G. McKelleher, B.A., Dip.Ed.            |
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| Business Manager .....   | Mr. G. G. O'Brien, B.A., Dip.Ed.               |
| Cover Design .....       | Anthony Dawson                                 |



# SCHOOL DIRECTORY



*Principal* ..... W. FOSTER, M.A., Dip.Mod.Lang.

*Deputy Principal* ..... J. J. HUDSON, B.A., Dip.Ed.

## ENGLISH / HISTORY

G. N. Bennett, B.A., Dip. Ed. (Master)  
R. A. Adams, B.A.  
Miss B. M. Dabbs  
N. J. Hubbard, B.A.  
P. J. Lee, B.A.  
Mrs. C. McMullen, B.A., Dip. Ed.  
G. G. O'Brien, B.A., Dip. Ed.  
R. E. Rigby  
R. C. Twigg, B.A., B. Ec., Dip. Ed.

## MATHEMATICS

R. J. Faehrmann, B. Sc., Dip. Ed. (Master)  
G. M. Garland, B. Sc., Dip. Ed.  
P. F. Kidd  
G. W. Meng  
E. J. O'Donnell  
J. W. Whyte  
A. J. Willis, B. Sc., Dip. Ed.

## SCIENCE

G. R. Gotto, B. Sc., Dip. Ed. (Master)  
F. M. Aitkin  
J. K. Gollan  
J. T. Hegarty  
K. R. Joyce, B. Sc., Dip. Ed.  
J. M. McGarity, B. Sc., Dip. Ed.

## COMMERCIAL

J. Coutman, B. Ec. (Master)  
H. Croft  
T. E. Lambert  
M. A. Murchie, B. Ec., Dip. Ed.  
N. O. Polkinghorne, B. Com.  
J. Putney, B. Sc.  
A. Tucker

## MODERN LANGUAGES

T. H. Perrin, B.A., M. Ed. (Master)  
Mrs. J. M. van den Broek  
B. G. McKelleher, B.A., Dip. Ed.

## LIBRARIAN

Mrs. E. E. Sparks, B.A., Dip. Ed.

## MUSIC

Mrs. G. Brawley  
Mrs. D. Watson

## MANUAL ARTS

J. B. Caster, A.S.T.C. (Master)  
S. A. Anstee, B. Sc., A.S.T.C. (Special Master)  
R. Allen  
R. T. Dean  
J. A. Gray, A.S.T.C.  
C. N. Hardinge  
M. J. Murphy  
B. R. Schlenker, B. Sc.  
T. C. Stanger  
F. S. Street  
D. V. Williams, A.S.T.C.

## ART

E. A. Eyre, A.S.T.C.  
Miss J. Stanwyx  
Mrs. J. Stedman

## PHYSICAL EDUCATION

J. C. Morris, Dip. Phys. Ed.  
G. Smith, Dip. Phys. Ed.

## SCHOOL COUNSELLOR

Miss S. Morris, B.A.

## CLERICAL ASSISTANTS

Mrs. L. Bailey  
Mrs. V. Pearse

## LABORATORY ASSISTANT

Mrs. J. Graham

## TREASURER

H. Croft

## SPORTS MASTER

J. C. Morris

## CANTEEN MANAGERESS

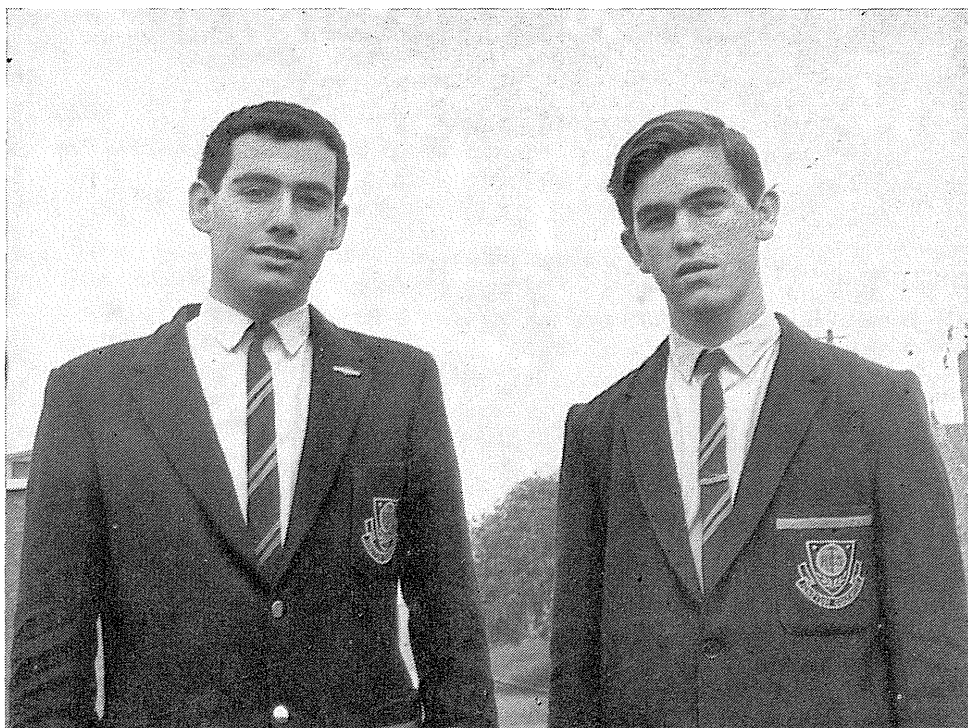
Mrs. J. Miller

## SCHOOL CAPTAIN

P. Levy

## VICE-CAPTAIN

P. Lamond



PHILLIP LEVY (Captain)

PETER LAMOND (Vice-Captain)

## CAPTAIN'S MESSAGE

*It is my privilege to be writing this 'Captain's Message' for 1966. I wish to thank the School for bestowing on me its highest honour and I sincerely hope that my actions have brought credit to the School.*

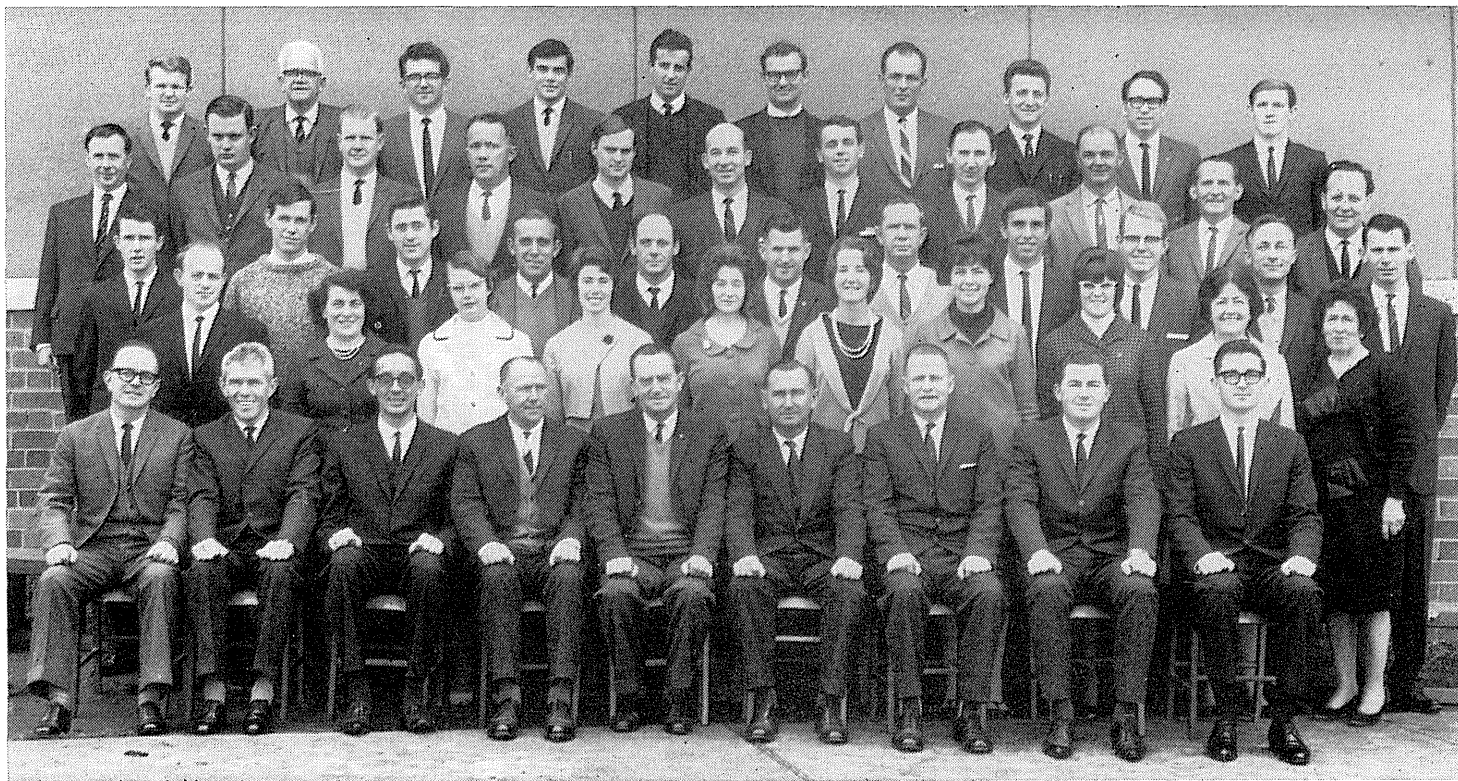
*The prefects and myself are indebted to the guidance and encouragement provided by Mr. Foster, Mr. Hudson, Mr. Faehrmann, our Prefects' Master, and the Staff. On behalf of my fellow students I thank the Parents and Citizens' Association and the Ladies' Auxiliary for donating so much expensive but essential equipment. Mrs. Sparks, the librarian, deserves a special vote of thanks for her efficient upkeep of the library, which, under the Wyndham Scheme, is becoming an increasingly important section of the School.*

*As captain, I wish to thank Peter Lamond, my vice-captain, for the initiative he has taken in his position. I also thank all my prefects for the willingness and eagerness they have shown in the execution of their duties. Their efforts have made my task much easier.*

*This School's record, both academically and in the field of sport, is one of which to be proud. This has not been accomplished overnight. It has been brought about by the united effort of the whole School. I remind all students that you have the responsibility and obligation to uphold this tradition. In doing so you will be helping the School achieve its purpose of moulding its students into active and responsible members of the community. Apart from this you will enjoy a sense of satisfaction and thoroughly enjoy carrying out your daily tasks and duties. Always keep in mind your School Motto, "Ignotum Quaerite"—"Seek the Unknown", and apply it to your lessons. As well as studying, participate in sport and above all serve your School. The more service you give your School the greater will be the benefit it returns to you.*

*Finally, I wish to say that it has been an exhilarating experience to be chosen School Captain. I will always be proud that you have trusted me to meet the challenges of this position.*

*Phillip Levy.*



### THE STAFF

**Front Row:** Messrs. J. Coutman, J. Faehrmann, T. Perrin, S. Anstee, W. Foster (Principal), J. Hudson (Deputy Principal), J. Caster, G. Gotto, R. Twigg.

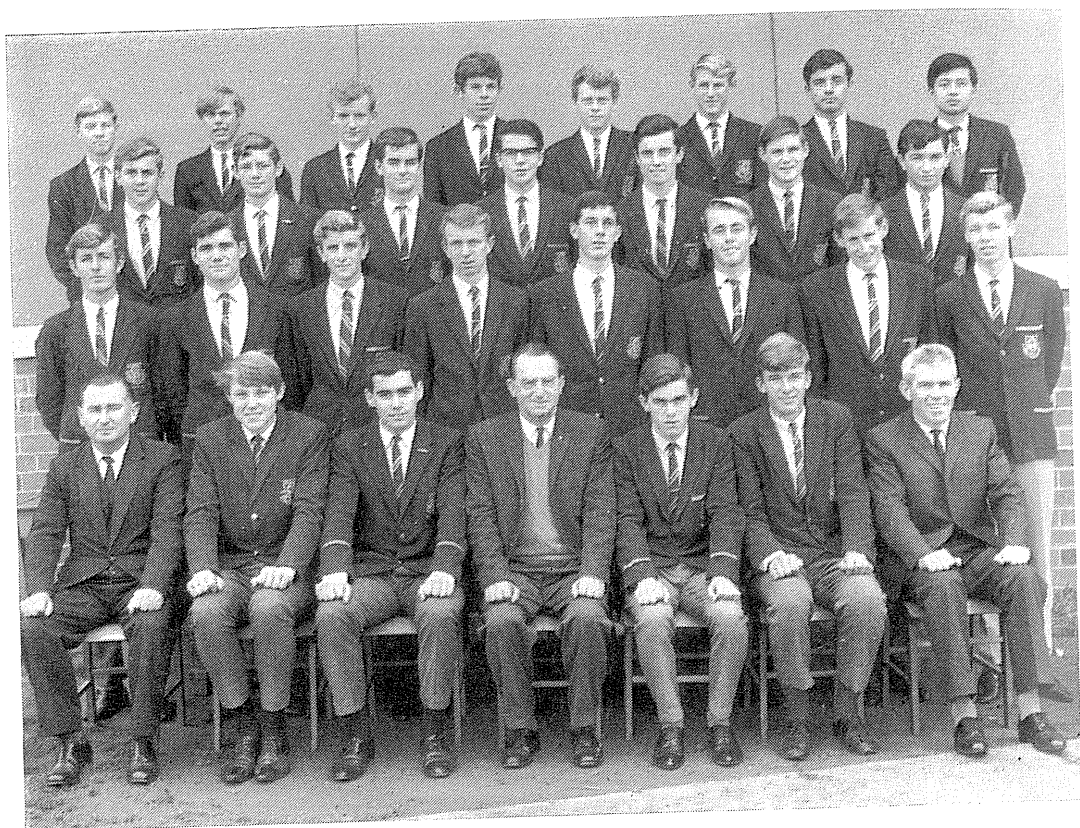
**Second Row:** Mr. T. Stanger, Mrs. J. Graham, Miss B. Dabbs, Mrs. C. McMullen, Mrs. G. Brawley, Mrs. D. Watson, Miss J. Stanwyx, Mrs. J. van den Broek, Mrs. V. Pearse, Mrs. L. Bailey.

**Third Row:** Messrs. J. McGarity, M. Murphy, R. Dean, F. Street, N. Hardinge, J. Gray, G. Meng, G. Smith, J. Putney, M. Murchie, B. McKelleher.

**Fourth Row:** Messrs. P. Lee, N. Hubbard, J. Whyte, T. Lambert, K. Gollan, J. Hegarty, G. Garland, N. Polkinghorne, J. Morris, H. Croft, D. Williams.

**Fifth Row:** Messrs. B. Schlenker, F. Aitkin, E. O'Donnell, R. Rigby, G. O'Brien, E. Eyre, A. Willis, R. Adams, K. Joyce, P. Kidd.

**Absent:** Mr. N. Bennett, Mr. A. Tucker, Mr. R. Allen, Mrs. E. Sparks, Mrs. J. Stedman.



### THE PREFECTS

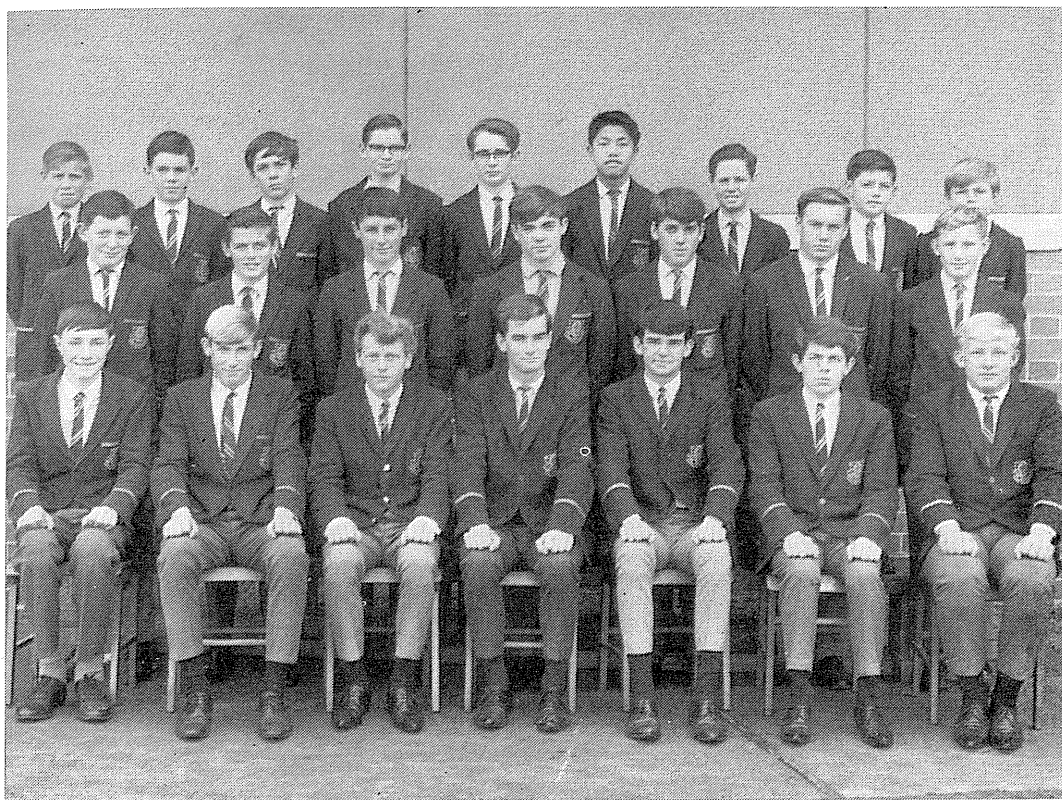
**Front Row:** Mr. J. Hudson (Deputy Principal), S. Goudie, P. Levy (Captain), Mr. W. Foster (Principal), P. Lamond (Vice-Captain), P. Morris, Mr. J. Faehrmann (Prefects' Master).

**Second Row:** G. Heap, D. Nall, R. Chipman, G. Baker, P. Chatenay, T. Keenan, K. Kolts, E. Cooper.

**Third Row:** S. Kinsela, P. Maskiell, G. Ross, R. Lovatt, G. Reynolds, M. Tippet, S. Lebovic.

**Back Row:** K. Millar, P. Crawford, D. Robson, K. James, R. Miller, G. Lewis, J. Poulos, A. Lum.





#### CLASS CAPTAINS

**Front Row:** B. Haynes, P. Denman, R. Miller, G. Ross, D. Goble, N. Olsen, J. Lucas.

**Second Row:** G. Fitzgerald, G. Richards, B. Melville, L. Kennewell, B. Borjeson, N. White, I. Smith.

**Back Row:** N. Turner, P. O'Grady, B. Ryall, L. Penrose, K. Maxwell, P. Louey, P. Spooner, S. McArthur, Z. Janko.

### STAFF CHANGES

Since our last Cook's Log there have been many changes in the Staff.

Mr. Johnson, the Commercial Master, was promoted to the position of Vice Principal at Lurnea High, Mr. Young, the Manual Arts Master, to the position of Vice Principal at Greystanes High, and Mr. Fulker, the Science Master, to the position of Vice Principal at Randwick North High. Mr. Porteous was promoted to English Master at Randwick North High and Mr. Skelsey to relieving Manual Arts Master at Tempe High. Other teachers who left James Cook were Mr. Fenley (English), Mr. Baker (Mathematics), Mr. Wilson (Commercial), Mr. Clubbs (Manual Arts), Miss White (Art), Mr. Brown (Physical Education) and Miss Frewin and

Mr. Ping (Music).

New teachers welcomed in 1966 were Mr. Coutman (Commercial Master), Mr. Caster (Manual Arts Master), Mr. Gotto (Science Master), Mr. Rigby, Miss Dabbs, Mrs. McMullen, Mr. Gollan, Mr. Putney, Mr. Williams, Mr. Dean, Mr. Murphy, Mr. Tucker, Mrs. Watson, Mrs. Brawley, Mrs. Stedman and Mr. Smith. Mrs. Graham joined the Science Department as laboratory assistant.

At the end of first term Mrs. van den Broek replaced Mrs. Honeyman (Languages), who took indefinite leave of absence. During second term Mr. Hardinge rejoined the staff after twelve months leave overseas and Miss Stanwyx replaced Miss Griffiths (Art), who went to teachers' college.

## Retirement of Mr. Paterson



The end of second term last year saw the departure of one of the most devoted and active members of our staff, Mr. Len Paterson.

Len joined James Cook staff in 1958, coming from Bondi Junior High. As well as being a local resident for most of his life Len has always had an active interest in the welfare of the young lads in his charge.

In 1959, he set about one of the most ambitious projects to be undertaken by schoolboys—the construction of an 'O' gauge model railway. Following many week-end, holiday and after-school sessions, the project was completed in November, 1959, achieving wide publicity. At the Easter Show and Education Week of 1960, the model railway was featured, thus becoming the first of many displays arranged by Mr. Paterson for the Education Department.

Throughout the years following, this model railway and Mr. Len Paterson became two very popular ambassadors to various school fetes and displays until finally the train was donated to Stewart House Preventorium in 1964.

Further activities which occupied Len's varied career at James Cook were the acquisition of six 'Pope' motor mowers and go-kart, the encouragement of the boat building projects and finally the construction of a slot-car racing circuit.

From 1961 to 1963 Mr. Paterson both wrote for and lectured at in-service courses for teacher-training for new sections of the Wyndham Scheme. As well he became an ex-officio member of a syllabus committee which occupied a great deal of his efforts and time.

Then his health, which had always been a problem to him, caused his doctors to suggest he take first term of 1965 as long service leave. However, on his return his health was such that by the end of second term Len was obliged to retire.

At a farewell function held in December last, the Staff presented Mr. Len Paterson with an engraved smokers' stand and a wallet of notes as small tokens of their high esteem.

Finally, we all trust Len can take a well earned rest and that his health will improve to the level where he can enjoy a long and happy retirement.

# ACADEMIC . . .

## NINTH PRESENTATION NIGHT, 1965

**The Ninth Annual Presentation Night was held on Monday, 13th November, 1965, in the School Assembly Hall. A welcome was extended to all present by the chairman, Mr. R. Clark, President of the P. and C. Association.**

After welcoming distinguished guests, the Principal, Mr. W. Foster, M.A., presented his report to a crowded hall. Mr. Foster pointed out that at the 1964 Leaving Certificate Examination, the School's pass rate was 93 percent, while the pass rate in the Intermediate Certificate Examination was over 90 percent. Mr. Foster stated that these results were a reply to those of the older generation who criticized the ability of the modern boy to apply himself to study.

In 1964 twenty-five former pupils of James Cook High School enrolled in first year at various universities and of these twenty-four were successful despite an overall first year failure rate of about 40 percent.

Mr. Foster stated that Australia was a backward country as far as educational expenditure was concerned and that those who claimed that Australian education is the best in the world were victims of our geographical isolation. In particular, Mr. Foster deplored the lack of gymnasiums in State schools and expressed the hope that the school leaving age might shortly be raised to sixteen years. 1966

was to be the final year of the Intermediate Examination. Mr. Foster remarked, however, that many employers were already demanding possession of the School Certificate and urged parents to keep their children at school to the School Certificate stage if economic circumstances permitted.

In conclusion, Mr. Foster expressed his sincere thanks for the support given to the School by all sections of the community.

The guest speaker, Mr. L. Reynolds, M.H.R., spoke on "Overseas Impressions". He remarked on the number of young people going abroad, but stated that, as yet, we in Australia are very little known. He emphasized the fact that Australia was a distant continent and needed to develop as quickly as possible.

Academic prizes were presented by Mrs. J. Miller and Mrs. B. Mates, and the presentation of sports awards was made by Mr. B. Bannon, M.L.A.

The School Captain for 1965, Wayne Passlow, congratulated the prize winners and, on behalf of the School, expressed appreciation of the work done by the Principal and Staff.

# ACADEMIC PRIZE LIST, 1965

|                          |                      |
|--------------------------|----------------------|
| Dux of Fifth Year .....  | Stephen Simpson      |
| Dux of Fourth Form ..... | Neil Forrester       |
| Dux of Third Form .....  | Nicholas Kouznetsoff |
| Dux of Second Form ..... | Trevor Trotman       |
| Dux of First Form .....  | Ian Smith            |

**FIFTH YEAR PRIZES:** 2nd, Wayne Passlow; 3rd, Geoffrey Barton; 4th, George Foster; 5th, Lance Roger, George Harris. Most Improved: Anthony Tierney.

**FOURTH FORM PRIZES (Advanced Course):** 2nd, Peter Lamond; 3rd, Gary Heap; 4th, Terry Heath; 5th, Solomon Lebovic.

4D, Laurence Andrew; 4E, Jeffrey Young.

**THIRD FORM PRIZES (Advanced / Credit Course):** 2nd, Mario Savvides; 3rd, Norman White; 4th, Trevor Edwards; 5th, Colin Siu.

3E, Philip Budden; 3F, Stuart Webb; 3G, Geoffrey Johnson.

**SECOND FORM PRIZES (Advanced / Credit Course):** 2nd, Peter Gross; 3rd, Philip Taylor; 4th, Phillip Martin; 5th, Roger Heaton.

**First in Class:** 2D, Gregory Barton; 2E, Denis McClune; 2F, Roger Watts; 2G, Richard Searle.

**Most Improved:** 2D, Gregory Barton; 2E, Denis McClune; 2F, Robert Casey; 2G, Ralph Davis.

**FIRST FORM PRIZES.—First in Class:** 1A, Ian Smith; 1B, James Graham; 1C, Kenneth Allen; 1D, David Chung; 1E, Graham McDonald; 1F, Brian Borjeson. **Most Improved:** 1A, Robert Long; 1B, Paul Lucas; 1C, Phillip Brandon; 1D, David Tong; 1E, Craig Smith; 1F, Owen Gray.

**Malcolm Forbes Memorial Prize** (Most improved in First Form): David Tong.

**Cook's Log Literary Prizes:** Cover Design, Anthony Dawson; Fifth Year, Brent Sky; Fourth Form, David Naylor, Ronald Lovatt; Third Form, David Howie; Second Form, Peter Cross; First Form, Stephen McDonald, Stephen Kristofferson.

