



Schools are very busy places and ours, being so large, is no exception. The daily routine and ever present emergencies occupy our minds so constantly that much of its meaning and importance is taken for granted. How many of us appreciate that our School is a very real and important unit of society and moreover is a very special social system itself? We have about 1030 pupils and teachers and other staff of nearly 80 adults. In addition there are other helpers and visitors so that we muster in all well over 1100 people; in fact our school community is larger than many country towns we know well.

Such towns have a corporate life of their own organized by the townspeople with services providing all of their needs for work, daily life, recreation, entertainment and cultural activities. Likewise our School must provide much besides the mere academic education of its pupils and this takes much thought, organization and work. A generation or two ago High Schools were much smaller, only the largest exceeding 300 pupils with correspondingly small teaching staffs. Non-academic staff consisted of a lone caretaker and visitors were few. In those days it was easy for all teachers to know well the pupils they taught and most other pupils at the School so that it was easy for a school to form a real identity of its own.

Nowadays most schools other than those which serve thinly populated country areas are very large indeed and it is almost impossible for the pupils to know each other well and teachers have an even greater task in meeting pupils anywhere outside the class lesson. Such schools face the great danger of becoming impersonal with many of the children being lost in the crowd. The consequent loss of fellowship and real understanding has very serious consequences for many who know that they pass unnoticed, unappreciated and with their personalities undeveloped. We must realise that every individual is important and can contribute something to one or more of the aspects of the complete school life so that each has a sense of belonging and a feeling of his own worth. We must achieve this first in the classroom, by ensuring that every pupil takes an active part in the lessons by the use and variety of modern methods which emphasize pupil activity.

Out of class activities should be extended with the same object in mind. Where possible new sports should be introduced to cater for the changing interests of new generations. In the last few years our school has successfully introduced many new sporting activities. Other activities, loosely collected under "cultural", which add so much to the interest of school life, must be extended to cater for wider tastes. Pupils and staff must work together in the planning, organization and functioning of these so that otherwise undiscovered abilities may be revealed, and used with resultant satisfaction and pride.

Administrators must realize that the same principles apply to staff members who must each feel a useful part of the social system. The ideal would be reached when each member of the community has some worthwhile responsibility, and when the whole community knows of this and is able to show its appreciation. The cardinal point is that in all matters concerning the pupils, they and the staff members responsible and willing to help should work together and that their work should be recognized by all. In this way the school can be a successful social system.

L. A. Cooke

staff

PRINCIPAL:

Mr. L. A. Cooke, B.Sc., Dip.Ed.

DEPUTY PRINCIPAL:

Miss E. A. J. Mayson, B.A., T.P.T.C.

Mr. R. G. Sirrell, B.A. (Hon.), Dip.Ed.
 Mr. J. G. Shortal, B.A., Dip.Ed., T.P.T.C.
 Mr. M. J. O'Brien, B.Sc., Dip.Ed.
 Mr. F. H. Taylor, B.A., T.P.T.C.
 Mr. J. C. Osborne, B.Sc., T.S.T.C.
 Mr. B. N. Todd, B.A., B.Ed.
 Mr. T. B. Atkinson, Dip.Agr. (Dookie), 5 Univ. Subjs., S.T.C., A.C.T.T.
 Mr. G. A. Frank, Dip. P.E., T.P.T.C.
 Mr. K. Mortensen, T.S.T.C., Dip. Art (R.M.I.T.), Art Tchrs. Certificate.
 Mr. V. Kaufmann, B.Sc., Dip.Ed.
 Mr. J. P. McMahon, B.A., Dip.Ed.
 Mr. P. H. Green, B.A., T.S.T.C.
 Mr. D. C. Plunkett, 4 Univ. Subjs. (Hon.), A.C.T.T. (Pend.).
 Mr. J. W. S. Graves, 3 Univ. Subjs., Teach. Cert. (T.H.S.).
 Mr. T. R. Allen, Trade Cert.
 Mr. S. S. Farag, B.Sc.
 Mr. I. McIntosh, B.A., A.C.T.T.
 Mr. R. F. Leggo, 1st Dan Judo, Ju Jitsu.
 Mr. D. J. Noone, 2 years Archit. degree (Melb.).
 Mr. H. J. Carrigan, 6 Univ. Subjects.
 Mr. R. A. Briglia, 3 Univ. Subjs.
 Mr. R. Lancaster, Cert. Comp. Metalwork, Welding Cert.
 Mr. C. Georgiadas, Par. Maths. V., Computer Sc. Dip. R.M.I.T.
 Mr. R. Hurst, Dip.Comm.
 Mr. A. L. Beach.
 Mr. Van Ernst.
 Mr. E. S. Davis.
 Miss J. McCann, T.S.T.C. (Arts & Crafts), S.A.T.C.
 Miss M. McIntyre, T.S.T.C. (Dom.Art).
 Mrs. M. C. Freitag, B.Sc., Dip.Ed.
 Miss M. Green, B.Sc., Dip.Ed.
 Mrs. I. A. Lewinson, B.Comm., A.C.T.T.
 Mrs. E. A. Cizek, Dip.Phys.Ed. (Berlin), A.C.T.T.
 Mrs. B. A. McCulloch, Trained Domestic Arts.
 Mrs. D. J. Diakovsky, 8 Univ. Subjs., A.C.T.T.
 Mrs. L. A. Hayes, T.P.T.C., T.T.L.C.
 Mrs. J. G. Kneebone, 8 Univ. Subjs., T.S.T.C.
 Mrs. J. C. Bayley, T.S.T.C. (III).
 Mrs. D. G. Anzarut, B.A., A.C.T.T.
 Mrs. V. Kaplonyi, 3 Univ. Subjs., A.C.T.T.
 Miss L. Stacey, A.Mus.A., T.S.T.C.
 Mrs. A. Harris, Junior Librarian.
 Miss L. Gatty, T.P.T.C.
 Mrs. F. A. Gaylard, Dip.Dom.Econ.
 Mrs. V. R. McAllester, B.Ag.Sci., A.C.T.T.
 Mrs. E. Longney, 6 Univ. Subjs., T.S.T.C.
 Mrs. L. Frydman, B.Sc.
 Mrs. E. Perlman, B.A.
 Mrs. E. Hatton, N'Craft Trade Exp.
 Mrs. M. Boucher, 4 yrs. Emily McPherson, 5 yrs. Trade.
 Mrs. S. V. Pelling, P.E. (U.K.).
 Mrs. F. M. Coish, 3 Univ. Subjs., T.P.T.C.
 Mrs. R. M. Dart, B.A., Dip.Ed., T.P.T.C.
 Mrs. M. H. Studdert, B.A., Dip.Ed. (N.S.W.).
 Miss J. Kesner, Dip.Comm. Practice.
 Miss J. Parker, B.A.
 Mrs. B. Keeley, M.A. (N.Z.).
 Mrs. S. M. C. MacDonald, B.A.
 Mrs. B. Brown, B.Sc.
 Miss J. A. Bickford, 4 Univ. Subjs.
 Mrs. M. R. O'Brien, B.A., Dip.Ed.
 Mrs. A. L. Stocker, B.Sc. (U.S.A.), Tchr. Training.
 Miss E. Gregory, Dip.Music.

LABORATORY ASSISTANT:

Mr. M. J. O'Connell.

ADMINISTRATIVE STAFF:

Mrs. E. Carne.
 Miss F. Ward.
 Mrs. B. Doolan.

editorial

When we first began thinking about this year's Voyager, we looked through magazines of past years, of this school and others, and very often it seemed that they were not really talking about people — the hundreds of different people that make up a school — that somehow they had lost sight of them in the formal, impersonal black and white of 'The School Magazine', and that they had become just the same people doing the same things, year after year. We wanted to show people that Brighton High School is more than just a name — that it is people, different people, with different backgrounds, different points of view, different ambitions, different talents, united by the fact that school is, for all of us, the first step in achieving our ambitions. Our identities should not be submerged in the amorphous mass of 'the school' — we are individuals, working as a community, with other people. When you read the next bulletin, listen to the next announcement, when you react to the next bell in just the same way as a thousand others, at the same moment remember that you are not just another mass-produced unit passing along this assembly line — that you still remain a person in your own right. And when we have forgotten the facts we learnt, we will remember the people we met, the friends we made, and the enemies, and the learning to live with other people — and that is as important as university entrance, and the certificate saying how many subjects you passed.

We want to thank all the people who helped us to make this magazine what we wanted it to be, and especially Mr. Hurst and Brian Corbett for their last minute help with final prints of the photographs.

Dinah Percival

committee



EDITORIAL COMMITTEE:

Dinah Percival
 Julie White
 Peter Hopcraft
 Candy Westney
 Colin Horwood

STAFF ADVISER:

Mrs. Studdert

PHOTOGRAPHY BY:

Peter Hopcraft
 Colin Horwood
 Clive Ducat
 Dinah Percival

GRAPHICS BY:

Richard Bazeley
 Peter Hopcraft

GOODBYE MR. COOKE

Mr. Cooke will retire from the post of Principal of Brighton High School at the end of this current school year and we wish to express our sincere gratitude for the innumerable services he has carried out during the last five years. He came to this school in February 1965 from Dandenong High School where he had been Headmaster for seven years. His courtesy to all, his enthusiasm, his consistency of purpose in supporting his principles and his readiness to listen to the problems of each student have made an indelible impression on us all.

The school has benefited both academically and materially from the devoted efforts of Mr. Cooke. It has had outstanding success with its very fine Matriculation results and has obtained excellent library facilities, teaching aids, sports grounds and gardens.

The most memorable and valuable contribution Mr. Cooke has made to the staff of the school has been in the sphere of human relations. Everyone is known and spoken to with such warmth and kindness that he or she feels an integral part of the school community.

He has given unstinted support to all cultural and social-service efforts made by the pupils. We remember, admire and support the dogged determination with which Mr. Cooke has pursued his aim of creating a school both we and the community could be proud of.

Today we live in times when authority is constantly challenged, when the home and school are seeing their influence being assailed, yet here in Brighton High we experienced no dissension or animosity as the

Principal ensured that each member of the school was listened to and had his views respected. Through elementary justice and common courtesy each pupil must have felt he had received a fair deal.

May we of Brighton High wish our Principal a very happy and pleasant retirement and we would also like to thank his wife for the great interest she has always taken in the school's activities.

R. G. Sirrell

In August this year, Mr. L. A. Cooke reached his sixty-fifth birthday, but instead of retiring immediately he was prepared to remain until the end of the year so that the school would not be disorganised and all of us, especially those in their Matriculation year, appreciate Mr. Cooke's consideration and thoughtfulness.

Brighton High will be losing not only an excellent principal but also a genuine, sincere person. In his four years as principal Mr. Cooke has promoted a sense of unity among the students. He has encouraged participation in cultural and social service activities as well as in school work.

Mr. Cooke introduced more official positions into the school giving responsibility to a greater number of students. He has become familiar with nearly every pupil in the school which shows his concern for each one as an individual and his recognition of the value of every student to the school and the community.

And so, Mr. Cooke, "thank you" from the students of Brighton High School.

Barbara Blake, Head Prefect



During a recent tape recorded interview with our reporters Michael Prior and Peter Gilmour, Mr. Cooke reminisced about his early career, and gave his opinions on various aspects of education. The following are extracts from this interview.

What first made you become a teacher?

I always liked learning, and, managing to get a Junior Government Scholarship, I went on to high school and finally won a Senior Scholarship. I then gained a Teaching Studentship and was able to go to university and get a degree and a diploma. I took my degree in Physics, Chemistry and Maths.

I suppose you taught those subjects?

Oh yes, I've taught Physics, Chemistry and all the branches of Maths. to Matric.

How many years have you actually been a headmaster, Mr. Cooke?

Fourteen, and two as Vice-Principal.

Do you think it would be a good idea to establish separate senior schools for the Leaving and Matric students?

I'm a great believer in the six year high school because I think that if our top two years of Hampton, Highett, McKinnon, Bentleigh, Elwood and Brighton for instance were all put into one senior school, most of them would be lost in the mass and they'd lose their incentive to be leaders and set standards before the juniors around them. I think they would lose the personal interest of their teachers — no one would know anything about them and I think



the students would resent losing the prestige of being those who are known to the authorities and who can help in developing a school.

Do you see any modification of the prefect system that we have at this school?

Well, there can be many modifications. Undoubtedly you want pupils in on things. If you count up the number of people who have some authority and recognition in our school it's quite large. We have prefects, house captains, form captains, librarians, social service representatives, sports captains and the leaders of clubs, the stage crew and magazine committee, so that somewhere between three and four hundred pupils have some office or authority.

What is your attitude to awarding prizes?

I think a very bad trend at present is to level down. People say "Why should you give a prize for the dux of the school or for winning the hundred yards?" Well, this is the world and I think human beings need competition — it's human nature. However competition can get out of hand. In fact the competition got so bad, a couple of years ago, that the Education Department had to ban beauty competitions or queen competitions in schools.

Do you think the matriculation should be an external exam?

I think they should have the exam. I'm a great believer in examinations because in examinations a pupil meets real life, perhaps for the only time in his school career. He is given a job to do, he should have been pre-



pared for that job, he's given a time to do it and he's got to do it on his own. And this is life. But as far as the matric is concerned, I think they ought to use a similar examination but also use a report from the school on each subject and a mark from the school, and combine the two, perhaps in equal proportions.

Is Brighton High one of the most highly developed schools in Victoria, Mr. Cooke?

Brighton High School has one of the highest retention rates in Victoria. We encourage all to progress, not just the best. We also offer a very wide range of subjects and the staff is very well qualified.

