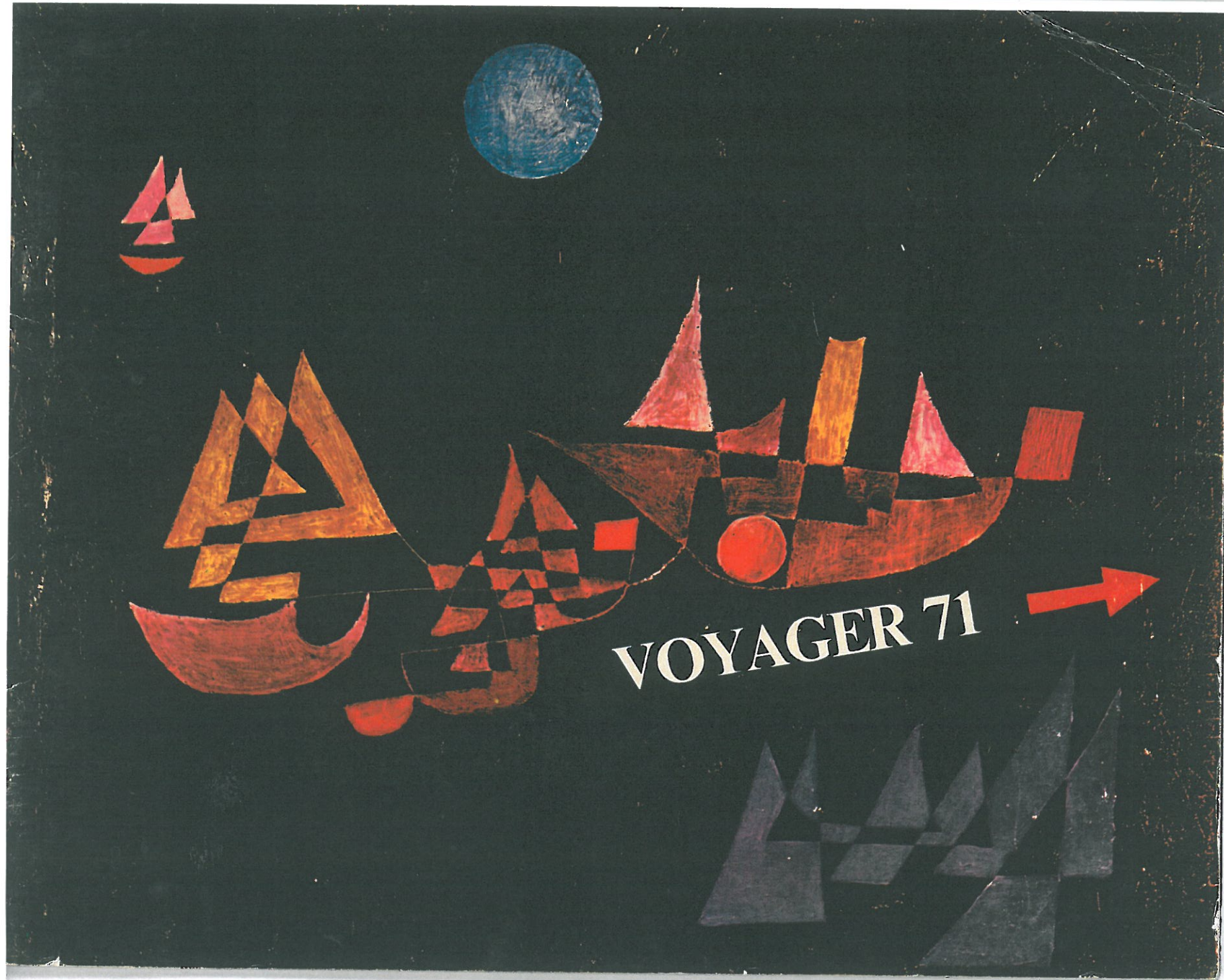




VOYAGER 71

This book belongs to:

Melbourne

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The World

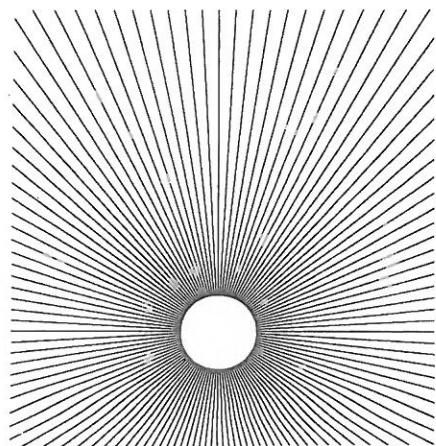
The Solar System

The Universe
Space

BRIGHTON HIGH SCHOOL LIBRARY

Magazine of Brighton High School 197





Miss Brennan

Carol Johnstone was the person who first approached me with an invitation to write something for "Voyager, 1971". It seems appropriate, then, to begin with a tribute to her. On that last occasion that we met, so shortly before her death, she was acting in a fashion typical of her—she was doing something for others.

Carol was an outstanding example of a good citizen of our community but she was not, happily, the only one. Whilst expressing my gratitude to her I pay a tribute to everyone—staff and pupils—who has, during 1971, contributed anything towards making the school a place in which we all have a chance to do the best of which we are capable. This is surely what is meant by school spirit—to live together each making his maximum contribution towards the fullest developments or the fullest achievements of everyone in our community—each avoiding any form of behaviour that would hamper the full development, the full achievement of all.

The existence of a proper spirit of this kind can be threatened not only by individual behaviour within the school, but by customs, attitudes,

beliefs in the wider community of which the school is a part. It is possible that no other society has paid as much attention to its young as we do—spent so much time talking and writing about them—directed so much of its advertisements at them—produced so great a part of its goods for them. You who read this are among the young who have enjoyed or suffered this attention all your lives. You may well accept it as the natural order of things and see no reason to ask whether it is good or bad—beneficial or harmful. And if you did ask, no-one could answer but I would venture so far as to say that there are dangers for youth in it. It is possible that you are being presented with a picture of yourselves as a special generation with problems more pressing, more numerous, greater than the problems of youth in any other period. It is possible that you, therefore, believe that other people, older people, have been specially culpable in the creation of problems and have a special responsibility about solving all your problems for you. If you have been persuaded into these beliefs they will, I think, lessen your chances of making a good life for

yourself. As my "Voyager, 1971" message to you I would recommend to your acceptance the propositions that people of all ages, countries and times have had and have basically the same problems, that young people now, in common with all other human groups, at all times and in all places, have problems, that it is useless to blame the older generation for the problems that beset you and that soon you too will be the imperfect parents and teachers of imperfect children.

The best we can do is to seek to solve our own problems—the problems associated with the greed and intolerance, belligerence and unreason, untruthfulness and laziness that lie within each one of us—and from the centre, the individual, an ever-widening circle of the good life might be created. We cannot, I think, reform the world by trying to move in from the circumference of the circle surrounding universal evil.

But with a "Do It Yourself" kit we could make Brighton High School the sort of place we would all wish it to be.

M. Brennan, Principal

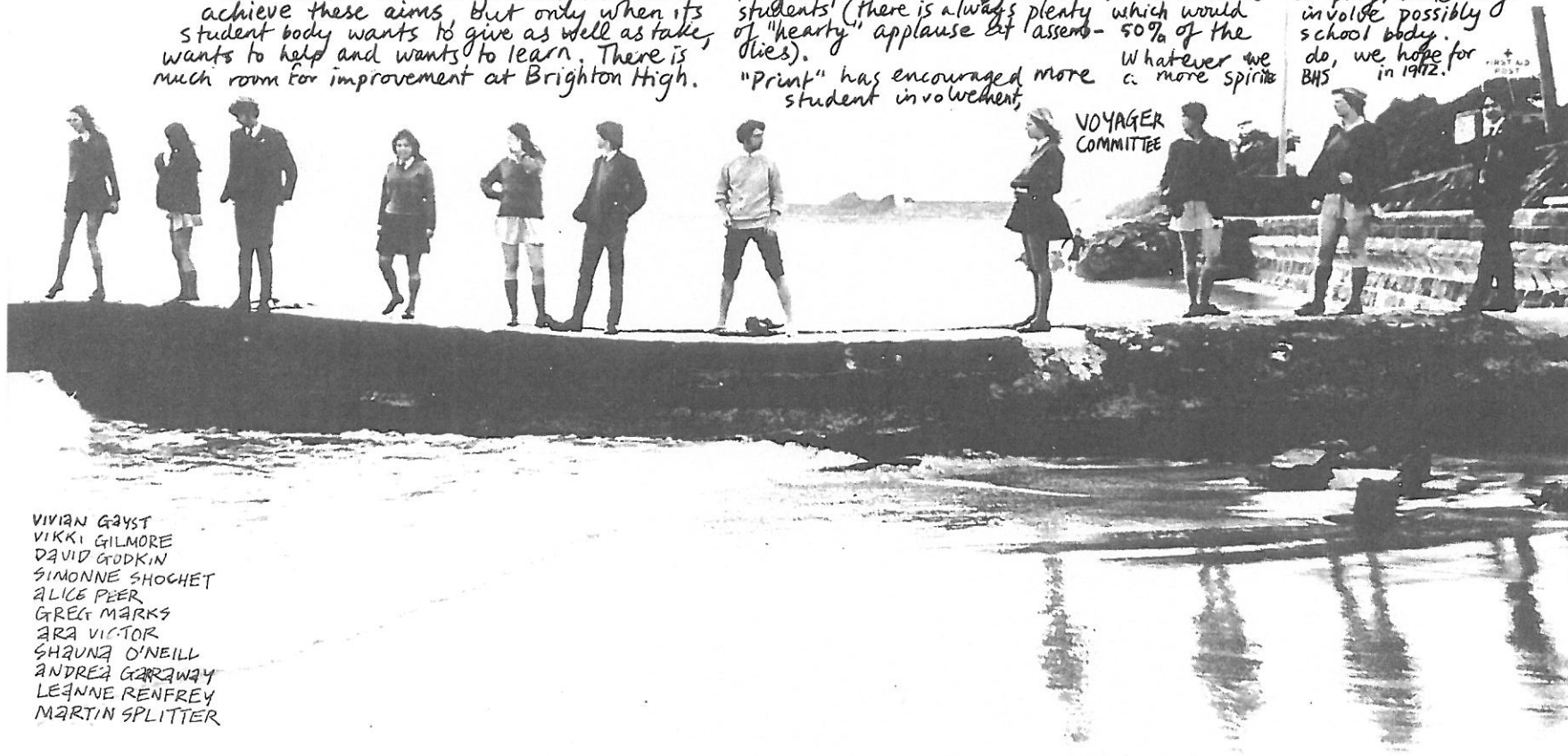
EDITORIAL

Education is a term often interchanged and closely connected with examination success (or failure) and academic learning. This, however, is too narrow. An equally important part of education is learning to mix with people, making friends, trying to help and understand others. A co-educational school like Brighton High could achieve these aims but only when its student body wants to give as well as take, wants to help and wants to learn. There is much room for improvement at Brighton High.

School spirit has developed to some extent this year although it has a long way to go. Perhaps Brighton High students are spoilt, or are they simply uninterested and apathetic? Only a minor section of the school is responsible for the achievements of 1971. It's not just a lack of participation; even students who do take part in, say, House Chorals generally do so with great reluctance. As well as that, students who really do something constructive are often targets for ridicule by other students (there is always plenty of "hearty" applause at assemblies). "Print" has encouraged more student involvement, though this is mainly centred around the Senior School. Juniors are welcome but why don't they come? For some students Print is just something else to knock. The idea of activities did not shoot off too well. Why? There is talk of a Students' Representative Council for 1972. This may arouse student awareness, and provide a better link between staff and students. One of the aims of an SRC might be to raise funds with fetes etc. to help finance a new canteen, library or sports equipment. There has also been talk at different times, but no action, about a school Musical or play, something which would involve possibly 50% of the school body. Whatever we do, we hope for more spirit in 1972.

VOYAGER
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Interns
Mr. C. DICKENSEN
Miss H. NORTHEY
Miss L. USENKO

Laboratory Assistant
Miss L. COE



Print

Editorial

Print...
Print...
Print...

school student paper august 1971

this space
for sale.

roobarb
Print.

Print
WHY?

brighton high school student paper May 1971

PUBLIC NOTICE
to print
Mind
own business
or you won't
GET OLDER

PEACE?

I'D BUY IT
IF IT WAS
BETTER

THE LAY-OUT'S
PRETTY AWFUL
HOPELESS

HOW COME THE
SUN ONLY COSTS
50c?

GREAT SCOTT, ROBIN
WE'RE MILES FROM
NOWHERE AND
BOY'S ASSEMBLY
STARTS IN 3
MINUTES!!!

WE'LL NEVER
MAKE IT!

YOU SHOULD HAVE
MORE PHOTOS IN
IT

and the struggle goes on

WHY DON'T 2
YOU HAVE 2
DOLOTHY 2X
COLUMN

SCHOOL
SPIRIT

ADVERTISING

LET THERE BE

print

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PHIL WOOD / ALICE PEER
BARBARA KOMPE / SIMONNE SHOCHET
MERON BROWN
TYPING: HELEN BUCKLAND / HEATHER HATTON
GAYLE COCKCROFT / DENISE THOMASZ
HELEN GRUNBERG / YAFFA SAWICZ
AND OTHERS

print

SPORTS: SHAUNA O'NEILL / VIVIAN GAYST
EDITORS: ICE PEER (EDITORIAL)
SIMONNE SHOCHET / GILLIAN RAY
PHOTOS: MARTIN SPLITTER
ARTISTS: ARA VICTOR / JANETTE RYAN
OTHERS: HEATHER HATTON / BARB KOMPE
DENISE THOMASZ / METE EBLE
EDITOR: VIVIAN GAYST
ARTIST: JANETTE RYAN

Print

This year, and not for the first time at B.H.S., a group of students tried to get a school newspaper off the ground.

We did this for the first three issues with the main instigators being Alice Peer, Simone Shocket and several Leaving students who approached Mr. Rees who then organized and somewhat finalized our material. After those issues, through mutual agreement between the teachers helping and the students then involved, we decided that a student newspaper should be run by the students (after all, it makes sense). From that time on we had a co-operative running of the paper instead of an editor like most newspapers. This seemed to work fairly well but the sixth-formers came to dominate the paper and the work became left to a few.

For those who don't know, and even those who don't care much, we spent so much time on the issues and not so much time studying, that on one occasion we were up until 2.30 a.m. meeting a deadline that we had made with the printer. We all enjoyed doing it, but a sales response of four hundred copies (on an average) per issue showed that it wasn't the ten cent cost of each issue once a month that deterred the other six hundred students, but instead just emphasized the

apathy amongst them that is now so common at Brighton High.

The fifth was the last "sixth form student issue" because of exams coming on—our greatest hassle. From here Ian Gordon of Form 5 seemed to assume power and later discovered some of the problems we encountered.

Along the way more people dropped out than became enthused, whether it was sixth form domination we don't know, (Ray Quint even went as far as New York) but we'd like to thank anyone who contributed in any little way at all. Special thanks must go to "Go-Set", for their co-operation in letting us use their type setter, Ennis and Willis our printers, and mostly to Mr. Rees for getting Print off the ground. We'd like to think we stayed there.

Philip Wood, Form 6

P.S.: Since the article above was written, Brighton High has been chosen as one of six 'post-primary' schools in Victoria to send students to co-edit an issue of *Pursuit*, a student magazine published by the Education Department.

Selection was due to the publication of *Print* this year, and should be an experience for the *Print* members who will be taking part: Alice Peer, Shauna O'Neill and Ian Gordon.

John Ward

For eleven months I lived with the Saenger family in Asheville, North Carolina and attended Asheville High School which is a senior High with 2,000 students.

The tremendous amount of school spirit was probably the first thing I noticed at Asheville High. Almost everyone goes to the football and basketball games and there are cheerleaders to urge the teams on. There was no emphasis at all on girls' sport however.

Since Asheville High was a senior High the rules were adjusted to cater for the older group of students. Smoking areas were provided, of course there was no uniform or hair restrictions, and it was common to see a boy and girl walking arm in arm in the corridors. The school becomes the centre of social activities for the students.

The kids don't just keep their attentions toward school however. American kids are very aware of their country and its problems and are very united in their attempts to change it for the better. Perhaps this unity is due to the Kent State and Jacksonville incidents but nevertheless it's there. We in Australia could probably take note.

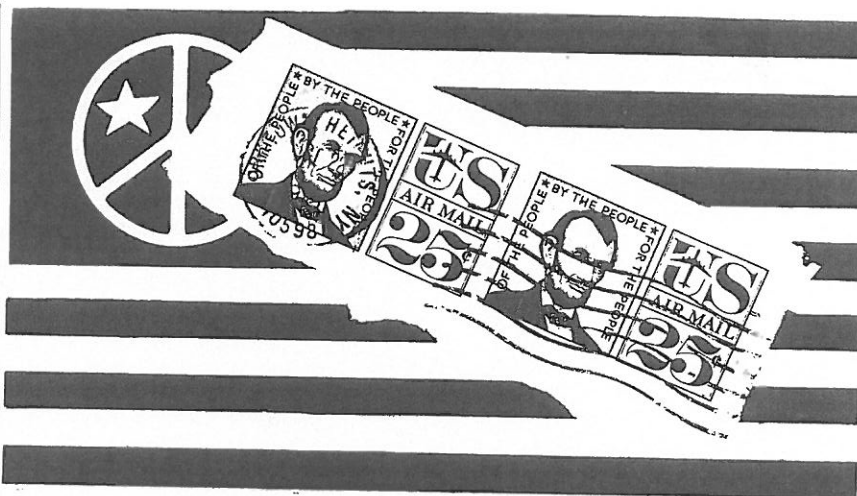
Peace and ecology are the main concerns of American youth right now. They've already achieved the former as far as Vietnam goes or will have by next year but pollution is not nearly beaten yet.

The smog is still over most major cities and people can't swim in Lake Erie let alone fish. Anti-pollution devices are being introduced everywhere but the problem is still very real. It's to be hoped Australia wakes up before we too have serious ecological problems.

Perhaps the most enjoyable parts of every-day life in Asheville I can remember are the snow around Christmas, Colour television and F.M. radio which involves a bracket of a few advertisements followed by hours of non-stop music.

I was fortunate in that many of my friends had cars and that we were able to go on weekend trips to places like Washington D.C. and in this way I got to see a lot of the Country. It certainly isn't as bad as the newspapers make out.

John Ward, Form 6





An Organisation for PEACE



A.F.S. International Scholarships is a non-profit organization with no religious or political affiliations. It was originally founded in 1914 as a volunteer ambulance service for the French armies in World War I. It expanded and carried on again in World War II. In 1947 the A.F.S. veterans established the current student scholarship pro-

gram, which has brought over 40,000 teenage students from 79 countries to live and attend school in the United States. A.F.S. has also sent more than 19,000 American youths to live and study abroad. Its purpose is to foster an understanding of the differences and similarities that exist among peoples of the world.

Forget for a moment the facts and figures of the A.F.S. organization and think about the underlying reason for its existence. Mankind has suffered many wars and A.F.S. was born out of these wars by men with a desire for peace. Peace is truly an idealistic thing, yet the general feeling and sense of purpose that is evident in nearly all present A.F.S.'ers and returnees (former scholarship holders) is a desire to promote friendship, understanding and tolerance throughout the world. A.F.S. also hopes that a mutual understanding and love will also be felt by the visiting students host family who play probably the most important role in the students' year abroad. For it is firstly within the family circle where tolerance of a foreign students customs and ideals and an acceptance of new and different ways can be most easily felt.

Of course, as is the case with many organizations whether international or local, business or charity, the A.F.S. is not perfect. A.F.S. is fallible by virtue of its own structure i.e. that of a scholarship program. The cost of general organization, rent, wages, medical expenses of students and the fares of students from underdeveloped countries runs into huge amounts each year and this cost must be met by someone. Unfortunately, it is the A.F.S. student and his natural family and the community into which he is coming who must meet some of the cost. Each Australian student who receives an A.F.S. scholarship must pay approximately \$900.00 and the community into which he is going is required to raise approximately \$850.00. Of course A.F.S. does not condone the exclusion of less wealthy applicants but "all students are required to make a definite contribution".

