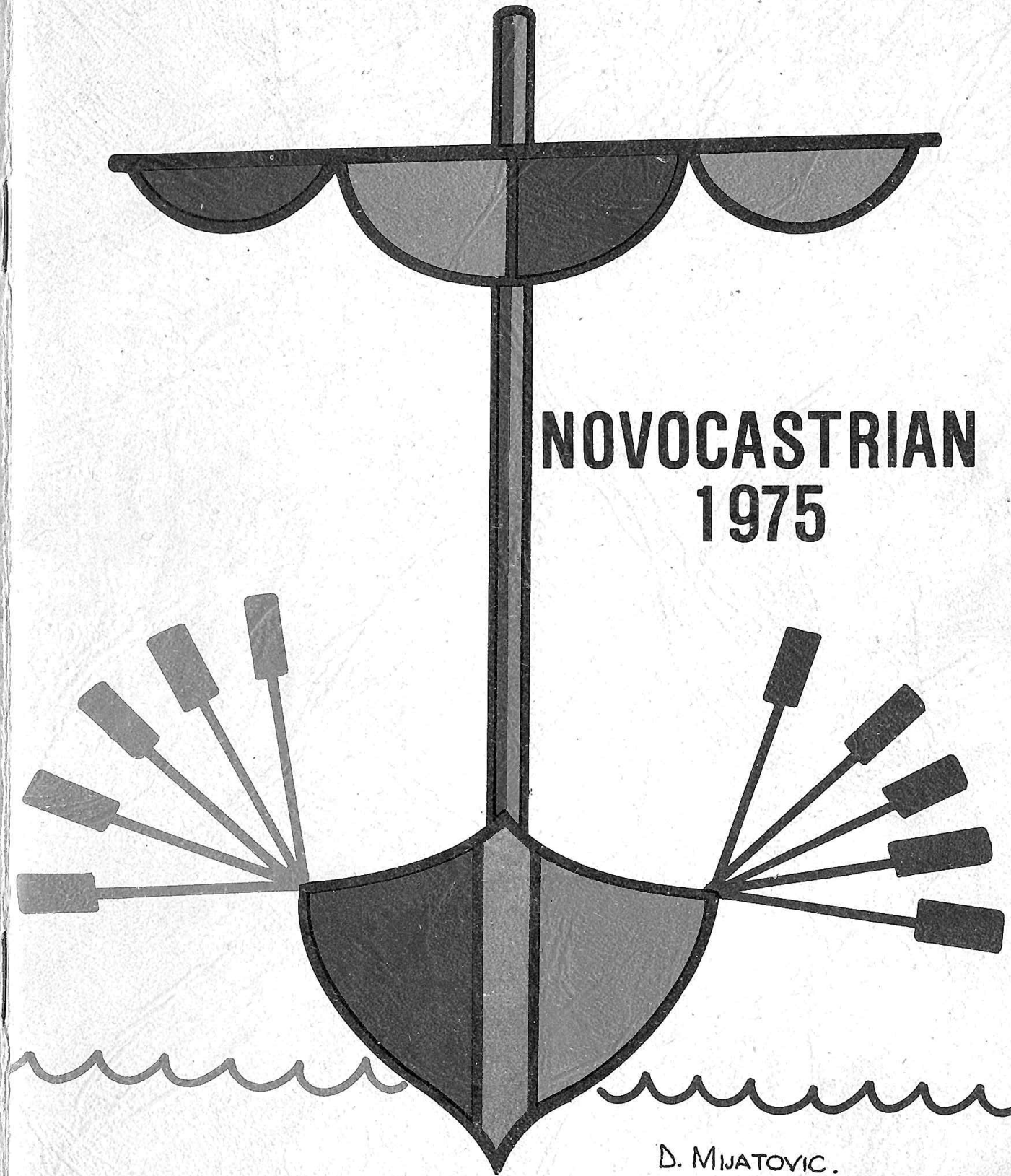


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Newey & Beath Printers 1975



D. MIJATOVIC.



I promise to be loyal to my Queen, my Country, and the wider Commonwealth of Mankind; to do all in my power to uphold the good name of my School; and to strive to be just and honourable in all that I do.

THE PREFECTS

- | | |
|-----------------------------------|--------------------|
| Michael Back (Captain) | Bryan Hughes |
| Christopher Ingram (Vice-Captain) | Paul Kuleschow |
| Philip Colman (Senior Prefect) | Robert Lacey |
| Grant Ackers | Mark Landrigan |
| Peter Bell | Russel Patrick |
| David Bruce | Peter Randell |
| Scott Bryant | Bill Reid |
| Tony Clucas | Stephen Rounsley |
| Stephen Connors | Anthony Rudd |
| David Cottee | Peter Shaw |
| Mark Gibbs | Richard Southgate |
| Douglas Hearne | Stephen Sutherland |
| | Colin Wilks |

SCHOOL SONG — ("Remis Velisque")

Smith House boys, here's a song for you,
 Hunter and Hannell and Shortland too,
 Sing it as our fathers sang it, loud and true,
 When they climbed up the hill in the morning.

Chorus:

Yes, when we're gone in the years far ahead,
 When the last game's played and the last lesson's said
 The name of the school will awake from the dead
 The memories of many a morning.

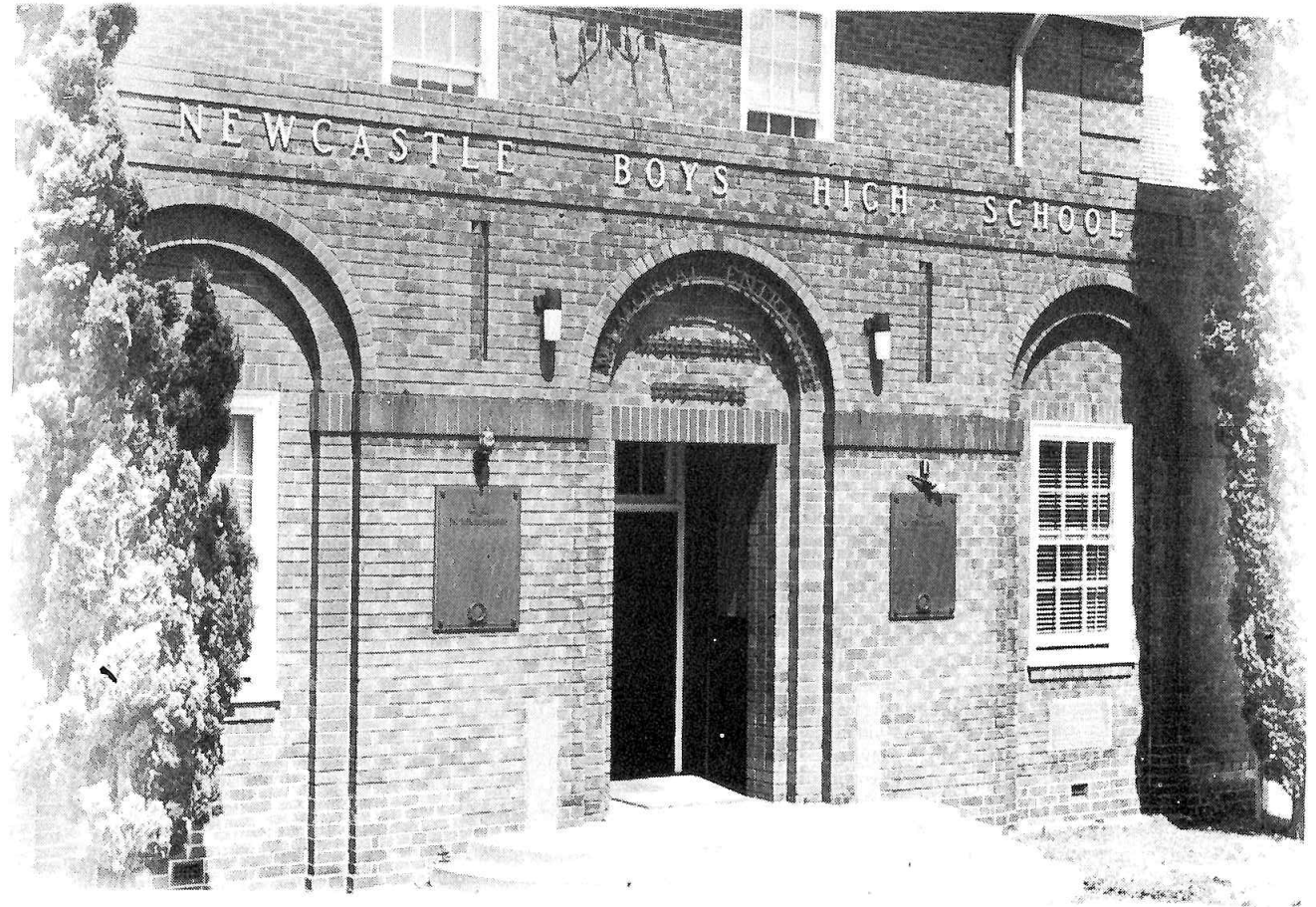
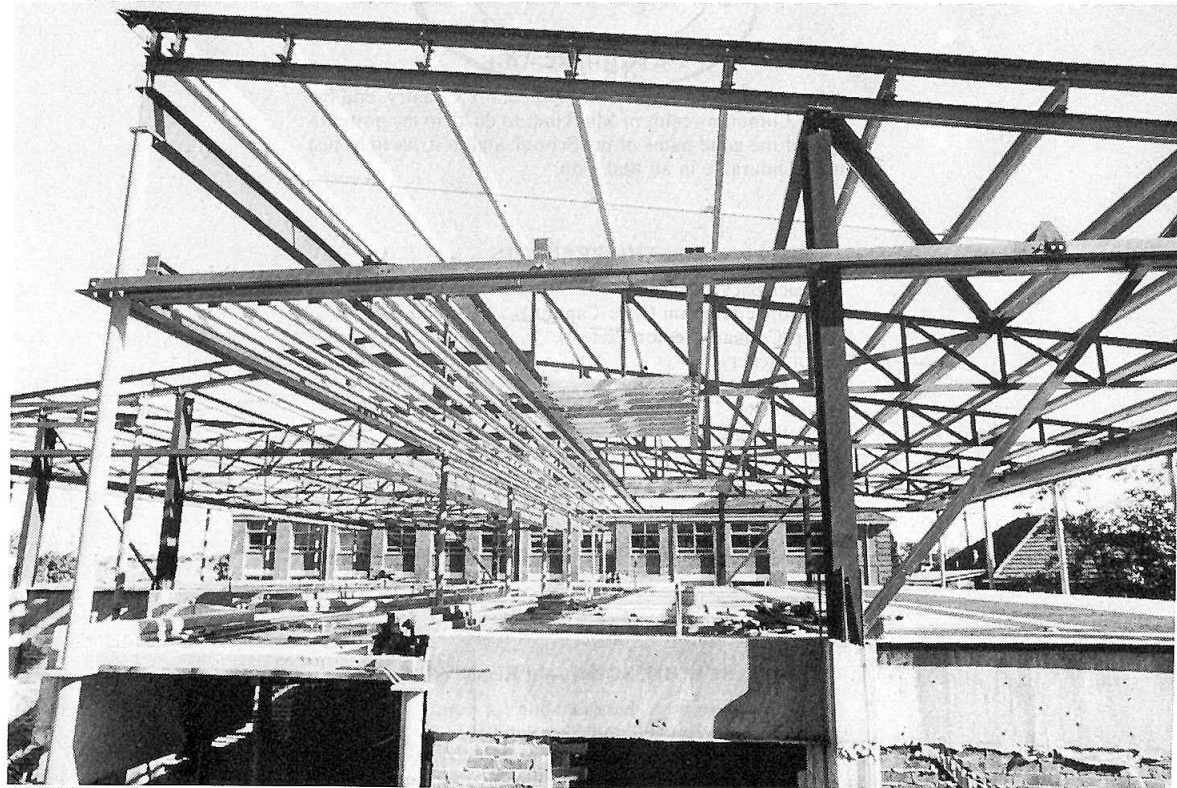
Serving straight in a hard-fought match,
 Sprinting for the tape or puzzling catch
 The "Blues", from the limit man to the scratch,
 Will still do their best night and morning.