What about future development of the school?

Well, we've got most things we want. As a matter of fact, I think we've got more than we need to make a good school. I think the main things you want in a school are good pupils who are interested, not necessarily the clever ones, but a mixture. I think a school is better with a mixture, because some of those who are not so good academically are very good at other things such as dramatic work and sport and all these count. They're all important because they all work towards the happiness of people.

And what are you going to do when you leave school at the end of this year?

Mrs. Cooke and I will probably go to New Zealand first for a few weeks and then to England and we're staying there for perhaps two years. I was born there, but Australia is now our home and we will return here . . .

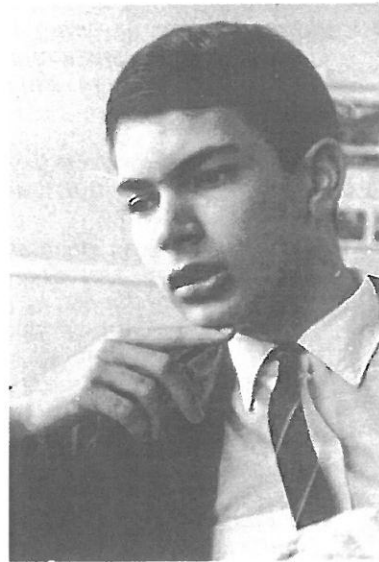




From the small island of Penang came Saw Choo Yeow one of our overseas students. She came at her own expense, not on a scholarship or any other Government scheme. Her reason for choosing Australia was that she had friends here and also because competition with regard to university entrance was much greater in Malaya. The duration of her stay depends on how long her studies take.

In Malaya a different educational system prevails. There, one starts at seven years of age, doing fourteen years at school which includes a two-year matriculation. Primary education is compulsory and free, but secondary and tertiary education are not. English is the second language in Malayan schools and before coming to Australia a pass in a special English exam is required. Saw Choo has an older and younger brother in Malaya. She has been here for over three years and admitted that at first it was difficult to adjust to the Australian way of life. However now she appears to look upon Australia as her second home.

Leonie Pinch, 6A; and Judy Savari, 6B



Basil LaBrooy, of form four, came to Australia from Kandy, in Ceylon, in June 1969 to live with relatives. He hopes to find better opportunities here, his aim being to go to a Melbourne university, and later to practise medicine in Australia.

School in Ceylon begins at five years old, with five years at primary school and seven at secondary. Entrance to Ceylon's four universities is difficult, because Ceylon, although only a small country, has the same population as Australia, and since the introduction of free education nine years ago more and more people are seeking a higher standard of education.

Some friction exists between the three main racial groups; some of the uneducated Singha- lese feel that the Tamils, descendants of Indian families, and the Burghers, descendants of European families, are intruders in their country. The Tamils, however, feel that they have been in Ceylon for so long that this is completely unjustified, and reciprocate the feeling of resentment. Basil, a Burgher himself, says that he has not met any prejudice in Australia, and that he is very happy here.

Interview by Julie White, VI



Sandra Jones, of form five, arrived in Melbourne in January 1969, and intends to stay for two years. She was born in Cape Town, South Africa, and moved to Rhodesia, then Johannesburg before coming to Australia. Sandra finds that there is more freedom in Melbourne than Johannesburg, but nevertheless she feels homesick, although the people of Melbourne are very friendly and she has been easily accepted.

Apartheid is very evident in South Africa, but though the blacks do not get a completely fair deal, Sandra thinks that they would be worse off without it.

All schools in South Africa are segregated, and many are overcrowded, especially those for coloured children, who outnumber whites four to one. Seven years are spent at primary school, and five at secondary, where Sandra says the standard is comparable to Melbourne schools. She finds, however, that university entrance is easier here than in Johannesburg. Her explanation for this is that since certain menial jobs are reserved by law for the black community, the whites must be university educated to earn a good wage, and so competition is greater.

Interview by Julie White, VI



Barbara Kovacs recently arrived at Brighton High School from the West German city of Hamburg where she attended middle school. She says that there are more opportunities for education in Germany than there are here. There are no school fees and the school lends the students all their text books. There are the primary or folk schools where pupils spend four years and then proceed to middle school. Pupils study up to leaving in the middle school and then move into a gymnasium school where they study for two years and take their matriculation at the age of eighteen. The gymnasium is mostly for the upper classes. A matric. student doesn't go to school regularly as he does most of his work at home. After matriculation most students go to university. Many also go to commercial school. Here students can work for one or two days a week and attend school for the rest of the week.

Sport is played for an hour three times a week and there is no competitive sport in the German schools. There is little need for strict discipline in the schools because students realise that they must work hard to achieve satisfactory results and the teachers tend to ignore those who won't work.

Interview by Nina Rostkier



Hideo Iizuka, from Tokyo, was brought to Australia by the Lions Club, as an exchange student, and a boy from Melbourne is spending the same length of time in Tokyo.

Although Hideo has some trouble with the language at the moment, he says he likes living in Melbourne, and thinks it is a better city than Tokyo. He finds the people are friendlier, and prefers the slower pace of life. He likes Melbourne's big parks and wider, less crowded streets.

English is taught as a second language in Japan, and though Hideo felt reasonably confident about his English, he found that people in Melbourne speak very fast and he had great difficulty understanding what was being said at first. The situation has, however, improved considerably.

High School in Japan is divided into two sections: Junior School, which starts at thirteen, and High School, which starts at sixteen. Instead of exams there are five tests throughout the year. Eleven subjects are taught, even in the final year, at High Schools with about three thousand students. Most of these students, the great majority of whom are boys, go on to university.

Interview by Julie White, VI



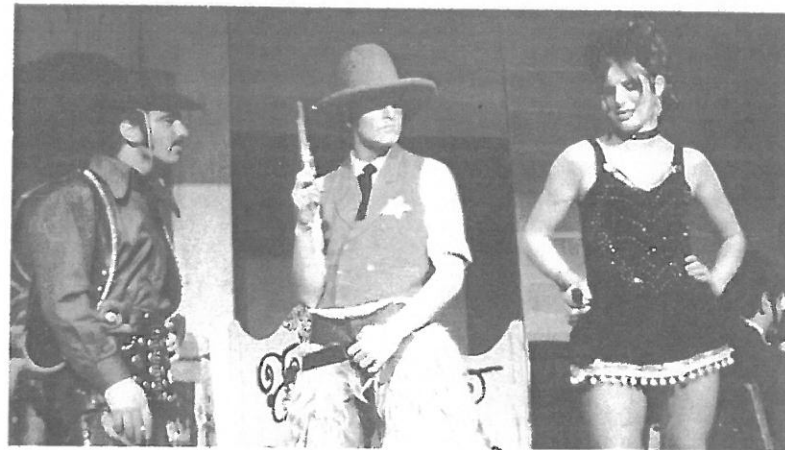
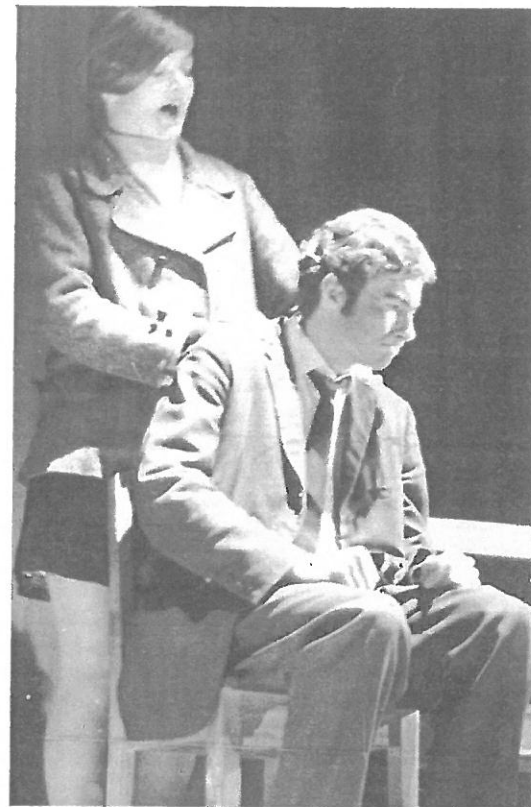
Debbie Richardson of form V, and her brother Evan of Form I, arrived in Australia in June '68. Debbie finds Melbourne similar to San Francisco, her old city. She says that the climates of the two cities are alike, but San Francisco is foggier. Melbourne's nightlife is on a much smaller scale — the two main dances in San Francisco hold 3,000 people each.

She says that although it is common for young people to have friends of many colours and nationalities, the older generations are not well integrated, and this has caused a wide generation gap. This gap is smaller in Australia, and although she feels a race relations problem does exist here, it is on a much smaller scale. Schooling in the U.S.A. is divided into four sections, compared with Australia's three. Elementary school takes pupils to sixth grade level, junior high to third form, and senior high to sixth form level and College. The High School Diploma is comparable to Matriculation, without its strain. Debbie feels that it is essential to do at least two years of college to get a good job.

She loves Australia, but like most emigrants she misses a few friends and familiar places.

Interview by Julie White, VI

people



culture

The 1969 Choral Festival was prepared and performed with a great deal of enthusiasm. The competition was won by Murray House, whose interpretation of "Butterfly", arranged by Don Gill, undoubtedly won them first place. Pianist was Lee-Anne Knop. Lonsdale impressed the audience with "Ob-la-di, ob-la-da" arranged by Betty Melnik and the pianist was Ruth Garton. Grant House, conducted by Janet Brown sang "I got a Robe" arranged by Janet and accompanied by Trudi Herman. Phillip House chose two plain but melodious songs, "Go Chase a Moonbeam" and "An Eriskay Lovelilt" both arranged and conducted by John Roberts who also accompanied his choir.

The plays presented later in the year varied from belly-laugh, rollicking melodrama to spine chilling social involvements and subtle examination of poignant human problems. Barbara Blake and Michael Murphy played very convincingly as Agnes and Andrew in Grant's winning play "Something I'll Tell You Tuesday". Trevor Butler and Janet Brown successfully played their daughter and son-in-law. Leigh Edwards and Peter Harvest were excellent in their roles as social misfits in "To Ride a Tiger". Other smaller parts which required a great deal of detailed study to be successful were Helen Delaporte's Mrs. Hasselbach and Lonsdale's saloon girls Pat Cornelius, Meg Maclure and Sally Dutton. "To Ride a Tiger" won second place, "Make Your Play" third and "Way, Way Down East" fourth. All producers, Heather Gibson, John Roberts, Hannah Burton and Michael Singer are to be congratulated on their fine direction. The standard of festivals at B.H.S. has always been high and 1969 continued this tradition.

John Roberts and Janet Brown

Opposite page, top: "Something I'll Tell You Tuesday". Middle left: "Make Your Play". Bottom left: "Way, Way Down East". Bottom right: "To Ride a Tiger". This page, above: The Four Conductors. Top right: A member of the school orchestra. Right: Stage crew, who were very important to both plays and choirs.





"... a few short years and all of us live but in memory ..."

A little round man with a black beret, walking stick and green cardigan, Cyril Hallett would walk down the corridors of Brighton High School and long after he was out of sight the lovely aroma of his cigars would tell you he had been on his rounds.

During last year's summer holidays, Mr. Hallett, former vice-principal of Brighton High, died and we lost a well respected, kind friend. Many people went to him to voice their grievances, ask advice or just have a bit of a chat. If it was in his power to grant a reasonable request, he would refuse no-one.

The loss of this devoted man was deeply felt, as Mr. Hallett directed all his energies, using many hours of his private life, to ensure the efficient running of the school.

It is men like Mr. Hallett who are irreplaceable; we have pleasant memories of him at speech night playing the school song, which he composed. Unfortunately there is nothing in the School to perpetuate his memory, but perhaps those who knew him do not need it.

Candy Westney
Peter Gilmour
Russell Booth



St. Paul's Safari

In August this year, Terri Carlson, the only blind athlete who holds several Australian records, spoke to the student body of Brighton High—this was the beginning of student participation in raising money for the blind by means of a "Safari" walk from Albert Park to Hampton.

Ninety weary walkers checked in at the finish with hundreds of others from nearby schools. We raised \$450, adding to the grand total of \$100,000, to start a gymnasium for St. Paul's.

Blind people in Australia have proved themselves willing to learn, and given the chance, they will! Because of their disability they must build up confidence to play the role of a normal citizen, and by raising this money I feel we are helping them to do so.

Once again, I thank those who enjoyed contributing as I did.

Helen Giles, VI



V.A.C.

This year the work of VAC '68 was continued. This club, which was started last year, enlarged the usual sphere of social service to one of community aid. The primary objective was to help those less fortunate than ourselves by offering

Top Left: Joe's Hot Dog Stand raised \$45.

Above: Miss Brighton High raised \$18.

Top Right: S.S.A.A.F. Walk raised \$1,215.82.

Right: Pop Concert raised \$76.84.

Total raised to first of September \$584.42.

Total raised in activities outside the school \$2,195.82.

our companionship and physical assistance. Mainly our services were directed to the elderly citizens of the area.

Girls working on a roster system visited the Mayflower Hospital in Centre Road. Here we were able to help with chores as well as chat with the old and infirm patients. This took place regularly as did our work at the Blind Hospital, Brighton. Our work there involved taking the elderly patients for walks and brightening up their day as much as we could.

Some other tasks accomplished by the more enthusiastic members of our club were gardening and the carting of fire wood to needy homes.

