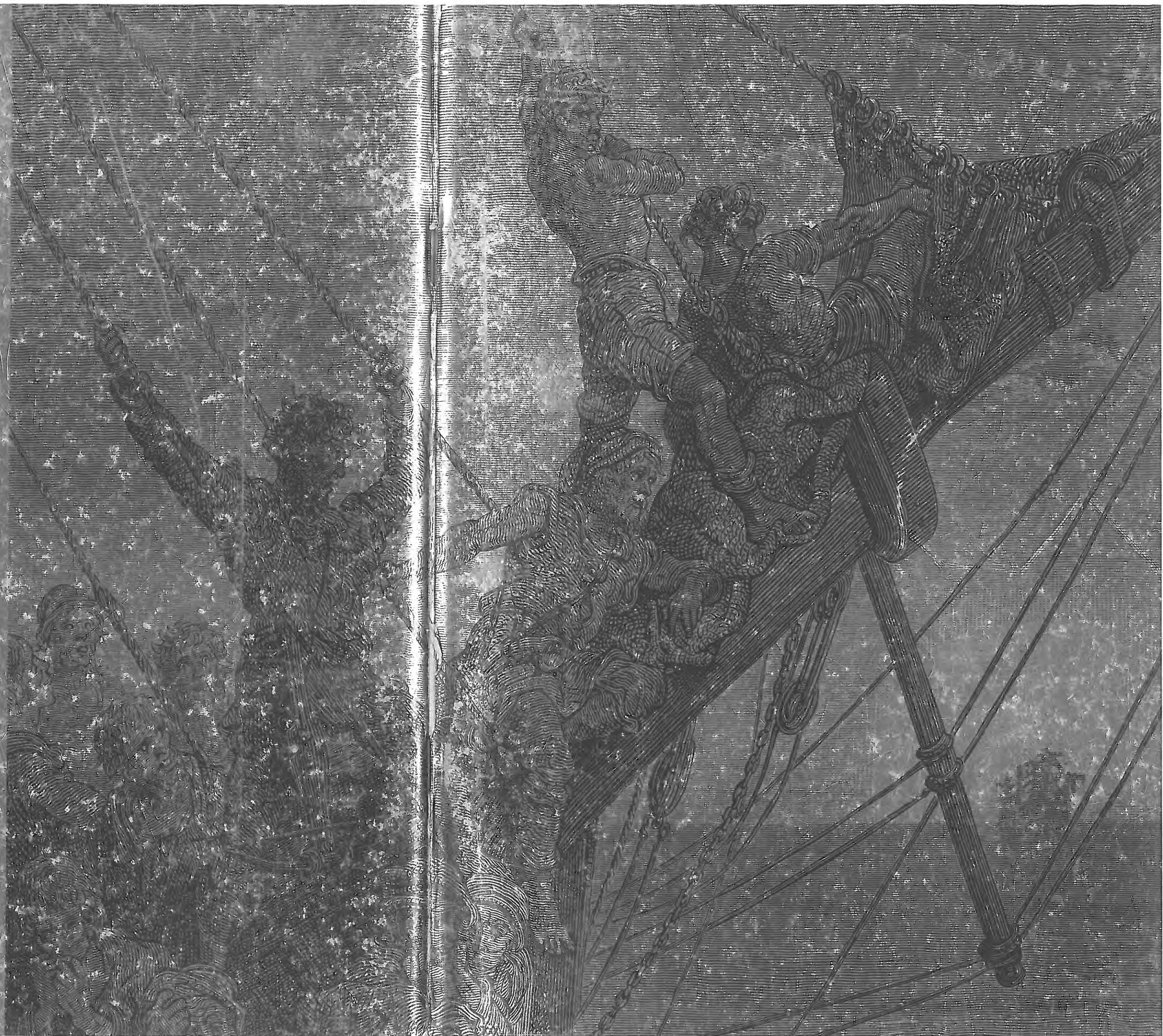
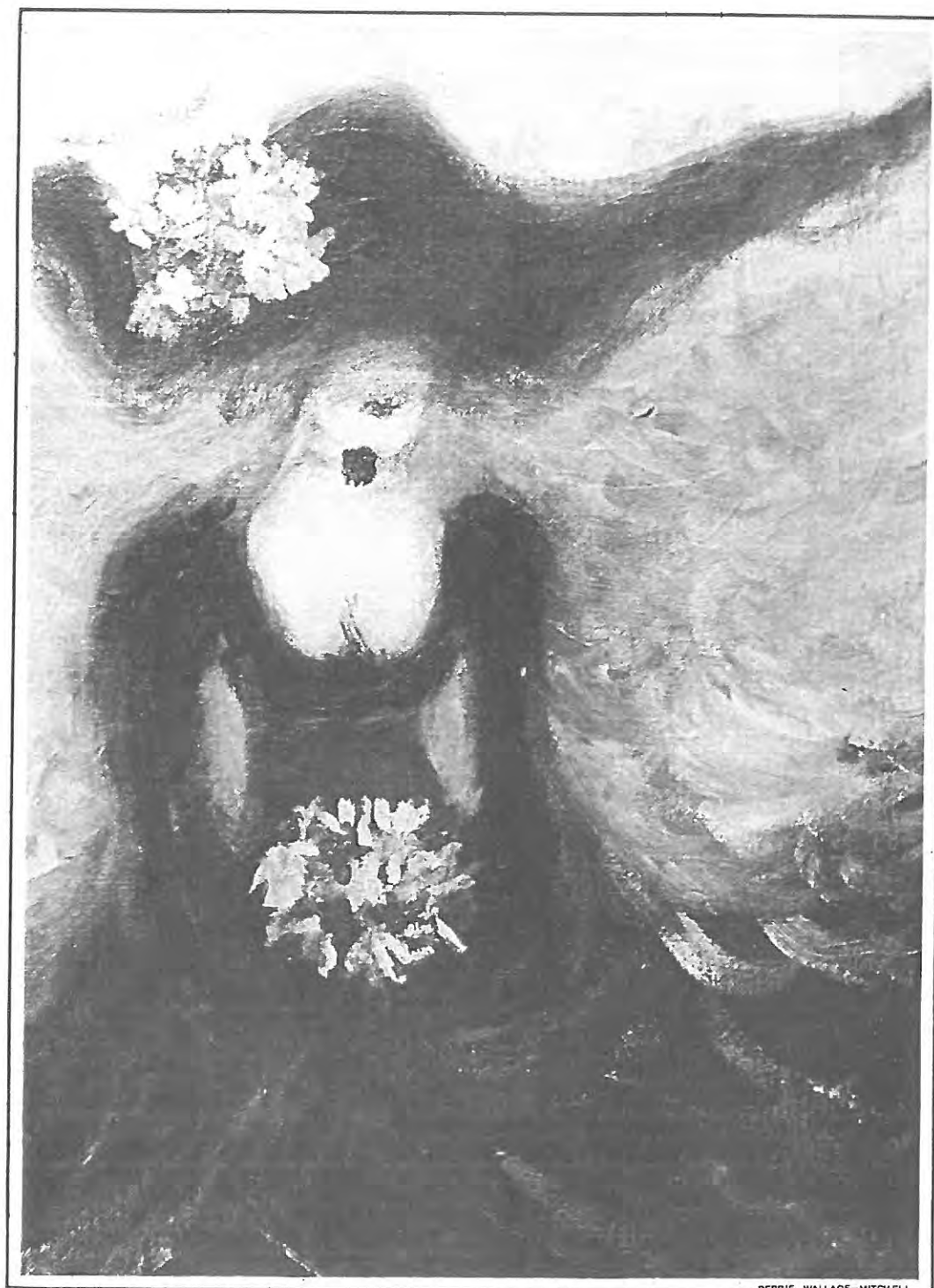


VOYAGER





brighton high school magazine



DEBBIE WALLACE-MITCHELL



Principal's Report

It is a sad commentary on our times that in 1972, as in 1971, the first part of my article for "Voyager" should be a tribute to a pupil whose life was lost during the year in a road accident. In 1971 I wrote of Carol Johnston—in 1972 of Ian Turner. Ian was enrolled at Brighton High School as a First Former in 1966. At the time of his tragic death he was studying for Higher School Certificate and, as Captain of the First Eighteen, was giving valuable community service within the school. His interest in sport and excellence at it enabled him to give service also at the Bentleigh Moorabbin Youth Centre where he acted as a football umpire. Ian's death on the road is a very forcible reminder of the desperate need to make our roads safer. Let us hope that it will also be a spur to make each one of us more determined to assess what our individual contribution could be—as pedestrians, drivers; as pupils, teachers, parents—and more resolute in making it.

Other social problems have had their effect on Brighton High School in 1972. It has not been a peaceful, uneventful year. We have shared the social unrest of our times. Here, as elsewhere, there are many people who are not satisfied with things as they are, people who seek a better world. While it is true that not everyone has the same vision of the better world it is also surely true that the majority of Australians are not so different in their aims but that they can still work peacefully together. Instead of the disorder of pupil strikes about what other people are doing or not doing, instead of alienation between youth and age as advocated by people such as the authors of "The Little Red School Book", at Brighton High School we might see peaceful co-operation as our route to a better world.

That Staff and Pupils can thus work together has been clearly shown by the Sports Council on which pupils have the same voting rights as teachers and which has, since it was set up in 1970, made all decisions about sport. During 1972 under its efficient, capable and conscientious President, Vivienne Williamson, ably assisted by Secretary, Michael Taylor, this Council has continued to demonstrate the ability of the different sections of our school community to work harmoniously together in disinterested service. The Public Relations Committee is another example of pupil participation in an area of administration where they can and do make an actual contribution. Eugene Bogner, Andrew Friedman, Martin Goodrich, Colin Macdonald, John McKerrow, Ian Morris, Philip Pay, Rodney Whyte (and Grant Davis until he resigned to become Commander of the Hall Crew) are to be congratulated on the efficiency with which they have arranged Parent/Staff Meetings, on the degree of interest they have succeeded in arousing, and on the amount of hard work they have put into this community service. On the Canteen Committee of Management Marion Van Leeuwen and Richard Reisner give as much time and do as much work as the adult members and therefore are entitled to the equal rights they have in decision making. During the latter part of the year we have seen the emergence of pupil interest in the Advisory Council. It is worthy of note that as late as June, 1972, so little interest in the school Council could be aroused that not only was there no election but not all the seats could be filled. At present it is not thought that pupils are eligible to be members of the Advisory Council of a Victorian High School. However there is no reason why Brighton High School should not lead the way and, by showing that its pupils are seriously interested in administration, are prepared to work, are capable of making a useful contribution and are not just interested in the removal of restraints and the grasping of privileges, persuade the framers of regulations that the young should be permitted to take part in government. An appropriate place to start would be their own community, on their school Council, where in an orderly manner within the framework of established government, reforms could be effected without disorder and confusion which are the weapons of the destroyer rather than the builder.

Miss M. Brennan

Trying to interview Ray Quint was no easy task. Twelve months in America would be an experience unimaginable. And it was. Ray was lucky enough to be sent to the United States on an American Field Service Scholarship, a scheme bringing three thousand students at a time from eighty different countries to the U.S. The insight and experience gained by living with people far removed from the Australian character has given Ray a depth of knowledge impossible to explore in an hour's conversation.

Ray's accent, vocabulary and appearance has all been slightly influenced. His tone of voice has that slight drawl which adds a sparkle to its sound. I can pick out the "American" language from his sentences. Perhaps his appearance has become more easy-going, his hair has grown and his personality bubbles.

We soon got talking about more definite things:
—"O.K., Ray, tell us about your trip . . ."
—"Unreeaal"
—"What's the U.S. like?"
—"Pretty messed-up place."

Ray's first impression on arrival in the U.S. was the stunning differences in peoples and standards of living "it is almost the sublime to the ridiculous", Yorktown Heights, where Ray lived, is a town in Westchester County, about 50 miles from New York City. The community is a rather wealthy one and Ray lived with a family of four, a boy his age and a boy of six years. However, nearby this prosperous town was a poor community with an eighty percent black population. The change in living standard within such a close proximity was both startling and distressing.

Ray admits his view of America may have been distorted as he saw it through the eyes of upper middle class people. But he strongly felt the extremes of wealth and poverty.

Everywhere in America beauty can be seen alongside ugliness. An example is New York City: beautiful buildings and parks and at the same time smog, and poverty. Ray was fascinated by New York City, the intense activity is overwhelming; unbelievable traffic congestion, claustrophobic steam from the subways, unbearable summer heat—all part of a city filled with nearly every kind of people, entertainment and culture imaginable.

On the whole the American way of life is similar to that of Australia, or, more correctly, the other way around: ours is not much different from theirs. There are, however, significant character distinctions between the American and the Australian. "You can sense an underlying feeling of violence in the U.S." This is historically a part of the American ethos and the ease of obtaining guns and the presence of oppressed and dominant groups creates incredible tension.