Chorus:

Yes, when we're gone, in the years far ahead,
 Remis Velisque's the motto for all
 And our hearts once again will still hear it call,
 When the muscles are still that once toed the ball,
 Or climbed up the hill in the morning.

- | | |
|-------------------------|-------------|
| Editorial Staff: | G. Smith. |
| | S. Tayler. |
| | R. Mackie. |
| | B. Bone. |
| Editor: | J. McGee. |
| Photographs: | J. Hazzard. |
| Business: | A. Leask. |

WARATAH HIGH 1975



SCHOOL CAPTAIN'S MESSAGE

1975 is a year that will not be easily omitted in any appraisal of the life of "Newcastle Boys' High School." It has been a year synonymous with indecision, uncertainty and readjustment — one that has left a shell of uncompleted cement and steel infrastructure as the most permanent view of our school in the minds of many Novocastrians. But, of course the view from without does not necessarily tell all. The school is still deserving of the academic success it receives and while this year's sporting record has not been as fruitful as past years, acknowledgement and success have been achieved in "new" fields such as public speaking, debating, music and art.

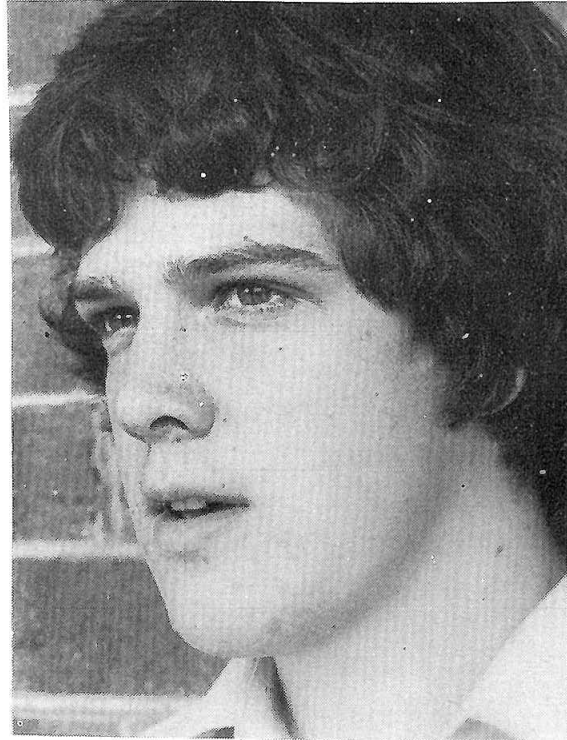
This year's magazine is unique in that it is a chronicle of a High School with which many younger students find it difficult to associate. This difficulty in knowing where "to belong" is nurtured by the demi-nature of the school — Boys' High for some and Waratah High for others and with the confusion over statements and uncertainty of this school's immediate future it is understandable that school spirit and identification are waning in lieu of factors beyond the students control.

I hope that the present thirst for revolutionary approaches and the whole new conceptual ideas towards education and the school community are not satiated with the catch-cry of the seventies — "Progress" — and that it will extract the best methods and ideas from my generation's education and in this regard Newcastle Boy's High stands wealthy.

In the van of recognising the best aspects of this era, I extend my personal thanks to the Prefects and Sixth Form of 1975 and especially to Philip Colman and Chris Ingram for their friendship and the manner in which they have represented this school. I would also like to thank the Prefect Master, Mr. Lynch, and Mr. Webber for their encouragement and advice throughout the year.

Finally, I extend my best wishes and support to the Pupils of this school in 1976 and remind them of the great opportunities and associated responsibilities they have subscribed to.

Michael Back
School Captain



Michael Back

VICE CAPTAIN'S MESSAGE

"It's all that the young can do for the old, to shock them and keep them up to date". George Bernard Shaw.

Even the most revered and incalculable institutions need to experience revitalising change and so we welcome the co-educational shock which will recreate our school. Yet, in heeding the words of Bernard Shaw we should neither forget nor underestimate the strength and value of the old, and in particular the spirit of N.B.H.S.

Our experiences, and those of many others, have thrived on the vitality and the traditions which are the soundest foundations of this school.

We hope that the new school will drink deeply from this reservoir of positive qualities. However, at the same time it is vital that this unique opportunity for reform and growth is exploited to the full. Most important of all there is new scope for improved relations between teachers and students so that the school will be strong, modern and progressive.

We thank the teachers and the students who have made Boys' High what it is today and we look to the people of 1976 to "keep them up to date."

Chris Ingram
Vice Captain.



PRINCIPAL'S MESSAGE 1975

As the year draws to an end it is worthwhile reflecting on the events and achievements of 1975. It is the time for all of us to look critically at our endeavours. Learning by self evaluation can be interesting and rewarding.

We have seen the last of the Higher School Certificate that originated with the Wyndham Scheme. The change is in the concept of Units of Study together with the teaching of General Studies as a subject and the introduction of Approved Studies.

The biggest change has been in the awarding of the School Certificate by the school, awarding within our own community yet with a rating system, moderation, to place us as a school compared with other schools.

Students are coming to realise that examinations are not the inevitable consequence of learning; that in fact learning does not terminate but is ongoing. The "one shot" examination system is finished, in the junior school at least. A balance between testing and assessing ought to provide the fairest system and the greatest opportunity for all to show their potential.

New courses are coming into the junior school. This year sees the introduction of Technics which replaces Technical Drawing, Metalwork and Woodwork. The approach to the new course with the range of "lobes" should make this subject very exciting. Other big changes in the Junior years are being considered and should be introduced fairly soon. Some schools already have rearranged the courses to make Years 7 and 8 exploratory and introductory. Electives are not commenced until Year 9.

I expect that the 6th form students will mostly do well, but some students fail to make the most of their opportunities. This is a rather sad fact that we face each year. It is easy to

blame either the system for being too inflexible or the student for lack of motivation. It is not so easy to find solutions to these problems. Many people are vitally interested in the plight of such students and are thinking of ways and means of helping them.

Students intending to proceed into the senior years should examine their reasons for going on and be prepared to dedicate themselves to their studies. The serious employment situation in Australia and in Newcastle, in particular, will cause boys to continue at school against their preferences. They should not waste the extra two years.

One of the disappointments of the year has been the slowing of the building programme. We all looked forward to having some new facilities for 1976. Building operations are always upsetting. I think we would agree that the building programme has had little effect on us so far, but this will change as the work moves into the old buildings. We will all have to be patient and understanding next year.