A.F.S. International Scholarships receives only a small grant from the

American Government, yet they do not wish for greater government aid for fear of becoming a political pawn. In the present international situation, political pressure is high and it would be a great disadvantage for the A.F.S. to be considered, in the eyes of some countries, as a "department of the White House".

At this time selections are in process for the '72-'73 A.F.S. students. Perhaps if you had known about the A.F.S. before or had not considered it worthwhile you may think twice when applications are available for '73-'74. The decision to apply for an A.F.S. scholarship is not an easy one. Each year there are many student who for the sake of their education or because of financial reasons do not apply. You will have to weigh very carefully, as I did, the disadvantages against the experience of travelling, living and studying in a foreign country. If you feel that you are not capable of partaking in the scholarship scheme as an exchange student then you and your family may wish to apply to the A.F.S. for the position of host-family for a student, either for 10 weeks or one year.

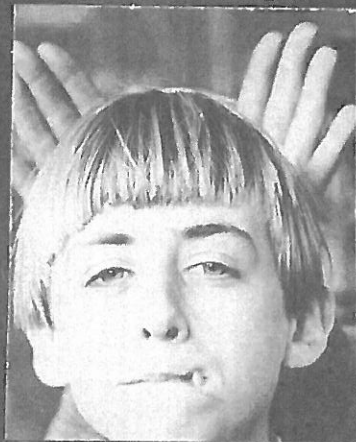
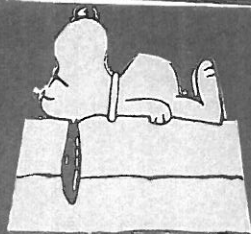
There is no doubt in my mind about the credibility of the A.F.S. scholarship scheme. A great percentage of the students and families who take part in the scheme feel the same way.

One student commented "I have a lot to learn yet, a lot of people to get along with everyday, wherever I live. The tolerance I tried to practice here should stay with me forever. Hopefully I'll never stop considering anybody as a person . . . when hard times will be back I know there will be more humanity left in me". Another student wrote, "I am looking forward to the future perhaps with so much idealism that I am sure now that I can do something for it".

Perhaps what these students and myself are trying to say about the A.F.S. can be summed up in the A.F.S. motto, which as an A.F.S. student abroad I have come to realize the real meaning of—

"Walk together, talk together
all ye peoples of the earth,
then and only then
shall ye have peace."

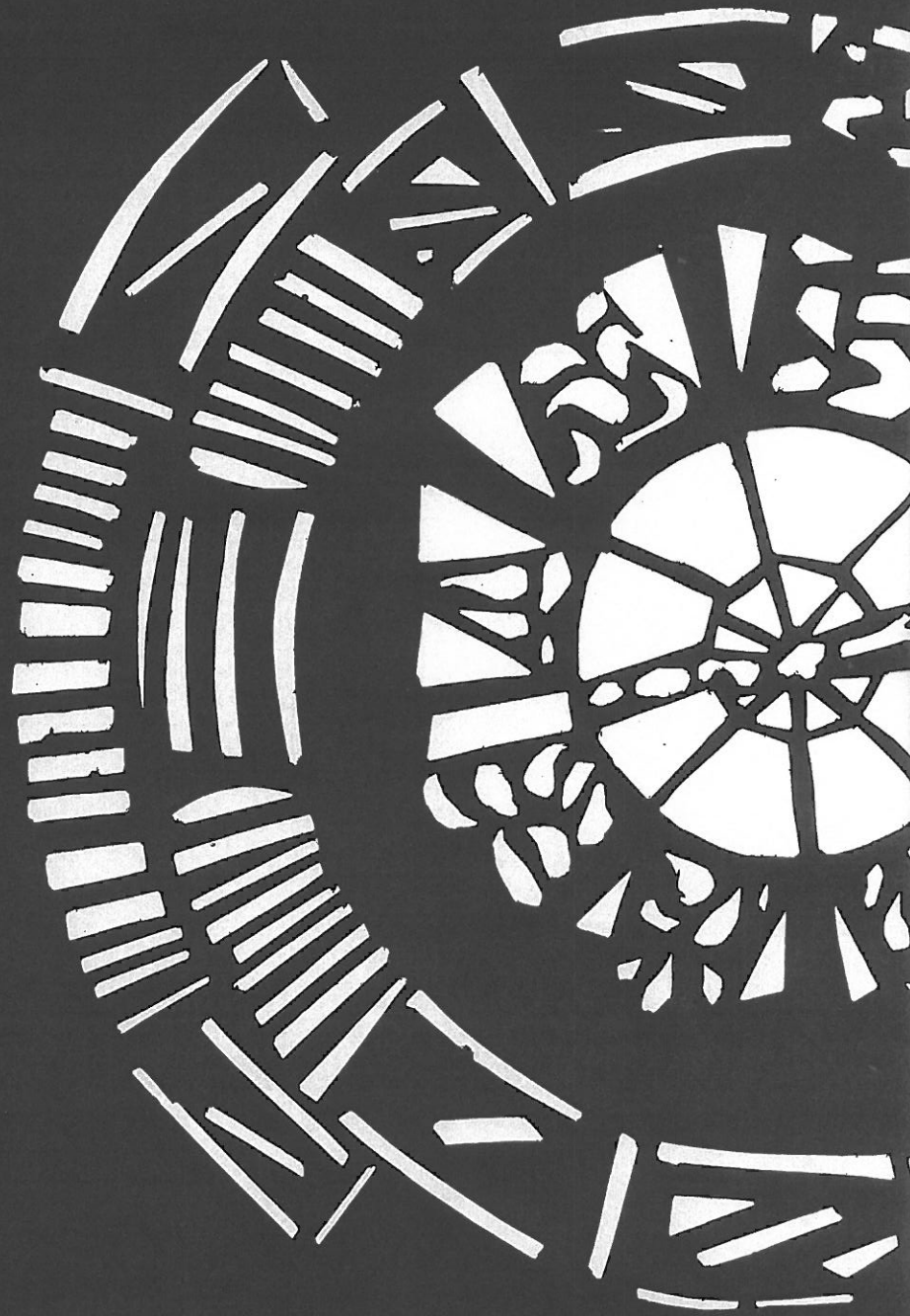
Ray Quint, Form 6



Religion

Is it a big, fat man with a long white beard
Who sits on his throne in the sky?
Or is it the fairies and angels that flit
around heaven
All day with Him and his saints?
Or is it the fear instilled in a child
When he enters a house of worship?
The huge massive walls and the
powerful altar
Filling his mind with awe and horror?
Or is it the peace of a quiet field?
Or the silence of the dead of night?
Or the calm, cool love of the rain?
Is it feeling deep within
—a love for something unknown?
Or is it merely a need for
something greater
To lean on and help where man
is so helpless?
Or to give man a blind
acceptance of everything—
wrong, right or absurd?
Is it a deep faith in
someone quite mortal—
A holy and beautiful faith?
Or is it a creation of
man's endless incompetence
To cope with a world
He has ruined?

Debbie Zylberstein, Form 5



Mr. Rolley

It is indeed a privilege and pleasure to write briefly on my associations with Brighton High School. I have been associated with the school now for seven years and naturally one can notice changes over this period. May I say at the outset that I believe that we have a wonderful school with excellent equipment, providing youth with the best possible opportunities for learning. Although a relatively new school we do have some tradition and each of us in one way or another contributes to that tradition. Tradition is good and is vital to the life of a school, but it must be seen as a means to an end and not an end in itself.



I have found my work in Christian Education most rewarding, making many friends amongst the students and deriving great satisfaction in being able to help many with various problems of life. My work on the advisory council and canteen committee have also provided me with a greater sense of belonging to the school.

To those of you who will be leaving B.H.S. this year and going on to further your education, I offer my good wishes—to those who will be continuing, I would say lay hold of all the education that you can—store up your knowledge—to you all I would say: make sure that you have your values straight. In the words of our school song make sure your sails are set as you move out into the real world of living.

God bless you all.

W. H. Rolley

Religious Instruction Form 6

Seven years of Form 6 R.I. and I still don't know what I think about it! It is pretty certain that the students are sick of it by the end of the year; what must I be feeling after seven years!



More seriously, this weekly half hour session offers us an opportunity to grapple with some of the issues which face us in life. Whether it be the generation gap, the matter of sex and marriage relationships; whether it be the colour problem and South African sporting tours or the deep personal issues posed by a question such as 'who am I?', as one committed to that way of life set out by Jesus, I want to face that issue from the Christian standpoint. That is the aim of the class session. That standpoint is not always the easiest, not always the most popular but it is responsible. In most sessions, I suspect, the teacher is taught more than he teaches. If not by the avid response, so rare, from the class, then by the sheer apathy with which his words are treated (especially by those who read the paperbacks and do their homework in the back row!)

What have I learned in seven years of teaching R.I.? I have gained the utmost respect for those young people whom I meet face to face each week and I have learned that my Christian experience remains unshaken by all the challenges that have been thrown out to it. It has been a great experience!

R. N. Gilmore, B.A., B.D.

LAUGH WITH THEM!

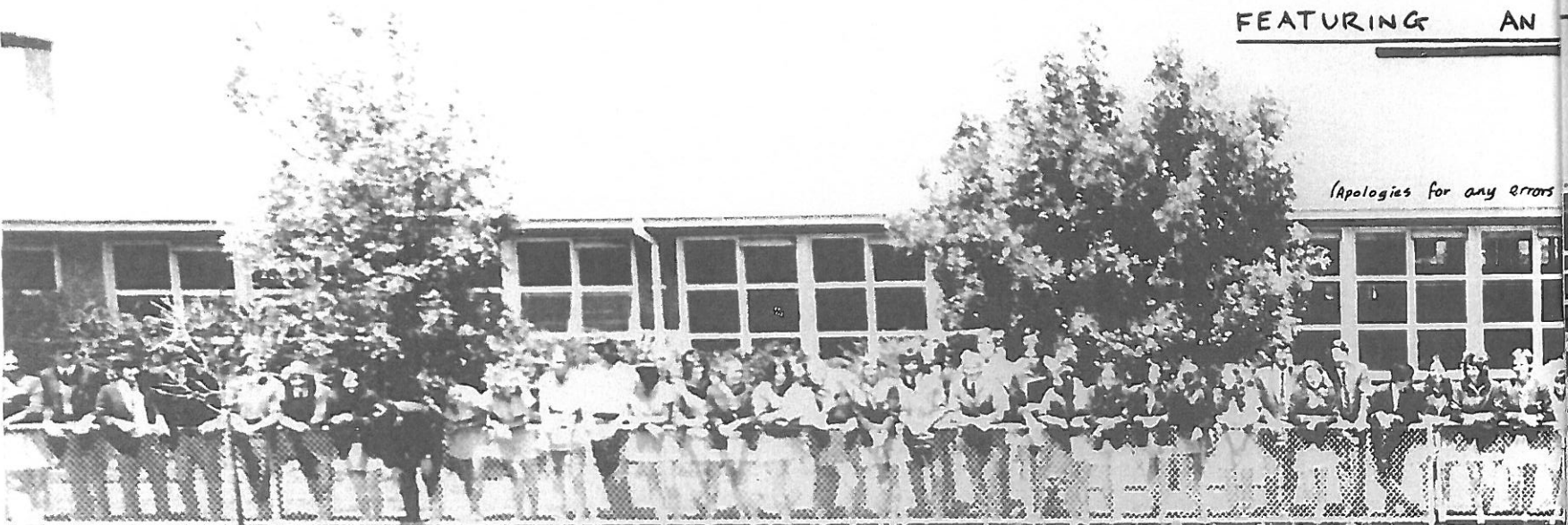
BHS PRODUCTIONS
proudly presents:

H.S.G.S.U.A.

— AN ACADEMIC EXTRAVA

FEATURING AN

(Apologies for any errors)



Chris Edwards
Bruce Seamer
Ian Breuget
John VanLeeuwen
Graeme Hiller
John Ward
Diana Roberts
Malcom McDonald
Karen Brown
Barbara Kovacs
Robert Jackson
Phillip Wood
Sally Waters
Suzanne Doolan
Sandra Daker
Joly Clelland
Lewis Bloom
Jane McClure
Carolyn Wright
Bruce McInnes
Peter Gardiner
Victor Hillier
Kevin Connelly
Gavin Tuckwell
Anne Bolger
Leonie Hellyer
Meron Brown
Sue Meney
Julie Wilson
Lynda Wilson
David Boyce
June Morris
David Mitchell
Basil LaBrooy
Maree George
Kerry Jaricke
Ruth Garton
Leigh Edwards

... WITH THEM!

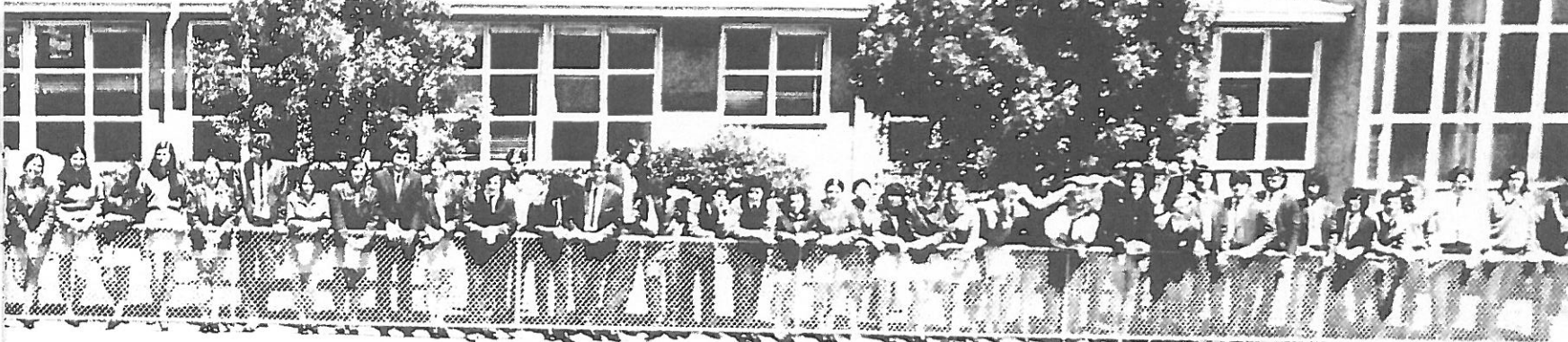
FRASER'S 71

GANZA IN THREE TERMS —

'Never seen anything like it' — THE SUN
 'A rare performance' — THE Australian
 "This one's a winner" — The Sporting Globe
 'A real groove' — GO-SET
 'All students should see this without fail'
 — The Daily Bulletin

all-star CAST:

(or omissions)



Fay Lerner
 Irene Wilson
 Syma Stern
 Carol Jeffrey
 Nicki Hayward
 John Shapiroff
 Jeanette Carmen
 Barbara Elston
 Chris Elias
 Margaret Van Raes
 David Gribble
 Dion Givoni
 Philip Yates
 David Gordin
 Kim Walters
 David Kamil
 (the thinker)
 Phillip Splitter
 Brian Schnall
 Lynette Lythburn
 Susan Rosen
 Gin Stew Hee
 Manika Katseli
 Janet Faram
 Sandra Doster
 Penny Bradley
 Gillian Ray
 John Keane
 Ross Dieren
 (face behind hands)
 Cynthia Conroy
 Sam Abrams
 Richard Wilson
 Phillip Maud
 George Kiarlos
 Too Teh Ching
 Graeme Bartholomew
 Yee Mun Yin
 Neil Hargraves
 Paul Delaherty
 David Moore
 Rod Nathan
 Peter Fleming

ACTIVITIES

B.H.S. PHOTOGRAPHY CLUB



After much thought and deliberation at the end of 1970, preliminary investigations into the establishment of a school photography club were begun. A first meeting was held, with an attendance of over 25 people. We decided to go ahead with our plan, but we lacked one vital necessity—finance. In the last week of the year, a film was shown in the hall, which raised \$90. Over the holidays, purchase of equipment was arranged, and by the beginning of 1971, the club was in full swing.

A clubroom complete with all dark-room facilities, was established in the dressing room at the back of the hall. Membership was about 25 during term one (this figure declined during the year to about 10) and a membership fee of 75c. per term was introduced.

The club is now sufficiently well equipped and financed to provide a first-class developing and printing service at much reduced rates to students (and their families) of this school. By joining the club, printing and developing rates are reduced even further. Equipment, such as a tripod is available to students to hire, and film can be purchased at discount prices. We intend to hold another meeting early next year, and hope to see many more students in the club then.

Martin Splitter, Form 5

ACTIVITIES

The activities program was introduced this year with the aim of giving the students and staff an opportunity to pursue a wide variety of interests and hobbies, of their choice, in a relatively informal atmosphere within school hours.

However, a number of problems soon became apparent. The time available was too short for anything useful to be done. For example, the **art group** complained that just as they had their paints, etc. organized the bell would ring.

Another difficulty was that some clubs were not even properly equipped. The members of the **Scrabble club** far outnumbered the scrabble sets!

Many students were not participating in any activity at all but merely having an extended lunch-break! To counter this it was decided to make attendance at an activity compulsory and it seems it was this step which finally defeated the purpose of activities. Now, many students were attending clubs in which they were not interested solely to have their names marked off. Even some of the teachers who had volunteered to lead the activities came to feel nothing was being achieved.

However in spite of all this some activities have been quite effective. Particularly the **motor club, typing, New Guinea School Adoption Group, and Singing.**

There are students and staff who found Activities both enjoyable and a chance to learn. The longer lunch-times also made time available for speakers or films to be arranged. Nevertheless for next year it would seem that either the problems mentioned must be overcome or it may be better to abandon the scheme altogether.

REPORT ON THE PUBLIC RELATIONS COMMITTEE 1971

The Public Relations Committee was set up with the aim of improving the relationships between the students, the staff, the parents of students at Brighton High School and the community. The committee started with a series of talks on subjects ranging from "Drugs and Road Safety" to "The political views of various countries". These meetings were well attended by both staff and students. The next stage was the "bringing together" of the students, teachers and parents at an evening discussion on subjects studied at school. Two meetings of this nature were held at which Mr. O'Brien, Mr. Stevenson, Mr. Plunkett and Mr. Osborne spoke. Although these meetings were a success it was unfortunate that they were not as informal as had been hoped. In the sphere of the school and the community the committee has been endeavouring to formulate a new form of references, based on what the employers want, and they are currently working on this.

The committee this year comprised Mr. MacIntosh, twelve 6th formers, eight 4th formers and one 1st former. Joining and remaining in the committee was absolutely optional. Perhaps the greatest achievement of the committee, even though to a very small extent indeed, was the lessening of the apathy that exists in the school. All the best to the P.R.C. for 1972.

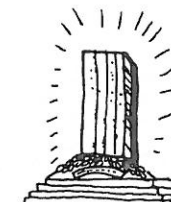
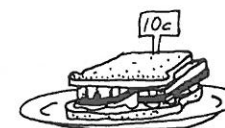
The Public Relations Committee (1971)

You always hear complaints to the effect that there are no dusters around. However, consider the seriousness of the reverse problem: a gigantic **glut** of dusters.