## PROFICIENCY CERTIFICATES

### FIFTH YEAR

|   |                                |
|---|--------------------------------|
| Lance Roger .....                                   | English                        |
| David Russell .....                                 | English                        |
| George Foster: Mod. History, Maths. III, Economics  |                                |
| Warrick Smith .....                                 | Ancient History                |
| Stephen Simpson : French, Mathematics II, Chemistry |                                |
| Wayne Passlow .....                                 | Mathematics I                  |
| Colin Jennings .....                                | General Mathematics            |
| Alan Drinkwater .....                               | Woodwork                       |
| Geoffrey Morgan .....                               | Metalwork                      |
| Philip Hattersley .....                             | Combined Physics & Chemistry   |
| Geoffrey Barton .....                               | Physics                        |
| John Miller .....                                   | Geography                      |
| Kevin Hanley .....                                  | Descriptive Geometry & Drawing |
| Robert Staples .....                                | Descriptive Geometry & Drawing |

### FOURTH FORM

|                        |                               |
|------------------------|-------------------------------|
| Peter Lamond .....     | English, French, Latin, Music |
| Ronald Theuil .....    | English, Art                  |
| Terry Heath .....      | History                       |
| Solomon Lebovic .....  | Mathematics                   |
| Kenneth James .....    | Science                       |
| Alan Lum .....         | Science                       |
| David Goble .....      | Geography, Art                |
| John Drinkwater .....  | Commerce                      |
| Alexander Millar ..... | Descriptive Geometry          |
| Alan Steele .....      | Metalwork                     |
| Raymond Timbrell ..... | Woodwork                      |

### THIRD FORM

|                            |                          |
|----------------------------|--------------------------|
| Nicholas Kouznetsoff ..... | English, History         |
| Jeffrey Kelly .....        | History                  |
| Colin Siu .....            | Mathematics              |
| Douglas Wood .....         | Science                  |
| Ashley MacDonald .....     | Science                  |
| Mario Savvides .....       | Geography, Woodwork      |
| Andrew Rossi .....         | French                   |
| Trevor Edwards .....       | Latin                    |
| Norman White .....         | Commerce                 |
| Gregory Thompson .....     | Desc. Geometry & Drawing |
| Bryan Denner .....         | Metalwork, Art           |
| Michael Dixon .....        | Craft                    |
| Stephen Miller .....       | Music                    |
| Gary Bestel .....          | Art                      |

### SECOND FORM

|                         |  |
|-------------------------|--|
| Trevor Trotman .....    | English, Mathematics, French, Latin, Music |
| Peter Gross .....       | English, Science                           |
| Paul Maskiell .....     | History                                    |
| Geoffrey Williams ..... | Geography                                  |
| Ross Clarke .....       | Commerce                                   |
| Richard Salter .....    | Descriptive Geometry                       |
| Stephen Close .....     | Metalwork                                  |
| Leonard Hodgson .....   | Woodwork                                   |
| Gregor Chalmers .....   | Craft                                      |
| Anthony Dawson .....    | Art  |

### FIRST FORM

|                             |                             |
|-----------------------------|-----------------------------|
| Ian Smith .....             | English, Mathematics, Craft |
| Philip Riley .....          | Science, Craft, Art         |
| Lex Vipond .....            | Social Studies              |
| Paul Wood .....             | Science                     |
| Steven van der Kreeft ..... | Music                       |





# PUBLIC EXAMINATIONS — 1965



## LEAVING CERTIFICATE

*Key to Subjects:* 1 English; 2 Modern History; 3 Ancient History; 4 Economics; 5 Geography; 6 French; 7 General Mathematics; 8 Mathematics I; 9 Mathematics II; 10 Mathematics III; 12 Latin; 21 Physics; 22 Chemistry; 23 Combined Physics and Chemistry; 36 Descriptive Geometry and Drawing; 37 Woodwork; 38 Metalwork.

The absence of a letter next to the subject numeral indicates that the candidate gained a B pass in the subject. The letter x immediately following the subject symbol or grade of pass denotes that a pass has been secured in the oral tests in French, Italian, Russian or Dutch.

|                   |                      |                   |                        |
|-------------------|----------------------|-------------------|------------------------|
| Allen, L. J.      | 1 3 5 36             | McIntosh, L. R.   | 1 2 3 4                |
| Barton, G. R.     | 1A 6Ax 8 9A 21H2 22  | Mead, R. B.       | 1 2 4 8 9 21           |
| Belinfante, D. P. | 1 3 4 6x 7 23        | Middleton, S. R.  | 1 2 4 36               |
| Bennett, G. E.    | 1 6Ax 8 9 21 22      | Miller, J. N.     | 1 2A 3A 4 5H1 7        |
| Blue, I.          | 1 3 4 5              | Osborne, W. K.    | 1 4 5A 10 36A          |
| Cearns, P. R.     | 5 8A 9A 21A 22       | Owen, J. W.       | 3 5 8 9 22             |
| Coleman, I. G.    | 1 2 8 9A 21A 22A     | Passlow, W.       | 1A 6Ax 8H1 9A 21H2 22A |
| Coles, M. J.      | 1 2 4 5 10           | Pitt, M. A.       | 1A 6Ax 8H2 9A 21 22    |
| Collins, G. M.    | 1 6Ax 8A 9A 21       | Ransom, E. P.     | 1 2 8 9A 21 22         |
| Darby, P. F.      | 1 2A 4 8 9 21        | Reidy, M. R.      | 1 2A 3 4 7             |
| De Coque, K. R.   | 3 5 7 36             | Riesberg, D. C.   | 1 3 4A 5 7             |
| Dewhurst, D. R.   | 1 2A 4 5A 7 23       | Roger, L. W.      | 1A 4 6Ax 8 9A 23       |
| Dorling, R. J.    | 1 5A 9 21            | Ross, W. P.       | 1 2 6x 7 23            |
| Drinkwater, A.    | 1 4 5 36 37          | Russell, D. J.    | 1A 2H2 3H2 4 7         |
| Flanders, R. G.   | 1 2A 8 9 21 22       | Savvides, N.      | 1 5A 8 9A 21H2 22A     |
| Foster, G. J.     | 1 2A 4H1 5H1 10A 23A | Simpson, S. W.    | 1A 6Ax 8H1 9A 21H1 22A |
| Green, S. W.      | 1 3 4 5A 7 36A       | Sleet, R. E.      | 1 2 8 9 22             |
| Hanley, K. A.     | 1 5A 8 9A 21 36      | Smith, L. M.      | 1 2 10 21              |
| Harris, G. W.     | 1 6Ax 9 21 22        | Smith, R. T.      | 1 2 8 9 21 22          |
| Hattersley, P. J. | 1 2A 5 10 23 36A     | Smith, W. W.      | 1 2A 3A 4 5            |
| Jennings, C. R.   | 1 2 4 6Ax 7A 23      | South, R. J.      | 1 5 8A 9A 21 36A       |
| Jones, R. V.      | 3 4 5 7              | Staples, R. L.    | 1 2 8 9 21 36A         |
| Kellett, G. E.    | 1 2A 8A 9A 21A 22    | Starr, C. R.      | 1 2 8 9A 21 22         |
| Lane, M. C.       | 1 6Ax 8 9 21 22      | Steel, R. J.      | 1A 6A 8A 9 21 22       |
| Lindsay, L. N.    | 1A 4H1 5A 7 23A 36A  | Sue M. J.         | 2 5A 7 21 22           |
| Little, G. F.     | 1 3 4 5 7 36         | Tahmindils, P. J. | 1 2 3 4                |
| Livingston, J. C. | 1 4 5 8 9 21         | Theuil, L. A.     | 1 2 6Ax 10 22          |
| Logan, P. A.      | 1 4 5 7 36           | Tierney, A. R.    | 1 2 3 4 5A             |
| Lynch, P. W.      | 1 5 7 23 36          | Wales, N. E.      | 1 3 4 5A 7 23          |
| Maddison, K.      | 1A 5 8 9 21 22       | Watson, C. J.     | 1 2 5A 7 23            |
| Mansfield, P. K.  | 1 2A 3 5             | Watson, L. V.     | 1 3 5 10               |
| Mansfield, R. G.  | 1 3 4 5A 38          | Watson, R. W.     | 1 2 3 5 7              |
| Martin, R. S.     | 1 2 4 5A 7 23        | Wilder, G. E.     | 1 2 3 4 6x             |
| Mather, D. W.     | 1 5A 8A 9A 21 22     | Wood, R. R.       | 1A 6A 8 9A 21 22       |
| Matthews, S. T.   | 1A 2A 3 10 21        | Youill, P.        | 1 4 5 8 9 21           |
| McDonald, S. P.   | 1A 6Ax 8 9A 21 22    |                   |                        |

## SCHOLARSHIPS

Leaving Certificate Commonwealth Scholarships were awarded to: Barton, G.; Foster, G.; Lindsay, L.; Miller, J.; Passlow, W.; Pitt, M.; Russell, D.; Savvides, N.; Simpson, S.

Teachers' College Scholarships were awarded to: \*Barton, G.; \*Coleman, I.; \*Collins, G.; \*Foster, G.; Kellett, G.; McDonald, S.; \*Miller, J.; \*Passlow, W.;

\*Pitt, M.; Roger, L.; \*Russell, D.; \*Simpson, S.; Steel, R.; Wood, R.

\* Tenable at University.

Commonwealth Secondary Scholarships were awarded to: Ansell, M.; Charlton, W.; Crawford, P.; Delbridge, W.; Heap, G.; Heath, T.; James, K.; Lamond, P.; Lebovic, S.; Lewis, G.; Nicholson, C.; Reichard, A.

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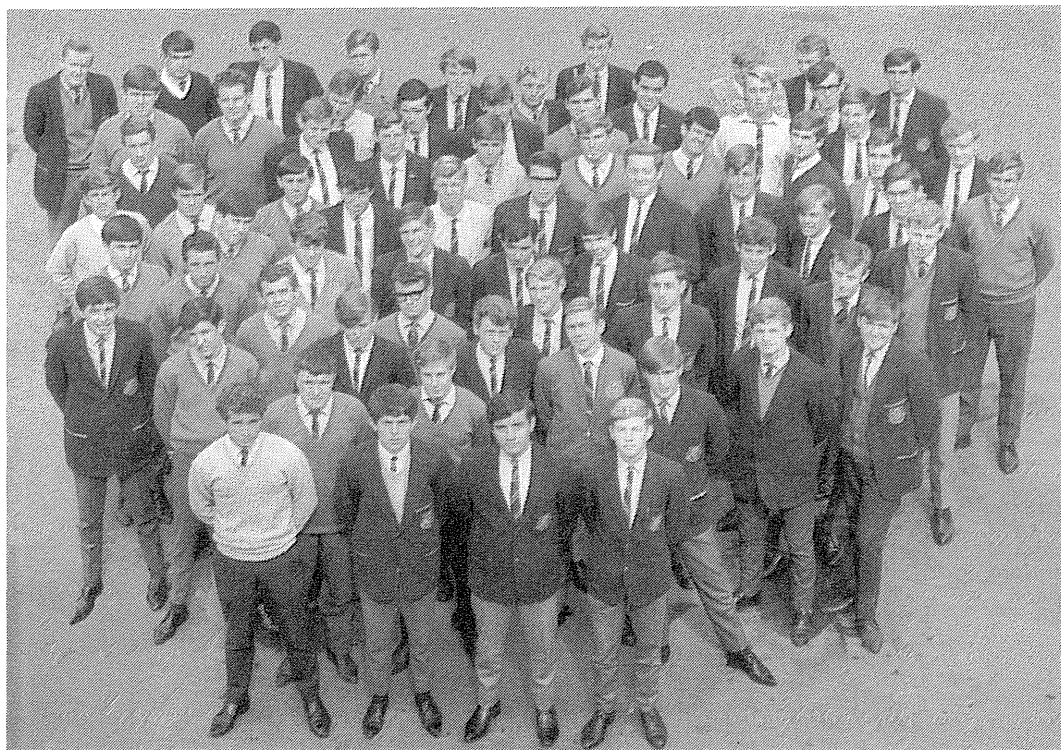
**„ Bank N.S.W. Savings Bank Ltd.**

# SCHOOL CERTIFICATE

*Key to Subjects:* 1 English; 2 Science; 3 Mathematics; 5 Geography; 6 History; 7 Commerce; 8 Art; 11 Technical Drawing; 12 Metalwork; 13 Woodwork; 24 French Paper—I; 25 French Paper—II; 28 Latin.

The letter a indicates a pass at Advanced Level. The letter c indicates a pass at Ordinary (Credit) Level. The absence of a letter next to the subject numeral indicates that the candidate passed at Ordinary Level.

|  |                                     |
|--|-------------------------------------|
| Andrew, L. A. 1c 2 3 6c 11c 24a        | McAllister, I. R. 1 2c 3c 5c 7a 12c |
| Ansell, M. J. 1a 2a 3a 5a 11c 24a      | McArthur, R. M. 1a 2c 3c 5c 7c 11c  |
| Arnold, J. E. 3 5 11c 12               | McBride, S. 1c 2 3c 5c 7c 12        |
| Baker, G. L. 1a 2a 3c 6 7a 24a         | McDonald, K. V. 3 5 7 11c           |
| Bernays, P. R. 1 2 3 5 11c 13          | McNeilly, K. H. 2a 3c 6 11c         |
| Bieber, C. E. 1a 2 3a 5a 7 25c         | Merchant, G. K. 1c 2 3 6c 7c        |
| Calderwood, W. 1 2 3c 5 24a            | Millar, A. K. 2a 3a 5a 7c 11a       |
| Chalmers, C. G. 1c 2 3c 6c 11c 25      | Miller, R. L. 2 3c 5c 7c 25         |
| Chant, G. G. 2 3 5 11                  | Morris, P. C. 1c 2c 3c 6a 7c 24a    |
| Charlton, W. H. 1a 2a 3a 6c 11a 24a    | Morton, A. J. 2a 3c 5a 7c           |
| Chatenay, P. 1c 2c 3c 6c 24a           | Nall, D. N. 1a 2a 3a 6c 11c 24a     |
| Chipman, R. F. 3c 5c 7c 13             | Naylor, D. W. 1a 2 3 6c 7c 24c      |
| Choy, H. 1a 2c 3a 6c 11a 25a           | Nelson, T. J. 1a 2a 3c 5a 7a 11a    |
| Cochrane, G. C. 1a 2a 3c 6c 7c 13c     | Nichols, R. G. 2 3 7 12             |
| Conroy, L. P. 2 3c, 5c 7c 13           | Nicholson, C. R. 1a 2a 3c 5c 7a 24c |
| Cooper, E. A. 1a 2a 3c 6c 11a 24a      | Olsen, N. D. 2c 3c 6c 7c 11a        |
| Crawford, P. L. 1a 2a 3a 6a 24a 28a    | Petterson, G. G. 2 3 7 11           |
| Dale, A. S. 1 2 3 5 7 12               | Plowman, P. B. 1a 2 3a 6a 11c 25    |
| Delbridge, W. J. 1a 2c 3c 6c 24a       | Prior, R. G. 1c 2 3c 6c 7c          |
| Drinkwater, J. 1c 2 3c 5a 7c 13c       | Reichard, A. W. 1a 2c 3a 6a 24a 28a |
| Duckworth, D. A. K. 1a 2c 3c 6a 11a 25 | Reynolds, G. V. 1a 2a 3a 6a 7a 24a  |
| Duncombe, L. J. 2c 3c 6 11a 13c        | Rich, S. 2 3c 5 7 13                |
| Eager, B. C. 2 5 12c 13                | Robson, A. D. 2 3 6c 7c 25a         |
| Edwards, C. B. 1c 2 3 6c 13c           | Robson, D. F. 1a 2a 3a 6c 7a 25     |
| Erskine, J. F. 1c 2a 3a 5a 7c 24a      | Robson, P. G. 1 2 3 12              |
| Fell, K. G. 1c 2 3c 6a 24a 28a         | Ross, G. J. 2 3c 11a 25             |
| Foley, K. P. 1 2 3 5 7 11c             | Ross, Graeme 1a 2a 3a 6a 11a 24a    |
| Forester, N. W. 1a 2a 3a 6a 24a 28a    | Ross, G. D. 1c 2a 3c 5a 7c 24a      |
| Gardner, K. R. 1c 2a 3c 6c 11a 24a     | Salter, G. B. 1a 2c 3a 6c 11a 24c   |
| Gills, S. M. 1c 2c 3c 6c 11c           | Sampson, D. S. 1a 2 3c 6a 24a 28a   |
| Gilsmith, L. C. 2 3c 7 13c             | Scott, R. N. 1c 2 3c 6c 7c 13c      |
| Girdlestone, G. 2 3c 5 7 11            | Selvage S. 2a 3c 5c 7c              |
| Glasson, P. G. 2c 3c 5a 11a 12a        | Seymour, G. D. 2 3 5 13             |
| Goble, D. I. 1c 2 3a 5a 11c 13c        | Sharp, R. G. 1c 2 3c 6c 7c 11a      |
| Goudie, S. J. 1a 2c 3c 6c 7c 25        | Spooner, G. 2 3c 5 7 11c            |
| Greiner, P. J. 1a 2c 3a 5a 11a 24a     | Stebbing, J. L. 2 3 6c 7 11a        |
| Griffiths, G. J. 1 3 5 13              | Steele, A. D. 2a 3c 6c 11a 12c      |
| Grover, D. J. 1a 2 3 6a 7 24a          | Stokes, P. N. 1c 2c 3a 6c 11a 13    |
| Hall, G. R. 1a 2a 3 6c 11c 25          | Sydenham, E. J. 1c 2a 3c 6c 7c 12a  |
| Hardy, G. T. 1a 2 3 6c 25              | Taylor, W. A. 1 3 11 13             |
| Heap, G. R. 1a 2a 6a 24a 28a           | Tennent, G. D. 2 3 6c 12a           |
| Heath, T. E. 1a 2a 3a 6a 7a 24a        | Theuil, R. V. 2c 3 6a 11c 24a       |
| Hewitt, R. J. 1 2c 3c 5 11c 13c        | Timbrell, R. C. 1c 2c 3 7c 13c      |
| Hilton, A. M. 1c 2c 3a 6a 7c           | Tippett, M. J. 1 2 3c 6c 7c         |
| Hodson, S. E. 2 3 5 7c                 | Trevitt, R. E. 2 3c 6 7             |
| Jacobson, A. 2 3 5 11c 13c             | Turner, R. J. W. 1a 2c 3c 6c 7a 12a |
| James, K. C. 1a 2a 3c 5c 7a 25         | Van Der Kevie, J. 2 3c 5 7c 11c     |
| Keenan, T. M. 2a 3c 6c 7c 25           | Vautin, A. S. 1c 2c 3c 5a 7c 11a    |
| Kinny, R. W. 2a 3c 5 7 12a             | Wallis, A. 1 2 3a 6 11c             |
| Kinsela, S. K. 1c 2a 3c 5a 11a 12a     | Warwick, A. 1a 2 3c 6a 24a          |
| Kolts, K. H. 2 3c 6 7 25               | Watts, A. N. 2c 3c 5 11a 12a        |
| Lamond, P. R. 1a 2a 3c 6a 24a 28a      | Whitelaw, B. J. 2a 3c 5a 7c 12a     |
| Lawson, G. A. Y. C. 2 3c 6c 24a        | Young, G. A. 2 3c 7 11c             |
| Lebovic, S. 1a 2a 3a 5a 24a 28a        | Young, J. 1 2 3 5 11                |
| Leisner, G. E. 1a 2a 3a 6c 11a 24a     |                                     |
| Levy, P. R. 1a 2c 3c 6a 7a 24a         |                                     |
| Lewis, G. W. 1a 2 3 6a 24a 28a         |                                     |
| Lillicot, E. W. 1 2 3 5 7 11c          |                                     |
| Lovatt, R. M. J. 1c 2a 3c 5 8a 24a     |                                     |
| Lum, A. 1a, 2a 3a 5a 11a 12a           |                                     |
| Maskiell, P. H. 1a 2a 3a 5a 11a 24a    |                                     |



## FIFTH FORM

### CLASS 5A

**Class Captain:**

**Graeme Ross**

Ansell, M.  
Baker, G.  
Charlton, W.  
Cooper, E.  
Crawford, P.  
Delbridge, W.  
Greiner, P.  
Grover, D.  
Heap, G.  
Heath, T.  
Lamond, P.  
Lebovic, S.  
Levy, P.  
Lewis, G.  
Lockart, P.  
Nall, D.  
Nelson, T.  
Reichard, A.  
Reynolds, G.  
Ross, G.  
Sampson, D.  
Theuil, R.  
Warwick, A.

### CLASS 5B

**Class Captain:**

**David Goble**

Butcher, C.  
Calderwood, W.  
Chatenay, P.  
Duckworth, D.  
Fell, K.  
Gardner, K.  
Goble, D.  
Goudie, S.  
Hardy, G.  
James, K.  
Lum, A.  
Maskiell, P.  
Morris, P.  
Naylor, D.  
Nicholson, C.  
Plowman, P.  
Robson, D.  
Ross, G.  
Sydenham, E.  
Vautin, A.

### CLASS 5C

**Class Captain:**

**Norman Olsen**

Andrew, L.  
Barker, J.  
Bilton, R.  
Chipman, R.  
Climpson, R.  
Cochrane, G.  
Duncombe, L.  
Edwards, C.  
Erskine, J.  
Glasson, P.  
Hilton, A.  
Keenan, T.  
Kolts, K.  
McNeilly, K.  
Olsen, N.  
Poulos, J.  
Prior, R.  
Robson, A.  
Sharp, R.  
Steele, A.

### CLASS 5D

**Class Captain:**

**Richard Miller**

Bekiaris, E.  
Conroy, L.  
Girdlestone, G.  
Gunner, R.  
Kinsela, S.  
Lovatt, R.  
McAllister, I.  
Millar, A.  
Miller, R.  
Morton, A.  
Mumford, C.  
Pettersson, G.  
Tippett, M.  
Trevitt, R.  
Whitelaw, B.



## THE PARENTS AND CITIZENS' ASSOCIATION

The year 1966 has been a good one for the Parents and Citizens' Association in so far as the support given has enabled more necessary facilities to be provided for the use of the School. Although it has been a good year, a comparatively small number of persons has rallied round and assisted and the bulk of the effort has been left to an ever-present few. Once again it has fallen to the Ladies' Auxiliary to foster the money raising efforts. In particular, the gratitude of all must be given to the Ladies' Auxiliary for the Fete organisation when in excess of \$1000 was made available to the P. and C. Association itself for expenditure on the School.

During 1966 we welcomed Mr. Ron Sinfield, who took over the reins of Treasurer from Gil Woellner. Gil, even though he had no son at the School, continued in this position till the end of the P. and C. year. We give grateful thanks to him for his period of service and dedication. The same vote of thanks goes out to those who throughout the years have given similar assistance and who for varied reasons have left our ranks, but not our thoughts.

This raises the problem of finding replacements for these energetic and willing helpers.

The only advantage a P. and C. helper enjoys is to see that better facilities are available for the students of this School. As we approach 1967, the year nominated as one of the worst ever for secondary education, we look back in thanks to those who raised over \$2,000 a year to equip the School. In the year to come the teachers will need every assistance and incentive to teach our boys. We look forward in happy anticipation to co-operation and assistance from parents who have newly come among us. The dream of the P. and C. Association is adequate classrooms, sufficient Science facilities, an extended library, a fully equipped assembly hall and, last but not least, a gymnasium. We can expect none of these things without the co-ordinated pressure from parents of boys at James Cook High School.

To Mr. Foster and his Staff go our grateful thanks. We believe that with their assistance and our own endeavours those facilities still required to adequately train our boys for future labours will not remain dreams, but become facts.

To all those who have helped in the past year I extend my heartfelt thanks and pray that success will follow our future endeavours.

Ron Clark, President.

## LADIES' AUXILIARY

During 1966 the Ladies' Auxiliary has been occupied with many activities which have been social as well as fund raising. In these functions the mothers of James Cook boys have worked together to make a success of the Ladies' Auxiliary and to give our boys the extra equipment which will help them in their daily education.

Each year brings a new group of First Form boys and so a new group of mothers to whom we extend a warm welcome. It is these new mothers who help to fill the places left in our ranks when the mothers of older boys leave.

Our meetings are held at the School on the second Tuesday of each month at 1.30 p.m. On behalf of the Ladies' Auxiliary I would

like to extend a sincere invitation to any mother who would like to come along. As well as working to raise necessary funds I am sure you will find, as we all do, that these are most enjoyable occasions.

The members of the Ladies' Auxiliary wish all James Cook boys who are leaving at the end of the year success in their future lives. We also thank Mr. Foster and all members of the Staff for their help and support throughout the year.

I would like to take this opportunity to thank the mothers in the Auxiliary for the wonderful support and assistance they have given to me during 1966.

Mrs. Beryl Martin.

## ALLIANCE FRANCAISE

For the seventh year in succession, James Cook entered the "Alliance Francaise" examinations. One hundred and twelve candidates, ranging from Second to Fifth Form, entered for an examination in French dictation, reading and conversation. The supervisor, Madame Guillemain, appeared to speak a different language to the French of the candidates. However, when the results were published in "Le Courrier Australien" three weeks later, the good record of the School in the examination was maintained when one hundred and nine candidates passed.

To the delight of French pupils, a prize-giving was held at the Union Theatre at Sydney University. A group of twenty pupils

attended the prize-giving with Monsieur Perrin on Friday, 30th September.

All successful candidates received a certificate stating their proficiency in French. The best two candidates in each grade received book prizes. The candidates were:

Grade IV: P. Lamond, A. Reichard.

Grade III: P. Slater, M. Dixon.

Grade II: J. Reichard, P. Taylor.

Grade I: M. Jeanes, S. van der Kreeft, P. Riley.

We give thanks to Monsieur Perrin and Madame Guillemain for their interest during the examination period.

Kevin Fell, Fifth Form.

### Successful Candidates, 1966

GRADE 1 (Form 2): Bailey, D., Blood, R., Bowden, P., Box, D., Brandon, P., Brown, G., Burke, G., Chalmers, T., Collis, A., Conroy, J., De Santis, G., Duckworth, P., Fletcher, J., Harris, B., Hodgkinson, D., Horwitz, D., Howard, A., Jeanes, M., Kristofferson, M., Lebris, C., Long, R., Martin, G., McKnight, J., McWilliam, G., Neish, J., Ogilvie, M., Penrose, L., Riley, P., Scott, R., Simos, A., Simpson, G., Smith, I., Stewart, J., Tong, D., Van der Kreeft, S., Vipond, L., Wills, T.

GRADE 2 (Form 3): Chalfont, K., Chalmers, G., Chatenay, A., Clark, P., Denford, G., Freeman, M., Gardner, R., Gaudzinski, M., Gobbe, R., Griffin, A., Gross, P., Heaton, R., Henry, G., Hill, G., Holt, J., Joyce, W., Kenny, J., Maskiell, P., McBay, M., McLaren, D., McCloughan, C., Mead, R., Osborn, R., Owen, K., Potter, A., Reichard, J., Shears, J., Stavert, P., Storey, P., Strong, G., Syphers, W., Taylor, P., Thomas, B., Thomas, P., Trotman, T.

GRADE 3 (Form 4): Belinfante, D., Billington, S., Butterworth, R., Crawford, N., Damianos, M., Dixon, K., Dixon, M., Edwards, T., Green, G., Gregor, B., Goddard, G., Johnstone, I., McDonald, A., Miller, S., Morse, B., Nicholls, I., Nichols, M., Silcock, L., Slater, P., Smith, P., Soady, P., Thomson, D., Tye, V., Ward, J., Weekes, N., White, N.

GRADE 4 (Form 5): Chatenay, P., Delbridge, W., Erskine, J., Fell, K., Heap, G., Heath, T., Lamond, P., Morris, P., Reichard, A., Ross, G., Warwick, A.