Another disappointment that I feel is my inability to generate student concern about the cleanliness of our school environment. I'm afraid that this lack of interest, apathy if you like, is going to further despoil our countryside. The issue is far wider than dropping papers and rubbish on the playground. The question is are you satisfied with the present levels of protection for the land you live in? If you look about you cannot fail to be disturbed by the attitudes that are demonstrated. I note that some years ago student organisations existed to face and fight this problem: where are those organisations today?

It is unfortunate the Army Cadet and Air Training Corps units at the school are being forced to disband. They provided interest, adventure, discipline and leadership situations. The Army cadets through the Cadet Band gave boys, who would otherwise have little opportunity, a grounding in music. Both groups gave boys an opportunity to identify with their country as well as with their school. The Army Cadets, first at Newcastle High then Newcastle Boys' High, have a history dating back to 1918. The Air Training Corp had operated since 1952, for the last 2 years as an open Flight.

I would like to take the opportunity to thank the pupils and staff for their contributions to the functioning of the school throughout the year. Many students have devoted themselves to activities, academic, cultural and sporting, in such a way as to enhance the reputation and well-being of the school. It is their unselfish approach that builds that intangible "spirit" so necessary in any organisation. Standing behind these young men are staff members guiding and encouraging, giving their time and energy freely and willingly. Of course this is how it should be and I'm sure we are all grateful that this happy relationship between staff and students is so strong. It goes without saying that the more you put into something the more you get out of it.

I must make special mention of the Novocastrian Committee at this point. We all appreciate the problems and hard work associated with the production of a worthwhile magazine. The staff and students are to be congratulated for their efforts.

The name Newcastle Boys' High School will live for another year. Let us all strive to make it a good year.

The Newcastle Boys' High School will live for another year. Let us all strive to make it a good year. Let us maintain a strong will and a desire to give to the students of Waratah High a sense of history and an identity so that the old school at Waratah will retain its fine reputation in our city.

V. Webber,
Principal

STAFF, 1975

Relieving Principal: Mr. V. Webber, A.S.T.C.

Relieving Deputy Principal: Mr. G. Gibson, B.A.

DEPARTMENT OF ENGLISH

Master: Relieving Mrs. L. Sherwood, B.A., Dip.Ed.

Asst. Masters: Messrs. G. Coughlan, S. Rigby, B.A., W. Richards, B.A., Dip.Ed., Mr. K. Walliss, Mrs. F. Spencer, B.A., Dip.Ed.

DEPARTMENT OF HISTORY

Master: Mr. J. McGee, B.A., Dip.Ed.

Asst. Masters: Mrs. K. Baker, Messrs. J.T. Gebhardt, B.A., Dip.Ed., I. Magrics, B.A. Dip.Ed., B. Wilks, B.A. (Hons) Dip.Ed.

DEPARTMENT OF MATHEMATICS

Master: Mr. B. Donegan, B.A., A.F.I.M.A.

Asst. Masters: Messrs. R. Best, B. Comm., Mr. J. Imrie, B.A., Mr. T. Lynch, B.Sc., Mr. R. Ross, Mr. G. Sansom, Mr. N. Winney, B.A., Mr. C. Seabrook, B. Math (Hons)

DEPARTMENT OF SCIENCE

Master: Relieving, Mr. D. Brinkley, B.A.

Asst. Masters: Mr. C. Goffet, B.A., Mrs. N. McLeod, B.A., Dip.Ed., Mrs. P. Outram, B.A., Dip.Ed., Mr. K. Hastie, B.A., Dip.Ed.

DEPARTMENT OF MODERN LANGUAGES

Master: Mr. L.G. Joyce, M.Sc. Dip.Ed.
Relieving Mr. J. Hazzard B.Sc.

Asst. Masters: Messrs. P. Ewers, B.A., Dip.Ed., K. McLelland, S. Murray, M.Sc., Dip.Ed., G. Russell, B.Sc., Dip.Ed., P. Sidebottom, B.Sc., Mr. T. Filipcevic.

DEPARTMENT OF SOCIAL SCIENCE

Master: Relieving, Mrs. G. Curry, B. Comm., Mr. A.T. Clarke, B.A. (On leave)

Asst. Masters: Mrs. M. Charlton, Mr. P. Cottrill, B.A., Mrs. L. Freeman, B.A. Dip.Ed., Mr. A. Leask, Mr. J. Reay, B.A., Mrs. P. Williams, B.A., Dip.Ed.

DEPARTMENT OF INDUSTRIAL ARTS

Master: Mr. R. Avery, A.S.T.C.

Asst. Masters: Messrs. R. Davies, A.S.T.C., Mr. T. Pengelly, Mr. N. Watt, Mr. D. Wood.

DEPARTMENT OF ART

Mrs. I. Shaw, Mrs. D. Shield.

DEPARTMENT OF MUSIC

Mr. D. Delaney, Dip.Mus. Ed.

DEPARTMENT OF PHYSICAL EDUCATION

Messrs. K. Giddy, D.P.E., Mr. E. Carney, D.P.E.

FORM MASTERS

Form 1: S. Murray, M.Sc., Dip.Ed.
Form 2: C. Seabrook, B. Math. (Hons.)
Form 3: R. Best, B. Comm.
Form 4: T. Lynch, B.Sc.

Teacher Librarian: Mr. S. Rigby B.A.

Sportsmaster: Mr. K. Giddy, D.P.E.

Careers Adviser: Mr. G. Russell, B.Sc., Dip.Ed.

School Counsellor: Mr. R.E. Reece, B.Sc.

Secretaries: Mrs. D. Buckland, Mrs. H. Sutcliffe, Mrs. M. Taylor, Mrs. M. Devonshire.

Science Attendants: Mrs. M. Wass, Mrs. M. Masson.

Library Assistants: Mrs. C. Hawkin, Mrs. J. Dunn.

General Assistants: Mr. D. Cook, Mr. L. Lloyd.

Farewell to:

Mr. V. Rooney to Newcastle Girls High
Mrs. J. Sulikowski to Gateshead High
Mr. B. Deller to U.K. on exchange
Mrs. P. Spautz to Technical College
Mr. J. Allen to Whitebridge High
Mrs. C. Davies — resigned
Mr. K. Bridges to Wauchope High
Mr. R. Brydon to Gateshead High
and our Principal (1964-1974)
Mr. T. Richardson to retirement

Welcome to:

Mrs. F. Spencer from Lambton High
Mr. C. Seabrook from Newcastle University
Mr. T. Filipcevic from Newcastle College of Advanced Education
Mr. K. Hastie from Wallsend High
Mrs. L. Freeman from Newcastle University
Mrs. P. Williams from Newcastle University
Mr. N. Watt from Asquith Boys High
Mrs. I. Shaw from P.L.C.
Mr. E. Carney from Wollongong C.A.E.

CLEANING STAFF

Mr. T. Hammond.
Mrs. J. Ham.
Mrs. E. Jewlachow.
Mrs. L. Connell
Mrs. P. Bice
Mrs. B. McGuinness.
Mrs. D. Pennel.
Miss U. Bower (sick leave.)

CANTEEN STAFF

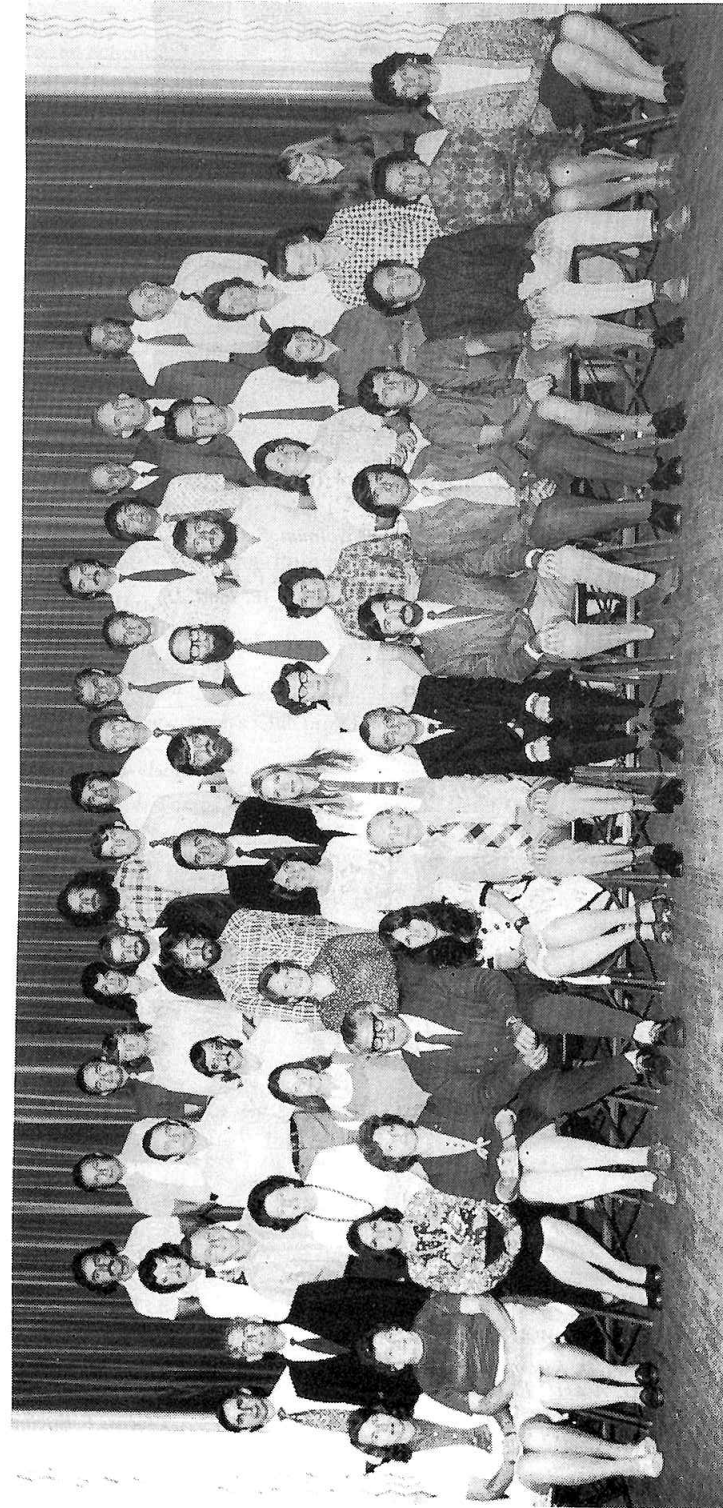
Mr. and Mrs. Timmins.
Mrs. M. Wrightson
Mrs. Z. Cook.