We must be ready for such a situation if it should occur, and one solution might be to use them in other ways. Here are our suggestions:

THE DUSTER PROBLEM

POSSIBLE USE	METHOD	RESULT
As a pet	A duster was kept in a home for several days. It was put out at night. On the third it was run over on the road and had to be destroyed.	Dusters make very reliable, trusting and well-behaved pets, and need no feeding. Unfortunately, they seem very stupid, and are hard to train.
As a mouth-organ	An experienced mouth-organist was given a duster and a tape-recorder, and was then locked in a sound-proof room for a full day.	The only sounds that the tape recorder appeared to pick up were (a) coughing (b) the sound of a person spitting out duster fibres.
As a new sandwich filling	Mothers in the canteen were asked to spread dusters with butter and place them between thin slices of white bread.	Sales of the duster sandwich were nil.
As a hallucinatory drug (possible slogan: "Freak out on a duster")	A volunteer lit one end of a duster and smoked it from the other end. During the next hour he grew convinced that he had turned into a giant duster, and began rubbing against a blackboard and then hitting himself with a ruler.	When the volunteer recovered from a severe coughing fit he was able to report that dusters have a strong hallucinatory effect. However, dusters are non-addictive: the volunteer has refused to touch another one since.
As shoes	Dusters were lashed to the feet of selected students.	Cleaners reported that the corridor floors were extremely clean that week. Some staff objected to the shoes because the students began coming late to class and sneaking in undetected.
As cricket bats	Linseed oil was rubbed into several dusters each day for a week.	The cricket team using the duster bats did not find them completely satisfactory. They reported them very easy to transport and store, but failed to score a run in any of their games that season.
As a monument	A duster was erected on a pedestal in the school foyer with the inscription: "This monument is erected in honour of the unknown student".	The monument was reported stolen by a student later that day. Brighton CIB is investigating, but at this stage the identity of the student is unknown.
As a comb	Student volunteers were carefully selected on the basis of length and knotiness of hair.	The subjects all reported adverse effects on their social life and number of friends. One stated that he had not seen his girlfriend since she accused him of having blue and yellow dandruff.
As a building material	12,000 dusters were stacked in rows and glued together with clag to form a small, but comfortable holiday bungalow, and two occupants moved into it.	During a heavy snow on the first night, the occupants awoke and noticed that they were almost buried in soggy dusters. They decided to get up early.





This year many more girls have become interested in creative jazz ballet. The dance lesson is varied. Exercises begin the lesson—half an hour of bending, twisting and turning. Then everyone moves over to the corner of the gym and learns stepping routines. So far this year we have learnt six dances and we are hoping to put one of them on for speech day. Finally, we do the creative part of our dancing lessons. Our teacher, Glenda Lum, either plays us a piece of music or reads a poem and she describes what she wants us to do. We improvise either in groups or singularly. Everyone who does dance enjoys it and we hope that the P.E. Staff will keep it going.

Susan Sdrinis, Form 4



CHORALS

Undoubtedly 1971 has seen one of the best Choral Festivals in Brighton High's seventeen year old history. This was due to the four new conductors, Simon Harvest (Phillip), Margaret Lavin (Murray), Basil Labrooy (Grant), and Anita Loewe (Lonsdale).

The enthusiastically contested Festival was officially won by Phillip. (Though I and other Murrayites think otherwise). Superbly conducted by Simon Harvest, competently accompanied by Mrs. Gourlay (piano) and David Mitchell (guitar), Phillip gave a simple but winning performance of the set song "Creations Hymn", "Food", and "Sloop John B".

Murray, brilliantly conducted by Margaret Lavin, expertly accompanied by Ian Breguet (piano), Brian Shnall, Phillip Splitter (guitars), and Debbie Weiner (recorder) gave a sensitive interpretation of "Fool on the Hill" plus a stirring performance of "Tonight". (It was later discovered in the adjudicator's notes that Murray was thought to have the best bass section. Ahem!)

The two remaining houses, Grant and Lonsdale, were only a matter of points between the two top houses.

Grant, conducted by Basil Labrooy, accompanied by Heidi Herrman (Piano) gave an undoubtedly creditable performance singing "Song of Joy" and "Air".

Lonsdale, conducted by Anita Loewe, accompanied by Ruth Garton (piano) gave a truly commendable performance singing "Windmills of Your Mind" and the Beatles tune "Norwegian Wood".

There has been some talk about non-competitive choirs or even worse; no choirs; I hope this never happens as in this rushing world of higher educational qualifications school traditions are being forgotten. Brighton High would be one step nearer to a drab and depressed institution where one simply gains an educational certificate. Those of you who return in 1972 must make sure this never happens.

If you think I'm biased, you're right!

David S. Godkin, Form 6

DRAMA

Among the traditional and highly cherished events we anticipate annually is the Drama Festival. Certainly, only an exceptionally culturally orientated school is capable of generating the drive required to hold such a function. In fact drama festivals are rarely undertaken by other schools. The enthusiasm, however is derived from the keen competition; each house vying for supremacy.

This year has seen a praiseworthy addition to the festival. At long last, the staff has risen and has bathed itself in limelight. "Temptation sordid, Virtue rewarded" (produced by Mrs. Darroch) revealed that even teachers are talented. Of the outstanding performances of each actor, the most memorable came from the pure hearted Clarence (Mr. Carrigan) and the slinky Fanny (Mrs. Batour), whilst the unscripted commentator (Mr. McIntosh) displayed a vivid, not to be exceeded command of English. After such a successful debut it is hoped that next year's plans will not be neglected.

Undoubtedly, many of the competing plays were not adequately prepared prior to the festival. Panic stricken, many actors finally strove to acquire finesse. Some, as you will recall, left it too late and conveyed their lack of confidence during the dress rehearsals.



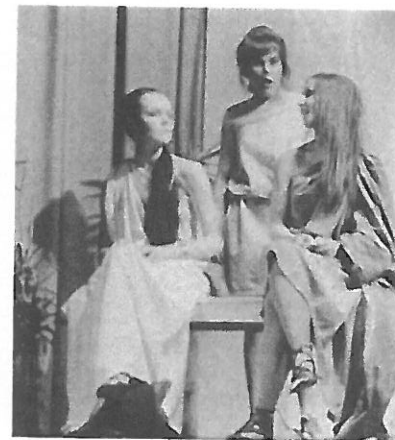
In competitions of this nature, it is accepted that some performers do not reach their peak. However, of the thirty-or-so performers, each of whom was indispensable, certain portrayals rang more true than others. There was that inimitable performance of Colin Friel's as the operator whose subliminal emotions evoke tragic results, his jealousy (Judy Clelland), anger (Simon Harvest) fear (Peter Karoly) and memory (Leigh Edwards). They greatly enhanced the production of *Sordid Story* (Phillip) which was produced by Louise Graves. Willy (Ashley Voigt) and Vassie (Meredith Orr) were passionately engrossed in their roles, enraging James (Ara Victor) who brought chilling suspense to "The Mask" (Murray) which was produced by Margaret Lavin. *Amphityron* (Gary Jakubowicz) also played the role of Jove (Gary Jakubowicz) so that he could disguise himself as *Amphityron* (Gary J.) who was *Alcemene's* (Carole Talbot's) husband, whilst *Mercury* (Alan Young) gallivanted with the innocent (?) *Chloe* (Anne Kennedy) in the hilarious "Life of Hercules" (Grant), produced by Malcolm Macdonald. *Pyramus* (David Grinblat) and *Thisbe* (Elaine Silverman)

buffooned brilliantly in the tragic-comedy "Pyramus and Thisbe" (Lonsdale) which was produced by Cynthia Connop and which was evidently a tragic comedy.

It is behind the scenes also that people who deserve due credit lurk. These are the set designers, costumers, property managers, make-up people, and the ever steadfast stage crew who collected to create the visual atmosphere vital to most plays. The extravagant detail and sumptuous costumes were in vogue this year and the sets were outstanding.

Congratulations to Phillip House who were victorious this year, and thanks to all who partook in this year's Drama Festival.

Ara Victor, Form 6



SCHOOL CHOIR

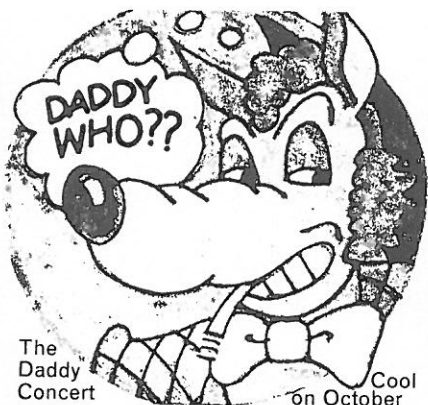
Brighton High had outstanding representation at the various school music festivals around Melbourne this year. Thanks to Mrs. Batour for the fine standard reached. The 75 girls were true ambassadors for B.H.S. each time and were the top ranking choir at all the festivals.

Margaret Lavin, Form 5

DADDY COOL



ROSS WILSON



The Daddy Cool Concert 6th was the second of a proposed series of concerts. The first was with Fresh Water but the Daddy Cool "visit" was obviously more successful and highly appreciated by the students.

With much difficulty and work, the group was finally brought into the school. They were thrilled to come as they had not entertained at a school for many months. Brighton High had the honour of being Daddy Cool's first school job since returning from America. We were talking to Gary, the drummer, before the concert and he was so excited he couldn't keep still. The group was "rapt", he said, to play for a school after so long.

Also Ross Hannaford, guitarist, was rather excited as he is an ex-Brighton High student. I must say, things have changed at BHS since his school days.

There must have been eight hundred enthralled kids packed into poor old Holland Hall which was bursting at its seams. And when they got up to sing, all the authority present must have been pleased with the kids behaviour, they were really tremendous. Ross Wilson, lead singer, told the kids they could dance. Some did and still every-one behaved marvellously. The group did the usual numbers with a deafening applause after each, streamers thrown around the stage. There were even two reporters from Go Set up on the stage writing notes and taking photographs. All was a great success although the takings did not emphasise this. We only hope that the series of concerts will continue next year, enabling Brighton High to present its social services with a big fat cheque.

Alice Peer, John Wurzels, Form 5

Canberra trip

On August the 19th, a colourful but sleepy group of Leaving and Matric students gathered at the gate of B.H.S. to await the arrival of Miss Box and Mr. Stevenson, (whom we feared had absconded with our \$28). The occasion was 'the trip to Canberra'; the time was 6.45 a.m. (No, I still don't see how we made it, either).

Travelling by bus to Tullamarine airport, then by T.A.A., we reached Canberra at about 9.00 o'clock, where we were met by a Department of Interior bus and a 'fine and cool' 30 degrees F.

As it was primarily a Social Studies trip, we stopped at Parliament House first. Contrary to my expectations and especially when compared to the magnificent National Library, Parliament House seemed very small.

I had believed that government was an orderly and dignified affair. However, on entering the House of Representatives, the first thing that struck me was the indignity of a group of balding men having to jump up and down like jack-in-the-boxes, in order to catch the Speaker's attention; and thus be nominated to speak. The pace in the House of Reps. is very fast, so that one has trouble in trying to keep up with what is going on. Apparently, some of the ministers had given up trying, and instead they joked between themselves, or across Parliament, if their immediate partners had decided to have a little snooze.

The pace in the Senate is much slower, but none of the Senators seemed too certain of their facts, and would inform 'some time later during the day'—(after they had checked up). Disillusioned, we moved out and were

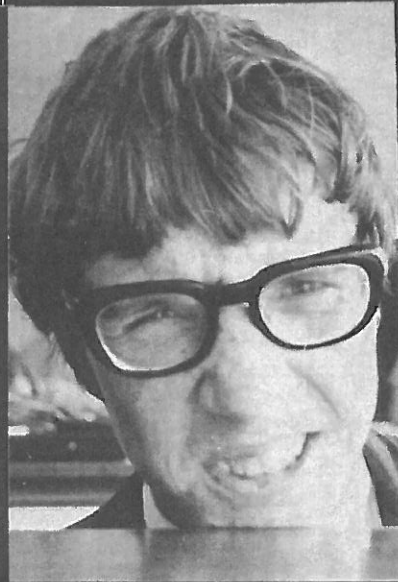
met by Mr. Withorn—the member for Balaclava (which includes Brighton) who provided us with some morning tea, with the compliments of the Liberal Party.

Later, we had a pleasant lunch at the Canberra Bowl and then headed towards the War Memorial, passing many Embassies, all distinctly representative of their culture. We spent nearly two hours at the War Memorial, which had a sobering effect on me, for far from glorifying war, it effectively portrayed it, in all its horrors.

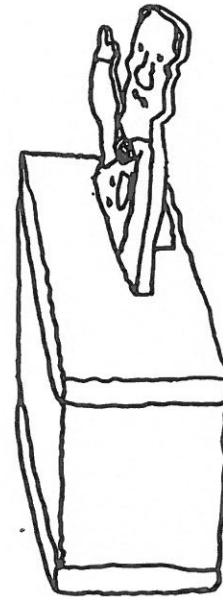
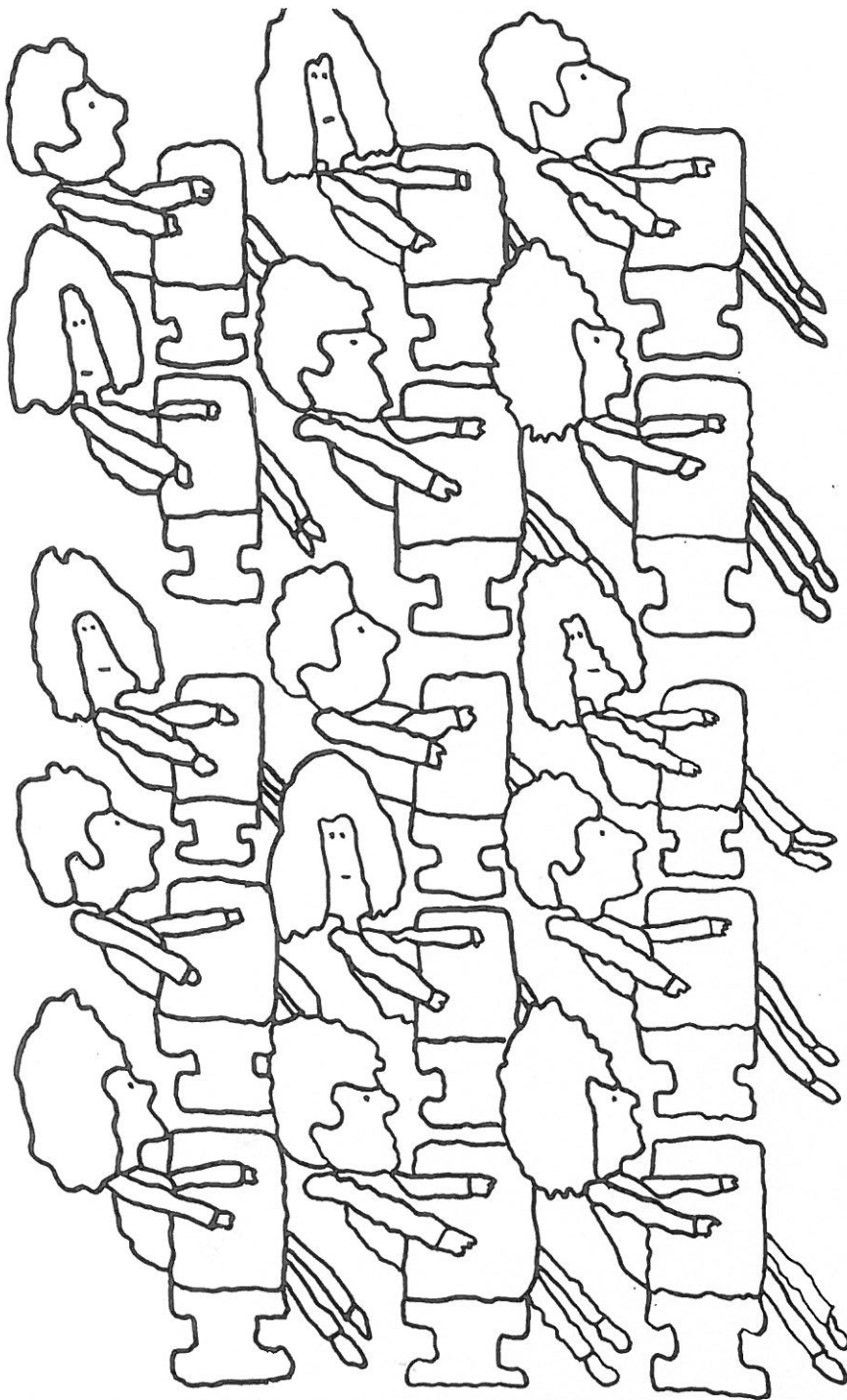
In the course of the day we visited Duntroon, saw a railway station now converted into a church, and had a quick glance at the Australian National University. We were all tempted to make off with some souvenirs from the mint . . . I mean just a few coins wouldn't have been missed, surely. Our last stop was at a lookout, and although I had had grave doubts about the bus' ability to reach the top of the mountain, we eventually made it . . . And so we said 'good-bye' to Canberra, and we arrived back at Melbourne at about 8.30 p.m.

Anyway, to sum up, we all had an extremely enjoyable yet educational day, and thanks must go to Mr. Stevenson and those who contributed towards making the trip possible.

Judy Lucas



THE TEACHER SHORTAGE



For the past 10 years or more, parents and teachers associations have been complaining that schools have been overcrowded, that there are not enough teachers and that sufficient new teachers are not being trained.

The main cause of the teacher shortage:— has been the substantial growth of the school population. Whereas before World War II only about 8 per cent remained at school, the attendance percentages for 1968 were 78% of 15 year olds, 48% of 16 year olds, and 25% of 17 year olds.² This has caused a sharp increase in requirements for secondary school teachers.

Adding to this problem, have been the effects of mass migration. Four hundred thousand of the 1,200,300 migrants who settled in Australia between 1960 and 1970 were under 15. In addition since 1947 more than 700,000 children have been born to families of migrants already in Australia.² School places could not be provided at a rate sufficient to cope with the influx of children.

The extent of this problem is shown by the fact that the Victorian Government, during the next financial year, will spend \$416,000,000 on education. This amount represents 36% of the total budget.

During recent years, vast numbers of teachers have been trained, and trained

more satisfactory, but for the first time, there are numerous schools which have reduced the number of teaching periods per week.



Effect of teacher shortage—One of the main effects of the teacher shortage has been the employment by the Education Department of temporary teachers who, in some cases, have had insufficient training or lack qualifications. This has been a major cause of conflict between the Education Department and the Victorian Secondary Teachers Association, and has resulted in a number of strikes by high school and technical school teachers. This in turn has, in some cases, had a bad effect on the morale of pupils, and has been frustrating to parents who may have had to pay extra fees, for private coaching.

Although many pupils realise that they will benefit by having properly qualified teachers, they also feel that some teachers are only looking to their own interests.

Another effect has been to deprive thousands of pupils of the chance to do higher-level studies. The over-all increase in teachers is not great enough to cope with the specialised classes needed for senior pupils.

Some students have been unable to do the courses they would have preferred to do. The size of most classes is still too large to allow teachers to give much individual attention to the members of their class.

At least 1 child in 8 in inner-suburban schools cannot communicate in English.³ Last year 18 student teachers in Victoria

did a course equipping them to teach English as a second subject. Because of the over-all shortage of teachers, they are all now teaching at country schools.

Under the conditions in inner-suburban schools, children work but many don't learn much, and will never be able to become proper members of the community. This is one area where an increase in the number of teachers would have beneficial effects. At present some schools have as many as 4 or 5 teachers away per day because of the pressure. In some inner-suburban schools teachers are breaking down under the strain of their working conditions. One school which was built for 400 pupils has at present an enrolment of 750. Many children with parents at work do not turn up for school, and teachers often go to their homes or places where they think they might be.

The teacher shortage can have a serious effect on the future welfare of Australia and its people. In an age of increasing complexity, it is essential that children be well educated.

Steps being taken to increase number of teachers

The increasing number of student teachers being trained and obtaining degrees and diplomas is a good thing, but many of the trainees lack any desire to become State Secondary teachers; they resign from the Education Department as soon as they can.

The Government has therefore found it necessary to recruit teachers from overseas.² It was recently announced that 121 teachers recruited from the West Coast area of the U.S.A., would arrive in Australia at the beginning of September and would start teaching in Victorian High Schools at the beginning of third term.² It was stated that the Americans have had at least 5 years post Matriculation teacher training and are of a high quality.

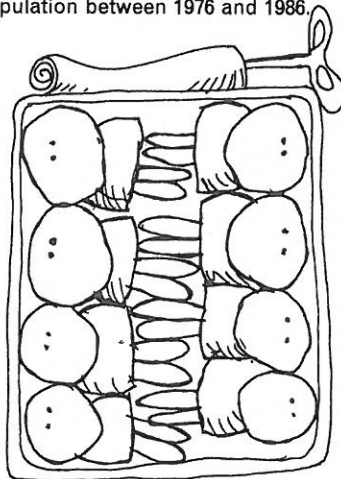
Many will be on a 12 months contract and they should help to reduce the teacher shortage over the next 1 or 2 years. By October, 40 more teachers will have arrived from Canada and in January the Education Department expects 46 British teachers to arrive as migrants. It will be interesting to see whether the influx of over-seas teachers will con-

tribute any worthwhile new ideas to the Victorian Education System.

