

# VOYAGER BRIGHTON HIGH SCHOOL MAGAZINE

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## V O Y A G E R

. . . Magazine of the BRIGHTON HIGH SCHOOL

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## EDITORIAL

"Education has as its object the formation of character."

- Herbert Spencer

Education is preparation for living. In the many facets of school life, there is provision for the development of body, mind and spirit so that each of us may learn how to develop his individual self and to become a worthy member of the community. We are enabled, through our academic training not only to take up interesting and worthwhile careers, but also to develop our potential to the fullest extent and to enlarge our conception of life. In geography, for example, we discover the world around us; in history, we learn how others have lived; in music and art, we learn to express ourselves; and in literature, we come to a greater understanding of ourselves and of other people. Moreover, through the conscious learning and analysis of facts, we achieve self-discipline and develop the habit of logical thinking.

Moreover, there are other extra-curricular activities in which we may participate and which, undoubtedly, are of great benefit and importance. There are the choirs, the debating teams, the drama, the social service efforts and the Church parades or, for the more athletic, there are the sports teams and the inter-school swimming and athletics competitions. Our cultural activities, in particular, have had added stimulus this year with the institution of House Cultural Vice-Captains, although, as yet, there has been little opportunity for them to function fully. Nevertheless, all these extra activities, as well as the innumerable small and seemingly unimportant tasks we may fulfil, form a vital part of school life and are of inestimable value. They encourage teamwork and toleration, as well as the voluntary giving of time and effort, and by thus teaching us to give of ourselves, both for our own personal satisfaction and for the benefit of others, they make us better people and, consequently, better citizens.

"Voyager" '65 is an attempt to set forth as many as possible of these varied aspects of the life of Brighton High School during the past year. It especially honours those who, in the many fields of endeavour, have gained distinction, and thus it serves as a permanent record of the achievements of pupils and teachers. As such, it is a worthy representation of the corporate life of our School, and it is hoped that, for future students, it will set a precedent worthy of imitation and will establish traditions which they will be proud to follow.

There are many who deserve high praise and thanks for the service they have rendered the School during the year and for the individual help they have given to so many of us. Of these, we particularly remember Mr. Stirling, our former headmaster, whose contribution to the School was outstanding; Mr. Cooke, who took over as Principal early in the year; Mr. Hallett, the Vice-Principal, whose patience and humour are almost a legend, and Miss McLennan, the Head Mistress, who will be leaving at the end of the year after five years at Brighton. To the many others who have helped us during the year, we say a sincere "thank-you" and trust that in the following pages they will see some of the fruits of their labour.

— C. Crowley, Judie Gregor, Michelle Whitney (Editors)



A T this time of the year our thoughts turn to two groups of pupils who have special interest for us; those who have completed the final year of secondary education and are now planning to leave our school and those in grade six of primary schools who are looking forward with keen interest to starting their secondary education in 1966.

Our Form VI pupils are finishing the second major stage of their education which has taken them through the past six years and are undergoing the very severe test of the matriculation examination. They not only need to pass this examination but if they plan to continue their tertiary education must do sufficiently well to overcome the barrier of quotas. These now apply in most faculties at our universities and for those faculties most sought after the standard is very high indeed. It is to be hoped that the number of places available will be increased greatly so that many more of our successful pupils will be able to follow their chosen careers; even when the new Latrobe University opens there will still be severe restrictions. It is most discouraging to our young people that this barrier should exist and we believe that the community should take strenuous steps to abolish it. Turning to the young children who will be joining us next year we should consider the effects which joining such a large and complex community may have upon them. In their primary school they have been largely concerned with the members of their own grade in their own room and with their own grade teacher. Here too they have been the senior pupils to which the school naturally turns for help and so have had responsibilities. Next year they will be the youngest in a large community at the top of which are young men and women and we must be sure that their initial enthusiasm; hopes and ambitions are not lost. There is a great danger of this happening in the second and third years when much of their initial enthusiasm may have gone, so we should organize our community so that each pupil has an opportunity to help it in some ways which must be brought to their notice. We have examples of this in the current year, notable success being achieved in the religious instruction class for Form VI with Mr. Gilmore as leader, resulting in lively interest enabling our matriculation pupils to approach this field in a manner suited to their age and intelligence. This success has encouraged us to separate Form V with their instructor, resulting in similar enthusiasm. We have been more active in the field of cultural activities; early in the year we instituted a new office of House Cultural Vice-Captain to encourage debating, dramatic and choral work. The pronounced success of the house contests of these three fields reflects the success which they and their helpers achieved. The staff members in charge of the school magazine speak highly of the work of individuals and group representatives in producing articles.

Social Services can be developed on the more personal basis, possibly with certain charities allocated to individual forms for which special interest is felt and form representatives appointed to direct activities. Pupils with special interest in library will have the chance to take more official positions as librarians in our school libraries.

In these and other ways which will come to our minds we hope to give all of our pupils a pleasing and full life in what is undoubtedly the formative stages of their careers so that all may leave with worthwhile memories of Brighton High School.

L.A.C.



## VALEDICTORY

## G. M. STIRLING

Early this year Mr. G. M. Stirling reached his sixty-fifth birthday, and accordingly retired as Headmaster of this School. In an attempt to pay him a sincere tribute in these columns the writer looks back over the seven-year term of Mr. Stirling's Headmastership.

He came at a critical period, when the School had grown rapidly in enrolment; he faced hundreds of new pupils, a predominantly new staff, a new building, to which additions had just been completed to house some classes from Hampton High School, which had been damaged by the disastrous fire of 1957. The extensive grounds awaited development into playing areas and gardens. His enthusiasm, his energy, his pride in what he was doing and in what he hoped to do soon became evident.

At his first staff meeting he spoke of himself as the leader of a team, at the same time måking it clear that he regarded himself as a working member of that team as well as its leader.

That he called forth the best from those who constituted his team is a tribute to a man whose whole life lay in the School he directed. By his own example he made us feel that he deserved that we too should give our very best. He made no direct demands upon his team, but he recognized and appreciated those who responded to his enthusiasm and to the opportunities he offered to share with him in the creation of a School with growing traditions worthy of pride.

Today we live in times when authority is constantly challenged, times when the old trinity of church-home-and-school have lost much of the influence once taken for granted. These are days of agnosticism and irreverence, days of materialistic values and individual self-sufficiency. It is wise to recognize the historical inevitability of this period of upheaval and rapid change; it is futile to lament the passing of the old days. Yet it is well too that there are still those who, ignoring the taunt of being oldfashioned, try to keep alive the eternal verities of truth, beauty and goodness. This thought of preserving the best thought and practice of the past, especially as enshrined in literature, was the constant theme of his talks at assemblies and his addresses at speech nights.

Mr. Stirling's basic educational philosophy appears to have been a life-long faith in the essential goodness and the fundamental value of each human being. He sought the best; by providing a favourable environment he helped what he found to achieve its optimum consummation.

In these days of high-powered advertising we tend to suffer from an abuse of the superlatives; so, when we consider what we mean by a great headmaster, we must define the qualities to be looked for. Do we look for academic distinction? If so, is our candidate so distinguished that he has lost the common touch up there in his "ivory tower"? If he has great administrative efficiency, has he the cold perfection of a machine? Is he tactful? Might not the fact

be a mere mask? Is he to be humble without becoming servile? Is he to be tolerant but not to the point of accepting everything?

I think he should be all of these things to a degree, but above and over-riding them all I would look for the human qualities . . . the warmth of a man of goodwill, the big-heartedness of a man without spite, envy, meanness or an ambition which seeks to rise through the fall of others. Such men are the salt of the earth, loyal co-workers, reliable friends, devoted parents, leaders commanding respect. When they succeed, they deserve that success; when they receive a warm response to their own goodwill, they receive the reward that is their due and given in a form which they would choose.

It is the mark of a man's worth, and it is particularly the mark of a worthy teacher, that he rejoices in the success of his pupils more than in his own success. It is my belief that those who passed through the School during Mr. Stirling's Headmastership, and also their parents, to whom his influence would be relayed, will find, as the years bring increasing understanding, that the general affection in which he was held was soundly based.

And so to Mr. Stirling and to Mrs. Stirling, without whom he could not have been so completely the object of our admiration and affection, we wish a long span of retirement as happy and rewarding as the years of service upon the last seven of which we have looked briefly in retrospect. From those for whom the writer acts as a mouthpiece comes the message, "Thank you, God speed and au revoir."

-C. L. Hallett



Miss A. V. McLENNAN

Miss A. V. McLennan leaves Brighton High School at the end of this year to take the post as Principal of Mentone Girls' High School. Over the past five years she has won the respect of staff and pupils alike. Despite the hurly-burly of school life, seldom has any one of us seen Miss McLennan's gracious serenity shattered, whether she be dealing kindly with sick children, patiently with slow learners, or firmly but justly with disobedient miscreants! Pupils have known encouragement from her smile more often than punishment from her rebuke.

Always ready to shoulder extra duties, Miss McLennan has set high standards of service to the School. Her good sense and sensibility will be missed around here by many of us. We offer our congratulations on her new appointment, best wishes for the years ahead, and our sincere thanks for all that Miss McLennan has done for Brighton High School.

H.C.

## Literary Section

## VOYAGER

Before he retires early in the twenty-first century, the young man embarking on his career today may find that his expectations have been altered radically for better or worse, by automation or other technological or social trends.

A healthy anticipation of change is nurtured in the minds of many people, especially youngsters by the trickle of fact — and fiction about technical developments of the future.

The father with proud hopes for his infant son, thinking the lad may follow him in his profession, might ask himself what his profession will be like in the 2010's or 2020's.

At present the tendency is the other way. The drift of sixth formers from science towards the arts, the failure of the technologies to attract bright students in large numbers, the chronic shortage of system analysts and computer programmers — these do not suggest a shrewd assessment of career opportunities up to 1999 on the part of the young people, their parents or their teachers.

Occasionally there are glimpses of awareness of this issue. For example the Crowther Committee's report in 1960 on the education of 15-18 year olds.

"A boy who enters industry today will not retire until well into the next century. In that time the odds are that he will see at least one technological revolution in his industry. The job he will hold when he becomes a grandfather may not exist at all today; it will be concerned with processes not yet invented, using machines still to be designed."

Sooner or later the penny will drop and intelligent young people will start asking the right kinds of awkward questions. "Will the internal combustion engine survive?" from the would-be automobile engineer. "If medical treatments for cancer are invented, will I find myself redundant as a surgeon?" or "who would want to be an 'air hostess' in the supersonic era?"

It will be more for the schools to watch more closely the needs of their pupils, and for recruiters to convince potential staff that the proffered jobs are not blind alleys with no exit from 1999.

Particularly as it becomes clearer that automation is real and that computers will affect every kind of human activity, present guidance and beliefs about careers will become suspect. Industries and professions worried about recruitment will have to have the answers ready.

They might find that the brightest candidates are lured by explicit advertising on this theme to those occupations that are most plainly "future-based." They may also find that applicants for posts looking sceptically at the long term prospects for respectable but faintly old-fashioned businesses, or asking seemingly naive questions about synthetic substitutes.

It is scarcely possible from now on to give guaranteed information about careers, because the pattern of rapid technical and social change are difficult to forecast more than about 20 years ahead; unpredictable discoveries and inventions can alter many things. But with a little thought one should be able to get closer to the truth than the bland view that the assumptions of 1965 are valid for the rest of the century.

- Ian Jones, VI

## THE 6.17 TO MANCHESTER

"Popcorn for Polly? Popcorn for Polly?"
"Shut up you stupid bird!" I screamed.
My nerves were on end because after five
years of constant chemical experimenting I
had developed the compound I was searching for. While studying biochemistry at University I had noticed that certain elements
affected a small part of the brain, which
was proportional in size to the criminal
tendencies of a person. These elements,
shrank this portion in a way which shrank
the whole body. In simple words the more
criminal the person, the smaller he would
be, after being affected by my new compound.

The last drop of formic acid slid down the tube; there was a fizz, a puff of smoke, and there lay the compound. I coated it with aluminium and fastened a small detonator to the cube of shiny metal. This one cubic centimetre of matter was capable of changing the outcome of the whole world

"Popcorn for Polly? Popcorn for Polly?" I smiled now and felt relief for the first time in months. I picked up a handful and sat listening to her gobble them down.

That night, after supper, I wrapped up the capsule, caught the train to London and walked around the gloomy streets thinking over what the new world would be like.

Of course everyone would shrink slightly, but only the real criminals would be affected noticeably. They would be too small to handle weapons and could be caught with little resistance. In a few weeks crime would be reduced to a trickle and even the possibility of wars would be drastically reduced.

At 12 o'clock, after the last train had left London, I climbed over the station wall, unwrapped the capsule, and placed it on the rail.

At exactly 6.17 the next morning the first train to Manchester would detonate it as its huge wheels thrashed over the tiny speck. As I was climbing over the wall I looked back to see it gleaming in the moonlight.

I caught a hansom cab home and, after giving Polly some popcorn, set my alarm for 6 o'clock and went to bed. That night I slept soundly and had recollections of seeing myself being hailed as the scientist of the century.

I woke before the alarm and reset it to ring at 6.17. Then I gave Polly her popcorn and ate breakfast. It was five past six.

I sat down in my armchair, lit my pipe, and began feeding Polly popcorn in the cage above me.

Fourteen past six. The alarm clock on the mantle ticked loudly. It was the only sound. I passed Polly another popcorn. Tick . . . tick . . . tick . . . one minute to go. Thirty seconds. Ten seconds, five . . . four . . . three . . . two . . . one . . . . Brrring!!

The alarm on the mantlepiece sprang into life. I heard a dull thud outside, then a sound like a roaring tornado. The blinds

on the windows rattled and flapped. Now the world was covered with the minute particles.

"Popcorn for Polly? Popcorn for Polly?" I put my hand in the dish and held the popcorn up to her.

My hand fell short of the cage by 14 inches.

— David Fuller, VB

## THE LAUNCHING OF A ROCKET 1965

What do the boys of today do in their spare time? Are they as adventurous as those in days of old? Has the space age brought new ideas to today's youth? Is launching a rocket a ridiculous brainwave? These questions may be answered in the following narration from personal experience.

At 6 o'clock on an exciting brisk, spring Sunday, Jim Ganulis sprang from his bed to the annoying ring of an alarm clock. The air had a hollow ring of expectancy, for this was the day for a rocket launching. For weeks now, Jim had planned and constructed his four foot rocket. There it lay, mild steel glowing dimly in the light of the garage, two months of worry and frustration. Its slender strength was as a poplar in the forest, or a lurking sword-fish in the water, but the energy contained therein was not nearly realized.

Four shark fins glistened at the tail and three at the throat. Taurus was the name, and Taurus the design. Rushing around the house collecting tools and data Jim waited expectantly for two other boys from school to arrive. One was Graeme Keame and the other, fortunately, was myself. I arrived at 7 o'clock. My task was to bring the wire and tools for the rocket's ignition system. Graeme, who arrived a little after 7, asked his father to transport us to the site and provide the battery for the same ignition. He was chief photographer and observer. Jim had contacted the Victorian Amateur Rocket Society for further details of launching and design. To our surprise, two of their members, Vernon and Ken, volunteered to help.

Thus, at 7.30 a.m. our party set off to

join our newly acquainted friends at Coburg. Continuing along the Hume Highway our now formidable party, numbering eight with spectators, reached the area of Cragieburn. The grass was lush, the morning fresh and birds twittered in the trees, as we turned off the highway in search of the launching pad, property of the rocket society.

On arrival, we bolted from the cars, scarcely noting the beauty of the entwined hills. A circle of boulders to denote the launching site, had been erected in a valley, far from human habitation. A naturally formed rock outcrop provided a safety bunker and headquarters for our operations. Vernon, Ken, Jim, Graeme and myself set up the ramp. The fuel was dynamic sulphur and powdered zinc. Mr. Keame, senior, brought down his car battery to the bunker, wire was sent running down the hill-slope; the delicate firing apparatus was embedded in the fuel, the nozzle was set in place, all was in readiness. While we all scattered, Vernon delicately placed the rocket on the ramp, then sprinted for the bunker. As tension mounted, memories flooded back to me of the development of the rocket, of Jim's zeal and our backwardness, of the purchase of the parts and of the fuel. Much ferreting and toil went into the preparation for an obscure launching. The countdown began, 10, 9, 8, 7 . . . 4, 3, 2, 1, blast off!