LADIES AUXILIARY

President: Mrs. Price
Secretary: Mrs. Millard
Treasurer: Mrs. Ptolemy
Book Convener: Mrs. Heath

P. & C.

President: Mr. J. Lewis
Secretary: Mr. P. Ingle
Treasurer: Mr. K. Threlfo
Vice Presidents: Mr. J. Oliver, Mrs. B. Van Ruge, Mrs. K. Price.



STAFF

Front: S. Elkin, D. Buckland, M. Devonshire, G. Currie, J. Reay, L. Sherwood, G. Joyce, V. Webber, J. Hazzard, R. Avery,
D. Brinkley, J. McGee, M. Wass, M. Taylor.
2nd Row: C. Goffett, N. Broudie, L. Freeman, P. Williams, P. Outram, F. Spencer, H. Sutcliffe, J. Dunn, K. Baker, C. Hawkin,
D. Shield, N. McLeod.
3rd Row: P. Sidebottom, L. Lloyd, K. Walliss, W. Richards, G. Russell, I. Magrics, A. Leask, E. Carney, J. Imrie, M.
Masson.
4th Row: K. Hastie, D. Cook, N. Watt, T. Filipcevic, S. Murray, C. Seabrook, R. Davies, G. Sansom, N. Winney, S. Rigby.
Back Row: B. Wilks, R. Delaney, J. Gebhardt, M. Charlton, P. Ewers, K. Giddy, K. McLelland, P. Cottrill, R. Ross, R. Best.
Absent: B. Donegan, T. Lynch, G. Coughlan, G. Gibson, T. Pengelly, I. Shaw, D. Wood, A. Clarke.

ACADEMIC AWARDS



PREFECTS

Front: L to R: A. Rudd, A. Lucas, C. Ingram, M. Back, Mr. Webber, P. Colman, S. Connors, S. Bryant, D. Bruce.
Middle: P. Shaw, S. Sutherland, P. Kuleschow, Mr. Lynch, M. Gibbs, B. Hughes, P. Randall.
Back: G. Ackers, R. Patrick, D. Hearne, S. Rounsley, R. Southgate, C. Wilks, W. Reid, D. Cottee.



BANNER AWARDS

Front: L to R: D. Cottee, M. Back, J. Ambler, A. Steele, D. Kleeman, P. Colman, S. Connors, C. Holland.
Middle: T. Merrilees, J. Brien, S. Bryant, M. Taylor, G. Ackers, P. Randall, S. Blizzard, S. Keys, R. Patricks, B. Ingle, P. Jeffrey, J. Laudadio.
Back: B. Hughes, G. Shearer, C. Binks, D. Toll, G. Fullick, A. Asquith, W. Goodwin, G. Dunn, K. King, A. Lucas, T. Ritchie, W. Reid, M. Tomgemovic, R. Lacey, G. Watson.

SPECIAL AWARDS

Ross Mearns Award — Manliness, Leadership and Service to the School:
Senior: Stephen Ticehurst

Finlay Donald McLeod Memorial Award for Captain:
Stephen Ticehurst

Outward Bound Award:
Dereck Murray

Sam Jones Award, Senior Debating:
Murray Hammer

Sam Jones Award, Public Speaking:
Peter Tullgren

ACADEMIC EXCELLENCE 1974

Mrs. Alice Chichester Memorial Prize for Dux of 6th Form:
Graeme Davidson

Kenneth Sanderson Memorial Prize for 2nd position in 6th Form:
Stephen Ticehurst

Hunter the Stationer prize for 3rd position in 6th Form:
Richard Kleeman

Captain John Cleary Memorial Prize for 1st position in Modern History Level 1:
James Derkenne

W. J. Cochrane Memorial Prize for 1st position in Science Level 1:
David Griffith

Murree-Allen Memorial Prize for 1st position in Mathematics Level 1:
Richard Kleeman

Newcastle Businessmen's Club prize for Economics — Level 1:
Graeme Davidson

Whitecombe & Tombs prize for Economics — Level II:
Peter Pickering

Mayfield Lions Club prize for Geography — Level 1:
Murray Hammer

John Lysaghts Prize for Geography — Level II:
Philip Warth

Commonwealth Steel prize for Industrial Arts — Level II:
David Griffith

Temple Bookshop Prize for Art — Level II:
Peter Tullgren

P. & C. Prize for English — Level II:
Mark Sage

Caldwell the Jeweller Prize for Modern History — Level II:
Peter Watchorn

P. & C. Prize for Ancient History — Level 1:
Colin Pugh

Hunter the Stationer Prize for Ancient History — Level II:
Peter Elliott

Commonwealth Steel Prize for Mathematics — Level 2F:
David Bennett

P. & C. Prize for Mathematics — Level 2S:
Phillip Warth

C.S.R. Chemicals Prize for Science — Level 2F:
David Bennett

C.S.R. Chemicals Prize for Science — Level 2S:
Neil Watson

P. & C. Prize for French — Level 1:
Kieran Gregory

P. & C. Prize for French — Level II:
Mitchell Kozela and Steven Williams (equal)

German Consulate Prize for German — Level 1:
John Clulow

FORM 5

MICHAEL BACK
PHILIP COLMAN
STEPHEN CONNORS
CHRISTOPHER HOLLAND
JOHN AMBLER
ALAN STEELE
DAVID COTTEE
DALE KLEEMAN

FORM 3

DAVID BARKER
RICHARD HALLINAN
LINDSAY KLEEMAN
BRETT LA HAY
MARK MORGAN
GARY WELLS

FORM 4

DAVID BASIC
PHILIP HAINES
GERRY MARKEZINIS
GREG BURNS
JOHN CHURCH
DAVID JONES
ANDREW LEWIS
IONY VERO

FORM 2

REIJO AROLA
DALZELI OLDHAM
JOHN PRESTON
SCOT TAYLER

FIRST FORM AWARDS

LANGUAGES

Class 1A	Glenn McDairmid	French and German
	David Gaddes	Latin
Class 1B	Mauro Cinelli	French and German
	Dubravka Tusek	Latin
Class 1C	Grahame Doherty	French
	Dragan Mijatovic	German
	Keith Digby	Latin

ART

Class 1A	Michael Hall
Class 1B	Mauro Cinelli
	James Thomas
Class 1C	Dragan Mijatovic
Class 1D	Robert Murphy
Class 1E	Michael Smith

ENGLISH

Class 1A	Ian Miller
	Wayne Pickard
Class 1B	Mauro Cinelli
	Wayne Chapman
Class 1C	Dragan Mijatovic
	Paul Walker
Class 1D	Brett Muir
	Paul Burley
Class 1E	Vincent Crofts
	Kenneth Sturt

MATHEMATICS

Class 1A	David Gaddes
	Glenn McDiarmid
Class 1B	Ross Bryan
	Clifford Evans
Class 1C	Mark Kiehne
	Jovica Tasevski
Class 1D	Lindsay Barnes
	Ross Scorer
Class 1E	Vincent Crofts
	Bradley Gillard

SCIENCE

Class 1A	Ian Ritchie
	Mark Skinner
	Wayne Arms
Class 1B	Mauro Cinelli
	Dubravka Tusek
Class 1C	Dragan Mijatovic
	Dennis Burkett
Class 1D	Lindsay Barnes
	Dragan Damcevski
Class 1E	Bradley Gillard
	John Moy

SOCIAL SCIENCE

Class 1A	Michael Roach
	Luke Taper
Class 1B	Ian Duke
Class 1C	David Bennett
	Mark Kiehne
Class 1D	Craig Muir
Class 1E	Vincent Crofts



1975 — HONOUR ROLL

The following boys have been honoured by institutions outside the School. As well, many boys who have been honoured in Sport have their names recorded in the Sports Report.

ART NEWCASTLE SUN ART AWARDS

Senior

Tony Asquith, John Openshaw, Richard Orell, Scott Taylor, Kevin Woodman.

Under 15.

Glen Baguley, Stephen Clark, Roger Craig, Raymond Massey, Craig Muir, David Taggart.