The over-seas teacher recruiting programme will be helped by a Teacher's Tribunal decision to recognise all but a year of previous experience.

Before this decision was made, some over-seas teachers with several years experience were interested in coming to Australia, but were not prepared to start again in the lower ranks. The Victorian Teachers Union and the Victorian Secondary Teachers Association, however, are naturally upset that the regulation will not be back-dated.

Other Steps That Should Be Taken—As has been shown, the teacher shortage is the result of a number of factors, and while the Government has taken certain steps to improve the situation, further action is necessary to ensure that the shortage is overcome—and that extra teachers are available to meet the expected growth in school population between 1976 and 1986.



It has been estimated that a crisis will arise after 1983, when in 3 years approximately 200,000 students (extra) are going to require Secondary Education.⁴

One obvious step would be a substantial increase in funds made available by the Commonwealth to the States for education. Unless teachers receive higher rates of pay it will be difficult to attract sufficient qualified teachers to the State Education system.

It is also most desirable that there should be a change in attitude by the Government, which in the past has re-

sisted many reasonable requests from the teachers unions. If teachers are assured of good conditions and reasonable treatment by the Education Department, they will be much happier in their profession.

Probably, teachers' aids could be used more effectively than at present. In the U.S.A. teachers' aids have been employed very successfully to assist teachers in many ways, and some of them are very helpful to pupils. This helps to relieve some of the pressure on the teachers.

In the case of inner-suburban schools in Melbourne, where there are large numbers of migrant children, it could be very helpful to have assistant teachers, who could speak one or more suitable foreign languages. This would result in better communication between teacher and pupil, and by assisting in the education of such pupils would help them obtain employment and become better equipped to cope with modern society.

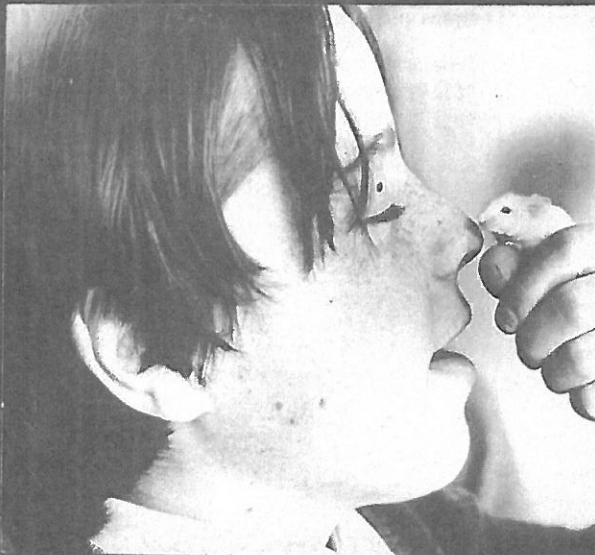
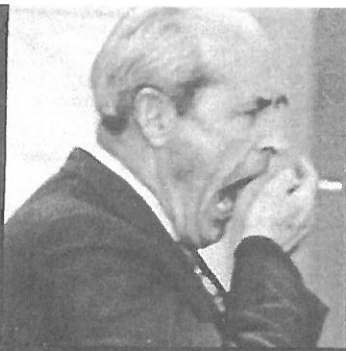
Southwell Enquiry—Judge Southwell, of the Victorian County Court, was appointed by the State Government earlier this year to conduct an enquiry into certain aspects of the state teaching service. His report was tabled in Parliament on 1/19/71 and he recommended that the present Teachers' Tribunal should be abolished, and that separate tribunals be established for primary and post primary teachers. He also recommended that teacher registration boards should be appointed to control entry for permanent and temporary teacher employment. He made a number of other important recommendations, which included a suggestion that the teachers' tribunals should have power to give allowances to teachers for going to unpopular areas and to compensate for poor conditions in some schools.⁵

If these recommendations are adopted by the government, there should be an improvement in teachers' conditions of employment, and this should help to attract more people to the teaching profession.

Stuart Steinberg, Form 5

References:

1. Sunday Review—28/7/71
2. Herald—August 1971
3. Sun News Pictorial—10/8/71
4. Sunday Review—13/6/71
5. Sun News Pictorial—2/9/71



Mr. Sirrel

Ron Sirrel joined our staff in 1966 and in a very short while endeared himself to staff and students.

He transferred to Parkdale High as Deputy-Principal in 1969.

The day commenced at Brighton High to the sound of his raucous voice thundering down the corridors promising of dire punishment on all the late-comers. The local "strays" knew him well and an interview with Mr. Sirrel was regarded as a terrifying experience indeed. Ron Sirrel handled his miscreants with perhaps more sympathy than they deserved and it was a tribute to his understanding and kindly nature that many of them ventured back for a quiet chat or to seek advice.

He was a academic man and friends were surprised to learn, usually from other sources, that Ron was a graduate of the military college at Sandhurst and of the Sorbonne. He had other academic distinctions but he bore them as lightly and carelessly as he wore his battered academic gown which became a symbol of his nonchalance.

Ron was an incurable wit and had a humorous anecdote for any occasion. He expected the highest standards from his students and had the gift of developing in them a spirit of loyalty to the school.

He was always in a hurry.

He died suddenly at Parkdale and members of staff, students and ex-student were all represented at his funeral.

He will be sadly missed.

Mr. Plunkett



Prefects Report 1971

Who are the prefects this year?

Who are their deputies?

Can you name a few of the committees and the prefect in charge of them? Do you know? More importantly, do you care?

It is probable that you do not know. Who is to blame for this? The prefects? The administration? You in particular or the student body in general?

This year has witnessed a sudden upsurge in extra curricular activities in an effort to involve the students more in the actual administration of the school. In theory this appears admirable, and is so. However, this year demonstrates that an admirable theory does not necessarily mean a workable system in practice.

Last year there were virtually no such activities in our school; something had to be done. A review of the prefect system finally evolved a committee arrangement, which seemed to provide an answer. However, other clubs were held concurrent with the prefect committees. Accordingly, there were a large number of students participating in some clubs, while other clubs and committees had virtually no support. The object of these committees was not presented plainly to the student body. The idea was to involve the students in the actual running of the school. In light of recent discussion

regarding the boys' hair, it appears that the students could formulate their own regulations and present them, in the appropriate manner, in the committee concerned, to the administration. It was not made clear that the committees were to act in a legislative capacity as well as the traditional and hackneyed judiciary function. They were meant to be a vehicle for popular student expression. As such, they have failed.

It is also evident that the prefects have neither the respect nor confidence of the students in general. Perhaps this is because they are no longer the elite group they were once considered. Whether this change in attitude is desirable or not is debateable, but we have attempted to be more a liaison group than a separate entity. "The prefects are useless because they aren't coming to us and asking us what we want" seems to be a far too common attitude. Groups such as prefects can only operate effectively if they have student support and confidence. We have had neither.

Lack of discussion and conference between the prefects and staff has also led to a staff lack of confidence in our ability of understanding our responsibilities to the student body. Effective staff/prefect relations are necessary for the system to work.

We trust these points will be considered when the prefect system comes up for review next year.

David Mitchell, Head Prefect



The End of an Era

The close of Term II saw the departure of Mrs. Usher, the senior member of the canteen staff. Mrs. Usher had been with Brighton High from its very beginning, sixteen years ago.

She opened the canteen and felt the time when the school was first finding its feet, exciting. She has seen the changes, of uniform, staff and principals. She remembers the excitement of the first Intermediate Examination. Pride comes through her voice as she tells of the time of the Olympic Games when Brighton High School entertained two hundred students from country high schools.

Her memories are good ones because she feels her work has been happy and interesting. Now, embarking on a well-deserved rest from the hectic bustle of children screaming, yelling, pushing, coming late and not knowing what they want, she still feels she is going "to miss it all."

Cheryl Butterworth, Form 5

Still life by Sue Jann's
One of 2 originals purchased
this year.



'Art' the Creative Experience

The importance of the individual is paramount in any form of educational experience. It is this individual approach to education in the art field that can provide a student with the opportunity to develop a fuller and richer approach to other subjects and to life generally.

It is in this area of experience that a student can discover for himself a new approach to the whole process of education, which can and should be correlated with other subject areas.

Learning, to be fully effective, should incorporate some form of action, for any education which is passive soon becomes redundant and valueless. Art quite clearly involves action; but more than that, it involves creative action. In fact it is this creativity which becomes the basis of art, and indeed of

the students approach to education and community life.

He learns and discovers things for himself in a way that is unique; uniting all facets of the learning process; and hence effects his overall development.

Every person possesses certain skills to create something, whether it be in the realms of art, music or digging a trench—This inventive process is strong in the young child as he calls on his imaginative powers for many purposes in which he is deeply and personally involved. This is Creative Thinking to the Child—similarly, with the more mature, the ability to create directs itself along more mature lines such as in architecture, design, plumbing, advertising, etc.

Creative Thinking can be described as the ability peculiar to every individual to attach a problem consciously or unconsciously, and solve it in a way unique to that individual.

The subject labelled "Art" seeks to overcome the difficulty, by creating problems which call for a more personal solution through personal involvement, using a variety of media to adequately support their aim.

Assessment of any students work is difficult and sometimes dangerous, as there is much to consider, not the least being the vital experience gained in performing the activity.

There are many areas of creative experience yet untapped in this school and it is hoped that as time, manpower, money and space allow us to expand, a broader approach to the creative experience will be possible.

Mr. Ward

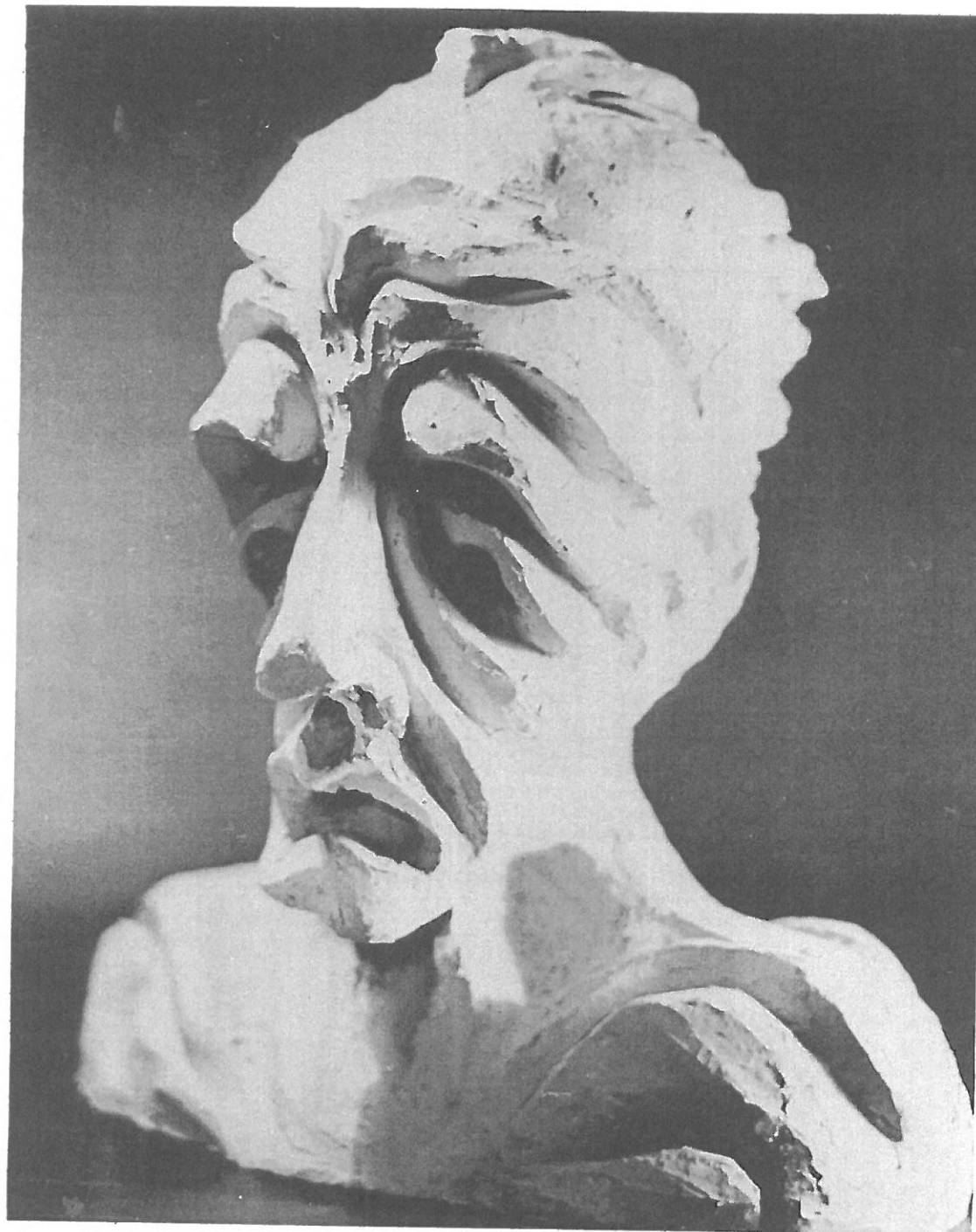


MAN

If man does not keep pace
with his companions, perhaps
its because he hears a different
drummer. Let him step to the music
which he hears.
However measured or far away.

Or perhaps man is anybody whoever did
or ever wanted to,
but didn't,
or ever didn't want to, but did anyway,
He keeps experimenting,
He keeps creating,
He keeps growing,
then one day he looks around,
and he's on top.

Mip Bakker, Form 4



JOHN KEAN, FORM 6



IN THE DARK

Four blank walls
 Unknown of their existence
 And what of my existence?
 Is that unknown too?
 I stand
 Alone
 Unsure of my position
 Unsure of my surroundings
 In the dark.

Jenny Norris, Form 3

THE FIGHT

Lying awake at night
 listening to a noise
 that frightens me.
 Lying there so tight
 with fear.
 Why do they fight?

Quarrelling,
 over something like,
 "Where were you
 last night?"
 None of your business;
 I do what I like!

Then a smack and a scream . . .
 I'm crying softly;
 Down my face, tears stream.
 He slams the door
 behind him,
 even before
 she could answer him.

Then she hears me crying.
 and comes upstairs
 —face red.

We both sit there,
 silently crying.

Anonymous.



JOHN KEATS, FORM 6

EPITAPH FOR A COMIC

Funny, how I don't see the joke any more
 I laugh and smile not divulging my heavyself.
 If I simply tap you on the shoulder please
 turn around. And see me. And laugh for me
 for I have forgotten how.
 Funny, how things can change,
 This time the joke is on me.

Get off my gravestone and let me be me—see!

Anne



POEM

Jenny Norris, Form 3

One stray tear
Meandered it's way
Down the furrow of my cheekbone,
It was lost.
It did not want to fall,
But the weight of another
Forced it to detach itself
From my face.
Now, separated from my skin,
It intermingles in the cold
Synthetic fibres of the floor.
We are no longer one,
Just as tears must fall
Our love must fade—
It was once enjoyed,
But is no longer meaningful.

Tu demandes quelle heure est-il,-pendant
que tu le demandes, cette heure s'enfuit.

REINCARNATION

I wish that I could live my life
A thousand times
To live all different people's lives
Not mine.
If I did,
I know I would be starving
More than half the time;
I know I would be hated by others
Nearly all the time
Segregation, Prejudice, Greed, Hate
Would follow me all my "lives".

I think I'll change my mind.

Douglas MacDonald, Form 4

OLD AGE

I think that after
Summing up all sides
I would rather
Die young than
Live old.

SUICIDE

Why should I
Go on living
When I cannot change the world
or become recognized
or stop its destructions?
Number nth . . . statistic
Will now cease to exist.

Douglas MacDonald, Form 4

Silence.

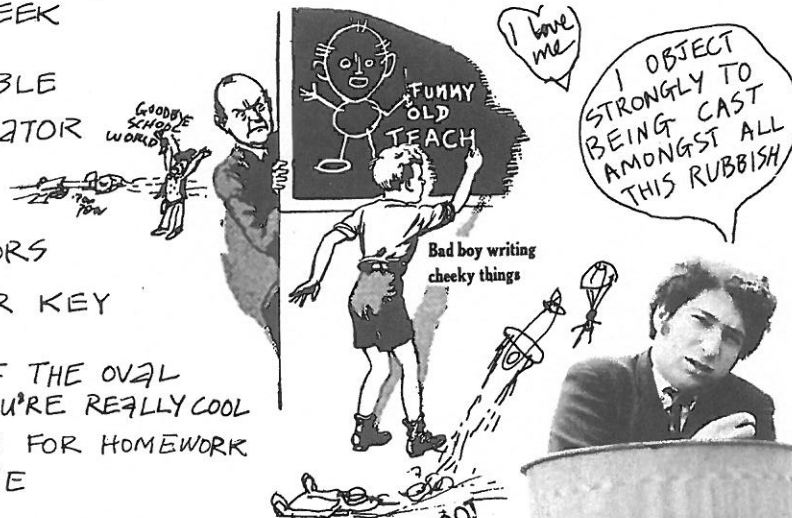
Just the sound of quiet waves on the cool sand
And footsteps that fell nearer as he walked along.
Slow and sad.
Morose but weary.

The growing storm never roused him,
For he was deep in a private world—
A world where no one entered, no one dared;
And time stood still so he could become
All things that life denied him now.
The face seemed tired and worn,
And the distant eyes never searched the sea
But saw only the way ahead . . .
A path of nothing; knowing what was there,
Yet only touching what reality implied—
Just a silent man of dreams,
Who had no happiness, no friends
Because we thought that he was safe:
One life meant so much, though people didn't care . . .
The hair was grey, his brow grew lined,
And time had a hundred birthdays in some forty years.
That lonely man would change our world,
But a poem always ends before it starts again.
Now his hands thrust deep in empty pockets,
Still searching hidden praise or joy;
Of course it was not there.
He was awkward, lost and silent as the sea
Which touched his feet and made him shiver;
Just a private, simple man—now we hear his silence.

Kirsten McFadden, Form 5



- MONDAY MORNING
- THE DAILY BULLETIN
- A TEST WHICH YOU THOUGHT WAS SUPPOSED TO BE NEXT WEEK
- A CANTEEN QUEUE
- A WET-WEATHER TIMETABLE
- SMOKE FROM THE INCINERATOR
- DOUBLE BIOLOGY
- THE SWIMMING SPORTS
- PUSHING IN THE CORRIDORS
- FORGETTING YOUR LOCKER KEY
- ASSEMBLIES
- SMOKING IN THE MIDDLE OF THE OVAL AND ~~THINKING~~ THINKING YOU'RE REALLY COOL
- FINISHING THE EXERCISE FOR HOMEWORK
- A FLAT TYRE AT HOMETIME
- DEFACED DESKS
- HAVING TO STAY ONE HOUR FOR DETENTION
- BEING IN CLASS WHEN ITS 100°
- FIRE DRILL
- R.I.
- EXAMS
- SUNBAKING LEGS ON HOT DAYS
- YARD DUTY
- CHEEKY FIRST-FORMERS
- BIG FIRST-FORMERS
- LITTLE FIRST-FORMERS
- MISSING THE BUS
- SINGING THE SCHOOL SONG
- SLOW-CLAPPING IN ASSEMBLY AND THINKING YOU'RE REALLY COOL
- CHEATING IN TESTS
- DOING UNNECESSARY SUBJECTS
- WRITING OUT 100 LINES
- A GOOD-LOOKING STUDENT TEACHER



Bad girl eating a dirty worm

[illegible]

Good boy came
for his clothes

tion

BRIGHTON HIGH SCHOOL

WED

Form

VS
BULLETIN
 School Assemblies - Form
 Goy Markie
 Goy Markie
 Goy P. Markie
 Goy P. Markie
 Goy P. Markie

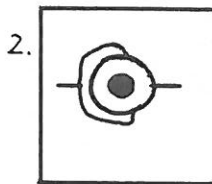
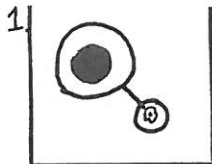
08
Joy Markie
Joy Markie
Joy P. Markie
Joy Markie
Joy Joy Joy
Joy Markie

11-27-76
7-1
83

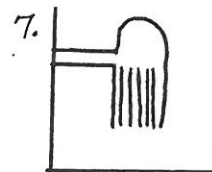
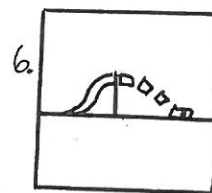
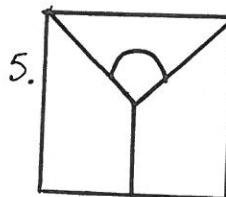
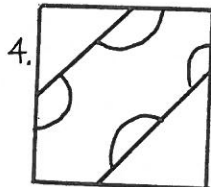
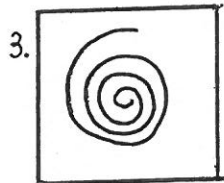
Daddy Who?
- Daddy Long Legs.
(Tee Hee)

313653

1	1A	TRANSITS	
2	2A	BOARD	
3	3A	PLAYERS' names	
4	4A	be taken on the	
5	5A	board of another	
6	6A	face pack.	
7	7A	Not transcribed	
8	8A		
9	9A		



SEVEN RIB-TICKLERS



3789426



WHERE'S IT ALL HAPPENING?