Ray spoke of the personalities of the teenagers. He believed the kids to be generally more peaceful than they were a few years ago, around the time of the student uprisings and the Kent State incident. Today they are less radical and less rebellious. How do they feel

a student abroad

RAY QUINT TALKING WITH ALICE PEER

(Ray and Alice are both completing their Higher School Certificate at BHS this year)



IN AMERICA — HEAVILY DISGUISED AS JOE COOL, OR IS IT JOE COCKER?



THE PARTY'S OVER — BACK TO WORK DOWN UNDER.

about the condition of the country? They have realised the seriousness of the problems of their country but feel powerless to change anything. "We can't bring about any drastic changes so let's just try and be happy" seems to be their attitude. They'll make the most of what they've got instead of beating their heads against a brick wall.

The American character is different to the Australian one. Americans are less inhibited and more outright than we are, perhaps more open-minded. However they are paranoid about Communism and Socialism, completely brainwashed and disdainful towards these ways of life. But then, so are most Australians . . .

Australia is more conservative than the U.S. It seems we accept others' ideas less readily than American society. "Australians are great knockers", said Ray, "whereas Americans are more tolerant, they'll at least listen to what you have to say."

Finally we comparatively discussed American and Australian education. The schools in America vary a lot from town to town, they have no uniformity or rigid structure on which each school should be based. This diversity is due to the fact that the school is financed by the community in which it is situated by means of "school taxes". Since towns vary greatly in standard and finance, the schools vary accordingly.

It is common for a school to have a cafeteria and students' common rooms, psychologists, and guidance counsellors Ray could easily say that the study over there is less demanding, curricula is less rigid and the students seem to receive more enjoyment from their work. Their education has much less emphasis than ours on factual knowledge, memory and rote-learning, and is based on much class discussion, participation, group work and the student investigating the subject for himself. Education is more general and more progressive than ours.

There is a great deal of school spirit, as the school is the focal point of the community, the centre of much activity. Local functions make use of the school's facilities: sport, plays, dances at nights and on weekends. American school is not merely a 9 a.m. to 3 p.m., 5 days a week affair. Extra-curricular activities within the school framework take up most of the student's time.

Ray is very nostalgic about the friends he made during his trip. He now has friends all over the world, almost wherever he may go he might know someone. These deep bonds of friendship tying together AFS students from all parts of the world have taught them all tolerance and what it means to share with others, to live happily with all types of people and to care about others besides themselves.

"Perhaps as an AFS student I have come to realise the true meaning of our motto:

Walk together, talk together
All ye people of the earth
Then and only then
Shall ye have peace."

EDUCATION

three personal views:

1.

An introduction of some sort:

Mr. Kightly, a teacher of English Literature at Brighton High this year, was the subject of a local newspaper article, because of his views on education prior to his departure for England. The following article is a quotation from a letter in which he puts forward his view on education and schooling, (James is his son!)

"In fact, we are vitally concerned with education, in the sense that everybody acknowledges it to be a valid one, but few are willing to put it fully to the test. I mean the same sort of thing that boring old people mean when they talk about "Life" (always in a Capital-letter tone) being the Great Educator (again the semi-reverent Capitals).

Before we came to England, James knew, in a sort of way, what a castle is. After even such a brief time in Scotland, he now knows far more vitally what one is. More importantly, he now has some sort of idea of what it would be like to live in one. He knows from a realistic and imaginative experience why the walls are thick and why they had moats or ditches, by pretending to shoot arrows out of the slit windows at other visitors, he gets some idea of how castles were defended.

If you examine this small example, you'll see what I mean when I say that he has learned much more, more fully, in the couple of weeks we've been here, than in any two months of school.

It has always seemed to me a sad thing to say about schools that they are places where most of the inmates are not happy. I think you would agree that most people in schools (teachers and pupils) would rather be somewhere else, doing something else. Now even if you make allowance for the natural human desire to be lazy, most people in schools would be participating more fully in something else if they were out of school. would be, in other words, more involved. The most distressing thing is that they would probably feel rather guilty if they were allowed to do these enjoyable and involving things all the time. They would probably feel that they ought to be "working" or "studying" or "being productive". This always annoys me as one of the very saddest of all facts about life: the things we feel we should be doing are often the things we dislike doing most.

I don't pretend to be able to devise a universal education system along the lines of the Visit-your-castle model I briefly outlined above. I couldn't possibly imagine how to do that for a sparsely populated country like Australia, let alone for other developed countries. When we consider the vast majority of people throughout the world; well, they don't need education "really", they need food.

In the past few months I've begun to realize fully (what I've always known but not admitted to myself) that our education is a process of constantly beginning from scratch. You have to become as a little child in order to enter the Kingdom of Understanding. Even then you never really get in. All school does for you is open a door to a blind alley! It offers you a "certificate" or a "qualification", and if you are foolish enough





to accept the lolly, if you are daft enough to enter that blind alley, then you have been "schooled", and you will be very lucky if to ever attain any noticeable degree of "education".

Schools take you through a process, towards an illusory goal, ignoring both the fact that there is no goal, and that it is the process which is important. That process goes on for as long as the individual is alive (and I mean alive not just animate.)"

Ross Kightly

Jane Mackay-Dickson, 6

2.

Is the aim of education to develop a child or to let a child develop himself?

My opinion is that education should aim at helping a child develop himself. Education should aim, not only at providing for him all the pre-requisites for tertiary education or a career but also at arming a child adequately to face life.

Education's first aim should be to find out a child's natural talents, if he has any, or his chief interests. Education can do this only by providing a wide range of subjects at school, not only academic subjects, but other ones such as how to deal with people. Education's second aim is to develop a child's natural talents and interests. If this is done, then a child will learn the things he wants to learn and therefore have a much better life after he leaves school. He will realize that education is not there just to prepare him for a job, which seems to be the case now, and once a degree at University has been obtained, this is the end of learning. There should not be any limit to learning. But there will always be a limit to learning if a person sees education as a means of getting a good job. If this attitude is there, then the natural talents of a person will not be brought out and therefore education becomes boring and a student cannot wait to leave school.

This is exactly what education seems to be doing at present. There is a limit to how many subjects a pupil may study at school. And not only this, but before a child has even had a chance to find out what he likes to study, he is asked and compelled to make a decision on which course he will pursue, mainly a commercial or a professional course. So very often the wrong decision is made; for example a pupil may choose a professional course, when really he would do much better at a commercial one. With the rate at which science and technology are growing, more and more students are being channelled in the science courses while the arts are being forgotten. Some students feel that they will get better jobs and have better chances at University if they pursue the science courses and even if they want to study any of the arts subjects, they cannot seem to be able to fit it in with the way education is designed at present. This frustrates a student. No wonder we don't have any Leonardo da Vinci's or any Balzac's today since natural talents are not given any chance to develop. Not everybody can be a scientist or a historian. Children have to find this out for themselves.

To me education should be like a mother who helps her child to stand up and walk. The day comes when the child can stand up on his own without his mother's help. This is what education should aim at. It should stand by a child and show him all she has to offer and let him decide. She should not rush him, and the day should come when the child is strong enough to make up his own mind and say 'This is what I want to do'.

Alice Missak, 6

3.

The faults, inadequacies and failures of the education system have led to the formation of two education reform and student groups; namely, the V.S.S.U.—Victorian Secondary Students' Union and the E.A.G.—Education Action Group. I feel it is not

necessary to go into the histories and set-ups of these groups, but why the students of Victoria and Australia have felt it necessary to form and join them and take action through them; and how I feel these faults can be remedied.

Firstly, the education system instead of encouraging, increasing and enhancing a child's imagination, creativity and inquisitiveness, hampers, dampens and discourages it by channelling him into the areas considered worthwhile and necessary by the department. For example, every child begins to learn to read and write at about the age of five, which is not necessarily the right age for each child—some may be capable of reading earlier and some not until later; and by forcing certain things into a child, all the way through school, much of his enthusiasm, his urge to discover and create and his imagination are so dampened that by the end of his 12 years (if he can cope with it for that long), all are virtually non-existent. Where a child is particularly gifted in a subject, he is not able to pursue it fully in the field he desires, but must go along with the class. Likewise with his other subjects, regardless of whether he can cope or is bored, he must go along with the class.

I believe education is the process of the development of the individual and the very nature of classes, compulsory attendance and compulsory subjects, contradicts this. It has been said to me many times that a child MUST be taught how to read and write etc., so he can appreciate all the wonderful things there are for him in books. Yet, I believe that when a child is ready and wants to learn to read and write, he will ask, as books, signs, newspapers, etc., are constantly around him and when his curiosity has been sufficiently aroused, he will ask to be taught. And this is the only way a child should be taught anything—by asking to be taught.

This is the way I believe a school should be conducted—with teachers, students, parents, the community and the administration all creating a stimulating environment; one in which questioning and discovery are encouraged rather than the passing of a certain amount of material to the students in a given time—a method I consider a total waste. Stimuli can come in so many different forms that it is difficult to understand why so few, if any, are provided by the schools. Some are simply teachers working at their individual subjects to create further interest and inquiry. Likewise with students working at subjects—they interest more students—also in sport and cultural activities. Parents may provide stimuli, by providing encouragement at home and joining in school activities; while the community itself can provide painters, sculptors, mechanics, craftsmen, ballet dancers, football players etc. to come to the school as often as possible, thereby creating interest and further inquiry; and the administration can do its part by keeping discipline and rules to an absolute minimum, thus increasing freedom and thus the ability to explore. Plus libraries, record rooms, film workshops, studios, study halls, etc.

One of the saddest things of the system is that many teachers, most parents and most students feel that only teachers can teach them really worthwhile things—where every single person learns more out of living his life than he does in school. But how to create a balance? Simple—by making schools relevant to the students' lives, by enabling enquiry, and discussion into those things that are important to them. For example: Human relations, sex, parents, drugs, the purpose of their lives, etc. etc. The questions and problems of youth are endless and should and must be catered for in and by the school.

To finish, I would like to offer two suggestions to Brighton High in particular. First, to allow the kids to decorate, paint and remodel the classrooms as they liked. This is a very necessary innovation, for out of all the places and schools I have seen, Brighton High would have the most physically de-humanised and depressing buildings ever created—and this may help to humanise it. The second is that everyone should break down the barriers between us and open up to each other and I'm sure we'd find that we could learn a lot from each other—not only students from teachers but teachers from students also.

Debbie Zylberstein, Form 6



TONITE: GALA DRAMA FESTIVAL



7 o'clock... walking nervously up Marriage Road teeth chattering... bumping into Tilly in the dark. Wow!

Breaking into the dressing room you're hit with "that atmosphere" kinda tense, but all smiles and really warm. Chaos everywhere. Guys with hair pinned, being fawned over by chicks in short-skirts waving mascara wands, eye shadows and lipsticks. The guys protest—mildly—secretly enjoying the attention. Legs and arms coiled endlessly around the room... teased hair... and piles of jumbled clothes.

Greg's pipe, Ralph's watering can, Jenny's ghost-face, Darryl's speech.

"Mr. Parsons—it is demned corrupt."

"I say, 'Vote Witzzenhausen', but quietly!"

"But I'm still an actress and they can't take that from me."

"Where is that monkey's paw—I haven't seen it for weeks—oh here it is!"

This is the plays.

Atmospheres hit you constantly—the stretched tension in the room before the play... with hands that can't stop

shaking... and minds forgetting lines too well learnt.

And after, relief and a hastily grabbed coke—smiles and looks and hugs.

Sitting on the edge of her seat in the hall, all hoping your house will win but not really caring if they don't because of the magnetic "play" feeling between everyone.

Strained silence and white knuckles on hands gripping seats waiting for THE WORDS.

Wide smiles when

"Greg Nathan best supporting actor"

"Gary Prince best male actor"

Jane Mackay Dickson best female actor."

AND THEN...

Screams of delight mixed with open-mouthed shock—MURRAY WON!!!!

You know, thinking back on it now its not the actual production of the plays I remember, its the talking to people you don't even know, and the flowing promise of friendship lying between everyone that leaves that "good" feeling inside and the smile on your lips.