But all was in vain. Nothing happened. We stood stock still, hardly facing the fact of an initial failure. However, eventually we recovered, the world had not stopped altogether. I went over the ignition apparatus. The fuse wire was too thick for heating. Graeme scampered up the hill for a new thickness of wire. This time, Ken set up the rocket but doubts began to arise in our minds. Quietly we dispersed; all was in readiness for a second attempt. The ominous countdown began again. We were poised for action, on the edge of our seats as it were. Mr. Keame levelled his movie camera, Ken put out his cigarette, and I squinted into my binoculars. Hope turned to despair, and despair to anger. We had failed again.

Surely, the third time would be lucky, although now there was nothing beautiful

about the lump of steel. I connected new thinner wire to the battery but otherwise all was the same as before. If the rocket had not worked then, we would have lost all interest in rockets for the rest of our days. Grimly we awaited the countdown. Would previous tests be for nought? Would the large finance involved be lost? These were the prevalent questions. A cool breeze fanned our faces as the points were touched. However, there was no response. Perhaps we did not arise because of despair, but whatever the reason, it was fortunate that we did not, because fumes suddenly poured from the base in a billowing cloud. We were successful, or were we?

For four moments of anguish the rocket refused to budge from that vice-like launching ramp. Then it exploded with a crash. Smoke was blown everywhere, temporarily blocking our line of vision. Three-quarters of the rocket was launched to the realms of Zeus, to fall not far from the ramp and bury itself in the earth. The other quarter had been ripped from the main body by the force of the explosion. It contained the nozzle and the four lower fins in a mangled heap.

The launching ramp itself had been bent by flying steel. I was flushed with excitement as I raced to the debris. Jim then noticed that the solid nose-cone had been blown out in the explosion. The steel was red hot from the heat evolved, with the result that all the paint had blistered.

Carefully carrying the main body back to the ramp, we examined the nozzle and ramp. The grass around us was scorched and covered in zinc sulphide dust. It was great to be alive.

On reflection, we realized the faults of the rocket. Why had it exploded? What can we do to better it next time? Those are the questions we can now answer. The flight, although mechanically a failure, was, nevertheless, a breathtaking spectacle and a wealth of new knowledge in itself.

If anybody asked me what was the most exciting event of my school days, I would, doubtless, have referred to the launching of a rocket. Surely, launching a rocket is not a ridiculous brainwave, not in our opinion, anyway.

- Rodney Carr, V A

## A TRIP TO HONG KONG

The trip started in Singapore and it took  $7\frac{1}{2}$  hours to get to Hong Kong. When we were approaching the Hong Kong zone it was very "bumpy" in the plane. Also we flew over South Vietnam.

We arrived at Kai Tak airport at about 4 o'clock and it was very cold. The landing strip at Kai Tak runs right out over the sea and just recently an American plane was lost there. We were taken to our hotel soon after arrival.

Hong Kong is divided into two sections, they are — Kowloon (the mainland) and Victoria Island (Hong Kong Island). Kowloon is then again divided into two parts — the city and the New Territories. To get to Victoria Island from Kowloon one must get a ferry, and it was on one of these that I lost a valuable camera.

The first day we spent in Hong Kong we spent looking round the shops and doing a bit of buying.

The second day we went up to the "Peak" by cable car. It is very high and steep. The Peak is on the island and overlooks the whole of Hong Kong harbour and both cities. We had a meal and met some very friendly people there.

On the third day of our stay in Hong Kong we went to Aberdeen, where there is a huge two-storey floating restaurant. You go out to this on little boats or sampans. At the bottom of the restaurant there are large tanks where you choose the fish or lobster you want alive and it is cooked for you to be eaten. We had a fantastic meal on board and were given souvenirs of post cards and chop sticks.

On the last day of our trip we went to the Red Chinese border. This was not what I had expected because it was only a tall wire fence with barbed wire at the top. It was a typical tourist place for there was a post card and souvenir stall.

This was the end to a very interesting trip to Hong Kong and if we had longer we would have seen much more. On our arrival at Singapore it was very hot and humid after Hong Kong.

- Rowland Teage-Davis.

## WHY DUCKS ARE NECESSARY IN THE CORRIDORS OF BRIGHTON HIGH SCHOOL

I feel that ducks are utterly essential in the corridors of Brighton High School to-day. Some authorities on the subject say that ducks in the passageways of our school would cause nothing but confusion. I quote Abigale Picadilly of 195-. She said, "I feel that the question of ducks in our high school is utterly ridiculous." Miss Picadilly was the authority on quacks for 195-. I do not agree with her in the least

First of all, have you ever been in a high school in which ducks are allowed to waddle free in the corridors? Of course not! Why shouldn't Brighton High School be different? (We have a few quacks in B.H.S. already.) With the help of a few hundred ducks in our passageways, we could be the most talked about school in Melbourne, and that bears some distinction.

Secondly, ducks would provide excellent nature study for those who are specializing in Duckology as a profession. They would also be an educational experience for the rest of the students in our school.

Thirdly, the ducks would clean up the mashed corn, rye, or barley sandwiches that any student might have carelessly dropped, thus saving the custodians from unnecessary work. (Heaven knows they have enough work with squashed vegemite rolls.)

Fourthly, when the time comes when there is much traffic in the passageway, the students will be so busy watching out for the ducks, that they won't have time to stop and hold up other students by talking with their school mates. The ducks would also eliminate careless accidents in the corridor as any student who might be prone to running down the passageways and bumping into other people, would have to slow down in consideration for the ducks. (I'm sure some pupils would have more respect for the ducks than for their fellow students.)

With these four reasonable arguments in your mind, I'm sure you will agree that ducks are a necessity to the corridors of Brighton High School.

- Kirtly Parker, 2B



BALLET

## WHAT TO DO

Sigh! What will I do? I've been given a composition to do on anything I want, but I can't think of a thing. Will I do a mystery? No, the girl sitting next to me is doing that. A description? Mm! Of what, though? My teacher? No, she might take it personally. My family? No, too common. A beach, with its wet sand glittering in the sun, with little white waves creeping up the shore? That's good, but I read it in a book. A common thing, converting it into a human, like an electric jug into a bossy, bubbling woman? No, not satisfying enough. A report on this year's school work? No, too hard. Anyway, what has happened this year, it's gone so quickly. We've had concerts, a film, sports outings and the usual everyday sludge. But there, I'm getting off the track of what I should be doing. Writing a composition! Ugh!

What will I do?

-J. Talbot, IIA

## AN ORDINARY LITTLE BOY

Joey thought himself an ordinary little American boy; he had a mother and father and two brothers, he liked ice cream and candy, and he went to school and went to Church. Yes, he thought, just an ordinary boy. He shuffled slowly up the stairs leading to his family's apartment and kicked open the big brown door. In vain he tried to blink back the tears which were running down his cheeks.

"I'm just like any other kid," he said out loud, sniffing back his sobs, "I'm just as good at work and at baseball as all the other kids in the class. I like the same things that the other boys like — candy, going for walks, baseball, TV . . . why don't they like me? Why did they do this? What do they mean?"

And he took a sorrowful glance with his big black eyes at the words his friends had scrawled on his shiny, new school-bag: "We hate niggers!"

- Michelle Whitney, VI.

## "A SLICE OF LIFE"

One of the more dismal aspects of school life, which is becoming increasingly evident to students and teachers, is the apathetic and nonchalant attitude underlying much of the school activity and thought.

It is the student, I believe, who is mainly responsible for this attitude, which stems from either a lack of interest in school affairs (social responsibility) or else plain immaturity and an inability to see the real values of school life.

Students lack interest in extra-curricular activities because they have no school spirit or no vital concern for the school's advancement. This lack of enthusiasm is particularly evident in the small number of students who vigorously sing the school song or who attend inter-school contests. It is also revealed by the number of pupils who mysteriously disappear on Wednesday afternoons. The ambitious desire to see Brighton High School renowned and revered is seriously lacking in the minds of some of our students.

A look at the meagre membership of the various clubs and societies is sufficient to realize the amount of students interested in improving the school's image. The debating club sadly lacks members, and the drama club had to implore pupils to join their society. There are no photography clubs or music societies, no historical or geographical groups to draw out some of the hidden qualities and talents which no doubt exist.

Apathy may also have its origins in the standard of mentality which exists in the school. The various standards by which people judge each other has also had much effect on student participation in school life. The whole system of values has been inverted, appraising such actions as the evading of school periods and rules. We cannot expect the baby to walk before it can crawl, but surely some standard should be expected of secondary students.

Something must be done to rectify this malevolent problem, as it is not only harmful to the progress of the school but also harmful to the edifice the school presents to the outside public. Only joint co-operation between students and teachers will have an effect on this apathetic attitude, which is fast destroying anything we achieve.

To improve the school students must take an active pride in it and participate eagerly and sincerely in all activities; it is not so much what they do but the attitude which they take toward it. The staff must also co-operate by stimulating an interest — creating societies, running projects and discussions and taking a genuine interest in these activities. Students should be given a more important role in school affairs; form captains and prefects should be given more responsibility and more opportunities for using their initiative. Every student in the school should be given individual responsibilities, thus making him feel that he is a necessary and, important, part of the school, not just a name in a rollbook.

It is up to the teachers to arouse and stimulate interest, and it is up to the students to respond enthusiastically to this stimulus so that they might realize the values of school life. The onus is on the school to raise itself, and the action must come from within. There must be self-sacrifice on the parts of both staff and students if there is to be advance and release from the apathetic attitude clouding our school.

— C. J. Crowley, VI

## PROJECT INDIA

In 1964 the school raised some £326, which was sent to India. It was used to provide scholarships for poor Indian boys and girls at a rural high school. This school was the Model High School, Dahanu. Dahanu is about 100 miles north of Bombay on the west coast of India.

It is a mixed farming area, famed for its orchard gardens, chickens and roses. There is also rice, and the palm industry is very prominent. It lies on the Western Railway, which links Bombay to North India.

Our link with Dahanu is Dr. Ruston.

Dr. Ruston is a remarkable person, possessing great philanthropic and humanitarian qualities.

Despite his medical background he is a farmer in Dahanu, although most of his time is spent in an honorary capacity with the various social welfare activities he is interested in.



FORM CAPTAINS

When the Brighton High School cheque was received Dr. Ruston wrote the following to us:

"You do not know how much of a thrill it gave when I waved your cheque and letter to the Rotarians of the grand amount your students have sent as a donation to the school. They would not just believe me, and so I had to pass the cheque and letter around for them to see. They all became so very happy, and for some minutes there was a roar of applause and clapping. When I announced this news to my Headmaster and students there was a chorus of acclamation and a rumble of voices of joy. They all told me that I should write to you and convey their thanks and regards to all the students, staff and Headmaster of your school.

The Sarpanch (Mayor) of our town has given wide publicity to this gift which your students have taken so many pains and efforts to collect. You do not know how much happiness and joy and hope it has given to the poor students.

It is such efforts and help that creates feelings of warmth, happiness and friendship, and inspires students, and creates interest to know more of your country and people. I have got over 900 students in the school, and the classrooms are very crowded. I have started building an eightroom extension to my school, but it is coming up very slowly due to lack of funds."

In addition to his work with the Model High School. Dr. Ruston has a number of other interests. With some other men of the town he donated funds to establish a Leprosy Welfare Centre, which he is very active in assisting. He aims to make the centre self supporting — but has faced great problems in building the centre and in providing medical facilities and farming equipment. In addition he is endeavouring to have power looms so that the lepers can weave cotton cloth, and give them an interest and a chance to earn some money. The Leprosy Centre not only offers a home and medical assistance to lepers but gives them the opportunity of rehabilitating themselves.

At nearby Phansa, a few miles from Dahanu is another project Dr. Ruston is associated with. This is the Tata Institute for the Blind, of which Dr. Ruston is an active honorary secretary and manager. This institute is unique in that it rehabilitates rural blind, and so gives the blind farmer a chance to return to his village as an active farmer. Internationally famous, this centre receives financial assistance from Indian foundations, whilst from overseas have come special grants. At nearby Gholwad is a Parsi orphanage for boys and girls. This is another project close to Dr. Ruston's heart — and he is active as a trustee.

Dr. Ruston himself is a happy person,

with a strong personality and a loud voice.

His happy exterior and disarming smile do not reveal his deep concern for the welfare of his people, and a number of personal tragedies in his life.

A person of small build, but physically very active, the rigours of a hard life and overwork have taken their toll, and he is today far from well.

His zest for good works and his inner dedication to his fellow-man keep him going as indefatiguably as ever.

His wife, Danlot, is also a wonderful person. She has tired of making him rest, but still finds it hard to even see her husband as often as she might. Dr. Ruston's jeep seems always on loan to one of the projects he is associated with, although the Blind Institute, thanks to the U.S.A. Government, now have a truck of their own

So in helping in our social service, this area of Dahanu, we are gaining a glimpse into the daily life of part of the great and complex land that is India. In Dahanu we find people striving for an existence, yet facing adversities that are beyond our comprehension. This year we have continued our link with Dahanu and Dr. Ruston, and sent £50. In human terms even small amounts of money can achieve much.

As a link in international understanding, we are certainly more aware of India and her problems, and we know that we have the goodwill of Dahanu.

We are fortunate too that we have come to know Dr. Ruston — a lovable friend, an unselfish philanthropist, a truly dedicated and great man. India can also teach us much.

— Alan Gregory

## "SCHOOL ON A WINTER DAY"

The rain drizzled from the dark, thundery clouds above and pattered continuously against the grey walls of the school buildings. The wind roared across the open playing area; a flash of lightning sent the pupils scurrying towards their school buildings. Clouds of water sprayed into the air as a succession of bicycles drove through the murky, deep puddles. Figures in grey,

some carrying umbrellas, hurried up the pathways, their heads bent against the wind and driving rain, their galoshered feet dodging the numerous minute waterholes scattered over the ground.

A distant roll of thunder, a flash of lightning and icy stones bounced on the pavement. A bell rang, almost inaudible above the wintry wind and crashing hailstones, and within minutes the dreary ground was deserted.

Through the windows lights shone, while studious scholars settled down to their work. The rain continued to patter against the window-panes; the thunder occasionally reminded us he was there; the puddles grew deeper, but inside the pupils continued with their lessons, only occasionally glancing out at the saturated, wind-swept school ground.

## "SCHOOL ON A SUMMER DAY"

The golden sun shone from an azure sky. Deep shadows crawled lazily on the west side of the school buildings. The gardens shone with summer brilliance, a sea of gold, red, blue and green. The leaves of the trees rustled occasionally with the whisper of young schoolgirls lunching beneath them.

Boys rode briskly past in their shirtsleeves, anxious for a game of cricket rather than a geometry lesson. The girls in their immaculate cotton uniforms ambled across the grounds, laughing and chattering. Small groups of uniformed 'teenagers were gathered around the school buildings.

A bell shrilled through the still air. Those entering the gates quickened their pace; those conversing in small groups rather reluctantly dispersed and entered the building.

Occasionally the teacher had to reprimand his pupils for not attending to their lessons. Who could work when the fresh summer air was waiting for you? The glint of the sun on the bicycles dazzled those who glanced at them. The birds fluttered to and fro, busily caring for their young. These were distractions no young person could ignore.

Frequently on these warm, summer days a figure darted through the gates, sometimes too late for the final bell, but nearly always refreshed from an early morning swim.

-Lyn Mouat, 3A



HOUSE PLAYS

## ESCAPE

As he lay in the shadow of the black wall, he thought back, back to his decision. He remembered it all. It had been after the party when he had made his decision. He had faced his parents and told them what he wanted to do. At first their faces showed surprise and shock, then they tried to dissuade him, but, when they realized it was futile, had wished him good luck and given him food to take on his dangerous trip; a trip from which there was no return.

He suddenly came back to the present and on to the future. What would the future hold for him? What would happen to him in a new country with no money but what he had in his pocket? Would he make new friends or would he be lonely; would he be poor or would he make money; would he be a failure or would he be a success? These and many other questions crowded into his mind as he lay there.

Slowly he came back to reality. He stood up, and quickly and carefully scaled the wall. When he reached the top he looked around, deciding where to jump. He could not see very well as it was a moonless night. He picked a spot, climbed to that part of

the wall, and prepared for his jump to freedom. How could he have known. How could he have known a huge pit was beneath him. He jumped, and by the time he realized something was wrong it was too late.

They found him the next morning. His body twisted grotesquely. All he had were the clothes on his back, 250 marks and a photograph. A photograph of his parents and himself between them, all smiling happily.

— D. Mendelowits, IIIA

## THE REFLECTIONS OF A DISTURBED 'TEENAGE MIND

Have you ever hated anyone so much that it swelled up inside you and then grew and grew until you were completely submerged in the depths of it? Perhaps not. But that is exactly what happened to me, and I must say it is not a thing to be proud of.