WHERE'S IT ALL HEADING?

FOR FUN



Good girl knowing her lessons

NAME: L. Dakini
FORM: 2B
TOPIC: People

UNSATISFACTORY WORK
THIS WORK IS NOT ACCEPTABLE FOR MORE OF THE FOLLOWING REASONS:

- ☐ INCOMPLETE
- ☒ STANDARD TOO LOW
- ☐ LAY OR POORLY ARRANGED

.....
PARENT OR GUARDIAN



SUM POETRY

The sedge has withered from the lake
And no wrinklies fly

H.B.
L.B.
B.H.
NOT TRUE

did not write here

Answers to Rib-tickers: 1. A Mexican flying an egg/ 2. A Mexican riding a bicycle/ 3. Water running out of a bath/ 4. A giraffe making toast on upstairs windows/ 5. A bald-headed man as seen by his wife at breakfast time/ 6. A determined woman crawling over a razor blade/ 7. A crocodile signalling a left-hand turn. THE END.

Teacher:
"I wouldn't trust
that kid as far as I
could teach him..."



Daddy Who?
Daddy Christmas.
(Ho Ho Ho)



C=2TR

Australia's Foreign Policy

Several factors have forced a re-appraisal of Australian foreign policy: the Vietnam war and the disadvantages of being an active U.S. ally, the power vacuum emerging in South East Asia, and the danger of Australia's economic resources being taken over

by outside interests. This has led Australia to question many of the assumptions upon which our foreign policy of the 1950's and 60's were based—the supposed monolithic nature of international communism and the desires of the Chinese to expand.

The information on which our foreign policy was based came from Washington and was shaped by the official ideologies of our Government with little consideration of the situation in the Asian context. The United States, disillusioned by its Asian commitment has more recently placed less emphasis on our special relationship than the Australian Government would wish. In 1968, Australian foreign policy officials expressed support of North Vietnamese bombing, less than one week later President Johnson ordered cessation of 90% of North Vietnamese bombing and announced that the war would be scaled down. Earlier this year it was obvious that Mr. McMahon had not been informed of President Nixon's decision to visit China.

Our Vietnam commitment, originally intended as a gesture of support for the U.S. to keep them in the Asian region, has succeeded only in driving the U.S. out of Asia from a war it has been unable to win. It has made them more determined to never again be involved in any similar conflicts. We cannot rely on an unending U.S. presence on the mainland of Asia when the ruling U.S. party is split on the issue and an increasing proportion of U.S. people showed their desire to end the commitment and the war. Our policy and that of the U.S. has ignored the civil war component—the Viet Cong were able to overrun 36 provincial capitals in every part of South Vietnam during the Tet offensive).

To be effective, a foreign policy must at least *look* independent and at times Australian foreign policy has given the appearance of being an obedient echo of U.S. policies and ideas. It has left



us having to withdraw from Vietnam simply because there are no other options, it has left us as one of the few countries in the world opposing China's entry into the U.N. and saddled with the now deposed Nationalist regime and it has left us with the knowledge that we may no longer rely on 'great and powerful friends' for defence. We must look for alternatives.

One of the main causes of instability in South East Asia is widespread poverty, and Australia contributes only 0.25% of her G.N.P. in aid programmes to underdeveloped countries. Australia must help build the defences, economies and societies in our region by military and economic arrangements, but it must also do so in the field of trade and it must encourage regional co-operation. The Vietnam war has drained off the resources which would otherwise have been available to lift the economies of the developing nations towards self-sufficiency. It has promoted the resurgence of isolationism in the U.S. and it obstructs a rapprochement between Russia and the U.S., and between the U.S. and China. Australia could have played a crucial part, together with Japan, in bringing about a more rational approach by the U.S. to China. Australia not only gives the impression of being indifferent to Asians but even disdainful on racial grounds.

A "fortress Australia" foreign policy would downgrade our standards and quality of life. An alliance with South Africa is racial isolationism. Acquisition of the 'Bomb' would produce an isolationist society with strands of intolerance, bigotry, racialism, authoritarianism and conformism and would require defence expenditure to rise to 10% of the G.N.P. Perhaps an armed and neutral policy as advocated by Max Teichmann could be the answer but unless we were a large neutralist power our political leverage would be minimal and we must be careful in regarding any one solution as a

panacea for our foreign policy difficulties.

Australian foreign policy in the past 20 years has been based on the belief of a China threat but is this relevant now or likely to be in the next 20 years?

It is unlikely that China has or is likely to have in the foreseeable future any desire to attack Australia. The only way this might become possible is if Australia, on behalf of the U.S., actively engaged in activities harmful to China's national interest. If this situation were to eventuate there is little Australia could do to prevent it; even if we develop nuclear weapons, China's nuclear capacity would still be greater than ours. On the other hand, China is unable and will remain unable to invade us for some time.

Other sources often quoted as possible threats are Russia and Indonesia. Russia, until she acquires allies in the Indo-Pacific region, is not likely to be especially threatening and has shown little interest in Australia. A threat by Indonesia over West Irian seems unlikely: they would need Chinese or Russian assistance. There is a certain amount of anti-Chinese feeling in Indonesia, and Russia does not want to confront the U.S. and is therefore unlikely to assist Indonesia.

Any Australian government of the future will have to overcome the basic conservatism of the electorate and try to overcome the ideological considerations which have undoubtedly influenced many Australians in their assessment of their external environment.

Australian foreign policy officials should seek to encourage friendly relations with the whole world (global diplomacy), strive to devise new ways of integrating this country with its Asian neighbours and strive to promote among those neighbours, policies based on regional consciousness and interdependent initiatives.

Anne Ryan, Form 6

Apartheid

South Africa—History :—

The occupation of what is today called South Africa began in the middle of the seventeenth century. The settlers who at first came from Holland were joined later by the English. From then on we see white colonists expanding and meeting with fierce resistance from African tribes.

Towards the end of the nineteenth century it became obvious that the Africans were no match as far as warfare was concerned. The white settlers were equipped with the latest weapons available from Europe. And so we see, as happened in North and Latin America and Australia as well as other countries, superior technology wielded by the white man emerging triumphant and subjected the conquered people to oppression, degradation, exploitation and often genocidal massacres.



South Africa—Today :—

At the beginning of the twentieth century, South Africa, although still an agricultural country, was undergoing a radical economic change, by the exploitation of diamonds, gold and other mineral resources. Demand for cheap African labour grew and many were forcibly brought from rural areas into townships. Urban life for the African worker was, and now is, oppressive and humiliating.

Since 1948, the doctrine of separate development, or apartheid, has guided the government of South Africa, resulting in segregation becoming more rigid. A few examples of this rigid separation are :—

1. In 1968 Africans constituted 69% of the population. Their share of the nation's personal income was only 18.8%.
2. The per capital expenditure on education of African children is less than

one eighth that of white children.

The system of apartheid is led by men who were members of the Nazi party and who today carry out Nazi ideals.

The Demonstrations :—

The demonstrations held in Australia were held for many reasons, some being :—

1. To stop racist tours.
2. To show the South African government that the people of Australia do not approve of their policy.
3. To show our government that we do not condone their acceptance of these policies.

Although the demonstration became violent, it was not the intention of the organisers. In fact the lack of organisation was the main factor contributing to the violence.

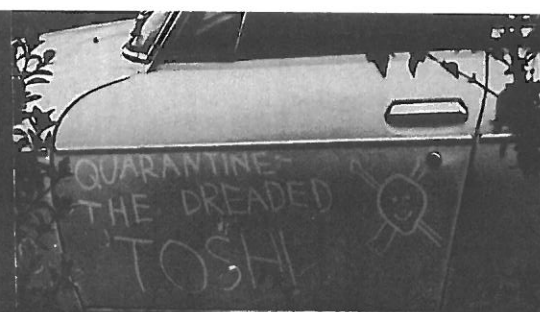
Many people have said the demonstrators would have better spent their time by helping the Australian Aborigines. Our answer to this is that by demonstrating against South African apartheid we can prevent it from becoming commonplace in Australia. An interesting fact is that the anti-racist societies have now begun to help Bobby Sykes in her fight to overcome the problems of the Australian Aborigines.



I have presented this article in an attempt to make people aware of the plight of the minority classes, be they religious, political or based on skin colour. As students I think we should be concerned with the future of the earth, which depends upon everybody's willingness to co-operate with each other.

Reference for Sections on South Africa: "Direct Action" Issue 9, August 1971. Condensed from an article by John Ebel.

Ian Gordon, Form 5



Essay Prize



Form 5 student Kirsten McFadden recently won a \$200 scholarship and a \$200 grant to the school in an essay-writing competition conducted by the Association of Professional Engineers, Australia. The competition was open to all fifth form students in Victoria, and the theme was "The Contribution of the Professional Engineer in one aspect of society" Kirsten chose to deal with the particular area of communications.

As Mr. McFadden is an engineer and Kirsten's brother an engineering student, she is no doubt very conscious of the work of engineers. However, her interests are not confined to this area: she reads widely and is interested in political subjects, particularly American political history. She is also a keen equestrian. Kirsten plans to become a teacher.

Shakespeare and Women's Lib.

There is a lot of controversy as to who wrote Shakespeare. Some people say Bacon, some say Queen Elizabeth, some crack-pots even think Shakespeare himself did. I have a new theory: The Fore-runner of Women's Lib!

My support of this libellous accusation against them for the dastardly deed of writing Shakespeare is based on one of the Plays, "Twelfth Night".

This play is centred around the first concession granted to Women's Lib. i.e. that of Leap Year, where the woman proposes to the man and not vice-versa. One case of this is how Olivia always drops dark hints about matrimony to Cesario (really Viola disguised as a boy) and always gets knocked back; and then when Viola's twin brother turns up and get proposed to by accident by Olivia, they waltz off to get married.

Another factor supporting Women's Lib influence is the matter of women's domination in the story, where the most powerful character is Olivia who has all men completely under her control and falls in love with the first man who stands up to her, i.e. Cesario, and it turns out that "he" is a woman in disguise anyway.

Another frightening characteristic of this play is that all men are portrayed as fools and the three women, the wise, resourceful and cunning ones. As this sort of thing is never present in today's society and certainly would not be written by a sane man, I still contend that it was that mad group of radicals known as Women's Lib.

Douglas MacDonald, Form 4





ABDEL GHATTAS, FORM 4

ANIMALS

THE SPHINX

With eyes akin to burning jewels
He guards the tomb, with all but life.
Crouched upon the burning sands
He contemplates the years that passed.

With unseen chains he's forever bound
To lie beneath the starlit nights
To sit amongst the sun-drenched plains
To guard the spirits of within.

Julie Joyce, Form 4

THE DEFEATED LION KING

Defeated, scorned, marked with scars,
He backs away with intolerable pain;
But the deepest wound lies in his heart,
Where pride once stood in royal domain.

He remembered how, in days gone by,
When he was quick and slick and sly;
Remembering also, when he took the place,
Of the old one, who he sent out to face
The world alone—without a friend
With only foes with which to end
And now his rule had reached its end.

Jaquie Christie, Form 4

THE LION

Standing erect,
so proud and arrogant.
His thick soft locks
spread amongst
The humble blades of grass
who shiver with fear.
Their fear for the Almighty.
Those sly eyes,
digesting all in sight,
to be constantly aware!

Susan Altstock, 4F1

THE MOOSE

Majestic, power in limbs
Branching trees on boney skull
It smells death high on the wind.

Alert, all nose and ears
No sound goes unnoticed
Into the dark it peers.

A shot, muscles snap
Soul leaves space for death
Carcass by ants is wrapped.

Stan Bender, Form 4



SANDY

With his gleaming eyes aimed at me,
It's wonderful at how he sees,
Through rain and darkness also fog,
He's much more fortunate than we,
Though I don't know what I'd do,
With vision as such, I don't do you?
On my garden chair he will sleep,
From him you'd never get a peep.
Unless disturbed he'd sleep the day.
Hush not a word when passing him.

Gary McAllister

THE DOG

With a rush of fur, wet nose
tail wagging, black eyes, he charges
past me to the garden beyond to
pull up short at the apple tree.
Near the fence, he squats all tense.
I run out. We both look up,
and there high above in the tree,
we see the possums frozen and still.
They cling on the branches, tight.
The dog's fur rises. He is a hunter.

Ian Freivolt, Form 1

THE ANT

He stands, staunch and proud,
Surrounded by long, green tresses,
His small eyes rave,
All he can see is green.
He has no thoughts,
As he has no mind,
He lives by his instincts,
And whether he lives or dies,
Is not in his hands.

Fiona Clelland, Form 4

A BOOK

Closed pages
Black ants marching
across a stark-white desert.
Multi-coloured gardens of wilderness
assaulting a defenceless eye
A confusing array of knowledge

Anonymous



DEBBIE FORD, FORM 1

CHANGE

No wind will budge the broken hash
lying on the ground,
The bleached, cracked bones will forever
echo the rain that once fell down.

And the buildings stand, just a little
longer in a treeless mass of sand.
Erosion's work! Or was it man's?...
For it was he, who stripped the land.

Eugene Bogner, 4L

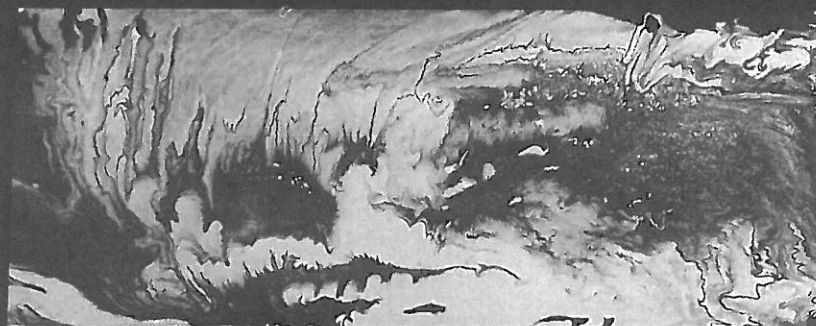
The winds of long ago
haunt the lasting memories
of greedy man,
selfish man,
who took earth's beauty
and left his ugliness.
And now the wind must be satisfied
to forget the scenes of old,
the towering gums,
the sparkling rivers,
the rustling brown grasses of summer,
and howl among man's concrete trees,
along the murky river bank
under a smoggy sunless sky.
The eternal wind shall repeatedly ask,
oh greedy man
selfish man
what,
oh what have you done
to this beautiful land?

Guy Smith Form 2

SEA

The smashing, splashing seas,
pouring, roaring away.
Exploding waves, hitting against the rocks
with a Bang!
Just like dynamite going off.

Panico Antony, Form 1



ROBERTA JACKSON, FORM 6

DROWNED

A human body, naked in the water
Floating in caverns of dim light
Leeches draining the last blood;
A branch rips out the hair,
One by one, the bloated leeches drop
Into the swirling water
And nest in the putrid silt
Slowly turning, the body with the last leeches
Drops into the sea
And the leeches die.

Deborah Ford, 1A

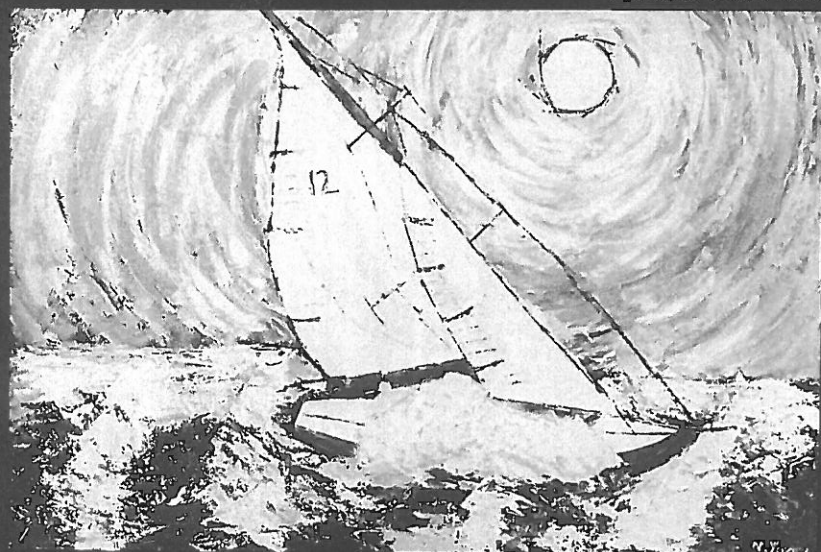
GRAIN OF SAND

Buffeted by the wind,
Washed over by the waves,
A small grain of sand.
Alone, so useless it lies
Part of many millions—
Serves no purpose
But isn't life so much more?

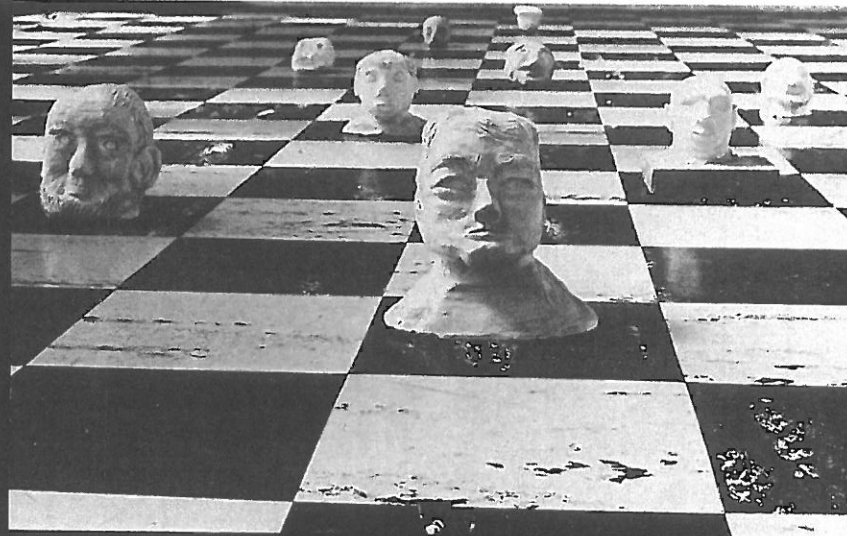
Anonymous



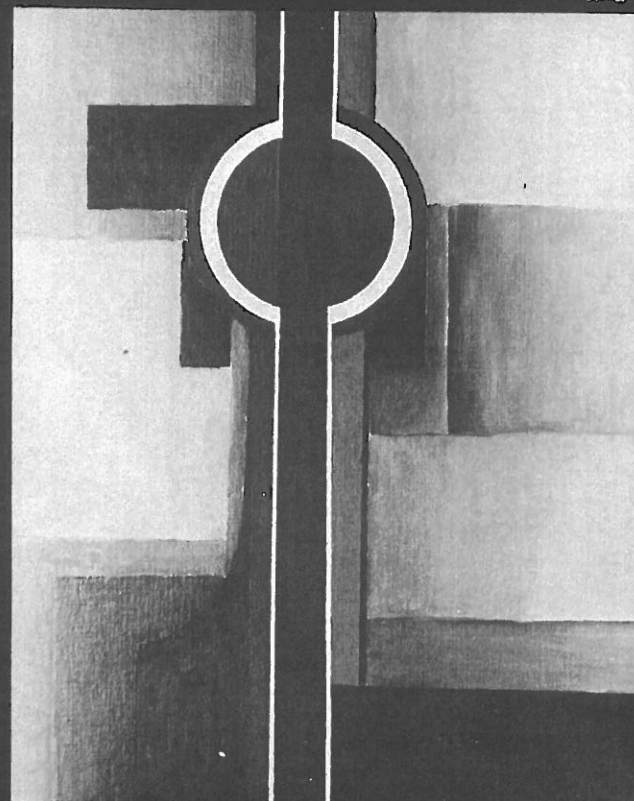
FORM 2 SCULPTURE



NATASHA YOVICH, FORM 4



ARA VICTOR, FORM 6



JOHN KEEN, FORM 6



NORMAN MCKINNION, FORM 4

Everywhere people lay dead, face downwards in the parched dusty earth. Others, clinging hopefully to the last threads of life, grovelled like flies in a fruitless search for water. Bloodshot, appealing eyes ventured upwards towards the heavens where a raging sun blazed down mercilessly.