Apart from the support of the members of the club, VAC '69 also tried to extend our aims of community service to the rest of the school. The rug appeal was held once again. This was a house competition and all in all 756 squares were knitted: a truly fine effort. Last year's completed rugs were sent to the Herald Blanket Appeal and were received gratefully. Thanks must go to the many who knitted squares and to those who sewed and crocheted the rugs. We were also able to obtain the loan of a film from the Spastic Children's Society of Victoria.

VAC '69 has not been as prominent as it was last year, however our achievements have been extremely worthwhile. We are grateful for all the support we received and to Mrs. Longney for her interest.

The committee consisted of Christine Servante (President), Sue Robinson (Secretary), Alison Wallace, and Barbara Blake, Jim Smith, Richard Bazely, Aurora Romanella, Meg MacLure, Debbie Cummins.

Christine Servante

S.S.A.A.F.

This organization was introduced by secondary school students who organized one fund raising event for the whole year. This was the nine mile walk from Hampton to Port Melbourne. In its first year it was very successful and another walk was organized.

One hundred and eighteen students from Brighton High School participated and they raised 1,215.82 dollars. This was the greatest amount raised by any high school and the fifth largest amount raised amongst all the participating schools.



The total amount raised by the organization was 41,903.13 dollars which will be spent to help aboriginals further their education with scholarships, trips overseas and other activities.

The enthusiastic response by the Brighton High School students and others like them has provided an opportunity for aboriginal students which they would otherwise have missed out on and yet the students themselves enjoyed participating.

Now that the Brighton High School students have set such a high standard I hope they continue the good work next year.

Thank you to all who joined in.

The Groove-in

All the swinging groovers hit the scene in their way out gear, and man, was it a wild turn out. The senior boys and girls swung to the rhythm of the big beat of Brighton's grooviest sound in the hall.

Sandra Pick

The groove-in the juniors had on the last day of second term was really — Groovy! Three hundred kids slowly but surely filled the gym and swung to the beat of our fabulous group. They called themselves the "Flyte Set" (and how they flew). They were supplied by the "Stuart Allen Booking Agency".

Surprisingly, we had some seniors down with us — apparently the senior dance was a flop (perhaps that was because all the groovers were in the gym).

Debbie Zylverstein, 3L

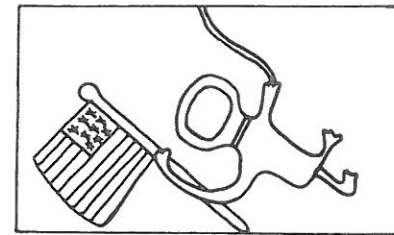
"NOW MAN HAS PUT HIS GREAT FOOT INTO THE MOON..."

Gary Richards VF

In the middle of this year two American Astronauts took man's first steps on the moon, and everyone at Brighton High seemed to have some opinion about it:

Anon., 6C. Although you can do nothing but wonder at the mammoth task completed you cannot but consider whether too much was made over this moon landing. If it was not for the mass media the flight would have been recognised as no more than another expansion of man's exploration and knowledge.

Jacky Talbot, 6A. Man has paid dearly for this fascination. \$24,000 million is not an insignificant amount of money. What about the millions in Asia who are starving, the ignorant, the poor and the deformed? Do they care about the unknown when even the little which is available on earth is, to them, out of reach?



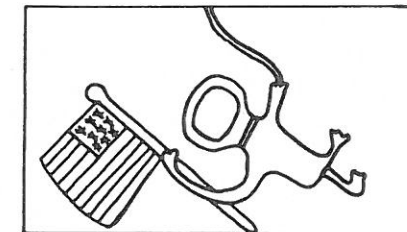
Michael Singer, 6C. For a few short hours a good percentage of the world's population was united by a feeling of good will. Yet for how long? Immature children that we are we were quickly bored with our new plaything and all was soon forgotten. What happened to the unity?

Richard Bazeley, 6C. We are but a minute speck in a vast universe that holds innumerable worlds that are at present only where man's imagination can reach. Man's exploration into space is a desire to make contact and communicate with other forms of life.

Deborah Thompson, 6A. I suppose we must put this risk for prestige and selfishness down to human nature. But how nice it would have been to see all nations and their scientists come together and take equal honour for the achievements.

Anon, 5F. What about the Wright Brothers.

Leonie Pinch, 6B. Man has a curiosity that he will never be able to curb.



Bronwen Brunton, 3L. It is man's personal selfishness that wastes money, not space travel. If money was not spent on such personal indulgences as entertainment, vanity, jealousy and war there would be much more money to be spent on space travel. All through the ages man has wanted to answer questions, solve problems. Why should this stop now—just because he has finished exploring the earth.

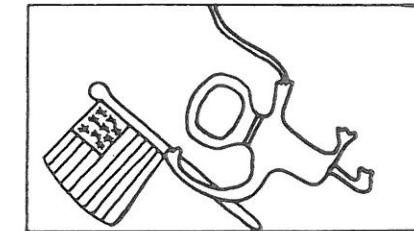
Helen Delaporte, 6C. Several billion dollars were spent to allow two men to kick up moon dust.

Peter Matther, 2B. Poor Collins, left alone in his little craft, minding the ship while Armstrong and Aldrin walk their way into fame and history.

Chris Williams, 3G1. I thought the landing on the moon was interesting at first and then I got bored.

Lynette May, 2B. I don't think that many people would like to live on the moon or even go to the moon.

Benny Kamer, 5F. Armstrong has been compared with Columbus. To me Columbus was greater, he didn't know where he was going; Armstrong did—everything was planned and he knew exactly what to do. I don't think the moon landing will benefit mankind to any great extent. It is making us forget about world problems. It is a fantastic achievement but it will only help a few—not enough for a twenty-four million dollar operation.



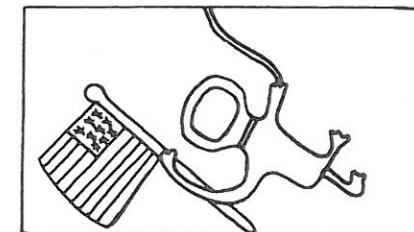
Meredith Orr, 4F1. This exploration programme costs millions of dollars which could be used in the assistance of the starving underdeveloped countries—but money cannot be turned immediately into food and education. Man must teach his fellow man—not shower him with wealth.

Leann Knopp, 5F. Is man old enough or wise enough to cope with such achievements? Does he really know what it's all about?

John Strangeland, 2B. If Russia and America combined they would probably be on Mars now!

Christopher Bowman, 3G1. One of the greatest historic happenings in the world since Adam and Eve.

Julie White, 6A. The moon hasn't given us a miracle drug for cancer and it hasn't put food into the mouths of the starving third of the earth's people. In fact these people, and many more, don't even know the astronauts went up to the moon. Is space exploration so important compared to problems of this magnitude?



Tim Blakely, 5F. Space exploration is just one of many great feats man has achieved but I wouldn't put it number one on the lists because I and millions of other nobodies will never get anything from it.

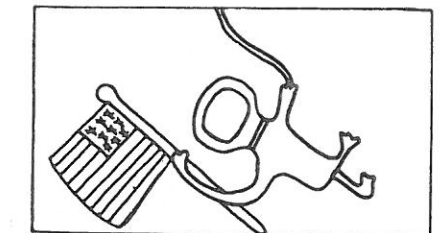
Faye Lerner, 4F1. Man is tired with the mess of his own world and instead of wanting to make his world better he turns his head away. I know that this is bad and you know that this is bad but that is Man and preaching for a hundred years will not change him.

Judy Savari, 6C. It seems to me that space travel is becoming something of a contest between countries—no longer is the good of the people the main thought of the respective governments. Maybe people should first try to turn ideas on earth into reality before reaching for the stars.

Bruce Sherwood, 4F1. A good topic of conversation.

Henry Rubinstein, 6C. The younger children are filled with space fever and already commercialism is exploiting this fever with numerous space toys. Perhaps this is better than the previous exploitation of children with the sale of war toys.

Ann Wright, 6. It is said that Columbus would never have discovered America if he had not been adventurous and had counted the cost. But this does not provide any justification for today's exploits any more than it did in Columbus's day. Has mankind improved so considerably and did mankind benefit at the time from the discovery of America?



Christine Servante, 6C. He descended on the surface and jumped about in an unknown environment. Was it to benefit the world or to satisfy a few patriotic scientists?

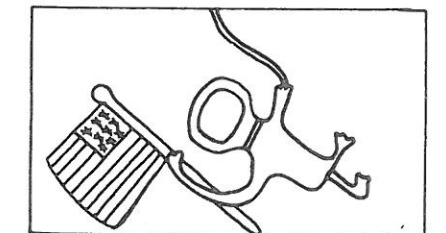
Marilyn Hanzalik, 5F. One of the three astronauts should have been either an American Indian or a negro. The Churches are now going to have to find somewhere else where God is.

Gillian Ray, 4F1. What's so great in saying you've been to the moon if there is nothing up there? What are you going to do? Take a few steps, plant a flag and fly back—big deal! That has already been done. I think those people who have booked space tickets are taking an awful risk.

Mark Stringer, 2E. We can really say there is a man in the moon now.

Debbie Gray, 2B. After a while Armstrong got a bit carried away and started jumping and having fun.

Paul Collins, 5E. For the three
Fame and fortune.
For the world
A dream's end.





*Man the bastard child of fate
 Standing alone
 Hidden by this tree
 Swamped by the illusion of time
 He is here*
nowhere
*Neither yesterday nor tomorrow
 He was here today*
but too soon gone
Ephemeral
insignificant
*Watching himself go by
 This is the illusion that is ours.*

PETER HOPCRAFT, VI



reflections



Suzanne Doolan, IVF1

*Rivulets of tanned hair
 Cascade from her head,
 And race across shoulders.
 Enclosed within this silken halo
 A young face peers at the world
 And ponders.*

*Such a pliable piece of nature
 Is this visage:
 Always beautiful in its rounded firmness,
 And yet capable of reflecting—
 With a naive veracity —
 The moods and emotions from within.
 Life is enjoyed where possible,
 And a smile usually flashes
 Across that generous mouth.
 But sometimes the terrors of confusion,
 Or rebellion against environment,
 Grip her mind—
 And are transmitted faithfully to the countenance.*

*A growing awareness of her surroundings,
 A degree of maturity.
 Now she resists the impulse
 To toss her head in exasperation,
 And in so doing
 Mask her from the world
 Within the auburn streams of hair.*

Ken Butler, VI

YOU AND I AND A



"Analyse, analyse, analyse" rant the history teachers perpetually and the habit isn't easy to drop once learned. So here's the analysis:

background: persistent requests to write something for the school magazine.

motives: on the part of the magazine committee for asking; desperate shortage of material —

on my part for writing: guilty conscience after having had my school spirit appealed to—yes? well—perhaps!

result: with the realization that for those of us who are in matric. now this will—we hope—be our last year at school, I asked myself what school was—what impression I would take with me when I leave the "place", and then I warned myself not to write a sentimentally nostalgic article extolling the virtues of the "good old school" and urging the juniors to take up where we left off and to carry on the honour and traditions, etc., after which I probably forgot my warning and returned to the question—what is school?

School is definitely not the vague and often irrelevant set of facts temporarily acquired at exam time—"they slide and they vanish"—(J. Wright), or the anonymous greyness of uniforms, or the abominably colourless class-room walls. It's the pitiful wail of the first song in school singing practices, the

smells from the canteen during fourth period, Latin in N5, it's the voices of frantically gesticulating teachers shouting "hurry along, hurry along—the bell's going in two minutes' time", or perhaps more vividly it's the memory of being welcomingly ushered into the Vice-Principal's cheery little office—there to be presented with the honour of signing the Late Book. School is the double curse of Mondays and first days of term, the suffering as the clock ticks agonizingly slowly through the last day of term and the rather short-lived but refreshing bursts of enthusiasm and ambition. However what Colin Thiele described is definitely something we have all experienced at some time and an experience that demands being associated with school:

"The students drowsed and drowned in the teacher's ponderous monotone. Limp bodies drooping in the wordy heat, melted and run together, desks and flesh as one, swooning and swimming in a sea of drone."

... Colin Thiele
Barbara Panelli, 6B



Somewhat when we look back it is hard to remember the work which we must have spent so long committing to memory in past years. Rather it is the things outside the classroom which we seem to remember more. Being to-

gether with the same group following the same routine every day for a least four years can present its problems. You have to learn to live with people of different characters. You learn to accept people for what they are, show tolerance at least, if not acceptance. If you come into conflict with any individual or group, there is no way of escaping. This is probably one of the most outstanding aspects of our school life; learning to live with people as you must when you finally leave school.

Graeme Nicholls, VI



To work, earn money and be independent probably seems to many young people the ultimate goal. They feel they really can't be bothered spending another year at school and that they have the qualifications to get a reasonably good position. I was one of those and went to work in an office. And what did I do? Every day I took shorthand, typed, answered the phone, made the tea and gradually sank further and further into a rut. But then ambition stirred and I came back.

School to me means a second chance to live a satisfying and interesting later life. School gives the opportunity of realising all your wildest dreams and thoughts; it provides the necessary stimulus and background for any career;

THOUSAND MORE...

you can become familiar with music, drama, debating, sport, and it especially helps you to obtain the necessary qualifications for your future career.

Judy Williamson, VI



The school grounds conceal a host of individuals, each with his own special talents and abilities. Some are mechanically minded others artistically gifted—artistic in the sense of striving to understand life's mysteries. The latter are the unfortunate ones. For them there is no hope, no future outlet. They are intimidated and manipulated to fit into the morbid mechanism of society.

Since the dawn of mankind society has progressed in many fields. In the space of a decade, man has landed on the moon. For this colossal achievement a multitude of technical skills have had to be perfected.