Under 14

Terry De Sylva, Ken Hawkins, David Kennedy, Glenn Keys, Scott Marquett, Danny Meredith, Ian Miller, Brian Musgrove, Michael Oaks, Brane Popov, Mark Sutton, Douglas Turnbull.

Under 13

Scott Ayerst, Mark Baldwin, Jim Brownlow, Terry Bryan, Robert Jones, David Wade.

HUNTER VALLEY RESEARCH FOUNDATION

Scott Tayler 1st - Intermediate.

Ken Hawkins - Highly commended - Junior

Boyd Hicks - Highly commended - Junior

MUSIC

Richard Hallinan - City of Sydney Eisteddfod Violin section.

1st - 15yrs and under Open

2nd 16 years and under Restricted.

Martin Silverton - City Of Sydney Eisteddfod Violin Section.

2nd - 15yrs and under Open.

Duet with Richard Hallinan.

1st - 16yrs and under Open.

Dalzell Oldham - Solo violinist with Newcastle Conversatorium Orchestra.

Top level pass - 8th Grade Violin.

LANGUAGES

Newcastle Dialogue Competition

Russell Patrick, John Ambler: 1st, Form 6, French.

Paul Burke, Scot Taylor

Ken Smith, Craig Cogle, - 2nd, Form 3 Latin.

Simon Hurford.

MATHEMATICS

Richard Hallinan) Uni of N.S.W. Maths Competition

Brett La Hay) Junior Division

Lindsay Kleeman)

Dale Kleeman) Uni of N.S.W. Maths Competition

Todd Ritchie) Senior Division



Major Work — John Openshaw

OTHER YEARS

DUX 1907-1974

1907 A. Chalmers.
 1908 D.M. Smith.
 1909 D.L. Howell.
 1910 C.L. Firkin.
 R.J. Howie.
 1911 G. Jones.
 1912 J. Herbert.
 1913 B. Helmore.
 1914 N. Goldsworthy.
 1915 S. Carver.
 1916 W. Broadfoot.
 1917 F. Pearson.
 1918 E. Miller.
 1919 W. Cooksey.
 1920 F. Vizzard.
 1921 R. Cochrane.
 H. Williams.
 1922 D. Cornwell.
 1923 C. Drake
 1924 E. Duncanson
 1925 J. Sparke.
 1926 F. Rundle.
 1927 T. Kitley.

1928 E. McGann.
 1929 J.H. Brittan.
 E.G. Akerman.
 1930 W. Cable.
 1931 A. Edgar.
 1932 F. Learmouth.
 1933 R.C. Wilson.
 1934 K. Shellshear.
 1935 R.G. Outlen.
 1936 C.H. Hughes.
 1937 G. Soloman.
 1938 A.G. Swan.
 1939 D. Stewart.
 1940 J. Beath.
 1941 G. Keys.
 1942 B. Hunter.
 1943 A. Beattie.
 1944 K. Goold.
 1945 R.K. Poutney.
 1946 A.D. Knott.
 1947 T. Warsley.
 1948 W.E. Quinn.
 1949 R. Gray
 1950 D. Douglas

1951 D. Barnes.
 1952 D. Barnes.
 1953 P. Cole.
 1954 A.W. Findlay.
 1955 J. Cardenzana
 1956 J. Cox.
 1957 M. Batley.
 1958 R. Temple.
 1959 J. Bunting.
 1960 J. See.
 1961 P. Whitford.
 1962 G. DeJager.
 1963 K. Taylor.
 1964 P. Browne.
 1965 D. Davey.
 1966 —
 1967 P. Herrald.
 1968 M. Daffey.
 1969 R. Dunstan.
 1970 P. McGorry.
 1971 C. Bensley.
 1972 R. Adams.
 1973 S. White
 1974 G. Davidson

SCHOOL CAPTAINS 1912-1975

1912 K. Garrett.
 1913 R. Howard.
 1914 D. Shearman.
 1915 J. Nicholson.
 1916 J. Henery.
 1917 R. Newton.
 1918 C. Massey.
 1919 E.J. Egan.
 1920 J. Estell.
 1921 R. Cochrane.
 1922 J. Howard.
 1923 S. Neaves.
 1924 E. Gilbert.
 1925 L. Clack.
 1926 H. Clayton.
 1927 T. Kitley.
 1928 K. Williams.
 1929 J. Brittan.
 1930 A.W. Bishop.
 1931 T. Brown.
 1932 L. Deed.

1933 L. Cane.
 1934 A. Roach.
 1935 J. Anderson.
 1936 K. Clarck.
 1937 J.A. Lee.
 1938 K. Croese.
 1939 J.W. Cornish.
 1940 J. Davis.
 1941 F. Field.
 1942 W. Clark.
 1943 A. Hilton.
 1944 D. Stove.
 1945 R. Carruthers.
 1946 A. Hannaford.
 B. Moreley.
 1947 W. Hurditch.
 1948 L. Fairbairn.
 1949 G. Gleghorn.
 1950 G. Henry.
 1951 D. Willis.
 1952 K. Scott.
 1953 J. McKenzie.

1954 D.W. Beach.
 1955 T. Dunn
 1956 J. Anderson.
 1957 I. Johnson.
 1958 R. Wines.
 1959 J. Beveridge.
 1960 R. O'Sullivan.
 1961 I. Duncan.
 1962 M. Williams.
 1963 P. Seale.
 1964 D. Williamson.
 1965 G. Harrison.
 1966 M. Simpson.
 1967 M. Simpson.
 1968 J. Davis.
 1969 J. Hogg.
 1970 D. Williams.
 1971 N. Watson.
 1972 I. McPhee.
 1973 D. Mulligan.
 1974 S. Ticehurst.
 1975 M. Back.

MAJOR WORKS



W. Outrim



S. Sutherland



I. Asquith



M. Jensen



M. Taylor

SCHOOL BITS AND PIECES

The Man, The Sea.

Where children play,
And people seek their happiness,
A man now stands
Alone.

He waits for hours,
So quietly he waits,
For the bit to start
The action.

The sea rock and rolls,
The waves come in,
And then go out
Monotonously.

The sun comes up,
The children appear,
The waves continue the crashing,
But still he waits-in vain.

Ashley Saunders
Form 4

DEBATING REPORT

Debating activities in the junior school are limited to a third form team which annually participates in a competition organized by the Newcastle Lions Club.

Unfortunately, this year we did certainly not excel as in our three debates we were narrowly defeated each time. However, although we did not perform exceptionally well, according to actual results the experience and social knowledge gathered by our travels far outweigh any grievances.

The team consisted of Damien Ingle, Gavin Smith, Ian Keenan and myself being ably coached by the devoted Mrs. Baker. I am sure that all concerned with the Lions competition gained a firmer grasp on the basics of debating and I am positive that this early knowledge will help in future.

Scot Tayler
Form 3

"OUTBACK FLIES"

Outback flies hang like a dirty smell. As Slippery Sam Slater says "Flies are bloody awful things when you're droving. They get in your nose, ears, eyes and mouth; just like having a bath in honey they're that sticky. A blowy I seen the other day was as big as a green peach and ugly, I never seen a boot as ugly as that fly. And the other night, flies everywhere, like a big blanket. One of 'em had hobnail boots on I'm sure. Dirty things — one done a shit as big as cow manure all over my sleeping bag. The flies are smart too, one held the door open while the rest flew in the other day.

Kill em with Mortein! Not a chance — wore gas masks they did. Sentimental! The other day when I squashed one, the little guys immediately picked him up and buried him under the rug.

Even in Winter the little bludgers are smart enough to wear overcoats. So don't go into the bush without 4 corks for nostrils and ears, plastic bag for eyes and mouth and one great big plastic bag for the whole of your body. But even with these things they burn their way through the plastic. Crafty little fellas these flies."

Shane Brassington.
Form 1

A TRAVELLER'S TALE

To get there by road, it is essential to make a 150 mile journey from Sydney to Bateman's Bay on the South Coast. A short distance north of the Bay one must make a right-hand turn off the Princess Highway, and head north-west towards Braidwood encountering the notorious Clyde Mountain on the way. After asking directions, and advice about the road, you will once again find yourself driving south on a bitumen highway. But this situation doesn't prevail for long, as the surface of the road quickly changes to gravel. Fortunately, this does not hinder driving, as the road is on a flat plateau and relatively straight.

Suddenly the scenery will change, the rolling hills change to thick forest, and your altitude will decrease quickly as you descend into the valley. After what seems an eternity, the land again flattens out, and you realise as you look up at the mountains towering to eight hundred feet all around, that you have arrived, arrived in the Araluen Valley.

The main road leads straight to the small hotel, a place where one can stay the night for a minimal charge and be treated to a large breakfast on rising. The locals are a reasonably friendly group, and you will find them playing pool almost every afternoon in the bar of the hotel.

The Araluen Valley is a remarkable place for an explorer, with the right camping equipment. One can follow the creek up to Bell's Falls, and take in the view of the water cascading over three hundred feet of rock surface. The beauty of Bell's Falls is magnified by the fact that this area has a small population, tourism barely exists, and the area is quite rugged. Hence, the possibility of meeting people at the Falls is very low indeed.

This is a journey which I would recommend to the most well-travelled person, because the odds are ten-thousand to one that he will never have heard of Araluen.