The person to whom my hatred was directed was the same age as myself, but of the opposite sex. Now that I think back over it, I realize that perhaps this was the main reason why I disliked him so intensely.

He was, let me say, an attractive boy, but not in the ordinary sense of the word. It was, I think, much more to do with his personality than with his looks. What I mean is, wherever he went he was noticed, he was the life and soul of every party.

At first, soon after I had met him, I knew that there was something which irritated me about him. Was it jealousy? Who knows! However, due to unavoidable circumstances I saw him quite frequently, and with each meeting my dislike intensified. I did not openly show my hatred until it overtook me, and then my whole life was bent on going out of my way to do things which would hurt and annoy him. Many people thought I did this to attract his attention. At one stage I believed it myself.

Now I hate him no longer. Now he is a memory, no more than this. You see, he was found hanging from the ceiling of his bedroom. I wasn't upset about it, I would even have gone to his funeral had I not been in this cell.

-Jenny Pyrah, VD

## WHY THE EMU CANNOT FLY

Once long ago in the Dream Time, all the animals in Bongatooa praised their mighty leader, "King Ume", the emu. He was very handsome and had magnificent blue and gold feathers draped down to his ankles. One sunny afternoon, on the banks of a creek, an audience of goannas, emus and wombats sat watching the brolgas dance, when some huge reddish-brown animals, which had claws as big as wombats and legs as strong as steel leaped wildly at the audience and captured King Ume.

They took him across the Nullarbor Plains and led him to a tree where they tied him with ropes and refused to let him go unless he would give them his beautiful feathers. Being a wise leader, he knew that his people would not be well governed by Prince Wallace Wombat, his successor, so he agreed to let the kangaroos have his feathers. As King Ume lifted his wings to fly back to Bongatooa, he found that they were light, fluffy and useless. So that is why the emu cannot fly.

- Carolyn Austin, 1A

## WHY IT IS SO EASY TO HAVE A SHOWER IN MELBOURNE

It is fortunate for the people of Melbourne that there is no limestone country surrounding their reservoirs. If the catchment areas contained limestone, Melbourne would have a supply of *hard* water.

Water becomes hard when rainwater, containing atmospheric carbon dioxide gas, drains through limestone soils and dissolves some of the limestone. Limestone contains calcium. It is this part of the rock that makes the water hard. Salts of magnesium and iron also have the same effect when dissolved in water.

Hard water does not feel, look or even taste noticeably different from soft water, which lacks the above salts. The bad effect of hard water is that normal soluble soaps cannot form a lather in it because the stearate part of the soap combines with the calcium, magnesium or iron and precipitates as an insoluble soap. This precipitate clings to fabrics being washed and gives them a grimy appearance. It is not until all the calcium, magnesium or iron has been taken from the water in the form of a precipitate that the remaining part of the soluble soap can form a cleansing lather.

In Adelaide the hard water problem is very real, because there are great areas of limestone present. Many houses have water softeners, which remove the hardness of the water.

Water hardness is of two kinds: temporary and permanent.

Temporary hardness is caused by bicarbonates of the above metals in water. It can be removed by boiling the water, thus breaking up the soluble bicarbonate into an insoluble carbonate, which precipitates, leaving the water soft. This process can be done before the water is piped through the water system of a house, allowing soaps to form a lather in the tap water straight away.

Permanent hardness cannot be removed in this way. It can be removed by adding a certain amount of washing soda (sodium carbonate). The carbonate part of this compound combines with the calcium, magnesium or iron in the hard water and precipitates the particular metal as an insoluble metal carbonate. This too can be done be-



CAST OF THE "LARK"

fore the water is piped through a house water system, and many water softeners in Adelaide use this method. The alternate method of removing permanent hardness is to add sufficient soap.

So before you have your next shower, pause for a moment and think how fortunate you are that Melbourne's water is soft and none of these problems apply to you. Then, hop in and rejoice. — T. Emodi, V

## **ECOLOGY REPORT**

What is ecology? Ecology is that science which deals with the relationships between living things and their environment. Ecologists study the effect of the environment on the form, habitats and spread of plants and animals. They also deal with the effects of plants and animals on each other and on their environment. Ecologists study climate and the nature of the land and sea. These factors will determine the kind of animals and plants expected to be found in a particular region. It was with the purpose of enabling students to study such that this excursion was undertaken.

The area under observation, Bunarong Reserve, which is a natural community out of Frankston, was found to be slightly hilly. It was very open to climatic elements, especially the strong onshore wind which blows throughout the year. Plants on the hillside showed vestiges of the effect of the wind. However, in the better sheltered parts, trees such as the eucalyptus were well established. This is probably due to the fact that there

is more water available in the lower-lying regions from surface drainage down the hill. The valleys offered protection from the wind, thus enabling small plants to become established

A noticeable feature of the area was the compactness of the plants. This enables air to be stabilized around ground level and helps prevent excessive evaporation from the soil.

In their reactions to external conditions, different plant species may either respond in such a way as to become successfully adapted to the same general environment or become more or less interdependent upon one another. These various species may thus grow side by side and form an easily recognizable group, a plant community or association. Each has a characteristic species, a group of species, which gives the association its name — at Frankston the heath plant is dominant, hence we have a heath community.

The area has an annual rainfall of 25" plus. This has caused considerable leaching of the sandy topsoil which is, as a result of the leaching and animal manuring, slightly acidic. The sandy nature of the soil gives it a low water retaining capacity, hence many of the plants in the area showed xerophytic modifications, i.e., modifications made by plants in areas where the available soil water is comparatively small in relation to the needs of the plant. Plants showing these modifications are called xerophytes.

Xerophytes possess several types of structural and functional modifications, which result in the ability to draw water from the soil and retain it in plant tissue. The root system is very well developed in proportion to the shoot. The leaf surface is reduced, e.g., to spikes and scales; leaves may even disappear altogether. The cuticle of the stem and leaf becomes thick. Stomata are relatively few and are usually sunken in pits.

The type of vegetation to be found in a community serves as a basis when determining the type of fauna present. Small shrubs, etc., possessing brightly coloured flowers attract a large variety of insects, and these in turn attract insectivorous birds and spiders.

Due to the fact that birds and animals are easily disturbed none were actually seen. However, there was evidence of their existence.

As this type of region is suited to mice, it is reasonable to say that lizards and snakes would be present. All these vertebrate animals form part of a very complex food chain, and each is necessary if the balance and successful activity of the community is to be assured.

Through the study of ecology man can learn to preserve favourable balances of nature. He can control changes in plants and animals that result when land is cultivated or forests cut down. He can counteract the effects of fires, overgrazing, erosion and floods. Knowledge of ecological principles enable man to preserve and use wisely the natural resources.

- Susan Flack, VIA

## LATIN ENTHUSIASTS

"Salve, magistra!" — the beginning of another exciting Latin period, attended by ten pupils attentively (?) listening to the dramatic reciting of Virgil's Aeneid.

These ten enthusiasts formed the smallest form in BHS this year, a very few have yet been seized by the desire to do Latin in Leaving. However, as it was the first time in the history of our School that Latin was taught in 5th Form, it was a good effort.

Through the Aeneid we became acquainted with the strange tale about the

various adventures through which Aeneas has to struggle before the gods allow him to found the city of Rome. By studying the works of Livy we learnt that "Scipio Africanus" does *not* mean "I write African". Some of the occasional illogical constructions drove our mathematicians close to exasperation, but even they finally admitted that this often called "dead and therefore useless language" is the basis of correct English.

In August, Miss Keane forced most of us to enter a Latin Reading Competition at Melbourne University; the bravest went . . . and all of those earned at least an Honourable Mention! Lillan Faroy gained the second prize.

Yet, it was worthwhile doing Latin this year, in spite of the hardships, now and then. That's probably why only three of us will take it up next year!

- Margaret McKenzie, Lillan Faroy

## VI FORM RELIGIOUS INSTRUCTION

Religious education (purposefully called so) has taken on a new role and significance this year with the introduction of a new separate Sixth Form group. The aim of this novel idea was to give students a chance to talk of those facets of life which are peculiar to their stage of group. Moreover, it gave them an opportunity to express themselves in a mature and intelligent way. Mr. Gilmore, our educator, said himself that after the usual topic of religious instruction had been discussed there was a deliberate change of topic. In the early part of the year we discussed the existence and concept of God, and it is significant to add that the discussion was not always concerned with the Christian concept. Mr. Gilmore's attitude of allowing free discussion has encouraged and invited students to put forward original ideas, be they Christian or otherwise.

In the second and third term the emphasis shifted to ethics, with much relevance to present-day events. The issue of conscription and its moral implications was discussed, and when the teachers' strike came into the headlines we debated its claims and consequences and whether they were justified or not.

From there we moved on to general con-



THE BANK

cepts of future ambitions and problems associated with later life. We discussed marriage and its relationship to society and sex; two topics which are hard to discuss in a co-educational audience. Yet, we had no difficulty in raising much popular discussion, which was both informative and interesting.

Mr. Gilmore added variety and interest to the sessions by presenting a play, which was afterwards discussed. I.S.C.F. had this idea too, and they similarly had great success.

I would like to express my personal appreciation for Mr. Gilmore's invaluable assistance this year in religious education. Not only his vast knowledge of religion and ethics but also his attitude in conducting these sessions, has given them a unique and fascinating glamour.

— Chris Crowley, 6B

## **SCHOOL BANK**

For the first time in the history of Brighton High School, students have had the opportunity to run the school bank. The pupils of the Commercial Class, 4E, under the guidance of Mr. Nipper, have had a most rewarding year operating the bank in Room 2

At first, when a representative of the State Savings Bank came and showed us films of other student-operated banks, it all seemed very easy until the actual day arrived. For the first couple of weeks there were a few minor mix-ups, but later things began to run smoothly.

Four girls, each representing a House, were allotted to their respective jobs. When the customers came they were shown to their Houses by the supervisor or the enquiry clerk. The customer would then give his or her pass book, together with the money, to the teller, who would enter the amount in the pass book. It was then passed to the accountant, who would sign the book and count the money. She then passed it to the clerk, who entered the details in the summary book, then to the manager, who checked to see if any mistakes had been made. If everything was correct, the pass book was given back to the customer. When the customers had finished coming in, the girls added up the money, checked to see if all the books and money tallied, and then gave it to the supervisor, who added up the total intake and entered it in a book.

At the end of the year each girl will receive a certificate showing the name of her specific task in the operation of the bank during the year.

— Kay Thomas

## F.C.S.I. REDASURC

spelt backwards is Crusader - I.S.C.F. But what is it, and what is its purpose? For those who are unfamiliar with the Inter-School Christian Fellowship, it is a youth movement which aims to present a Christian witness in our high schools and to thereby bring young people to know Jesus Christ. There are groups in many schools holding weekly meetings which all are welcome to attend. This year, our group has had many visiting speakers, including Mr. Steve Downie, of the Youth For Christ Lifeline Department, and two students from Monash University, Mr. Neville Horn and Mr. Morgan. Each of these has had a message of interest to everyone. We have also had some valuable Bible studies, a record day, films, slides and a visit from McKinnon High School I.S.C.F.

The committee sincerely thanks Mrs. Williams, our Counsellor, for the help and guidance she has given us throughout the year, and for the time she has so willingly devoted to I.S.C.F. Although our group has not been large, we trust that those who have come to our Monday meetings or our prayer meetings have found blessing and help in their lives.

"Ye shall seek me and find me when ye shall search for me with all your heart."

Jeremiah 29:13

— Judie Gregor, VI

## LATIN NEWS

After appearing on the GTV9 news this year, Form 3A were the local celebrities of Brighton High. We sang Beatle favourites such as "She Loves You" (Amate Yeh) in Latin. Many were surprised by our unknown hidden talents, including Keith Dunstan of the "Sun", who had mentioned us in his column. He was informed by Sandra Loewe (no other).

Full credit goes to Miss Keane for our correct pronunciation, although some thought the singing left a little(?) to be desired.

—Shirley Mills, IIIA

## WOODVILLE, 1965 (BOYS)

Last year's Woodville report (boys, that is) concluded with "A warning to Wood-

ville — we are already planning next year." Apparently the boys from South Australia did not heed this warning. They came as confident and as keen as always. On Friday, 20th August, the buses pulled up outside the School. The boys were taken to the hall, where they were introduced to the Principal and staff. Then they had lunch, which was supplied by the Mothers' Club. That lunchtime the library had a magnetic attraction for the females of the School.

After lunch the boys were taken again to the hall, where they were introduced to their hosts (a finer bunch of spies couldn't be found). In the afternoon the visitors held their various sports practices. A new air of aggressiveness began to spread through the Brighton camp.

"They don't look so big, we've beaten bigger sides than that. His backhand looks a little suspect. Look at that big 'guy' in the basketball team." Such comments were heard from the various team members. But the contests would have to wait; the weekend had to pass. Most visitors spent Saturday at the football, then at a party or dance. While on Sunday, sight-seeing was the general order.

At last the contests arrived on Monday morning. First was the tennis, involving 8 singles matches and 4 doubles matches. The matches were so numerous and so close that they took all day. Right until the final game the result was uncertain. The score was 6 rubbers all, but on a count-back the sets showed Brighton had just won 16 sets to 14. Congratulations must go to David Mullens, who was the only player for Brighton to win both his games.

The next contest was the hockey, which was played on the oval. Hockey is the main sport at Woodville, so they started favourites. However, the less-favoured Brightonians weren't to be denied. The spectators were treated to a fine game. With strong defence from Mike Evans, brave work by Fred "Freckles" Wyatt, clever attack and enthusiastic leadership from Wayne Edwards, the Brightonians fought the game out well, but were just defeated in the end, 3 to 1.

Meanwhile, inside, the chess competition was in progress. In close and interesting



JUNIOR CHOIR

games Brighton was defeated by the Wood-ville brains  $4\frac{1}{2}$  to  $\frac{1}{2}$ . Fine moves and tactics were displayed by both sides.

The final event for the day was the basket-ball. Usually a game dominated by the South Australians, Brighton turned the tables on them with a crushing defeat. Scores were 30 to 18. Brighton's top scorer was Peter Pamphilon.' Credit must also go to Ian ("Bluey") McKinnon for his domination, due to his height and Neil Alman's team play was also a good point to the game.

So by the end of Monday's activities the score was all tied up, two contests each. On the Tuesday sport was viewed with a spirited interest.

The first contest was baseball. Woodville, with a very strong and experienced team, were far too good for the young Brightonians. After the fifth innings the game was abandoned, with Woodville leading 16-0. The boys had the spirit, but little real know-how, except for their Captain, Rob Rommeral, who is a competition player. The boys' spirit and the skill of the South Australians made the match worthwhile.

Brighton now had to win the debate "Should Australia be Involved in Vietnam". Our three speakers, Paul Marin, Alan Walmsley and Jack Grindley, didn't let the School down. The adjudicator, although critical, adjudged Brighton the more convincing by 10 points.

All now depended on Brighton's football team. The School turned out, cheer squad and all, to barrack. Brighton proved to be the stronger, and in the end won the match 6.13 (49) to 3.11 (29).

For the first time Brighton was victorious in the boys, 4-3 contests, and even though the weather was adverse, a generally good time was had by all. In the evening the social took place in three of the classrooms. Records and supper were supplied. Guests, hosts and Form V and VI girls, who were invited, reported the evening a success.

Thursday, 26th, saw a farewell assembly for the boys and a free day to pack, visit and say good-bye. At six the buses left the School after the traditional tearful farewell.

Au revoir, Woodville, watch out in '66, we shall come a conquering.

- R. McNamara, V

## THE WOODVILLE VISIT (GIRLS)

With great excitement fifty girls waved goodbye to their parents and friends as the train gathered speed from Spencer Street Station. We tried to settle down in our dogboxes for the long train journey to Adelaide. For most of the time we ate, sang and talked, stopping at all the little stations along the way, to arrive in a very sunny Adelaide around eleven. We were greeted by our hostesses and taken to their homes, where everyone was immediately made to feel at home. Their hospitality included every effort to see as much of Adelaide as time permitted. Adelaide was very beautiful with the tree lined North Terrace and such buildings as the Museum, Conservatorium, University and Government House. The main shopping centre did not seem as busy as Melbourne but there were quite a few lovely stores, the whole presided over by the Adelaide

We were officially welcomed on the Monday morning and invited to look around the School.

Brighton made a good start by beating Woodville in the Softball (17-2). However Woodville retaliated with a victory in the Tennis; played on the lovely St. Clair courts opposite the School.