This was the last day!

Industry had stopped. Cars, abandoned by their owners lay neglected and forgotten, their paint cracked and blistered by the sun. Even the most wealthy man on earth could not produce the one thing that at this moment was more precious than gold—water.

An old man hobbled painfully along the dusty road, muttering that this was the inevitable end of a wicked world. Five minutes later he had taken his place among the growing multitude of human flies.

Still the earth drew, slowly but surely, towards the torrid rays of that white hot furnace—the sun. Life itself had become a pitiful mess. Of all the generations that had walked the earth, this was to be the last.

No human creature now remained alive. The rivers and oceans of the world had long since dried up. Under the earth's surface molten lava simmered, ready to burst its way upwards and spread over the earth. Soon there would be a gap in the universe. A gap where a planet had once thrived and grown. And now...

Great, hungry tongues of flame were beginning to consume the withered remains of plant and animal and human life. War, starvation, over-population, pollution, all these were being devoured. Or were they? Perhaps one day a new earth would be born. Perhaps it would be a better one than the old... or perhaps not.

And now the end drew near. The appetite of the flames knew no bounds. They seemed to be licking great chunks from the earth with a mocking venomous enjoyment. Was this the inevitable end of a wicked world?

Who knows, for now all that remains is a black world of empty dread and nothingness.

Karen Campbell, 3L

We bats are going to start a revolution, and I shall be the leader.

We will swoop and circle from the sky in the dark

When you humans are asleep and we will kill!

Oh, all my bats they will crawl, creep and fly to the attack.

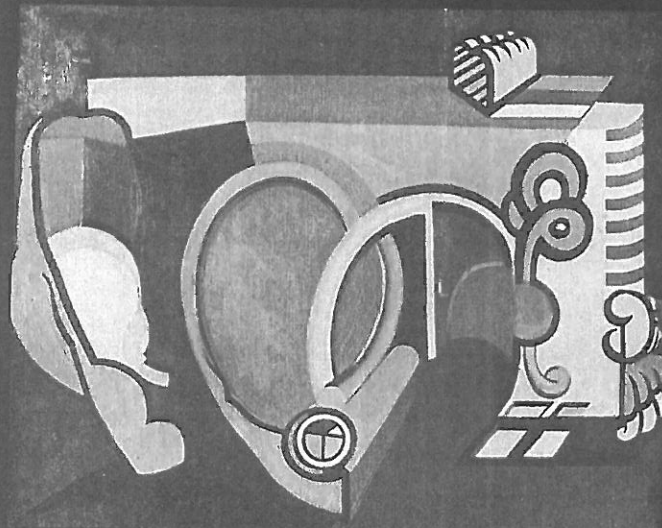
I have organized the time, my people are ready.

For years we have been persecuted, squashed and poisoned, captured and killed, now we are ready to strike.

One day in the future my friends, we will fly. Come all you vampires, arouse yourselves from where you hang. Moths nesting in your fur, maggots eating your wings rotten from long disuse, rouse yourselves to suck blood once more, monsters who make human flesh creep from where you lie mouldering black shapes evilly swinging from black trees fresh blood dripping from your fur awake from terrible meditation and fight for me.

You may not know me personally but you know the cause...

Deborah Ford, 1A



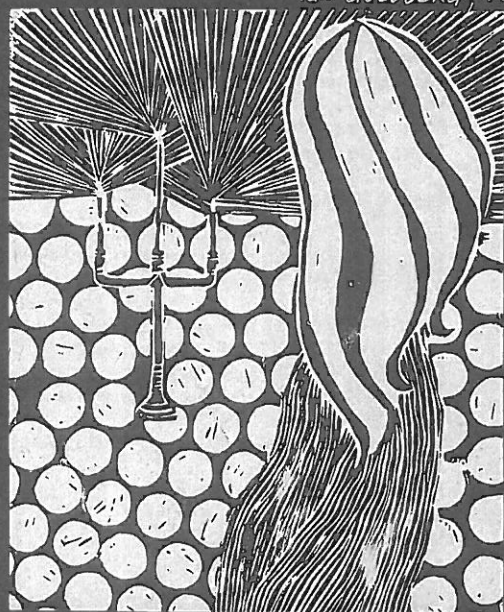
IAN GOLDBERG, FORM 6



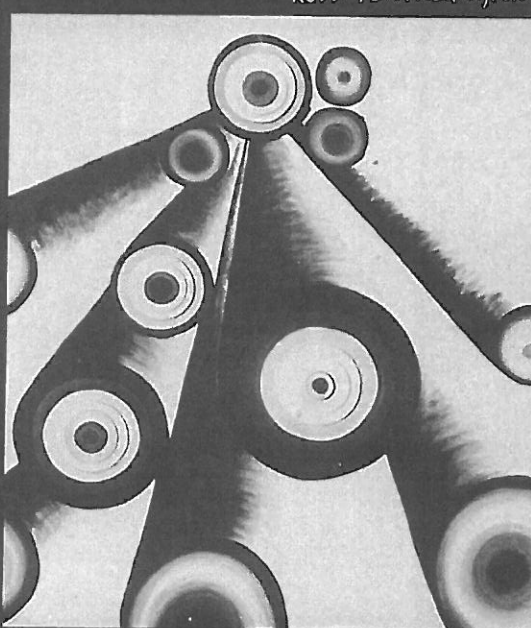
ROSS PENTREATH, FORMS



NIGEL DAWSON, FORM 1



DOROTHY KOVACS, FORM 4



K. ANDERSON, FORM 4



SIMON HARVEST, FORMS

MY FRIEND

I once had a friend
Who had a friend called Susan
Who had a friend called Jane
Who had a friend called Mary
Who had a friend called Lyn
Who had a friend called Angela
Who had a friend called Kerry
Who had a friend called Robbie
And now Robbie's my friend.

Judy Blackburn, Form 3



HOLIDAYS

For some—exciting, interesting, fun
For others—boring and monotonous
For most—a rest from the hum drum place
They call school
A chance to go to the pictures.
Sleep in late every morning.
Go to a favourite holiday resort.
But as they draw to a close
Sadness sets in—
Back to school longing for the next holidays..

Roslyn Rayner, Form 3

A POEM IS

A poem is a little bracelet of thoughts
That is often hard to find
But when you do, and put it on,
It makes you glad to see it.

Julia Murray, Form 4



Prejudice

Why does everyone hate flies?
I like them.

Doing your own thing

The hippopotamus is wearing spectacles
So What?

Helen Rayson, Form 3

EXAGGERATION

Within the mind a mirror reflects
a swollen image of reality,
It distorts and shapes to suit,
The truth is smashed beyond recognition,
And reaches the eye as a marked clown.

Crazy.

Anne Gibbon, Form 3

SELECTED PHONE BOOTHS

I
Some poems can express their ideas in one line

II
I once read a poem which had very
long lines and used superfluous
language, but it ended suddenly

III
Some people who are dazzled by the
luminous hand on a watch
cannot see a search light when it is
shone at their faces

IV
A poet I could be in time
for now I've learnt to make lines rhyme
But I keep on adding lines that are
irrelevant to the rest of the poem

V
Do you think I'll ever stop asking
questions that are unanswerable?

Neil Maizels, 6C
dedicated to Ano Amsir & Mumblepeg

COCKROACH

What is it like to be a cockroach?
Perhaps you feel a little small,
Maybe even, you wish you were human!
But I tell you little cockroach,
There are plenty of humans like you.

Patrick O'Brien, Form 4

CHRISTMAS

Christmas is happiness
Happiness is Yellow
Yellow is summer
Summer is beach
Beach is blue
Blue is sky
Sky is tree
Tree is bird
Bird is free
Freedom is Happiness
Happiness is Christmas.

Judy Blackburn, Form 3

GENERATION GAP?

Why is it that society neatly labels and categorizes each person, so that he is then supposed to conduct himself in the manner assigned to his particular group? This is ridiculous, especially when society considers itself disrupted when a member, or members, of a group departs from the norm. As far as "generation gap" goes, the older people expect a certain pattern of behaviour from the young. When this is not followed, we are said to be renegades and such like. Why couldn't people, no matter what age, nationality or creed be treated as individuals? Perhaps a mingling of "groups" would eventuate, and the "gap" might even shrink a little.

If all of us "gave" a little and went a little way to meet each other, there'd no longer be the need to "give".

Railea Abrams, 3L

A "Wrinkle" is someone who tries to increase the "Generation gap".

Mrs. A. Simpson

PROGRESS

Is that what they call progress?
Leaving a man with nothing he could call his own,
Sitting, staring into space he looks apart from everyone.

He is a figure of utter desolation,
Feeling hopelessly lost
After his world had been torn from him,
A bewildered, lonely result of progress.

Lauren Williamson, Form 3



MARCUS ATKINSON, 4G



VICKI ZOGOULOS, 4G

THE TREES GROW CLOSE TO THE HIGHWAY

The trees grow close to the highway. Their thick lightgreen foliage falling softly overhead. The hills close in, looming dark, then green in the ever-changing light of the afternoon. One hill stands out, rugged and craggy. Deep paths cut in the rocks by down-rushing torrents, widen into small grassy deltas creeping under carefully painted bridges. Man has left his mark in this country, fencing and clearing the forest. The highway threads its way along one side of the valley. The hill to the east remain hardly touched by man, yet to the west, the valley leans out and flattens to feed men's sheep.

H. Jones, 2A

Social Services

This year Social Services operated in a new way: in contrast to previous years when it was run on a House basis, a Social Service Committee was established.

This Committee comprised two representatives from each form under the guidance of two prefects, Leigh Edwards and Peter Karoly, and Mrs. Lewinson was the teacher in charge.

In changing the system, more people became involved in the actual raising of funds for charities. Each form was given its own goal and asked to raise money either by voluntary contributions or by holding functions. A greater awareness of the needs of the others, the difficulties and joys of helping other people was created by this system.

Concerts, hot-dog stalls, sweets stalls and competitions were some of the highlights of this year's Social Service efforts. The collection of used stamps and old books was also run by form representatives.

Apart from the collection of money, general service to the community has been achieved by members of the V.A.C. (Voluntary Aid to the Community). Washing dishes for the 'Meals-on Wheels' organisation and helping at Hurlington Hospital on Saturday mornings were the two main spheres of work of V.A.C., but soft toys and other articles were made and donated to street stalls.

A final aspect of Social Service this year: Walk-a-thons. Many B.H.S. students participated in these

1971 has been a year of awareness and 1972 should be even brighter.

Jane Mackay-Dickson, Form 5



Admin. 71

Advisory Council:

Rev. W. Rolley (President)
Mr. H. Adamson (District Inspector)
Cr. H. Alexander
Cr. D. Granter
Mr. W. Bowman
Mr. D. Clark
Mr. G. Edwards
Mr. J. Fancoy
Mrs. I. Harvest
Mr. W. Pamphilon
Mrs. K. Sturt
Mr. B. Talbot
Mrs. G. Ward
Mrs. A. Williamson

Mothers' Club

President: Mrs. G. Ward
Secretary: Mrs. D. Reinshagen
Treasurer: Mrs. H. Barkell

Canteen Committee:

Rev. W. Rolley
Mr. W. Pamphilon
Mr. R. French
Mrs. A. Williamson
Mrs. K. Sturt
Miss J. McCann
Miss M. Kanasaki
Mr. D. Boyce

Office:

Mrs. E. Carne
Mrs. B. Doolan
Mrs. C. Hillyear

Maintenance:

Mr. & Mrs. C. Phillips
Mr. D. Aitken
Mr. K. Esnouf
Mrs. E. Emery
Mrs. J. Hannan
Mr. W. Saddington

Stage Crew:

Neil Hargreaves
David Moore
John Gilmore
Frank Sommerville
Martin Splitter
Chris Ryan
Robbie Todd
Mr. J. Osborne
(teacher in charge)

SPORT



ABDOMINAL EXERCISES FOR YOUNG AND OLD

Sound Means of Maintaining Health and Avoiding Digestive Troubles

Exercises for avoiding or curing constipation, admittedly the largest single cause of civilized man's ill-health, must be devised with due consideration of the underlying physiological principles. The two sets given here, together with those under the heading Constipation, have been prepared to meet this fundamental principle. See also Breathing Exercises, Exercise

LONSDALE

Unfortunately Lonsdale lost its reign as swimming premiers this year despite a good effort by the whole team. A win in Athletics lifted our spirits—thanks to great performances by Shauna O'Neil, Bronwyn Lawry and a whole team of enthusiastic "littlies". On the cultural side Lonsdale scored an (unfair?) third place in the choral competition. We performed "Windmills of Your Mind" and "Norwegian Wood" under the firm(!) hand of Anita Loewe and the watchful eye (and ear) of Mr. Todd. The play proved a tremendous success and was thoroughly enjoyed by the whole cast (who cares about the audience)—produced by Cynthia Connop, "A Midsummer Night's Dream" was highly commended for brilliant performances by Elaine Silverman and David Grinblat.

We would like to thank everyone who tried to be enthusiastic towards House events, especially Mrs. Diakovsky and Mr. Todd for their help during the year—better luck next year Lonsdale!

Michael Taylor—Jane Maclure



PHILLIP

1971 has been one of our best years, due to a great feeling of house spirit amongst the girls and the boys. Everyone has pitched in and helped, in a way that we have never seen before. For once the organisation and participation in activities have not been left to a select few.

Swimming: Phillip came first in the Aggregate. In the past the girls' team have struggled and it has been the boys job to score a greater percentage of the final score. But with an excellent junior girls team emerging things look good in the future.

Choral: Another first to Phillip House! Under the capable guidance of Simon Harvest and Leigh Edwards.

Athletics: In this, Phillip came first in track events and second in the field events. It looked as though we had it won! However with the addition of the points from the new standards system, Phillip dropped to third position. You can't win 'em all.

Drama: Phillip again came first with fine portrayals by the actors, and excellent scenery. Those who are to be thanked are, the producer Louise Graves, the cast, all those who gave up valuable time to make sets, those on the stage crew, and Mr. Green for help.

Jenny Bradley—Victor Hillyear

MURRAY

1971 was not our year for wins!

We were not outstanding in either House Swimming or Athletics, but it must be said that the enthusiasm towards these events was much stronger than usual—this spirit may be due in part to the introduction of "novelties", which certainly created a lot of interest.

Murray sang its way to second place in the House Chorals under the able hands of Marg Lavin, conductor, and Ian Bregvet, pianist, who both worked tremendously towards our success. Marg was also responsible for the production of "The Mask" in our House Drama competition and although there were only three actors many "back-stagers" helped to make it successful.

Thanks to the entire House for a good year!

Meredith Orr—Ara Victor



HOUSE REPORTS



GRANT

We would like to thank the members of Grant House for their attentiveness (???) in House Assemblies, and participation in House Activities. Due to your efforts our achievements this year, although not outstanding were higher than those reached in 1970. We gained second place in both the House Athletics and House Plays and third place in the Choral Festival and Swimming Sports.

Owing to the wealth of enthusiasm in our Junior section, we are happy to be able to predict an even brighter future for Grant House.

Finally, we thank all who have pulled their weight in the administration of House affairs throughout the year, especially Junior House Captains, Kathy Sdrinis and Michael Cannington; Miss Box, Mr. McIntosh, with the assistance of Mr. Stevenson and Mr. Leggo (who regrettably had to leave us whilst in House Master duties).

Good Luck Grant for 1972.

Suzanne Doolan—Gary Jakabowiz



HOUSE SWIMMING

The House Swimming Carnival was won by Phillip with a total of 276 points. Phillip was closely followed by Lonsdale and Grant and Murray were only about 40 points behind the first two houses which is very pleasing because it shows the keen sense of competition between the students of this school.

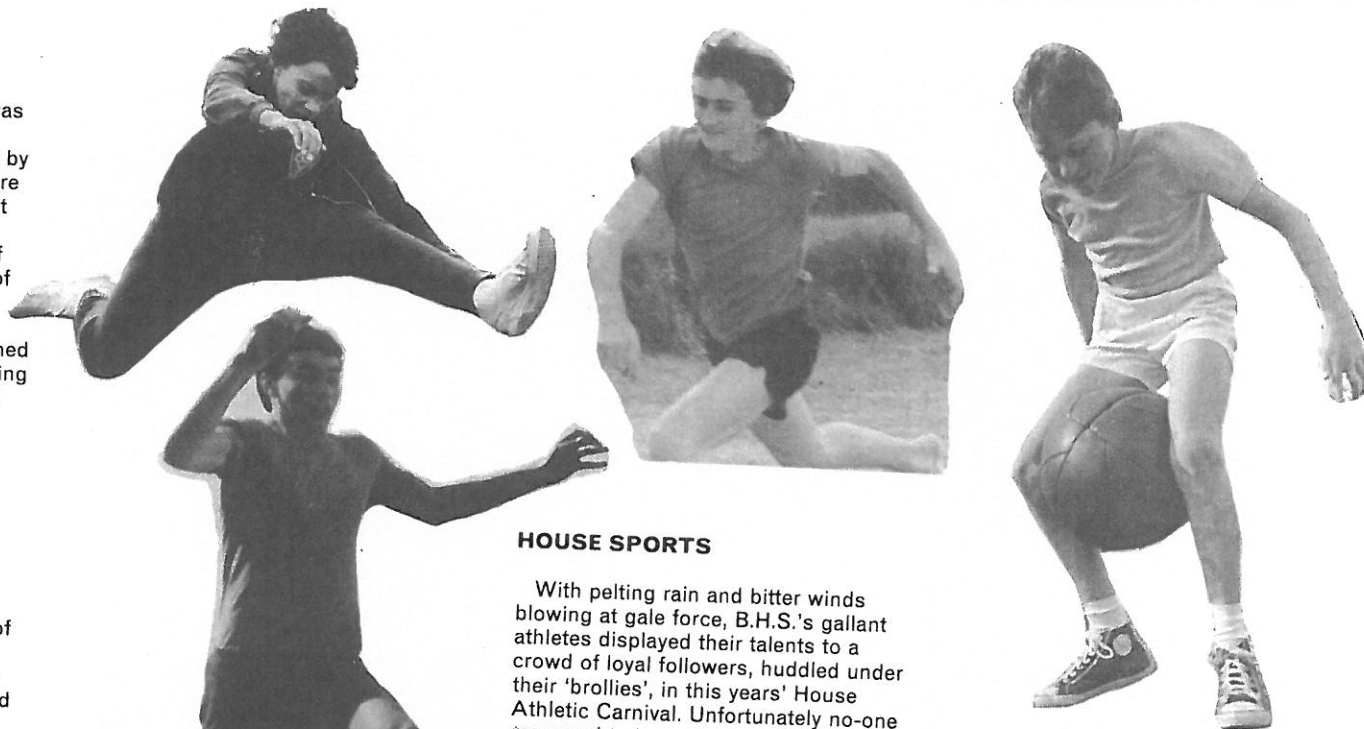
Inter-School Carnival was quite successful for us because we retained our position in A Division by attaining 5th place. Perhaps next year we will do even better.