Mark Landrigan,
Form 6



WHEN THE EAGLE FALLS

When the eagle falls from its mighty loft,
And the lion is riddled with disease,
Will dead men laugh, as an epitaph
To the animals on their knees?

Will the pigs keep fighting amidst thunder,
And blood mixed with fire and hail?
Who will be mighty king of the jungle,
When the moral animals fail?

CHARLES BEVAN,
Form 5



A VISITATION

If in a climax of sensation
a utopia I did grasp
at rivers, dames and woman
at gardens oh so vast
could I, that "song and symphony"
revive from within me
the oneness — man and nature
so that others too, might see.

In my mind, for maybe two hours
the now muddied stream did flow clear
and though the water's flowed dry, which conveyed it,
for myself, the reflection's still near,
and I've tried, yeah I've tried
till my mind has near blown
re-reflections don't make it
I'm in this vision, alone.

So to this, self confined
and looking for freedom?
unless with expression, I create — from confusion,
with artistic precision,
once again — if I dare,
so mystic a vision.

Far though same, who may listen
might see it there.
they may still cry. BEWARE BEWARE
his flashing eyes, his.....

COL. E. RIDGE
alias Sam Taylor Form 6

Being hit by a stray water bomb is rather a dampening experience.

Getting the cane or the cricket bat, well they're not so much dampening as damn hurtful.

Having to pick up a few stray orange peels whilst eating your sausage roll, or roll with tomato sauce and no butter.

Frying to avoid the eye of the local pound dog teacher whilst trying to pay her a quick visit.

Listening to Beethoven's 9th the period before lunch.

Making up excuses as to why you came 2 hours late.

Hollering helpers in a supposedly quiet library and many other little things which I'll just skip for safety reasons, which go to make Boys High one of the best (censored) this side of the Parthenon Milk Bar.

KEVIN WOODMAN, Form 4

Inefficient mess of congealed incompetence
Typical establishment; overbearing hypocrisy.
You crammed my brain with Darwin and Deutsch
And trigonometrical equations that numb the mind
And set the pattern for future life.
I enter the gates, young and impressionable
And leave, moulded into your model citizen
Who walks through life with mindless congruency
As millions of the typical society.
Your high brick walls gaul my freedom
And give an indication of the concrete jungle to come.

ROBERT DAVIDSON, Form 4

Juice! Juice! Juice!!! Kick his --- in!
The mob shout and swirl around their victim.
Quick get him!
Who?
Beath of course!
Here comes a teacher
Everybody walks innocently away, except for one
person who lies moaning on the asphalt.
What happened to you Beath?
I fell over sir
I see
The siren sounded
The end of another normal recess

W. SMITH Form 5

Each morning just prior to alighting from the Public Transport Commission's omnibus I am confronted by an archaic brick building constructed in the 1930's era. Its enormity is dazzling. The brick structure is intertwined with glass and three cavernous openings, one in the middle and the other two at opposite ends. Clustered around its southern most extremities, like fungus around a rotting log, are portable classrooms, housing the Technical drawing rooms as well as the woodwork rooms.

Crossing the artery of Industry, commerce and transport on the white bars which are spaced at a specific distance from each other, I walk to the gateway with fellow pupils who also alighted from that same State Government omnibus. I stare at this State Government Institution. I descend the stairs, walk across the expanse of broken bitumen and to my left is the imprisoning broken fence.

Ascending the stairs I peer into the dark foreboding cavern of a staircase which leads upward, the darkness engulfing its height. I step forward, open the door and peer down the dark and dismal corridor. Both sides of this prison are again intermingled with glass.

Its cold and clammy clutches have me in their grasp waiting to engulf me until the signal to enter school sounds.

BARRY CLARKE Form 4



SID RIGBY, LIBRARIAN

In the centre of the crowded English History staff room stands a museum piece: a cedar teachers table, with an inclined plane for the teacher's lecture notes. Inside is the detritus of a quarter of a century. And on it, is a hat. Every morning the hat is deposited and every afternoon it is taken away. Every morning there's a cheery Good morning and a chorus of Hullo Sids.

In 1976 there will be no Good Morning All, hat or Sid the Librarian. There will be no finger running down the Turf guide, and no ear cocked to the radio. There will be no keeper of the shelves, handing out information and fines and a hundred eight letter words: after 24 years the guardian of the Annexe will have gone.

Goodbye Sid, from thousands of grateful boys and teachers. Thank you for your services, your sense of humour and your unlimited knowledge and experience. The best we can hope is that you'll now be able to actually read a book, your own picking, in your own time.



CONTEMPORARY ARCHAEOLOGIST

Earlier this year, Professor Spyridon Marinatos, 72, was killed in an accident while supervising excavations at the Minoan city on the Aegean island of Thera (Santorini) which he had been painstakingly digging up since 1967.

The veteran archaeologist — a professor of Athens University and until the beginning of 1975 the director — general of the Greek Antiquities Service — was the most successful discoverer of ancient sites since Heinrich Schliemann dug at Troy and Mycenae almost exactly a century ago, and Sir Arthur Evans excavated the Minoan Palace of Knossos, in Crete, in the late 1890's.

Professor Marinatos pinpointed the location of the Battle of Thermopylae, at which Leonidas and the 300 Spartans fought to the death against the invading Persians in 480 B.C. He explained once in an interview — "We'll dig here, I said, and within an hour we were turning up arrowheads."

He uncovered the tombs of the Athenians and their Plataeans allies killed at the Battle of Marathon in 490 B.C., and accompanied the find with discoveries that led to new assessments of the strategy of the Athenian commander, Miltiades — "It was an almost exact prototype of the First World War battle of Tannenberg when a German army trapped and crushed a Russian force into the swamps and woods of East Prussia."

And in the summer of 1967 he sank the first spade at the place almost everyone else said was "Atlantis" — the island of Thera destroyed by the eruption and collapse of a volcano in 1500 B.C.

Within a day the first finds were coming to light. Subsequent seasons of excavation have unearthed a unique series of Minoan frescoes that have shed new light on the art and history of the Eastern Mediterranean at the time of the Minoan Empire.

Not that Professor Marinatos ever really got round to admitting he was digging up the "Lost Continent." "I have no opinion on that subject", he said once. "I have published an essay in which I explain that the idea of Atlantis comes from the legend of an island sinking after a volcanic explosion. The legend had varied through the centuries, in the same way as the Legend of Alexander the Great. It is nevertheless very possible that the legend started with the sinking of Thera".

Professor Marinatos was born in the Ionian Island of Cethalonia in 1901, studied in Athens, Berlin and The Hague, and was still in his twenties when he began his archaeological career.

While the Thera excavations marked the climax of his discoveries he missed out on what he always believed would be the greatest find in the history of archaeology.

In the last years of his life, he was haunted by the conviction that he knew almost the exact location of the lost classical city of Helice, on or possibly just off the coast of the Northern Peloponnese. But he never succeeded in pinpointing it.

When Thera blew up, and the greater part of the island sank beneath the sea, it destroyed a prosperous Minoan city the one now coming to light. And accompanying tidal waves and earthquakes overwhelmed the Minoan Empire centred on Crete, and spread destruction as far away as Egypt.

But the inhabitants had warning of the approaching disaster, and had time to flee the island, taking their valuables with them. They left behind them for the spades of the archaeologists to uncover during the past seven years such immovables as frescoes, and household articles, from beds to storage urns, of little intrinsic value, though precious now. Not one human skeleton has yet been found in the Thera

excavations, but Helice was a different position.

According to ancient historians, when that city disappeared beneath the sea in 373 B.C., when the land sank in an earthquake not one inhabitant survived. Even a Spartan fleet on a ceremonial visit was lost with all hands.

It was the middle of the classical period; Plato was still alive. Aristotle was a boy of 2, and Praxiteles was sculpting his masterpieces.

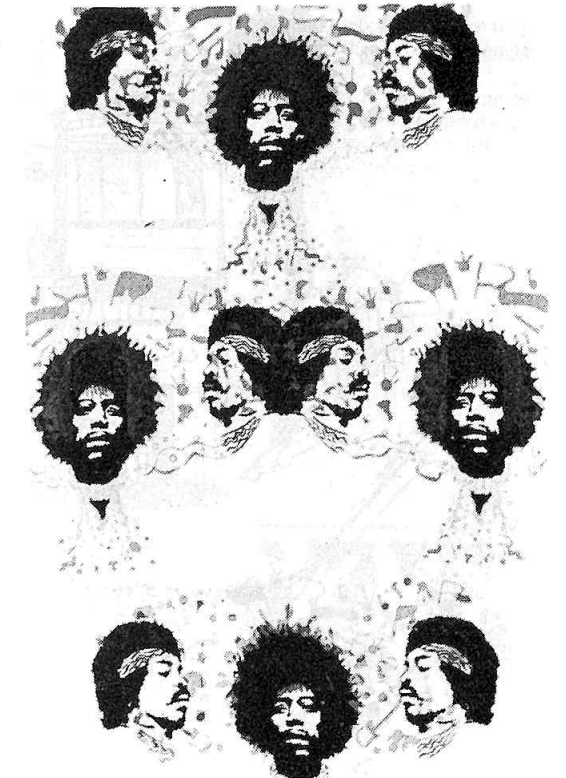
"If we can find Helice", Professor Marinatos said "it will be almost surely the most spectacular archaeological discovery ever made. We shall have found a city of classical Greece which disappeared within minutes while pulsating with life and from which not a single needle has been removed since the disaster." He went looking every summer but it always eluded him.