On Tuesday morning Julie Leahy, Dinah Caen and Franya Steinberg excelled themselves in the debating and certainly deserved their win. The topic was "Should Australia Send Arms to Vietnam", Brighton taking the affirmative.

During lunch some of the Woodville students staged a very lively concert, with singing and a competition.

The afternoon saw us taking an interesting drive through the Adelaide Hills for a close look at the unfamiliar limestone rocks. The reservoirs which supply Adelaide were also here and it was quite refreshing along the New Gage Road.

The Hockey was an exciting match, with Woodville winning 5-3. The Brighton girls fought strongly as a team and should find the experience invaluable.

Our basketball girls found it rather heavy going against their opponents.

However, everyone made up for losses at the social.

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The farewell was made in the warm sunshine. Then it was time to pack and be on our way again.

We tearfully waved goodbye to our new found friends as the train slid from Adelaide on the Thursday evening; but the memory of it all will be with us for a long time.

Our sincere thanks to Mrs. Diakovsky and Miss Rice, who were wonderful to us throughout the whole trip.

Rosslyn Reid, VI

## VIETNAM --- WHAT IS THE ANSWER?

War will only be an instrument of peace if the security of the warring nations can be preserved or created. Unfortunately, too little notice is taken of history, which, if it is heeded, will result in a suitable end to the present Vietnamese conflict. The lesson to be learnt from World War I is so painfully obvious that you could only conclude that our statesmen never learned history at school. World War 1 was the basic cause of World War 2, since, by the unnecessarily harsh peace treaty it left the Germans impoverished and dissatisfied, an easy prey for the "super-race" philosophy of the Nazis.

The Americans might easily be making the same mistake, as her destructive troops undermine every attempt at economic development in Vietnam. Hence, if the war is concluded there will be no lasting peace. The Viet Cong will have been defeated, but the causes of war will still remain. There will still be poverty, dissatisfaction and bad government. Another movement of national liberation will occur, accompanied by the horrors of another war, and Vietnamese civilization will immediately be set back 30 years.

Therefore, for the forces allied with the South Vietnamese, the aim of the war should be to end the war, beating the Viet Cong, whoever they are, and so ensure against further war in Asia. However, economic development in Vietnam is a prerequisite of such a victory.

The American role in the conflict is one on which the security of all Asia will depend. Whether or not the Vietnamese conflict is a civil war, whether or not America was justified in originally entering South Vietnam, one thing is clear: she mustn't withdraw and she mustn't be defeated. American defeat or withdrawal would be a direct encouragement to other national liberation movements or Communist fronts. Hence, whereas the Vietnamese conflict was once unique, there would soon be at least half a dozen of its kind.

The question is no longer "Is America justified in fighting the Viet Cong, but should she prevent Asia from being the battle-ground for another major war."

The Americans say they are aware of this problem and that they are trying to beat the Viet Cong. But do they know how to go about it? When was the last time you heard of a land reform, of an attempt to lower the present ratio, 1:200,000 of doctors to the population, of an attempt to iron out the gross inequalities in the income of the South Vietnamese, or of an attempt to see that education is not just a privilege for the rich. Alternatively, when was the last time you heard of villages being burnt or of lives being lost. If elections were held now in South Vietnam the North Vietnamese leader. Ho Chi Minn, would gain an overwhelming majority, but there would not be lasting peace in S.E. Asia. The villagers of South Vietnam, 80% of the population, don't understand the political niceties of the situation. All they want is justice and a decent standard of living. If they are given this they will gladly protect it by fighting the Viet Cong. Presently, they have nothing to fight for, and so the possibility of a quick and suitable end to the war becomes very remote.

The key to the situation could very well lie with Australia. Our troops could pull out of South Vietnam at once and there would be no alteration to the situation. Compared to the many Americans in Vietnam our contribution of troops will always be minute and ineffective. Yet our contribution to South Vietnam would be much more meaningful if Sir Robert Menzies spent less time licking the boots of our great white father across the sea and faced the realities of the situation. Australia, as a leading world power, has a moral responsibility re the welfare of her weaker Asian neighbours. Her job is to concentrate her resources on the development of South Vietnam, not its destruction. The money spent on sending troops to Vietnam must be spent on developing the economic and educational resources of South Vietnam, so that when the war is over there will be no possibility of any further conflict. Australia must realize that she can't develop South Vietnam and also send in troops.

America, whose resources far outnumber Australia's attempts to do both, but is failing in her economic programme. No sooner does she develop the countryside than her troops burn it down. Sir Robert Menzies is surely not so presumptuous that he believes Australia can do both.

What then, is the answer to the problem in Vietnam? The problem is not one of black or white as Sir Robert Menzies, with his childlike logic, or some of his opponents, may think.

America must not leave Vietnam, but also America and Australia mustn't send in any more troops. The answer is economic development. Australia must pull out her troops and concentrate on this end. America must send in no more troops and do likewise. If she wishes to increase her troop concentration she should try to win over the South Vietnamese by satisfying their basic needs. As I said before the Vietnamese villagers have no time for politics. It would not matter so much to them whether their government is an American puppet if their living standards were decent. To win the war in Vietnam Americans must have the support of the people: the only answer is feconomical development. To prevent war in the future we must have stability: again, the only answer is teconomic development.

tin this situation economic development must include not only the development of material things but of things such as justice and education, so that the South Vietnamese will be fitted to maintain democratic government, eventually without American aid.

— Alan Walmsley, 6E



PHYSICS

## UNE TRISTE HISTOIRE D'AMOUR

Dans un petit village, il y avait un chien qui s'appelait François, et qui habitait une vieille maison dans les bas-quartiers. Sa vie n'était pas très heureuse parce que ses propriétaires lui faisaient souvent mal. Ils ne lui permettaient jamais de sortir de la petite cour dans laquelle il passait la plupart de sa vie, et il ne vit guère jamais un autre chien. Un jour, cependant, il s'échappa et se sauva à toutes jambes. Mais comme il courait le long de la rue, il vit une chienne et, enchanté, il s'arrêta pour la regarder. A partir de ce moment-là François l'aimait.

Cette chienne marchait au bout d'une ficelle qu'une vieille dame tenait à la main. Toutes les deux avaient l'air de grande fierté, parce qu'elles marchaient le nez élevé. Mais sans hésiter un moment, François traversa la rue et se plaça devant la chienne.

— Comme tu es belle, cria-t-il d'une voix tremblante. Mais elle le fixa d'un regard terrible et sans parler continua à marcher. Interloqué, François lui demanda, — Pourquoi ne me parles-tu pas? J'ai dit que tu es belle et, ma foi, je t'aime. Je n'ai pas tort de le dire, n'est-ce pas?

— Tu es un paysant! repartit-elle, sans tourner la tête. Et moi, je suis une princesse. Va-t-en! Je ne veux pas te parler.

A ce moment-là, la vieille dame frappa à sa canne, le pauvre François et le fit écrier. Elle lui dit,

— Allons! Je ne veux pas que tu marches avec nous. Tu es indigne, — puis se tournant vers sa chienne, elle lui dit,

— Que veux-tu que je fasse de lui, ma petite? Je le battrai? Je sais,

Sans doute, qu' il n'est pas un de tes amis. Il est probablement voleur ou mendiant.

Entendant ces mots, François jeta un coup d'oeil à la chienne pour juger sa réponse, mais elle ne tourna ni la tête et ne répondit ni un seul mot. Les yeux pleins de larmes et le coeur aussi lourd que le fer, François se retourna et marcha lentement à l'autre trottoir. Mais il y voyait encore sa bien-aimée, et il ne pouvait pas s'empêcher de la regarder. Quand il arriva à un carrefour, et se mit à traverser la rue, il ne vit pas l'automobile qui venait vers lui. Il ne vit que la chienne. Quand l'automobile le frappa, il ne sentit q'un moment d'horreur.

Puis il fit noir. C'était la fin de la triste histoire d'amour. — Judie Gregor, VI

## UNE TRISTE HISTOIRE D'AMOUR

Dans une petite ville de la France demeurait un lapin très enamouré d'une belle souris.

Or, monsieur lapin était très pauvre. Le neuvième enfant des ses parents, il travaillait du matin au soir dans les champs pour aider ses parents à nourrir ses vingt-cinq frères et soeurs plus jeunes que lui. Mademoiselle Souris était riche, charmante, bien-élevée, unique fille du maire de la commune. Cependant elle aimait le lapin et voulait le marier.

Alors, Monsieur Lapin vint chez Monsieur Souris lui demander de la laisser épouser sa fille.

Papa Souris était furieux, un lapin marie à la fille du maire! Jamais de la vie! Il mit l'amant hors du logis en jurant qu'il le tuerait si le lapin osait revenir.

Comme Monsieur Lapin était triste! Il songea à se suicider, puis décida de fuir avec sa bien-amée. Il lui envoya un billet-doux disant:

— Échappons-nous! Nous pouvons aller aux États-Unis, hors de la portée de ton père. Un navire nous attendra au Havre.

Et sa bien-aimée répondit.

— Mon bien-aimé, je suis prêt à partir pour la Chine avec toi.

Venait la nuit de leur départ. Mademoiselle Souris descendit l'échelle, qu'avait apportée le lapin. Des amants montèrent à cheval et se dirigèrent vers le Havre où le bon navire les attendait.

Le lendemain, le vent grandit, les nuages coururent, le soleil et le jour étaient noirs comme la nuit. Les vagues devenaient de plus en plus grandes, de plus en plus fortes.

Pendant dix-huit heurs le navire lutta contre la mer. On ne voyait rien que les vagues montagneuses et les nuages énormes. On n'entendit rien-que le vent souffler et rugir. On ne sentit rien que le gouffre amer de l'eau. Hélas trop petit pour continuer la lutte, le navire dut céder. Il était perdu, corps et biens.

Une semaine eut passé. Le soleil brillait, au bord de la mer les oiseaux chantaient. La mer était calme, le ciel pur et le vent murmurait des histoires aux arbres verts. Sur le sable, des matelots trouvèrent les amants, ensemble, encore après la mort.

- Susan Rotschein, VI



THE BAND

## THE SCHOOL BAND

The School Band was formed in March this year. The conductor is Mr. Brookes. There are about 40 members, many with their own instruments, but some with instruments donated by the School. Instruments in the band are:—Clarinets, trumpets, trombones, French horns, saxophones, tubas, euphoniums, flutes and string bass.

Lessons are given to the players during school hours. Mr. Brookes teaches the brass

instruments and Mr. Neil Boon teaches the woodwind instruments.

The clarinets and trumpets are the predominant instruments, although the trombones aren't far behind them. The Band has already played a number of pieces for the School, the Mothers' Club and a kindergarten.

Anyone in the School wishing to learn an instrument should see Mr. Brookes.

- P. Dixon, 5B



CHESS CLUB



THE ART ROOM

### A WORLD IN NEED

But I can do nothing!
I see the outstretched hand of need,
The trembling limbs diseased and weak.
I see the upturned face of hunger,
The poverty, the fear, and want.
I hear the cries of those who stand
And wait —
And wait, with fainting hope
For man or woman, black or white —
SOMEONE to fulfil their need.
And then I hear the sounds of war,
The fearful sounds,

The frightening sounds,
And see men die who never lived
To know the joy of peace.
I see the need, and hear the cries,
I long to help,
But WHAT can I do?

But WHAT can I do?
The poverty,
The hypogr

The hunger, The fear,

Or can I?

The turmoil,
The moaning cries, the shrieking guns
I see and hear — but from afar.
I can do nothing to right these wrongs.
There is no way.
I am but young.
I have no strength

I have no strength,
No power,
No wealth.
The burden rests with those much greater than I.
I can do nothing . . .

— Judie Gregor, 6A.

## ON DROUGHT

Wrinkled,
Twisted,
Gnarled,
Grey branches reaching toward the sky,
Striving, striving,
Like a hand,
Branches like fingers,
Raised to the heavens,
Beseeching for merciful rain.
— G. Dunlop, VIA.

## THE KANGAROO

From the bushes a figure peeps, A brown-faced figure Who bounds then leaps, That is the mighty kangaroo.

They come in numbers great, They come with their young. Most of them come to mate, This is the mighty kangaroo.

A land so hot and bare,
Trees are shrivelled and scarce,
But the kangaroo will stay there,
Where he will die without a care.
— Sandra Duncan, 2A

## PRAISE TO SIMPLICITY

And simple pleasures are my soul's delight. Frosty winter mornings, A bird in flight.

The clean tang of bush, After washing rain, Reborn, young, green bush.

Winds rasping raw 'round my face, And the quiet hours, In a tranquil place.

Reeling rivers rushing through the bush, Or the raucous cry, Of a baby thrush.

And even the clouds, With their shapes and forms, Straggling stratus or shredded shrouds.

The skies, blue, yellow, red and grey, And the descent of night, And birth of day.

Yes, simple pleasures are my soul's delight, A painting, poem, And a starry night.

— Julie Martin, VIB

## LIFE

As I wander through the golden weeds, Of Life's hard-won anxieties . . . Through the mist of vapour, Which seems to be existence, I find, Life rings untrue . . . . . . a dream? Pondering, I question, What is Life? Why is Life? . . . is Life a dream? Then I realise that our lives. Are full of meaning, a meaning, Of stark, but beautiful simplicity . . . A Cross. Man has not been abandoned. As a plaything of the gods. He has not been condemned, To a life of staying out of trouble, Of anonymity. Happiness is not freedom from pain, Man strives for something far greater, Than nothingness. Life is more than. A mass of golden daffodils . . .

- G. Dunlop, VIA.

## A CAUTIONARY TALE

(With apologies to H. Belloc)

This is the tale of little Miss Sprouse, Who always kept running around her house. One day when chasing her little black cat, She slipped and fell on the kitchen mat. From there, she slid along the floor, And collided with the kitchen door, Which only goes to prove to you What running round the house will do.

-Roo Binnington, 1A

## THE SEA

The sea is such a wonderful thing
So much alive and full of power.
The sound of breakers crash on rocks
The spume of water breaks in shocks,
A dazzling sound, so wild and free,
Is the whirling, swirling, seething sea.

- Hannah Burton, 1A

## THE WAR IS OVER

The war is over,
And the bloody mark it left shall never die
From hearts of those who saw
The blood, the misery, the things which I
have seen.

I've seen the agonies of death, I've felt the searing stab of pain. If man is wise and knows what's best, There'll never be a war again.

Now man will build his monuments, He'll cry and pray, and cry some more, And in his shrines he will repent But it's his fault, this cursed war.

-David Stone, 4D2

## GLASS PEOPLE

Those who stand amid the crowd peering at a mirror

And proclaim that left is right and right is left in horror.

Those who build a dream of deceit and proudly ride its wake,

Damned be those who have no dream, who have no pride to take.

Those who cheat, to gain and exploit,
Whose hearts are empty, completely devoid.
Yes; these are the people ranking in the
classes,

The glass people with the shattered faces!

— Peter Alpar



CITY SCAPE - by DOMINIC DEDARIO. FORM YI



DRAPERY STUDY - by JANET DUTTON. FORM Y



CROSSING THE DESERT — by RONALD LIPPERT. FORM IV



TWO CHILDREN - by SHIRLEY MILLS. FORM III



DEBATING TEAM

## DEBATING, 1965

The debating tradition of the School has been continued this year with success. The presence of a number of new faces in teams augurs well for the future.

Debating this year has been in three areas:

- 1. Inter-school debating, with the Victorian Schools' Debating Association. Three teams were entered, "A Reserve" for senior pupils, "B" Grade for Leaving pupils, and a "C" Grade team for junior pupils.
- 2. Inter-House debating.
- 3. The debates with Woodville High School.

Our thanks to the Victorian Schools' Debating Association for their organization of the inter-school debates.

Three objects of this Association are worth mentioning, as a justification of debating:

"To promote cultural development by

- (i) developing the art of debating,
- (ii) improving the standard of public speaking,
- (iii) encouraging the discussion of social, economic and other questions of public interest.

## A RESERVE

With the loss of the good debaters from last year and the obvious need to build up a high standard for the future, not so much for the immediate present, this debating year has been largely an experimental year. The need to experiment has been reflected largely in the structure of the A Reserve Grade team. We have decided to give experience to as many as possible, and

have therefore not been worried by any defeats during this season.

Our team for the first A Reserve debate — "That Conscription Should be Maintained" — (Brighton negative) was completely lacking in experience. Newcomers were Julie Leahy and Alan Walmsley, whilst Tosca Kulagin had debated once. Yet despite the lack of experience our team, although beaten by ½ a point, were regarded by many observers as having been decisively the better team. Although our teamwork was haphazard, our presentation and our manner were superb. A special mention must go to Tosca for her masterly rebuttal.