INTER-SCHOOL ATHLETICS

Weeks and weeks before the day of the Inter-School Aths. Mrs. Harris and Mrs. Box in their grim determination and loyalty to the cause, started circuit training which was to be the death of us all. The first morning we slinked in to do our push-ups and leg-raises to try to get those disused parts back into shape. Soon training meant every morning, lunch-time and three nights per week and 'aths' became a nasty four letter word. But when the 21st of September came and Brighton showed her supremacy by gaining 2nd place in the 'A' division, after shilly-shallying for years between 'A' and 'B', we knew our efforts were worthwhile.

The final results were Bonbeach 1st with 336½ points followed by Brighton with 312 points. Lewis Bloom, Phil Wood, Michael Taylor, Pam Moray, Yvonne Gardner, Shauna O'Neill, Scott Parkinson, R. Hohmann and the Ontongs deserve special mention for their outstanding efforts.

Helen Rayson, Form 3



HOUSE SPORTS

With pelting rain and bitter winds blowing at gale force, B.H.S.'s gallant athletes displayed their talents to a crowd of loyal followers, huddled under their 'brollies', in this years' House Athletic Carnival. Unfortunately no-one managed to jump higher than Carl Ditterich's record of 6 ft. 2 in. or throw a 12 lb. shot-put further than Ray Rigby's 60 feet, due to prevailing weather conditions few records were broken. But smiles were raised from those numbed lips, as Miss McCann ran swiftly down the track bound to Mr. Ellis, and our two-legged friends flippered along, while others were "wheel-barrowed" to the finishing line, in the novelty races.

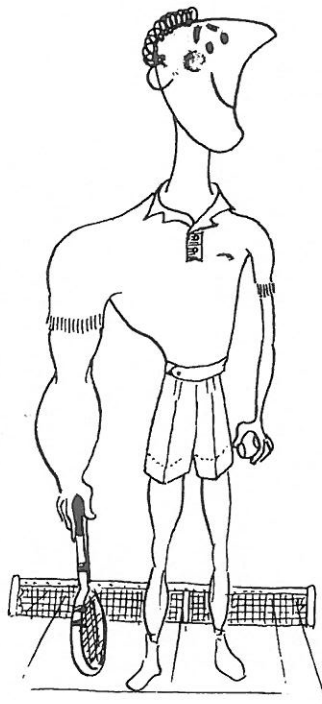




BOY'S OPEN TENNIS

This year the team has had outstanding success. This is because only one match, the last, was lost. As the first four of the five matches were won, the team was runner-up in our section of Nepean Division. This was due to a regular and enthusiastic team. All of the credit must go to the team as very little help was given from the staff.

David Godkin, Form 6—Captain



GIRLS TENNIS

In the two games played, the junior team was very successful, defeating Both Elwood 24-0 and Hampton 19-16. Unfortunately, they could not field a team to play in the first game against Highett. The team consisted of K. Sturt, D. Culbert, A. Gibbon, and L. Culbert.

The open tennis team of M. George, H. Hermann, A. Kennedy and V. Williamson, defeated Highett 2-1 and drew their game with Hampton, but could not field a team against Elwood.

Anne Gibbon, Form 3





SOFTBALL

This year the senior's softball season was rather brief—only 3 games. However despite enthusiasm and practice we only managed to win one game.

The juniors, on the other hand, were highly successful winning all of their games. They finally went on to win the Nepean Division Grand Final against Cheltenham with a score of 36-8.

Both teams thank Mrs. Box and Mrs. Harris for the valuable training given to the teams.

BASEBALL

This year Brighton High was a really good team, coached by Mr. Todd. Practice started in the May holidays, and was held once a week from then on.

Contrary to most school teams, our Baseball Team played eight inter-school matches for the year. We won all these scheduled matches easily, by good constructive baseball. Apart from school matches, Mr. Todd arranged a game against Caulfield (on a Sunday) which we also won, through a great all-round effort including exceptionally good fielding.



We won the Nepean Division Final, defeating Cheltenham 4-2 after being down 1-2—a most exciting well-fought game. During this game, Phil Wood displayed excellent pitching ability, and the whole team developed a fine fighting spirit after our Catcher had his finger broken by a foul ball.

We then went on to play University High in the M.H.S.S.A. Inter-Divisional Final. We were unlucky in being beaten 6-7 but we sincerely thank Mr. Todd for his excellent coaching which helped us to reach this final.

Ross Pentreath, our Catcher, was selected to represent the School in the all High School Team to play the all Technical School Team. The High School Team was victorious.

Best players for the year were:
 Phil Wood (Pitcher and Captain)
 Ross Pentreath (Catcher)
 Sam Abrams (1st Base)
 Graeme Bartholomeusz (3rd Base)
 Leigh Coldrey (Short Stop)



NB: A MIRROR WILL BE REQUIRED TO READ PENNENT

GIRLS CROSS COUNTRY

The Nepean Division Cross Country was preceded by a very interesting House Cross Country in which approximately fifty girls participated. From these results the following six girls were chosen to represent our school. Yvonne Gardner, Shauna O'Neill, Sally Richards, Vicki Lewis, Carolyn Lavin and Sharon Griffin. Our overall placing was 7th with 109 points. Individually we did well and Shauna O'Neill represented the Nepean Division in the All High Cross Country over the same course in which she gained 36th place. Mrs. Box made a great effort to train us for this event.



SHAUNA
O'NEILL

BOYS CROSS COUNTRY

A team of 6 boys ran in the Nepean division sports. Three of these were in the first twelve:—Ashley Vogt, Ross O'Neill and Michael Taylor. Ashley then went on to the All High Cross Country where he was placed 36th.



JUNIOR AND SENIOR GIRLS VOLLEYBALL TEAMS

The short season was quite successful especially for the junior who practised well and put in much effort at every opportunity. Thanks must go to our enthusiastic team mates.

Shauna O'Neill—Junior Captain
Vivian Gayst
Vikki Gilmore
Lynette George
Jenny Griffiths
Gilda Obel
Lyne Stratton
Joanna Van Rees—Senior Captain
Mamiko Kenisaki
Leigh Edwards
Jenny Bradley
Caroline Wright
Margaret Van Rees



UNDER 16 VOLLEYBALL TEAM

Last year we played in the Nepean Division and lost against Cheltenham, and we didn't want to lose this year. We practised every day after school which led us to very easy wins over the opposition. Our team work out-classed other teams so we won a position to play in the Nepean Division. We played Cheltenham and had a hard contest to win. But we won!

The team consisted of:
Paul Annis—Captain
Keith Kein
Garry Noble
Gaspere Sirjanni
Robert Hallowell
Stan Bender
Reserves
Evan Richardson
Kym Wilkinson



SENIOR VOLLEYBALL TEAM

Team Members

Yee MunYin—Captain
Harry Tuckman
George Liara os
Teh Ching Too
Frank Stephens
Gary Askew

This year the volleyball team has been fairly successful in spite of the difficulties in getting a full team. At the beginning of second term the High School Volleyball tournament commenced. We emerged quite easily as the victor of the Nepean District after crushing Elwood High, Hampton High, McKinnon High and Cheltenham High. Unfortunately we were defeated by Melbourne High in the semi-final due mainly to the unfamiliarity with a low ceiling indoor court.

On behalf of my team-mates I would like to thank Mr. Crapp who devoted many of his lunch breaks to coaching us.

Yee Mun Yin, Form 6

SOCCER

The Soccer team had quite a successful season. We only lost 2 of the 5 games we played.

Elwood High were the Premiers, Hampton High were the runners up and we ended up third. The highest goal scorers were Paul Ontong 18 goals, Geoffrey Ontong 10 goals, Graham Matthews 5 goals and Gregory Marks 4 goals. Brian Adams, Tony Dawson and Paul Ontong achieved the best players awards. The captain of the team was Geoffrey Ontong and our vice captain was Greg Marks. Our manager and coach was Mr. Ontong.

Paul Ontong, Form 3



UNDER 16 FOOTBALL TEAM

Although the Under 16's went quite well in the short season of 6 games, we did not quite make the finals. Peter Mercoulia, Mark Sarau, David Graier and Scott Howe were our best players in nearly every game. On the whole every member of the team put up a good performance or at least tried his best.

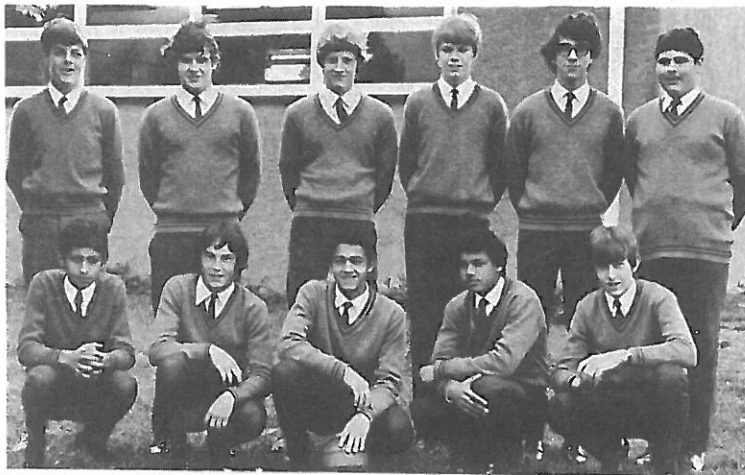


NB: NO GOLF REPORT

BADMINTON

From the enthusiasm shown by the staff and students before the season, it was decided to enter two badminton teams. For the pre-season training, the staff members provided the transport to the Badminton Centre, but gradually the numbers began to divide until we were left with enough for one team. Thanks to Mrs. Gourlay, Mrs. Wotley, Mr. Carrigan, Mr. Crapp, Mr. Szreniawski, Mr. Rees and Mr. Plunkett for playing and giving transport and also to the students and ex-students who gave up their Wednesday nights. A special thanks must go to Mr. Todd who organised everything and who, although we didn't go very well, came and gave us his much needed support and encouragement.

Pam Moray, Form 5





UNDER 16 HOCKEY TEAM

The Under 16 Hockey team had an exceptionally good season. All team members played well and special thanks must go to Mrs. Box, who coached us.

Goalie—Roslyn Raynor

Leftback—Evelyn Trupp

Rightback—Lynette May

Centre Half—Margaret Kocsis (Vice-Captain)

Left Half—Annette Roper (Captain)

Right Half—Karen Wobcke

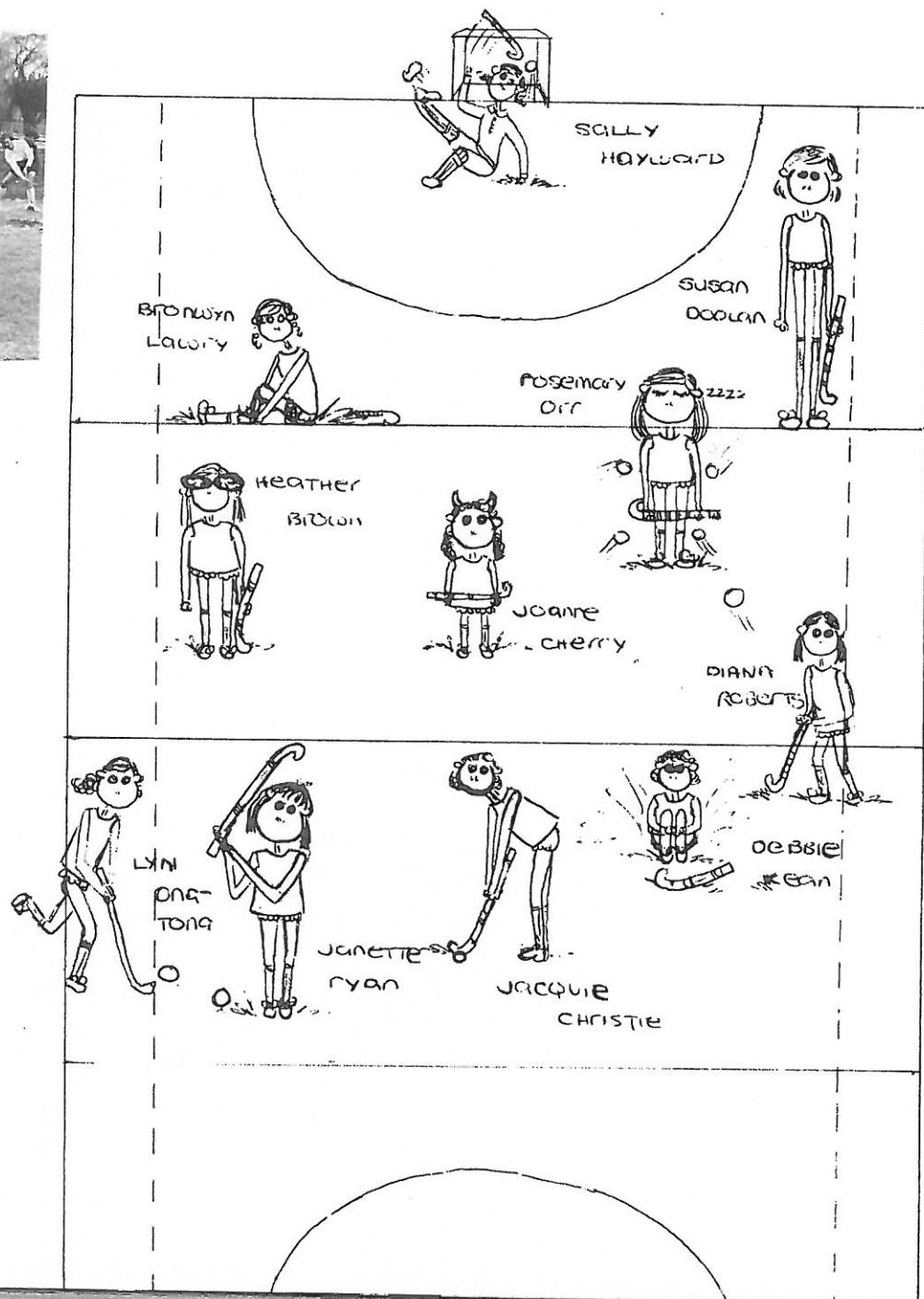
Centre Forward—Sharon Griffin

Left Inner—Angela Horvat

Right Inner—Sue Hill

Left Wing—Lesley Sammons/Madeline Hayne

Right Wing—Mandy Nix



SENIOR MEN'S BASKETBALL

The Senior Basketball this year acquitted itself very well. The team only lost one game and this was against a taller and stronger team in Elwood High.

The other three games we played we won convincingly. The reason for our victories is due to the strong rebounding by the tall Jeff Sarau and the accurate shooting ability of Victor Hillyear and Robert Litchfield.

The scores do well in telling the story:—

Brighton 84 Hampton 46

Brighton 49 Elwood 61

Brighton 97 McKinnon 20

Brighton 102 Highett 22

Mr. Hillman, the tall American Physical Education teacher, helped the team along greatly. He had new basketball singlets bought and his coaching and umpiring assisted the team enormously.

Robert Litchfield, Form 5



THE SENIOR NETBALL TEAM

Although the senior netball team lost their coach, Mrs. Gourlay, near the beginning of the season, they managed to win two out of five competitive matches. The two friendly games arranged between MacRob. and Brighton Tech. were also won by Brighton.

All the team members tried hard and always showed good sportsmanship. With more regular practice, next year's prospects look brighter.

June Morris, Form 6



THE SPORTS COUNCIL

The sports council consists of Miss Brennan, house masters and mistresses, senior house captains, senior vice-captains and junior house captains. Victor Hillyear is the president and Suzanne Doolan is the secretary.

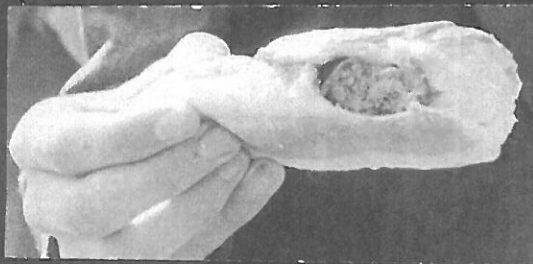
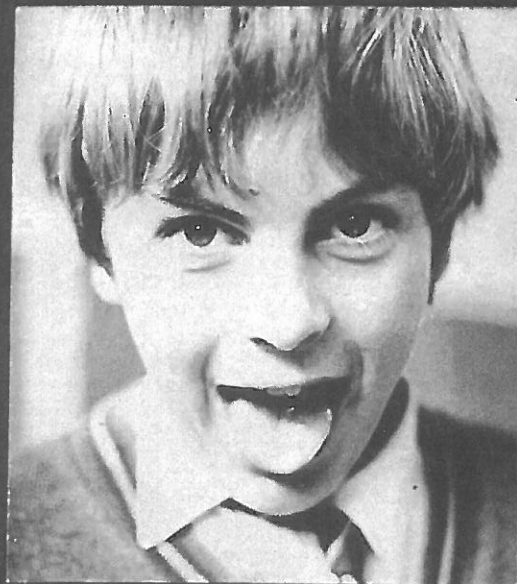
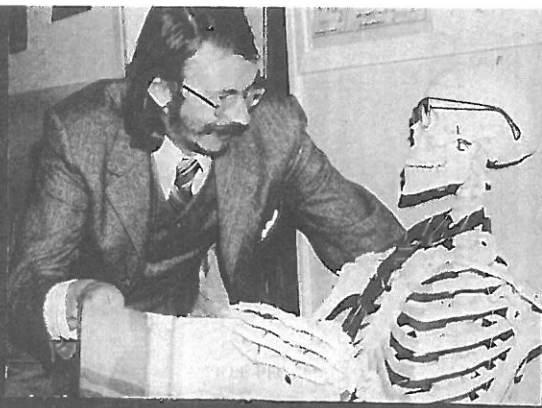
The duty of the president is to lead the discussions on any particular topic concerning sport in the school. He also must bring up any matters that need a general discussion and also passes any motions put forward.

The duty of the secretary is to write a full account of any matters which are brought up, their results and the people involved. He also must read out, to the council, the minutes of the previous meeting to check on any mistakes that may have occurred.

Many of the students outside the council body think that nothing is achieved from the sports council meetings. Being a member of the council, I know that this is not so. I don't know if the students of the school realise that the council discusses and arrives at a verdict on every matter involving sport at Brighton High no matter how small or large it may be. For example; towards the end of term 2 the council had to decide who was going to make the presentation of awards achieved by students during that term. After much discussion and argument it was agreed upon that we would ask Raylene Boyle to make the presentation. As a result she was more than pleased to do it.

Another frequent duty of the council is to decide who should or should not receive sports awards. When a particular sport activity is completed, Mr. Frank, Mrs. Box and Mrs. Harris submit to the council a list of place-getters and outstanding performances, which are individually worked at by the members. The merits of each individual are thoroughly investigated in regard to ability, house spirit and sportsmanship. In all, I believe that the sports council is a very vital part of the school administration.