## LIBRARY REPORT

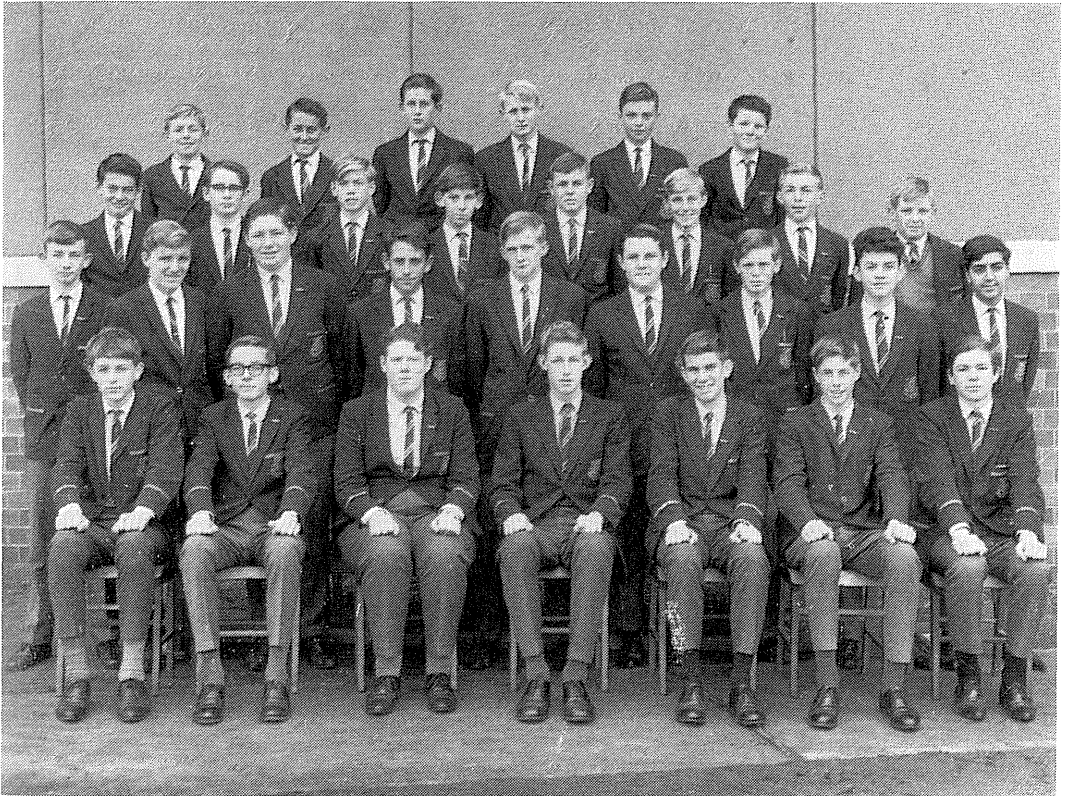
During the past year the Library has undergone many changes, not in the size of the building, nor in the quality of the Library Prefects, but because of the lack of space, which is prevalent in most school libraries. Ten new units of shelves have been added to a room which previously appeared to be full, 1460 books have been added to the shelves and many more are waiting to be processed.

The Library Prefects have continued to devote their lunch hours to the task of running the Library. In addition to previous duties, this year hundreds of catalogue cards have been typed by the boys. Trevor Trotman 3A and Gary Martin 2A, in particular, have become very efficient Library typists. To the mothers, too, who have spent many hours

typing for us at home, we would like to say, "Thank you". The reward for all concerned is the large number of boys, who every day use the Library at lunch time as well as during Library periods.

An Art competition for the design of dust jackets and book posters was held in Book Week. The Senior Prize was won by Paul Chatenay 5C, for "The Treasure of the Incas", and the Junior Prize by Tony Howard 2A, for "Out of This World". N. Weekes 4A, L. Warren 3C and D. Schreiber 2D were highly commended for their entries.

Paul Maskiell 3A, one of our Library Prefects, won a prize in the Rockdale Book Week Quiz following the tradition set by Stephen Miller 4A, in the past two years.



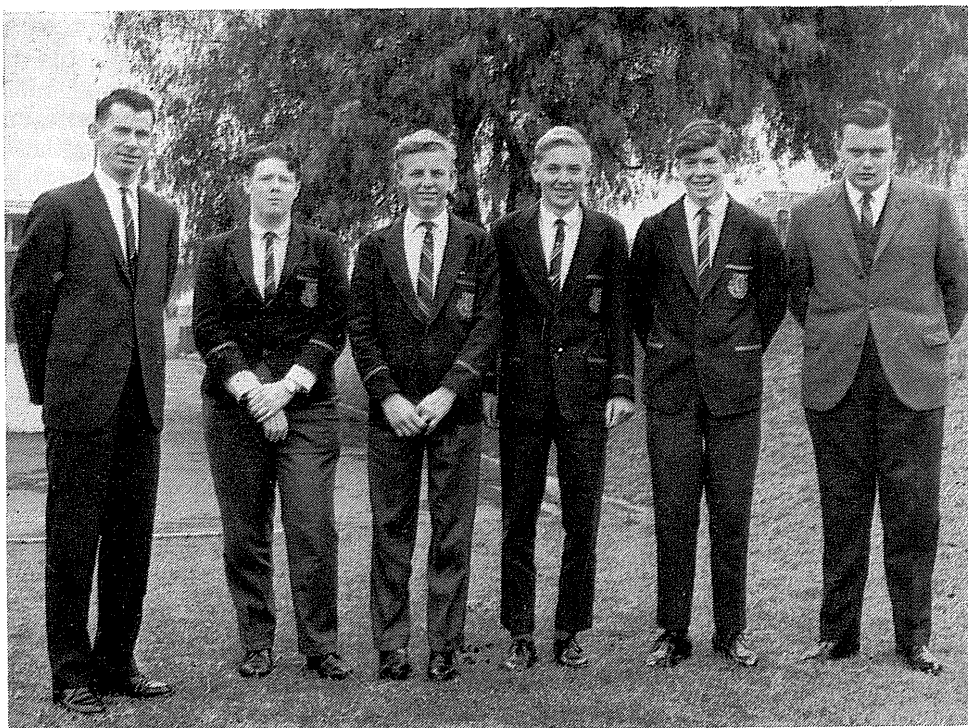
### LIBRARIANS

**Front Row:** S. Goudie, P. Gross, P. Smith, L. Vipond, L. Silcock, R. Blood, K. Dixon.

**Second Row:** D. Lucas, S. Miller, P. Slater, A. Potter, T. Trotman, R. Heaton, D. Marr.  
P. Riley, A. Simos.

**Third Row:** D. Box, K. Maxwell, B. Berrett, G. Simpson, B. Gregor, L. Hodson, M. McBay,  
B. Core.

**Back Row:** G. Martin, T. Heap, D. Horwitz, P. Martin, P. Maskiell, J. Carmichael.



#### DEBATING TEAM

Mr. B. McKelleher, P. Smith, S. Billington, T. Edwards, J. Deeth, Mr. N. Hubbard.

### DEBATING

The debating team for 1966 consisted of John Deeth, Stephen Billington, Trevor Edwards and Peter Smith. In our zone there were four schools, the other ones being Strathfield South, Drummoyne and Homebush.

Our first debate was held at James Cook against Strathfield South. The topic was "That commercial broadcasting is not in the best interests of the public". The debate was close and victory went to the visitors by the narrow margin of four points.

The other two contests saw the team travelling to Drummoyne and Homebush,

where the respective topics were "That the true Olympic spirit has been lost", and "That arbitration is essential for industrial peace". We suffered defeat against Drummoyne, but emerged victorious against Homebush High.

Thus ended an enjoyable period of debating. Although we did not win the zone, each member profited much from the experience and was proud to represent his School both in defeat and victory. We are indebted to the patient guidance and helpful advice of Mr. McKelleher and Mr. Hubbard, who devoted many lunch hours to coach us in the art of debating.

Trevor Edwards, 4A.

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## MUSIC

This year thirty Second and Third Form boys attended the first two series of the A.B.C. Schools' Orchestral Concerts at the Sydney Town Hall on 21st March and 28th April. The third and fourth series of the concerts will be on the 3rd and 24th of November. These concerts are designed to help students understand more fully the 'workings' of a symphony orchestra as well as the varied works performed.

The tenor and bass sections of the School Choir took part in the Combined Secondary Schools' Choral Concerts. They attended a preliminary rehearsal at Fort St. Boys' High

School on 28th June, a rehearsal and matinee at Sydney Town Hall on 18th July, and the night concert on 19th July. The works set for this year were "Tales of the Vienna Woods" by Richard Strauss and "Dido and Aeneas" by Henry Purcell.

On 5th August, a demonstration group from the Sydney Symphony Orchestra visited the School. It consisted of twelve players conducted by Clive Amadio. The musicians demonstrated their instruments to the boys in Form 1 before playing several pieces of music. The concert was thoroughly enjoyed by all present.



### THE CHOIR

**Front Row:** B. Haynes, V. Tye, W. Tooke, Mrs. D. Watson, M. Damianos, S. Billington, L. Silcock.

**Middle Row:** S. Pascoe, J. Davies, S. Miller, R. Blood, A. Kelly, R. Fell, L. Penrose.

**Back Row:** I. Logue, R. Harris, L. Butler, R. Budden, M. Crawford.





# HOUSE REPORTS

## BANKS

|                         |                   |
|-------------------------|-------------------|
| House Colour .....      | Red               |
| House Master .....      | Mr. G. M. Garland |
| Captain .....           | P. Levy           |
| Vice-Captain .....      | D. Nall           |
| Swimming Captain .....  | G. Lewis          |
| Athletics Captain ..... | P. Maskiell       |

**Origin of House:** Sir Joseph Banks (1743-1820) was an eminent explorer and natural historian who accompanied Captain James Cook on his expedition around the world in the Endeavour. He left a narrative of this voyage and made an extensive collection of plants in the South Seas and in Australia.

Once again Banks failed to press the leading Houses in either Swimming or Athletics, maintaining the positions of fourth and third respectively. In fact, the Swimming position is so dismal that it deserves no further mention. However, the spark kindled last year in Athletics began to burn more brightly so that Banks finished only sixty points behind the winners, Solander, and over two hundred in front of Tupia. This result was achieved through the efforts of Paul O'Grady (Age Champion) and Peter Munday, who completely monopolized the 12 Years events, while Rex Marshall (Age Champion) and his cohorts did the same in the 14 Years. Phillip Levy marshalled the resources of the Open competitors. Others to perform well were M. Miller, P. McCook, C. Nicholson and B. Morse.

## SOLANDER

|                         |              |
|-------------------------|--------------|
| House Colour .....      | Green        |
| House Master .....      | Mr. R. Twigg |
| Captain .....           | L. Andrew    |
| Vice-Captain .....      | R. Chipman   |
| Swimming Captain .....  | G. Franklin  |
| Athletics Captain ..... | C. Edwards   |

**Origin of House:** Daniel Carl Solander (1736-82), a naturalist born in Sweden, was scientific assistant to Banks on the first voyage of James Cook in the Endeavour. He later became keeper of the natural history department at the British Museum. A cape at the entrance to Botany Bay was named after him by Cook.

Results in both the Swimming and Athletics carnivals were good. The House members were keen and a large proportion of boys in all age divisions participated. It was particularly pleasing to convincingly win the Swimming by over forty points when not one age champion was a member of the House. A dropped relay baton on the last change in the Senior Relay meant the difference between winning and losing the Athletics, Solander being defeated by only three points by Hicks. A large measure of credit for these commendable performances must go to the captains of the Swimming and Athletics: Greg Franklin and Chris Edwards were untiring in encouraging all boys in Solander House to represent in as many events as possible.

## SCHOOL ACTIVITIES

1. Backroom boys of the Library.
2. Second Form Biology excursion to Kurnell.
3. 1C boys making first observations in Geology.
4. The implementation of the lecture method with Fifth Form English.

Background: Choir and Prefects at the opening of the Fountain.

## TUPIA

|                   |                   |
|-------------------|-------------------|
| House Colour      | Gold              |
| House Master      | Mr. J. T. Hegarty |
| Captain           | K. Kolts          |
| Vice-Captain      | T. Keenan         |
| Swimming Captain  | G. Goddard        |
| Athletics Captain | K. Kolts          |

**Origin of House:** Tupia was a Tahitian chief and priest who travelled with James Cook as interpreter in Cook's search for the Great South Land. He proved a "shrewd, sensible and ingenious" companion in this successful adventure.

Though overall results were not impressive, Tupia showed some excellent team-work, and there were several fine individual efforts. John Holt was outstanding in winning a number of events in both Swimming and Athletic carnivals. P. Glasson, G. Hill and G. Gardiner were also successful in both carnivals. Other outstanding House members were J. Kenny, R. Junk, R. Keast, K. Hignett, D. Howie, B. Harris, C. Keith, G. Hogg, J. Herrick, R. Kerr, G. Hill and R. Kelly. Tupia has proven quality of competitors. What is needed next year is to add quantity to this quality so that there is full House participation.

## HICKS

|                  |                  |
|------------------|------------------|
| House Colour     | Blue             |
| House Master     | Mr. F. S. Street |
| Captain          | G. Reynolds      |
| Vice-Captain     | R. Theuil        |
| Swimming Captain | M. Tippet        |
| Athletic Captain | G. Reynolds      |

**Origin of House:** Lieutenant Hicks was second in command of the Endeavour. He was the first to sight land on the Eastern Coast of Australia and Point Hicks, since changed to Cape Everard, near Eden, N.S.W., was named after him. The griffin on the House banner is part of the Hicks' family crest.

For the first time in many years Hicks was defeated in the Annual Swimming carnival, coming second to Solander. Lack of Senior swimmers was the main reason for this defeat. The outstanding swimmers were M. Tippet, W. Syphers, C. Stanley and S. Sampson. In the Athletics carnival, held in July, Hicks boys secured a narrow victory. The outstanding athletes were G. Staples, G. Wirth and P. Ross.

**Norco Butter is the best you can buy anywhere. So is Norco cheddar cheese. So is Norco processed cheese. So is Norco Ham. So is Norco . . . come to think of it, could be I'm prejudiced.**





†  
**I. S. C. F.**

The Inter-School Christian Fellowship this year has met every Friday, attendances being about seventy. As far as possible different methods, such as film-strips, talkettes by teachers or students, plays, tape-recordings, lectures by visiting clergy and missionaries, singing and panel discussions are used to tell boys of the message of Christ.

This year the I.S.C.F. has reached beyond the bounds of the School: three representatives accompanied Mr. Joyce to the Yarramundi Leadership Conference; and the Singing Trio, S. Miller, S. Billington and V. Tye, has sung at various local fellowships and at a central rally in town.

After-school prayer meetings and training classes have been well attended. A senior discussion meeting for Fourth and Fifth Forms has been successful. Combined evening meetings in the School Hall with girls from Moorefield Girls' High were very interesting and a further meeting is planned.

Recently thirty-four boys went to "The Grange" at Mt. Victoria for the first I.S.C.F. house party. A special Fourth Form house party was held at Kangaroo Valley on the 19th-20th August. As leader of the Committee, I would like to thank our Counsellor, Mr. Joyce, who provided inspiration and gave so much of his time.

The office-bearers for 1966 are: Counsellor, Mr. Joyce; Assistants, Miss Dabbs, Mr. Hubbard, Mr. Dean; Co-leaders, S. Miller, M. Tippet; Scripture Union Secretary, V. Tye; Secretary, S. Billington; Missionary Secretary, L. Penrose; Publicity Officers, R. Blood, S. Pascoe, J. Davies, R. Budden; Librarian, P. Riley. Additional help has been given by: Fourth Form, T. Edwards, N. Reynolds, K. Maxwell, B. Gregor; Third Form, G. Hill, M. Freeman, R. Porter; Second Form, D. Marr, L. Vipond, J. Richards, J. Neish, G. Brown; First Form, A. Findlay, B. Lattimore, P. Aulbury, P. Brown, G. Duffin.

Stephen Miller, 4A.

## School Banking

The student-operated School Savings Bank has functioned at James Cook as a branch of the Commonwealth Banking Corporation. Every Monday at 1.00 p.m. enthusiastic junior school bank officers have accepted deposits in room 18 from student depositors.

The number of active accounts this year totalled one hundred and ninety-seven. Ninety-four new accounts were opened and eighty-four accounts were closed by school leavers. The amount taken in deposits totalled \$629.26.

The retiring student officers in February, 1966, were Paul Hucker, Michael Meldrum, Geoffrey Kelly, Richard Miller, Paul Slater, Michael Damianos, Norman White, Bruce Robinson, Philip Hartnett, Ian Quill, Ian Nichols and Geoffrey Staples. The new officers for 1966 are: Graham McWilliam, Paul Martin, Stephen McDonald, David Horwitz and Andrew Simos.

## Visiting Clergy

The lessons in religious instruction have been conducted each Friday by a large number of visiting teachers, both clergy and laity. The School greatly appreciates the contribution they are making towards the education of the pupils.

Church of England: Rev. V. A. Evans, Rev. H. E. Ctercteko, Rev. A. J. Richards, Rev. A. Dumbrell, Rev. A. Guyer, Rev. W. Howarth, Mrs. B. Werry.

Catholic: Rev. Father R. Matthews, Rev. Father F. Coorey.

Presbyterian: Rev. T. Howie Turner.

Methodist: Rev. J. Fullarton, Mr. A. Keeling.

Baptist: Mr. W. Anderson, Mr. B. Dewhurst.

Congregational: Mr. D. Oxley.

Jewish: Mrs. R. Mendoza.







# ROBERT BAKER MEMORIAL GARDEN

The Robert Baker Memorial Garden was officially opened on Friday, 1st July, this year. We were very fortunate in that not only did Mrs. Robert Baker honour us with her presence but the Director of Secondary Education, Mr. Yelland, accepted the invitation to declare the Fountain open.

By the Christmas holidays last year the Fountain was well on the way. The three basins had been poured and rendered in sandstone. The pump was installed and through the vacation the water was kept circulating to keep it fresh as it cured the cement. The first native plants were obtained from the Kurnell Trust and National Park to give them time to acclimatize, but due to the very hot summer and the water restrictions some of them had succumbed to the drought by the end of the holidays.

After the school holidays, the globe of the world, which depicts Cook's travels, and which had been constructed in the Manual Arts Department, was installed and tested. It was found that the original scheme to have an inverted puff-ball, the opposite to the El Alemein Fountain, was not feasible for the water was too light and was blown away, so the present modification was arrived at after some experimentation.


The globe was permanently installed after the May holidays and the fountain has been

in continuous operation ever since. Some more native plants were obtained from Rockdale Council to replace those which had died and the sundial, direction finder and sextant were placed permanently on their pedestals.

On the clear, windless day of the opening, the area was gaily decorated with semaphore bunting which spelled out Robert Baker Memorial Garden. We were honoured by the presence of quite a few parents, Departmental officers and many of those who had helped in the project, including Mr. Esdaile who, on that day, donated to the School a two hundred year old sextant similar to the one used by Captain Cook. Speeches were made by the Headmaster and Mr. Yelland, then Mr. Yelland helped Mrs. Baker cut the ribbon to the Garden and switched on the Fountain.

The Fountain has now become a focal point to the front of our School and as such demonstrates the pride that the pupils have for the School as an outstanding part of the community.

## THE FOUNTAIN

- 
1. The Robert Baker Memorial Fountain.
  2. Native plants surround the Fountain.
  3. Replica of H.M.S. Endeavour.
  4. The unveiling.
  5. The Principal's address.

# VISITS and EXCURSIONS

## 1A Visits Parliament House

On the 23rd March, 1A visited Parliament House. It is situated in Macquarie Street, Sydney.

Parliament House has a very long history. It was first used by the Government on Friday, 21st August, 1829, and is one of the oldest chambers occupied by a government in the British Commonwealth. Before it was used for Parliament it was part of the Rum Hospital and was occupied by the Principal Surgeon and two assistant surgeons.

The first part of Parliament House we visited was the Legislative Council. The Council's chamber is furnished in the traditional manner, with the Government's benches on the right of Mr. President and the Opposition's benches on the left. An easy way to tell the Council from the Assembly is to look at the upholstery; in the Council it is red and in the Assembly it is green.

The next part of Parliament House we visited was the Legislative Assembly. Here we witnessed "Question Time", a rowdy procedure where, at times, one was only able to hear shouts of disapproval. Instead of a "Mr. President" as in the Council, the Assembly has a "Mr. Speaker".

I felt that we had gone one day early because the next day all the Labour members except four walked out.

Michael Green, 1A.

## Museum of Applied Arts and Sciences

On the afternoon of the 2nd June, 2A History class had the pleasure of being taken to the Museum of Applied Arts and Sciences at Harris Street, Ultimo. The party of twenty-five boys first had a short look around the ground floor until our guide joined us and the tour began.

The main purpose of the tour was to study the early means of transport and the development of the steam and petrol engines. Each boy was given three sheets of questions to be answered whilst on the tour.

The first exhibit was James Watt's steam

engine. The engine was built in 1785 for a brewery and was in service until 1887 when the brewery decided that it was too old. It was then given to the Museum as an exhibit. An electric motor drives it to show its principle of operation. We were then shown other exhibits relating to early transport: a Cobb and Co. coach; some early heat engines, and some early marine, steam-driven paddle engines. We were also told some interesting facts about the Parsons' steam turbine. The party proceeded to an exhibit showing models of early locomotives and then to models of famous ships, both steam and sail.

After completing most of the questions some of the boys competed without success against "OXO", the electric brain, at noughts and crosses.

To conclude the visit, the party witnessed in the theatrette a demonstration of the plastic woman, which explained the position and function of the various parts of the human body.

Lex Vipond, 2A.

## Science Excursion to Boat Harbour

At the end of 1965 the Third Form pupils were taken on an excursion to a rock platform. This excursion was a supplement to their studies of the lives and habits of various sea creatures. Each boy was provided with a sheet of paper, on which questions were printed alongside a suggested, systematic method of research. On the selected day the buses left the school and proceeded to Boat Harbour, the pupils noting various landforms and geological structures of the locality through which they were travelling.

When the rock platform was reached, the large group divided into several smaller groups for the purpose of individual observations and conclusions. The whole day was spent in detailed research, especially on habits of the various sea organisms which inhabited the rock shelf and also on the geological structure of the shelf itself. When it was time to leave, each boy had enough notes to compile a report to be handed to his teacher for marking.

Trevor Edwards, 4A.



### **Visit to Duly & Hansford Ltd.**

In June this year, twenty Fifth Form boys spent the afternoon inspecting Duly and Hansford's factory at Marrickville as part of their Industrial Arts subject. On this visit the boys saw a variety of metal manufacturing processes connected with automobile parts.

The tour of the factory began with an inspection of the die-making and research department. Following this, the party saw moulding in operation and then went on to the forge shop where billets of various sizes were being made into spanners, rear axles, valves and differential housings. After the forming operations, the machine shop was seen and here the group observed the various machining operations being carried out. Proceeding, the boys saw heat treatment and testing and then had a close look at the valve manufacturing shop, which is one of the largest of its type in Australia. Finally the spanner finishing was inspected and the tour finished at the warehouse, where various completed and semi-processed articles were seen.

We thank Duly and Hansford Ltd., not only for their co-operation in allowing this inspection, but for the numerous metal samples donated to the School for future use in the new Industrial Arts laboratory.

### **Geography Excursion to Kurnell**

The Fifth and Sixth Form Geography syllabus requires a minimum of six excursions, which are designed to give the student experience in observation and explanation of geographic phenomena. The first of these, held in the last week of first term, was planned to cover the local area from the School to Cape Solander, near Kurnell. The specific purpose of this excursion was twofold: to give students some idea of the local pattern of settlement; and to examine the sandstone headlands of the Cape Solander region for evidence of various forms of weathering, crustal uplift and other such geophysical processes covered in the course. The second stage was naturally deemed the most interesting and informative and accordingly occupied the greater part of the day.

As prescribed by the syllabus, relevant

diagrams and notes were transcribed on the spot into excursion notebooks, which are to be forwarded for evaluation at the end of Sixth Form.

Although somewhat marred by inclement weather, this first excursion was a decided success and all concerned developed an analytical approach which will prove invaluable on future excursions. Michel Ansell, 5A.

### **Port Kembla**

On Monday morning, 27th June, fifty Fifth Form Economics students travelled by bus to Port Kembla and inspected the steelworks.

Upon arrival, the procedure for the day was outlined and then, owing to the vast area covered by the steelworks' complex, a large part of the inspection was undertaken in a company bus. Some of the memorable sights seen included the inner and outer Port Kembla harbour and the tapping of the blast furnace. After lunch a film was shown illustrating various facets of steel production not readily on view at the works. During the remainder of the afternoon the boys saw the various rolling and tinplating processes.

Terry Heath, 5A.

### **Rugby League Visit to Camden**

This year saw James Cook eliminated more quickly than ever before from the University Shield competition. We were defeated in the first round by Camden by 8 points to 5.

This match was played at Camden under poor conditions, but these were the same for both teams and so did not contribute substantially to our defeat. Our lads simply lacked match practice at this early stage of the season and met a better team on the day.

Next year we hope to make a much more determined bid to gain this shield.

### **I. S. C. F. House Party**

On Friday, 29th July, a party of thirty-five boys travelled by train to The Grange at Mount Victoria. After dinner Mr. Gee of Manly Boys' High gave the first talk.

A hike of seven miles, a concert and a film were the main attractions the following day. On Sunday, after morning service and lunch, we left for home by train and reached Kogarah at 6 p.m. Everyone had had a wonderful week-end.

Lex Vipond, 2A.

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# KEDRON VISITS JAMES COOK

During the first week in May our School was privileged to receive a visit—our first —by two Rugby League teams and a Tennis team from this highly respected Brisbane high school. The visitors, in the charge of Sportsmaster Mr. R. Sellars and coaches, Messrs. R. Kolah and W. Sole, arrived by tour coach on the Monday morning.

The footballers were soon engaged in a 'loosening-up' run on the School fields—a must after such a long journey by road. It was obvious to our 'spies' that the visitors were not to be taken lightly on the football field—an observation borne out in fact by the matches on the Wednesday afternoon and Friday morning. Although James Cook finished on top in Rugby, such was not the case in Tennis. Kedron, as in 1965 (when we visited), is very strong in this sport.

Two bus tours were organised: on the Tuesday to view some points of interest around our city and on the Thursday to the Warra-gamba Dam and Lucas Heights projects.

Members of the School Ladies' Auxiliary served a delightful luncheon to our guests on the final day, Friday. At the conclusion of this function the boys and their masters were presented to the School by the Principal, Mr. Foster. Awards in Rugby League and Tennis were exchanged and Mr. Sellars, on behalf of Kedron's Principal, Mr. Anderson, made a presentation which was greatly appreciated.

The visit concluded all too soon with a dance in the School Hall after which our friends departed.

We thank Kedron for companionship and fine sportsmanship during this most enjoyable week. Thanks also go to the masters and boys of both schools who worked so hard to make this visit possible.

Results of matches:

## Rugby League

|                 | Kedron | James Cook |
|-----------------|--------|------------|
| 1st Grade:      |        |            |
| Wednesday ..... | 6      | 7          |
| Friday .....    | 2      | 12         |
| 2nd Grade:      |        |            |
| Wednesday ..... | 2      | 3          |
| Friday .....    | 2      | 0          |
| 3rd Grade:      |        |            |
| Wednesday ..... | 10     | 13         |
| Friday .....    | 0      | 12         |

## Tennis

|                 | Kedron | James Cook |
|-----------------|--------|------------|
| Wednesday ..... | 4 sets | 2 sets     |
| Friday .....    | 4 sets | 2 sets     |

## KEDRON VISIT

1. Bill Vanderlouw converts a try.
2. Glenn Baker in a sizzling run down the line.
3. Didn't you want it, Dennis?
4. Second Grade honour their opponents.
5. Oof! John Shears scores a try.

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# STAFF DEPARTMENT NOTES

## MODERN LANGUAGES AND CLASSICS

In recent years great changes have taken place in the teaching of French throughout the State. With the new syllabus, adopted nearly four years ago, great emphasis has been placed upon the practical use of the language for reading and conversing. It is possible to see a marked increase in competence in these skills among our pupils. Conversational fluency is at a high level, matched by similar success in reading and written expression.

A word of interest to present and future French students. Research carried out recently in the community by a special committee has tended to show that fluency in a foreign language is highly acceptable to many employers and positions are available in many organizations in which knowledge of a foreign language is undeniably useful. Moreover, well-paid careers for language specialists are by no means as scarce as has been commonly thought. Details of these positions will soon be available to schools.

T. H. Perrin (Master)

## MATHEMATICS

Under the pressure of increased content in syllabuses and new applications, greater efforts are needed to convey mathematical ideas more effectively. Recent additions to the teaching apparatus of the Mathematics Department include many new reference books, as well as wire and wooden models. The wire models are in some measure to staff design, whilst Cuisenaire and multibased blocks are standard commercial lines. These latter were bought in the first instance to assist the operation of the Individual Mathematics Programme (I.M.P.), a scheme which enables the individual to proceed at his own rate.