But man is lagging in one aspect of life. The philosopher remains submerged beneath the materialism created by society's middle class. Fearing that in the final analysis they might have to give up their luxuries to others less fortunate through no fault of their own, they hide their conscience under a cloak of complacency. Today we pride ourselves on being civilized. We benefit

by the mistakes made by previous generations. But there have always been wars; small wars which have grown in magnitude; until the whole world can now be destroyed by the pressing of a single button.

Scientists make excuses by claiming that man is instinctively a hostile creature. But looking around in the school ground I see no evidence to support their claims. This can be attributed to the youthful vigour which has not yet had the chance to be smothered by the prejudices of society. Students are idealists, breathing hope.
Ian Goldberg, V



I have enjoyed my days at Brighton High School, even though Mr. Cooke told me they were numbered. Second form was a most hilarious year—at this time it was rubber bands, pea shooters, darts and other form of ingeniously invented missiles. However I remember envying all the boys who were fifth and sixth formers. When Mr. Cooke came to the school it became much more disciplined. Mr. Archer was probably the most famous of all the disciplinary masters who came to this school. Now he has gone there is not much use doing anything wrong, because no-one is chasing you.

Malcolm Port, V

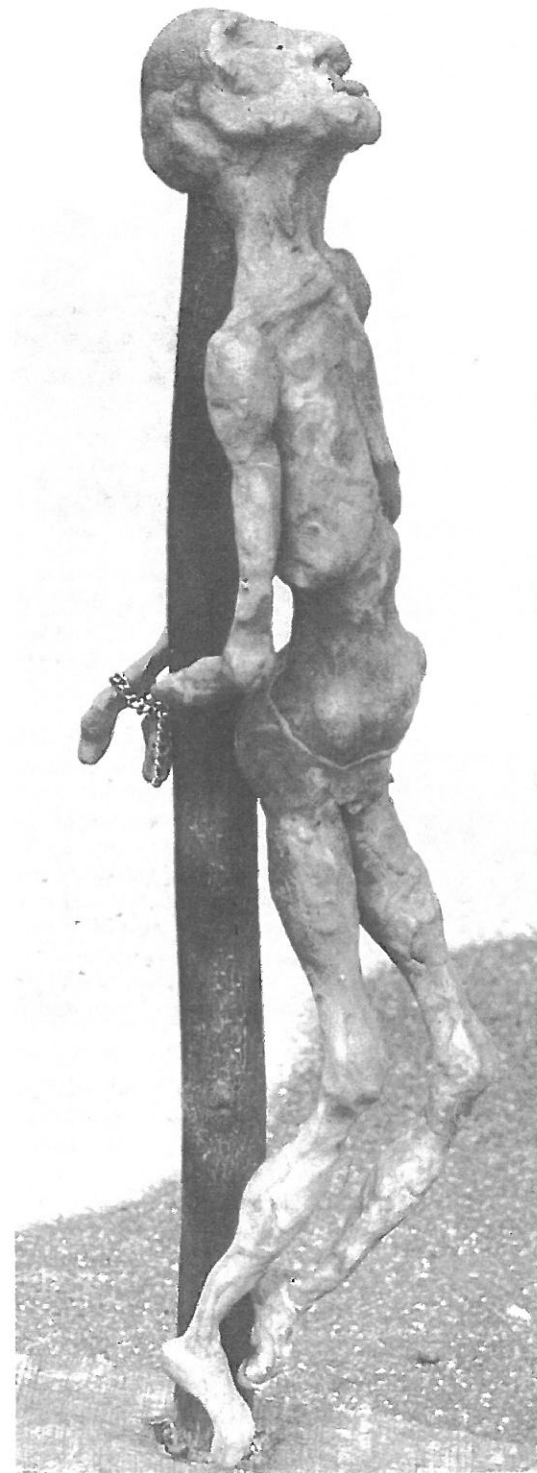


Of the many things I have learnt at school, I suppose the most important is the fact that people differ and the same person can differ at different times.

Academically, I don't feel content with my knowledge. I have realised with a large degree of accompanying shock that there are vast fields of knowledge I will never know about, let alone absorb. This thought saddens me, and I often feel inadequate in this world of advanced technology. I think that as a body which is supposed to prepare young people to face the big bad outside world, school has fallen down.

There is, to my mind, too much emphasis on the learning of facts rather than the learning of method. Admittedly, in form six we are told we should learn method, and how to critically analyse, but with the pressure of the imminent Matric., who can forego the facts? It is essential to pass in order to join the "Age of Technology," yet in the preceding years we are not taught how to approach this year of turbulence and, consequently, when we reach the top form we are filled with apprehension. One is not taught how to train the mind, or even methods of studying, until it is too late and school is nearly over.

Julie White, VI



Merryn Gates V

HEY GOD!

*Help—I am imprisoned, barred
life a mess, its meaning scarred
life is only birth, sex, death
birth is only . . . ?
birth has meaning—birth is good
birth is freshness, hope of life
hope of life? of sex and death?
sex is only . . . ?
sex has meaning—sex is good
sex is love and joy of life
joy of life? then when it's passed?
death is only . . . ?
death has meaning, death is good
death is peace and life's release
life's release? but I can't die
give me life, but not that life
let me reason life is good
never make me face the truth
no . . . bend my pride, show me the truth
give me just a grain of faith
help me stoop to take that grain
then there's life—but not that life
then there's release . . .
life a mess, its meaning scarred
then there's release
and on the other side is life.*

Barbara Panelli, VI

Is It Worth Living?

What a question! I could write a book on this topic and I still wouldn't have proved anything. The answer, of course, is that I don't know. I can only find out when I'm dead and I don't intend to be writing essays then.

But let's get down to some practical thinking about life. Look up from this page a minute and look around you. What do you see? People? Or things? If you were to non-exist as from now would anything actually happen to these things or people as a result of your non-existence? I mean apart from the people being emotionally disturbed? Life goes on within you and without you.

We were talking
About the love that's gone so cold
And the people who gain the world and lose their soul,
They don't know — they can't see.
Are you one of them?
When you've seen beyond yourself,
Then you may find peace of mind is waiting there
And the time will come when you see we're all one.
And life flows on,
Within you and without you.

Beatles

When asked what you hope to achieve in life all you could reply is that you want happiness and satisfaction. One very noticeable feature of humans is that they are never completely satisfied. The Hindus say that we're supposed to be reborn again and again until we find happiness and satisfaction. Why go to all the trouble? Wouldn't you be better off non-existent?

Another subject which should be brought into this is death. When someone dies what actually happens to him? We know that his body is left behind, but what happens to his soul? What is the soul? Does your soul give you life? Does your soul make life worth living?

The main argument for living is love, the nicest of human emotions. You might even say that love is as mighty an emotion as hate, jealousy, fear or greed. (There seem to be an awful lot more of the unpleasant emotions.) Aha! I think I've stumbled on to something! Think about the story of Adam and Eve and how they were deliberately tempted by God with the Tree of Knowledge. I mean God wouldn't deliberately put temptation into the Garden of Eden unless He had a reason. Anyway, after a little coaxing (the serpent), Adam and Eve yielded to temptation and were punished harshly by God. Perhaps this means that as soon as man can learn to control himself he will be able to return to the Garden of Eden — to happiness, perfection, satisfaction.

If life isn't worth living, then what have we got to lose? If it is worth living, then good luck to us!

What a question! I could write a book on this topic and I still wouldn't have proved anything . . .

Neil Maizels, IVL



Virginia Simonelis V

*Time
Is tapping on my forehead
Hanging from my mirror
Rattling the teacups.*

*The old men
Sitting in their grey coats
Waiting for the sun set
And the newspaper blows
Around the feet
Of the old friends.*

*How strange to be seventy,
Leaves that are green
Turn to brown.*

Grant Garraway, VP



A STREAM

Creeping slowly over rocks, quietly moving, then faster — gaily dancing over pebbles, feeling gently the soft warm ground, playing merrily between the trees then coming slowly to a stop and falling asleep.

SHARON HUMMELL

THE RIVER

*Slowly she comes,
Down the hills, over the rocks,
Through the country,
Down her winding path,
Creeping slowly
Forever.*

M. EDWARDS

DRIPPING WATER

*Quickly the water,
As clear as glass
Is dripping, dripping,
An acrobat who took the wrong beat,
A sky-diver jumping for thousands of feet,
dripping, dripping.
Plop it lands, invisible now,
dripping, dripping.
The sky diver lands in a group of trees,
no longer
dripping, dripping.*

JUDY BLACKBURN

THE SEA

*Gently he crawls round the rocks and sand
Jumping up when the wind comes.
Frolicking like a small child.
When he becomes jealous he howls
And when he has no friends he mourns
Running up to the beach and back.*

JENNY PAYNE

THE HOSE

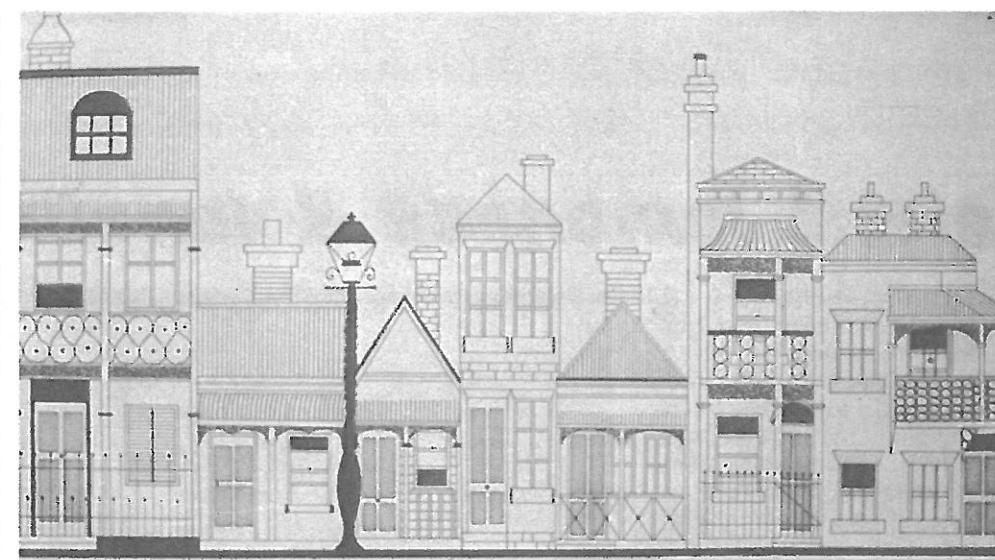
*The water is in the pipes
The hose is joined to the tap
Like a snake it turns and turns and turns
It twists and bends around and over stone.
The tap is turned on.
The beast has been let out of the pipes
Rushing, the beast twists and turns
Like the hollow snake, squirming and bending
Then it is let loose to breathe its fire
All over the yard.*

STEVEN HILL

THE RIVER

*The river creeps like a cat in the dark
Slowly creeping, creeping, creeping.
In the morning silver with the sun
Races to reach the sea,
Stops to roll and ramble
Then runs to catch the sea.*

NOELLE LENNON



John Roberts V

RAIN

*The rain punched at the roof continuously
Like a madman, after gold,
It seeped through the cracks
And dripped monotonously on the wooden
floor.
Then it stopped and waited for an opportunity
To strike again.
As the children ventured outside
The rain poured down in torrents,
Trying to drown the children running to
shelter,
Soon the street was deserted
And the rain stopped
And waited
For another opportunity.*

ANNE GIBBON

A ROAD

*The winding red gravel
Flew up the mountain,
The potholes never seemed to cease.
On each side, the small, dust-covered grass
Made a billowing sound as the cattle trucks
Wound up the mountain.
The erosion of the gravel road.
The hot red dust circling.*

ANDREA DOOLAN

WIND

*The wind travelled along the country road,
Making the inhabitants bow before him,
Even the mighty oak gave way,
And those who dared defy him
He left behind, uprooted on the ground.*

ANNE GIBBON

ANTS

*Ants —
How I hate them.
Little busy-bodies,
Tiny, black pessimists
Crawling round your house.
If you have a secret
They're sure to find it out.
Ants —
Beware, beware of the tickling ants.*

MAUREEN BISSETT

THE LOCOMOTIVE

*Steam,
Smoke,
And dull black steel.
A box
On Wheels
That's what a locomotive is.
A continuous rhythm of pleasant sound,
To shrill whistle,
Or the clickety-clack,
On a railroad track,
That's what a locomotive is.*

RODNEY BINNS

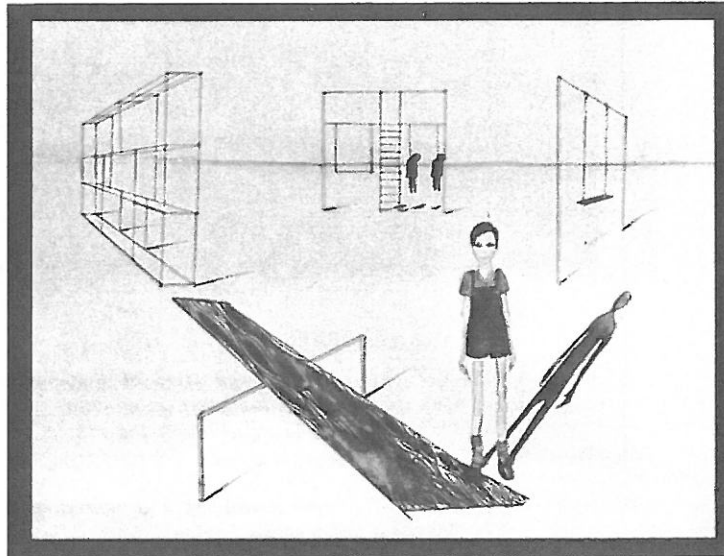
chocolate, lemonade & loneliness

It's hard to watch the white ceiling all day, but that's all the scenery you get lying on your back between two white creaseless sheets. My foot is all plastered like a mummified body all tied up in fresh linen, and hanging high in the air, suspended from the roof. No wonder they all laugh as they pass. On Sunday they come, the visitors, rather like the roast lamb they had for lunch, with half their prize roses in their hands, as trimmings. They bring not only oxygen breathing flowers, but chocolates, lemonade, and vanilla-ice, all of which, to the delight of the visitors, I can't eat. So the ice cream won't melt they slowly undo it and eat in painful delight.