Although Professor Marinatos had no time for politics, this did not save him from collision with the Ioannidis junta early this year. And from being unceremoniously ousted from his position as Inspector-General of Antiquities — "I learned of my resignation when I heard the announcement on television." He and his wife, Aimilia, went to live on Thera, in a small house at the edge of the excavations site, to continue his studies there.

One afternoon, after lunch he returned to the site to supervise a group of workmen, climbed a five foot ancient wall to get a better view, lost his balance and fell. His head struck a stone and he died before help could arrive.

He left unfinished work at "Atlantis" that he once said would be sufficient for "generations of archaeologists" to uncover a city and map a civilisation.

LEIGH BLACKMORE



Wall hanging; Colin Wilks

ANCIENT HISTORY EXCURSION REPORT

The Ancient History excursion to the Sydney University, while a cultural experience for Ancient History enthusiasts must also be remembered as a notable observation of life in a major university.

Our expedition leaders Mr. Coughlan and Mr. "Tommy" Wilks managed the pre-timed start at 7.00 a.m. from the school grounds with only three students failing to reach the bus on time (its a long way across Turton Road). The excursionist's downward trip to Sydney was reasonably well behaved, the only catastrophe being a collision with a car at Wyong. The reason for the orderly trip down can only be the fact that the students were eagerly anticipating their frolic amongst the Greek urns and pottery.

We arrived in record time and broke up into groups, the students allocating a teacher to each. The Nicholson Museum was visited by everyone with each student allowed to observe the exhibits at his own pace. The most popular exhibit appeared to be the four foot Green urn — cum ashtray that was always covered in a cloud of students. Lunchtime came quickly and all retired to the University's Union building for perhaps some of the most palatable tucker you would find anywhere for the price. Our connoisseur of good taste Scott Bryant recommended the Chinese stuff with the green guk on top. The fruits (and juices) of the union building consumed, we set forth to investigate the other recreational activities of

the University. The uncertainty of step of a number of pupils coming from the Union building was put down to the delicious rich food. At the pin-ball room at the second Union building we were treated to an amazing display by Mr. Wilks. He demonstrated the true art of the game. Rumour has it that this dedicated teacher refused a lucrative role in the rock opera Tommy.

Our 3.30 p.m. departure failed to eventuate as a few lads came staggering back half an hour late, they claimed they had returned to the first Union building to add to the profits. The return journey finally under way was blessed with the entertainment of the one and only Richard Box. He kept the crowd singing with many of his bawdy ballads and the trip soon passed.

The way in which this excursion was handled was refreshingly different and full thanks must be forwarded to Mr. Wilks and Mr. Coughlan. They succeeded in winning the respect of the students by treating them not as students but as intelligent human beings. We were allowed comparative freedom and all took the most of this in separate ways. Dress was left to the individual and this creating a relaxed atmosphere that culminated in the high spirit of the return journey. This Ancient History excursion should be held in the school as a fine model for all future excursions.



The not so — FANTASTIC PLANET

Fantastic Planet, for those who actually saw it, was a masterpiece of animation, colour and imagination, but also an analogy to our present situation and a warning for all of us the educated minority of this world.

The near human element of the planet in question consisted of two separate societies and not purely for the purpose of the story; one, the educated advanced were depicted as giants, and the backward subsistence race as normal, (or vice versa, depending on the viewer's attitudes and relativity). The giant race had attained high levels of industrialism and automation in their extremely educated civilization, whereas the smaller had not advanced beyond hunting and gathering, and also reproduced at "inhuman" rates. Thus the only unbalanced aspect of this planet's dual occupation was the ratio of smaller to giants, which was about ten to one, and its associated food problem.

The giants fully understood this situation (just as we understand locust plagues) and although realising the inhumanity of their act, were forced, for the good of all, to launch exterminations, when the 'smaller' numbers became too great.

Education and its application gave the giants the right and the means to repress the smaller, but it also gave them automation and much leisure time, in which they practised variations of induced escapism and meditation. These practices preoccupied more and still more of their time until inevitably the "smaller" stole education and with only its rudiments, revolted and took over the system the giants were escaping from.

We, (western civilization), are living near the end of one stage, in some variety of Industrial syndrome, on the third planet from a sun. However this syndrome has enabled us to conquer the natural phenomena, which previous to this phase, had for some unnatural reason kept a population equilibrium. (We were also generous enough to pass some of these "market increasing" innovations onto the already overpopulated Asians during the colonial period).

Naturally, problems have arisen in the social structure of both our Asian neighbours and of our own civilizations. In years gone by we have given aid and development to the underdeveloped people of the world, but now ironically enough it seems the solution to their problems lies in birth control — or humane extermination.

However, aid will decrease as our own problems increase. A cancer of our own making is again sweeping our economies. In depression — we may find answers to so many problems, but more important we may have a chance for a new planned beginning.

But even while some of us may try to repair this crippled system, escapism in the form of non-consumers, parasites, pollution fighters and anti-package industry people, threatens to undermine further the consumption cycle which is our society. Whether these "other people" are escaping from or finding reality in the form of a simpler existence is frightfully insignificant — because millions of Asians are living the simplest existence right now, not having yet reached the genesis of development, from which there is even a will to escape.

But their governments shall strive..... whilst we throw away more food than their people will ever see. Starvation is something the underdeveloped people just accept, because the majority of them know of no other existence, but if they could learn of the affluence, the wastage, the gluttonous pigs we must surely seem to be — they may act. The time is drawing close, amid the turmoil of worsening recession, pollution and apathy, the potential for change is great.

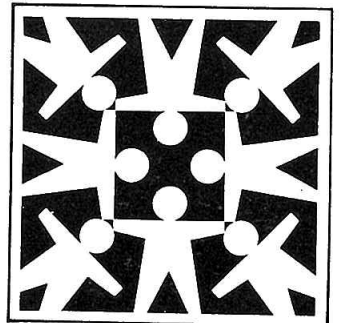
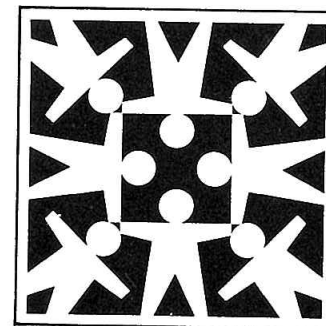
If they come gradually, no one will escape this time, everybody will get a chance to work. If they come violently, it won't be any good preaching love, because they remember your face from Korea and Vietnam; or offering little peacemakers because it is as common as plastic where they came from, (but is probably what kept the thinkers amongst them content until now).

Thus, ending on an optimistic note, besides helping to create the apathy which would allow "them" to simply "walk in" to our system, it will hopefully create the same apathy in the minds of "them", the potential revolutionaries.

COLIN WILKS,
Form 6

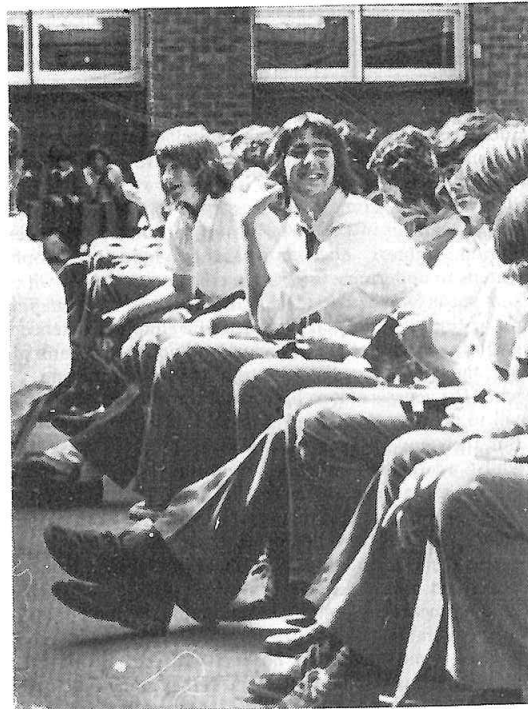
UNKNOWN MAN

He rose
From beneath the yellowing Autumn leaves,
and was born.
He walked,
And struggled with the biting chills of the longest winters,
And matured.
He loved,
And rested peacefully in the laze of the Spring sun,
And aged.
He died,
Though the summer was short and silent,
He had lived.