Further improvements may confidently be expected so that by a judicious use of these and like materials, pupils may come to a more thorough and ready understanding of their work.

R. J. Faehrmann (Master).

## ENGLISH-HISTORY

Thanks to the generosity of the P. and C., this Department was able to add to its stock of teaching aids. Junior classes used the new S.R.A. Reading laboratory to advantage and all classes may now use the latest four track T.R.9 tape recorder. This makes possible a more profitable use of school broadcasts.

As the new courses in the senior years call for increased use of recordings, a new record player was purchased, along with some fine long playing recordings. These included "King Lear", "Othello", and "Richard III", the works of prominent metaphysical poets and selections from the poems of Keats, Coleridge, Tennyson and Eliot. If such should inspire a lasting love of literature, then it will have indeed been money well spent.

G. N. Bennett (Master)

## SCIENCE

The Science Department is unfortunate in that it has only two laboratories to cater for over a thousand boys. It does, however, have a good supply of equipment. This is partly due to the Commonwealth Government Science Grant and also to the generosity of the P. and C. Association. Recent equipment includes a television set, two overhead projectors, a human skeleton, an oscilloscope and several additional microscopes.

The new senior courses are proving a challenge to both the boys and the teachers. It is apparent that a great deal of work has to be covered in the time allowed, but every effort is being made to complete the course on schedule.

G. R. Gotto (Master).

## COMMERCIAL

The Commercial Department has now acquired two porta-scribe overhead projectors, fitted with trolleys for easy movement. For the reproduction of colour in diagrams a Fordigraph spirit duplicator has been purchased for the use of the whole school.

Our members of staff have endeavoured to fulfil the requirement of the new Wyndham Scheme and I consider we have met with considerable success. J. Coutman (Master).



**"HISTORIC HOUSE"**

**Winner of the Open Section in the Rockdale Art Competition.**

Paul Chatenay, 5B.

## ART

Since the last publication of this magazine the Art Department has had a very successful year.

The first Fourth Form student, R. Lovatt, successfully passed at A level. The Art exhibition at the School Fete held in conjunction with the Science Department was favourably commented on by parents and helped draw crowds to the splendid Science exhibition.

This year we were very successful at the Rockdale Art Exhibition, especially as this was only the second time we had entered the competition. We obtained seven prizes, including the Open, Under Eighteen Years, which was won by Paul Chatenay against stiff competition from Narwee Boys' High and Sydney Technical High.

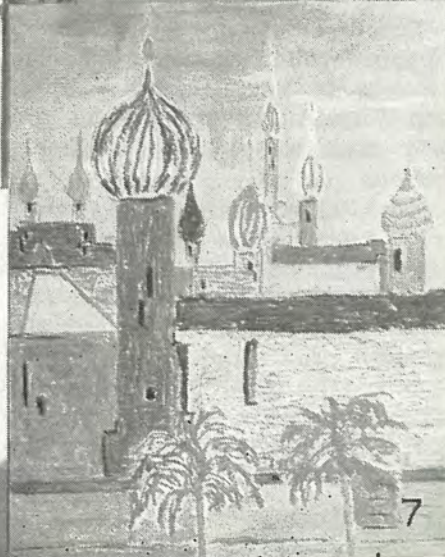
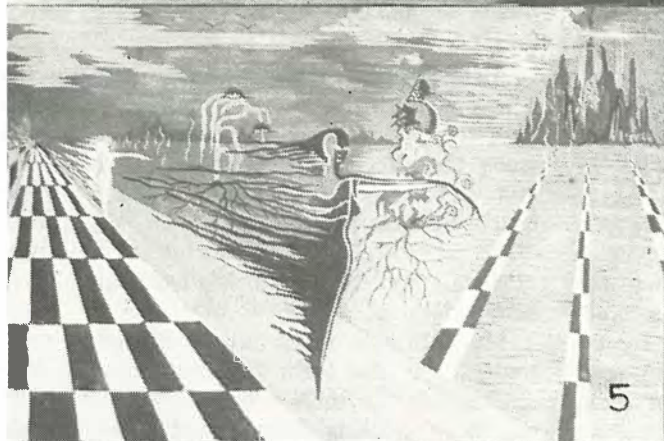
My thanks go to the boys who entered the exhibitions and helped to make them a success.

E. Eyre.

### PRIZE WINNERS IN THE ROCKDALE ART COMPETITION

1. "Farewell at the Railway Station"  
— Anthony Dawson, 3B.
2. "Boat Harbour" — Greg Johnson, 3B.
3. Pottery by Second and Third Form boys.
4. "Pines at Brighton Beach" — Ian Taylor, 3B.
5. "Checkmate" — Leigh Warren, 3C.
6. Pottery and Sculpture  
— Paul Chatenay and Ronald Lovatt, Fifth Form.
7. "Fantastic Eastern City" — Ian Taylor, 3B.







# MANUAL ARTS

## Easter Show Display.

Once again boys from James Cook High gave a creditable display of their skills in the various branches of Manual Arts by making a large number of savoury novelties. Each novelty was shaped like a small frying pan, complete with polished wooden handle and a spun copper lid operated by a lever.

The construction involved spinning operations in both copper and aluminium, turning, filling and polishing of the wooden handle, shaping of brackets and hinges from brass and 'pop' rivetting these in place.

Boys who assisted in this section of the display were T. Bamford, D. Box, D. Chambers, A. de Audney, J. de Coque, S. Faull, G. Ferres, K. Garrash, J. Goodwin, R. Hodgkinson, L. Hodgson, S. Loader, R. Miller, K. Olsen, G. Parker, L. Penrose, A. Smith, B. Wallace and P. Walters.

The electric slot car track completed last year was an item attracting considerable attention as boys raced the model cars round the circuit, past the pits and round the bends protected with their miniature bales of straw.

Willing assistants were M. Alexander, D. Barbuto, G. Cearn, W. Charlton, K. Day, P. Howes, R. Humphrey, G. Hutcherson, R. Johnson, K. Masters, G. Ross and P. Ross.

Slot car racing also proved a marked success at the School fete.

## Education Week Display.

Part of the Liverpool Street Branch of the Commonwealth Bank was turned into a workroom by the James Cook boys during Education Week. Attractive and useful savoury trays were made and assembled in front of many visitors.

The tray consisted of a polished, turned wooden plate and a stem and handle of fitted brass rod supporting a punched aluminium disk through which were suspended a number of hand-made forks with polished wood handles.

Boys who participated in this successful

display were D. Bailey, T. Bamford, D. Barbuto, K. Cross, A. de Audney, G. Delbridge, G. Ferres, D. Hardingham, M. Hinton, R. Long, R. Miller, D. Mitchell, G. Parker, S. Smith, B. Wallace and A. Whittaker.

## Industrial Arts Laboratory.

James Cook High School is fortunate in being granted permission to convert one of the Technical Drawing rooms to an Industrial Arts Laboratory as a prototype room for the new subject of Industrial Arts which is available in Fifth and Sixth Forms. This School is the only one so far in the Sydney metropolitan area to be provided with new equipment, some of which is quite expensive. Some of the items already provided are:

The Hounsfield tensometer, a hand-operated machine for conducting accurate tensile, compressive, bending and shearing tests on various materials. This gives the pupils a much better appreciation of the various properties of materials and thus enables them to understand why certain materials and not others are used when making various structures or machines.

An Olympus metallurgical microscope which enables the pupils to study the microstructure of various materials and also to study the effects of heat treatment on metals in respect of grain structure and the properties tested by that machine.

A pyrometer for measuring temperatures of metals and other materials while undergoing heat treatment.

Many private firms have contributed much material in the form of pamphlets, booklets and samples of their products. To these firms the Manual Arts Department gives grateful thanks.

To the P. and C. Association, whose funds provided a slide and strip-film projector and an overhead transparency projector, the Manual Arts Department gratefully expresses its thanks.

J. B. Caster (Master)

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# LITERARY SECTION . . .

## THE CAT

There she lies, the basking feline  
Stretching lazily under the sun;  
A perfect picture of furry comfort,  
Yawning broadly at everyone.

And as she lies  
Our fat friend muses,  
How truly silly these men be,  
Who think that they, with calls and whistles,  
Inflict a human mastery.

R. Heard, 1A.

## TRAINS OF THOUGHT

The carriage fills quickly  
With a conglomeration of alien faces;  
Faces which toil behind desks and counters,  
Executives' faces, labourers' faces, all  
unknown.

A whistle, a sudden jerk;  
The faces frown; we are moving!  
Magazines and novels appear;  
The faces relax and expressions brighten.

Then a jolt; a station.  
The faces frown again.  
Who are these inconsiderates  
Who dare retard our progress?

It's of no matter, we're moving again,  
As puzzled faces struggle with that elusive  
ten across,  
And that all-important clue;  
Then they melt into bleary shadows,  
All is dark — a tunnel.

Now the faces are visible again,  
They're smiling; the crossword is finished,  
The plot resolved. All is well.  
We have reached the city,  
And the faces stream from the carriage  
Only to be lost as insignificant drops  
Amidst the sea of faces,  
Which ripples across the platform.

Warren Delbridge, 5A.

## THE DINGO

Scarcely breathing, he had lain all day  
in the stinking mud of the reedy shores, while  
men patrolled these shores with pistols and  
rifles. Now, as night descended, his senses  
became suddenly alert, for the sharp snag of  
a twig warned him of his discovery. He was  
away with the speed of a stag, hotly pursued  
by the hounds, barking their frustration into  
the night. He did not linger at the brink,  
but leapt far out into the turbulent waters  
and swam with powerful strokes to the distant  
island.

With tortured and crying limbs, he struggled up on the pebbly shore and lay exhausted. Again he was disturbed by the cries of his human bloodhounds and of the noise of the incessantly barking dogs. He watched the boats slow approach; then, with tireless energy, he quietly padded across to the other side of the island to be greeted only by more water. The men grew closer as he watched with troubled eyes. He knew the end was near, the sands of his life were fast running out. He was finished.

Slowly, he lifted his magnificent head to the moon, and a howl broke forth from his dry throat, echoing his troubles. He did not feel the bullet, but sank soundlessly to the ground and lay still, never to roam the vast plains again.

James Blacker, 3D.

## THE FIERY BEAST

She was seventeen feet long and three and a half feet high.

Unlike most fiery beasts, this one stood on four wheels and did not breathe fire out of its mouth; instead, fire streamed from its eight pipes, four on each side. Its mouth was used to gasp in air to feed its eight hundred horses, who were born, bred and finally let loose to work as one machine. As she rolled to the starting line she won my heart. She wore a coat of immaculate red metalflake on which, ahead of the massive Chrysler Firepower V-8 engine, was painted "The Red Dragon".

The "Christmas Tree" starting lights turned green and, with a furious roar, she was away in a mass of flame and smoke. She screamed past on another two hundred mile per hour run. It was then it struck me that I was but one of her many woovers.

George Langly, 2A.

## SONNET

What paradise or hell does Man go through,  
When once his earthy life-span has expired?  
And he goes to heaven traversing the endless  
blue,  
Which hides him from that which is so oft  
desired  
To be known. Oh! Thou art a truly foolish  
race,  
Wishing God's secrets to obtain,  
To see Man come with Him face to face  
In heaven, God's very own domain.  
Is man so great that he must now inquire  
Into the ways of the Almighty King?  
For when at length from Earth Man does  
retire,  
And into the sacred heavens he doth go,  
The word of judgement shall the angels sing,  
And this world on Earth, Man shall never  
know.  
John Reichard, 3B.

## FOG

The fog is lifting,  
The town is waking,  
The clouds are drifting away:  
The sun is rising,  
The mist is fading  
To make this a pleasant day.

By David Box, 2B.

## DOCTOR AMONG NEW GUINEA NATIVES

I received a letter from the Medical Board saying I was to report there at 9 a.m. on Monday. When I arrived I was told I was to go to New Guinea to visit tribes and try to cure some of the natives.

On reaching Port Moresby I found a jeep waiting for me. I drove it to the hotel, which was on the outskirts of the town and rested there overnight. Next morning I reported to the Medical Board and received a generous welcome. They gave me a jeep and all the medical instruments I needed.

I was driving along a bush track to the nearby village when two natives appeared on the road. They wanted me to come with them so I went. They took me to their village, where I found a very sick man. I wanted to give him a shot of penicillin, but the witch-doctor would not let me. However, after much persuasion, I was able to give medical attention to the wounded man.

When the young man was better I found that he was the chief's son. He wanted me to be made a member of the tribe and I accepted this offer. The dance of membership was a very colourful one. After the dance was over the chief came to me and said I was now a member of the tribe.

S. Russell, 1C.

## BURNT OFFERINGS

Swiftly and silently, Bartholomew scraped the last few clods of earth from the lid and threw them towards the leaden-coloured moonless sky. Then, with practised ease, he prised the wooden cover from the coffin and a quick sniff was enough to satisfy him that the corpse was fresh and, thus, "fair game". Throwing his shovel onto the edge of the hole, he slipped his arm under the armpit of the body and thrust him onto the pile of dirt bordering the rectangular opening. He then quickly filled in the vacant grave and, hoisting his grisly prize onto his shoulders, he set off for a doctor who was willing to pay handsomely for such a beautiful specimen.

While he was leaving the doctor's residence by the back door, he saw a man beckoning to him and on going over to him, recognised him as Samuel Gordon, a notorious murderer and thief.

"The Bow Street Runners are after me," panted Gordon, "and you're my last hope. I know that they'll probably get me, but I'm not worried about that. You see I've got a phial of stuff that knocks you out and ya look as though you've been croaked, but after about a day it wears off and you're as fit as ever. My plan is that just before I go to swing I'll drink this stuff and they'll think I' done meself in and bury me. So, when I'm buried you come along the next night and dig me up."

"But what do I get out of it?" demanded Bartholomew.

"Don't worry, I've got plenty of loot stashed away and I'll draw ya half a map of where it's hidden before I leave."

"It sounds all right to me," replied Bartholomew, "but what are all those red spots on your face?"

"Aw, just a rash from hiding down the sewers, I suppose."

So the deal was made, the map was half drawn. Gordon was duly caught and an announcement was made that he was to be hanged the following day and buried at the state's expense. A coffin was made and a hole was dug outside the prison yards. Everything went smoothly except for the fact that Bartholomew picked up Gordon's rash and felt a bit itchy as he proceeded digging up his compatriot's cadavre. However, when the lid of the coffin had been prised off, Bartholomew fell in a screaming faint to the ground.

A trifle odd one might think, for such a hardened body-snatcher as Bartholomew to faint at the sight of the contents of a coffin. But no, for in this case, Bartholomew had discovered that they always cremate victims of the plague.

Peter Lamond, 5A.

## THE WARRIOR MONARCH

In the summer of 1707, as he pitched his headquarters in the German town of Leipzig, Charles XII of Sweden was at the zenith of his awe-inspiring career as one of the greatest soldiers Europe has ever seen.

Before he had reached the age of twenty, he had overrun Denmark, crushed Poland and humbled the mighty Tsar of Russia, Peter the Great, by shattering a Russian army outnumbering his own by six to one. Like some legendary viking of Scandinavian saga, "the Swedish Meteor" or "Madman of the North", as he came to be known, had broken through his numerous encircling enemies and crushed them on every front.

The only surviving son of the statesman-like King Charles XI, the future Charles XII was born in Stockholm on June 17th, 1682. He was riding before the age of four, fencing before that and grew into a tall, slim youth, clad always in a blue military coat with brass buttons, ungainly boots and serviceable sword. Unlike his father, who had built Sweden into a powerful country by virtue of trade and peace, this monarch was somewhat less of a diplomat. At the age of nine he told his tutor that his only ambition was to rival the career of Alexander the Great. When his tutor pointed out that his hero had lived only thirty-two years, the boy retorted: "And is that not long enough for one who has conquered empires?"

In 1697, the death of his father brought Charles XII to the throne of a realm that reached from Finland to the German port of Bremen. Regents, appointed by the Royal Council were quickly sent packing as Charles refused to take the usual coronation oath and placed the crown on his own head, declaring that he ruled by divine right. Yet little time he had to enjoy the vast empire left to him, for neighbouring powers soon began plotting to strip power and territory from the youthful king.

By the beginning of 1700, deluded by the belief that Charles was an impetuous, as well as inexperienced monarch, Peter the Great, Tsar of Russia, formed a powerful coalition of Russia, Saxony, Denmark and Poland. First to attack, in February of that year, was Augustus of Saxony, a pleasure-loving but ambitious ruler who also occupied the throne of Poland. He invaded the Swedish Baltic provinces, but Charles was ready to strike back. On May 8, 1700, still not yet eighteen years old, he set out on his first momentous campaign. Forcing his admiral to use a supposedly unnavigable channel, he attacked Zeeland and then Denmark. The lightning campaign ended with a treaty by which Charles received huge indemnities.

Charles now swooped to deal with the Tsar who, with an army of 48,000 was approaching a small Swedish force of 8,000. A tremendous snowstorm was sweeping across the plains towards the Russian lines when the wearied half-frozen Swedes first saw them. "Now is the opportunity!" cried Charles, "The storm is at our back; they will never see how few we are." Blinded by the snowstorm and reeling at the impetuosity of the cavalry charge ordered by Charles, the Russians broke ranks and fled, hundreds being trampled to death in the hideous confusion. This victory dazzled all Europe, while in Sweden Charles became a national hero.

Charles continued his wars for over fifteen years. Eventually, disdaining advice to sue for peace and end the war that had bled Sweden white, Charles flung himself upon Norway in the belief that by conquering new lands he could help his beloved nation. But Sweden's great days were fast drawing to a close. On December 11th, 1718, on the ramparts of the fortress of Frederiksten, Charles was mortally wounded. To this day, a story survives that the bullet which pierced the skull of Sweden's greatest warrior came from the pistol of one of his own war-weary soldiers.

John Deeth, 4C.



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**A. De-Blasio, 12A South Side Plaza, Rockdale.**



## STORM AT SEA

The last of the blue sky was devoured by an angry swirling mass of clouds, driven to a gyrating turbulence by howling gale force winds. A mood of darkness and greyness pervaded, where once there was calmness and light.

The once smooth sea became a raging monster unleashing its dormant powers on anything in reach of its mighty, curving arms; relentlessly bombarding the rocky shoreline and causing even the mightiest of ships to pitch and roll; the metal of their hulls creaking and groaning in protest.

The clouds, heavy with moisture, suddenly burst open, hurling upon the sea myriads of persistent, hammering drops. Jagged bolts of lightning, the missiles of the raging heavens, flung themselves continually seawards.

R. Blood, 2A.

## "INSOMNIA CURE"

Out of the night that covers me,  
Black as the feathers of a crow,  
I thank whatever gods may be  
For television's "Late Late Show".

For even if the movie is bad,  
I never wince or cry in pain.  
I also watch each sickening add,  
Since I can't sleep, I can't complain.

I sit with eyes glued to the screen,  
I strain to hear each mumbled line,  
And though, sometimes, I want to scream,  
I know that things will work out fine.

It matters not how bad the plot,  
Or if the leading star's a creep.  
In fact, the better chance I've got  
To finally drop off to sleep.

G. Green, 4B.

## THE OPERATION

What could possibly go wrong?

He always became nervous before the operation even though he had performed it several times before. Pensively he entered the wash-room. He must hurry as he was late and they might start without him.

It was always all right afterwards. It was the incision that was the hurdle to be crossed. He plunged his hands in the hot water. Carefully he walked to the towel-rack.

"Must not let germs infect these hands", he mused.

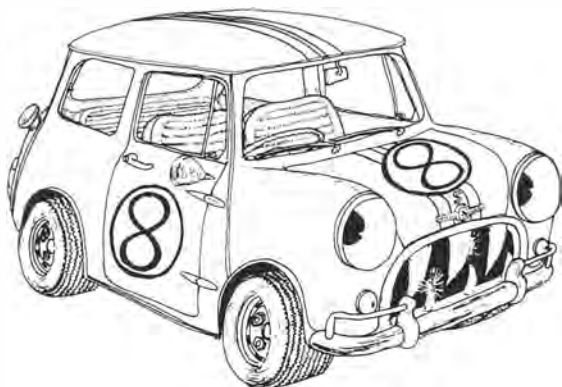
Finally the moment arrived. He walked along the corridor to the swinging doors. Beyond them . . .

Why was it always he who was required to make the incision? He halted in front of the door. Perhaps it would be better if they did begin without him. Somebody else could make the cut . . .

"No, I must do it", he said firmly, and walked determinedly through the doorway.

"Why, doctor, where have you been? I'm afraid we've started without you. Mr. Baxter cut the turkey instead."

K. Dixon, 4A.



Why do all the big G.T. cars have rear-ends that look chomped-off?

— Nigel Weekes, 4A.

## WHY?

WHY!? Why must the authors of fictitious books, when writing about space, always include some fantastically devilish looking monster, with ten to twenty weird, long, out of place legs, one eye, three eyes or more eyes centred on or around the head or with bodies of jelly or whatever he manages to think of on the spur of the moment?

Why can't the poor, lonely fugitives from Mars look similar to us? WHY? WHY, when reading a novel about these creatures is the culprit always cruel, malicious, sadistic, and either ugly or stupid? Why can't he be smart, good looking, good humoured, friendly and not in any way wanting to harm the earth men?

Why can't the authors indulge in some other form of releasing built up tension or hatred for their neighbours or wives? Why can't the humans be the invaders with guns and bombs ready to smash any life or civilization into a thousand and one fragments? Why can't the disgraced, uncouth, depraved, crucified Martians, or what have you, win once every now and then? Why pick on them? What have they done? Have they committed some unforgivable act of treason, have they started world wars; have they tried to exterminate a race of free young peoples, have they tried conquering free countries? NO! But still they are depicted as stupid, nonsensical, ugly and "slow on the uptake".

Why not condemn the humans for thoughtlessness in creating wars? But no! always the inevitable happens. Martians are to blame.

Robert Hill, 3C.

## THE LAST DAY OF WINTER

Farewell o'chill and cold!  
Too long have you  
Made life dead and dull.  
For Spring is due,  
Bringing once more the sweet life we love.

P. Louey, 1C.

## THE SHARK ATTACK

I am a skin-diver and on Tuesday, the 9th of June, 1962, my friend Rick and I were skin-diving about nine miles off the north Queensland coast. We were a hundred feet down, searching an ancient Spanish galleon, which was believed to be carrying gold at the time it was wrecked.

As we were leaving the captain's cabin, Rick caught his leg on a sharp protruding object which tore his skin. In minutes there was blood all around us. Suddenly a dark shadow appeared above us. I quickly looked up and saw a tiger shark swimming around.

Suddenly the shark charged towards us and I swam for my life, forgetting about Rick for the moment. All at once I remembered my mate, and turned in time to see the shark grab his leg.

I drew my knife as I swam towards the shark and quickly stabbed it seven times. Suddenly it released Rick's leg from its powerful jaws and charged at me. I aimed and fired my spear gun and hit him right between the eyes. Instantly it fell to the bottom. I quickly took Rick to the nearest hospital.

G. Simms, 2E.

## "THE REALM OF FANCY"

"When worldly struggle becomes too much,  
It is time to cast off the bonds,  
The bonds of earthly things;  
To escape. The realm of fancy awaits,  
Awaits the believer.  
To slip into days that have been,  
And that are to come;  
To recall, to ponder, on what might have  
been,  
If only for, if only for . . .  
This other realm waits, behind a door,  
The door is locked, the key within us,  
Imagine, imagine . . ."

Terry Heath, 5A.

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## THE TEN ACADEMIC COMMANDMENTS

### First

Thou shalt arrive punctually at 9.00 a.m. to commence thy daily toil.

### Second

Thou shalt do thy English homework diligently, for thy teacher can be mighty hard on delinquents.

### Third

Thou shalt laugh with all thy heart, with all thy might and with all thy strength, at each and every jest thy learned teacher maketh.

### Fourth

Thou shalt not wear desert boots or any variations thus to thy school uniform.

### Fifth

Thou shalt not use pea-shooters in the classroom as thy teacher does not appreciate good marksmanship.

### Sixth

Thou shalt refrain from littering the precincts of our noble buildings, but shouldst place all paper, peals and such like in thy rubbish bins.

### Seventh

Thou shalt not chew, eat or talk in thy library, or thou shalt be asked to make a rather hurried and undignified exit.

### Eighth

Thou shalt refrain from all forms of disagreement in thy school quadrangle, as funeral prices are rising.

### Ninth

Thou shalt refrain from all forms of unauthorized redecorating of thy school, as thy great pains are unappreciated.

### Tenth

Thou shalt pay all members of staff their due respect, as they consider themselves superior beings (and can enforce this with little effort).

G. Bestel, 4B.

## LEARNING THE FRENCH LANGUAGE IN HIGH SCHOOLS

Today in New South Wales the Wyndham Course is approaching the end of its fifth year. The new French course is proving more popular with the teachers and students (the teachers comment) than the previous course. In the following paragraphs I will try to make a comparison between the two types.

In the previous French syllabus for high schools the accent was on translation and grammar more than anything else. The translation was from French into English and from English into French and the grammar was especially stressed throughout.

However in the new Wyndham Course the accent in the French syllabus for

the student studying French is to be able to think clearly in French and to speak and express in French far more than was required in the old course. Consequently in this new course translation has assumed secondary importance. This is why pupils, especially in the senior years, are encouraged to read French novels and books and to discuss what they have been reading, in French, and to show that they understand fully the implications and the theme of the text that they are studying. By discussing in French in the classroom, the pupils obtain a more complete grasp of living French which makes it more interesting to them, than in the old course, which followed uninteresting formal exercises. The student as a result of this language discussion becomes more competent both in his reading and written expression.

We now come to the aural side of the new syllabus. By aural is meant that the student is required to understand normal spoken French, to comprehend fully the tone of the person speaking and the unique inflexions on certain words, which call forth different emotions. All these factors are necessary in the study of the language. The teacher plays records of everyday spoken French so that the student may become well accustomed to it. In the old course only a little dictation was employed to test the student's knowledge of spoken French.

Finally we come to the last major aspect of the new syllabus and this is the French civilization or background. In the old course the French culture was studied only up to the Intermediate Certificate, in English. It did not entail a great knowledge of France, her people and history. However in the new course, French civilization is studied right up to the Higher School Certificate. In the course up to the School Certificate, French background entails the present day life of France, that is, its people, customs, universities, schools, administration, geography and mineral resources. As well as this, some historical figures, scientists, artists, composers, and literary figures are studied. This culture is studied partly in English. However the civilization course from fifth year onwards is studied in French. It goes far deeper into the subject and concerns a basic knowledge of French History and a great awareness of France's contribution to the fields of literature, the arts, political thought and the various aspects of science.

Overall the standard attained in French by a second level or even a third level pupil at the end of sixth form will be infinitely superior to that of the standard reached by an average French student in the old fifth year course.

What will be the result of this training received by the average French student at the end of the sixth year course? The result will be a student fully capable of expressing himself to any Frenchman in his own tongue. As well as this, the student would be well-versed in the ways of French civilization and would understand the motivating forces behind France's current ideas, ways and politics. Consequently his knowledge of France and the French people would contribute enormously to international understanding. These are some of the answers I would give to many students who have asked me what is the use of studying French. Today France is one of the world leaders in the technological fields such as aircraft, transportation, atomic energy, machine manufacturing and a host of others. Australia consequently has excellent trade relations with her. Thus a knowledge of France and her people would be extremely useful in business. As a result of this, students of French would be very much sought after!

D. Grover, 5A.

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**J. Ball [4] 49 Rocky Point Road, Kogarah.**



## ADVENTURES OF RAINDROPS

The threatening clouds moved slowly across the sky. All the little raindrops were poised waiting for the opportunity when they would be able to fling themselves out of the clouds towards the ground below. Over the past few days the raindrops, with the aid of their Uncle Sol, had been forming into a pack and, like wolves, they were ready to pounce.