Scott Pattinson, Form 3



SUNDAY BEER BETS



Number of from the left

FORM 1A

Boys

Mark Fraser
Christopher Gale
Chris Georgiou
Mark Halliwell
Gary Hill

Philip Johnson
Paul Martin
Graham Reid
Chris Ryan
Jamie Singh
Victor Simmons
Donald Stanley
Moutaz Tabbakh
Simon Tannard
Robbie Todd
Leslie Vass
Chris Wayman

Girls

Anna Boymai
Felicity Childs
Caroline Copley
Sally Fearnside
Deborah Ford
Sandra Horwill
Kirsten Hough
Janet MacGibbon
Janet Morris
Katie Ormonde
Joanne Rayner
Jeanette Sdrinis
Vivien Sharp
Glenda Van Twest
Debby Wiener
Jenny Wilks
Lee Williams

FORM 1B

Boys

Norman Abrams
Peter Barkell
Michael Caplan
John Diamond
John Fillipou
Ian Freivolt
Philip Gibbons
Robert Karoly
James Mauriopoulos
Peter O'Donoghoo
Hamish Phillips
Marcus Phillips
Andrew Pollock
David Robert
Peter Turnbull
Christopher Walters
Matthew Wilson

Girls

Gayle Armstrong
Megan Baldwin
Karen Ball
Megan Elshoff
Jayne Farrell
Heather Garton
Elizabeth Hatch
Rosemary Kitchen
Maria Kyriakou
Felicity Lawry
Helen Liarakos
Alexanderina MacPherson
Robyn Matters
Heather Misic
Lynette Munro
Brigid Murphy
Maritta Pfaunder
Martine Ruffin
Andrea Sinclair
Debra Wilson
Hazel Wood

FORM 1C

Boys

Gary Beyer
Murray Forbes
Maurice Foster
Richard Ghent
Gary Harberger
Richard Harmer
Gary McAllister
Joseph McCormick
Barry McLennan
James Mercoulia
Murray Porter
Andrew Ratz
David Robinson
Michael Ryan
Peter Scott
Norbet Trupp
Kenneth Williams

Girls

Beryl Anglin
Karen Benning
Catherine Boyd
Rhonda Brownlie
Sim Caplan

Marguerita Copley
Leonie Cowling
Karen Freeburn
Debra George
Debbie Gluck
Linda Gluck
Heather Hayes
Wendy Maizels
Debra Ray
Kay Slater
Rosemary Schneider
Marika Siskos
Kathy Smyth
Anna Victor
Sharon Williamson

FORM 1D

Boys

Geoffrey Binns
David Cannington
Terence Christie
Thomas Clarke
Geoffrey Crossland
Timothy Kerr
Andrew McKinnon
Wayne McQuillen
Alec Miller
David Mizon
Mark Nippard
Christopher Pankhurst
Brett Penhall
Andrew Tanner
Rodney Trethewie
Richard Tuttleby
Neil Wilmot

Girls

Jocelyn Aitken
Yvonne Barr
Sandra Bisset
Deborah Burdakin
Ursula Casson
Michelle Daw
Karen Gilmartin
Ann Heydon
Danna Knowles
Donna Larkin
Julie Mackie
Sandra Nuttall
Carmello Orlando
Esta Papas
Lisa Taylor
Linda Tunbridge
Albertine Van Belkhuizen
Deborah Wallace

FORM 1E

Boys

Rayner Bartholomeuz
Robert Bathman
Allen Beckingham
Gary Currell
Nigel Dawson
Peter Gayst
John Griffin
Richard Hohmann
Ronald Hunt
Michael Huygens
Craig McDowell
Paul Menogue
Paul Newman
Richard Stone
Michael O'Neill
Brian Thomasz
Ian Wakeman

Girls

Hilary Bartholomew
Mandy Beer
Gail Dennison
Amanda Dixon
Leonie Fryer
Kerrie Harper
Yvonne Hirsch
Geraldine Hollywood
Diedre Johnson
Evangelia Kioussis
Wendy Ledwich
Inez Mitchell
Karen Monk
Karri Murdoch
Maryanne Panhuber
Mary Rowlands
Rhonda Whyte

FORM 1R

Boys

Panico Antony
John Gionnakis
Paul Jones
Peter Richardson
Richard Semmens

Philip Turvey
Robert Van Der Veer

Girls
Robyn Blakeley
Miriam Jedd
Patricia Kelly
Anita Pandey
Caroline Parker
Debra Webster
FORM 2A
Boys
David Birch
Graham Butler
Greg Forbes
George Georgiou
Alfred Gibson
Raymond Henry
Allan Hill
Leigh McDowell
Richard McLean
Trevor Marks
Craig Marshall
Robert Sherwin
Guy Smith
Christopher Tuttleby
Ronald Van Leeuwin
Peter Whetton
Girls
Glenda Austin
Fiona Batt
Kerry Boulton
Derry Boyd
Marina Coyle
Lynette Culbert
Wendy Elliott
Katherine Gilmore
Morena Grominger
Peta Henningham
Karin Herrman
Rosemary Horsford
Angela Horvat
Heather Jones
Michele Leeder
Anna Mikus
Sarah Peter
Helen Rogers
Cheryl Sammons
Lesley Sammons
Shelley Sampson
Aviva Stern
Janice Wise
Karen Wobke
Jennifer Wood
FORM 2B
Boys
Kym Adams
Jeffrey Bartholomeusz
Douglas Booth
Gregory Boyd
John Carson
Neil Clelland
Steven Collins
Daryl Elphick
Michael Finnanci
Peter Fradkin
Andrew Kingsford
Phillip Moody
Phillip Nix
Gary Pennfather
Michael Phillips
Girls
Elizabeth Angwin
Alison Brown
Julie Brundson
Moir Connelly
Susan Duncanson
Denise Evans
Deborah Frankhauser
Jennifer Gali
Sue Gray
Sharon Griffin
Linda Harris
Rosemary Hayne
Madeline Hatch
Sue Hill
Linda Hoare
Margaret Kocsis
Heather Meredith
Barbara Mountjouis
Tracey Murdoch
Jane Murphy
Katherina Rawlins
Janine Rea
Brenda Smith
Anne Sommerville
Margaret Watkins
Joanne Wylie
FORM 2C
Boys

Roderick Morgan
Mark Neath
Denis Patsaris
Roger Porter
Leigh Russell
Nicholas Ryder
Rue Sousa
Steven Sanders
David Williams
Marc Devlin
Girls
Linda Bathman
Vicki Baylis
Andree Chapman
Leslie Chelley
Carol Gumbrell
Elizabeth Halsaz
Heather Judd
Susie Krstzekantis
Marilene L'Abbatte
Caroline Lavin
Glenda Loose
Gay Madeley
Lisa Milburn
Sue Nolan
Margaret Sproul
Sanja Tintschenko
Lesley Veater
Vicki Williams
Karen Larsen
FORM 2D
Boys
Hans Becker
Simon Edwards
Patrick Fogarty
Gregory Galt
Anthony Hunt
Michael Hunt
Garth Inglis
Stephen Jewell
Harold Koutsouvelis
Gregory Law
Salvatore Manno
Garry Mather
Paul Pattinson
John Smith
Graeme Tiplie
Timothy Whitty
Shane Wonnacott
Girls
Heather Anderson
Inez Attalah
Lisa Bradley
Brenda Dixor
Jeffrey Rozario
Luciana Ghirlando
Elizabeth Green
Gwendal Leslie
Bronwyn Lowe
Steven McKenna
Susan McMullen
Barbara Morsehead
Jo-anne Myles
Julie Oldfield
Denise Rainsford
Nonie Reid
Leanne Reinshagen
Pamela Rowell
Lesley Simons
Carole Tempamy
Carolyn Van Rees
Toni Wels
Debbie Yiannis
FORM 2E
Boys
Mark Bennett
David Holtman
Lewis Marston
Stephen May
Wayne Parker
Duncan Ramsay
Kon Samaras
Anthony Wilson
Girls
Sharon Dixon
Michelle Flanders
Azza Ghattas
Michelle Gibson
Joan Lacy
Idiko Major
Marie Manno
Robyn Nicholls
Julie Silva
FORM 3A
Boys
John Ansaldi
Leigh Barkell

Rodney Binns
Michael Cannington
Rodney Equid
Scott Howe
Greg Johnson
Frank Matera
Gerard Rozario
David Wardell
Kym Wilkinson
Girls
Olga Browne
Jane Collins
Lynne Faravoni
Lynette George
Cathy Gibson
Jennifer Griffiths
Anita Hayne
Effie Kyriakou
Noelle Lennon
Rosale McKenna
Irene Mountjouis
Susan Wilson
FORM 3C
Boys
Keith Bethune
David Graer
Stephen Jones
Gregory Kingsford
Geoff Knipe
Paul Lewis
Bernard Murawski
Mark Pearson
Rodney Penhall
Frank Somerville
Phillip Wassell
Michael Wilson
Gregory Wylie
Girls
Shirley Burles
Robyn Carnegie
Judy Davidson
Julie Edwards
Margaret Edwards
Shelley Golley
Vicki Harvey
Glenda Hay
Jennifer Hubbard
Sharon Hummel
Jennifer Jones
Alison Kiel
Rosalie Kirwood
Lisa Miller
Shauna Moore
Christine Murray
Karen Riley
Maxine Sharp
Melinda Weekes
Julie White
FORM 3F
Boys
Vincent Alfonso
Paul Aniss
Andrew Antony
Trevor Atkins
Magdi Attalah
John Floyd
Frankie Goodey
Robert Hallowell
Gregory Johnstone
Pasquel L'Abbate
Garry Noble
Ben Ormonde
Evan Richardson
Gaspero Sirrianni
Girls
Jenny Aizenbud
Sandra Conyers
Diane Eichenbaum
Kim Flaherty
Anne Jackson
Elaine Monk
Julie Moor
Gilda Obel
Jennifer Payne
Carolyn Pinch
Beverley Rand
Joanne Ramsay
Janice Richards
Halina Rosenberg
Belinda Turvey

FORM 3T
Boys
Brian Aarons
Charles Accetta
Terrance Bride
David Coy
John Cumming
John Dickson
David Evans
Paul Gibbons
Glen Gombinger
Robin Goodrich
Joseph Hohmann
Garry Johnston
Keith Kein
Richard Law
Robert MacPherson
Ian Miller
Gary Patience
Glen Rasmussen
Philip Ross
Peter Smith
Tony White
Graeme Wood
Girls
Kerry Beckingham
Colleen Bird
Vita Arba
Gaynor Hill
Anne Hofmann
Pam Hogg
Wendy Lindstrom
Brigitte Mann
Aurora Manno
Roslyn McBride
Beverley McMullen
Sandra Mortimer
Rodney Murawski
Sally Myles
Susan Robinson
Irene Savinos
Amanda White
Jane Wilcox
FORM 3G
Boys
Aden Carter
Alan Cogley
Alistair Geddes
Milton Kloussis
Peter McHarg
Peter McNea
Richard Porter
Michael Silver
Philip Stammers
Gregory Trytell
Girls
June Lambert
Sue Latimer
Bronwyn Mannors
Gail Nicholson
Marie Stenhouse
FORM 3L
Boys
Paul Boyce
Roderic Davis
Scott Jones
Arthur Lipscombe
Scott Pattinson
Gerard Raymond
Eric Stocker
Murray Sturt
Michael Todd
Victor Wilk
Girls
Railea Abrams
Maureen Bisset
Judy Blackburn
Kerrie Bowen
Evan Campbell
Andrea Garraway
Anne Gibbon
Jennifer Horwill
Joan Jedd
Vicki Lewis
Jennifer Norris
Roslyn Rayner
Helen Rayson
Leanne Renfree
Penelope Roberts
Annett Roger
Kathy Sdrinis
Kaye Sentry
Jennifer Thomasz
Evelyn Trupp
Pamela Turner
Shirley Werblud
Lauren Williamson

Toni Voigt
Christine Webster
Mary Yiannis
FORM 4F1
Boys
Brian Adams
Trevor Adams
Graeme Arthur
Stan Bender
Geoffrey Bowas
Leigh Coldrey
Geoffrey Comport
Tony Dawson
John Draper
Martin Goodrich
Anthony Henningham
George Kelada
Ivan Munro
Michael Paterson
Phillip Pay
Trevor Phillips
Glyn Taylor
David Thomason
Jeffrey Wengrow
Ian Withers
Girls
Michelle Abzatz
Susan Alstock
Bronwen Brunton
Joanne Cherry
Jacqueline Christie
Brigitte Mann
Leah Dobrejcer
Denise Docker
Kaye Duncan
Susan Edwards
Judith Gali
Julie Joyce
Debra Kean
Anna Kessler
Sally Kogosowski
Margaret Muston
Rosemary Orr
Christine Philippsson
Joy Roberts
Joumana Tabbakh
Michele Zarro
FORM 4F2
Boys
Harry Agathagelidis
Johann Bartholomeusz
John Booth
Rod Bowen
Glen Brownlie
Don Elshoff
Adrian Godfrey
Richard Hiscok
Mark Hodge
Tim Horwood
Kenneth Martin
Graeme Matthews
Geoff Matters
John McKerrow
Peter Mercoulia
Jim Mullins
Allan O'Brien
John Vincent
Girls
Claire Bishop
Dale Bradley
Sandra Lacy
Denise Magowan
Lynette May
Beverley Moor
Madeline Nix
Marilyn Nowicki
Melissa Stevens
Vija Terernick
FORM 4C1
Boys
Danny Evans
Tony Evans
Robert Frederickson
Neville Gale
Peter Gurry
Gordon Hill
Bruce Law
Richard Soane
Ian Taylor
Girls
Kerry Baunton
Kristine Boulton
Jane Charles
Lesley Cowan
Elizabeth Cumming
Karen Diamond

Amanda Fradkin
Roslyn Harberger
Lynette Hewett
Denise Klooger
Jennifer Lee
Karen Oliver
Yaffa Sawicz
Dianne Sawyer
Leonie Squires
Karen Sturt
Paula Sutherland
Jo Syme
Marie Taylor
Margaret Usher
Pam Westernman
Linda Russell
FORM 4C2
Boys
Gary Brunk
Ian Bull
Peter Cogley
Bruce Hellyer
Chris Lees
Rodney Miller
Norman McKinnon
Girls
Lynne Allandale
Mip Bakker
Robyn Cannington
Rhonda Efron
Catherine Louison
Ray Rogers
Yvonne Gardiner
Lynette Tylavsky
FORM 4G
Boys
Michael Bride
Ian Devine
Abdul Ghattas
Fergus Jackson
Mark Sarau
Robert Steopes
Adrian Wilson
Michael Young
Girls
Rosa Barberio
Marilyn Gleeson
Debra Gray
Susan Hague
Madonna Hogg
Patsy Jackson
Pamela Joseph
Mary Kakafikas
Dorothy Kovacs
Gail Lansdowne
Barbara Litgow
Karen New
Alana Ramsay
Stephanie Ryder
Aznive Victor
Vicki Zogoulas
FORM 4L
Boys
Eugene Bognar
Grant Davis
Ryland De Hott
Michael Debinski
Phillip Donoghue
Andrew Friedman
John Gilmore
William Lindner
Colin Macdonald
Douglas Macdonald
Ian Morris
Geoffrey Mullins
Bernard O'Brien
Patrick O'Brien
Matthew Peter
Warwick Tempamy
John Tescher
Peter Vexler
Rodney Whyte
Girls
Sally Boyd
Heather Brown
Anne Cainer
Lesley Cowlishaw
Dianne Culbert
Judith Esson
Vivienne Gayst
Vikki Gilmore
Deborah Gilmartin
Tricia Lance
Susan Landberg
Mary Lucas

Julia Murray
Shauna O'Neill
Dilana Pragnell
Janette Ryan
Susan Sdrinis
Lois Serong
Shauna Taylor
Elizabeth Talbot
Joanna Van Rees
Natasha Yovich
FORM 5A
Boys
Ralph Annis
Howard Carne
Phillip Clift
Ralph Doughty
Robert Eldred
Egon Fain
Ivan Gradev
Shane Griggs
Frank Matera
Ronald Rayner
Jeffrey Sarau
Paul Sherwin
Frank Stevens
Michael Taylor
Girls
Christine Adams
Judy Austin
Cheryl Butterworth
Meta Eble
Denise Fradkin
Ulrsula Goetz
Sally Hayward
Anne Kennedy
Jan Kennedy
Bronwyn Lawry
Pamela Moray
Jenny Parry
Helen Rosenthal
Elaine Silverman
Carol Talbot
Denise Thomas
Marion Van Leeuwen
Pola Zukar
Debbie Zylberstein
FORM 5B
Boys
Kevin Adams
Richard Cieslak
Daryl Feigan
David Karoly
Ross Kingsford
Andrew Linacre
Mark Louis
Stephen Maizels
Michael Mandellort
Peter Muir
Gary Prince
Paul Reed
Stuart Steinberg
John Steiner
Gregory Street
Mark Turner
Mark Voigt
Anthony Wickens
Girls
Margaret Aubert
Debra Beckingham
Deborah Blakeley
Rhonda Cockroft
Helen Furner
Ida Grinberg
Deborah Hocart
Marilyn Johnston
Barbara Kome
Maria McCormick
Kirsten McFadden
Monica Pragnell
Karen Wealands
Gayle Wylie
FORM 5C
Boys
Gary Askew
Timothy Bayly
Kenneth Cowan
Martin Dwyer
Henry Erschwender
Stephen Gormley
Geoffrey Hanzalik
Michael Hill
Jeffrey Lapidus
Robert Litchfield
David Louison
Gregory Marks
Gregory Mountjouis

Koss Perfreath
Peter Riley
Girls
Linda Armstrong
Lydia Armytas
Patricia Bantick
Helen Grunberg
Karen Haskin
Heather Hutton
Bernadette Hohmann
Michelle Larkin
Maxine Mellet
Jane McKay-Dickson
Tilly Piekarski
Vivienne Williamson
FORM 5D
Boys
Christopher Bowman
Wayne Danson
Bruce Duncan
John Geddes
Charles Gibson
Brandon Givoni
Danny Gluck
Ian Gordon
Richard Griffin
Ian Maxey
Gregory Nathan
Peter Stanley
Neil Thompson
Tony Vickers-Willis
John Wurzel
Alan Young
George Zogoulas
Girls
Joyce Campbell
Gayle Cockroft
Christine Corcoran
Susan Gotch
Robyn Hayes
Carol Johnstone
Margaret Lavin
Judith Lucas
Roselyn Maxwell
Michelle Pelcman
Felicity Penhall
Simone Shochet
Susan Wakeman
FORM 5E
Boys
Stephen Bye
Leigh Emmanuel
Peter Evans
Roy Fricker
Emanuelle Gammalis
Simon Harvest
Michael Isaacs
Geoffrey Jones
Leon Mirocki
Phillip O'Brien
Martin Port
Robert Richards
Geoffrey Riley
Martin Splitter
Harry Tuchman
Anthony Thomason
Girls
Roslyn Cohen
Heidi Hermann
Pamela McEwan
Alice Missak
Christine Morrees
Manya Murawski
Patricia Nippard
Christine Oliver
Alice Peer
FORM 6A
Boys
Peter Birch
David Boyce
Ian Breguet
Peter Fleming
Graeme Hiller
David Kamil
Peter Karoly
Ernest Lund
Malcolm Macdonald
John Merrick
David Mitchell
Rodney Reynolds
Bruce Seamer
Morris Van Leeuwen
Yee Mun Yin
Girls
Meron Brown
Sandra Docker

Leigh Edwards
Janet Faram
Kin Siew Hee
Nicolette Hayward
Kerry Janicke
Mamiko Kanasaki
June Morris
Diana Roberts
Robyn Seamer
Margaret Van Rees
FORM 6B
Boys
Rodney Birchill
Ross Dineen
Peter Gardner
Dean Givoni
George Liarokos
Raymond Quint
John Tuckman
Richard Wilson
Robert Woodbridge
Neil Hargraves
John Shapcott
John Kean
Rod Nathan
Girls
Marsha Bonafede
Suzanne Doolan
Shari Doyle
Christine Edwards
Leonie Hellyer
Roberta Jackson
Susan Mather
Susan Rosen
Ann Ryan
Sally Waters
Inene Wilson
FORM 6C
Boys
Christopher Elias
Colin Friels
David Godkin
Ian Goldberg
Victor Hillyear
Basil La Brooy
Neil Maizels
Philip Auld
David Moore
Bruce McInnes
Phillip Splitter
Too Teh Ching
Philip Wood
Girls
Karen Brown
Judy Clelland
Cynthia Connop
Dorothy Garton
Maree George
Louise Graves
Carol Jeffrey
Barbara Kovacs
Faye Lerner
Anita Lowe
Jane MacLure
Sue Mercy
Syma Stern
Julie Wilson
FORM 6D
Boys
Sam Abrams
Graham Bartholomeusz
Lewis Bloom
Kevin Connolly
Paul Delahunty
Allan Grosman
David Grinblat
Gary Jakubowicz
David Morgan
Brian Schnall
Colin Tuckwell
Ara Victor
Kim Walters
Michael Wilson
Philip Yates
Girls
Barbara Bolger
Jenny Bradley
Helen Buckland
Janette Carman
Barbara Elston
Lynette Lichtblau
Meredith Orr
Gillian Ray
Suzanne Wiguszyn
Linda Wilson
Carolyn Wright



It is an illusion that youth is happy, an illusion of those who have lost it; but the young know they are wretched, for they are full of the truthless ideals which have been instilled into them, and each time they come in contact with the real they are bruised and wounded. It looks as if they were victims of a conspiracy; for the books they read, ideal by the necessity of selection, and the conversation of their elders, who look back upon the past through a rosy haze of forgetfulness, prepare them for an unreal life.

W. Somerset Maugham
(‘Of Human Bondage’)