I shudder at the thought of all those faces peering down at me, full of sympathy, like helium filled balloons you buy for ten cents at a circus, with the faces painted on them. Five minutes it lasts, the fuss and bother, the pillow pushing and sheet touching, I think they fancy themselves as head matron. Then it all stops! Someone else comes, I get a polite hellooo hope you're well soon, and next thing I know they've pulled up a chair and they're talking to the others about the football, sharing the chocolate they've brought for you. There are no flies on these visitors, they have a real picnic until the final bell goes — the relief bell I call it. They leave with a farewell not so far departed from the giving of "The Last Rites".

After I've recovered from that hour of social boredom, the brutal smiling women in white fill you full of terrible nutrients. Being Sunday night, tea consists of lamb, potato, and peas followed by fruit salad, then water and a thousand multi-coloured pills. After having barely time to consume this they're poking things in your arms, washing you, and before you know it, it's six in the morning and they start the whole horrid routine again.

Gary Richards, VF



Sally Dutton V

BELONGING

*One never knows the meaning of
loneliness
Until one has been alone
In the middle of a crowd.
To be running free,
Across the open plains of eternity.
If one has climbed the mountains of joy
And peered into the vast chasms of fear
And at cliffs of despair.
Only then, when running free
Across the empty desert,
That drifts through time
And one is with the stars,
May man truly know everlasting peace.
You can lie still in the sand,
And the sea will turn you to foam.*

Paul Trunoff, V

it's been a long time, narcissus..

*Time and the actions of men,
Dear Echo,
Have changed thee beyond compare.
No longer the gay lively nymph,
The incurable romantic;
Narcissus has gone away.*

*Time and the actions of men,
Dear Echo,
Where now your sudden reply?
Just the empty mocking imitation.
And what of the juvenile revelry,
Now that Narcissus has gone?*

*Time and the actions of men,
Dear Echo,
Have drawn you away from your youth;
Your dreams of old, distorted and
blurred,
Made opaque by the passing of time,
Since you found that Narcissus had gone.*

*Time and the actions of men,
Dear Echo,
Have closed off the path of retreat.
The ways of your youth
Are blocked by despair,
Now that Narcissus has gone.*

G.P.

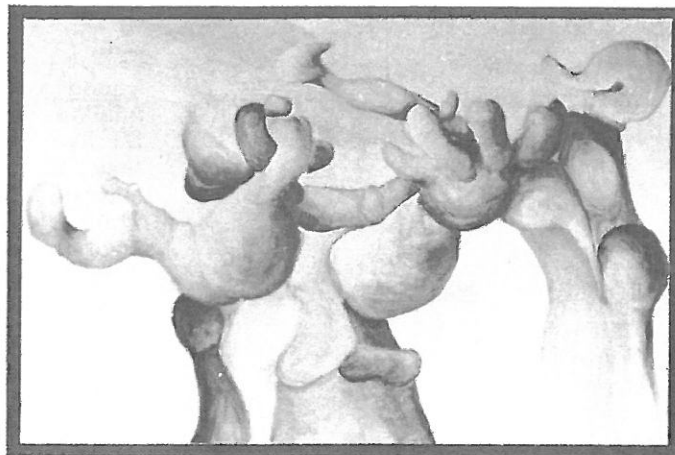


Leonore Boyd V

A LIGHT IN THE NIGHT

*Let there be light
And there was light
And a roaring wind
A mighty rumbling
That shook the ground.
Heat so vast
That rock ran like water
Across the good earth.
There was light
There was heat
There was worse.
And when they had gone
There was no Hiroshima.*

Paul Trunoff, V



Jacqueline Talbot VI

DEATH OF A SALESMAN

"Shanghais — I could tell you a thing or two about them. You know, Mike," he would say, "when I was a boy we used to be always making them. We used to shoot birds with them. I'll show you how *my* grandfather used to do it. He used to sit out on his back verandah in the evening and shoot sparrows by the score out of an old tree in the yard. He could shoot, by jingo! Now, you old scallywag, let's see if we can't find a good branch and some elastic."

To spend a day with Grandpa was like going on a trip to the outback where "there were no roads in those days, you know," and "if your car got stuck you *were* stuck, and for quite a while too."

"Once," he would begin, "we went hunting deer on Snake Island and the only way to get there was to wade out at low tide. We had to walk for about a mile, with water up to our armpits and our guns over our heads, like this" (and he would raise his arms above his head to show me), "and by jingo it's damned lucky we didn't shoot anything 'cos I'd never know how we'd have got it back."

Grandpa was one of those mythical dinkum Aussies, the kind who get cornered on sand banks by a goanna four feet long and make you imagine the thing must have been at least twenty feet long. I shall always remember him for his stories.

All got out of their cars — there must have been at least two hundred people. We all gathered round in a big square on the grass. It didn't seem right because the sun was shining and in all that open area you felt that perhaps it was God who made the place so mysterious. Everyone was looking half down, half up.

You wondered if that could really be him in there. A dull thud came to my ear and the four men let go of their ropes and picked up their spades.

Michael Prior, VI



THE GREATEST INVENTION THE GREATEST INVENTION THE GREATEST INVENTION

First blackness—then an infinite emptiness. Vastness, bleakness, like fog, drab, white.

There is slow motion now, swirls of blue waft about—blue gas? Blue nothingness? Motion increases and colour graduates from swirling blue to yellow, from pale orange to an inflamed red. Where there is red there is heat . . . intense, burning heat; from the heat, the gas, the motion and through inexplicable miracle a mass is wedged together. The heat departs as it came and there is slow motion rocking the mass . . . gently . . . gently . . .

The mass has cooled on the surface and solidified. It too has colour, brown . . . brown as a . . . as a drought . . . a berry . . . ? It is brown. The mass is now ready. The mass is a planet, it orbits a sun, a young, strong, powerful sun. The mass's features have been pre-determined. It exists now. It is later to be known as "Earth". Earth has oceans . . . immense waters, it has a moon, the moon controls the oceans. There are huge waves, they toss, they churn, there are no obstacles barring the way, no land . . . yet. The wind comes howling over the turbulent waves, whipping the oceans to paroxysms of fury.

The Earth has atmosphere, weather. It is ready, it waits. Time, time passes, the oceans are calmer . . . they are still. The life-giving sun lavishes its light and warmth on the oceans. From the bowels of the Earth there is movement once more. A fissure, oozing sizzling rock from the Earth's core, forms. The boiling rock meets the frigid ocean . . . explosion racks the agonized ocean-bed! The sun sets, sun rises. Cycles, endless monotony of cycles. The Earth waits for life.

A haze suffuses the Earth . . . the Earth changes, millions upon millions of years . . . the haze.

II

The Earth is green now. There are trees, rocks, animals. Life on Earth has begun. Noise: grunts, growls. The Apes squat on their heels, some lie in the sunlight warming themselves. Ugly creatures, stunted bodies, small heads, deep set eyes, jutting mouths and chins. Long muscular arms, short muscular legs covered in repugnant hair. They are eating the greens of the Earth; hideous creatures that belch in satisfaction when their bellies are full and then lie and sleep in the sun. The Ape finds a coloured, lustrous rock. He examines it, ponders it, marvelling at its smoothness. Is he really pondering? Instinct prompts him to throw the rock. The long, hair covered muscular arm clenches the rock in its fist. He throws and the rock hits a tree. Noise! The Ape is startled and runs away. He returns to his sleeping place in the sun only to find it occupied by one of his hideous brethren. Angered, he prods his neighbour rudely in the back. Emotion, reaction, angry snarls and teeth bared. The Apes bite, claw and tear each other's flesh! They are destroying one another! Victory! . . . the enemy has conquered, the challenger lies choking, gasping in his own blood! The Ape has killed! He kills other animals, other Apes. Corpses rot on the Earth.

Life continues. From Ape to Man—Ape knows flesh, Ape changes with the Earth. Ape loses ugly body, the suppler vulnerable body of Man replaces the Ape. There is Woman, even more vulnerable than Man. Man and Woman learn, grow, build, reproduce and . . . die.

III

Gentle hum of machinery, then silence. The child wandered about the Science Centre gazing at the awesome computers, mechanical monsters. He watched the workers at their work. Lifeless faces, vacant expressions, empty hulls of humans . . . living machines. The child was frightened, he knew he shouldn't be here. Where were the other children? He felt lost. He moved towards one particular young man who was conducting some biological experiments. What was he making? The young worker was producing embryos. "What are embryos?" the child enquired of himself. Conditioned knowledge informed him that embryos in further stages of development would become children like himself. Tired by this sudden burst of thought the child left the Centre.

He roamed the streets gazing at some of the strange human beings: Workers, the lower class. They served, slaved for the Intellectuals, the rulers. Both types were human, both were entitled to the same rights. Both types people, but what an amazing variety of natures, intelligences.

Earth had become obsessed with machines. Devoid of emotions, the Intellectuals waged wars on one another to pass the time. Intellectuals enjoyed . . . Workers existed.

IV

Scene: A war in its final phases. There is devastation. Man is dying and a cycle has reached an end. People are sprawled on a battlefield, bodies marred by gangrenous wounds, minds destroyed by machines. Is it really the fault of the machines? Does man live to destroy himself?

The Intellectuals had returned to their previous ape-like state for all their intelligence. There was no remorse as the final button was pressed.

Noise. Terrible light . . . Heat! Movement! There is blackness and infinite emptiness.

Sue Mency, IVL

deb ball

The biggest social event of the 1969 Brighton High School year was the Debutante Ball, arranged and held by the Mothers' Club, on August 8. The Ball was well attended by about two hundred people, including Mr. and Mrs. Cooke, Miss Mayson, Miss McCann and Mr. Archer.

Holland Hall was specially decorated for the occasion with a floral display organised by the Brighton City Council. The main event of the evening was the presentation of debutantes. For many weeks the girls and their partners attended practices at the hall on Sunday afternoons and were trained by Mr. and Mrs. Max Bond. Towards the end of these weeks of practice there was a buzz of excitement as the girls compared dresses.

On the eighth, twelve girls were very excited. After having been at the school for about two hours, for photographs, the debutantes were presented to Mr. F. Brookes, the Director of Secondary Education in Victoria.

Each girl walked half the length of the hall, with her partner, and was presented to Mr. Brookes.

The Debutantes presented were:

Sharon Carpay partnered by Neil Warren, Sandra Lawry by Dennis Taylor, Teresa Vaughan by Neil McIntyre, Carol Jackson by Ian Hobbs, Heather Young by Trevor Webb, Jacqueline Talbot by Jim Smith, Marilyn Hanzalik by Stan Carthew, Barbara Weeks by David Nassau, Tania Amosow by Philip Tighe, Barbara Coish by Hank Bakker, Louise Graves by Greg Breen, and Christine Servante by Stephen Whitehead. When all the girls had been presented, they danced the routine which they had long been practising.

Each girl wore an individual white frock and carried a posy of dried flowers in purple, green and yellow, the school colours.

Sandra Lawry



1

Matriculation is an entrance qualification for university. Only those who wish to enter university should be judged by its standards. Other means of assessment are necessary for the remainder of the students (perhaps exams of a different standard, either external or internal).

To be fair to all students a uniform standard is necessary and the Matriculation exam, externally set and corrected, largely achieves this. A committee with representatives of teachers and universities prescribes syllabuses for each subject ensuring that students and teachers are aware of the required standard; the exams are usually set by a group of teachers and university representatives and corrected by a limited number of people to attain a uniform standard of marking. Individual teachers have different standards and interests within their own subjects. With any internal exam system for Matriculation the students of a teacher requiring very high standards would be at a disadvantage compared with those of a teacher requiring slightly lower standards.

Two criticisms of the present system are that it does not really set a standard so much as it selects the required percentage of students to "pass", and that certain groups of students suffer because of special difficulties which they experience.

The first of these faults occurs because, to fill quotas and satisfy public demand, a set percentage of students must qualify in each subject thus the pass mark is adjusted accordingly—it may be 45 one year and 55 the next. The variation is small and should have no effect but the success of the "border-line" cases depends on the calibre of the students sitting for the same exam — a year in which there are few really gifted students offers the best chance for the "border-lines".

My second criticism is directed at the authorities who cannot (or will not) ensure opportunities for all students. The shortage of qualified teachers means that many schools cannot offer the full range of the Matriculation in lower-level subjects and that students in some schools are without teachers for weeks at a time. Facilities and equipment vary from excellent to almost non-existent. What hope has the student



1,2,3,4,5...testing?

b.h.s. teachers talk about examinations

trying to work with inadequate equipment got against the students in the well-equipped, well-staffed school? If an accurate test of the aptitude for university study could be evolved it would perhaps help the students who suffer staff shortages and lack of finance, but it would not solve the basic problem of a lack of adequate background knowledge and skills necessary to undertake university studies.