LIZZ



THE QUESTION OF UNIFORM

"Would all forms please go to the hall immediately for an important meeting" the P.A. system announced one ordinary day in early June. On entering the hall excited murmurs were heard and the volume was becoming increasingly louder. Many "what are we here for" and "what does she want" and "I bet you it's..." could be heard, but we were all unaware of the nature of the meeting. We all stood patiently for Miss Brennan's entrance anxious to hear the news. Then it was announced "... I see no other course than to announce to the school today that there is no longer a school rule that the wearing of uniforms is compulsory." Suddenly wild



applause and cheers broke out... the school had become chaotic. There had never been so many smiling faces in Holland Hall before and we were elated by the announcement as well as the general atmosphere. Even Miss Brennan claimed that she was glad to have pleased everyone but felt it unfortunate that it had to be on an issue in which she was unable to share the school's happiness. This excitement continued for a few minutes amongst chatter but was broken up by Miss Brennan announcing a big "BUT!... Brighton High School uniform remains unchanged. I appeal to parents to see that their children are, at all times that I am legally responsible for them, dressed in uniform." The school was confused and could not understand her motives for making such a drastic statement, but then were informed that it was through her fear of the effects of the forthcoming uniform protest and also at the principal's conference it was discovered that 'principals were not supported by the Administration in the matter of uniforms because uniforms were simply not compulsory'. Miss Brennan realising that her power was limited in enforcing wearing of uniform decided it beneficial to make this statement in order to prevent the occurrence of inconvenient situations, e.g. suspensions. So in making uniforms optional she would be avoiding protests etc. and hoped to keep the school satisfied in at least one respect.

The next day at school the effect of Miss Brennan's statement was evident:

about 1/3 of the pupils attended school in ordinary clothes and the general atmosphere was a feeling of novelty rather than competitiveness. The tenseness of the normal school atmosphere had been alleviated and was a little more relaxed and generally the feeling was novel and it was pleasant to see a little colour around the school and to be able to associate the students with their individuality rather than as members of B.H.S. There were those who made a point of not wearing uniform on the first day to indicate that they had the courage to be one of the "first" and there were those who wanted to wait and see "what everyone else would wear".

Due to the attention brought by Miss Brennan's announcement, the matter of uniform was highlighted and there was some reflection upon its purpose and the inadequacies of the B.H.S. uniform.

Having asked some students in a survey about the purpose of a uniform the following views were expressed—It was said that the uniform itself reflects an archaic system and is designed to make everyone equal to that those from different economic levels at home would not be discriminated against. Uniform also aids in administration and identification of students during school hours. However the main criticism was that uniform eliminates any form of individual expression and suggests a stereotype appearance with a stereotype mind. Basic criticisms of the uniform were that it was not designed for changes in the body—a uniform designed for an eleven year old may not suit an eighteen year old, and also that uniform was uncomfortable and did not fulfill its purpose in keeping students warm in a school where the heating system is so inadequate.



The major changes due to students being out of uniform, were concerning the atmosphere within the school. It was suggested that disciplinary attitudes may have dropped; however there is little evidence to support this. The main virtue of not wearing uniform is the comfort and warmth casual clothes bring, allowing warm coats etc. to be worn which are indisputably more comfortable and practical for winter weather, than uniform. This view was expressed

particularly by girls who objected to the draughty box-pleat tunic and cold legs.

The clothes worn to school have no bearing on what you learn and it was felt that far too much emphasis was being placed on a relatively minor issue.



Following the announcement, the press took up the issue and Brighton High suddenly hit the headlines—"Students Held Gun At Our Head" read the front page of several local newspapers. Several of these articles gave the impression that the students of Brighton High were a rebellious power-group who, through "revolt", had succeeded in achieving their desired aims by pressuring Miss Brennan. This was true to a very slight extent, but the vast majority of students had nothing to do at all with Miss Brennan's decision. The press blew up the situation, and gave much unwarranted publicity to an issue which was in fact a rather minor one, in terms of education. It was true that Brighton High had become "The First" to drop the compulsory uniform rule, but the publicity given by the press put unnecessary pressure on both the students and Miss Brennan in particular. As a result, Miss Brennan wrote letters to all newspapers in an attempt to clear up many of the false statements and impressions that had been given by press articles. In these letters, she continued to emphasize the fact that uniform was unchanged and although no longer compulsory, she appealed to parents to support her in enforcing its continuance as a part of school life. The issue was an internal one, and should have been nothing sensational, simply a decision that would be made by the parents and students. It seemed that the sooner the "novelty" wore off, the better, but the publicity continued and thus the school continued to be very "aware" of the change and all the attention it had attracted.

Together with another student, we were approached by a reporter, out of school hours, who wanted some pictures of us in our "new gear" to accompany an article on "The School Uniform Issue (Crisis?) at Brighton High". Having had enough of all the publicity, we refused the request on the grounds that we felt

the publicity was doing the school more harm than good. The reporter then suggested an article on our own views, but we told her that an article against the publicity was in fact publicity in itself—and that was what we were objecting to. We then waved goodbye, only to see her pounce on an innocent, unsuspecting junior student.

However, the press finally lost interest, and Brighton High became once more, "just another" suburban high school.

Due to parental objection about the non-compulsion of uniform wearing, a parent and staff meeting was held. The majority of parents expressed desires that their children should wear school uniform, but that changes in style would be desirable. A new style of summer frock is now being considered and also a more popular style of slacks for girls. However, at this meeting, Miss Brennan re-expressed that she was not prepared to stand as the authoritative force compelling students to wear uniform and that if parents supported her decision, THEY could demonstrate their view by dressing their children in uniform.



It is unfortunate that students were not openly invited to this meeting for, whatever the results, the most obviously affected body would have been the 'kids' themselves, and it is a pity their views were not expressed.

The long-term result of the meeting was that, by a set date in September, those parents wishing their children to wear casual clothes were to indicate their decision to Miss Brennan. These students then had their parents and the school's permission to choose what to wear to school, while other students, whose parents did not inform Miss Brennan, were compelled to wear school uniform.

The school is now faced with the problem of ensuring that all those who have 'elected' to wear uniform are in full uniform and students wearing half-uniform and half-casual clothes have been sent home to change.

It seems ironical that such a commotion has occurred over an issue which both students and staff have described as trivial.

Lizz Talbot
Sonia Aldons
Leah Dobrejcer
Form 5





The Student Strike

interview with Debbie Zylberstein

Editorial Note:

The following interview presents the viewpoint of a student who was strongly in favour of the student strike.

We tried without success, by personal approaches and by advertising on the school bulletin, to find a student who was opposed to the strike and who would present their point of view in Voyager. There were certainly students who opposed the strike, so it's a pity that their point of view was not expressed.

Q: What was the aim of the student 'strike'?

A: Basically we aimed to draw public attention to the dissatisfaction being felt throughout the educational system. We wanted people to be asking 'Why are students going on strike?' We are powerless ourselves to change things, and we wanted to make the people who can bring pressure to bear on the Government and the Education Department more aware of the problems we see.

Q: What policy did the school administration adopt towards students planning to attend the strike?

A: Two days before the strike—on the Monday—I called a meeting just by word of mouth and a fairly small number of students attended. Miss Brennan came into this meeting and, after reading the strike pamphlet, put a number of questions to us and said that any students who attended the strike would be punished.

She told me the following morning that the advisory council wanted to see us about the strike and that the punishment would be ten days suspension.

Q: What was the student reaction to this policy?

A: Miss Brennan called a meeting, which at least 150 students attended. The discussion was very heated when they were told there was going to be a ten-day suspension. There was a very angry reaction to this, and after the meeting kids decided that if anyone who went on the strike was suspended they would take protest action in the school and around the streets of Brighton in support of them. Anyway, the ten-day suspension didn't come through, so that really wasn't necessary.

After the meeting, a lot of kids wanted to go to the strike. I think some of it was because of the restrictions imposed.

Q: Wouldn't you agree that if students had been completely free to go to the strike that many would have simply regarded the day as a holiday?

A: I think that's unfair criticism, but even if some kids did regard it as a holiday, I think that reflects a failure, in some respects, of the education system. If kids are supposed to be stimulated and learning at school, then they shouldn't feel the need to have to leave school for a holiday and just sit around doing nothing.

However, I also feel that 99 per cent of the kids who went were very strong in their feelings and in their belief that there had to be a lot of changes.

Q: Since the day of the strike, when an open forum—run by the students—was permitted in the School Hall, there has been virtually no student initiative to pursue the issues raised. Why is this?

A: I think this is because kids seem to need, particularly at Brighton High, a leader to tell them what to do and how to go about things. They seem to have enough energy and are willing to do things as long as they are led. I think kids have been scared out of doing things on their own for fear of persecution and being singled out, and I think that Miss Brennan is partly responsible for this. Although Miss Brennan has invited students to set up their own S.R.C. I think it's very difficult when you know that the S.R.C. won't have much power.

Had I and other students, particularly in Matric, and Leaving had enough time to put all our energies into working for an S.R.C. and for an education action group within the school I think it would have worked very well, but we just didn't have the time to put so much into it. Kids in fourth form and under are just too scared to take such enormous initiatives on their own.

Q: If you were in charge of a school of this type, what would be your attitude to students who dissented from policies which you had laid down?

A: Well, I would hope that if I was in charge of a school that the students, the staff, the administrators and all those concerned with the school—Parents as well—would be able to have constant discussions about all the problems in the school, long-term problems as well as day-to-day ones. The students would have sufficient power to initiate changes in the school that they felt were necessary for their benefit—and the school is for the students, not for the administrators or the teachers. If they dissented from policies which I had laid down, I believe that that would be a good thing, because improvement is very necessary all the time. Without change things stagnate and the kids just don't develop as they should.



WAR AND POLITICAL VIOLENCE OCTOBER 1971 - OCTOBER 1972

1971
October

Israel In the old city of Jerusalem, 16 persons—13 Jews and 3 Arabs—were injured in a grenade explosion on Oct. 9.
Uganda Continued clashes on the border between Uganda and Tanzania: 22 civilians killed, six soldiers injured.
Northern Ireland 140 explosions during October. IRA blamed for the death of 27 people. 3 tons of arms and ammunition 'destined for the IRA' seized at Shiploh airport, Amsterdam.

November

Egypt Jordanian Prime Minister assassinated in Cairo by Black September guerrillas.

Northern Ireland

Allegations of brutality against detainees of the Army or Royal Ulster Constabulary were rejected by the Compton Committee. It found, however, that various methods employed (such as "Hooding", exposure to continuous loud noise, and enforced wall posture) constituted physical ill-treatment.

December
India-Pakistan

Clashes between Indian and Pakistani forces on the East Pakistan border developed into an open war on Dec. 3. When the Pakistan Air Force made a surprise attack, Indian troops thereupon entered and overran East Pakistan, where the Pakistan forces surrendered on Dec. 16.

Indian casualties: 1,047 killed, 3,042 wounded and 89 missing in East Pakistan and 1,426 killed, 3,611 wounded and 2,149 missing on the western front.

Pakistan casualties: between 5,000 and 6,000 killed, and between 6,000 and 7,000 missing in East Pakistan.

A state of National Emergency declared by President Park Chung Hee on Dec. 6.

Unsuccessful attempt made on Dec. 15 to assassinate the Jordanian Ambassador in London with a sub-machine gun.

The growth of Soviet nuclear and conventional forces noted.

Defensive tactical use of nuclear weapons by NATO countries discussed.

1972
January

South Korea
England

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Defensive tactical use of nuclear weapons by NATO countries discussed.

China

Another atmospheric nuclear test was carried out by China on Jan. 7, the U.S. Atomic Energy Commission estimating its yield as about 20 kilotons (equivalent to 20,000 tons of TNT).

Uruguay

Continued urban guerrilla activities, including a kidnapping, and destruction of public buildings.

Portugal

Two bomb attacks, including an explosion in Lisbon Harbour on Jan. 12, claimed subsequently by a group calling itself Armed Revolutionary Action.

Yugoslavia

A Yugoslav Airlines jet crashed after an explosion on board. All but one of the 29 people on board were killed. The explosion was attributed to Croatian terrorists attempting to assassinate the Federal Prime Minister, Mr. Biedich, who was incorrectly thought to be on the flight.

13 people shot dead and 16 others wounded in Londonderry when men of the Parachute Regiment went into action after a banned civil rights march had allegedly degenerated into a riot.

Mr. Smith stated on Feb. 16 that as a result of disturbances 14 people had been killed and 1,505 arrested.

According to a Swedish study, Latin American countries had made massive purchases of war planes, submarines, tanks and missiles since 1968. Principal buyers were Argentina, Brazil, Chile and Peru.

The 'Aldershot Outrage'. Five women, a gardener and an army chaplain were killed and 19 injured at Aldershot by a bomb left in a parked car outside the officers' mess of the 16 Parachute Brigade.

The 'official' IRA claimed responsibility, describing it as a retaliatory action for the shootings in Londonderry (see above).

North Vietnamese Army launched the biggest offensive of the war on March 30, when after a heavy bombardment they overran all of the South Vietnamese positions immediately south of the demilitarized zone. U.S. aircraft had meanwhile resumed the bombing of North Vietnam on April 6.

March

Britain suspended Northern Ireland's Government and Parliament on March 30 and imposed direct rule over the province for at least a year, ending 51 years of semi-autonomous rule by the Ulster Government.

Congress gave the President power to suspend individual liberties and to proclaim martial law for the next 30 days. (This period was subsequently extended). Urban guerrillas launched attacks in mid-April involving the deliberate killing of Government officials and members of the security forces.