A sudden flash of lightning, followed by a tremendous clap of thunder, indicated that the time was right for all the raindrops to stream earthwards. Faster and faster they plunged until finally they could see the people, running and scurrying towards shelter. With joyful exhilaration they flung themselves at the people below. What excitement did the younger raindrops feel! After smashing onto the cement, they ran off into the gutters where they gleefully churned little particles of dirt into a brown slimy mud to be carried with themselves over the waterfall of grated drains and far out to sea. Now the destructive little raindrops joined with their allies, the wind and especially salt, to gradually devour the beaches and cliffs. With a gleam in their eyes the raindrops formed themselves into waves and rushed towards the shore in order to destroy it. The little "Kamikazes" smashed themselves against the cliffs with a roar, gradually eating into the weaker rock. After one devastating throw the little drops were caught in an undertow, dragged under the surface and pulled far out to sea where they waited for Uncle Sol's loving kindness. Uncle Sol looked upon the plight of the younger raindrops who had only "flown one mission" and with a gentle tug he lifted the little raindrops up into the sky where they would await orders for their next mission.

Trevor Edwards, 4A.

## WAR

I lament the fact that men must die,  
Even as they utter their battle cry;  
They rush to their graves, so young and so  
eager  
For man is covetous and his thoughts are  
meagre.  
He wants to be rich and to conquer the world,  
Being never content with a flag unfurled.  
He is quick to abuse and quick to anger,  
But slow to realise his strife and danger.  
He declares war and then he proceeds  
To justify his course with bloody deeds.  
Sure, guns and bullets are made by the score,  
To murder youth in a filthy war,  
For the wind will whistle as the black bomb  
drops  
And the mushroom lowers o'er the scarred  
hilltops. Andrew Reichard, 5A.

## TYRANNY

We view the bloody ground where they once  
walked:  
Only to die, still swinging their swords  
Upon its unsightly face of strife and struggle.  
Shall man ever be ignorant of this bloody  
strife  
Which, like a disease, when left unchecked,  
Rises again to induce more pain and sorrow  
upon the guiltless host?

Mark Tippet, 5D.

## AMERICAN TROOPS "DOWN UNDER"

For many years there has been a bond of friendship between the United States of America and Australia. The spectacular Japanese success had swept over the Indo-China peninsular, from Singapore over the East Indies, to the islands of the South Pacific and was threatening Australia.

Then General Douglas MacArthur, having escaped from the doomed Bataan at the order of his Commander-in-Chief, reached Melbourne. Convoy ships soon followed bearing thousands of American troops.

As now American soldiers are in combat in Vietnam, Australian troops are once again fighting side by side with our American friends.

John Butler, 3F.



## RAINY DAY

Drip, drip, drip, the small droplets of water dripped off the higher leaves passing the life-giving liquid to those below. Suddenly a gust of wind brought with it another shower of rain.

Inside it was warm and dry, but outside the perpetual rain beat down mercilessly onto the unprotected lawn. Even the birds had taken shelter, but a few people still hurried about the street, scurrying from shelter to shelter. By now the storm was in full swing and the streets were soon entirely deserted. Dark clouds blotted out the sky while thunder and lightning frequently broke the monotony of the rain.

The gutters were full of gushing, rushing water, which gurgled as it bubbled down the drain. The icy wind blew about and made the trees sway.

Then, as quickly as it began, it ended. The clouds slowly drifted away with the wind, making the sky visible. The gutters gradually emptied while all returned to normal.

J. Brown, 1A.

## THE GREAT FIRE OF LONDON

This is the fire which ravaged the city of London for three days in 1666. Started in Pudding Lane by unknown sources, in a baker's shop, it soon engulfed the tightly packed wooden houses in the Thames area. Until it was finally quelled it took the lives of six persons, and caused an estimated £10,730,000 worth of damage. 13,200 buildings were destroyed and these included eighty-seven churches, six chapels and a great portion of St. Paul's Cathedral. The disaster was blamed on the Papists and Frenchmen, and feeling against these people rose. But the fire is credited with destroying and clearing London's slums, for in these slums the plague had thrived. Also, out of the charred ruins of this period arose the new and more beautiful city of London, that is known throughout the world to-day.

John Kenny, 3A.

“Chaparral Vs Lola T-70” — Anthony Dawson, 3B.

“The Leopard” — Gary Bestel, 4B.

“The Bow Hunter” — Peter Lamond, 5A.

“The Great Fire of London” — John Kenny, 3A.

## MORNING TO NIGHT

The stars are fading away;

The chilled night is giving way to the rays of light,

Creeping through the pure white clouds,

Beaming down on the dew covered grass.

The sun is full of laughter and the day is peaceful and serene.

Then day passes into a dark solitude of emptiness.

In the distance a howl of a dog is sent forth into the night;

The weeping willow, bending in the wind,

Tries to send a silent eerie shriek through the night.

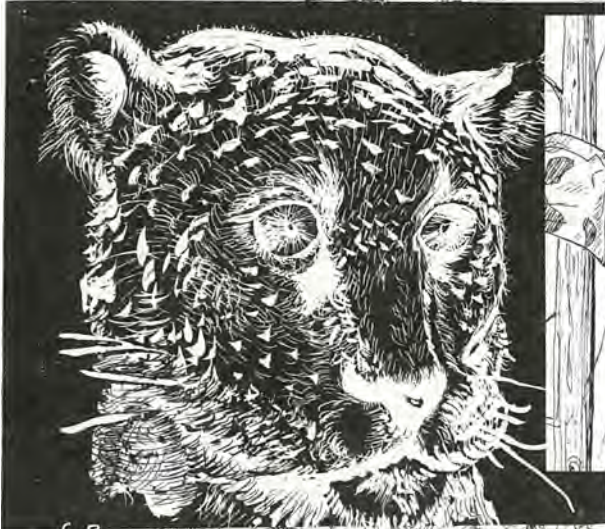
The cycle of night passes on unperturbed.

R. Cunningham, 1B.

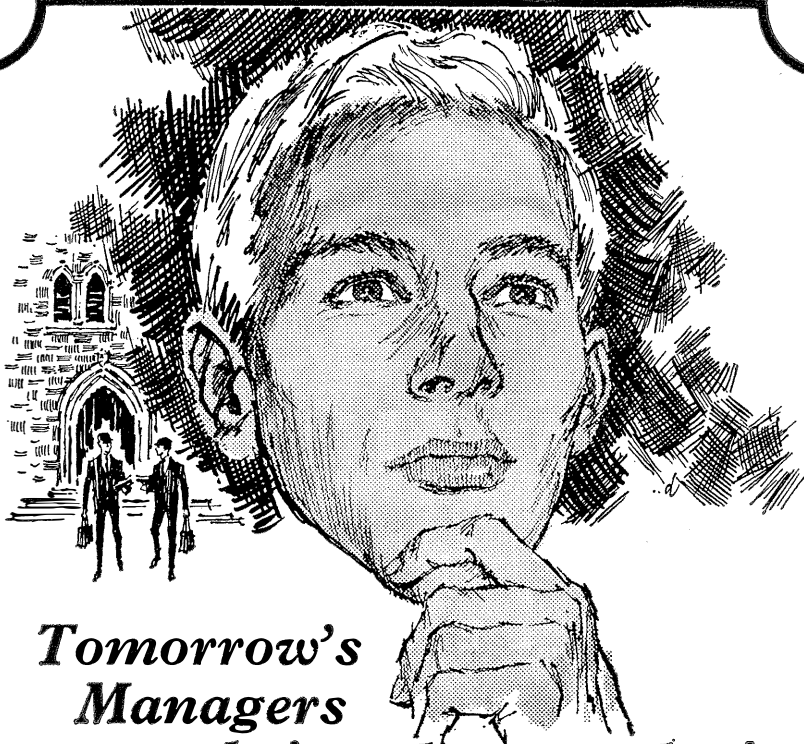
## COMPUTERS TAKE OVER

Ansett-A.N.A. is the latest of a number of the world's leading airlines which have decided to install IBM 360 computer systems. The 360 model 30 will have four times the capacity of the computer system it replaces, which was installed in 1964. This 360 will remain modern in years to come. It can be modified and expanded with the addition of new units. The main brain of the computer holds 32,000 digits. This is backed by a store comprising replacable discpacks which hold as many as 42,500,000 digits. The computer prints 1100 times a minute, and reads 1,000 cards a minute. Another way of understanding the computer's scope and speed is to look at the way in which it can deal with a lengthy book, such as “The Carpetbaggers”. The 360, Model 30, can store the contents 21 times. It can read the complete book in fifteen seconds and print out the contents in ten minutes.

Peter Thompson, 4E.



The Great Fire of London, 1666



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## IN ORBIT

At last all the waiting, the postponements and frustration were over and Dwight felt a strange calm as he laid on his couch atop the giant white cylinder which would push him towards the heavens. Even when his body was flattened by the massive force of its acceleration, he did not succumb to the wild joy of the ground crews at the lift-off. Only he was at peace.

Here in the timeless darkness the man had gained his lifelong goal. In his grasp was the power to fly untethered among the stars, the power to learn the secrets that had so long been withheld from man's knowledge. For it was he who led the way for the multitudes that would follow and surpass him in the exploration of space. He held the key to the universe.

The radio crackled into life, "Launch to 'Early-dawn', everything's 'go' down here. How is it with you Millar?"

The astronaut rapidly scanned his instruments, "It's all normal here."

Don't forget the experiments. We'll check again in ten minutes. Out."

How could he bother with such menial tasks here, on man's greatest adventure, he thought as he hovered between reality and fantasy. Looking down upon the globe he laughed aloud. The well-dressed office workers hurrying to catch their trains so they won't be late, the politicians arguing over whether men should be made to fight for their country; the singing patriots: how tiny they all seemed! For how could these ants and their trivial lives be compared with the endless distances of space? Dwight was about to condemn the experiments he had been ordered to perform to the same category, when some force inside him seemed to resist, and force him to go dutifully about his appointed tasks.

He was almost glad when he was called on from the ground for it released him for a moment from the boring experiments. As he began the routine panel check all seemed normal until the flyer's gaze reached the most prominent meter of all. It must be faulty, he thought, for how could the fuel supply be completely exhausted at this stage of the journey. He quickly swung his eyes over the remaining indicators until he reached the one he had been dreading. A fuel line had broken. He cursed himself for not noticing the warning sooner, for he now could not return to the Earth's surface, but would remain in orbit.

In those last few days Dwight did not panic for he had already been resigned to the fact that he might not return from this mission. Now, he could find the truth in his thoughts. No longer did the troubles of the community seem trivial and worthless, but they now assumed a vital position in the conquest of the universe. The community became the foundation stone upon which Man's stairway to the stars would be built.

And Patriotism was the one thing that would prevent the many men who would follow him from feeling as he did now — alone.

P. Gross, 3A.



## A VERY QUEER LANGUAGE

English is one of the world's queerest languages. This is mainly because of the many rules in use.

An indication of its peculiarity can be seen if we examine the rule by which we change a word from singular to plural.

If we try to form a plural by using the standard English rule of "adding s" we may find some very amazing results. Thus, for example, "box" should form "boxs" but really forms "boxes". In French a similar example ("la voix": the voice) would only change in the article becoming "les voix" but as the English article does not change so the English noun must change.

Then, there are the irregulars: "foot" and "tooth" become "feet" and "teeth". "Boot" would be expected to become "beet" but it follows the general rule, becoming "boots".

The English verb is just, if not more, irregular than the nouns. In Latin there are only six Indicative Active tenses to each of the four regular conjugations while English has fourteen with no really regular conjugation. The present tense for the Indicative Active 1st person singular of "to build" is: I build — I am building — I do build.

In Latin, all three meanings would be translated as "Aedifico" (eye-dif-i-c-oh) while in French "Je Batis". Migrants would find it very hard to learn when and where to use the different forms in English.

Each verb also changes in each tense: (I build. He builds). By removing the archaic 2nd person singular pronoun "thou" and replacing all its forms by the 2nd person plural form "you", the learning of the tenses has become easier.

By using various auxiliary verbs the verb has many shades of meaning of each tense, e.g.—

### Simple Past

I fished

I lay

I lied

### Perfect Past

I had fished

I had lain (arch)

I had lied

### Continuous Past

I was fishing

I was lying

I was lying

The last two examples given have the same infinitive and the differing forms are often misused.

It is said that a language portrays the culture of its people. Imagine a person's impression of the English speaking people if all he had was an English text-book!

Lex Vipond, 2A.

## A SPECULATION

How many times in poetry, essays and books have we read a philosophy that the life of one human being is but a small fraction of time compared to that of existence of the earth and that we should live life to the fullest degree while we are able? Indeed one Greek scholar took the rather pessimistic view that life was only a long term preparation for death.

Yet the enemy of life and man is none other than—man. From the time when the Greeks were over-run by barbarian tribes and their civilisation crushed, the tragedies of the world have been like a passing parade. In our forefathers' lifetimes man has struggled free from stark poverty, only to be plunged into the horrors and humiliations of the first world conflict in World War I. Millions of young men paid the supreme sacrifice and nations vowed this was the war to end all wars.

Turning from conflict, man endeavoured to improve his standard of living but by 1929 encountered the worst depression the world has ever known. So mankind struggled once again for self respect and slowly came through the morass. But he reckoned without the personal ambitions of individuals who roused nations into hysteria and war. So the Second World conflict and the persecution of millions of innocent people took place. Bewilderment, horror, uncertainty and fear prevailed. However, leaders are born for good as well as evil so justice and freedom prevailed, through their strength of purpose in restoring the world to equilibrium.

Mankind rejoiced as the struggle ceased but then man found himself faced with further immense problems: the emergence of the under-developed countries; the struggle for the minds of men and a vast claim for world supremacy by the infiltration of communist doctrine. So man watched pockets of violence exploding all over the world and again faced apprehension and fear.

We in the younger generation face the enormous challenge of the future with the experience of our elders, and amazing advances in science and technology, to aid us. The challenge is the control of populations in underdeveloped countries so that their living standards can be raised enormously and their countries made prosperous. An equal living standard throughout all the realm of mankind will be the ultimate factor allowing nations to live together in ideal co-existence.

The task of teachers at our schools is to bring our knowledge to a point where we can carry on in an effort to improve the world in our own small way. Australia can offer so much to her neighbours through science, medicine, technology, food and so many things they need to remove famine, sickness and stark poverty. Through education and application in our coming adulthood, we can all play our part.

Jeff Kelly, 4B.

## **DROUGHT IN THE OUTBACK**

A sullen stockman shading his face under a ragged grey hat,  
And a diminishing flock of dirty brown sheep traversing a grassless flat;  
A hazy horizon; quivering, oozing, like a mural melting with heat,  
The filthy stench of a wretched beast rotting in a mouldy heap.

What could be more heart-rending than the sight of a forlorn calf in misery at the death of its mother? What could be more heart-rending than seeing so young a beast having hardly enough time to taste life before being slowly pulled into the jaws of death? What could sadden one more than to admire a brilliant sunset and then lower one's eyes to see the silhouetted figure of a solitary calf wandering among low mounds, that represent rotten, maggot-ridden carcasses?

When travelling through the outback during a drought, the prominent features of death and sadness paint a picture fitting to make the strongest man sick. There is no vegetation to speak of, save a few xerophilous salt bushes. The ground is moistureless red powder, which occasionally is lifted in smothering clouds by whirlwinds and carried for hundreds of miles over grotesque wastes, which were once prosperous and green.

The sky is not blue, but hot white, reflecting the heat and fiery rays of sunlight, which beat in never-ceasing intensity all day, until night falls. Once gushing and flowing, the dried up gullies provide shade for weary animals who endure the day, living only for the coolness of night.

T. Howard, 2A.



## THE LONG MARCH

"For twelve months we were under daily reconnaissance and bombing from the air by scores of planes; we were encircled on the ground by a force of several hundred men; we encountered untold difficulties and obstacles on the way, but, by keeping our two feet going, we swept across a distance of more than 20,000 li (6,000 miles) through the length and breadth of eleven provinces. Has there ever been in history a long march like ours?"

In these words Mao Tse-tung, the leader of the Chinese Communist Party and at this time Chairman of the Provisional Chinese Republic, describes the 6,000-mile journey of the Communist Army from Kiangsi in southern China to Shensi in the north. The Army that set out in October, 1934, numbered 100,000; in October, 1935, it was only 20,000 strong, and many of these had been recruited on the journey.

In the autumn of 1934 the Communist movement in China faced annihilation. This was not a new experience. Formed in 1921 and largely composed of young intellectuals and urban workers, the Chinese Communists had been entirely guided by Moscow. They had co-operated, often with great unease, with the Kuomintang Government set up in south China and led, from 1925, by Chiang Kaishek. The Kuomintang incorporated a wide range of political opinion, from traditionalist landlords to left-wing radicals, united only in the aim of national reunification and liberation from foreign—that is, western and Japanese—control. The small, but well organized, Communist Party had joined in Chiang's Northern Expedition of 1925, which sought to bring under central control the northern provinces ruled by war-lords.

Chiang mistrusted the Communists and was anxious to keep the financial support of the commercial classes of the coastal towns. In April, 1927, Chiang's government carried out a brutal purge of Communists and their sympathisers throughout China. Many of the party's leaders were put to death; Chou En-lai escaped execution, while Mao Tse-tung was fortunate to be in the countryside at the time.

By November, 1931, two governments existed in China. The Kuomintang, with their capital at Nanking, had nominal control of the whole of China, but effective control of only the urban and coastal regions of the south and centre. Communist bases, scattered throughout the country with their capital at Juichin in Kiangsi, governed over twenty-five million people, or about 5 percent of the population. The Communist government had a regular army of nearly sixty thousand.

Mao and his army decided to break through the Kuomintang blockade. On 18th October, 1934, some 100,000 soldiers carrying food and ammunition set out, but were hindered by their wounded who had to be moved to escape the merciless Kuomintang.

It took fifteen weeks to get through Kweichow province, fighting Kuomintang and the forces of the local war-lord. With the Government forces at their heels, one group made a forced march of forty-five miles in one day.

Passing through the province of Yunnan, the Communists encountered many hardships through an unknown land. Fortunately the local tribes were anti-Kuomintang, and provided guides to take them to the end of the province. By the end of May they had reached the Tatu Bridge where they were joined by five-hundred fellow Communists. Only 40,000 reached north-western Szechwan, where they joined up with the local force.

In August Mao decided to continue, Communist bases were set up in northern Shensi, and he wished to join these before the winter. Neither he nor the 30,000 men (10,000 of which were lost before arrival) knew what was in store. When the devout band of Communists left the neighbouring Grasslands, the end was in sight. There were further military engagements, with the Muslim tribes of Kansu, but at least the 20,000 survivors were free from the Kuomintang.

But, above all, Shensi was a far better base in times of the Sino-Japanese war of the 1930's, with Japanese armies invading north and east Manchuria. While the Japanese over-ran Chiang Kai-shek's base, the coastal area, Chiang could not afford to send out large forces to the interior. The Communist,

therefore, carried out guerrilla activities on a substantial scale against the Japanese, simultaneously winning nation-wide support, extending their territory and capturing Japanese ammunition.

In 1937 the Communist Government controlled 30,000 square miles, containing 10,000,000 people. In 1945 it held 300,000 square miles, with 95,000,000 people; while the People's Army numbered 900,000. This startling success — the eventual victory of Communism—could not have been obtained, had not 20,000 men survived the Long March.

Roger Heaton, 3A.

### **"HYPOCRISY"**

The poet would have us believe  
That love makes the world go round.  
But whom does he think he deceives?  
We know that peace can't be found.

For we are constantly warned,  
In messages carefully worded,  
That a coloured man is to be scorned  
And a stranger is better off murdered.

The icy-cold snowmen in white cloaks and hoods,  
Preach hatred, returned from the dead.  
The crosses that burn for the ghosts in the woods,  
Preach a religion the devil has bred.

But throughout the volumes of history,  
There have forever been wars.  
Wars, forever a mystery,  
Wars that a wise man abhors.

But the poets have preached "do not kill"  
before,  
And our men died, slaughtered in herds.  
They told us that peace was secure at our doors  
And our men died, to the echo of words.

Gary Heap, 5A.

### **"ITEMS OF INTEREST AROUND THE SCHOOL"**

#### **"Fire Escape Burns to Ground."**

The new fire escapes being erected on the ends of the outdated science block were burnt to the ground during the weekend. It is believed louts were responsible for the fire, which will delay the completion of the science block another ten years. Architects are setting their boards alight with speed redesigning the concrete so that it will not burn on contact with dirty DB's.

#### **"Gymnasium Construction Fails."**

The idea of including the school swimming pool in the gymnasium has failed miserably because of lack of foresight and scientific knowledge. The pool was emptied for the winter and unfortunately the escaping water shrank the whole building to the size of a one man dressing room (so small in fact that one has to go outside to stretch). This caused much embarrassment and so the building was hidden behind the main classroom. However, the economy-sized gymnasium has been put to good use; it is hiding the formerly small swimming pool pump which swelled up after the outlet pipe became blocked and the motor continued pumping.

I wonder if it was a Bulgin' pump?

#### **"3.15 P.M. School Roll Call"**

The inception of after-school Roll Call and roll marking has been voted best idea of the year by the Student Council (comprising 5th year students behind the hall at dinner time). This allows students to take the day off for other activities which they otherwise would not be able to do, and then return to school for the roll to be marked, and no one being "any the wiser". Again full marks to the members of staff who thought of this enterprising idea.

Eric Sydenham, 5B.





# THE CHALLENGE of POWER!

## *Electricity is the Lifeblood of Modern Civilisation!*

Keeping abreast of the ever growing demand for electric power is one of the great challenges of our age.

In New South Wales the demand for power is doubling every nine years, involving the expenditure of millions of dollars on giant new power stations, transmission lines etc. by The Electricity Commission of New South Wales, which is responsible for generation of electricity in this State.

The distribution of electricity to consumers is the responsibility of Local Government Electricity Supply Undertakings, such as the St. George County Council which purchases electricity from the Electricity Commission, and, in turn, is faced with ever increasing expenditure to keep up with the demand.

The Council, which distributes electricity to over 64,000 consumers in the Municipalities of Hurstville,



Kogarah and Rockdale, spent over six million dollars on the purchase and distribution of electricity in 1965, which is more than double its expenditure in 1955.

In terms of size, The St. George County District, with an area of slightly more than 30 square miles, is relatively small, but, with a population exceeding 200,000, it is the most densely populated County District in New South Wales.

The amazing building development and the popularity of electricity for domestic as well as industrial purposes suggests that the demand will be again doubled within nine years.

The St. George County Council is confident of its ability to meet this challenge and to continue to make available to its consumers all the electricity that they need both efficiently and economically.



## **ST. GEORGE COUNTY COUNCIL**

HEAD OFFICE: MONTGOMERY STREET, KOGARAH

BRANCH OFFICE, FOREST ROAD, HURSTVILLE

## THE MAN'S LIFE

One young man finishes school,  
Long years of toil and sweat,  
He steps out into the world, to be met  
By a man in uniform.  
"Come with us, son, and you'll get a man's  
life."

One young man, lying in the hot sun,  
A life in one hand, in the other a gun,  
Long years he had worked hard at school,  
To end up like this — dead! in a murky pool.

Peter Smith, 4A.

## TRAIN COMING INTO A STATION

Like a star in the sky the gas-lit railroad  
station twinkles through the heavy curtain of  
night.

An eerie glow suddenly appears on the  
shapeless horizon and a little boy, running  
amid the throng and bustle of busy people,  
cries out, "Mummy, Mummy, I see it. I see  
the train". The train was coming at last.

The fiery silhouette of the locomotive, from  
behind the shadows of trees as they flit past,  
could be seen winding its way through the  
inky darkness. The locomotive disappeared  
and eager eyes waited to see its thundering  
egression from the tunnel which was before  
the station. A faint light could be seen in the  
soot-black tunnel and as it rapidly grew larger  
so the people on the platform grew busier,  
like ants on a hot day. The train, as though  
a monstrous iron horse, burst forth from the  
tunnel with a piercing neigh. Nostrils fumed  
smoke and straining sides hissed with steam  
while the iron hooves pounded along the steel  
track. Closer and closer it came with all the  
power it could muster from the energy being  
shovelled into the bursting boiler.

Quickly the pace slackened; the driver rang  
the bell and a hundred faces of the ready  
boarders and welcomers went flying by. With  
a wheel-torturing screech the brakes were  
applied. Then the wheels ground backwards  
and the whole thing shuddered then stopped  
with a steam-packed sigh.

David Hodgkinson, 2A.

## THE LYREBIRD

Deep in the wild Australian bush  
The lyrebird belongs;  
He dances, and he fills the hush  
With other songbirds' songs.

He hardly ever makes a sound  
When his long tail hangs flat—  
But when he dances on his mound  
The bird's a copycat!

Gary Ferres,<sup>i</sup> 2B.

## SUNRISE

The grey dawn awoke and stole with flying  
robes across earth's floor. At her footsteps, the  
birds roused from their sleep and cried a  
greeting; the sky flushed and paled, conscious  
of coming splendour, and overhead a file of  
swans passed with broad strong flight to the  
reeded waters of the secluded lagoons.

Another hour of silence followed while  
the light throbbed and flamed in the east;  
then the larks rose harmoniously from a  
neighbouring field, the rabbits scurried with  
ears alert to their morning meal. The day had  
begun.

J. Davies, 1B.

## THE WIND

Who is the one who is howling,  
When the storm is at its peak?

Who is the one who lifts the trees  
Off their feet?

Who is the one who is gentle and calm,  
When all is sunny and bright?

Who is this gusty person  
Who ever displays his might?

Who is the one who twangs the wires  
Of the telegraph poles?

Who is the one who freezes the wolves  
In their shallow holes?

Who is the one who rustles the leaves  
Of the ancient trees?

The wind is this gusty person  
The wind is the doer of these.

R. Heard, 1A.



## OBSERVATION

It was while I was walking through Hyde Park that I saw an unforgettable spectacle. Upon a large lawn there were six teenage models. Each model was wearing the same outfit, but the designs differed. The girls were arranged in such a fashion that these designs seemed to blend together. Amongst the models there were four blondes whose hair-styles, while remaining the same as each other, differed from those of the other two models, who were brunettes. After each set of photographs had been taken, the girls reorganised themselves into a different pattern, creating a new effect.

I took a bench nearby and began to watch the display while I ate my lunch. Beside me on another seat were two university students, a girl and a boy, who were also eating their lunch of sandwiches. I could not help overhearing their conversation. The boy seemed to be upset by the girl.

"But suppose you don't pass your exams", he inquired.

"I will pass my exams, Paul. My lecturers all say I have tremendous powers of observation."

"How come your lecturers seem to know you so well."

"It's just my brilliance in observation. How could anyone help but notice someone like myself?"

"You're probably in for a big fall, Sue. You think too highly of yourself."

"Is this an argument?"

"No, but I'm just warning you."

"Look, Paul, how can I help but realise my brilliance. With my powers of observation, you know."

"Darn your powers of observation," he muttered, "If you fail, your parents will take you away the moment they hear."

"But I won't fail. My . . ."

"Yes, Yes. Your powers of observation."

The couple ate in silence for a moment. I noticed that the girl was wearing a very strong perfume. The boy was wearing a brown suit which clashed with his dark grey tie. The girl looked at her sandwich and screwed up her nose.

"What do these sandwiches taste like?" she asked.

"Fishpaste and chocolate sauce, only worse."

"They smell rather funny. Don't they?"

"I'll say. Like Tempe tip."

"Do you think they might be bad?"

"Nothing surer. Throw them away."

They dropped them on the grass beneath the seat and rose to go. The boy looked at the models, then turned to his girl friend.