The need to experiment resulted in a completely new team for our second debate — "That Literary Censorship in Any Form was Undesirable" — (Brighton affirmative) (Norman Stone, Dinah Caen, Franja Steinberg). Dinah was a good speaker, for a team that was decisively beaten because of its inexperience and a lack of conformity and clarity in definitions. Nevertheless the experience was certainly valuable.

Further changes were made for our third debate — "Are Australians Insular" — (Brighton negative) (Norman Stone, Alan Walmsley, Julie Leahy). Not only were there changes in the composition of the team, but there were changes in the order of speakers. Again our inexperience, particularly in the department of teamwork, a lack of which was evident even in our magnificent first debate, was the major reason behind our decisive defeat. However, the adjudicator's constructive comments were extremely well absorbed, as was indicated in our improved effort against Woodville High.

Our final topic was that "State Rights are More Important than Individual Rights" — (Brighton negative) (Alan Walmsley, Janice Walmsley, Dinah Caen) resulted in a walkover for Brighton (the opposition pulled out a few minutes before we did). Due to a lack of preparation and the pressure of other School activities we were happy with the decision, although the experience in dealing with such a profound and philosophic subject would have been invaluable.

Unfortunately four of the seven speakers used this year will not be available next



HOUSE CAPTAINS

year. Yet the three available for next year will certainly benefit from the experience. Also, with the considerable opportunities available through our other two inter-school teams, our House debating teams, and our Woodville debating team, there can be no doubt of our debating ascendancy of the future.

A special mention must go to Mr. Gooding, the inspiration behind all our efforts, whose knowledge has been invaluable in all our preparations. Teachers, particularly those of Matriculation classes, are very busy people, and yet he always found time to help us. Our gratitude for his inestimable service is inexpressible.

## B GRADE:

In the first "B" Grade debate, Dinah Caen, Franya Steinberg and Margaret Waddell debated with Cheltenham High School the topic "That Trade Unions Enjoy Too Great a Power". Cheltenham was successful in a very even debate.

In the second round Paul Marin, Margaret Waddell and Jenny Pyrah debated with De La Salle College, "That the Welfare State is Desirable". This time we were successful, with Paul and Jenny making

promising first appearances.

Against McKinnon High School in Round 3 we debated the topic "That the Press Does Not Adequately Inform the Public", and were successful.

We lost the final debate, but very honourably, to Bonbeach High School in debating "That It is Better to be Dead than Red".

Dinah Caen and Paul Marin both acted as Captains of the "B" Grade team.

## **B GRADE DEBATING NOTES**

It has been an interesting if not so harmonious year. The topics were all very controversial and covered a wide range of subjects, Trade Unionism, the Welfare State, and Censorship, and I am sure the audiences found them very interesting. After each debate the battlefield was strewn either with our blood or that of our opponents. Every member of the various teams —

Dinah Caen, Anne Gartner, Paul Marin, Franja Steinberg and Margaret Waddell, have a right to be proud of their activities in the field of debating, not only in supporting their School, but also in overcoming their natural fears of public oratory. Two debates were won, two were lost, and one was conceded by the other school; but the number of victories is not a measure of the success of the year. The experience gained is, and in this field we have benefited richly. We learnt to adopt the attitude in regard to our opponents —

"When you gain knowledge you become confused.

When we gain knowledge we become enlightened."

We learnt to concede a point when necessary to prove two in return, and we learnt to stand up for what we believed to be right.

Every member of the team would like to offer sincere thanks to the various teachers and students who helped us so much during the year, especially Mr. Gregory and Alan Walmsley, without whom we would not have been able to compete.

## C GRADE DEBATING, 1965

The C Grade debating team had, I suppose, a reasonably successful year, considering that none of its members had ever debated before.

The team consisted of Jack Grinberg, Chris. Simpson, David Mendelovits and Dick Harvest, with each boy taking part in three of the four debates of the season.

The first debate was against Bentleigh High School on the subject "That the White Australia Policy Should be Abolished". Brighton took the negative in this debate, and we were very fortunate in that we could obtain a great deal of information on the subject, and this helped us to win.

The second debate of the season was against McKinnon High School, and in this debate Brighton took the affirmative in the subject "That the Press Should be Totally Free". Brighton won this debate by a low margin, and the team's spirits had never been higher.

However, the third debate was a catastrophe. Brighton was debating "That Tobacco Advertisements Should be Banned" against a very experienced Hampton High School team, and we lost rather badly.

In the last debate of the season Brighton took the negative in the debate "That Democracy is a Failure as a Government System". The adjudicator, however, did not turn up, so a teacher from the C.B.C. took his place, and awarded the debate to C.B.C. He criticized Brighton for taking a too broadminded view, because, as he put it, our idea of democracy was rather radical. The members of the team were unhappy about his decision, but it gave us quite a bit of experience on the ways of adjudicators.

All the members of the team would like to thank Mr. Colbert for his patient help and for attending the debates with us. We would also like to thank Mr. Gregory and Alan Walmsley, who also assisted greatly

One of the debating highlights of the year was the Woodville Debate on the topic of "Australia's Commitment in Vietnam". We were successful in both the boys and girls' debates, and so maintained a proud tradition.

The girls' team comprised Dinah Caen (Captain), Julie Leahy and Franja Steinberg, who acquitted themselves well, and proved worthy of the honour of representing the School.

Alan Walmsley, Paul Marin and Jack Grinberg comprised a strong and successful boys' team. Jack Grinberg, only in Form III, revealed great debating skill, and deserves special praise. He has a great future in this field.

Paul Marin, an energetic newcomer to debating, this year proved most worthy of his place, and Alan Walmsley, the Captain, exerted his usual persuasion and logical exposition.

It is fitting to mention that Alan Walmsley, in addition to being School debating Captain, and our most able debater, has undertaken much of the organizational work of debating. Alan has been a most efficient and enthusiastic secretary for interschool debates, and has assisted other debaters. We thank him for his outstanding contribution to the School.

Topic: "That Australian Troops Should Take Part in the Present Conflict in South Vietnam". The Brighton boys took the negative, girls the affirmative. Popular adjudi-



GYMNASTIC TEAM

cator of the boys' debate was Mr. Barry Jones, from Dandenong High School. David Rayson was host chairman of the Woodville debate.

Staff: Our thanks must go to all the staff, who have so helpfully assisted debaters— Mr. K. Gooding ("A Reserve") Mr. A. Gregory ("B" Grade) and Mr. B. Colbert ("C" Grade), and also to Miss McLennan and Mrs. Chatfield. Thanks are particularly due to staff for their assistance in supervising evening debates and so making them possible.

Mr. R. J. Nipper took charge of inter-House debating, and thanks to his enthusiasm and the help of members of staff, a most successful series of debates was arranged.

Thanks also to Mrs. Chatfield and Mr. Gregory (Debating Mistress and Master respectively), who have given so much to debating in the School.

## HOUSE DEBATING

1965 saw the introduction of a House debating competition to Brighton High School, in which success was achieved, as both staff and students took a very keen interest. The new system involved the choosing of suitable subjects by the House co-ordinator, the chairing of the meetings

by the House cultural Vice-Captains and the adjudication by non-prejudiced House Masters. During the year two debates were successfully held by both senior boys and senior girls. The first, held during May, was on the subject, "That the Emancipation of Women was Man's Greatest Mistake", and the second, held in August, involved either of two topics, "That Australia Should Officially Recognize Red China", or "Censorship" — the latter being chosen by the majority of Houses. Results (see table below) of this inter-House debating competition saw Phillip narrowly winning the competition by defeating Grant, closely followed in points by Murray and Lonsdale.

		V	Vine	Losse	es For	Agst.	%
PHILLIP .			4	0	759	672	109.7
CDANT			4	0	771	728	105.9
MURRAY .			0	4	721	732	98.5
LONSDALE			0	4	699	798	87.6

Finally, special mention must be made of the organizer and House co-ordinator, Mr. Nipper, all House Masters concerned in organization and adjudication, and especially to all those students who took part in the debates. It is hoped that the example of these debating enthusiasts will continue and may inspire an even greater participation and success next year.

— John Fleming, Cultural Vice-Captain, Murray House, 1965

## SPORT . . .



1st XVIII

## FOOTBALL

It has taken 10 years but at last in 1965 Brighton High produced a powerful enough football team to shake the life out of any other team. For the first time Central Division teams were cut down to size and only two teams which are in the division failed to submit to the Brightonians.

In this year's side we saw a combination with more personal brilliance than ever before. In fact, this year the coach, Mr. (3 cheers for Brighton!) Nipper, has arranged for the eight best players to receive football colours. These players were: Ian McKinnon, Ernie Lawrence, Peter Ridder, Rod Edgerton, George Lanza, Tony Tighe, Bob Muir and Paul Janson. The best player award, given by the votes of the school football reporter, went to George Lanza, our dashing centre half-back, from Rod Edgerton and Peter Ridder.

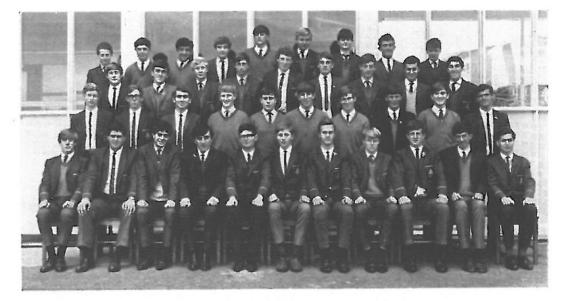
What caused this sudden burst of success? There are several reasons for it, but I feel it has been likely for a while now. Firstly, even though we are a young side

or school we have a deep and growing tradition in football. Our players and explayers have laid the ground for a strong tradition, and if a team is to succeed this spirited tradition is essential. Secondly, at last Brighton had players on whom they could build and these had height and strength to match it with the other teams. And finally a team spirit, especially on our own oval, which would not submit to the names of the Melbourne and University sides. As an example only one game was lost on our School oval, that was against Melbourne (during the exams) when we lost by three goals.

The results of the 12-game fixture are shown below:

South Melbourne T.S., defeated by Brighton, Brighton defeated Northcote H.S. Hampton H.S., defeated by Brighton, defeated Camberwell H.S.

Camberwell H.S.
Northcote H.S., defeated Brighton.
Brighton defeated Camberwell H.S.
Box Hill H.S. defeated Brighton.
Brighton, defeated by Melbourne H.S.
Melbourne H.S. defeated Brighton.
Brighton defeated University H.S.
Brighton defeated Woodville H.S.



ATHLETICS

Camberwell H.S. defeated Brighton. Brighton defeated Elwood H.S. Overall Brighton won 7 lost 5.

Woodville came from South Australia, Elwood is played for a shield, Hampton and South Melbourne Tech. are social and practice matches, all the rest are Central Division matches.

Out of the list of games, two must stand out. These were the Woodville and University High games.

The Woodville game ended, Brighton 6-13 defeated Woodville 3-10. Although not a great spectacle, the importance of the game caused an intense struggle. A strong wind was blowing which made for inaccurate kicking and strong, bustling tactics, Brighton won because of its over-all brilliance and its strong backline. By winning this, Brighton had defeated Woodville in their annual sports competition. Brighton's best players were: Peter Ridder (19 kicks), Rod Edgerton (16 kicks), Paul "Clickety-Clack" Janson, Alan "Hank" Walmsley and Rich Brown, who kicked 3-3 from the half-forward flank.

However, the supreme achievement for the team was to be the only team to inflict a defeat on University High. In an exhibi-

tion of brilliant school football, Brighton snatched victory in the final quarter, 13-10 to 12-15. A win of one point after Brighton slammed on six goals in the final quarter. The winning goal was kicked by Rod Edgerton over his shoulder, at an angle in the goal square. The team became heroes. Above all, this was a team effort, but several players deserve special praise. Paul Janson for a tremendous last quarter and a great captain's game, Peter Ridder, who was brilliant in the air, Rod Edgerton for brilliant roving along with Maurie Rosentall. A dashing defence led by George Lanza, and backed by Tony Tighe and Alan Walmsley and finally Ian "Bluey" McKinnon and Ernie "Stonewall" Lawrence who dominated the ruck. The game was well summed up by George Murray, Uni's coach, who said, "It was the best school match I've ever seen." This undoubtedly was the highlight of the season.

Lastly congratulations go to the coach, Mr. Nipper, the team as a whole and particularly our best players for a great year. To the other schools we say, "Watch out for us in '66! The Brighton Green and Yellow 'V's' are after a premiership!"

- Pat McNamara, VC



CRICKET - 1st XI

## CRICKET

The departure of almost the whole of the strong 1964 team meant that the 1st XI this year was relatively young and inexperienced. This is the reason for the team's lack of success against strong schools such as University H.S. and Melbourne H.S.

Peter Ridder, captain, kept wickets efficiently and played several useful innings, including a courageous 35 against M.H.S.

The most consistent batsman was opener Peter Pamphilon. Others to score well at times were Chris Jackson, Doug Fitcher, Jeff Moran and John Salter.

Leading wicket-takers were spin bowlers, Peter Atkinson and Chris Jackson. Useful support was given by the quicker bowlers, Geoff Pountney, Jeff Moran, and John Salter

Brighton H.S. 118 (Ridder 35) lost to Melbourne H.S. 9 for 268 (Atkinson 4/87).

Brighton H.S. 96 (Pamphilon 38, Jackson 30) lost to Box Hill H.S. 206 (Jackson 4/54).

Brighton H.S. 88 (Fitcher 41) and 9 for 134 (Pountney 29, Jackson 29, Rumney 26) lost to University H.S. 4 for 247 (Atkinson 2/60). Brighton H.S. 6 for 207 (Moran 61 n.o., Salter 43, Pamphilon 38) lost to Camberwell H.S. (Moran 3/74, Jackson 3/111).

## **VOLLEY BALL NOTES**

This year the girls' volleyball team has made history by winning two out of the six matches played. Previously the team has had no wins to their credit, as volleyball is a recent addition to the inter-School curriculum.

The volleyball season started this year with twenty or more enthusiastic girls who spent several lunchtimes a week in an effort to gain a place in the first or second team. The two teams at the end of the year are as follows: The first team, Joan Kilpatrick, Wally Jess, Jenny Dowling, Judy Walker, Marcia Brown and Annette Mathew; the second team, Sue Merritt, Jenny Pyrah, Julie Green, Jenny Bellamy, Georgina Schick, Denise Morgan and Roslyn Potton.

On behalf of the two teams I would like to thank Mrs. Diakovsky for all the encouragement she has given us throughout the year. Finally, I would like the girls who helped us train, to know that we appreciate what they have done for us.

- Joan Kilpatrick



VOLLEYBALL - 1sts

## **GIRLS' BASKETBALL NOTES**

From early March until early September there was a strange occurrence in the school grounds each Tuesday and Thursday night as about 20 girls clad in green could be seen running around the oval, apparently chased by a 5'3" fiery fiend. When the group reassembled on the basketball courts that same fiend kept blowing on a tin whistle while those clad in green puffed and panted in between doing exercises. When "Granny" grew tired of her whistle another person joined the group and, being out of uniform in a blue tracksuit, everybody recognized him immediately to be the coach of the squad. Just in case you haven't realized it yet this was the usual beginning of the girls' basketball training session.

This year there was a great deal of enthusiasm among the girls of the squad as preparation for inter-School matches got under way. The season was one of fair success due, I feel, to great teamwork which was the highlight of each match. Throughout the season the first team defeated Preston Girls' High, University High, Hampton High and St. Leonard's, while the second

team, captained by Elizabeth Sutton, had wins against University High, Camberwell High, Hampton High and St. Leonard's. One great disappointment of the year was our failure to convince MacRobertson girls to send representatives to Brighton to try their "skill" against our teamwork. After the match had been cancelled twice we at last began to play but after only one quarter the players were literally washed from the court and once more the match was cancelled.

Our trip to Woodville High in South Australia provided the greatest disappointment of the season as Brighton had been preparing for this disastrous encounter for many months. The first team, Chris Patterson, Sue Loser, Carolyn Nield, Kave Thoms, Anne Fletcher, Linda Hancock and Chris Farrell, combined together in patches of brilliant teamwork but lacked the skill to counter Woodville's three State players. The second team, consisting of Jill Coutts, Jenny Jol, Susie Fussell, Anna Waksman, Elizabeth Sutton, Edna Posamentier and Margot Cornelius, also played against outstanding Woodville girls, but despite their spirited attempts, the Brighton team was



BASKETBALL - 1sts

soundly defeated. In the absence of our coach from the scene, Carol Fussell, an old student of Brighton High, encouraged both teams to strive harder even when our position was hopeless. Both teams are to be congratulated for their school spirit which at no stage allowed anybody to admit defeat until the final second had been played.