President Nixon announced on May 8 that all North Vietnamese ports would be mined and the bombing of North Vietnam would be intensified until all American Prisoners-of-War were released and a cease-fire established throughout Indo-China.

Belgian Airliner hi-jacked on May 8 by four Arab guerrillas belonging to the Black September movement. Israeli commandos stormed the airliner disguised as air mechanics, killing two of the guerrillas. One passenger was wounded and later died.

April

Governor George C. Wallace was shot and critically wounded on May 13 in an attempted assassination.

On May 30, 3 young Japanese hired by a Palestinian commando group suddenly flung hand-grenades and opened fire indiscriminately in the crowded arrival hall at Lod Airport, Tel-Aviv. 25 people were killed and 78 wounded, many seriously. Only one of the gunmen was captured alive.

May

(He later said at his trial: that they were involved in revolutionary warfare, and that "war involves slaughter and destruction. We cannot limit warfare to destruction of buildings. We believe slaughtering of human bodies is inevitable.")

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June

Guatemala Five political assassinations during June and July. Security forces failed to trace the assassins.

Venezuela Industrialist kidnapped by left-wing terrorists on June 1. Police subsequently shot dead 4 and injured 6 other suspects in the hunt for them. He was apparently later released.

French Polynesia France conducted a nuclear weapons test series during June and July. On June 29 the French government revealed that a new thermonuclear weapon system would 'enter into service' in 1976.

July

Philippines Government troops were conducting separate operations against Communist rebels in the north-eastern Philippines and against bands of Moslem raiders attacking Christians in the southern part of the country.

Uganda President Idi Amin declared that Asians with British passports would be given three months to settle their affairs and leave Uganda.

Morocco On Aug. 16 Moroccan Air Force fighters attacked King Hassan's personal aircraft and, later the same day, Rabat airport and the Royal palace. The king escaped unharm.

September Munich 11 Israeli athletes murdered by Arab terrorists of the Black September organisation on September 5. Five of the terrorists involved were subsequently shot dead in a gun battle, and a German police official was also killed.

Middle East The Israeli Air Force made the heaviest air strikes yet against guerrilla bases in Lebanon and Syria.

Casualties were given by Syrian sources as 200 dead and wounded and by Lebanese sources as 18 dead and 31 wounded. Palestinian guerrillas admitted that more than 60 of their numbers had been killed, apart from casualties among civilians.

Israeli diplomat shot and seriously wounded in a cafe in Brussels on September 10.

Israeli diplomat killed by letter bomb in London on Sept. 19.

Other letter bombs discovered in Paris and London addressed to members of the Israeli Embassies.

Sept. 20, 17 more letter-bombs discovered in various countries 5 more found in Australia Sept. 25.

Two Palestinian commandos hi-jacked a Lufthansa 727 and forced the release of the three Black September terrorists captured during the Munich shooting of Israeli athletes.

In reprisal bombings, Israeli jets attacked Palestinian camps in Syria. The Syrian government later stated that at least 65 people had been killed.

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Germany The U.N. general assembly adopted, by 110 votes to none, with one abstention, a resolution on the prohibition of the development, production and stockpiling of bacteriological (biological) and toxic weapons and on their destruction.

October Nato Alliance countries held talks on disarmament and arms control with the aim of an eventual agreement and a comprehensive test ban.

President Nixon announced that an additional 70,000 American troops would be withdrawn from Vietnam during the following three months.

President Nixon announced that he had submitted to North Vietnam through secret channels an eight-point program to end the war in Vietnam.

North Vietnam made public a nine-point plan to end the war in Vietnam.

President Nixon's 'Peace Mission' to China. The first visit of any American President to China.

The U.S.-Soviet Strategic Arms Limitations talks began a seventh round of discussions in Helsinki.

The Sea Bed Arms Control Treaty, signed on Feb. 11 1971 by the Soviet Union, United Kingdom, United States and 64 other countries, came into force.

President Nixon announced that 10,000 U.S. troops would be withdrawn from South Vietnam during the next two months, reducing the total to 39,000 by September, and that new conscripts would no longer be sent to South Vietnam unless they volunteered.

The Paris peace talks on Vietnam resume after a 10-week suspension.

President announced that U.S. forces were to be reduced to 27,000 by Dec. 1.

The South Korean Foreign Minister announced that the 37,000 South Korean troops in South Vietnam would be withdrawn between December 1972 and June 1973.

A cease-fire in Vietnam appeared imminent for a number of days.

POST-SCRIPT: At the time of writing, no cease-fire agreement has been signed.

October A total of 3,700,000 tons of bombs have been dropped on the Indo-China peninsula in the last 3½ years—more bombs than were dropped throughout the world in World War 2 and the Korean War combined.

Overall casualties: Jan. 1, 1961-Oct. 21, 1972 U.S.—Killed in action, 45,884; Wounded in action, 303,475; Missing, 1,154; P.O.W.s, 545; Killed (non-hostile), 10,281—S.V.N.—Killed in action, 157,917; Wounded in action, 417,167; Civilians killed (est.), 425,000—Enemy killed—900,000.

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The above information was collected from 'Keesing's Contemporary Archives 1971-1972' and 'Facts on File' which is available in University and other major libraries. Much of it is quoted verbatim, but in some cases summaries were made due to lack of space. This problem also forced us to leave out many items altogether, and it is not intended to be a complete record, but only a part of it.

The overall figures concerning the war in Vietnam quoted in Time Magazine, Nov. 6.

FORM

ONE

THE FORM ONE EXPERIMENT

Homeroom periods:—students spent 1½ hours a week in homerooms, a getting to know each other time, and a discussion time with their homeroom teacher.

Activities:—

1. Trip and hike at Sherbrooke Forest.
2. Skating.
3. Films: I can jump puddles.
4. Talks: National Safety Council Save Kangaroo.
5. Trip to Mt. Buller to the snow.
6. Trip to Ballarat for the day.
7. Trip to Dromana.
8. Musical "Tom Sawyer"
9. Gardening.
10. Talent Quest afternoon.
11. Drama afternoon.

How does one evaluate the success or otherwise of any experimentation?

As we have no objective criteria of determining whether the innovations have been successful, I must use a number of subjective values.

The first of these is the comments made by pupils at the school—pupils not in form one.

"Why don't we go on excursions?"

"Why are they getting favours that we didn't get?"

"Why are Form One so special?"

These envious comments indicate that such innovations should be extended throughout the school. Next year it will be extended to include Forms 1 & 2.

Another subjective criteria is the decline of absenteeism among the form one pupils. Indicating that fewer pupils consider school a threat to their sanity. Pupils want to come to school, and surely this is the first essential before they can apply themselves to study.

The parents of form 1 have been constantly kept in touch with what's happening with their children. Attendances at parent's meetings have always been encouragingly high and parents express their approval of the experiment. Several parents have actually participated in some of the excursions.

The success or otherwise of these innovations perhaps will not show in in objective criteria i.e. matriculation results—till another five years. Till that time we can only take comfort in success evaluated in subjective terms.

Mr. R. Szreniawski

"Tom Sawyer"
in rehearsal



CHORALS

And Mrs. Batour called unto the four children of music saying:

—Let ye be called, Sally of Lonsdale, Margaret of Murray, Lizz of Grant, and Bruce of Phillip.

Let ye be known throughout the land as "the conductors". And ye shall go forth and make songs and music for all to sing and to hear.

And the conductors went forth and called unto their tribes saying:

—Come Phillip, come Grant, come Murray and come Lonsdale.

And the children of each tribe came unto their leaders with the threat of being stoned if they came not.

And with them are Heidi of Grant, Judith of Lonsdale, Elizabeth and Heather of Phillip, and Judy of Murray. And they became known as "the Pianists".

And it came to pass that the seniors of each tribe, led by their male elders, were unhappy with their lot, and they approached their leaders, saying unto them:

—We cannot sing your songs, or listen to your music. Our time is limited. We must study our sacred books (and anyway, we can't sing.)

And each leader silenced his tribe and said unto them:

—Hear me, oh, my children. You must leave your books and join together with our brothers in peace and song.

And the children of the four tribes heard their leaders, and they did as they were bid.

And a day was chosen for all the people in the land to come and hear the voices of the children and this day was called "the Festival of Chorals".

The people throughout the land came from afar and when they heard the singing they were pleased and they praised the children.

And on that day it was proclaimed that the tribe of Lonsdale was superior to the other tribes.

And the children of the tribe of Lonsdale were happy and they rejoiced, but the children of the other tribes were unhappy, and they wept.

And it happened that on that day, Mrs. Batour rose up in front of the people and silenced them saying:

—Oh, my children, be still and hear my words. And they were still. And Mrs Batour said unto them:

—It has been proclaimed this day, that the children of Lonsdale are superior to all ye of the other tribes, and you are sad. But lift up your heads and do not weep, for all have gained and all have lost. We have all come together on this day in peace and song with our brothers. What each of you have learnt is in your heart. Oh, my children, bear your losses bravely, with smiling hearts. And you, my children, of Lonsdale, rejoice in your victories, meekly and humbly.

And the children heard and they rejoiced in this wisdom, and they were at peace with their brothers.

Simon Harvest, 5B



Mrs. Batour with conductors Lizz Talbot, Margaret Lavin, Sally Kogosowski and Bruce Roggiro.

STAGE CREW 1972

Well, 1972 was certainly a busy year for the crew! As any observant students will have noticed there have been numerous improvements made on the stage and in the hall during the year. After much haggling, and due to the efforts of Mr. Osborne, we managed to have a security screen erected around the switchboard area—a facility which has been required for many years.

Of course, the stage crew could have effectively without the willing and helpful assistance given to us throughout the year by Miss Brennan, Miss Mayson, Mr. Phillips, and other members of staff. But there is one person to whom the school owes gratitude, for without his untiring efforts and continual support, the stage crew would not have been able to perform its tasks at all. To Mr. Osborne, I say thank you for your efforts—I hope they did not go unrewarded.

I would also like to thank the people whom the stage crew relies on for their enthusiastic and willing work—the stage crew members themselves. They are—

Mr. Osborne
Grant Davis
John Tescher
Mark (Chubbs) Pearson
Chris Ryan
Jamie Singh
Victor Simmons
Philip "Speedie" Johnson
Robbie Todd (left)
(and myself).

I would like to thank those boys for being such a tremendous group of workers and about the best bunch of guys I know. They have made this year a very happy and enjoyable one for many people—especially me.

Martin Splitter, Stage Crew 1972



WOMEN'S LIB.

We all say that people should be free and equal, and have the same opportunities in life. But most of us ignore that fact that half of our population is denied these rights from birth.

Throughout society, a woman is identified as female long before she is recognised as an individual in her own right. As women we learn that our proper aim in life is to be a good wife and mother above everything else. From early childhood women are trained for their roles. The toys they are given are concerned with house work and child-minding as distinct from the creative and more scientific toys given to male children. In schools girls are channelled off into sewing and domestic science courses, as educating girls is not worthwhile, because "They only get married". Women are even actively discouraged from pursuing certain careers such as law and science, as women are meant to be by nature unscientific illogical and emotional. This not only prepares us for our future roles, but teaches us not to compete with men, that men are stronger than us in every way, physically, mentally and in emotional security while we become unpaid cooks, cleaners, nursemaids and companions.

The institution of femininity makes sure that a woman knows her place. She is psychologically enslaved to her role as sex object. Women have been taught to orient themselves according to the reactions and tastes of men, i.e. to make themselves appealing to men. The billion dollar beauty and fashion business is an example of this. New standards of beauty and fashion are created every day and thousands of dollars are spent in advertising and putting across these ever-changing images to the public. The desperate need to conform to these images is felt by a woman as she is taught to equate happiness and popularity with the latest fashions, and loneliness, rejection and failure with out dated clothes, spotty skin, even a flat chest. She trades her "sex appeal" for "security" of marriage—where she then assumes the status of a possession along with a car, house, etc.

Women are not politely requesting what rightly should be theirs, they are demanding it!

The government has managed to grant women formal equality and at the same time preserved their functions as an unpaid labour force in the home and a cheaper source of labour in industry. It denies women the right to make decisions about and whether they wish to bear children by denying them the right to free abortion, and by making effective contraceptive devices expensive and often inaccessible, and when children are born, providing totally inadequate child care services, the existence of which could enable women to pursue other careers and interests. Motherhood and house work are help up as being the only real source of fulfillment for women, who are hypnotised into believing these are life-consuming occupations, and enshrouded in myths, in order to justify one half of the population being tied to a life of trivial, monotonous and mind-numbing tasks.

The great victory of the suffragette movement was that it demonstrated for the first time that women can organise as women, to raise demands that meet our needs, and that through struggle we can win these demands. The demands that women's movement puts forward today i.e. equal pay and job opportunities, abortion on demand, freely available safe contraception, free 24 hour child care centres, equal education opportunities are demands which directly affect all women and ones on which the majority of women can agree. It is about time we showed Australians what feminism is all about; that we are a serious movement fighting around issues that relate to all women and that we are not just a handful of man haters and extremists as the media attempts to picture it.