The Matriculation exam is the only fair means of deciding which students are ready for university study. Instead of working for the abolishment of Matriculation, we should be concentrating our efforts to ensure that all students have the opportunity of adequate preparation for this examination, and that all students who qualify for university should be able to undertake the course of their choice.

M. Green

2

Public external examinations are frequently criticized on the grounds that they force schools to distort the aims of education and that being insufficiently objective they are unfair to some candidates. Most of the students consider the aim of their course of study is to provide them with some kind of certificate which will provide them with a meal ticket. Most Matriculation students at the moment are engaged in a competitive race in order to pass the exam, get into university or gain acceptance to Teachers' College, and of course, obtain a Commonwealth Scholarship. This last year of school life has become a distortion of education in which students select the subjects which they believe will bring them high marks, even if their true interests lie elsewhere.

In faculties of Education lecturers and students discuss the principles underlying education and what its aims should be in educating the student. Almost invariably they prescribe a wide knowledge of many fields as the mark of the educated man. Mere scrambling for high marks without pleasure is not education in its true meaning. A dentist who knows nothing but dentistry is merely a tradesman. Yet because of the outside pressures of university exams teachers and students must fore-

go the exploration of many interesting byways of a subject in order to concentrate on the task at hand — to get Matriculation.

The second criticism, that exams are not objective enough, has been partially overcome, for example in physics where objective type questions are used, but the great majority of examinations take the form of essay type answers and according to the marker essays of the same standard can vary widely in their final mark.

Generally speaking it is comparatively easy to measure knowledge of facts and verbal expression of theory and definitions but it is much harder to test understanding of theory, appreciation of particular cases and how they are related to facts and other theories.

D. Anzarut

3

There are no external tests for matriculation in the United States but you can only attend a reputable university if you have graduated from an accredited high school. Even then, it is sometimes necessary to take entrance examinations for some of the highly specialized universities.

There is a strong feeling among many teachers that examinations do not always serve the purpose for which they were intended. Their main purpose is to find out what the pupil has learned and therefore I do not feel that tests should comprise the entire mark of any pupil. Classroom work should be taken into account as some pupils do not respond well to the pressure of examinations but do retain knowledge well because of good classroom participation. The retention of knowledge requires a solid background of work although many can pass an examination by "cramming" but with no lasting effects.

However I also feel that young people, who are given many freedoms today, need the experience and responsibility of personally achieving a set aim — that of passing a test. In the lower forms this prepares them for the larger task of Leaving and Matriculation with the necessary external examinations which will no doubt be with us for many years to come. The testing experiences of pupils will probably

strengthen them for the "tests" they will certainly have to face after the school years are over. Surely we all find great satisfaction in successfully passing a test and so finally reaching a set goal.

A. L. Stocker

4

Although potential university students are in a minority in our schools, it is for these that the Matriculation is designed and this has an overwhelming influence on the type of education all high school students receive. It does not follow that the subjects considered necessary for successful undergraduates are relevant to the needs of the majority of students.

One reason to question the present examination system lies in man's attitude towards, and use of, his scientific and technological knowledge. Man now has the power to destroy himself, he has already created an imbalance in his natural surroundings by biological warfare and the injudicious use of sprays such as DDT and by the pollution of the atmosphere and rivers and bays with industrial waste. The aggressive nationalism of some countries, the growing power of many states over the lives of individuals, poverty, illiteracy, and widespread unrest are also urgent reasons for a reappraisal of our education system. It would seem only sensible to concentrate in the schools on the development of an understanding of ourselves and our society and on the encouragement of compassion and co-operation and on the appreciation of wisdom rather than concentrate on the absorption of facts to be directed largely to material ends. To collectively decide on the best use of our technological knowledge seems a matter of utmost importance. I do not consider that scientific advance should be halted but I suggest that a knowledge of the results of applied science, of the humanities and of sociology is most important for the majority of students.

It would of course also be necessary to teach people to be literate, to understand scientific method and the necessity for scientific proof. Students should also gain a much fuller knowledge of the various occupations that

they could undertake and understand the methods of studying so that they learn the skills required for the job they do choose.

If changes in these directions were to take place in schools then examinations would be a far less important aspect of our education system. Motivation to study would come from a responsible attitude towards society rather than from a desire to pass.

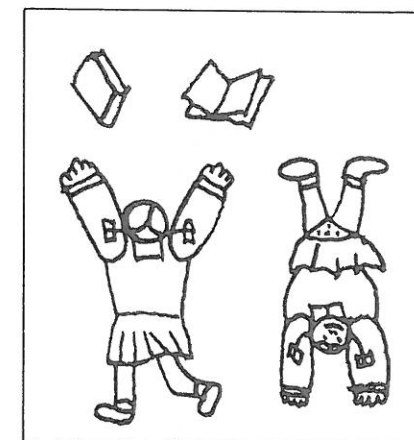
M. Studdert

5

Educationalists have come to recognize that one of the principal objectives of learning is to save us from future learning. This may sound contradictory but it is not. If the concept of addition is properly grasped then there is no need to learn the concept of multiplication for, in principle, multiplication is only repeated addition. This idea is fundamental in any approach to an examination or testing programme.

Examinations should not be seen as a barrier or a halt to future learning (as they so often are), for then learning becomes meaningless because the pupil's potential in any subject is severely restricted, and, should he fail at any important stage, eventually destroyed. We like to pride ourselves on great technological and cultural achievement and yet until we discard the old attitudes towards testing and examinations we shall, I earnestly believe, never have any realistic sense of man's fullest intellectual reach.

P. Howard Green





MURRAY

House Captains:	Henry Greener Debbie Cummins
Vice-Captains:	Peter Devine Robyn Ritchie
Cultural Captains:	Michael Singer Leeanne Knop
Junior House Captains:	Cheryl Ritchie Karmen Gomularz
House Master:	Mr. McMahon Mr. Farag
House Mistresses:	Miss McIntyre Mrs. Gaylard

Our success for the year was achieved at the House Choral Festival on which occasion we were both surprised and excited at becoming the winners for 1969. As well as the set song "My Flute and I", we sang "Scarborough Fair" and "Butterfly" the latter number being our best received item for the evening. Congratulations must be given to all those who participated, especially to Don Gill, our conductor, and to Leanne Knop, our pianist.

Although not as successful in our House play, Murray members had an enjoyable time and made a commendable effort. Our play "Way Way Down East" was produced by Michael Singer

and the actors were: Peter Devine, Susan Devine, Hugh Jones, Neil McIntyre, Don Gill, Sue Rowe, Heather Carr and Marilyn Peters.

The competition between the Houses involving the knitting of seven inch squares was generally successful and Murray House girls knitted 113. These squares were later sewn into rugs and upon completion sent to aged pensioners.

We have also enthusiastically participated in sporting events and have thereby added many points to our progress total.



GRANT

House Captains:	Trevor Moor Julie White
Vice-Captains:	Doug Williams Helen Delaporte
Cultural Captains:	Neil Harbour Heather Gibson
Junior Captains:	Pam Moray Alan Young
House Masters:	Mr. Leggo Mr. Osborne
House Mistresses:	Mrs. Bayley Miss Green

This year Grant's major success was in the Inter-House Drama Competition, in which we performed "Something I'll Tell You Tuesday." It featured: Michael Murphy, Barbara Blake, Janet Brown, Trevor Butler and Helen Delaporte, and it was produced by Heather Gibson. It is many years since Grant won this competition and it was a pleasurable surprise to come out on top.

Unfortunately we couldn't pull off the double and we were placed only third in the Choral Competition. Performing the songs "My Flute and I", "Try to Remember", and "I gotta Robe". We were conducted by Janet Brown and accompanied by Trudy Herman.

Leading the Knit a Square Competition for most of the year we were unfortunately beaten by 13 squares, our girls (and some boys) having knitted 213 squares. Congratulations to those who did knit—you earned valuable points for Grant and helped a very worthy cause.

Grant's performance in the sporting field has been far from commendable however. Although deepest thanks are expressed to those who were willing to compete (and this number has been an improvement on previous years) not enough people have shown interest in this aspect of House activity to give the other Houses firm opposition.



LONSDALE

House Captains	Meg Maclure Richard Bazeley
Vice-Captains:	Robert John Susan Maclure
Cultural Captains:	Ian Goldberg Betty Melnik
Junior House Captains:	Michael Hill Janine Bigelow
House Masters:	Mr. Todd Mr. Allan
House Mistresses:	Mrs. Anzarut Mrs. Perlman

Under the excellent leadership of Betty Melnik our choir came second in this year's Choral Competition and we had a very pleasing response from the House in this activity. Our accompanist was Ruth Garten, and we sang—"Ob-La-Di Ob-La-Da", "My Flute and I" and "The Battle Hymn of the Republic".

In the Drama Competition our House came 3rd with its play "Make Your Play". The actors were: Ian Goldberg, Benny Kamer, Hank Bakker, Robert Moreton-John, Sally Dutton, Michael Prior, Hannah Burton, Meg Maclure, Pat Cornelius, Stuart McFarlane, Graeme Nankiville and Betty Melnik. Our producer was Hannah Burton.

Lonsdale won the knit-a-square competition—thanks to all the senior girls and the few junior girls who participated.

The general attitude of the senior boys was encouraging and they showed a willingness to take part in House activities which benefited the House in general, and especially the choir. Thanks to Mr. Todd and to Mr. Bruillier for their enthusiasm and help in the house play and choir. The senior girls showed enthusiasm when spurred on by the boys, but the juniors still fail to co-operate fully.

Lonsdale won the swimming sports and congratulations go to the Maclure

sisters and to Janine Bigelow who were outstanding performers. A special mention should go to the Senior Girls' Basketball Team which was undefeated throughout the season.



PHILLIP

House Captains:	Henry Jess Louise Graves
Vice-Captains:	Colin Friels Lindy Stuart
Cultural Captains:	John Roberts Gaye Moodie
Junior House Captains:	Bill Raesbeck Vivien Williamson
House Masters:	Mr. Green Mr. Plunkett
House Mistresses:	Mrs. Hayes Miss Gatty

At the time "The Voyager" was printed Phillip House had attained second place in the swimming sports, fourth place in the Choral Festival and second place in the House Drama Competition. Our Choir's conductor was John Roberts, who also played the accompaniment. We sang: "Go Chase a Moonbeam", "My Flute and I", and "Eriskay Love Lilt".

Our play "To Ride a Tiger", was produced by John Roberts, and acted by: Sue Robinson, Derek Thompson, Leigh Edwards, Peter Harvest, Louis Bloom and Louise Graves.

Our senior boys have proved willing to join in House activities and the at-

titude of the senior girls has been commendable, but more co-operation would have been appreciated from the juniors. Special thanks are due to Mr. Green and Mr. Plunkett for their help in the choir and play. In fact, the Captains join in thanking all those who participated in House activities and are pleased to report that some of the old Grandy spirit is still surviving.

GIRLS' SPORT

Senior Basketball A

This year the senior girls basketball teams had a reasonably successful year, the senior team being defeated by only one goal in the semi-finals.

The senior team had four new members this year and although inexperienced displayed outstanding teamwork as well as tremendous enthusiasm. Members of the team were: Anita Loewe, Judy Williamson, Aurora Romanella, Robyn Ritchie, Betty Melnik, Lee-Anne Knop and Sue Maclure. Brighton defeated Hampton 25-19; Highett 47-26; Elwood 15-14; McRob. 15-11 and was defeated by Mordialloc 25-24 and St. Leonard's 21-5.

On behalf of all the team I would like to thank Mrs. Bayley, our coach, for her endless help throughout the season.

Betty Melnik (capt.)

Basketball

The under 15 Basketball team had quite a successful year resulting in two wins and one loss in the round of three matches. We unfortunately missed out on the finals when we were



defeated by Highett 39-21. We had victories against Elwood 14-10 and Hampton 22-21. We also played a friendly and exciting match with St. Leonard's when we were narrowly defeated 21-20. Many lunchtimes were given up to practice and the players acquitted themselves well in all games.

Members of the team were: Yvonne Gardner, Ruth Garton, Jane Maclure, Maxine Mellet, June Morris, Helen Rayson and Pam Turner.

June Morris (capt.)



Girls' Cross Country

After the second year of competing in the cross country we have again done very well. During August sixteen girls ran the Brighton Beach course. The place getters were S. Hanlon, B. Brunton, R. Garton, S. O'Neill, Y. Gardner. These girls ran again two weeks later on the Bon Beach course, a very hard and long run of nearly three miles, and came second in the team event. S. Hanlon and Y. Gardner went on to compete for the Nepean Division team, who came second in the event at Yarra Bend and S. Hanlon came thirtieth out of sixty girls from other divisions.

Sandra Hanlon

Athletics

The girls' team which succeeded in reaching the A Division sports were the under 15 4 x 100 metres team: Pam Moray, C. Ritchie, R. Cockcroft and P. McEwan and they gained first place. Other successful competitors were:

Heather Carr—open shot put—1st

Pam Moray—under 15 100 metres—1st

Pam Moray—under 15 200 metres—1st

Julie Edwards—under 13 100 metres—2nd

Robyn Ritchie—discus under 17—1st

Sue O'Neill—under 17 80 metres hurdles—2nd

Heather Carr—open discus—1st

Bronwen Brunton—under 16 60 metres hurdles—3rd

Later Heather Carr competed against the Australian High Schools Athletics Champion in the open shot put, discus and javelin and came a very close second.