The credit for the great enthusiasm of the squad is due to Mr. Grandy's coaching and his inspiring "pep-talks" throughout the season. Without his guidance through the years basketball at Brighton High would not have had the successes it has achieved. Congratulations to all for an enjoyable, if not highly successful season.

— Carolyn Nield

## B.H.S. A.G.S. NOTES

The Brighton High School Amateur Gymnastics Society.

Although we are a small club and have only started last year, we have (we hope) gained some recognition throughout the school.

Most of our members entered the 1965 Victorian Gymnastics Championships under the name of Brighton High School. Two of our members have gained honour for the school as Victorian champions.

Ian Curnow won the Under Sixteen Novice, and Colin Pitts winning this year's Under Sixteen Novice.

I think all the members would like to thank Mr. Frank for his invaluable assistance.



BASKETBALL - 2nds



HOCKEY — 1sts

## GIRLS' HOCKEY, 1965

The highlight of the hockey season this year was the visit of the hockey team to Woodville High School. After a very close and exciting game, to both spectators and players, we were defeated 5 goals to 3.

Matches were played against the Central Division schools — Preston, Camberwell, Canterbury, University High and MacRobertson Girls' High School. The match against MacRobertson will be remembered as the wettest match of the season. In fact it rained so heavily the match had to be abandoned after a short time. Apart from the schools in the Central Division, Brighton also played games against Murrumbeena High School, Hampton High School and St. Leonard's.

On the whole, we did not have an extremely successful season with more losses than wins to our credit.

I would like to thank Mrs. Beer for all the assistance she has given us throughout the season and also thanks go to the girls of both teams who attended practices regularly and played well all year.

Best of luck to the teams next year!

— Judy Burke, Captain

## **GIRLS' TENNIS NOTES**

Enthusiasm! The Oxford Dictionary gives the meaning of this word as being "ardent zeal" which, I feel, the tennis team was lacking a little this year. It was not the lack of ability but rather of the will to win, not of each individual, but of the team as a whole which caused our defeat in four out of six matches. This year there were several promising junior players but until all the team can attend a weekly practice night during the tennis season in order to play together as a team, there is, I feel, little hope of success in the future. For it is a known fact that without a strong will to win even the greatest tennis players in the world can be beaten.

Our best win for the season was against Camberwell High School where Brighton handed out a tennis lesson, winning 31 games to 9. The highlight of the season was, of course, the trip to Woodville but to the disappointment of the tennis fans its proved to be the nadir of our tennis fortunes. The tennis matches were played on the Monday after we arrived in Adelaide in very warm conditions and, not being accustomed to asphalt courts, our team was at a slight



TENNIS - 1sts and 2nds

disadvantage. The Woodville team proved to be too strong overall and had little difficulty in winning comfortably. Our only successes were one doubles and one singles match. Nevertheless the girls all played admirably for Brighton High School.

The team wishes to thank Mrs. Hayes for her untiring efforts in organizing the team. For the school spirit in the team Mrs. Hayes deserves the credit and next year under her guidance the team should be even stronger and more determined than it was this year. Congratulations to those who gave their utmost for Brighton High School and remember that success is comparatively easy if ability can be combined with ardent zeal. Although our wins were few we had many hours of enjoyment and already we are looking forward to a great season next year.

## — C. Nield BOYS' HOCKEY 2nd XI

With the growing enthusiasm in hockey, Brighton was able to field a second boys' hockey team this year. Unfortunately only few schools have a seconds' team and therefore only three matches were played for the season. In the first match Brighton was defeated by University H.S. 4-0. Brighton

was again defeated in the second match by Melbourne H.S., the score being 2-0. In the third match Brighton replayed Melbourne H.S. and secured a 2-0 victory over them.

Throughout the season the team was chosen from the following:—F. Alstock, I. Curnow, D. Allardyce, J. Page, G. Love, D. Fraser, R. Kerr, G. Stevens, L. Rashleigh, N. Stone, S. Abramowitch, B. Jones, Cheng Wee Sik, A. Leary, T. Nielsen, who would like to thank Mr. Hargrave for his encouragement in their matches.

## — A. Leary, Captain, C5 SQUASH

Although there was not as great an interest in squash this year we have many promising young players and the standard of previous years has been maintained. The team did not get much chance to show off its merits except in informal matches against the visiting Woodville High School. Both Brighton and Woodville have debated on the matter of introducing squash to the competition as both schools are greatly interested in it. To prove this point, Woodville this season had 14 teams playing and Brighton has many players playing pennant squash. This we think would make the



SWIMMING TEAM

annual competition more even as both schools would be contesting a sport in which they are both interested instead of one in which there is no interest in our school until a week or so prior to the matches.

The school championships played in August saw John Fleming taking off this title for the fourth successive year and Karl Treasure as runner-up. John represents the school in the Victorian State Junior Squad and was runner-up for the second year in succession in the under 17 Victorian Championships played earlier this year.

Finally, our thanks go to Peter Giddons and Mrs. Lovett for their organization at the squash courts, and also to Mr. Gooding for his enthusiasm and help throughout the year.

- J. Fleming.



SWIMMING TEAM



ATHLETICS

## LONSDALE HOUSE NOTES, 1965

Our House Masters and Mistresses — Mr. Launder, Mr. Claque, Mrs. Anzarut and Mrs. Kaplonyi—supported, helped and encouraged us to set a high standard of competitiveness against the other Houses.

Our great success for the year was the winning of the swimming sports for the third successive year. Yantira Klaver, Sue Loser (lost), the Machin sisters and Michael Evans gained the bulk of the points.

Michael Evans proved to lead his House to second place in fine style in the athletic sports.

Swinging from sports to culture and to the least successful, we find the debaters outclassed by the others. We were considerably more successful in both the drama and choral competitions, coming second in both. Producers Gail Filmore and David Harvest worked hard moulding relatively raw would-be actors and actresses.

One of the most remarkable events of the year was when young Yeltye Fanoy so capably led the choir, drawing from froglike basses a deep, clear tone and from shrill, harsh youngsters sweet sopranos. Well done!!

The highlight of the athletic sports was the Meehan Cup. The combination of the enthusiastic House-minded "fleet of foot" males and females enabled us to gain a clear-cut victory over the others.

But we must remember, along with House Masters and Mistresses we had Carolyn Ketels and Michael Evans, who as "House Captains" directed "Culture Captains" Lilan Fanoy and Alan Walmsley (Wombat), who gained such fine results in their field, with Barbara Espie and Paul Lansen, Sports Vice-Captains, assisting in sporting activities.

For Lonsdale House 1965 has proved a most successful year — may those who take control next year do their equal to that of this year.

## **GRANT HOUSE NOTES**

House Captains: ANNE FLETCHER, ROBERT MUIR.

House Vice-Captains: KATHRYN HUNTER, TOM STOYADINOVICH.

House Cultural Vice-Captains: JULIE LEAHY, RUSSEL HOBBS.

Junior House Captain: JANICE McCARTHY.

Junior House Vice-Captain: VIRGINIA ANNIS.

Whether our victories outshone our losses or not the spirit of and the effort made by House Members this year was great.

At the Swimming Sports, Grant boys won, however although the girls made a terrific effort their victories were few and they were placed third. Consequently we did not win the aggregate.

However, the girls made up for it at the Atheletics when Grant outshone all other Houses by far. Congratulations go to all who participated.

Among the teachers who had inspired us to such great heights were Mrs. Gronow and Mrs. Pascoe and we were sorry to lose them.

Our debaters this year did not lose a debate. Thanks go to Mrs. Chatfield for her guidance, and congratulations, debaters

A fairy tale is an unusual choice for a House play! Russel Hobbs and David Jacobs produced "The Repentant Dragon", and it proved to be the highlight of the drama festival. The producers, talented cast and all others concerned with the success of the play did an excellent job. Thanks go to Mr. Hargraves for his assistance.

Over 50 House members took part in our House choir. The practices proved to be very enjoyable experiences. Heather Capp conducted; Kay Dinetor was our pianist, and David Cameron and Sym Cohn supplied guitar accompaniment for the folk song. We appreciate the splendid effort and co-operation of all who took part. Mr. Gregory was a great help and inspiration.

Finally, we would like to thank Mrs. Box, Mrs. Browne, Mr. Lisle, Mr. Delalande and Mr. Hargraves for their support and guidance during the year. Thanks are also extended to the other Houses for their rivalry and sportsmanship throughout the year.

## MURRAY HOUSE NOTES

House Masters: Mr. NIPPER, Mr. MOOREES House Captain: JEFF. MORAN House Vice-Captain: DOMINIC DECLARIO

In past years Murray has not done so well and this year was no exception.

The School athletics carnival provided an opportunity for the Murray House athletics to show their great brilliance in gaining a well-earned fourth place.

In the excursion to the Olympic Pool, Murray again excelled by evaporating the water as the swimmers surged up and down the long length of the pool. However, full credit must be given to the Murray House team for achieving a better position than they did in the athletics — third place being gained.

Contrary to general belief, Murray did exceptionally well in the House drama, gaining second place.

But Murray reached the pinnacle of success by gaining first position in the House Choral Festival under the brilliant conductorship of Maestro Walter Rappaport.

Finally, we must thank our hardworking House Masters, Mr. Nipper and Mr. Moorees and also Vice-Captains Anna Waksman, Jenny Sutton, Dominic De Clario and John Fleming.

We beat them on the cinders, we thrashed them in the pool, we murdered them on the stage, we slaughtered them on the choir stands. Truly, this was one of our finest years.

- Jeff. Moran

## PHILLIP HOUSE NOTES

This year Phillip had little success in Inter-House competition, although it was not through lack of trying. The House Captains were ably assisted by their deputies Margaret Cumming, Jennifer Bentley, John Pitts and John Kilpatrick. House Mistresses, Mrs. Hayes, Mrs. Freitag, Mrs. Diakovsky, and House Masters, Mr. Morris, Mr. Grandy and Mr. Plunkett, were valuable assets to the House. Swimming still appears to be Phillip's weak spot as least success was had in that field, Phillip being fourth in the competition. However, results



SOFTBALL — 1sts

should be better next year as there are several promising junior swimmers in the House.

In athletics both boys and girls competed well. Although the boys maintained their grand effort by doing well in the field games the girls were less successful. Points combined, Phillip House was placed third. In both Junior and Senior Houses there are many good athletes which forecasts a successful season again next year.

On the cultural side of House activities Phillip came fourth in chorals and drama. Nevertheless "The Trick Cyclist" was well produced by Robert MacNamara while the whole cast is to be congratulated for its fine effort. The lack of success in the choral competition was not due, I feel, to lack of ability, but rather lack of adequate planning. Unfortunately Phillip House did not use its time to the best advantage but the work of the devoted few was much to be admired. The House Pianist was Dinah Caen and conductor Arthur Kerskovic. Throughout this year there were two House Debates in which Phillip was extremely successful,

winning both debates in the girls' and boys' competition. This demonstrated that although Phillip was unsuccessful in most events, at least it contained the best talkers.

Congratulations to all those who did their best for Phillip House. Disappointments were numerous, successes few, but remember that "when the one great Scorer comes to write against your name, He marks not that you won or lost but how you played the game." Best of luck for next year.

- Carolyn Nield, Kent Middleton



THE COOKERY ROOM

## **6A FORM NOTES**

CAPPIE - "I'm an 'I' donor."

GAYE DUNLOP - "So am Eye."

KAYE BRIERLY — Typifies the economic problem of scarcity — i.e., in great demand, but limited in supply.

BARBARA ESPIE — Swims like a fish — has a whale of a time!

MARGARET BENTLEY — Was a sensation as Queen Titania, and her costume . . . .!!!!

MARGARET — CUMMING top in biology.

HELENA ERLICH — Knows just what it is to be downcast — 'er, sorry, plaster-cast.

DIANNE HISLOP — "Smile! You're on 'Candid Camera'!"

JOANNE BURT — Would rather Di.

JOSIE KIEL — "Well, why not shorten the lunch hour?"

ANGELA BECK - Still catching up.

WENDY — "You couldn't BLA'MEY if I called her Speedie" — a Rapid Reader.

DORIS LEWINGER — An economical lass — Frithty!

INGRID EDELMAIER — Better late than never.

KATH ELVISH — Objects to having dragons in the family.

KATH MACDONALD — Entertains us in Literature.

KATH HUNTER — The Postman.

KATH HOFFMAN — Believes in long vacations.

AGNES FARRAGO — Is under the illusion that school is a place for work.

JUDY BURKE — heard muttering, PLU

"7(HCO)<sup>2</sup> + 7 x B<sup>3</sup> — — +

 $\frac{14H}{2} = ?????$ "

ANNE FLETCHER — gnirettum draeh,

"???? = 
$$\frac{\text{H}_{14}}{3} + \frac{\text{ULP}}{\text{TSR}} - 3b \text{ x}$$

+ <sup>2</sup>(OCH)7" (Something wrong somewhere!!!)

JULIE LEAHY — "But he's such a lovely dragon!" — WRIGHT?

SHEILA — "Even if I am GRAY, we still use Persil.

JANICE KAY - ahead in Prac.

CAROLYN KETELS — Like a farmer — always fencing.

JEAN GOLDKORN — Here today, gone tomorrow.

AUDRONE DUMSKIS — Misses Michel now she's otherwise engaged.

HELEN HANNAH AND GAIL FIL-MORE — "Togetherness!"

Anybody missing?

JUDIE AND SUE — Ah, but we wrote it!

MRS. CHATFIELD — "Equal Pay for Equal Work."

IN MEMORY
OF THE
'PASSING'
OF THE
FORM 6B
GIRLS
R.I.P.

## FORM VIC FORM NOTES

Form Master: Mr. A. GREGORY Form Captain: FRANK DAWSON Deputy: CHRIS CROWLEY

"I groped along the shelf for bread, But found celestial food instead."

The gentlemen of VIC have enjoyed a pleasant year's respite from the evils of the outside world. What with the trouble in Vietnam, Kashmir and Indonesia, the reception of the Vernon Report, and Jeff Moran playing football for St. Kilda, it has been difficult for members of the class to fit in other activities without interfering with demanding social programme.

John Kilpatrick, John Fleming, Jeff Moran and Tom Stoyadinovich have represented the prefecture in our midst. John Kilpatrick retired from his singing career in order to devote his life to art, study and football. Jeff Moran represented the form at an International Investigation into Social Living in Fiji during October and we all eagerly await his report.

Tom Stoyadinovich, prefect, soccer player and cricketer, has also managed to

take an interest in wider fields. John Fleming continues to exude charm and goodness to the form.

Walter Rapaport, in cultural fields, brought distinction to the form as conductor of the victorious Murray House Choir in the school choral contest.

A notable achievement of the form has been the activities of the "Mr. Archer Fan Club". Eddie Kutner has been a most inspiring President of this club, ably assisted by Peter Trapp and Robert Frith (whose inexhaustible supply of absent votes we covet). The club, we feel, contributes significantly to the efficient running of the school, and has given a new lease of life to Mr. Archer.

Cheng Wee Sik, and Teng Chew Hoe, from overseas, have been great friends to us; in addition to their personal qualities, have shown us all what hard work means. They have proved worthy additions to our "Asian bloc" — with old stagers Tony Chan and Wong Tye Mun ably maintaining the balance of power.

The "quiet men" of the form have been ably led by Robert Macleod (well known tuck shop consumer), whilst Fred Wyatt always manages a smile even at the worst of times. Jim still represents country interests, and is devoted to introducing a Texan accent into Australia.

John Gilbert, besides a keen interest in the Prefects' Room, plays a clarinet for some of the time and manages to be pleasant to everyone else, for the rest of the time.

Mark Beiser, intent on a legal career, continues to practise his powers of persuasion on all and sundry. Sam Abramovitch has proved the form's most successful and brilliant turf expert, and the form social service funds have been placed in his hands.

Peter Atkinson in addition to playing cricket, is a welcome occasional visitor to the form room.

Sam Fain, is famed for his deep voice and size — our courteous gentleman. Gary Hosking is our form enthusiast, and never seems to be away. David Jacobs is an entrepreneur of distinction, who in between an active business life, is able to fit in dramatic performances. He is at

present employing a public relations firm to improve his image.