That the struggle for women's suffrage was unable to end the oppression of women—the oldest, deepest form of oppression in history—does not mean that it failed or should not have been waged, it simply means that those of us in the feminist movement today, must pick up our sister's struggle inspired by their example, and carry it farther. We can be confident that this time around, we can change those things in our society which tell us we are second class.

Jo-Anne Ramsay, 4





The Liberal Party is at present suffering from a lack of effective leadership. The party structure Menzies created in 1944 demanded great charisma and skillful politicking. Upon his retirement in 1966 he left behind a power vacuum. His successor, Holt, was generally ineffective until he drowned at the end of 1967. Gorton proved to have some charisma but lacked the skills of the game as he was finally deposed due to party machine pressure. McMahon since his accession early in 1971 has shown very little charisma and has proved himself an apt bungler. So the situation at the moment is that the Liberals have a 6 year history of political instability. They are no longer able to claim disunity in the A.L.P. as the current leadership has created obvious factions within the Liberal Party. McMahon lacks a bearing of presence due to his smallness in stature and has often displayed signs of indecisiveness and frequent nervousness in his political manoeuvring. Twenty-three years of Government has given the Liberals an accumulative conservatism and a false sense of security. In the past 9 elections since gaining power in 1949 (though to a much lesser degree in 1969) the Liberals were content to emphasise their policies in terms of Foreign Policy. The communist bogey was an effective ploy in terms of China and the 1954 Petrov affair. At this sort of tactics Menzies was a master in his own right. He was able to exploit the dichotomy of ideology in the A.L.P. and Labor's attempts at explaining their complicated chain of reason in terms of communist activities in Asia, further aided him. With constant A.L.P. disunity culminating in the 1955 split, Menzies had little effective opposition and was content to put forward little emphasis on domestic issues as his ploys of communism were electorally effective. The Liberal's conservatism and lack of concern was highlighted by the '60-62 recession. In the 1961 election they only won by one seat. However at present there has been a dramatic shift of emphasis from issues of Foreign Policy to Domestic issues. The fading of the Vietnam Issue, irrelevance of the monolithic communism concept, growing recognition of China and Nixon's detente with China have all made an election ploy of fear on foreign policy unfeasible. Now the Liberals stand exposed. They are faced with strong opposition proposals on domestic policy which they have been unable to match effectively because of their conservatism and tradition of a "capitalist free-enterprise" society. Whereas in 1949 the Liberals were seen as "liberators" of the A.L.P.'s restrictive socialism they are now seen as being the object of Labor proposals to liberate Australia from restrictive conservatism. The most important development in the last few years has been the creation of an effective opposition seen as an alternative prospect for government. Since the 1966 debacle in the elections the A.L.P. has gained tremendous respectability. Since his accession to power in 1967 Whitlam has succeeded to a large degree in broadening the image of the A.L.P. from a trade union party to a party covering the white-collar group, the professionals and the business sector. He was able to eradicate the "faceless men" image by implementing greater independence from a greater representation on the party machine. He has to a large extent modified the A.L.P.'s policies to electoral acceptability. Thus the Labor Party is not seen as the rigid ideological fire-brand it was in past years but rather as a compromise between bourgeoisie and social values. There seems to



creative dance group



Somehow changed
the fusion of physical and mind beings
is found
a crack in the system
a time lapse
an error in existence
causing the future to become distorted
with a growing fear of it
seeing the world through two pairs of eyes
living two lives
one for others
and one for yourself.

Jennifer Norris, 4

ONE ONLY

Under the tree the boy sat.
Thinking hard.
All day he sat there.
But his problem was not solved.
His world was in a mess.
But what could he do?
Stop wars?
Clean the air?
Perform miracles?
He could do only a small part.
The whole could only be done
With the co-operation
Of every living person.
But would every living person co-operate?

Roslyn Rayner, 4

I pinned up pictures on the end of my wardrobe
Pictures of crystal waves
and the people who ride them
of seagulls and sunsets. . . .

I suppose I did it
as a reminder of you
and the place where I almost knew you
or perhaps I wanted to paste a little
of your life into my world,
so I could glance at it occasionally
in between Physics and Maths II
in between rising and leaving for school
in between -
God? I mean is it all worthwhile?

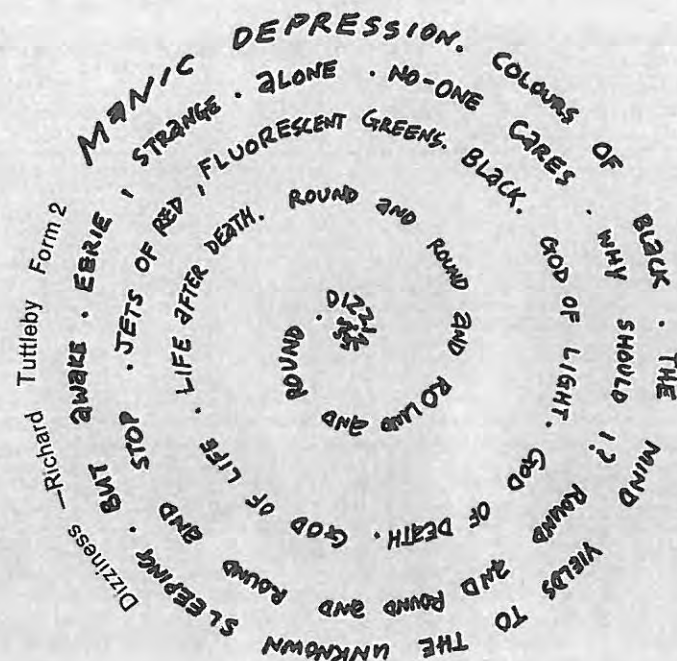
You know,
you were right when you said
that if you thought about it enough
you get to thinking
"why am I here?"
and end up wanting to jump over a cliff. . . .

But then,
I just have to smile
cos hell!—
there are no cliffs in Brighton.

Lizz Talbot, 5

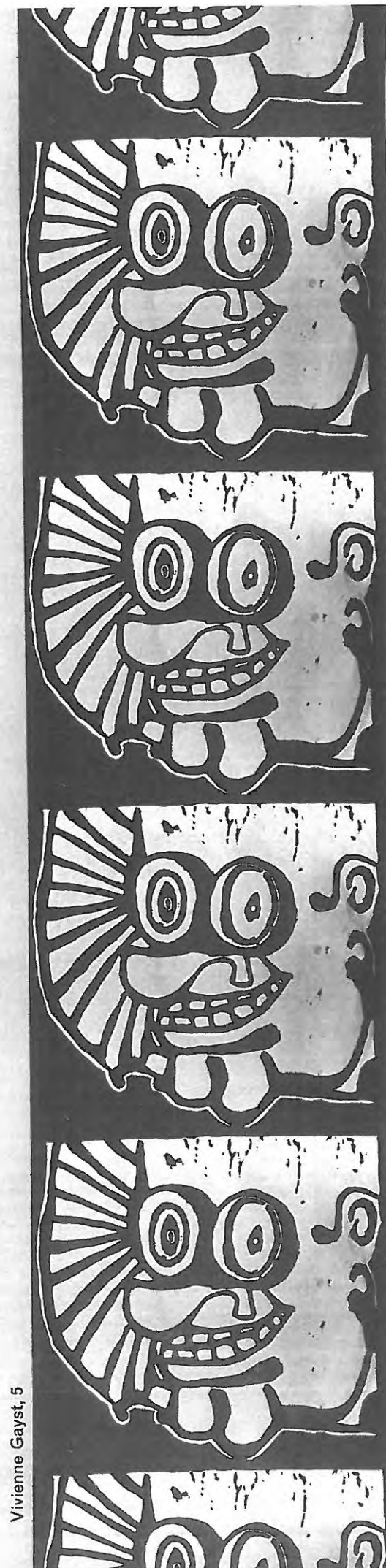
Psychedelic mesmerizings keep my mind at peace
 Spinning tops are flying through my ears.
 The visions in my closed eyes are kept at bay.
 As I walk through the tunnel, echoing from my mind.
 The crash as I am dashed to pieces
 In the prism of colourful nothings
 I unbalance into a test-tube of colour
 Squashed against hundreds and thousands of oil slicks
 The earth is closing in around me
 I can feel my mind now, I know what I am thinking
 I am dead, in between layers of colours.

Robert Karoly, 2D



Slowly but surely the light beams spread,
Burning everything in sight
With radiant beams going towards space
It's just grasping for something
Grasping
Just grasping
For what nobody knows
It's like a ball of fire
Waiting
Just waiting
For its catch
Its dazzle and colour
Blind
Just blind the naked eye
But it's harmful
To whoever offends
To you just you.

Richard Ghent, 2

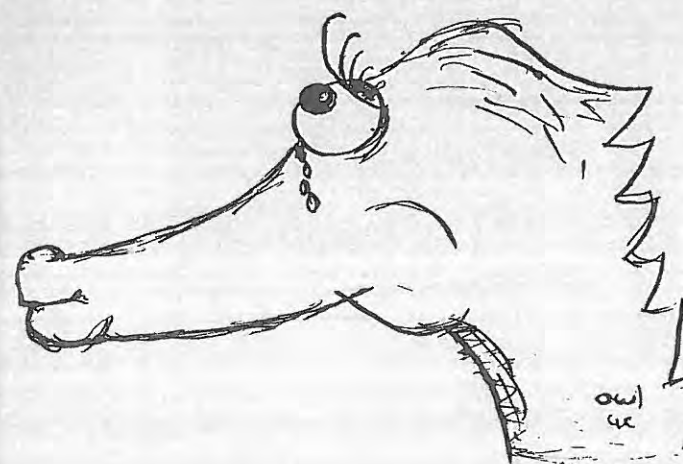


Vivienne Gayst, 5

Once upon a time, in a far-off kingdom when the distant stars weren't that distant and the tall mountains weren't tall at all, and the seas weren't 'c's they were water. And people weren't even thought of, the main controlling factor was the dragon seed. Because the dragon seed everything that was going on.

Dragons aren't as we think of them. They have been dragged on the ground for hundred of years. And this deformed them into grotesque creatures of the forbidden and forgotten past. Their main food was their own seeds, which lead to the eventual destruction of this formidable species. Another reason for the loss of the dragon seed factor is that there are no female dragon seeds. The dragons are very unhappy. They cry all day with only a 20 minute break, for lunch, tea and breakfast. This is the main reason for this age being so wet.

John Dickson, 4



I heard about the opening of a new branch of Kevin Dennis and thought that I'd go over and have a look at a few new students. As my old one was rather worn out I fully intended to get this latest model, a real beaut, chrome glasses, radial shoes, good vision and plenty of get up and go. When I arrived and received an immediate valuation I was horrified at the trade-in price which they proposed—I knew that a '68 Victor Wilk Bug was a fairly unpopular model but this was ridiculous.

I liked the look of a locally produced Paul Boyce '69 model, a student far better behaved, and far more modest than any of my old V.W.'s. These secondhand students were bargains compared with these new models.

There was a vast selection of students from a sporty African Ontong '67 to cars such as a Mini-Murray fitted with a Wolfgang Muffler and a Luxury Lipscombe. There were even some old veterans (real old timers!) like a 1935 Sedlo and a rare old French model Kaplonyi.

After being greatly tempted by the '67 Ontong I finally settled for the '69 Boyce, which I had first noticed and even though the change-over price was high I just couldn't stand that old V.W. any longer (besides Victor Wilks had been pronounced unsafe by Ralph Nader).

On the way home my new student performed quite well, averaging 1 composition per hour—a very good effort for a second hand student. One major fault is that the steering on this model, particularly, gets sidetracked very easily, but always catches up with determination and efficiency. The main fault however is the student's sloppy writing, but this does not affect its efficiency only its appearance.