"It's not often you see models parading in Hyde Park. I wonder what magazine they're doing it for."

The girl looked puzzled and stared at the boy. "What are you talking about. What models? Are you mad?"

D. Naylor, 5B.

## THE COMING OF SPRING

Now that the winter's gone, and the earth  
has lost

Her snow, wind and icy frosts,  
A choir of birds begins to sing,  
And herald the coming of a new-born spring.  
When all the trees turn emerald green,  
And all of nature is to be seen.

L. Dickson, 3D.

## THE CATHEDRAL

There is always something fascinating about a Cathedral: the beautiful mosaic; the stately pulpit; and huge pipes of the organ reaching to the picturesque windows of stained glass, with vivid colours standing out in the bright sunlight.

Standing in front of the shrine my heart quickened at the sight of the sacred golden urns and majestic statues. The eerie silence was broken by the purring of a cat, which was somewhere in the pews and which had probably wandered in from the street outside.

The pews were cushioned with bright red upholstery and as I knelt the cat brushed against me and purred gently.

The air held a slight scent of burning incense. A cold draught blew in under the huge door and, as I shivered, I knew I was late. The cat was asleep, so I placed him on the pew as I walked away, and dropped five cents in the collection box before opening the huge doors to the black night.

Russell Malsem, 1A.

## AUTUMN

Autumn has come at last;  
The wind is whistling, the trees are bare.  
Spring and Summer have gone and passed,  
The swallows with their nests no longer care.

The birds do not sing at the arrival of dawn,  
They huddle in nests till the sun shines  
through.

The clothes that we wear are fleecy and warm,  
With shoes to protect us from morning dew.  
Geoffrey Hogg, 1A.

## "THEY SAILED WITH COOK"

The majority of Australians have learned a great deal concerning the life and deeds of that illustrious navigator, Captain James Cook, but of the ninety-three loyal companions who accompanied him in the barque "Endeavour" on his epic voyage along the east coast of Australia, not very much has been written.

Perhaps two of the best known, are SIR JOSEPH BANKS, "The Father of White Settlement in Australia", and DANIEL SOLANDER, a Swede and noted Botanist, after whom Point Solander was named. Also on board were CHARLES GREEN, an astronomer from Greenwich Observatory, and SYDNEY PARKINSON, an artist whose sketches and paintings gave us the first real pictures of Australia's unique flora and fauna.

Others worthy of mention are JAMES MATRA who made the first comprehensive plan for the establishment of a British Settlement in N.S.W.; ZACHARY HICKS, second in command to Cook and first to see Australia's east coast, but who died on the homeward journey, and two brothers, WILLIAM and JOHNATHON MONKHOUSE, the elder being the surgeon on the "Endeavour". Both these men also died on the return journey.

Two natives of Tahiti, TUPIA and TAIATA, who served as guides, must also be remembered, likewise FORBY SUTHERLAND, after whom Point Sutherland was named, for this seaman died at Botany Bay and was the first known Britisher to be buried in N.S.W.

M. McBay, 3B.

(Information taken from Historical Society pamphlets).

## MY FIRST DAY AT JAMES COOK

At last the long-awaited day arrived; awaited eagerly at first and then, as the time drew nearer, with misgivings. My new uniform hung by my bed and I climbed into it and felt, "This is it". My brother handed me his old tie remarking that I had better wear it, as it had already been initiated!

My mother and I departed from home to attend the assembly for new boys, and listened to a speech made by the Principal, Mr. Foster, who stated that all ceremonies and initiations were banned. I sighed with relief.

I soon found that I preferred the atmosphere to that of Primary School and even began to enjoy myself, although I can still remember that awesome feeling when I first entered the gates without a straw to cling to.

Michael Chant, 1D.

## "I CARRY MY SATCHEL STILL"

Michaelangelo (1474-1564)

No truer words have ever been spoken, and considering they came from a man who is considered one of the great men of his time they are extremely frank.

Even in our atomic age, where the standard of education has been raised ten fold in the last century the logical broadminded man is discovering the more he learns the more fields of human endeavour become open to him.

This is exemplified by the fact that learned men, who make knowledge not only their vocation but their life, have only made a dent in the magnitude of knowledge awaiting those who seek it.

Man and animals are only divided by one thing and that is their intellect and if this is not used to its fullest capacity it is logical to say the difference between man and animal is greatly diminished.

Geoff Denford, 3A.



## HOW LANGUAGES HAVE DEVELOPED

It is a very hard thing to believe that the complicated systems of communication by words that we use today may have originated from a few simple grunts.

When something fell on pre-historic man's foot, when he was being attacked by an animal, or in other such circumstances, he might have yelled, signifying he was scared or hurt, etc. This was sufficient expression in these primitive stages but soon after, with the advent of village life, something more expressive and easier to interpret was called for, and so he arrived at the first simple form of modern language.

The first simple "main" language branched out into many other languages, one of which is considered to be the Indo-European language from which came English French, Italian, Russian, German, Spanish and many others. The words used were small and uncomplicated.

In English, Anglo-Saxon words such as pig, dog, cat, love, hate, etc., are good examples. With similar small word beginnings all the different languages that have now developed influenced each other. In the case of some, only slightly; others very greatly. For example, French has had influence on English and Latin upon English. Approximately 25% of the English language consists of modified French words, 40% are of Latin derivation, 25% Anglo-Saxon and 10% of some other languages.

Some of these words from French into English are:

|                  |               |           |
|------------------|---------------|-----------|
| Mansion .....    | La Maison     | (house)   |
| Professor .....  | Le Professeur | (teacher) |
| Automobile ..... | L'automobile  | (car)     |
| Lunar .....      | La Lune       | (moon)    |
| To vend .....    | Vendre        | (to sell) |
| River .....      | La Rivière    | (river)   |
| Village .....    | Le Village    | (village) |
| To desire .....  | Desirer       | (to wish) |

This last paragraph is written in English, Dutch, French, German and Latin to show the main similarities in these languages.

DUTCH: Deze laatste paragraaf is geschreven in Hollands, Engels, Duits, en Frans om de voornamste gelijksoortighe den te laten zien in deze talen.

LATIN: Hoc caput ultimum latine, Germanice, Gallice, Batave, Anglice, scribitur ut demonstret quam persimiles sint hae linguae.

FRENCH: On a écrit ce dernier paragraphe en Latin, en Allemand, en Hollandais et en Français pour montrer les ressemblances principales entre ces langues.

GERMAN: Dieser letzte paragraph ist in Deutsch, Französisch, Englisch und Holländisch geschrieben um zu zeigen wie diese Sprachen einander gleichen.

By comparing the different paragraphs you can see likenesses and differences to our own language.

Robert Blood, 2A.

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## AMONG THE RUINS

Sifting through the rubble of ancient ruins produces an eerie atmosphere which eats at one's curiosity. I discovered this when I was at the Stonehenge situated on the Salisbury Plain.

Upon arriving I looked around the extremities of the ruins. They seemed to give out a solemn feeling of wisdom entangled with age.

I soon overcame my craven thoughts of strange beings presiding amid the ruins and persuaded myself to enter the inner circle.

The rocks in the example of primitive architecture were all sizes and shapes. The bushes had died, creating a desolate region. The only noise was that of the wind deflecting off the boulders.

Perched upon the largest boulder was a raven, which, after perceiving me, flew harmlessly away.

By this time the wind was cold and, noting that night was fast approaching, I quietly stole away.

D. Williams, 1A.

## HOMEWORK

A pile of homework stared at me  
Awaiting my inspection;  
The boy upstairs he sang with glee  
And a very good intention.  
The gramophone next door ground out  
A painful song selection;  
Another boy began to shout  
A song with no affection.  
All these sounds, and others too,  
Allowed no inspiration;  
So I (and you would too)  
Gave up in desperation;  
But teachers have no sympathy  
About this intervention,  
And so it was at half past three  
I had an hour's detention.

W. Heggie, 1B.

## NIGHT CAT

Sleek and feline,  
Sneaking through the night,  
Now flitting here, now there,  
A shadow caught by the celestial glare,  
With the light of dawn approaching,  
As if afraid of being caught poaching,  
It slips out through the garden gate  
A common household cat.

Paul Maskiell, 3A.

## THE TWO ENEMIES

Rapacity and Prejudice  
How many more will you condemn to die as  
criminals,  
Shot, gassed and slaughtered  
In the execution chamber of war?  
  
Death is not my terror,  
It is the heritage of man,  
But forcing a youth to kill and die  
Is the most fearful crime of all.

Innocent, they leave:  
They may return  
Sickened, sorrowful and stained  
With blood, guilt and tears.

A conscience pocked with awesome, accusing  
spectres,  
Who was the enemy? Who was the victor?  
Prejudice thrives, Rapacity reaps,  
Reparations cannot repair an irreparable loss.

David Sampson, 5A.

## SEASCAPE

I snatched a breath-taking view through the trees. As I looked, the waves came surging onto the rocks, filling the multiple cracks with light, foaming water. Out beyond the foam and bubbles, the pounding waves smash onto the rock itself, sparkling spray shoots into the air, forming a delightful spectrum. Then, the sun's rays are split by the sparkle sent from the waves. But now the sun is falling and the glittering rays retreat to the horizon.

Colin Boyle, 3C.



### **LIFE?**

All things are dead in dark before the dawn,  
But wake to see the awe-inspiring morn.  
All things will stir, the birds will sing, and e'en  
The dead will rise, who in the graves have  
been.

But soon life's script again is stencilled out,  
As animated figures rush about  
At jobs rehearsed a million times, all worn  
And dead like drones in pictures drawn.  
The puppets stray home to finish the worn,  
old play.  
The sun goes down and darkness shouts its  
scorn,  
And life is stopped and comes the end of day.  
Soon all men hibernate, as though unborn.

Is all in vain, or is there One's intention?  
It must be God,—beyond our comprehension.

S. Miller, 4A.

### **BUSHFIRE**

The twinkling flames that timid start,  
To Nature, are but a part  
Of her mighty test,  
For survival of the best.

As it moves it gathers strength  
Till, all along its frightening length,  
Its deadly hands have reached and clutched,  
To turn to ash each leaf it touched.

J. Heard, 1A.

### **SNOW**

Oh, how the flakes  
Fall from the sky

And rest upon the ground!

So light they are,  
They should ascend,

T'is ne'er they make a sound.

Oh, how the land  
Is glamour'd by

Its white cascade of snow!

And what a joy

Small children have;

Their cheeks and eyes do glow.

M. Spicer, 1A.

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## DISCOVERY

The boat came toward the beach, the bow pushing aside foaming ripples generated with each stroke of the oars, pulling the craft and its crew closer to the beach.

Eventually it slithered onto shallow sand, two men springing from the hull into the water, dragged the boat from the tide's surging reach onto dry land. Several men in sea attire spilled from the boat and wandered toward the shade of a swaying gum, wiping their brows, amazed at the heat of the day.

A ship swayed at anchor on a horizon quivering with heat shimmers, sails hanging in depressing folds, all its life resting, away from the heat.

Cicadas hummed in the distant trees, rousing the sailors from their slumber, and forcing them unwillingly to go about their tasks.

After driving a stake into the sand a shiny pewter plate was nailed to it, the men, satisfied, shuffled back to their boat, boarded it and commenced to row to their mother ship, and sailed away into the infinite heat haze.

Ian Taylor, 3B.

## HOW LONG?

Rushing here, rushing there,  
Rushing all around;  
Heavy bags, filled with books  
Dragging on the ground.

Up the stairs, down the stairs,  
Charging, on the run,  
Puffing, panting to the class,  
The lesson has begun.

Unpack the case, out with the books,  
Be ready for the fray.  
Too late! Too late! The bell has rung,  
Lesson's over for today.

Different classes, different teachers,  
Bells ringing in my ears,  
Wondering as I wander homewards,  
Will this go on for years?

Gregory Woodford, 3D.

## THE OCEAN

The ocean, the ocean,  
How I love the ocean;  
With all its white moving foam,  
Like angry battle ships  
Ready for battle.

The ocean, the ocean,  
How I love the ocean;  
With all its might and strength  
Crashing and splashing against the rocks,  
Making long weird channels,  
As it fights its way through.

The ocean, the ocean,  
How I love the ocean;  
With all its yellow beaches  
And the footprints of seagulls  
muddled in the sand.  
How beautiful is the ocean!

P. Birchhoff, 1F.

## THE RESTLESS SEA

The mystery of the sea has lured man since the beginning of time. Beautiful in all its changing faces, it is an ever awesome sight. But its greatest fascination lies in the huge pounding waves which constantly hurl themselves from its glistening surface. The merging of land and waves is a sight of chaotic splendour.

Man surveys this turbulence; the resounding thunder of the waves vibrating and echoing throughout his body. Looking toward the horizon, he sees a procession of long, even lines advancing consistently shoreward. Rolling in steadily from the open sea, they rise into mountainous walls of water and explode in a thunderous roar. Their tumbling crests plunge forward, cracking as the spray is blown wildly in the wind.

Geoff Kramer, 4A.



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- 3E. K. Dempsey, V. Rogers.
- 3F. L. Kenniwell, G. Rash.
- 3G. G. McLaughlin.
  
- 4A. M. Nicholls. A. McDonald, M. Savvides, P.  
Smith.
- 4B. P. Belinfante, R. Butterworth, P. Soady, A.  
Papadopolous, S. Billington.
- 4D. D. Faust, J. Faust.
  
- 5A. P. Levy.
- 5B. A. Vautin, K. Miller.
- 5C. A. Steele.
- 5D. R. Trevitt, E. Bekiaris, S. Kinsela.



#### MAGAZINE FINANCE COMMITTEE

G. Bestel, P. Hucker, S. Billington, J. Kelly, P. Slater, K. Dixon, Mr. G. O'Brien.



# SPORT . . .

## SPORTSMASTER'S REPORT

The results attained in 1966, though not equal to those of last year, are such that we can be well proud of our sporting achievements.

This year we entered "B" teams in many competitions. The benefits of this are two-fold: firstly, more boys are available to play in the "A" teams should vacancies occur through sickness or injury; and secondly, and more important, more boys are able to achieve the distinction of representing their school. It was very interesting to see — in both training and competition matches — the determination and "heart" shown by these lads in the "B" teams. Certainly no opposing side could treat them lightly.

A reminder to all boys in the School! Grade Sport is available to you and for you, and no invitation to try out for a particular grade team should be necessary. Indeed such an invitation will be a long time arriving to anyone awaiting it. When training is called, you should unhesitatingly present yourself to the coach and do your utmost to gain selection in the side. It is far better to try for a team and not be selected than not to try at all.

We narrowly lost the Swimming shield this year. However, I feel certain it will be retrieved in 1967 if all swimmers make a really determined effort in training. In Athletics, our

lads, in spite of limited training, performed remarkably well and retained the shield. The opposition we expected from our friendly rivals did not eventuate and the result was never in doubt. Again our relay teams excelled themselves to hold five records out of six. Perhaps the sixth will be ours next Carnival.

I feel the competition has been more interesting this year with the entry of new schools into our Zone. The standard of performance has risen and it seems probable that this Zone will develop into the most competitive in the area.

The Kedron visit was an unqualified success. The Brisbane lads seemed to enjoy themselves thoroughly; also one could not but admire the fine spirit in which the games were played. I hope that these exchanges will continue for many years and be as happy and successful as that held in 1966.

In conclusion, I would like to express my thanks firstly to the teachers, who have spent many hours in helping the lads improve their sporting ability; and secondly to the boys, who have made school sport such an integral part of their lives.

J. MORRIS, Sportsmaster.

### BLUE AWARDS

|            |            |
|------------|------------|
| Basketball | P. Soo     |
| Baseball   | F. Miller  |
| Hockey     | R. Joslin  |
| Soccer     | K. Kolts   |
| Tennis     | R. Chipman |
| Athletics  | G. Bryan   |
| Swimming   | J. Holt    |
| Water Polo | J. Holt    |

# SPORTING AWARDS, 1966

## CRICKET

|                     | Award       | Runner-up                  |
|---------------------|-------------|----------------------------|
| 1st Grade .....     | K. Kolts    | { K. McNeilly<br>W. Arnold |
| 1st Grade "B" ..... | G. Reynolds | N. White                   |
| 2nd Grade .....     | K. Pheeny   | G. Vidler                  |
| 3rd Grade .....     | W. Vincent  | I. Smith                   |
| 4th Grade .....     | R. Sinfield | G. Murphy                  |
| 5th Grade .....     | J. Gallizzi | B. Gardner                 |

## TENNIS

|                 |             |             |
|-----------------|-------------|-------------|
| 1st Grade ..... | R. Chipman  | G. Kramer   |
| 2nd Grade ..... | G. Baker    | R. Richmond |
| 3rd Grade ..... | T. Chalmers | D. Allbon   |
| 4th Grade ..... | T. Jackson  | P. Ross     |

## WATER POLO

|                 |              |            |
|-----------------|--------------|------------|
| 1st Grade ..... | M. Tippet    | G. Goddard |
| 2nd Grade ..... | I. Jenkinson | C. Skewes  |

## BASKETBALL

|                 |            |             |
|-----------------|------------|-------------|
| 1st Grade ..... | P. Soo     | A. Lum      |
| 2nd Grade ..... | C. Siu     | E. Bekiaris |
| 3rd Grade ..... | J. Murray  | Z. Janko    |
| 4th Grade ..... | M. Stegman | R. Larter   |

## GOLF

|               |            |            |
|---------------|------------|------------|
| A Grade ..... | M. Nichols | R. Osborn  |
| B Grade ..... | P. Clark   | P. Glasson |

## RUGBY LEAGUE

|                     |             |             |
|---------------------|-------------|-------------|
| 1st Grade .....     | G. Reynolds | D. Shepherd |
| 1st Grade "B" ..... | R. Bilton   | W. Hall     |
| 2nd Grade .....     | A. Vautin   | S. Cable    |
| 3rd Grade .....     | M. Tippet   | C. Stanley  |
| 4th Grade .....     | M. Ogilvie  | J. Christ   |
| 5th Grade .....     | J. Murray   | H. Rumford  |
| 6th Grade .....     | D. Samuels  | G. Richards |
| 7th Grade .....     | A. Croft    | P. Lewis    |

## SOCCER

|                     |              |              |
|---------------------|--------------|--------------|
| 1st Grade .....     | K. Kolts     | K. Gardner   |
| 1st Grade "B" ..... | D. Duckworth | N. Coombes   |
| 2nd Grade .....     | J. Reichard  | R. Gardner   |
| 3rd Grade .....     | S. Gordon    | A. Middleton |
| 4th Grade .....     | D. Gibbs     | D. Mitchell  |
| 5th Grade .....     | R. Arthur    | B. Burrows   |
| 6th Grade .....     | P. Legge     | R. Kerr      |

## HOCKEY

|                 |              |            |
|-----------------|--------------|------------|
| 1st Grade ..... | R. Joslin    | S. Kinsela |
| 2nd Grade ..... | R. McConnell | C. Millar  |

## SQUASH

|                 |            |                |
|-----------------|------------|----------------|
| 1st Grade ..... | D. Sampson | G. Girdlestone |
| 2nd Grade ..... | D. Goble   | P. Greiner     |

## BASEBALL

|                 |           |           |
|-----------------|-----------|-----------|
| 1st Grade ..... | F. Miller | G. Vidler |
|-----------------|-----------|-----------|

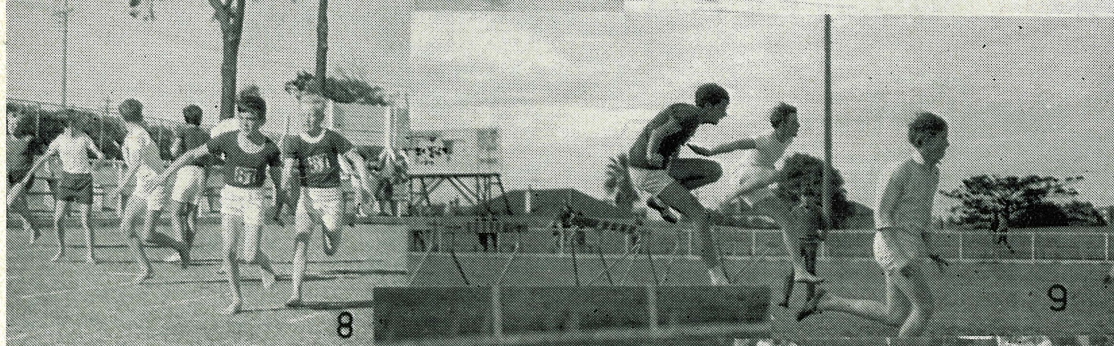
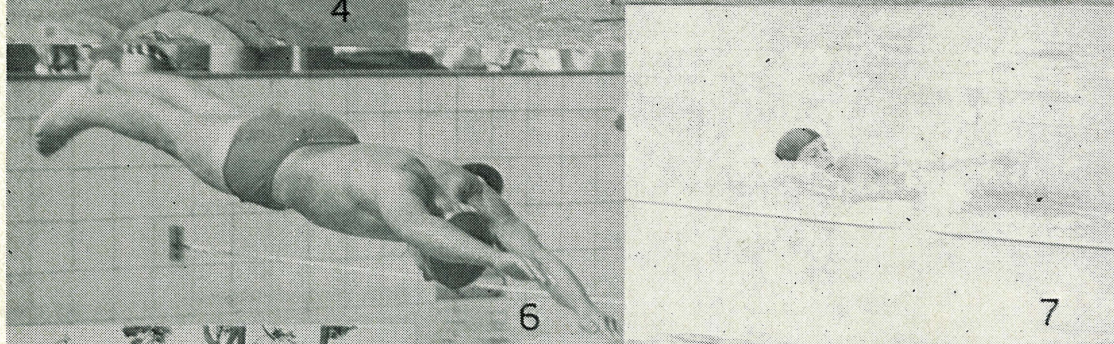
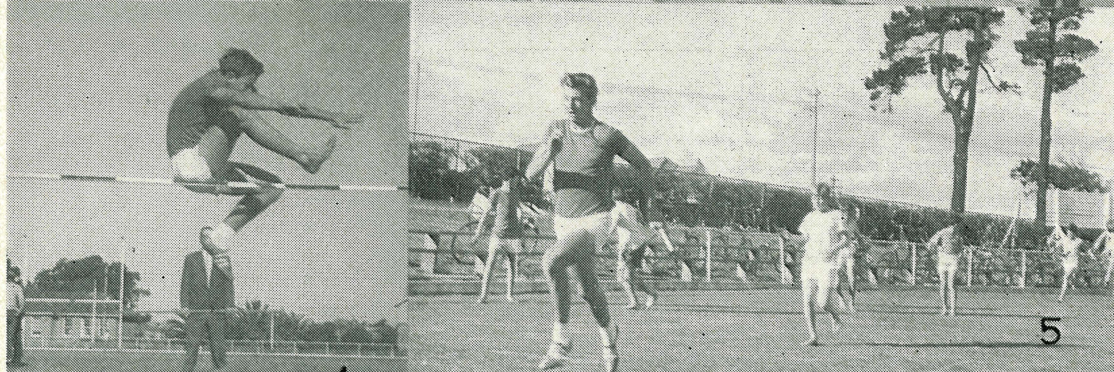
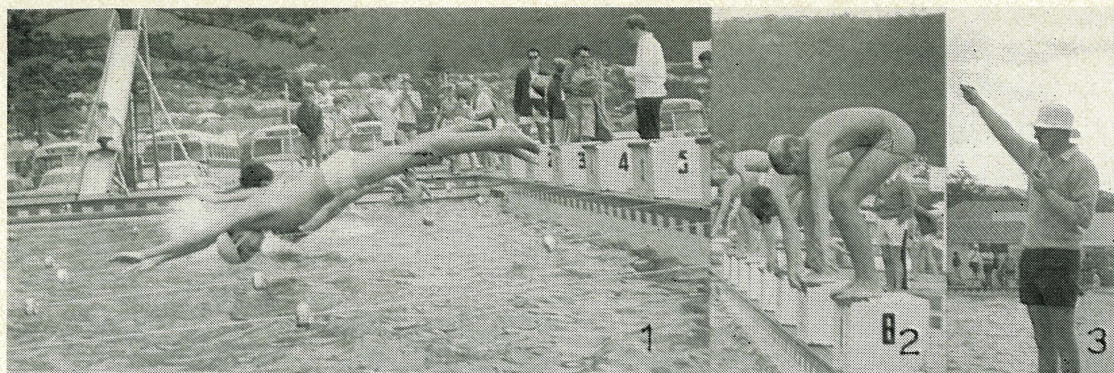
## ATHLETICS

|                | Champion   | Runner-up   |
|----------------|------------|-------------|
| Open .....     | W. Arnold  | C. Edwards  |
| 16 Years ..... | B. Morse   | G. Franklin |
| 15 Years ..... | P. Clark   | J. Kenny    |
| 14 Years ..... | G. Wirth   | R. Marshall |
| 13 Years ..... | G. Bryan   | C. Keith    |
| 12 Years ..... | P. O'Grady | P. Munday   |

## SWIMMING

|                |             |               |
|----------------|-------------|---------------|
| Open .....     | M. Tippet   | R. Lovatt     |
| 16 Years ..... | G. Franklin | G. Bestel     |
| 15 Years ..... | J. Holt     | C. Stanley    |
| 14 Years ..... | W. Syphers  | P. Darby      |
| 13 Years ..... | G. Parker   | R. Cunningham |
| 12 Years ..... | S. Sampson  | F. Bart       |







## ATHLETICS

### SWIMMING

This year the School Carnival was originally to have been held at Sans Souci, but owing to inclement weather, it was postponed and the venue was changed to Thirroul Olympic Pool. Fine weather this time greeted the competitors and there were many exciting moments as the races finished, the finals this year being held during the day. House honours went to Hicks, with Solander filling second place.

The Zone Carnival was held at Canterbury Olympic Pool, whither the Second Form students were sent as a cheer squad. We maintained the high swimming standards set in recent years and a particularly fine effort was given by J. Holt, who established three new records. In the final count Blakehurst managed to defeat us by  $3\frac{1}{2}$  points, which narrow margin will serve to elicit an even more creditable performance from our swimmers next year.

R. Blood, L. Vipond.

The Tenth Annual School Athletic Carnival was held this year on Jubilee Oval. Solander House narrowly emerged as victors and many new records were set, especially by the junior athletes. Geoffrey Bryan merits particular mention in this connection.

The Zone Carnival, held from the 2nd to the 4th of August, saw a convincing victory for James Cook, its fourth in succession. The final day, on which the track events were held, began dismally and a late start was necessary on account of showers. However, as the day progressed, the weather improved and the afternoon's events were conducted in bright sunshine. Although there were some fine individual performances, the final result was due to a team effort. This was shown firstly by the fine performances of the relay teams and secondly by the fact that James Cook won the points score in every age group except the Open. It was, indeed, a creditable and co-ordinated performance. Well done, athletes!

Geoffrey Bryan, having distinguished himself in the Zone carnival, performed remarkably at the Combined Schools Championships to finish with 3 first places, including one record. This was a most praiseworthy feat which brought credit upon Geoffrey himself and upon his school.

A. Reichard  
N. Weekes

### ATHLETICS AND SWIMMING CARNIVALS

1. A good start in the 15 Years 440.
2. On the blocks.
3. Which one this time?
4. That's why the bars break.
5. Another record coming up.
6. Good start.
7. Where are they?
8. Don't you drop it!
9. I would have won only for the hurdles.
10. Thirsty?
11. Position Graham?
12. James Cook fans watch a Butterfly win at the Zone Carnival.