In the sporting field we have distinguished representation in Frederick A. Wyatt, Richard Cheng and Frank Dawson, all in the school hockey team. In the minor sports we have Jeff Moran, George Lanza, John Kilpatrick, John Fleming and Robert Muir in the 1st XVIII, while Tom Stoyadinovich and Paul Laurie represented the form in the school soccer team.

Robert Muir (Aquaman) is famed for his outstanding swimming prowess - of humble disposition Robert is a modest champion, and also a House Captain.

Little time was left for academic work but Chris Crowley, Cheng, Feng and Frank Dawson managed to give the form a respectable front in this direction.

Chris Crowley in addition to this work, and his form duties, deserves credit for his extraction of social service contributions. He is also the only professional barman in the form. Frank Dawson, as Form Captain, ably assisted by Chris has proved a friendly and capable leader. Through his efforts absences have been kept to a minimum.

Peter Trapp, of sporting and dramatic fame, has broken all existing records for orange consumption during lessons, and is determined to outdo James Bond.

George Lonza, renowned for his absence notes in Italian, has been a welcome newcomer to the school. Paul Lurie has found the form all too bewildering, while Peter Jones, leader of the "leftists" — calmly persevere despite all distractions.

Finally, we wish to extend our thanks to Mr. Alan Gregory for his efficient work and helpful guidance throughout the year. His assistance in providing information, "pep-talks" and guidance in courses has been invaluable.

## FORM VID FORM NOTES

- P. ALPAR Car? Women yes.
- R. BINGHAM His knee is not the only thing that slipped.
- M. EVANS Head Prefect.
- I. FERRIER Noely poly.
- V. GAMIL National Service reject.
- A. HALMOS -

- R. HOBBS Diane, "will you take me for a ride."
- C. JACKSON Swims at the aquarium.
- L. JONES A real test tube job. Ugh!
- R. KERR Not one of the twelve long
- S. KYRIAKIDIS "Kick in the kidneys."
- E. LAWRENCE Muz . . . muz . . .
- A. LENRY Mathematician in a million, "lousy."
- A. LENKO.
- A. McCABE "Mack the knife".
- A. McKENNA, A. MIDDLETON Oh, no, not another one!
- G. MILNE Road manager (beep, beep).
- R. MORGAN (M)?
- D. MULLINS Teacher's pe(s)t.
- D. NIELD Won a few scholarships.
- P. PAMPHILON Voting vet?
- D. RAYSON -
- P. RIDDER Jumps a lot to conclusions.
- D. ROCHE Under age (for what)?
- I. WARD Tracy baby.
- B. WARREN-SMITH Still with the rabbits.
- J. (W)RIGHT? Not likely.
- A. HERCOVICK A . . . . gardener.
- H. ZALCMAN A front seat job.

  MR. GRANDY Practises what he
- preaches.

## **6E FORM NOTES**

- Duncan Fry
- ISRAEL BOCK 5 o'clock shadow at 9 o'clock.
- JOHN CURZON SIGGERS "Well, a 2nd class honours will do at a pinch."
- KEN DARE Budding guitarist.
- DOMENIC DE CLARIO "Form assembly? What's that?"
- MICHAEL FISHER Prays for straight hair (amongst other things).
- MAURIE FRENKEL It's nice to see him now and again.
- DUNKIE Dashing, debonair, suave, talented (who wrote this anyway?).
- HARRY GOLDBERG One of those intellectual long hairs - glasses, of course.
- DAVID HARVEST Another budding guitarist.

- GARY JAČKSON An intellectual "stonewall."
- PAUL JANSEN "Well I saved my pennies and I saved my dimes and I borrowed the old man's 179."
- SYM KOHN Yet another budding guitarist.
- COLIN LANPHIER Wears the rubber thin (on his hot F.X.).
- LEIGH LANSDOWN "And then along came this E-type with the pipes out of the roof."
- MAX LISMANN Always smiling, encouraging good bristly complexion.
- JOHN McDONOUGH Alias John McDoughnuts.
- IAN (Red Blue) McKINNON Difficulty experienced in describing hair colour.
- JEFF MARKOFF It's what's down the bottom that counts.
- GEOFFREY ORR Or what? "Get orrganised!"
- SAM OSTROBURSKI More the travelling type (especially last two periods).
- MAURIE ROSENTHAL Likes to take a gamble — on anything!
- IAN ROSS "That was no girl that was my sister."
- ALAN WALMSLEY Ditto.
- GIDEON ROTTEN With a name like that what do you expect.
- LEO SHEPPET "While sheppets washed their socks by night."
- HARRY SOSNOWSKI Short, blond,
- DAVID YOUNG Ran a good football lottery - until he got caught.
- BEN SIEGEL Good all-round student. MR. MORRIS — Happy's days are here again.

## FORM Vb FORM NOTES

"Chaotic" is an excellent word. Can be used to describe Tuesday morning events in room 30. Exasperated Form-Master tries to mark roll amid general uproar. General uproar, caused by 34 members of Vb behaving normally, will soon cause teacher to make big mistake in roll, with indelible pen. Meanwhile, nice clean fun-loving members of form go about important business.

Tall, dark, handsome Wayne Edwards busily hammers Alan Gannon, form's smal-

lest lad, for social service. Looking on are Peter Edwards, Don Flemming and Ian Dodds, quieter members of the form. Next to Ian, Max Gibbons snores. Quite excusable, hasn't slept since before breakfast. Peter Dixon is rugged French Horn player, exceptionally good at "Waltzing Matilda". Simon Grace and Geoff Godfredson again sit behind Leonie and Janet. Simon is outstanding actor, very good at finding nonexistent underlying motivations in poetry. No comment on Geoff. Jim Gamilis describes recent rocket launching, puts Woomera to shame. Colin Findlay, a crumpet packing expert, packs a mean crumpet. Rod Egerton wanders around looking for lost possessions. Sure to lose pants one day. Gary Danson predicts weather, never more than 85° wrong. David Fuller, narrates babysitting adventures to David Griffith and Tom Emodi, who is studying to be a minister after a year of Religious Instruction. Russel Geddes, recent addition to form, is amazed by goings on. (At this point teacher makes predicted mistake in roll.) "Does anyone have an ink rubber?" Jack Gutman has.

On the other side of the room Bella Fiddler takes up social service the nonviolent way. Leonie Freame and Janet Dutton sit in front of Simon and Geoff. Seems they're against segregation. Form Captain Chris Farrall, smallest lass in form, tries to unknot Marijke Glas who's "tied up". Marion Donnefeld looks for someone to argue with, about anything. Glenda Fletcher hasn't got much to say for herself but Anne Gartner manages to account for them both. Dianne Graetz is an "all round" sport, especially softball. Gay Dicksen left her heart and white skin in Surfer's. Silly girl - careless packing. Rita Fagen has a certain air of quietness about her which differs from that of the rest of the form. Unlike the boys we have no representatives in the band. Our contribution to music comes from Sue Gates who is a big noise in the choir and Kaye Dineen our budding pianist. Angela Gibson's hair changes with the weather, while Grace Falek sits quietly unaffected by the goings on about her.

## VC

Van Gemert-Theo — Would like eight periods of Maths per day.

Harris-Alexander — The early bird catches the worm.

Hayler-Ashley — "Gee it's cold up here." Huze-Morris — "Cairn the Saints."

Tolly-Alan — Red hot motor.

Joseph-Brien — "I will laugh at anything . . . anything!"

Keam-Graeme — A book worm — i.e., a

grub.
Lee-Geoffry — "Who cares about Maths?
— I'm a humanitarian!"

Love-Geoffry — The bigger they are, the harder they fall.

Lowe-Daryl — No need to say any more.

McNamara-Robert — Collingwood! Collingwood! Collingwood! . . . .

Malinovsky-Thomas — Likes to get out on time, if not earlier.

Marden-Max — A conscientious schoolworker (?)

Marin-Paul — "Thank God, I'm an Atheist!"

Meehan-John —

Millet-Graeme — A Fairy King. Bradley-Edward — Sophistocated (?).

Bradley-Edward — Sophistocated (?). Gill-Rosalie —

Gray-Elizabeth — May I have some more chocolates, please, Sir.

Hooke-Dianne — I'll stone Norman when I see him.

Jess-Wally — Girl. Have brother, will travel.

Job-Jennifer — Scrooge.

Keogh-Glenda — Nice, peaceful, quiet, and maybe conscientious.

Klimenko-Vince —

Komeraroff-Ruth — Yakety-Yak! (Show us what a blick black is.)

Kyle-Rosemary — Similar to Glenda, maybe because she sits next to her.

Manning-Christine — Still interesting and interested.

Mathew-Annette — Who says I'm lazy? (The author.)

## FORM NOTES, FORM VD

You will now read about the township of Form 5D, where under the leadership of Mayor Launder the two civic leaders are Ken Murie and Jocelyn Orr. The brainstrust is Franya Steinberg and Maurice Rostkier. The village football team includes John Moore, Ken Murie, Bill Russek, Alan Moore and John Pitts. The girls' tennis



HOCKEY - 1st

team is Marylin Stutz, Ailsa Porter and Margaret McKenzie, whilst the volleyball team is Joan Kilpatrick, Sue Merrit, Jenny Milles, Jenny Pyrah, Roselyn Pinch, Lynette Pearse and Allison Motherwell. The basketball team is Richard Pamphillon, Roy Park, Peter Osbourne, Brenda Penin, Chris. Patterson and Jenny Niven. Beth Rich is the Prima Ballerina and Geoff Ratz is the band leader. Grogan O'Leary is the athletics team captain, Robert Romeril is the baseball team captain and Stuart Ray is the cricket captain. The town doctor is David Mullin, and the chemist is Robert Norris. Finally, the village comedian is Roland Nicholson.

## FORM VE BOYS' FORM NOTES

The following members of the Form were Neil Watson, able Form Captain, Barry Thomas, Captain of the Vice, Graeme Williams, Tony Tighe and Robin Shearer, all headed the Form scholastically as well as in the sporting field.

Graham Warren followed with a mere 82 per cent.

The following members of the Form were lucky to crack a mention:—

Ken Scott (small size).
Michael Sadlier (very smooth defect).
Michael Shaw (laughs a lot).
Barry Silver (reliable).
David Trott (David O Trott).
Raymond Slee (fine chap).
Roy Wall (plays tennis).
David Simpson (speedy).
David White (no comment).
Lubra? (how'd he get here?).

Watson, Thomas and Williams were all elected prefects, but stepped down in favour of Sadlier.

— Neil Watson, Form Captain — Barry Thomas, Form Vice-Captain

## FORM VE FORM NOTES

VE is a mixed (-up) Form, and when you have read the P.S. you will know why. It is regrettable that I will not be able to write about all 33 members of the Form (mainly because I wouldn't know what to say), so I will only mention the more outstanding ones.

Well, the most outstanding (due to his height) is Neil Watson, the boy Form Captain. The brains in the Form are supplied

by Paula Wilson and Graeme Warren, who were among the 12 top students in 5th Form in the June exams.

Paula Wilson (hockey), Margaret Waddell (softball) and Natalie Trunoff (hockey and softball) were in the teams that represented us in Woodville, and Roy (Emerson) Wall made a "jolly good show" at (can't you guess?) tennis.

Tony Tighe (-ron Power) got off to a good start for an acting career as Beaucamp, Earl of Warwick, in "The Lark".

Lorraine Shelton had graciously consented to extract social service (after I had given up), but except for a few faithful contributors, this Form is permanently broke.

The whole Form is grateful to Mr. Cattermole for his untiring efforts to keep us sane at Form Assembly and, apart from "you and me", he has, thank heavens, succeeded.

I wish everyone in VE success in the future.

The Inseparables

—Maria Ulmer (me), Form Captain and
Lorraine Shelton (you)

P.S.—If I have offended anyone by not mentioning them, please don't blame me, because "you" got me into this when she volunteered for me to write these notes.

- "Me"

## DEI GRATIA

December 18th, 1965.

The ex-intellects of IVA, as their last request, pray that the relatives of our dearly beloved Mr. Delalande, sincerely forgive us.

To eternity IVA has gone. But their spirits will linger in the minds of the Fifth and Sixth Form teachers. For the memory of IVA'S misdeeds will re-echo through the School for years to come. — Pray for them that were exposed to this unholy influence.

## FORM 4C, 1965

Chris Anderson — One of the happy clearasil crowd.

Simon Benedykt — In the School band; plays a hot tuba.

David Black — Wrapped up in his pigeons.
 Richard Brown — Rugged, fearless, handsome.

John Brown — A Simon Templar type.

Alan Barwick — Terrorizes on crackernight.

Don Cameron — He's got hair like ironed seaweed.

Ken Chamberlain — Sits next to Don and talks all day.

Cherry Patrick —Lonely left-over from last year.

Wallace Chisholm — The Form's great lover.

Bill Cleal — Arranges orange juice parties. John Deane — The sinner man.

Rodney Finn — He left school in January!! Doug Fitcher — Maxey's mate.

Lindsay Gulliver — Fitcher's buddy.

Geoffrey Hines — Jack the lady killer.

Robbie Friels — Came to sunny Australia for the sun and flakes at 62 degrees.

Charles Johnson — Got a tree hut in the roof of the hall.

Ralph Kerr — I'll give you a penny banger for that showy marble.

George Roev — Michael Fitzpatrick. Jonathan Lee — One of the gunmen.

Paul Liberman — Strictly "Beak".

Colin Loader — Another gunman.

Tony Logan — Gone off Captain Marvel on to the Secret 7.

Ron MacLeod — Whose pinched Ron's Form Captain badge?

Ray Maddox — Ray and Chisholm get hot playing baseball.

Glen Maxey — Came from W.A. by stage coach.

Paul Michell — Patrick Fitzpatrick.

Frank Miles — A hawk hunter. James Moody — "The Gunman".

Geoff Oliver — Casey Jones's left-hand man.

Doug Pardew — Chops down trees with his nose.

Nicholas Polites — Just another Form stooge.

Graeme Ray — Sounds like his voice comes from his armpits.

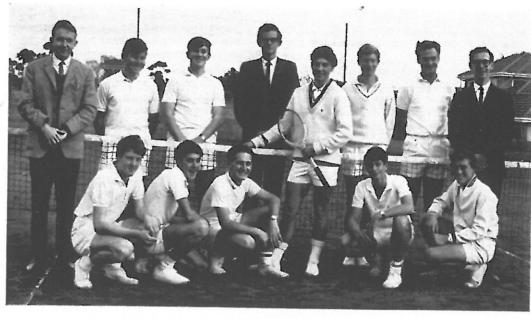
Ray Rigby — He's all heart. Phillip Smith — Sits with Carl.

Robin Verity — Plays with his projector.

Alan Werner — Another left over from last year.

R. Egg Whitelaw — Ajax-headed bush baby.

Alan Taylor — Keeps his plaster on to bash Alf on the head.



TENNIS TEAM

George Morrison — Guess where George has gone.

Barry Docker — Ooey gooey was a worm, but this bloke takes the cake.

Mr. Lisle — Strongarm tactics used during social service.

— These form notes were written by someone too scared to sign his name

## FORM NOTES - 4B

Below 4A, above 4C, We are a mixture Of insecurity. Oh, to be classified, Brilliant or slow, So as to know what To do and where to go. Yet there are a few Who have risen with Ease above the State of insecurity.

## **4D1 FORM NOTES**

This year 4D1 comprises 23 boys and 21 girls, the equal third largest Form in the School.

Our Form teacher, Mr. Nipper, has had a rather difficult task trying to turn us into young ladies and gentlemen, but was pleased with our efforts in raising a considerable sum of money towards the Freedom from Hunger Campaign. He was very proud of Sandra Beegan's efforts in the Combined Athletic Sports at Olympic Park on the 18th October, when she narrowly gained first place in the Under 17 220 yards from a girl at Preston High School who had previously beaten her in the 100 yards.

The beauty of the Form is exemplified in girls such as Kathy Alpar, Maria Vukadinovic, Jan Woods, Patricia Ross and Susan Loser. Special mention must be made of Robyn Burns, who was transferred in the third term from 4D2, although no one has yet decided whether it was for her beauty or her intelligence.

In conclusion, we would like to sincerely thank Mr. Nipper, who so strenuously taught us geography, and all our teachers for the way they have prepared us for the Intermediate examination.

## 4D2 FORM NOTES

Hi! 4D2 is a fairly small Form, and its pupils vary scholastically and athletically. Gordon Stevens and Rosalie Kempler represented the School in the Woodville competitions, whilst Raffaele Barberio and Russel Hancock trained to run in the athletic inter-school sports.