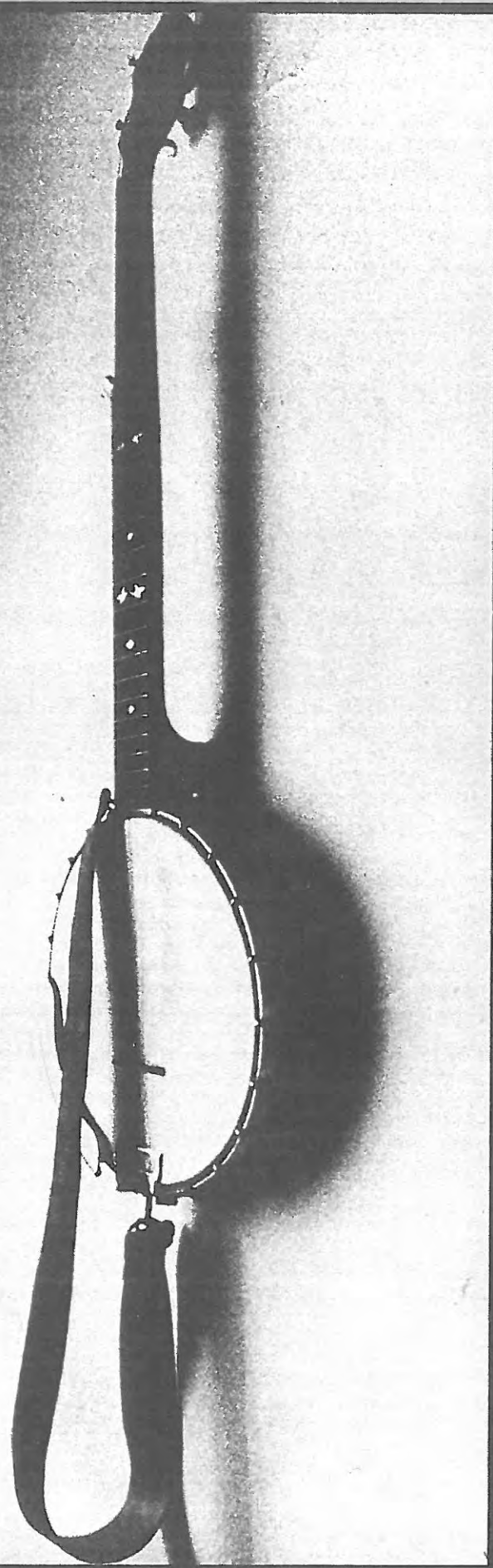
Paul Boyce, 4

I think I'll display my lack of imagination
By writing this nonsense
And blaming it on lack of inspiration
Like,
Getting marked for it!
"Anything at all," he said, "anything, anything, . . ."
Good.
That allows me to write about,
And what adds up to,
Nothing.
Ummm, we-e-ell, yes, good, right, beauty!
Ohh boy!
Transistor blaring
Desk-light glaring . . .
Good Grief!
I've already run out of excuses
Telling stupid lies instead of "truthses"
(Talking about stupid)—..
See?
I'm so hard up I have to invent
Wrong words for this to rhyme,
And I'm by no means consistent with the length of
Well, I think I've succeeded
This is rubbish, absolutely nothing!
But—
Before you abuse me,
Remember. . . .
I've at least produced something
Which is more than so-and-so did.
And this was optional—
Wasn't it?
Now for the title. . . .
Ummm! Well, so far from any
Relevant, constructive topic I do roam
That I think I'll name this—
"World's Whackiest Poem".

Colin Macdonald, 5

Strumming the instrument of life.
 playing with its components
 the strings,
 people,
 Playing them
 together or separate
 according to the desired sound.
 Becoming the Creator and Master
 of the music that I—a slave
 —a string
 have produced.

Leah Dobrejcer, 5



UNTITLED

Let's go, you and I, through cobwebbed hallways that threaten to swallow; tread lightly down serpentine stairways into our darkened auditorium . . . welcome.

Here people writhe, in rosy technicolour, to the music that beats desperately in time with their hearts in hope of possession. Here crowds throng in hope of escape from the darkness. Colours explode on our skins and small animals with cold feet escape from our pores. We brush them off, but only more come, until they are all over us, until they are part of us. Your face seem strange, I can see through it, and into those slit trenches of communication that pass for eyes as you hide in frenzy in that empty rusting shell that blasts itself out of thought. I reach to you and a howl is wrenched from your mouth. The room throbs to the sound, hearts skip then start, in order to keep time with those broken waves. The waves grow bigger and distort. Everyone scrambles to the stairs but the door is locked. They drown in hysterical tearing and scraping sounds of frenzied pain. Cries are heard, muffled in torpor. A feverish hysteria passes through the auditorium. We kick our feet so that we may escape this wild Freudian dream, but we are trapped in the soiled sheets of human inadequacies and disillusionment.

Then the throng stops; the lights don't explode but pulse. Everything fuses into a universal whole. We find ourselves whirling in energy, timeless and helpless. Now there is no such thing as you or me, just us. Our bodies rush together, our love and passions mingle with colours and music, becoming part of them, making them possible by feeding their tones and notes. We feel each other's mind, we feel each other's thoughts 'til we are those thoughts. Why bother asking all those questions that great philosophers and sages once asked but were never answered? The answers are already known by us.

Then the vision fades and becomes confusing. A brilliant light floods the room while the darkness cowers in the corners with the crowds. You and I walk from the auditorium of enlightenment into the corridors of humanity and become lost again.

Marianne Szymiczek, 6

6 a.m.

Fragile fingers of light,
 Unfold from their joints
 Easing away
 From a groping glove of blackness
 As it slithers into the sea,
 devoured.

Rays of virgin light
 pierce through the sky
 Released from the clutch of night
 They strain,
 to hold the world
 within their grasp.

Helen Rayson, 4

BLACKOUT

When the sun passes the moon
 and the stars pass us by,
 does this mean that we are at an end?

Yaffa Sawicz, 5

THE STRUGGLE FOR SAMENESS

Australia has perhaps the greatest proportion of middle-class in its population of any country in the world—if not in actual numbers, then at least in middle-class thinkers. This is perhaps due to the egalitarian society which has developed to a greater extent in this country than most others. The middle-class seems to breed mediocrity because of the almost pathological urge to be like one another which seems to prevail in most sections of our society. The urge is commonly known as "Keeping up with the Joneses". There seem to be very few leaders, but a multitude of followers.

Not only does this feeling or urge for sameness exhibit itself amongst the population, but as a nation, Australia also seems to have the urge to copy rather than create. These urges and instincts can perhaps be traced back to the beginnings of the colony. The population of Australia was implanted already partially developed and there was no real need for self-sufficiency. The Mother-Country looked after most of the needs of her colony. Even if self sufficiency was called for, it would be difficult to determine what effect it would have because a national character takes a long time to develop, and some aren't sure if Australia has one even now.

Australia is different from most other colonial countries in that there was no great indigenous race at the time of the implantation of a new society. The U.S. had comparable beginnings to those of Australia and the Americans have developed a very distinct national character. In America it was necessary to overcome the indigenous Indians, a very much greater problem than Australia's aborigines. Added to this also was the fact that America fought a Revolutionary War to gain her independence, something Australia has not done. Canada hasn't either and while they have no great national characteristic, they do not copy quite as much. The difference between Australia and Canada must come back to the differing societies.

The growth of egalitarianism in Australia has not only equalled the masses, but also tended to kill individual thought and creativity. Even those who have this capacity do not exhibit it for fear of the reaction from the peculiar Australian society. Although the attitude is changing, the Arts were seldom thought of because they, and those who indulged in them, were considered "poofy". The middle-class does not for the most part think that way now—they don't think about it at all.

The majority of the Australian population considers itself to be middle-class. Subtle distinctions such as upper and lower have little effect on the overall view. If an individual considers himself to be middle-class there is little hope that he will act in any manner other than a middle-class one. Whilst "class" is an unfortunate word in its connotations to social position, intelligence, upbringing, etc., it does give one an inkling as to the amount of creative thought and individuality which exists in our society. There isn't even enough individuality for one to define himself as "classless" or some other equally silly but socially distinctive type.

The Australian struggle for identity has become a social characteristic. The government of the country, which should be one of the greatest supporters of individuality and creativity; is itself an example of mediocrity and even when given the chance to support something new, lets it pass. Some of the new things they let pass are now making millions of dollars overseas, for other countries.

The struggle for sameness in Australia is definitely taking place and those who try to be different gain for themselves tags such as radical, dissident, and most common of all—idiot. The causes of such a ridiculous struggle are diverse and complicated, and can perhaps be laid at the feet of democracy which sees all men as equal. Australia has taken this to mean that all men 'must' be equal, and even if you are not the same, you must at least pretend to be so.

G. Rawson, 6



GUTTERS

Gutters! On the side of the street
Where children float their paper fleet.
Where rain collects after a storm
And dirty twigs and leaves are by the swirling waters borne.

Arlene Rozario, 3

In gutters,
Where rains flow,
In splashes
And splutters
Children in galoshes
Go . . .

Leaves are lost
(And sticks and bugs)
Are turned and tossed
Down dark recesses
While the gutter-cleaner chugs
(Cleaning up messes).

Derry Boyd, 3

Am I going mad
 That I feel I want to weep
 For all mankind.
 I don't know, do you?
 I want to cry that's all
 To cry and cry and cry
 To shed enough tears
 To wash away all impurity
 And then we can all stand together
 Hand in hand
 And say 'This is our world,
 We built it;.....
 Not on rocks and cement
 Not on loneliness, hate and hypocrisy
 But on love, hope and understanding.'

What a fool am I
 You have all heard these words
 Many, many times before
 Have you thought about them?
 Oh no you didn't,
 Because you are a human being,
 And as such,
 You are a hateful being
 An inconsiderate brute
 A deadly plague
 An evil spirit
 You are a murderer
 A murderer of your own life and happiness
 A murderer of beauty....

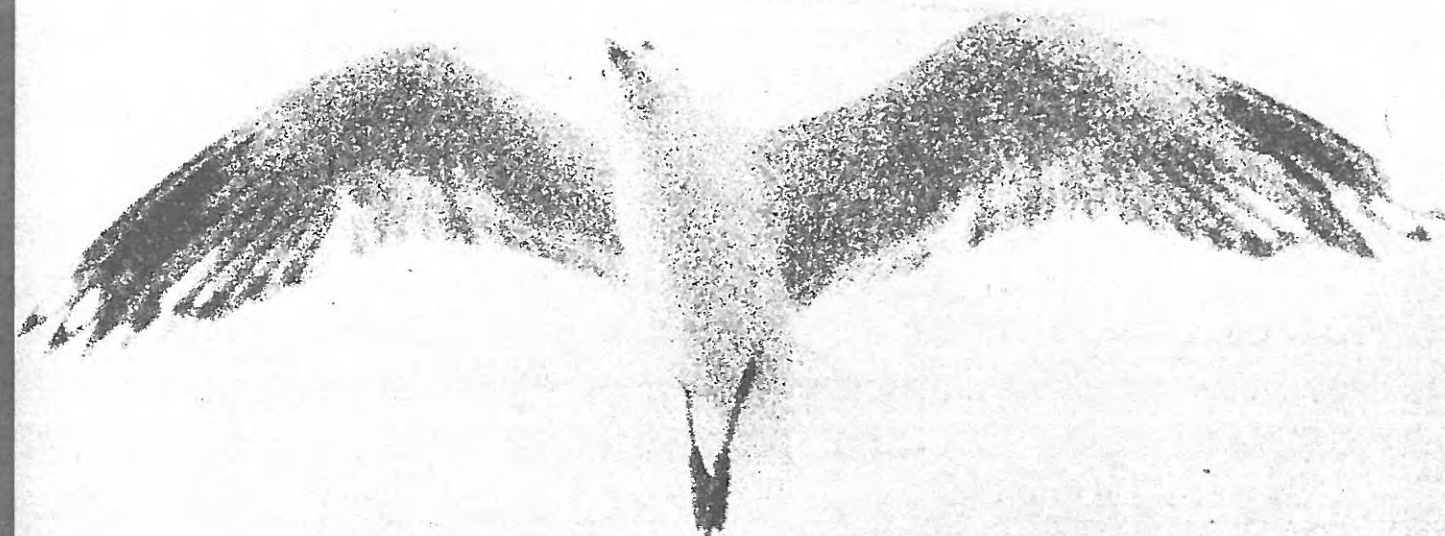
Alice Missak, Form 6

I smiled at a lady today,
 and she smiled back at me.
 But her smile made me sad,
 for it made me realize,
 That smiling for some people,
 Is a new experience.

Sonia Aldons, Form 5

Grass through paling fence,
 Struggles to meet the sun.
 And I, like the grass,
 am reaching for your warmth,
 The warmth of a smile,
 a word,
 a look,
 to make me just a little happy.
 But just as the blades,
 start to creep through the cracks,
 the sun begins to fade,
 for night has arrived.
 Light turns to darkness,
 And the grass must wait
 Yet another day
 Till it can reach the sun.
 Sunsets make me cry.
 Moon glows,
 Soft mist lights the darkening sky,
 Silence, but for one cricket singing its night song.
 Sunny day of warm sand,
 and crystal waves,
 I smile for tomorrow.

Sonia Aldons, Form 5



IN MEMORY OF IAN TURNER — JUNE 1972

Space: you can move in it,
 you can feel it and taste it
 like blood,
 which is bitter,
 but water of life to us.

Drink from the bowl; it is made from the earth and day
 People will drink 'till their light has gone
 and yet thirst all their lives away.

Water: is simple, its pure and its clear to me
 but blood is the fire that burns me so tenderly now
 if our truth lies in the Blood Water Fire and Space
 can we hold it and know it?
 Is it like lines in an ancient face?