**DEPARTMENT OF MAIN ROADS, N.S.W.**

**CAREERS FOR BOYS**

**in**

**PROFESSIONAL AND CLERICAL POSITIONS**

Vacancies usually exist in the Department of Main Roads, New South Wales, for boys leaving school who desire employment in the following positions:—

**ENGINEERING TRAINEES:**

Matriculants (to study full-time Degree Course in Civil Engineering at the University of Sydney, the University of New South Wales or the University of Newcastle)—fees paid by Department in addition to a living allowance plus an allowance towards cost of books and equipment.

**SCIENCE TRAINEES:**

Matriculants (to study full-time Degree Course in Science at the University of Sydney, the University of New South Wales or the University of Newcastle)—with conditions as shown for Engineering Trainees.

**SURVEYING TRAINEES:**

Matriculants (to study full-time Degree Course in Surveying at the University of New South Wales and in addition to satisfy the requirements of the Surveyors' Board of N.S.W. for registration)—with conditions as shown for Engineering Trainees.

**JUNIOR CLERKS**

**JUNIOR DRAFTSMEN**

(Engineering, Survey, Land Survey, Mechanical and Architectural).

**JUNIOR TESTING LABORATORY OPERATORS**

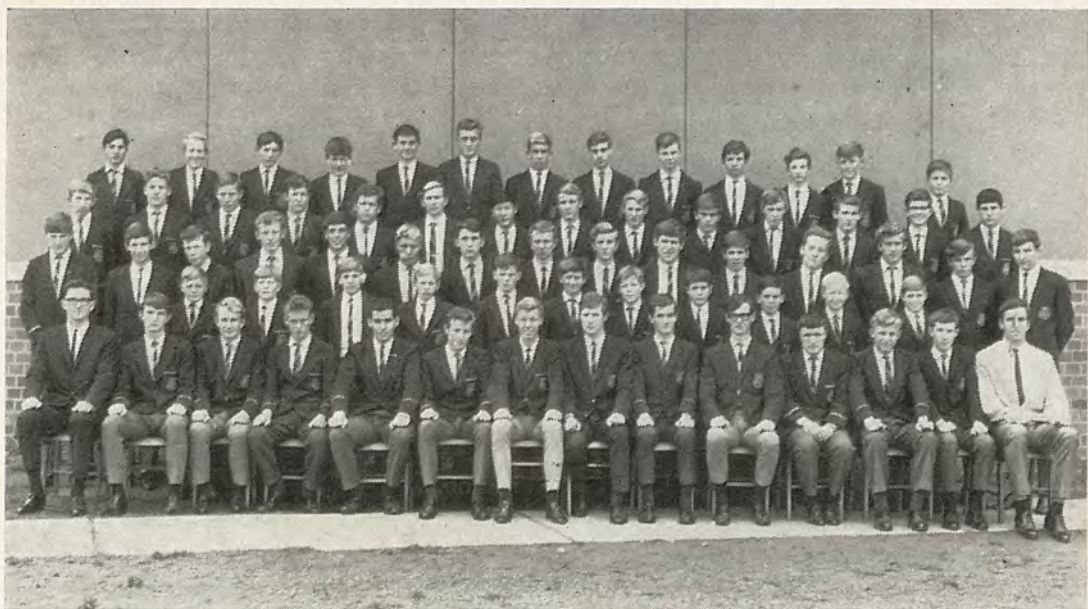
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The Department advertises vacancies in these classifications towards the end of each year. In the meantime boys and parents who are interested in these careers are invited to call on the Staff Officer (telephone 2 0933) to discuss the opportunities that exist, salary ranges, and the prospects of advancement in the service of the Department.

**C. W. MANSFIELD,**  
Secretary

309 Castlereagh Street,  
SYDNEY





**ATHLETICS TEAM — ST. GEORGE ZONE CHAMPIONS**



**SWIMMING TEAM**



# RUGBY LEAGUE

**First Grade:** The 1966 season has been one of the most interesting and closely contested in recent years. We saw many fine team efforts from our lads and it is difficult therefore to single out individuals for special mention. One cannot, however, overlook Gary Reynolds' consistency in the forwards, Stephen Foster's reliability and versatility, Brian Eyre's hard, inspirational barging play and Ken Hignett's efficacious captaincy.

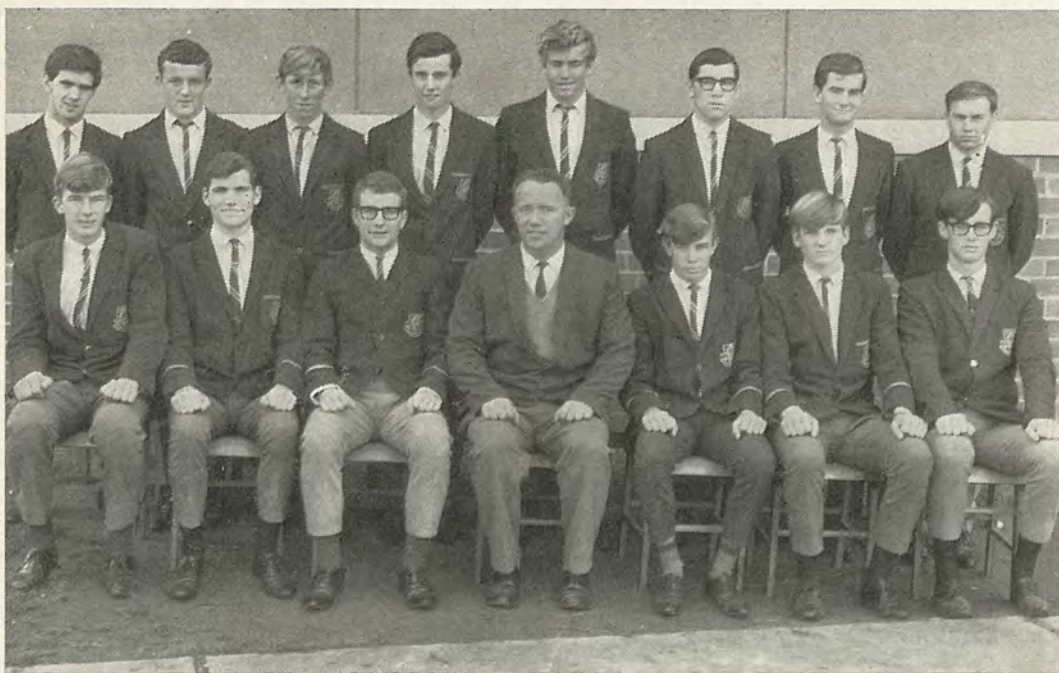
Probably the most outstanding of our backs was Dennis Shepherd, whose most meritorious performance was in the semi-final against Hurstville in which he set up a try for Greg Franklin and scored one himself. Chris Edwards showed that he has a lot of ability as a half as did Gary Ward as a five-eight.

Our congratulations to Blakehurst on winning the First Grade Premiership and we look forward to turning the tables on them next season.

**First Grade B:** The School entered a second team in the First Grade competition in order to eliminate a bye in the draw. Generally disadvantaged in the early matches, the team developed, in the second round, into a strong combination. Our commendable performances included a victory over Kogarah and a draw with Kingsgrove.

The team was ably led by G. Bottle. R. Bilton was the outstanding forward and hooker W. Hall provided the team with a good share of the ball. In the back line, T. Keenan and G. Henry showed ability, while half-back L. Conroy developed during the season.

The members of the team are: G. Bottle (capt.), R. Bilton, C. Butcher, L. Conroy, W. Hall, G. Henry, A. Hilton, T. Keenan, P. Lamond, P. Lockart, A. Morton, P. Plöwman, R. Stevens, G. Woodford.



## FIRST GRADE RUGBY LEAGUE

**Front Row:** P. Morris, D. Nall, K. Hignett (Captain), Mr. T. Lambert, C. Edwards, S. Webb, R. Prior.  
**Back Row:** S. Foster, G. Ward, D. Shepherd, G. Reynolds, G. Franklin, B. Eyre, G. Ross, N. White.

**Second Grade:** This season's Grand Final was between James Cook and Hurstville, with the game going Hurstville's way 6-3.

Throughout the competition, these two teams had sterling and closely fought battles on each occasion they met. In their three matches before the Grand Final, the scores differed by only a point, with Cook winning two of these games. However, Hurstville, being minor premiers, had the right of challenge and tied up the premiership with two good tries in the first half. Congratulations, Hurstville!

Allan Vautin and Stephen Cable must also be congratulated for taking out Player Awards. The fine play, especially in the scrums, of John Lenton, Bryan Denner and Terry Heath deserves particular mention, as does the well-earned promotion of Gary Ward.

The members of the team are: S. Cable (Capt.), W. Arnold, G. Baker, R. Bethel, D. Blanchard, B. Denner, D. Derriman, T. Heath, R. Hill, D. Hurst, J. Lenton, J. Lucas, R. Miller, R. Theuil, W. Vanderlouw, A. Vautin, G. Ward.

**Third Grade:** The team had a successful season under the enthusiastic leadership of the "two Marks"—Mark Shulman and Mark Tippet, who, by their own example, kept the team playing a fine brand of football.

Congratulations to Mark Shulman on his selection and performance in the N.S.W. 8 Stone Side. He was adjudged by the visiting Papuans as the best and fairest player in the home team.

In the course of the competition, we suffered only one defeat—at the hands of Hurstville in the semi-final. Undaunted by this setback, we took out the premiership by defeating Kingsgrove North 6-0 in the Challenge Final. A splendid team effort!

**Fourth Grade:** Well - captained by M. Ogilvie, the team was runners-up in the competition, being defeated by Hurstville 8-2 in the final after winning the semi-final against Kingsgrove North 19-0. Special credit goes to the forwards J. Christ, L. Cooke, L. Law and M. Vale who, small in stature, played



### THIRD GRADE RUGBY LEAGUE

**Front Row:** J. Shears, J. Kenny, M. Tippet, Mr. A. Willis, M. Shulman (Captain), J. Blacker, G. Denford.

**Second Row:** J. Hindle, W. Davies, S. Fall, R. Richmond, L. Kemp, P. Watson.

**Back Row:** R. Bethel, A. Scott, I. Kinney, J. de Coque, G. Black.

well above their weight and more than equalled their opponents in the number of scrum victories. The most improved players were T. Hayward and P. Stayte.

The members of the team are: M. Ogilvie (capt.), J. Christ, L. Cook, R. Day, A. Edwards, T. Hayward, L. Law, C. Longfield, G. McDonald, R. Marshall, G. Milne, P. Stayte, M. Vale, W. Vincent, P. Wood.

**Fifth Grade** commenced the season poorly, but improved vastly in the second round where it suffered only one defeat—at the hands of Hurstville. The score, which was 17-0, was no indication of the closeness of play and the defence of J. Murray, R. Lobb and M. Hinton was outstanding. We reached the semi-final where we again encountered Hurstville and were defeated despite some fine tackling from A. Milne and I. Smith.

The members of the team are: J. Murray (capt.), G. Brown, H. Bryant, D. Chambers, T. Chalmers, M. Hinton, G. Langley, R. Lobb, G. McWilliam, A. Milne, H. Rumford, R. Scott, I. Smith, L. Warland, R. Wilson, T. Wills.



The **Sixths** improved vastly as the season progressed. The team always looked "a good thing", but were beaten in the final by experience and weight. Teamwork was the strength and a consistent spirit made this a better than average side. A good balance was kept between the forwards, led by G. Fitzgerald, and the backs, led by D. Samuels.

The members of the team are: D. Samuels (capt.), G. Bedford, G. De Saxe, B. Dodd, R. Engleson, G. Fitzgerald, B. Hindle, B. Hollands, D. Jones, B. Maxwell, R. Richards, P. Stratton, J. Tatum, L. Young.

**Seventh Grade** had a season of mixed success, winning seven of the twelve matches played and drawing one. Eventually it reached the semi-final, but in this Tempe proved too strong, defeating James Cook 11-2. The centre A. Croft, until downed by injury,

registered some very fine performances, as did R. Sinfield, L. Edmondson and B. Ryall.

The members of the team are: G. Parker (capt.), E. Burns, A. Croft, L. Dooley, L. Edmondson, J. Hanna, Z. Janko, P. Lewis, P. Page, B. Ryall, M. Sellers, R. Sinclair, R. Sinfield, M. Stegman, G. Swainson, G. Toms.

**House League** received a fillip this year with the provision of full football fields. The players were arranged in teams of approximately equal standard and a draw was made. The competition leaders were Banks I and Hicks I, who were over 10 points ahead of their nearest rivals Solander I and Tupia II. Robert Chipman, Ashley Macdonald, Ken Masters, Fred Wood, Keith Lobb and Roger Watts were among the players who encouraged their teams to better football.



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# SOCCKER

**First Grade** has again won the competition. 45 goals were scored for the loss of only 5 goals in 10 matches. A high standard was maintained throughout the season and team-work on almost all occasions was excellent. G. Lewis became a prolific goal-scorer towards the end of the season. K. Kolts and K. Gardiner inspired many good attacking moves and both ably led the team on the field. J. Keane, S. Lebovic, P. Howell and K. Boyle built up good combinations among the forwards. The Half-backs, P. Denman, P. Smith and A. Reichard were outstanding in attack and defence and the goal was guarded resolutely by the three stalwarts L. Mills, W. Calderwood and C. Mumford. The School is indeed fortunate to have such a wealth of soccer talent in the Senior School. The future

looks very promising as far as the 1967 soccer season is concerned.

**First Grade B** improved in standard of performance and team co-ordination as the season progressed. All in all, we won three matches, drew three and lost four; however, we were able to qualify for the semi-finals. All the boys are looking forward to challenging our First Grade side before the commencement of next season's soccer competition.

The members of the team are: N. Coombes (capt.), G. Barton, B. Berrett, P. Clark, D. Duckworth, N. Flanders, G. Goddard, P. Martin, T. Milne, A. Potter, L. Quayle, S. Rendell, C. Stanborough, K. Stewart, D. Stowie, G. Thompson.



## FIRST GRADE SOCCER

**Front Row:** W. Calderwood, K. Kolts (Captain), Mr. M. Murchie, K. Gardner, L. Quayle.

**Second Row:** S. Lebovic, P. Denman, N. Coombes, C. Mumford, K. Boyle, P. Smith.....

**Back Row:** P. Howell, G. Lewis, L. Mills, A. Reichard, J. Keane.





1



2



3



4



9



5



6



7



8



**Second Grade** had an eminently successful season, being undefeated Premiers, scoring 30 goals and conceding only 2. We defeated Kingsgrove South in an extended time semi-final where the score was 1-0. In the final James Cook overcame Kogarah 2-1. Ross Gardner and John Reichard were the leading goal scorers, while Robert Faroe and Peter Walters were particularly strong in defence. Goal-keeper Warwick Syphers made some spectacular saves.

The members of the team are: J. Reichard (capt.), K. Dempsey, R. Faroe, R. Gardner, R. Gobbe, W. Joyce, R. Osborne, N. Quayle, C. Siu, W. Syphers, P. Walters.



### THIRD GRADE SOCCER

**Front Row:** B. Harris, N. Morgan (Captain), Mr. G. Gotto, S. Gordon, G. Wirth.  
**Back Row:** G. Payne, C. Keith, B. Reynolds, J. Graham, D. Mitchell, J. Fletcher, A. Middleton.

**Fourth Grade** usually gave good all-round displays of teamwork. We were defeated only once in each round, both times by Tempe, the ultimate Premiers. After defeating Peakhurst in the semi-final, the team was unable to reproduce its good form in the final and lost to the much-improved Hurstville team 2-1. Our most consistent player was D. Gibbs, while J. Green and D. Mitchell also deserve special mention.

The members of the team are: D. Gibbs (capt.), L. Buchanan, G. Burke, W. Deencombe, W. Emerick, G. Field, J. Green, B. McTear, P. Martin, G. Miller, D. Mitchell, D. Schrieber, P. Sinclair, G. Spooner.

**Third Grade** finished Premiers this season. Having suffered defeat against Tempe in the first round and having achieved victory in the second round, James Cook met its erstwhile opponent again in the final. Fortunately our team played its best football of the season in this vital match and had a comfortable victory 4-0. The whole team deserves praise for good, consistent play. The five forwards all combined well, while G. Wirth and S. Gordon were our best in defence.

### SCHOOL SPORT

1. Eyes on the ball.
2. Goal coming up!
3. Take that you cads!
4. End of a spectacular dive .
5. Catch me if you can.
6. You won't get a kick at this.
7. Long Tom, Short Sam.
8. Hands, knees and !
9. A bulldogging try.

The **Fifth Graders** also encountered mixed success. Having lost only one match throughout the two rounds, they finished the competition in fourth place, drawn matches losing for them many points. Although defeated 2-1 in the semi-finals, the side at the end of the season had scored 23 goals and conceded only 10.

The members of the team are: R. Arthur (capt.), H. Allbon, B. Burrows, A. Busuttil, R. Harris, L. Johnstone, G. Joyce, S. McArthur, R. Malsem, J. Theodore, R. Weekes, D. Williams.

**Sixth Grade** finished the season as undefeated premiers with the remarkable record of 74 goals to their credit and only three on the debit side of their ledger. In most of the matches, the boys really played as a team and the forwards co-ordinated splendidly.

**House Soccer** has witnessed a very successful season. In Senior Soccer the normal House Competition has been conducted and Solander I has emerged as the superior team. The boys at Junior Soccer have been graded into teams according to ability, and a handicap competition has been run. This has proved very successful and most popular.

### Old Boys in Sport

A large number of James Cook Old Boys gained representation in State and District Sport. The most successful were:—

**R. Riley:** N.S.W. State Hockey Team.

**K. Madison:** St. George Rugby League.

**G. Stone:** St. George Cricket.

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# CRICKET

**First Grade** has played two matches this season and although on each occasion play was reduced to one day because of rain, some fine performances were recorded, and at present we are second in the competition. The first match against our First Grade B team may have resulted in an outright win had time permitted. Our first innings closed at 1 for 137, and in reply our opponents could only score 35 and in their second innings, 4-6. K. McNeilly scored a bright 70 n.o., while K. Kolts scored 41 n.o., and followed up with 6-22. The result of the second match against Kingsgrove was determined on the number of overs bowled and we registered a loss. G. Allam scored 40 n.o. and K. Kolts obtained 4-36.

**First Grade B** team, ably captained by Garry Reynolds, has performed well this season against some formidable opposition. To date, three matches have been played with the team having a 1st innings win against Hurstville and two 1st innings losses to James Cook A team and Kogarah. The win against Hurstville was due largely to fine batting by Ross Clarke, John Baker, John Kenny and Garry Reynolds, who have all shown themselves to be consistent run-getters. Of the bowlers, Norm White stands out and has been well supported by Bob Prior and Terry Heath.

The members of the team are: G. Reynolds (capt.), J. Baker, R. Clarke, T. Heath, P. Humphrey, J. Kenny, S. Miller, P. Morris, R. Prior, I. Quill, A. Wells, N. White.



## FIRST GRADE CRICKET

**Front Row:** C. Mumford, P. Levy, K. Kolts (Captain), Mr. T. Perrin, K. McNeilly, G. Allam, W. Arnold.

**Back Row:** L. Mills, S. Billington, C. Edwards, J. Gilray, A. Johns.



**Second Grade**, so far, is undefeated. Owing to the initial victory over Peakhurst, our side has gained the necessary confidence and keenness to develop into a sound team. The results have been: (i) vs. Peakhurst: 1st innings win (Peakhurst 3-62, James Cook 1-79); (ii) vs. Kingsgrove: 1st innings win (Kingsgrove dismissed for 64, James Cook 2-72). The best individual performances include a fine 50 n.o. by Kenneth Pheeneey against Peakhurst, while against Kingsgrove, Gregory Vidler recorded the excellent bowling figures of 7-17. The team has been capably led by Peter Denman as captain and Nicky Coombes as vice-captain.

The members of the team are: P. Denman (capt.), G. Barton, N. Coombes, K. Dempsey, N. Flanders, K. Pheeneey, L. Riley, P. Soady, G. Strong, P. Taylor, K. Timbrell, G. Vidler.



### THIRD GRADE CRICKET

**Front Row:** B. Harris, W. Vincent (Captain), Mr. R. Adams, N. Morgan, A. Middleton.

**Back Row:** P. Alldis, R. Lobb, P. Bowden, B. Reynolds, I. Smith, R. Robertson, W. Emmerick, K. Turnbull.

The **Thirde**, too, have been undefeated to date. Their record includes victories against Peakhurst and Kingsgrove, both on the first innings. Zeal in fielding and team spirit have been the main factors contributing to the side's successes. Nevertheless some good individual batting performances have been achieved by B. Vincent, P. Alldis, B. Reynolds and N. Morgan, while bowling honours have been shared by R. Lobb (6-15 against Peakhurst), I. Smith and A. Middleton.

**Fourth Grade** have had mixed success so far, recording a win and a loss. In a decisive victory over Kingsgrove, fast bowler G. Murphy took 7 wickets for 6 runs. In this game, there was a very high standard of fielding and many fine catches were taken. Batting honours have been shared between L. McNeilly and G. Buchanan, while R. Sinfield, P. Wells and G. McMaster deserve special mention for their bowling prowess.

The members of the team are: R. Sinfield (capt.), T. Aason, G. Bamford, G. Buchanan, B. Burrows, A. Croft, D. Gibbs, J. Heard, C. Holt, G. Field, G. Murphy, G. McMaster, L. McNeilly, P. Wells.

**Fifth Grade** has played two matches in the current season. The first resulted in an outright victory for James Cook, the second in a loss by only 4 runs. However the side has displayed solid depth in both batting and bowling and is confident of success in the remainder of the competition.

The members of the team are: B. Gardner (capt.), R. Arthur, A. Busutil, P. Dempsey, J. Gallizzi, K. Glasson, L. Johnstone, R. Kerr, P. Lovey, S. Macarthur, G. Owen, K. Young.

**Class Cricket**, in both the Senior and Junior years, has proved very popular this year. Indeed, although some teams have contained more than the traditional eleven because of the problem of numbers, there has developed a considerable amount of team spirit. The success of Class Cricket is evident from the enthusiasm of each boy to give his best performance in the competitions.

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## TENNIS

**First Grade**, ably captained by Robert Chipman, has been undefeated. The success of the team has been due to good, consistent play by all rather than to an outstanding effort by any individual player. The conduct and sportsmanship of the boys have been exemplary.

The **Seconds** have also fared commendably and, having lost narrowly to Hurstville, are running second in the competition. G. Baker, R. Keast and G. Kelly have played steady, constructive tennis and have contributed to many of the team's wins.

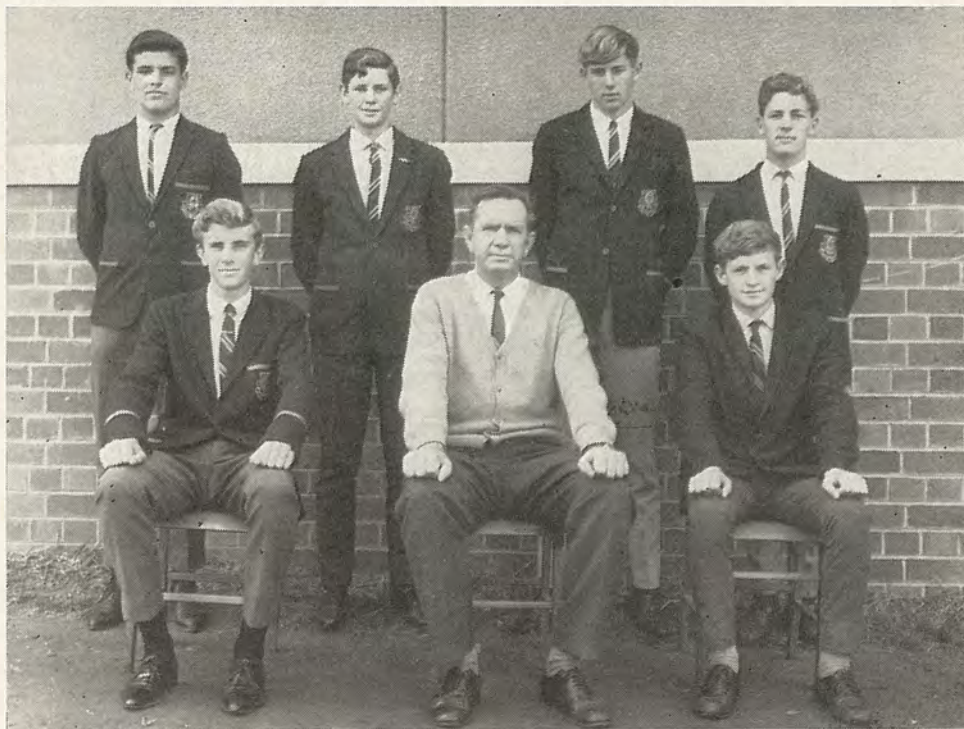
The members of the team are: G. Baker (capt.), T. Edwards, G. Johnson, R. Keast, A. Kelly, G. Kelly, J. Reichard, R. Richmond, P. Stavert, K. Stewart.

**Third and Fourth Grades:** While both teams have suffered defeats, there have been some excellent matches and very creditable play, and we are well placed in the point score tables. All members have attended practice regularly and are to be congratulated on their enthusiasm and sportsmanship. Tim Chalmers has proved an able captain of Third Grade, while the combination, in Fourth Grade, of Tony Jackson and Stephen Wiltshire is most efficacious.

The members of the teams are:

**Third Grade:** T. Chalmers (capt.), D. Allbon, J. Bart, G. Brown, J. Herbert, B. James, R. Johnson, P. Martin, B. Ryall, P. Stayte.

**Fourth Grade:** T. Jackson (capt.), A. Black, P. Brown, I. Cooper, J. Dickson, J. Hazel, P. Ross, S. Wiltshire.



### FIRST GRADE TENNIS

**Front Row:** R. Chipman (Captain), Mr. G. Meng, A. Reichard.  
**Back Row:** G. Kramer, P. Maskiell, G. Girdlestone, A. Dacey.



## SQUASH

The **First Grade** team started the season impressively. After defeating Blakehurst, Hurstville and Kingsgrove North and after playing an exciting draw with Kogarah, our team suffered its first defeat at the hands of Kingsgrove, 3-1. This was the team destined to defeat us when we fought our way into the Challenge Final and to take out premier-ship honours. All members of the team displayed a high standard of ability and a fine degree of sportsmanship. Perhaps David Sampson and Geoff Girdlestone could be commended further for their assiduous play on all occasions.

**Second Grade** took out the premiership this year. Defeated only once in the competition, our team survived a close semi-final against Hurstville to enter the finals against Kogarah. Competent and consistent play, the result of much practice and concentration, gave James Cook victory in this all-important match. David Goble merits congratulations on his fine captaincy of the team.

The members of the teams are:

**First Grade:** D. Sampson (capt.), A. Dacey, G. Girdlestone, G. Kramer, T. Nelson.

**Second Grade:** D. Goble (capt.), P. Greiner, J. Holt, P. Levy, R. Miller.

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## HOCKEY

**First Grade**, though not equalling the record of supremacy set in previous years, has achieved the laudable distinction of winning eight out of the 11 matches played. Solid defence was provided by R. Joslin and S. Billington, while S. Kinsela must be commended for excellent positional play. Congratulations to R. Joslin, P. Budden and A. Johns on their selection in the C.H.S. State Hockey Championships held in Goulburn.

**Second Grade** finished the season as undefeated premiers. We survived a close semi-final for which extra time was allowed, and went on to defeat Kogarah 2-0 in the final. R. McConnell and C. Millar were always a formidable combination in attack, while G. Proctor was consistently capable in defence.