Robyn Ritchie



Senior Volleyball, 1969

We played four games at the beginning of the year and of these we won three. Not a bad effort! The opponents were Elwood, Hampton, Highett and lastly, a friendly match against St. Leonard's. All the team, Sally Atkins, Jenny Barkell, Elaine Harrison, Lynda McConnell, Robyn Phin and Anna Stangeland, enjoyed the practices and the matches immensely. Lastly we would all like to thank our coaches, Mrs. Cizek and Mrs. Pelling for the lunchtimes they gave up to help the team. Thank you!

Elaine Harrison



Softball

This year's softball team was very enthusiastic but unfortunately this enthusiasm did not match their ability. We competed against four schools: Hampton, McKinnon, Highett and Elwood, winning two of the four matches. The team consisted of Aurora Romanella (capt.) Anita Loewe, Betty Melnik, Myra Danson, Leanne Brown, Robyn Ritchie, Sue Maclure, Glenda Boudin and Barbara Blake. We must thank Mrs. Bayley for her enthusiasm and help and also those senior boys who chose to give us fielding practice.

Aurora Romanella



Hockey

Due to "Coach Green's" driving enthusiasm there has been a marked improvement in the team's performance with only one defeat. Three newcomers: Roslin Kowaldo, Anne Wright and Sue Doolan, added to the team's skill. Our goal scoring champ was Margy McDonald, closely followed by Chris Servante, Heather Carr and Sue Doolan who together totalled ten goals for the season. The opposition failed to score too many goals due to the capable play of our girls in defence: Jenny Jedwab, Denise Stevens, Janet Cameron and Roslin Kowaldo. Pat Cornelius, Jenny McKenzie, Kathy Orr and Wendy Cummings took turns playing on the left wing. With various slips, trippings, stumblings and numerous injuries our captain, Keitha Mouat successfully defended our goal, though on one occasion she did help the opposition by kicking their ball in . . . thanks, Keitha.

Denise Stevens

Swimming

House swimming sports were held at the beginning of the year. All competitors did try their best and the day was a success. Robyn Ritchie showed good style in the diving section, winning the event by a large margin and came second in the Combined "A" Division Swimming Carnival.

Denise Hanlon



BOYS' SPORT

Football

Our football season was highly successful when you consider that our main key position players and rovers were out of service for half the season. The first practice match was successfully played as was one at Murrumbeena. Prospects looked good with the whole side combining well by respecting each other's special abilities. Before the next game fate struck—we lost both rovers, centre half forward and our first ruck. This left a patched up side to fight out the first matches which counted for the finals. The team beat Elwood but were beaten by Highett High School. Gradually our side was coming back to full strength and against Hampton High we were playing strong football but lost our centre man through a skirmish after which we had only 11 men. Fighting on strongly Hampton finished just in front after a hard match. We played Hampton later in the season with full strength and came out easy victors. Our loss against Highett was enough to put us out of the finals but the team, under the coaching of Mr. Allen, fought the year out in typical B.H.S. tradition. Team members were Doug Williams, Peter Devine, David Best, Teddy Moore, Robert Stirling, John Fay, Stuart Allen, Roger O'Brien, Jeff Roberts, Stuart Macfarlane, Robert John, Colin Friels, Alan Rogers, Ian Lloyd, Bo Rasmussen, Greg Bradley, John Law, Russell Booth, Lindsay Trott, Ken Butler.

Peter Devine

Soccer

Although the soccer team did not gain the premiership, it has had more success than in previous years and soccer has a bright future ahead. We went through the season with 2 wins, 1 draw and 1 loss. The scores were Murrumbeena 3-1; Hampton 2-2; Elwood 3-4 and Highett 6-0. The most consistent and best player was George Liarakos who also finished top goal scorer with Danny Mouhtaropoulos and Neil Davidson close second. Special thanks must go to Mr. Frank for coaching us. The team consisted of Danny Mouhtaropoulos (capt.), George Liarakos (V.C.), Lance Davidson (goal keeper), Graeme Bartholomeusz, Bertie Stewart, Vonesavanh, Neil Davidson, Costa Panayides, Phillip Maud, Oudome, Barry Munro, Phommachanh, Paul Bulka and Gary Jakubowicz.

Danny Mouhtaropoulos

Senior Basketball

During the course of the winter season we played three games. With a very unsettled line-up we began the season with a match against Elwood. Although we suffered a crushing defeat (96-19) our spirits remained high as we were the team that so far scored best against them. With yet a different team we played Highett High. By half time we were 11 points down, but after strong play and good shooting we finished by winning 36-29.



Our only home game was the last match of the season against Hampton High. It was an exciting and close game all the way through. The result at the final bell was 21-21 and in line with international rules an extra five minutes had to be played. With brilliant teamwork we fought back and scored 8 points to nothing, making the final score 29-21 in our favour.

Victor Hillyear

Baseball

The Brighton High School Baseball Team of 1969 will be the forerunner of better sides in the next few years. This is a fact because this year's team consisted, in the main, of boys from forms IV and V. These members will ensure good teams in the future. However, the players this year were inexperienced compared with the teams we played during the winter—only two players had played competition baseball for a club. Despite the obvious lack of experience, the team fought through the year undefeated until we came up against perhaps the best high school team in Victoria, Hampton High. But even in this game the team went down fighting, to lose by a small margin.

Trevor Butler

Volley Ball

This year one of the glamour teams of Brighton was again successful in reaching the finals. Unfortunately Mordialloc defeated us in the Grand Final.

Mr. Kaufmann proved a valuable asset as coach, not only in the fundamental and tactical side but also as P.T. instructor. We found we had a pretty formidable team when we played our first game—as well as Joe Orbach, Ken Butler and David Best from last year's team we had picked up tall timber in Ian Lloyd, class experience in Vonesavanh and consistently good players in Henry Greener and Mike Lewit.

Ken Butler (V.C.) was excellent in the small man department. He consistently played important parts in matchwinning points. Joe Orbach, once he found form, was able to cap off good teamwork with penetrating smashes. We had a good season and perhaps the pennant will be Brighton's next year.

David Best

Golf

The golf team performed exceptionally well this year, going through both the summer and winter competitions without being defeated and going on to win the final against Cheltenham High School. The team consisted of P. Collins, J. Denham, C. Jayne, M. Port, L. Trott, R. Stirling and S. Wort. When Lindsay Trott dropped out of the team its morale fell but it recovered and went on to better things. All players performed satisfactorily throughout the year, our best players being Malcolm Port and Stephen Wort.



Of all the schools we competed against the hardest to defeat was Cheltenham. Although we won 4-1 three out of the five matches went to the last hole. The team had convincing wins over Elwood, Hampton and Highett.

J. Denham (captain)

Swimming

The swimming trials and House Sports were won by Lonsdale this year and formed a basis for selection of the School swimming team. The boys' school team consisted predominantly of younger swimmers, with only two open age competitors, Lindsay Trott and Ken Butler. It was unfortunate that John Law was injured and could not participate in the Inter-School Carnival as he has been outstanding in the House Sports. We have a number of promising juniors and the school can hope to soon better its position of sixth place in the Inter-School Swimming Sports.

Ken Butler

Cricket—First XI

Brighton High School's 1st XI did not have the success of making the finals but having a young side which gained much experience their future prospects look bright. The outstanding performance of the year came from J. Falkingham, our fast bowler, ably aided by A. Rogers and R. O'Brien.

The team consisted of P. Devine (capt.), H. Jones (vice-capt.), K. Cowlshaw, R. O'Brien, T. Butler, G. Bartholomeusz, S. Allen, R. Geddes, A. Rogers, D. Moore, T. Bishop, J. Falkingham. On the team's behalf I would like to thank Mr. Todd for his help and inspiration during the season. We lost our matches against Elwood, Highett, and McKinnon but defeated Hampton.

Peter Devine

Open Tennis

Although we did not have a particularly strong team we lost only one of our three interschool matches—against McKinnon. The other two matches resulted in a win for Brighton against Hampton and a draw with Highett. All members of the team showed interest and enthusiasm throughout all matches.

Stuart Macfarlane

Athletics

Several Brighton High School boys competed in the A Division Athletics Sports in mid October and were very successful.

Trevor Butler—under 17 javelin—1st.

Colin Friels, Ross Dineen, Lewis Bloom, Trevor Butler—under 17 relay—1st.

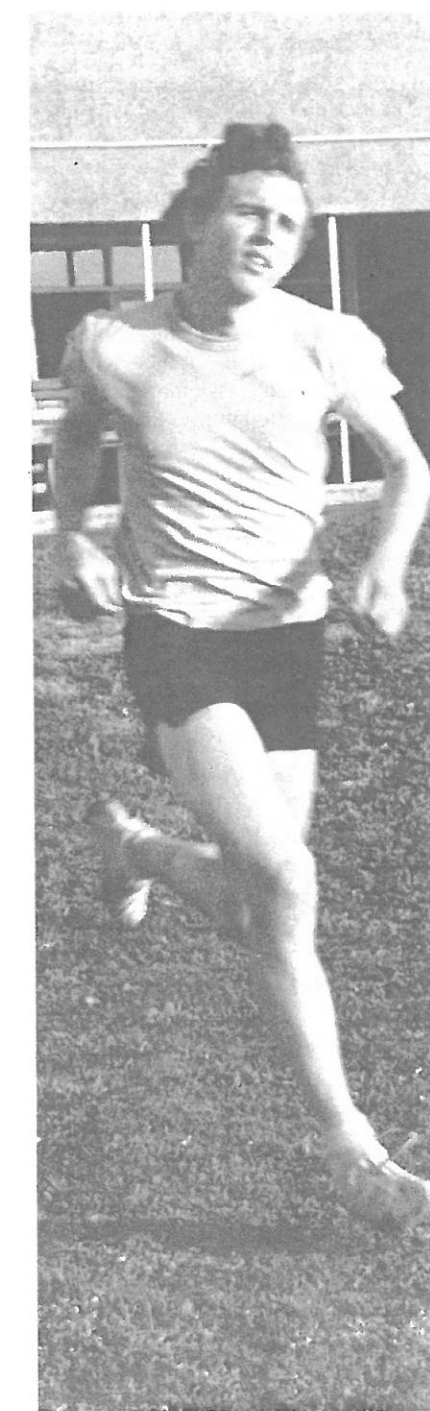
Don Gill—800 and 1500 metres—2nd.

Peter Devine, Trevor Moore, Jeff Roberts, Don Gill—open medley relay—1st.

Ashley Voigt—under 16 1500 metres—2nd.

Later these winners competed in the All High Sports and Trevor Butler gained 2nd place in the javelin and the under 17 relay team came 2nd.

Colin Friels





ASIAN CULTURAL NIGHT

This year for the first time the students from Laos, Malaysia and Hong Kong arranged and held an Asian Cultural Night. It took place on August 13, and was well attended and highly successful. The night included a Judo demonstration led by Mr. Leggo, followed by a film on Laos and an address given by Mr. Plunkett concerning Australia and the Asian students.

Interesting items were provided by the Laotians. First there were two choir songs, led by Chansy, accompanied by Phommachanh and Somsavath on guitars. Then there was a display of Laotian national and classical dances. These dances were very fascinating and impressive and were in striking contrast to the Western acts. A lot of concentration and finger work was required but Vong and Phet did a marvellous job and received much praise. The song by Vong was also entertaining. The Eastern atmosphere of the night was emphasised by the delightful costumes of the Laotian girls.

The night was enlivened by the Malaysian-Hong Kong group with the talented singer Chan Ping Hang and the drummer guitarist Chan Ping Shing backed by Chen Chew Wai on guitar and Ho Kok on harmonica. The group performed several Chinese folk songs and Western "hits".

Chen Chew Wai, VI



This year, Form V's needlecraft class consisted of ten girls who enthusiastically sewed away in the boys' sick room. First term saw the completion of ten smart winter suits, modelled in the photographs. This marvellous collection of winter garments was followed by an absolutely tremendous batch of embroideries. The remainder of the syllabus included a selection of after five dresses and another piece of embroidery, fabric printing and costume studies. Throughout this year we have been patiently guided by Miss McIntyre, our needlecraft teacher.

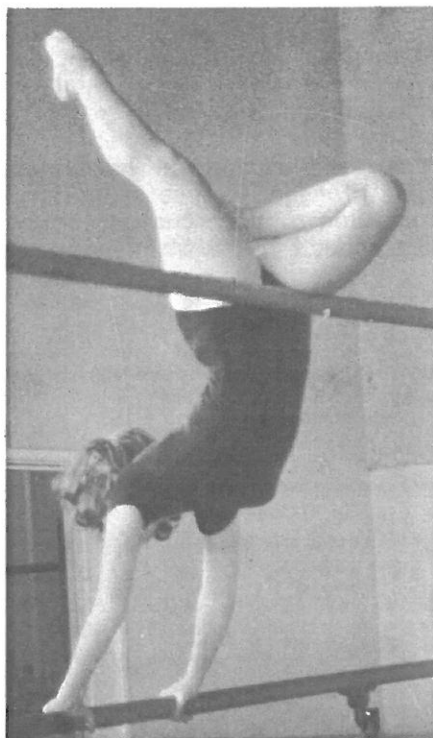
Robin Phin, Angelica Imberger.

Above left: Gaie Mudie and Vicki Lees. Below: Lyn Parry, Marilyn Olver, Marilyn Hanzalik, Barbara Weeks, Marie Kelada. Below left: Angelica Imberger. Bottom right: Robyn Phin, Virginia Simonelis.