4D2 was well represented in choral and drama activities at school, with Kathy Peter,

Wendy Russell and David Goodwin skimming across the stage in plays, whilst Jeannette Reid and Joy Quinn scaled the notes in the School choir.

Our Form was lucky this year to be graciously escorted on two excursions. Mr. Nipper took our Form to Dandenong to the Heinz factory, where we learnt the art of processing food, and Mr. Lisle, with all-his charm, took us on an excursion of the Mornington Peninsula, where we studied rocks (and other things).

## **TITBITS**

Ashley Simmons, who has a complete wardrobe of tools, is the firm's "Mr. Fixit", and so if you ever need a nut, call Ash. Jeanne Don and Glenys Bayne are prospective Joan Sutherlands, whilst Veronica Spencer will cheerfully tap out a dance routine for you. Helen Johnston endeavours to impoverish us by extracting money from us for social service. Patrick Rozan has a 'teenage band, but he won't tell us its name (??).

STOP PRESS

One of the pupils in our Form has a father who is a dentist, and we find it rather amusing to pay her  $1\frac{1}{2}d$ . for the business card and then display to the teacher to rectify our absence.

To Mr. Muirden, who has suffered ill-health this year, we wish the best of health for 1966, and to Mrs. Lewinson who, as our Form Mistress, has helped and guided us (to the exit-door), we thank sincerely. Some of the pupils in 4D2 may be leaving to seek permanent employment for 1966, and to these friends we extend our wishes, and hope that they will enjoy their lives in "the outside world". Au Revoir.

4D2 FORM NOTES (SECOND VERSION)

4D2 consists of thirty-seven boys and girls, who are "darhlings" as Mrs. Lewinson would say. Although 4D2 is not exactly an academic Form, it is very versatile, and many of our pupils will be found in School teams and clubs.

Raffaele Barberio and Russel Hancock represented our School at the combined athletics carnival, and Gordon Stevens is the Form's hockey star, being selected to play against Woodville High School in that team.

Before our esteemed readers are distressed, we must warn them that 4D2 is

far from a brilliant Form. However, Robyn Burns (another Beatle fanatic) managed to obtain an average of 70% in the June exams. 4D2 is very inclined to the cultural arts, and our Form was well represented in drama by Kathy Peter, Wendy Russel, David Goodwin, and Jeannette Reed and Joy Quinn scale the notes in the School choir. Veronica Spencer and Jeanne Don will willingly perform a tap-dance, too, if it is so desired!

Ashley Simmons, the Form's most eligible male, is 4D's "Mr. Fixit". Ash has a ward-robe of tools, which he carries around with him *always*. (So if you need a nut — call Ash!)

David Allardice and Helen Johnstone are members of the School's gymnastic team, and Smoky Dawson (she knows who we mean) was in the School ballet team. By Smoky's remarkable performance she proved to be another Margot Fonteyn.

**EXCURSIONS** 

Mr. Nipper took our Form to the Heinz factory in Dandenong, where we learnt the art of processing food, and Mr. Lisle graciously escorted us on a tour of the Mornington Peninsula, where we studied rocks (and other things!). Thank you, gents.

To Mr. Muirden, who has suffered ill-health this year, we wish the best of health for 1966, and assure him that we will be good, and to Mrs. Lewinson, who has been our friend and Form teacher throughout 1965, we extend our thanks and sympathy (for tolerating us). Ho!

-Morag Brown, Les Cartwright, Form Captains

## FORM 3A

The Voyager, Chronicle of Brighton Labourers' Union. Room 25 1965

Dear Sirs,

We wish to file a short (?) report on the progress of one of your clients — "Three Aye". Although we assume that your trustees (teachers!) had some (?) difficulty in fulfilling their obligations, we feel that our representation in many extra-curricular activities is some compensation. We welcomed back Miss Howe and Mr. M. Silverstein to our firm, but are saddened by the loss of

a fellow employee, Miss Mussared, who unfortunately was transferred to our Sydney branch

The Labourers' Union provided us with recreational benefits. Athletics was enjoyed by Mr. Y. D. Thoms (managing director), Mr. Lovett, Monsieur Jacques, our office boy, Neil, and charming Miss Hancock. As the union provided us with sporting equipment, some ladies of our staff, Miss G. Bailey, Miss Mouat, Miss L. Harwood and Miss Y. Panay (women's staff director) were able to gain places in the union's hockey team. Most of the male staff participated in football on Fridays after work.

The Labourers' Union also provided a community singing competition, in which we were excellently represented.

In the union exchange between Adelaide and Brighton Miss Hancock and Miss Howe made a delightful journey, and Monsieur Jacques held the third speaker position in the union debate, which was based on the question whether or not we should send employees to Vietnam.

We also have some gifted (?) amateur actors in our employ. They took part in the union's presentation of Jean Anouihl's "The Lark" and were Mr. "Mendy" Mendelovits (an office jester), Miss K. Shaw, Miss Hancock and Miss Mussared.

To raise money for better working conditions, the Women's Auxiliary organized a Mannequin Parade. Those breathtaking beauties, Miss "Marilyn" Munro, Miss Shirlea Mills and the inevitably charming Miss Hancock, strolled the catwalk with the necessary grace.

This report entails almost all outside activities, and we hope it creates a favourable impression of the firm — "Three, Aye and Co."

- Yours faithfully, 3A

## FORM 3C

Our Form consists of 28 boys and 13 girls. Michael Slater, the boy who came top in our Form, with an average of 76%, came from Trinidad 10 months ago. The girl who came top was Quiania Mountjouris, with an average of 72%. Colin Pitts entered the Under 16 Victorian championships, and won. For this he was very

proud and very highly commended. The girl Form Captain is Marcia Edwards, and the boy Form Captains have been four. One lasted for one day, another for a week, another for a month, and now, congratulations to David Burns for breaking the record (seven months he's been in). Mr. Lamb is our Form teacher.

## 3D FORM NOTES

Graeme Stevens — Still in touch with Fitz-

Colin Jackson — Yet to miss a day of school.

Robert Steinberg — Fairy godmother to Jackson.

Bryan Chapman — Swims like a fish.

Cris. Felsinger— Has a strong dislike for White Australia policy.

Laurie Hogan — He likes the Telly Goons too.

Robert Pask — An earnest student.

David Best — It's not that I prefer school.

Bill Golley — Doesn't believe everything he's told.

Lynn Wallis — Better late than never. Ross Hannaford — Has turned his thoughts to other fields that need less ploughing.

David Sherrit — Donations will be made for an alarm clock for David.

Richy Williams — If at first you don't succeed.

Stirling Preston — Thinks he can play cricket.

Phillip Kloot — He walks like a man. Andrew Langland — Form Captain.

Julius Rath — There's one in every Form Peter McDonough — Budding cyclist (especially on Fridays).

Peter Hendrie —

Ken Wood — Chip off the old billiard cue.

## **3E FORM NOTES**

This is 3E, a Form of 43 girls. This year we encountered a course called "Commercial".

"Some" of the girls are good, most of them are, well! mischievous.

A few of our girls are in the junior choir, Nancy and Sue. Janice Macarthy was in the swimming, and Robin and Carol were in the Fashion Parade.

Let me introduce you to some of our girls. Here they are:—

Helen's as quiet as a mouse.

Janice Macarthy brings down the house. Robin's had a busy year.

And J. and J. are hardly ever here. (Won't mention names.)

Mary, Julie and Lynne. Well, we'd better not mention them.

Lucy and Dianne are a scream. And Gillian Carr is "SO" supreme. Aviva and Doris. WHAT a pair.

And Yvonne has trouble with her hair. Our Form Captains are Dianne Morrison

and Sophia Polites.

We wish to thank all our teachers, especially Miss Rice (former Form Mistress) and Mrs. Box, our Form teacher.

## 3F FORM NOTES

### **BOYS**

3F — Keep the cheering down.

Arnott Warren (Wog) - Once Vice-Captain, now Captain. Footballer and cricketer of note. Basketball? - Double Dribble.

Bartholomews, Warren (Barty Boy) — Wild and twisted because he plays hockey and soccer. (Ceylon for ever.)

Clark, John (F. J.) — "Wait a Whylie." Denies he uses peroxide (food for thought).

Cullen, Greg (Fat Boy) —

Loftus, Ross (We know) — Tries to kid us he can sail (in the bath-tub, we reckon). MacDonald, Peter (We know ya little game) - He sails, a can methinks.

Niven, Greg (Barney) — Football? Little boy, big loud Mouth? (Drive a saint mad.)

Schulz, Max (Maxine) — Buddha's mate. Thomas, Duncan (Buddha) — The only Rocker (Max's mate).

Trouson (Diagnosed the class) — Athletics, sailing and camping. (Jag man.)

Walker, Robert — Hockey and spearfishing (Goldfish). Stingray. Riches, Gordon (Richy Pichy).

## **GIRLS**

Harvey, Sally (Cona) — Loves beaches. Gleeson, Rosalie (Copper) - Quiet, but quite a girl.

McKenna, Janet (Pony) — Nice girl, good student.

Rostkier, Estelle (Fingers) — "Victor" on brain.

Sinka, Anna (Fairy) — David's (a pretty

Phin, Jacqueline — Doesn't swim like a fish. Morton, Julie (Johny) - Like a train, just passing through.

Smith, Gayle (Marg) — She likes Charlie the talking Camera.

Howse, Margarate (Wagsie).

Appleton, Lynne (Apples) - Just call me long, skinny Lynne.

Ovendon, Sylvia (Sarg) - She's known as Sarg throughout the Form. Sutton, Gerialen (Gexy).

Hans and Risto — Working on the chain

Porter (Railways) - What can I do for you in the way of derailment.

Cotta, James - Left legal like, mate. Davis Warren - Left in a hurry, for car-

pentry (look for a stick in steel furni-

Greene, Michael — Left legitimately. Big surprize.

Hancock, Tony - Blew in and out like a Queensland fly.

Hall, Coral — Very noisy.

## **TEACHERS**

Form Teachers: Mr. Vogt, Mr. Frank

## **2B FORM NOTES**

Going to tell you all about the team 2B. They're all my friends, as you will see. Now let's start at the very beginning, It's a very good place to start. When you read you begin with A. B. C. And that's exactly how it's going to be.

J. Arscott — Enjoys yachting.

A. Baldwin — Form Captain.

J. Clayton — Often goes to the Drive-In.

D. Cummins — Doesn't know if she's cummin' or goin'.

L. Eagle — Is the real member of the flies.

J. Fiddler — Belongs to the orchestra.

B. Frankenberg — Rosies are red and so is she too.

D. Gardiner — Digs popular music.

H. Giles - Must like music to sit next to Joan Fiddler.

B. Hill — Doesn't know if she's up or down.

O. Hughes — Likes football.

A. McNamara — Is teacher's pe(s)t.

R. Monkhouse — Lives next to a monas-

I. Mutz — Is always eating nuts.

K. Parker — Never drives a car. She parks

M. Pitts — Always plays in the gravel.

C. Quelch — Enjoys playing hockey. B. Rowell — Likes swimming.

E. Rubenstein — Is very quiet.
L. Stewart — Likes to play hockey and likes sailing.

T. Vaughan — Likes mowing the lawn.

H. Whiting — Goes to a fish school.

V. Wood — Took a walk in the black forest.

And now we thank our form teacher dear, the once Miss Marshall but the now Mrs. Beer.

## **2C FORM NOTES**

Our Form has not been the best Form in the School, but was not the worst. At the mid-year exams. Sandra Pick topped the Form. She was closely followed by Heather Gibson, who often liked to play about. Michael Corcoran topped the boys. In our athletic sports Russell Booth gained a place in the Under 14 high jump. Rhonda Phillips is Form Captain, and at mid-year Michael Kennedy left and Malcolm Port. who was Vice-Captain took over.

Early in the year we had a newcomer. Grant Hessing, who likes breaking windows; and near the end of the year Sandra Lawry, who is 4 foot 1 inch joined our Form, and in one way or another she caused quite a stir around the School. We would like to thank all our teachers for being so tolerant with us and especially our form teacher, Mrs. Sutton, who came half way through the year, and to whom we owe many thanks for improving our Form a great deal.

## "2B OR NOT 2B"

Desks Crashing. Rulers Smashing, Teachers coming,

2B going. 2B boys were to be. After a mixed up start 2B boys settled down to an excellent year. They have done quite well in all

subjects and sport. P is for Paul, quiet but shrewd.

H is for Harbour, always in a good mood. R is for Robert, who is always calm.

D is for David, always alarm.

Robert Stirling and Peter Swanberg are our two footballers with Robert gaining Vice-Captain of the 2nds football team. Between Ian Burns and Peter Harvest we have a maths computer and of course our great debater is Neil Harbour. David Boyd and Stephen Ibtson are our two newcomers. one from Scotland and one from England. Eugene Korin is good at woodwork and Tony Prowse likes Science. Colin Pearse likes working on the board and he is a cute little fellow. David Scnall and Peter Hopcraft who has just lately broken his wrist likes racing for the front desks. I the Form Captain, have enjoyed 2B and I think they should shine in the exams.

Robert likes imitating Jack Little, and Geoffrey Griffith is desk boy.

Neil McIntyre.

## **2E FORM NOTES**

On behalf of 2E special thanks are extended to Mrs. Hayes, our Form teacher, and to the remainder of the teachers who had to put up with us. The Form was topped by L. Crafti, and second in place came E. O'Leary. Here are a few lines which tell a little of the Form: Our Form consists of twenty-four; You must admit there should be more. To Mrs. Hayes our thanks do go, For giving us the final show. Kay and Jerry try their best To keep us in order, what a test. Our sports girls are Jenny and Jo, When on their marks off they go. Five of our boys play in the soccer team, Often having more than one split seam. Although we're really quite a jolly lot, The teachers think we should be shot.

## **1A FORM NOTES**

Our Form, which consists of 15 girls and 18 boys, has had a very enjoyable first year at High School.

We have been on two excursions to the Melbourne Town Hall to hear the Melbourne Symphony Orchestra.

Phillip Lacey, from Canada, and Lonore Boyd, from Chadstone, joined our Form near the start of 3rd term.

Dux of the Form in the mid-year exam. was Trevor Butler with 89%. Following him was Rod Binnington with 88%.

Trevor Butler, Greg. Bradley, Ross Dineen, Stephen Cherry, Paul Collins, Lance Davidson, Keith Cowlishaw and Trevor Bishop were in the Under 13 football team, and Jennifer Barkell, Heather Carr, Pamela Crooke, Sally Atkins, Angela Banoff, Marilyn Cockcroft and Pat Cornelius were in the School choir. Carolyn Austin and Christopher Breer are members of the School band.

Ross Dineen, after winning three events in the House sports, ran second and third in the School sports, despite an injured foot.

At the end of the year we intend to have a Form party on the grass near Middle Brighton Baths.

Finally, we would like to thank our teachers for their guidance through the year.

## **1B FORM NOTES**

This year our Form consists of 21 girls and 18 boys. We have all enjoyed our first year of High School. Some of our marks which are not so good we won't mention, but we would like to tell of our highest results at half-yearly examination. These pupils of 1B have gained a high academic standard, with Mervyn Gates maintaining the highest average of all the first Forms, and Tibety Djunaj and Colin Hargraves not far behind.

But we regret to say that a few children have transferred from 1B to other schools, including our first boy Form Captain, Trevor Kennedy.

Early this year some pupils from our class competed in the swimming and athletics sports. Many of our girls sang at Dandenong in the choir conducted by Miss McDermott. Three of our boys practised for the School band. These were — Colin Hargraves, who plays the trumpet; Douglas Farren, the clarinet, and Victor Kay, the clarinet.

During the year 1B has attended two Symphony Concerts in the Melbourne Town Hall, which were very enjoyable.

Some of the children are arranging a quiz competition to raise money for social service, and hope it will be successful.

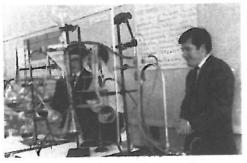
Last, but not least, 1B would like to thank Mrs. Box and Miss Rice, our First Form teachers. The form has appreciated the help of Form teachers, Form Captains and all teachers in supervising their education for 1965.

## 1C FORM NOTES

There are 16 girls and 21 boys in 1C. Our first Form teacher was Mr. Chapman, but now we have Mrs. Anzarut.

In the half-year exams. Keitha Mouat came top. Susan Maclure and Rodney Nathan gained places in the swimming team, and Susan Marks was lucky enough to run for Brighton High in the athletic sports. Jennifer MacKenzie and David Lee are the Form Captains.

I would like to thank all the teachers who have taught us, and I am sure that we have all gained a greater store of knowledge through them.



CHEMISTRY