### SECOND GRADE HOCKEY

**Front Row:** R. McConnell, J. Richards, C. Millar, (Captain), Mr. J. Whyte, G. Proctor, T. Howard, P. Sullivan.

**Back Row:** I. Birss, S. Smith, P. Alldiss, P. Goudie, P. Wells, S. Wiltshire, T. Acason, L. Penrose.



### FIRST GRADE HOCKEY

**Front Row:** K. Garrash, R. Trevitt, S. Kinsela, Mr. J. Faehrmann, R. Joslin (Captain), S. Billington, P. Budden.

**Back Row:** I. Quill, N. James, T. Edwards, J. Cowden, A. Johns, K. Millar.

## WATER POLO



### FIRST GRADE WATER POLO

**Front Row:** K. Gardner, W. Syphers, Mr. J. Coutman, J. Holt, G. Goddard.  
**Back Row:** M. Tippet, G. Smith, B. Eyre, P. Watson.

**First Grade** is undefeated. It has the unblemished record of 20 goals for, and 0 against, although the defeat of Blakehurst was narrow to say the least. Excellent defence had been provided by Gary Goddard and Warwick Syphers, competent goal-keeping by Grey Smith, and commendable forward play by Mark Tippet and John Holt.

**Second Grade** is also progressing well, having won all four matches in fine fashion. Spearheading the attack have been Charles Stanborough and Colin Stanley, with Ian Jenkinson linking well in defence. The team's record is commendable and, with 15 goals for and 2 against, is endeavouring to emulate that of the First Grade side.

The members of the team are: G. Henry (capt.), R. Bethel, G. Black, J. Blacker, S. Kinsela, P. Lockhart, R. Lovatt, I. McAlister, S. Nichols, C. Stanley, B. Whitelaw, G. Woodford.

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## GOLF

**A Grade**, under the tutelage of Mr. Croft, has faced stronger opposition than in previous years with the addition of three new schools to the competition. However, they have performed well and have been defeated on only one occasion when victory went to Kingsgrove North 6-1. The only player to survive this match was R. Osborn, who has been unconquered to date and of whom special mention must thus be made.

**B Grade:** This team has entered the "A" Grade competition and has performed commendably. Playing the best golfers from other schools, we, at this stage, have managed to win 2 and lose 3 matches. However, even in these defeats, the results have been close and

the enthusiasm of the lads is of a high degree.

The members of the team are: P. Clark (capt.), G. Day, P. Glasson, R. Gunner, S. Hayne, P. Martin, P. Smith, D. Thomson.

**House Golf:** Beverley Park Course has been a fine host to one hundred of our boys. They have responded with enthusiasm and have demonstrated evident ability and love of the game. Marked improvement has been noticed in the play of N. Reynolds and K. Timbrell, while consistently good scores have been handed in by J. Gilroy, J. Kelly, M. Nicholls and V. Tye. All have come to realize that it is often not the making of really great shots that counts, but the making of very few bad shots.



### A GRADE GOLF

**Front Row:** N. Olsen, D. Naylor (Captain), Mr. H. Croft, V. Tye, S. Lebovic.

**Back Row:** R. Osborn, N. Kouznetsoff, M. Nichols.



## BASKETBALL

The **First Grade** team started the season as a rather uncertain combination, but has quickly developed into a formidable team. At the present, there are definite prospects of the side's achieving final honours. Special mention must be made of the sound court play of A. Lum, F. Miller and P. Soo, and of the sound if unorthodox defence of T. Keenan and W. Calderwood. The team is appreciative of the long hours spent by Mr. Stanger in coaching the side.

The members of the team are: A. Lum (capt.), W. Calderwood, K. Hignett, G. Griffiths, T. Keenan, B. Michell, F. Miller, G. Petterson, P. Soo.

**Second Grade** contains some very capable players. Of the four matches played so far, we have achieved victory in two, a record we should ameliorate with further practice and hard training.

The members of the team are: C. Siu (capt.), E. Bekiaris, R. Climpson, E. Cooper, M. Dixon, D. Hughes, A. Macdonald, A. Papadopoulos, G. Pettersen, M. Savvides.

Both the **Third and Fourth Grade** teams include many players who have had no previous experience. However, they are improving steadily in ability and team play, and they look forward to the remainder of the competition with confidence.

The members of the teams are:

**Third Grade:** J. Murray (capt.), M. Edmonds, D. Fisher, Z. Janko, G. Langley, R. McConnell, R. Marshall, J. Neish, J. Stewart, T. Wills, P. Wood.

**Fourth Grade:** M. Stegman (capt.), R. Baker, M. Green, R. Junk, M. Lackey, R. Larter, G. Madsen, G. Sibraa, J. Theodore, G. Watson.

## BASEBALL

This year James Cook fielded a very strong and highly successful side. We lost only one match in the competition, which defeat was at the hands of Kogarah. The final was played against Kingsgrove and victory this time went to us. Outstanding players were Greg Vidler as captain, Frank Miller as pitcher and Geoff Williams as a batsman of considerable celerity.

The members of the team are: G. Vidler (capt.), J. Baker, J. Duncombe, P. Hay, W. Kiris, N. Kouznetsoff, F. Miller, K. Pheeny, L. Podany, B. Robinson, G. Thompson, G. Williams.

# CLASS LISTS

## CLASS 1A

**Class Captain:**  
**Stephen McArthur**

Anderson, G.  
Arthur, R.  
Aulbury, P.  
Barr, R.  
Bridges, J.  
Brown, J.  
Croft, A.  
Dent, C.  
Dietsch, J.  
Fairhurst, D.  
Fidler, G.  
Findlay, A.  
Green, M.  
Greenstein, T.  
Heard, J.  
Heard, R.  
Hogg, G.  
Last, B.  
Lattimore, B.  
London, D.  
McArthur, S.  
Malsem, R.  
Mead, T.  
Oertel, W.  
Owen, G.  
Ross, P.  
Sampson, S.  
Sinclair, R.  
Sinfield, R.  
Smith, D.  
Spicer, M.  
Swainson, G.  
White, D.  
Williams, D.  
Yates, C.  
Young, K.

## CLASS 1B

**Class Captain:**  
**Paul O'Grady**

Acason, T.  
Baker, R.  
Barbuto, G.  
Birss, I.  
Brown, P.  
Budden, R.  
Burrows, B.  
Cooper, Ian  
Cunningham, R.  
Davies, J.  
Destry, B.  
Douglas, M.  
Farley, G.  
Green, R.  
Griffiths, I.  
Hamilton, C.  
Harvey, R.  
Heggie, W.  
Holt, G.  
Jackson, T.  
Kerr, G.  
King, S.  
Lacey, M.  
Leiper, I.  
Mackie, H.  
Murphy, G.  
Newbould, N.  
Nolan, S.  
O'Grady, P.  
Pascoe, S.  
Stegman, M.  
Thompson, H.  
Thompson, W.  
Tome, G.  
Williams, B.  
Wiltshire, S.

## CLASS 1C

**Class Captain:**  
**Peter Louey**

Barnett, G.  
Bart, F.  
Crawford, M.  
Dempsey, P.  
Dickson, J.  
Ellis, P.  
Exon, R.  
Fell, R.  
Freeman, R.  
Glasson, K.  
Graham, J.  
Green, S.  
Hanna, J.  
Harris, R.  
Hilton, C.  
Holland, D.  
Hood, W.  
Joyce, G.  
Larter, R.  
Lavender, S.  
Lawrence, G.  
Legge, P.  
Lewis, P.  
Lewis, W.  
Louey, P.  
McMaster, G.  
Phillips, N.  
Richardson, P.  
Rourke, D.  
Russell, S.  
Silcock, R.  
Storey, D.  
Sundstrom, C.  
White, J.  
Whiteman, B.  
Wigham, D.

## CLASS 1D

**Class Captain:**  
**Gary Fitzgerald**

Asquith, A.  
Bamford, G.  
Bedford, G.  
Black, A.  
Bray, T.  
Busittil, A.  
Butler, L.  
Castles, R.  
Chant, M.  
Cohen, G.  
Cuthbert, D.  
Duffin, G.  
Fitzgerald, G.  
Gardner, B.  
Grisman, M.  
Hannan, S.  
Heap, R.  
Herrick, J.  
Hoffman, G.  
Hollands, W.  
Jones, D.  
Lemaire, R.  
Logan, L.  
Logue, I.  
Maxwell, B.  
Murrell, R.  
Owen, G.  
Patterson, B.  
Prijlic, S.  
Roberts, P.  
Robinson, B.  
Sellars, M.  
Watson, G.  
Weekes, R.  
Williams, M.  
Wood, D.  
Woodward, W.

## CLASS 1E

**Class Captain:**  
**Peter Spooner**

Allbon, K.  
Ball, K.  
Barraclough, K.  
Barratt, S.  
Busittil, R.  
Challinor, R.  
Davies, P.  
Drake, P.  
Eastcott, G.  
Galbraith, P.  
Gallizzi, J.  
Hallett, W.  
Hazell, J.  
Hill, R.  
Holdaway, E.  
Hunt, G.  
Ivanoff, T.  
Junk, R.  
McAlister, K.  
McKay, P.  
McNeilly, L.  
Mason-Johnson, P.  
Melbourne, R.  
Murkins, P.  
Murray, E.  
Rice, B.  
Robbie, D.  
Shuttleworth, I.  
Simonas, P.  
Smith, P.  
Spooner, L.  
Spooner, P.  
Stokes, G.  
Sutton, W.  
Taylor, M.  
Thomson, P.  
Tucker, R.

**CLASS 1F**

**Class Captain:**  
**Graham Richards**

Berrett, S.  
Birchnoff, P.  
Browne, S.  
Buchanan, G.  
Burton, C.  
De Saxe, G.  
Dodd, W.  
Engleson, R.  
Farley, K.  
Hindle, W.  
Johnston, M.  
Johnstone, L.  
Jones, A.  
Kerr, R.  
Lawson, M.  
McManus, C.  
Madsen, G.  
Munday, P.  
Neale, W.  
Nicholas, D.  
Oliver, R.  
Page, P.  
Richards, G.  
Samuels, D.  
Selmon, T.  
Smith, S.  
Stratham, L.  
Stratton, P.  
Strutt, S.  
Stavdal, G.  
Tatum, J.  
Theodore, J.  
Tooke, W.  
Toth, T.  
Warland, G.  
Westnidge, R.

**CLASS 1G**

**Class Captain:**  
**Noel Turner**

Brichnoff, B.  
Brown, P.  
Bruce, D.  
Cauchi, F.  
Christian, S.  
Creary, B.  
Dable, G.  
Dengate, W.  
Derriman, R.  
Hall, W.  
Harper, M.  
Kenny, R.  
Morris, C.  
Munton, B.  
Passtoors, N.  
Paterson, J.  
Sibraa, G.  
Turner, N.

**CLASS 2A**

**Class Captain:**  
**Ian Smith**

Andre, T.  
Bailey, D.  
Blood, R.  
Brown, G.  
Carmichael, J.  
Chambers, D.  
Core, B.  
Duckworth, P.  
Edmondson, L.  
Goudie, P.  
Hardingham, D.  
Hodgkinson, D.  
Howard, T.  
Jones, B.  
Kristofferson, S.  
Langley, G.  
Le Bris, C.  
Long, R.  
Lucas, P.  
Macdonald, S.  
McKnight, J.  
McWilliam, G.  
Marr, D.  
Marshall, R.  
Martin, G.  
Martin, P.  
Mitchell, D.  
Neish, J.  
Ogilvie, M.  
Riley, P.  
Simos, A.  
Sinclair, P.  
Smith, I.  
Sullivan, P.  
Turnbull, K.  
Van Der Kreeft, S.  
Vipond, L.  
Wood, Paul

**CLASS 2B**

**Class Captain:**  
**Bruce Ryall**

Allbon, D.  
Bart, J.  
Box, D.  
Burke, G.  
Chalmers, T.  
Collis, A.  
Cross, K.  
Edmonds, M.  
Evans, G.  
Ferres, G.  
Findlay, R.  
Goodwin, J.  
Graham, J.  
Harris, B.  
Heap, T.  
Horwitz, D.  
Hutchinson, G.  
James, A.  
Jeanes, M.  
Johnson, R.  
Keith, C.  
Lever, D.  
McIlwaine, S.  
Mason, R.  
Meaney, B.  
Miller, R.  
Olsen, K.  
Parker, G.  
Proctor, G.  
Robertson, R.  
Ryall, B.  
Scott, R.  
Simpson, G.  
Smith, C.  
Stewart, J.  
Vale, M.  
Wells, P.  
Whittaker, A.  
Wills, T.

**CLASS 2C**

**Class Captain:**  
**Leslie Penrose**

Aldis, P.  
Allen, K.  
Bailey, A.  
Bond, K.  
Bowden, P.  
Brandon, P.  
Brooks, A.  
Burke, G.  
Chung, D.  
Conroy, J.  
De Audney, A.  
Delbridge, I.  
De Santis, G.  
Easton, D.  
Fisher, D.  
Gordon, G.  
Grierson, D.  
Harris, N.  
Herbert, J.  
Hinton, M.  
Hood, K.  
Hunter, R.  
Johnson, P.  
Lane, G.  
Lobb, R.  
McDonald, G.  
Millar, C.  
Morgan, N.  
Murray, J.  
Penrose, L.  
Reynolds, B.  
Rumford, H.  
Smith, S.  
Stayte, P.  
Tapp, P.  
Tong, D.  
Wallace, B.  
Wilson, R.  
Wirth, G.



**CLASS 2D****Class Captain:**  
**Zsolt Janko**

Amy, D.  
 Baxter, P.  
 Boler, B.  
 Bryan, G.  
 Bucton, A.  
 Burgess, J.  
 Burns, P.  
 Cassim, G.  
 Christ, J.  
 Connell, N.  
 Crossling, G.  
 Dalgleish, R.  
 Donaldson, S.  
 Duncombe, W.  
 Ellis, S.  
 Emmerick, W.  
 Field, G.  
 Gibbs, D.  
 Hayward, T.  
 Hewitt, R.  
 Illingworth, R.  
 James, B.  
 Janko, Z.  
 Jarvis, G.  
 Kilroy, R.  
 McTeare, B.  
 Martin, P.  
 Miller, G.  
 Milne, A.  
 Milne, G.  
 Moore, W.  
 Murray, A.  
 Payne, G.  
 Rieseberg, P.  
 Robson, R.  
 Schreiber, D.  
 Smith, C.  
 Smith, G.

**CLASS 2E****Class Captain:**  
**Bruce Jacobson**

Ambrose, T.  
 Anderson, C.  
 Bryant, H.  
 Clark, S.  
 Collins, E.  
 Cooke, L.  
 Dooley, L.  
 Flower, S.  
 Floyd, G.  
 Froml, W.  
 Gilchrist, K.  
 Gobert, K.  
 Green, J.  
 Harding, K.  
 Hickson, J.  
 Howison, G.  
 Hubbard, G.  
 Hutton, K.  
 Jacobson, B.  
 Law, L.  
 Lewis, W.  
 Lindsay, K.  
 McConnell, R.  
 Matthews, T.  
 Middleton, A.  
 Neale, R.  
 Pantlin, G.  
 Richards, K.  
 Rushbrook, L.  
 Simms, G.  
 Smith, G.  
 Smith, K.  
 Spooner, G.  
 Taylor, G.  
 Townsend, D.  
 Veale, S.  
 Vincent, W.  
 Warland, L.  
 Wilde, S.

**CLASS 2F****Class Captain:**  
**Brian Borjeson**

Baker, G.  
 Binskin, M.  
 Borjeson, B.  
 Buchanan, L.  
 Campbell, G.  
 Darby, P.  
 Day, R.  
 Edwards, A.  
 Ellis, J.  
 Fickel, R.  
 Gray, O.  
 Kent, G.  
 Lee, D.  
 Longfield, C.  
 Luke, J.  
 Nann, S.  
 Phillips, G.  
 Reed, G.  
 Richards, A.  
 Roche, G.  
 Smith, A.  
 Smith, R.  
 Stanton, M.  
 Staplyton, B.  
 Wakley, W.  
 West, J.  
 Wyllie, S.

**CLASS 3A****Class Captain:**  
**John Kenny**

Arter, R.  
 Baker, J.  
 Berrett, B.  
 Buckley, T.  
 Chalmers, G.  
 Clarke, R.  
 Cox, B.  
 Denford, G.  
 Faull, S.  
 Freeman, M.  
 Gardner, R.  
 Griffiths, G.  
 Gross, P.  
 Heaton, R.  
 Henry, G.  
 Holt, J.  
 Kenny, J.  
 Kinny, Ian  
 Lander, K.  
 McFarlane, N.  
 Maskiell, P.  
 Phair, G.  
 Phillips, R.  
 Potter, A.  
 Ross, G.  
 Ryall, K.  
 Salter, R.  
 Shears, J.  
 Skewes, C.  
 Stavert, P.  
 Syphers, W.  
 Taylor, P.  
 Thomas, B.  
 Thomas, P.  
 Trotman, T.

**CLASS 3B****Class Captain:**  
**John Reichard**

Bamford, T.  
 Chalfont, K.  
 Close, S.  
 Colvin, P.  
 Dawson, A.  
 Decoque, J.  
 Earl, J.  
 Gaudzinski, M.  
 Gobbe, R.  
 Hodgson, L.  
 Howell, P.  
 Jenkins, G.  
 Johnson, G.  
 Joyce, W.  
 McBay, M.  
 McCook, P.  
 McKay, I.  
 McLaren, D.  
 Marks, D.  
 Martin, P.  
 Masters, K.  
 Matthews, J.  
 Owen, K.  
 O'Toole, T.  
 Petterson, G.  
 Player, P.  
 Reichard, J.  
 Richmond, R.  
 Stanley, C.  
 Stringfellow, V.  
 Strong, G.  
 Tapp, R.  
 Taylor, I.  
 Timbrell, K.  
 Trott, B.  
 Walters, P.  
 Williams, G.

**CLASS 3C**

**Class Captain:**  
**Mark Shulman**

Barbuto, D.  
Barton, G.  
Black, G.  
Boyle, C.  
Burton, E.  
Carson, A.  
Cearns, G.  
Chatenay, A.  
Clark, P.  
Davidson, J.  
Day, K.  
Duff, S.  
Ellwood, P.  
Fairbairn, J.  
Gillroy, J.  
Goring, C.  
Griffin, T.  
Hall, L.  
Hannon, T.  
Hill, G.  
Hill, R.  
Hodgkinson, R.  
Howes, P.  
Justice, R.  
McCloughan, C.  
Masters, W.  
Mead, R.  
Osborn, R.  
Paff, S.  
Reed, B.  
Rees, G.  
Shulman, M.  
Stevens, R.  
Storey, P.  
Swainson, G.  
Warren, L.  
Watts, R.  
Woodcock, W.

**CLASS 3D**

**Class Captain:**  
**James Blacker**

Abbott, G.  
Alexander, M.  
Bird, D.  
Brise, P.  
Blacker, J.  
Bolth, G.  
Case, Brian  
Davison, P.  
Dickson, L.  
Dodd, P.  
Edwards, L.  
Faroe, R.  
Garrash, K.  
Hart, B.  
Heap, D.  
McCathie, S.  
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Mawson, A.  
Meyer, R.  
Moore, D.  
Morton, R.  
Nederlof, L.  
Nelson, G.  
Patterson, J.  
Reilly, T.  
Rendell, L.  
Roberts, G.  
Singleton, W.  
Smith, A.  
Smith, R.  
Stanborough, C.  
Stevenson, P.  
Woodford, G.

**CLASS 3E**

**Class Captain:**  
**Barry Melville**

Bethel, R.  
Black, R.  
Cox, R.  
Dempsey, K.  
Dunn, G.  
Gray, J.  
Halloran, J.  
Hindle, J.  
Ivanoff, G.  
Loader, S.  
McKay, K.  
Melville, B.  
Michell, B.  
Munton, D.  
Overhall, R.  
Patterson, P.  
Quayle, N.  
Reid, K.  
Rogers, V.  
Strachan, D.  
Sutton, G.  
Taylor, J.  
Tighe, P.  
Whelan, P.  
Wilson, J.

**CLASS 3F**

**Class Captain:**  
**Leslie Kennewell**

Butler, J.  
Casey, R.  
Clark, R.  
Collins, R.  
Crowhurst, R.  
Evans, R.  
Giaouris, G.  
Griffiths, S.  
Hickey, R.  
Holmes, A.  
Ibbotson, R.  
Jenkinson, I.  
Keith, P.  
Kelly, R.  
Kennewell, L.  
Lynch, D.  
McGrath, L.  
Mackinnon, J.  
Mogler, B.  
Nichols, S.  
Quinn, G.  
Rash, G.  
Rice, John  
Routh, S.  
Stone, E.  
Walton, J.  
Watts, R.  
Worger, D.  
York, W.

**CLASS 3G**

**Class Captain:**  
**Brendan Haynes**

Andrews, P.  
Buckland, R.  
Cooper, W.  
Davis, R.  
Haynes, B.  
Lavender, S.  
McKenzie, P.  
McLaughlin, G.  
Nicholas, G.  
Porter, R.  
Roche, P.  
Schofield, R.  
Scott, A.  
Searle, R.  
Shaw, A.  
Singleton, T.  
Willard, R.

**CLASS 4A**

**Class Captain:**  
**Norman White**

Cable, S.  
Crawford, N.  
Croft, R.  
Dixon, K.  
Dixon, M.  
Edwards, T.  
Eyre, B.  
Goddard, G.  
Gregor, B.  
Johnstone, I.  
Kelly, A.  
Kouznetsoff, N.  
Kramer, G.  
Lucas, D.  
Macdonald, A.  
Miller, S.  
Morse, B.  
Nicholls, M.  
Savvides, M.  
Sheather, N.  
Shepherd, D.  
Slater, P.  
Smith, Paul  
Smith, Peter  
Thompson, G.  
Thomson, D.  
Ward, J.  
Weekes, N.  
White, N.  
Wood, D.

**CLASS 4B**

**Class Captain:**  
**Keith Maxwell**

Bedford, J.  
Belinfante, P.  
Bestel, G.  
Billington, S.  
Butterworth, R.  
Carseldine, D.  
Dacey, A.  
Denner, B.  
Flanders, N.  
Green, G.  
Hartnett, P.  
Henley, C.  
Hignett, K.  
Jackson, B.  
Kelly, J.  
Kiris, W.  
Maxwell, K.  
Miller, R.  
Nicholls, I.  
Papadopoulos, A.  
Pheeney, K.  
Pickering, G.  
Russell, S.  
Silcock, L.  
Siu, C.  
Smith, A.  
Smith, G.  
Soady, P.  
Tye, V.  
Vidler, G.

**CLASS 4C**

**Class Captain:**  
**Peter Denman**

Allam, G.  
Blanchard, D.  
Cowden, J.  
Coyle, M.  
Damianos, M.  
Day, G.  
Deeth, J.  
Denman, P.  
Derriman, D.  
Franklin, G.  
Godden, J.  
Grover, M.  
Hay, P.  
Hayne, S.  
Hucker, P.  
Hughes, D.  
Humphrey, P.  
Humphrey, R.  
James, N.  
Jamieson, A.  
Jullienne, J.  
Kemp, L.  
Lillicot, D.  
Meldrum, M.  
Mills, L.  
Randle, S.  
Reynolds, N.  
Robinson, B.  
Rossi, A.  
Staples, G.

**CLASS 4D**

**Class Captain:**  
**James Lucas**

Arnold, W.  
Bottle, G.  
Davies, W.  
Day, G.  
Dodson, C.  
Evans, R.  
Faust, D.  
Faust, J.  
Foster, S.  
Hall, W.  
Howie, D.  
Joslin, R.  
Keast, R.  
Kelly, A.  
Lenton, J.  
Lucas, J.  
Manson, R.  
Miller, F.  
Miller, M.  
Milne, T.  
Oxford, N.  
Quill, I.  
Stewart, K.  
Taylor, A.  
Vanderlouw, W.  
Walshe, K.  
Wells, A.  
Woodward, T.  
Wotton, W.

**CLASS 4E**

**Class Captain:**  
**Robert Rilley**

Boyle, K.  
Buckland, E.  
Budden, P.  
Chung, R.  
Combes, N.  
Cooper, G.  
Haindl, A.  
Hill, R.  
Hurst, D.  
Johns, A.  
Keane, J.  
Laidler, R.  
Lawson, C.  
Lobb, K.  
Mates, J.  
Moag, S.  
Podany, L.  
Quayle, L.  
Rilley, R.  
Soo, P.  
Sullivan, R.  
Sundell, K.  
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Thorpe, K.  
Ward, G.  
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Webb, S.



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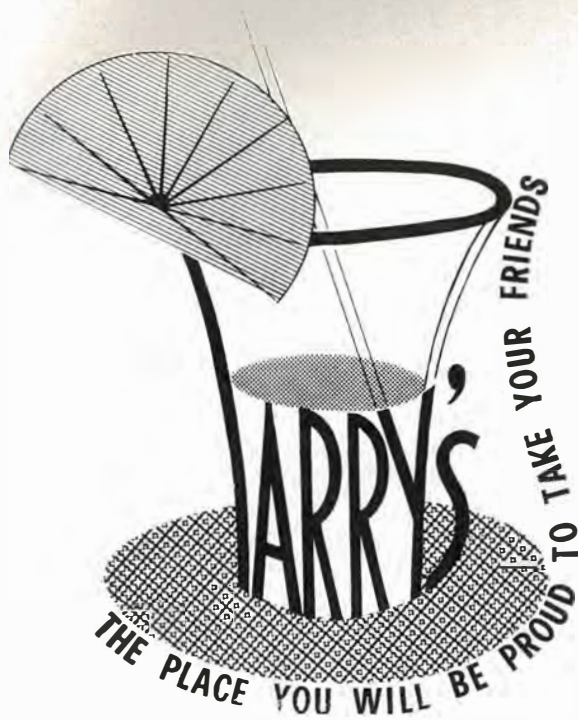
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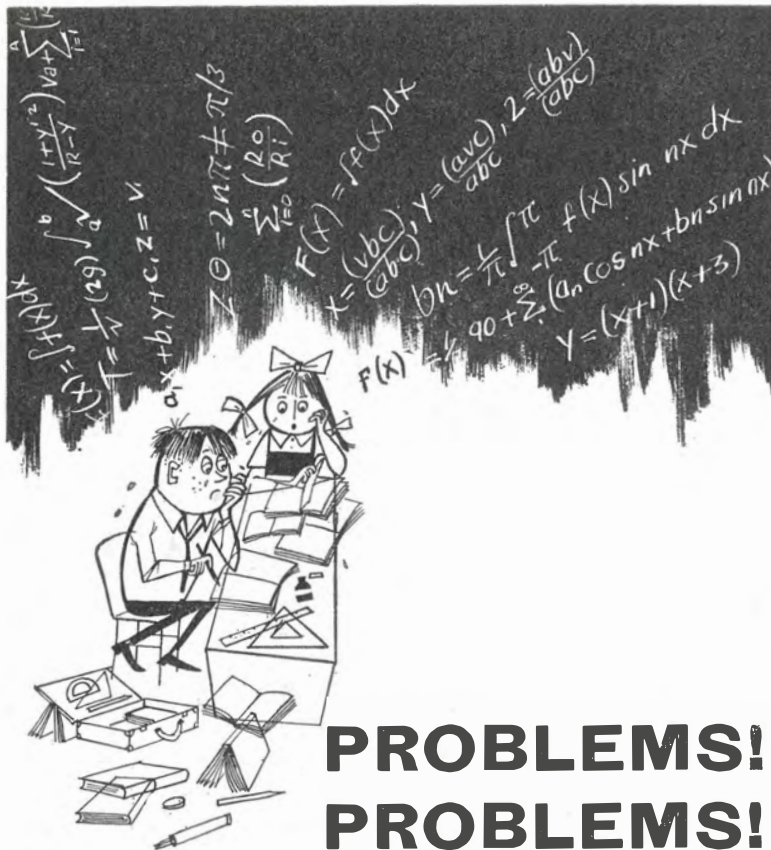
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