MADE ON OUR OWN PREMISES





OLYMPIC GYM CLUB

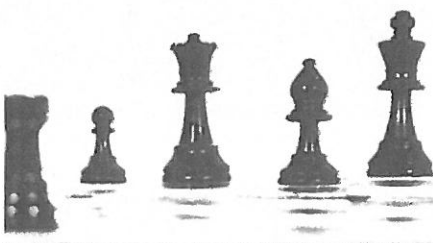
This year another club was formed — the Olympic Gym Club. It was organized by our new Physical Education teacher, Mrs. Cizek. The club was well supported, mostly by the junior girls. Activities vary from warming up exercises, vaulting and trampolining to elaborate sequences on the beam and mats. As in all clubs there are a few outstanding members. These are Jenny Parry, Beverley Moor, Helen Rayson, Julie Moor and Jenny Hubbard. Thanks must go to Mrs. Cizek for her patience and enthusiastic help.

Chris Servante

CHESS NOTES

The arrival of a Bridge Club at Brighton High presented a novel experience to the Brighton High Chess Club—most of its members deserted and the two that were left played sevens. However when the excitement of madly losing money at Bridge wore off, the past year has seen the club expand and embrace most forms of indoor activity and to this end we welcomed a group more interested in the racing guide than the board. However, we were forced to eject them as they wouldn't agree to parting with half their winnings. The club is therefore not financial and any contributions would be gladly accepted, especially by the Treasurer.

David Morgan



BRIDGE NOTES

The last six months of 1969 saw the establishment of a dynamic new force in school activities, the Brighton High School Bridge Club! However the courageous decision to form such a club was taken in the last six months after the loss of four packs of cards in consecutive weeks owing to the depredations of teachers. Its continued existence is owed to the sacrifice of long-haired victims and assorted miscreants to the lord of our manor.

In conclusion I would like to thank the four aces I sat on all year, an event which helped to make my year such a wonderful success.

David Morgan

JUDO CLUB

This year the judo club made the movies . . . or at any rate appeared on television during education week. We also gave an exhibition outside the National Mutual Building in the city. Another 1969 highlight occurred when some members of the club entered a contest at Monash University, competing against four universities. We were surprised to find we were the only High School team there and saved only by our spirit of competition we stayed to see it through even though the university teams looked upon us as a big joke. Our training paid off and we beat Melbourne University and R.M.I.T. to come third in a group of five. Thanks go to Laurie Ratz, Neil McIntyre, Peter Gilmour, Mark Caplan, Leslie Renyi and Henry Jess (Team Captain) for their efforts. Later this year our club entered one boys' and two girls' teams in an inter-high-school competition and gained first place in each section. In an interschool competition the Brighton High senior girls' team gained second place. Miss Fukuda, the highest ranking woman judo player in the world, was invited to coach the girls for a series of four afternoons. We benefited greatly from her tuition. Our Brighton High School senior girls are considered by the education department to be among the top of the state.

Congratulations and many thanks are due to Mr. Leggo and Mr. Plunkett for their time and patience.

Kay Lubransky Henry Jess



PREFECTS '69

Ken Butler, Barbara Blake, David Best, Helen Whiting, Joe Orbach, Helen Giles, Robert Stirling, Merryn Gates, Neil McIntyre, Marcia Edwards, Jim Smith, Jacqueline Talbot, Peter Smith, Keitha Mouat, Don Gill, Margaret McDonald, Russell Booth, Barbara Coish, Hugh Jones, Barbara Weeks, Chen Chew Wai, Christine Servante, Lindsay Trott, Teresa Vaughan, Robert Gilpin, Aurora Romanella, Evan Rolley, Chansy Chandypith, John Ward, Sandra Loewe, Jeff Roberts, Judy Munro, Diane Gardiner.



STUDENTS LEAVING

FORM I

Karen Lowe
Susan Gillies
Lynette Carpenter

FORM II

Marian Atkinson
Martin Goodrich

FORM III

Tony Lamb
Kamil Gomularz
Karmen Gomularz
Bill Raisbeck
Cheryl Ritchie
Paul Willet
Stephen Hanzalik
Gary Howard
Hannah Rostkier
Pauline Lyfield
Christine Williams
David Risely
Gregory Peters
Marilyn McPherson
Lachie Jackson
Vickie Trezise

FORM IV

Linda Chellew
Doug Wallace
Judy Renyi
Costos Panayides
Geoffrey Hanzalik
Dianne May
Christine O'Brien
Tina Tarr
June Meese
Kristina Simonelis
Wendy Brassington
Dorothy Grothe
Gaye Wilkinson
Edith Jedd
John Hanna
Carol Kilpatrick
Vicky Finlayson
Barry Brinton
Ian Lloyd
Peter Lincoln
Don Matthews
Peter Treble
Greg Bradley

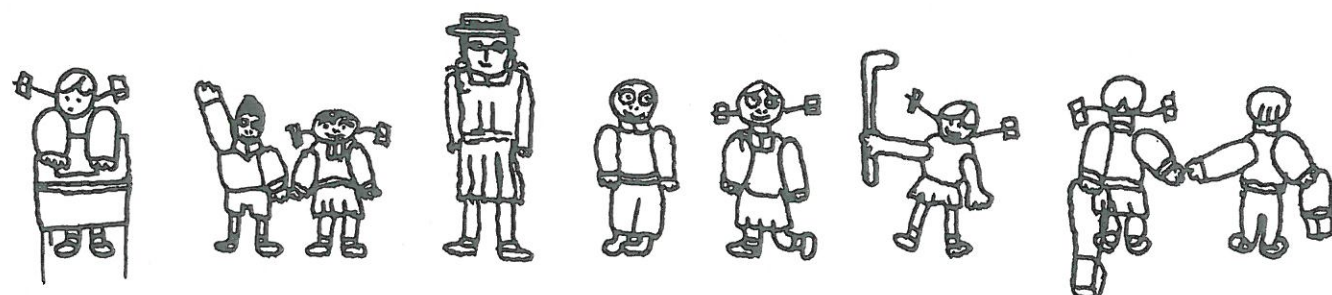
FORM V

Laurence Ratz
Bryan Jolly
Ruth Bendavid
Lenore Boyd
Pamela Haebich
Helen Joanides
Vicki Lees
Gaie Moodie
Lyn Parry
Deborah Stuart
Christine Baunton
Michael Corcoran
John Milhuisen
John Roberts
Angelica Imberger
Robyn Phin
Virginia Simonelis
Barbara Weeks
Russel Evans
Rick Stewart
Leanne Browne
Sally Dutton
Debby Crabtree
Greg Garraway
Hank Bakker
Beverly Russell
Sherry Wiggin
Phillip Broad
Bertie Stewart
Stuart Allen
Paul Collins
Dale Moore
Noel Secomb
Hannah Burton
Louise Graves
Debra Richardson
Gregory Breen
Clive Ducat
Colin Jayne
Benjamin Kamer
Gary Richards
Geoffrey Griffith
Pamela Crooke
Marilyn Hanzalik
Marie Kelada
Nina Rostkier
Phillip Whilie

FORM VI

Christine Cherry
Jana Chytil
Linda Fletcher
Diane Gardiner
Sophie George
Heather Gibson
Helen Giles
Lola Hakman
Sandra Lawry
Roslyn Lismann
Sandra Loewe
Margaret Kennedy
Julie Mackenzie
Judith Munro
Harriette Nudelberg
Sandra Pick
Susan Robinson
Susan Rowe
Judy Savari
Lindy Stewart
Jackie Talbot
Deborah Thompson
Nada Vukadinovic
Julie White
Helen Whiting
Ann Wright
Aurora Romanella
Kerry Meese
Glenda Bawden
Barbara Blake
Lesley Borowick
Chansy Chandyphith
Barbara Coish
Deborah Cummins
Helen Delaporte
Dianne Fletcher
Evangeline Gamilis
Janine Haskin
Gertrude Herrmann
Robyn Jedwab
Meg Maclure
Betty Melnik
Margaret Palmer
Barbara Panelli
Dinah Percival
Marilyn Peter
Leonie Pinch
Gemma Rigutto
Rosemary Rosenthal
Christine Servante
Aroun Sunthorn
Teresa Vaughan
Alison Wallace
Candida Westney
Saw Choo Yeoh
Heather Young
Judy Williamson

Paul Adler
Leslie Butterworth
Mark Caplan
Chen Chew Wai
Paul Davey
Robert Dindas
Robert Gilpin
Peter Harvest
Hugh Jones
Kenneth Keam
David Kleinman
John Law
Graeme Nankiville
Michael Prior
Anthony Prowse
Alec Savicky
Michael Singer
Mark Skurnik
Robert Stirling
Lindsay Trott
Douglas Williams
Peter Wilson
Dennis Carr
Graeme Adams
Richard Bazeley
Michael Broomhall
Morris Davidson
Peter Devine
Donald Gill
Peter Gilmour
Peter Hopcraft
Neil McIntyre
Trevor Moor
Graeme Nicholls
Joseph Orbach
Colin Pearse
Jeffrey Roberts
Pierre Russell
Barry Scott
Robert Steinberg
Michael Sutton
Derek Thompson
Phillip Wylie
Jano Zukar
John Atherton
Ee Leong Ban
David Best
Ian Brown
Kok Leong Chan
Ian Denham
George Dour
Henry Greener
Kok Onn Ho
Henry Jess
Stuart Macfarlane
Charles Rajchman
Henry Rubinstein
James Smith
Peter Walker



STUDENTS LEAVING

FORM I

Karen Lowe
Susan Gillies
Lynette Carpenter

FORM II

Marian Atkinson
Martin Goodrich

FORM III

Tony Lamb
Kamil Gomularz
Karmen Gomularz
Bill Raisbeck
Cheryl Ritchie
Paul Willet
Stephen Hanzalik
Gary Howard
Hannah Rostkier
Pauline Lyfield
Christine Williams
David Risely
Gregory Peters
Marilyn McPherson
Lachie Jackson
Vickie Trezise

FORM IV

Linda Chellew
Doug Wallace
Judy Renyi
Costos Panayides
Geoffrey Hanzalik
Dianne May
Christine O'Brien
Tina Tarr
June Meese
Kristina Simonelis
Wendy Brassington
Dorothy Grothe
Gaye Wilkinson
Edith Jedd
John Hanna
Carol Kilpatrick
Vicky Finlayson
Barry Brinton
Ian Lloyd
Peter Lincoln
Don Matthews
Peter Treble
Greg Bradley

FORM V

Laurence Ratz
Bryan Jolly
Ruth Bendavid
Lenore Boyd
Pamela Haebich
Helen Joanides
Vicki Lees
Gale Moodie
Lyn Parry
Deborah Stuart
Christine Baunton
Michael Corcoran
John Milhuisen
John Roberts
Angelica Imberger
Robyn Phin
Virginia Simonelis
Barbara Weeks
Russel Evans
Rick Stewart
Leanne Browne
Sally Dutton
Debby Crabtree
Greg Garraway
Hank Bakker
Beverly Russell
Sherry Wiggan
Phillip Broad
Bertie Stewart
Stuart Allen
Paul Collins
Dale Moore
Noel Secomb
Hannah Burton
Louise Graves
Debra Richardson
Gregory Breen
Clive Ducat
Colin Jayne
Benjamin Kamer
Gary Richards
Geoffrey Griffith
Pamela Crooke
Marilyn Hanzalik
Marie Kelada
Nina Rostkier
Phillip Whilie

FORM VI

Christine Cherry
Jana Chytil
Linda Fletcher
Diane Gardiner
Sophie George
Heather Gibson
Helen Giles
Lola Hakman
Sandra Lawry
Roslyn Lismann
Sandra Loewe
Margaret Kennedy
Julie Mackenzie
Judith Munro
Harriette Nudelberg
Sandra Pick
Susan Robinson
Susan Rowe
Judy Savari
Lindy Stewart
Jackie Talbot
Deborah Thompson
Nada Vukadinovic
Julie White
Helen Whiting
Ann Wright
Aurora Romanella
Kerry Meese
Glenda Bawden
Barbara Blake
Lesley Borowick
Chansy Chandyphith
Barbara Coish
Deborah Cummins
Helen Delaporte
Dianne Fletcher
Evangeline Gamilis
Janine Haskin
Gertrude Herrmann
Robyn Jedwab
Meg Maclure
Betty Melnik
Margaret Palmer
Barbara Panelli
Dinah Percival
Marilyn Peter
Leonie Pinch
Gemma Rigutto
Rosemary Rosenthal
Christine Servante
Aroun Sunthorn
Teresa Vaughan
Alison Wallace
Candida Westney
Saw Choo Yeoh
Heather Young
Judy Williamson

Paul Adler
Leslie Butterworth
Mark Caplan
Chen Chew Wai
Paul Davey
Robert Dindas
Robert Gilpin
Peter Harvest
Hugh Jones
Kenneth Keam
David Kleinman
John Law
Graeme Nankiville
Michael Prior
Anthony Prowse
Alec Savicky
Michael Singer
Mark Skurnik
Robert Stirling
Lindsay Trott
Douglas Williams
Peter Wilson
Dennis Carr
Graeme Adams
Richard Bazeley
Michael Broomhall
Morris Davidson
Peter Devine
Donald Gill
Peter Gilmour
Peter Hopcraft
Neil McIntyre
Trevor Moor
Graeme Nicholls
Joseph Orbach
Colin Pearse
Jeffrey Roberts
Pierre Russell
Barry Scott
Robert Steinberg
Michael Sutton
Derek Thompson
Phillip Wylie
Jano Zukar
John Atherton
Ee Leong Ban
David Best
Ian Brown
Kok Leong Chan
Ian Denham
George Dour
Henry Greener
Kok Onn Ho
Henry Jess
Stuart Macfarlane
Charles Rajchman
Henry Rubinstein
James Smith
Peter Walker