MARK O'BRIEN,
Form 5

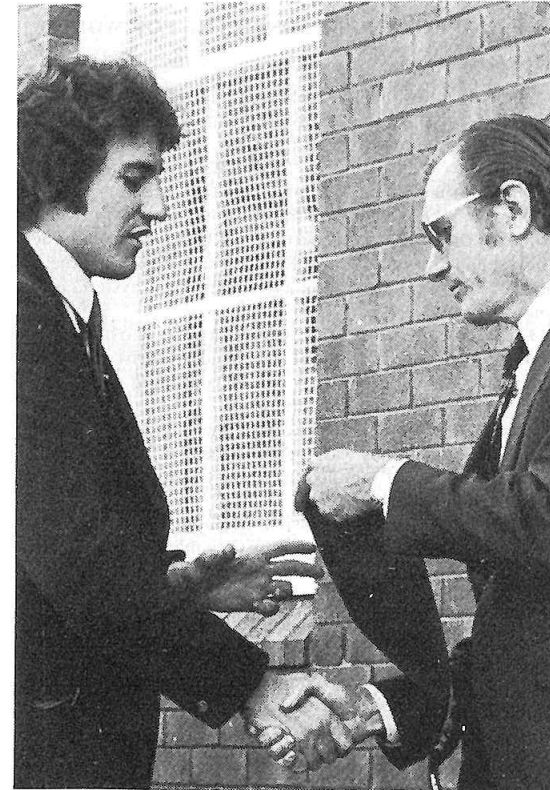
SPORTS AWARDS



School Assembly



Cyril Burke



Doug Hearne



John Openshaw



Graeme Smith



Brad Ure



Peter Shaw



David Wells

SPORT AWARDS



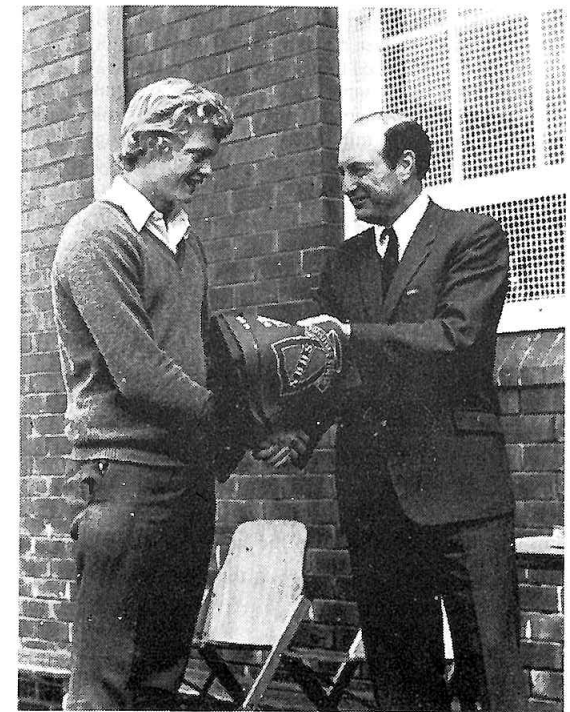
Doug Hearne



John Openshaw



Peter Shaw



David Wells

"SOUND SPINS"

Record Review on "Kiss" (Dressed to Kill)

Kiss, although a fairly unknown group in Australia, are pretty big stuff overseas. This group produces a brand of rock'n'roll, with animal rhythms that are present in all their songs. Their makeup is their most striking feature, with all of them wearing it. The band consists of 2 electric guitars, and a bass and drums. Their music typifies a fairly violent feeling, with most songs talking about love and sex, and drugs. The last song on the album "Rock n' Roll All Nite" is probably the best song on the album, with a catchy chorus and toe tapping beat. "Com on and Luv me" is my choice for second. The guitar playing especially that of the lead guitarist is quite good. Overall a thoroughly good album, if you like a good medium heavy rock and roll band.

J. ARGIRIS,
Form 4

CANTEEN

In the not too distant future, wars will not exist, but there will be "CANTEEN"....

Swiftly, I managed to plaster the custard tart into his ruddy features. Had I been humane, I would have taken pity on this wretched creature. He'd already been hit by a sausage roll and the sauce trickled slowly out of his left ear lobe. Trying to alleviate my guilt feelings, I grabbed a medium coke, smashed it on the counter and rammed into the nearest face. Out of the corner of my eye, I could see Mrs. Ben being slowly crucified on the chip stand while ten angry first formers threatened Mrs. Cook with cream buns. I felt a vanilla slice being thrust into my back, and I swiftly pivoted and poked my attacker's eyes out with two cents worth of milkshakes.

I could see Ben being pounded by double ham salad rolls. How could he stand up to it? He must be a man of iron. I knew I would not last much longer. The pink icing of the vanilla slice had formed into a coagulated mess and a hot dog glanced my left temple. Members of 2 Orange had managed to wrap a vegemite roll around my left ankle and I was pulled under, my mind oblivious to the agonising pleas of "Get us a Sammy Cool and three cents worth of Minties!", that rang about the quadrangle. Oh God, recess is hell!

JONATHAN BIGGINS,
Form 4

"LIFE — PART I"

In the palms of nature rests beauty,
In the palms of beauty rests nature,
But who knows what rests in the claws of man?

MARK O'BRIEN,
Form 5

UP AND COMING BANDS IN THE POP WORLD

"DIAZOMA"

One of the most up and coming bands in Australia today is Diazoma. For most of us the band is totally unknown, but for those who do know it and dig their music they could be compared to such bands as "Skyhooks" and "Sherbet".

Unlike other bands around today they are very original playing mainly their own compositions. Their wardrobe is probably the most spectacular part of their unreal stage act. They spend thousands of dollars alone just on costume, to electrify their audiences, and a feeling of mass hysteria is felt when they play.

The band consists of 5 talented musicians, who have a very strong future. The playing of their lead guitarist is at times unbelievable. His finger work can be compared with that of Eric Clapton and Pete Townsend.

Zoma's use of animal like rhythms creates an electric atmosphere and they can be described as a heavy metal group, an odd term intended to convey the reliance of a group on electric guitar rhythm.

When I saw them play down in Melbourne's Hyde Park, I was amazed at the amount of noise they made. The group has 200 watt amplifiers and I was told that the total sum of all their equipment amounted to over \$15,000.

The group's latest album "Spinning Wheels" proved quite popular for a first try album. It was awarded a silver disc for popularity, about 2 months ago.

"Spinning Wheels" is not just all hard rock but it contains sophisticated rock as well.

Overall, this group is one to look out for in the near future.

MICHAEL TYLER,
Form 4

THE STAGNANT YOUTH

Babes torn from mothers' breasts
Are uniformed and forgotten
They become the kid next door
A friend of the family.

They are classified and numbered
Branded like cattle
With impractical clothes
And are bonded at the close of day

Yet they return like sheep
Driven by an angry shepherd
They walk on stone-cold floors
And sit in stiff-backed chairs

Their minds become impotent
Their youth stagnates
Their characters are moulded
Unbeknown, by alien hands

They become eunuchs
Passive and dispirited
Disenchanted, bored and bullied
Intellectually by formal superiors.

Finally, they are resurrected,
They are free.
Free to find another prison,
A "death row".

CHARLES BEVAN,
Form 5

ESSAY

The school system, devised by Dr. Wyndham, or better known as the Wyndham Scheme, calls for rigid control of pupils in the class room. Creative outlets should be employed in the art of learning, which is to be conducted by the teacher. Language communication with fellow students is cut, unless in discussion where any commentary is channeled through the teacher, thus leaving the student with a sense of isolation. The natural flow of verbal communication is the tool for the forging of natural friendships and relationships and when this tool is cut, the humanistic qualities of any student are drastically cut.

The teachers and educational advisers tell us that these emotional outlets are satisfied by the recess and luncheon breaks, where the student is able to think, move and talk as he will. But do people at a party sit in silence and, at regular intervals and for a pre-determined period of time, get up from their seats, talk, mingle and communicate with their fellow guests? Obviously, not. The accepted terms, the accepted manner of behaviour are used in the classroom with stringent enforcement and, upon threat of punishment, the students are told to sit still and shut up. Friendships are split for the duration of the period, merely because the two children are talking.

And now I ask you, how can anyone grow into the mature, responsible, natural person that the idyllic school system expects to create? They can not, until the strict study and revision of the school system and educationalistic thinking has been carried out. Then, and only then, will natural yet moderated behaviour prevail in the classrooms and allow all natural thinking processes to operate to the full.

JONATHAN BIGGINS
Form 4

"PUB"

It wasn't a good night,
Hot and steamy,
Heat stifled breathing
It was the only place to be,
for that black night.
We were laughing,
He entered, he was black.
We stopped laughing,
He realised
We went on,
But, we were quieter
He drank,
Building up, tension,
Suddenly, it erupted
"Get out"
He wasn't afraid
"Get out"
There was a rumble,
White man fell,
He sat down again,
No one else opposed
I was glad for him,
He was a good man.

N. WEBER,
Form 4

BALLAD OF THE CAT

Well I remember
Walking into that little room
I first met Hitler
He was talking to his grandmother
She was sitting on an electric chair
And silence was golden
Except for the drilling in the wall

Well I Remember
Being clubbed from behind
And being chained to the ceiling
While asked if I wanted a cigarette
I said yes, and he poked it in my eye

Stalin gave me a pen
He quite politely asked me to sign
He had a piece of paper which said
I had raped the Statue of Liberty
I refused

He set fire to my hair
And silence was golden
Except for the drilling in the wall

I could see Einstein in the next room
He was puzzled by a jigsaw
I couldn't believe that
He used to tame lions and
swallow swords

They took me to the wall
It was filled with graffiti
The crowds came and cried for blood
For blood! For blood! For blood!
The squad took aim
Their rifles were cocked
But as the sun disappeared
They began to look shocked
Their officer drew his gun
And shot them dead
Each had a bullet in his head

The crowds left,
It was Sunday and time for church.

G. MARKEZINIS
Form 5

THE DYING CHILDREN

They live in crippled houses,
Their stomachs empty,
Their hearts full of hope.

They cry out in the night,
And choke on putrid air.

Their eyes, both big and sad
Search the streets by day,
And light up at the sight of a seed.

CHARLES BEVAN
Form 5