So come to me, naked, and burning with thirst of light
 light of the sun it can cleanse you
 of city etched filth
 People are rivers they flow through my life
 they strengthen and sadden me
 like bloodwater.

Lizz Talbot

DOVE IN THE ATTIC

A poor trapped dove
died last night in my attic.
I found it on the ledge this morning, lying exhausted and overturned
I swept it into my hand
and stared dumbly at its battered, bruised wings
poor tiny thing...

And I thought of you
as my tears dampened its breast,
and how a part of you,
as my bird,
has died.

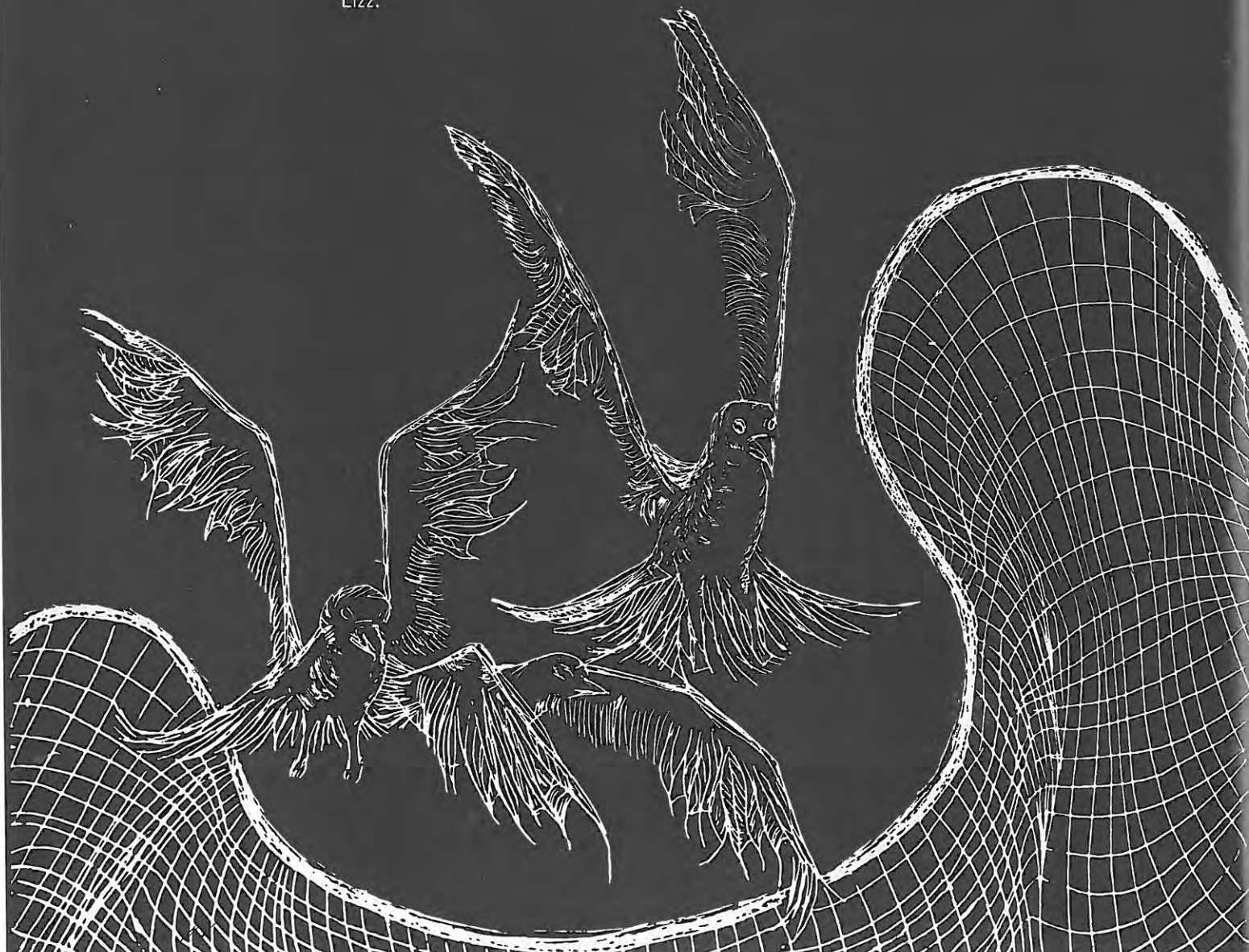
Oh how I want to open your attic window and set you free
As I would have this bird
A creature of God, as you,

poor thing,
For even in its last gaze
it was too weak to turn face towards the wind.

God—Why? Why did the sun have to shine?

As I stood there
with the lifeless, wretched thing cold in my hand,
with the autumn leaves,
and the waves that crazy iridescent white
—in the light of our strange winter...
Once I stood on a beach
With you in my thoughts
And knew it was how it should be.

Lizz.



VICTIM OF WAR

Ysolt was the oldest child in his family of Chinese ancestors and Vietnamese parents. This family of 5 boys and 4 girls had been expectantly looking forward to a change in countryside, away from continuously squabbling neighbours. When they did eventually arrive at their new dwelling it was only to find more destruction and misery awaiting them...

Soon after their arrival in South Vietnam, where the friction between the North and South had suddenly become more openly demonstrated, Ysolt was cruelly left an orphan. His parents, brothers and sisters had all been mutilated beyond recognition through the violent invasions of the Vietcong.

Tears stained the ever-dirty cheeks of the nine year-old waif as he watched from behind the once sturdy village wall—now only two posts, which made a 45° angle with the pot-holed earth.

This child had learnt hard and fast what the dreaded explosions meant. As each cloud of bomb-disturbed soil lifted, one could see two lonely eyes observing a repetition of what had happened to him only a few short hours before. There were sobbing women hugging their dead children, and children searching in vain for a family they knew they would never find.

Ysolt, even though so young, felt like an old man whose appearance signified many years of experience—sorrowing, problems and bereavement. This parent-less life had not beheld much joy in his short existence and would probably not see much more.

The boy wandered aimlessly back to the heap of rubble that once had been his happy home. He would pick out the remains of some of their furniture; the conspicuous sofa, which once he had hated, but now longed to keep.

Once again the rumbling noises became intensively louder; the heads of expectant victims turned to the vast heavens. The hated object was sighted, but as usual too late. Suddenly the ground was plagued with violent explosions and thick, black smoke. Ysolt, not following the frightened crowd traversed the soil where most of the chaos was. An old woman, who must have been one of the few humanitarians left, saw Ysolt walking to his certain death, so she followed to prevent this suicidal mission. Just as they reached some shelter a bomb that landed near-by caused the roof above them to collapse...

Abruptly Ysolt awoke, to find to his immense disappointment that he was still alive. He must have fallen asleep with fatigue while watching (from behind the two posts) the never-ceasing activities surrounding him. The old woman and his death had all been a dream—a dream that tormented him every night hence.

Slowly and with great effort Ysolt moved to find an abode for the fast approaching night. He was not alone in his desperate search, for thousands of people joined together as

'Victims of War'.
Denise Docker, 5

"A military target is any person, thing, idea, entity or location selected for destruction, inactivation, or rendering nonusable with weapons which will, reduce or destroy the will or ability of the enemy to resist."

from the U.S. Air Force's
'Fundamentals of Aerospace Weapons Systems',
quoted in Ramparts (Dec., 1967).

A MAGNIFIED TEARDROP

I looked into a spectrum of swirling spinning colours,
Melting into psychedelic rainbows,
and then dispersing into individual rays of light.
Hues and shades, a shower of dazzling water colours.
Splashing drops of iridescent light,
falling softly and spreading.
Deeper and more intense at the centre,
fading gently into deep pastels at the edge.

Deborah Middleton, Form 2

TO KNOW A TEAR

A tear is to know a feeling
A trickle of joy
A twinge of sadness
A stab of pain
A longing for happiness
An unselfish pity
An appreciated gladness
A broken heart
A longed for forgiveness
A knowing look
A loving smile
A tear

A remembering of yesterday
Oh pain! . . . Yesterday
To think of things never to come again
A feeling that's gone
A song . . . A sad song
A meaningful song of . . .
Gone.
To lose . . . to miss . . . to yearn . . . to cry
To love . . . to die.
To relive again to cry.

To know a tear
Is to know love.

D.I.P., Form 5

PRESENCE..

In a room
there are two people
one leaves
in loneliness
the other follows
leaving a soul.

Jennifer Norris, 4

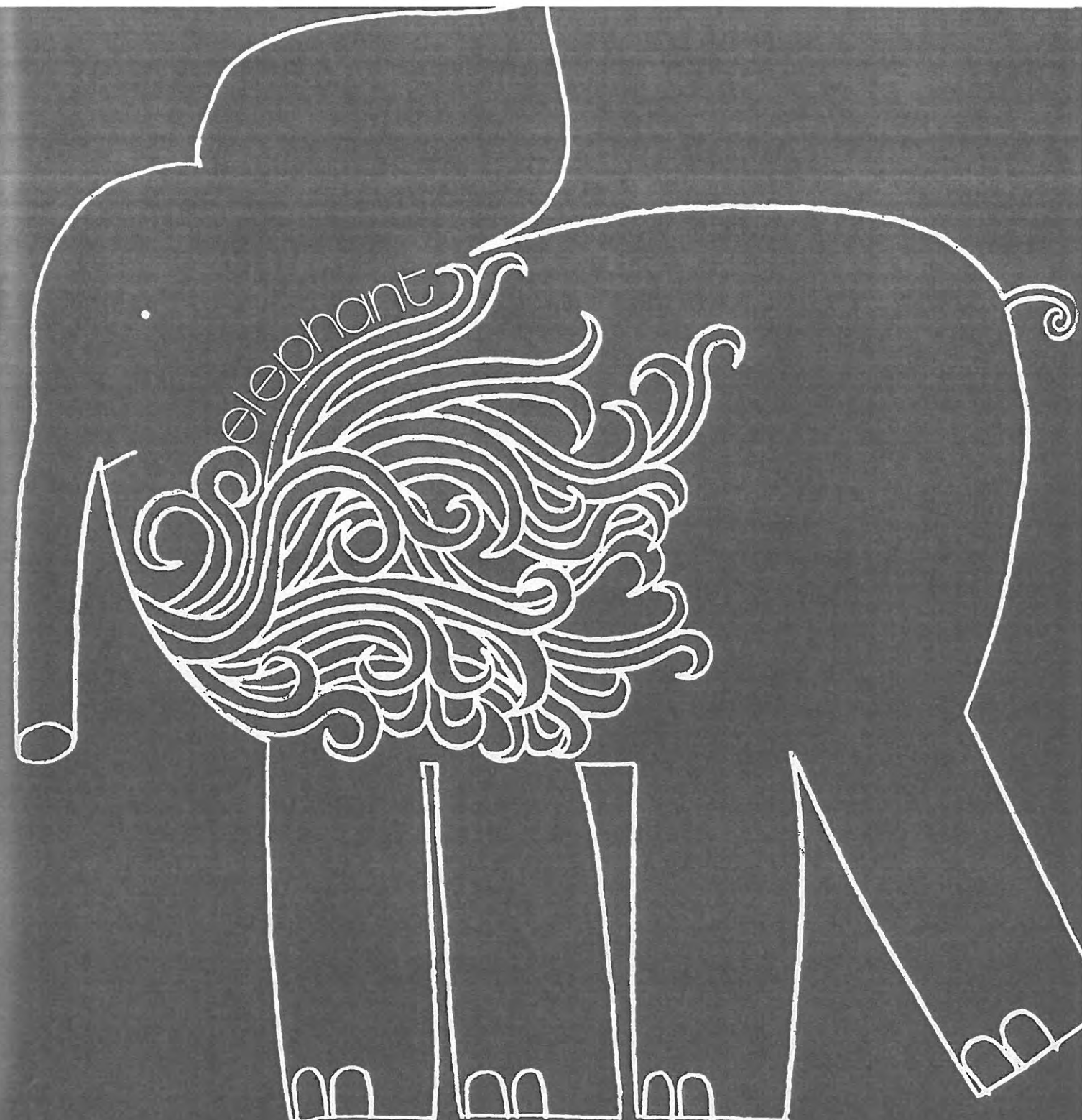
POETIC JUSTICE

To sit. To wonder, Of restless dreams gone by.
To brood, To know. That life will exist no more.
An empty shell, devoid of want,
Placidly waiting for calm release
With clammy hands and dazed glassed eyes
I vaguely sink into sweet oblivion.

A sheet is gently placed upon my face
And then I hear that I am dead.
But why is it I'm so aware?
Is this my punishment for those past wrongs?
To endure and hear the grief of others?
To know just when the coffin's lowered?

To have those last tear-faced friends
torment me in my lonely tomb?
I vainly try to fight for breath,
Enveloped in that sheet of nothing
I claw the air to give me life,
But then I fall a beaten man, knowing well that I have died

Julie Joyce, Form 5



If I returned to this life as an animal I'd most like to be an elephant.

An elephant has a most lazy and carefree life. They wander around the jungle and have nothing to fear except one thing, man. The elephant is being killed off by man in the thousands every year. So if I was one, I would like to be in an elephant reserve or a reserve for animals so man could not kill us.

I think I would like to join a circus and perform tricks to amuse human beings. I would like this life and then you could be able to travel the country side with the circus.

I would become the only dancing elephant, I would become world famous. And when I became older I would be put on a reserve with the other old performing elephants.

Then again I would like to become King of the Jungle with no one to fear except other elephants. I would wander around the jungle with my companions and become feared by every thing in the jungle. I would enforce a type of law and expect everyone to uphold this law. Being an elephant, food would become a major problem, and I would have to travel the jungle looking for suitable vegetation to eat. Being an elephant would be an exciting experience. And I think that an elephant's life would be more pleasing than a human life. An elephant has no one to tell him what to do for he has only his instincts and no one is forcing him to do something

Doug Foots, 4

Woolamai

6 o'clock . . .

And we clamped off the alarm with a wham that made more racket than the bell . . . getting dressed one by one so the noise of squeaking floorboards would be less . . . cleaning our teeth with the toothbrush inside our closed mouths so the sound (as well as mouthfuls of toothpaste) would be swallowed . . . getting cramped feet from walking on tip-toes . . . and then—

WHEW—made it out of the house without being sprung.

It was good on the road . . . air like we were already there . . . and the milkman yelling, "Climb aboard!" Had to run to make it and we left a trail of loud friendly laughs and yawns behind us. Seemed like the further we went the better people became. Perhaps it was just through our eyes that it was so good, but people were really warm and kind, the dads wished us safety and the surfs knew what memories the Island holds and understood our haste.

A guy—late home on his early morning bread run picked us up and made our empty stomachs rumble with the smell of warm fresh bread . . . a young cop, off duty and going home to the farm for the weekend, shared his car with us while we shared our questions and our breakfast chewy.

. . . waved goodbye to the guy coming home from last night's party . . . watched the sky change from late dawn to early bright, from crimson to turquoise . . . and joined hands and jumped down the road, all smiles and "Sippy the bush kangaroo" and singing old Donovan songs.

Then—glimpses of the sea and finally the slope down to the San Remo Bridge . . . lucky 'cos our ride took us right near Woolamai.

8.30—wished the yachtie goodbye and good sailing, bought cheese rolls and dried fruit for breaky and managed to get a ride with two surfs to the beach.

We were free that day . . . it was simple, but really beautiful to share sultanias with "the guys in the green van" . . . everything I saw was vivid and clear (in a spiritual sense).

Turned down the bumpy road and saw the hill with the sand-dunes winding round ready for us to climb the last mile of our journey.

AS

WE REACHED

THE HILL . . .

there were strange dark patches scattered up the slope—

"What's that?"

"God, they're animals."

NO—slaughtered muttonbirds—ten—twelve—twenty—twenty five and more . . . with heads smashed lying caked with dirt . . . sand etched into their feathers, the black shiny of their coats brown with dust and the light, red with blood.

"They're blind in the headlights . . . so defenceless", the driver spoke.

I just sat in sick silence, wishing the guys who'd chased them in their cars, as I've been told they do, maliciously trying to kill them, could return in the morning and have the impression my eyes brought my mind, burnt into their own.

What does it take to make people see? Do we have to kill damn well everything that lived here in peace till we moved in?

The answer s to these questions lie within you—won't you just reach inside? If not just for the sake of the harmless animals, then for the balance they maintain in the environment to retain the beaches and land you love.

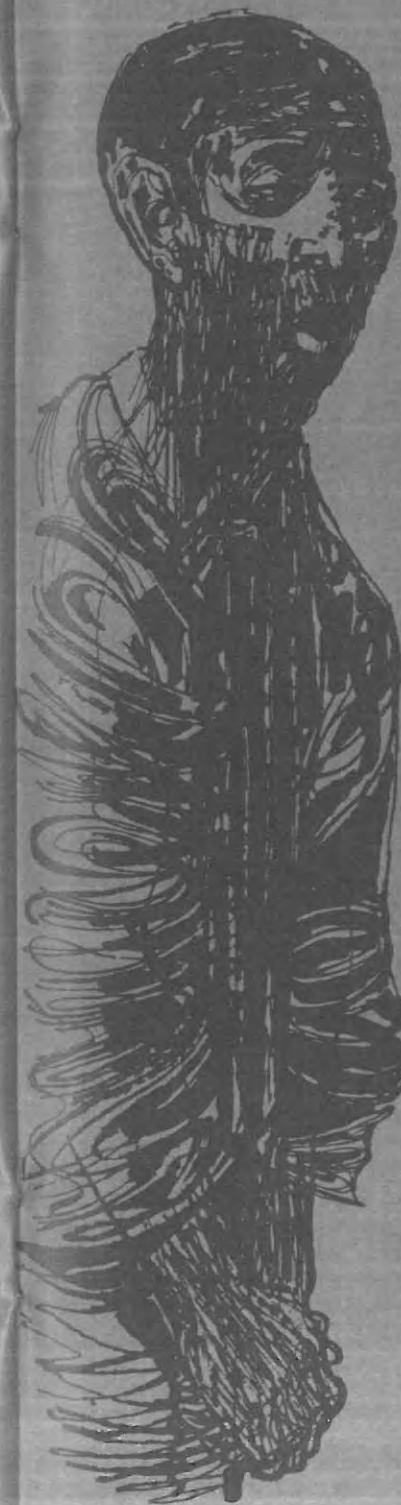
Lizz Talbot, 5

STRUGGLES OF DEATH

Its white feathery wings heaved against the air,
Its small body deprived of the warmth of its mother,
Was cold.

The wings.

The wings fluttered momentarily, but uselessly
Death, the unseen horror, was seconds away
Its mother's warmth was far up the cliff.
Its eyes were popped out of its tiny fragile head
With a last desperate flutter, useless wings moved
But it was hopeless, for this was the end
With a dull flop the baby hit a rock,
Its wings splayed apart it's neck fell back
Broken.



If all the people in the world
who "hate them bloody niggers" and
call them "scum of the earth", were
blind in eyesight instead of in mind,
then how difficult it would be for them to know
who they hate.

Simon Harvest, 5

Thou shalt love thy brother—sure you've heard it!

I have heard it so many times before,
And look at us now: whites think blacks unfit;
Unequal; dumb; Boy, it sure makes me sore.

I recall when I was my own master,

We laid the laws. Life was good in those days.

It's the only time when I've known laughter,

Now my race is confused; sad; in a haze.

Originally this was our homeland,

White man had no right to take it over.

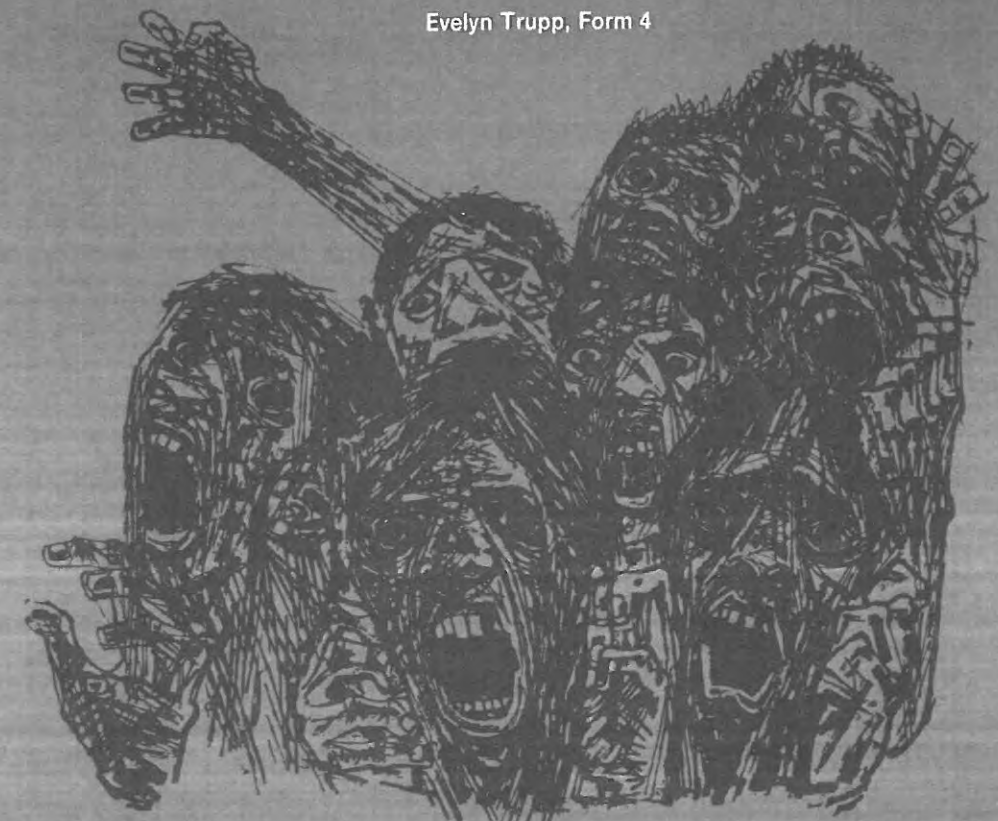
They invaded, trespassed and slaughtered us,

Daytime holds more heat, nights are much colder.

Lord, it's YOU who created black and white,

And I'm not so sure whether you were right!

Evelyn Trupp, Form 4



In the Land of....

In the Land of the Bumble Boo
The people are red white and blue
They never blow noses
Or every wear clothes
What a sensible thing to do!

Perhaps your first reaction is one of disgust. The notion of never blowing noses can certainly evoke feelings of contempt for those who do not even know the unwritten rules of social graces. What a dirty uncivilized people this must be!

One would think that they'd have a little shame. But, no! They run around naked, exposing their bodies to all. What an immoral people! One would certainly hate to associate with them. Why, they're almost wild; just like animals in fact. Anyway, whoever heard of red, white and blue people? The idea is simply ridiculous.

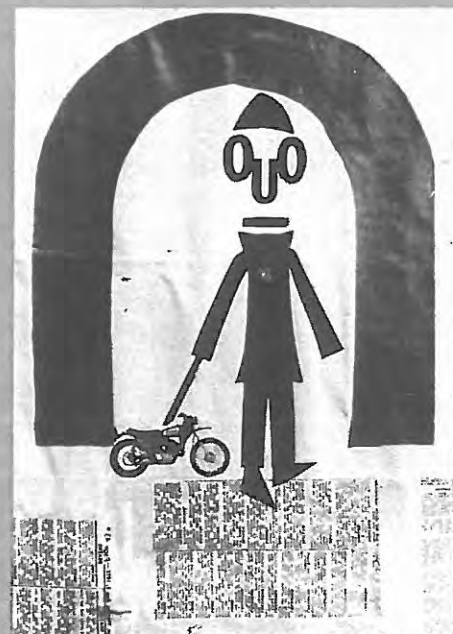
Yes, you may well ask. Who has ever heard of people of different colours living together as equals? After all, they didn't determine the colour of their skins. It wasn't their choice to be red, white, blue, yellow or black, for that matter, was it? Surely it's better to separate them for their own good, for they might even interbreed and where would that leave us? Not only that, but their lack of sophistication would certainly lead to a population explosion, and we would have to consider ourselves responsible. It wouldn't be fair to let these peculiar people foul up the earth for the rest of us. And who would have to do the cleaning up in such a situation? No, this state of affairs would be quite unacceptable.

Apart from the moral aspects of people running around totally nude, do not these people realize that Man has sinned and all must repent? What gives them the right to so flagrantly disobey the Christian laws? They are a wicked heathen people who have no respect for others—What of the clothing manufacturers? Are they to starve, because these despicable people have taken it into their heads to run around like apes? Not to mention the various films, plays and books which would be disregarded? Imagine the losses incurred by those who have up-to-date found it financially feasible to provide titillation in the form of an exposed breast? Who would want to buy that sort of second rate tripe, when the 'real thing' was running around for all to gaze at? No, such a proposition would certainly not be economically profitable.

Scientific investigations have shown us that running around barefoot can be conducive to colds. In a land where no-one blew their noses, the 'Kleenex Tissues' companies would also run at a deficit. So too would the various perfume and deodorant companies—You hadn't for one moment thought that a people, if they may be termed that, would be so discriminating as to know that any natural odour must be suppressed at all costs. It is an offence to do otherwise, cannot these people understand this? Are they so stupid that these necessities are beyond their comprehension? Or is it that they just don't want to understand?.....

Impossible! Surely the advantages of our civilization can be seen to outweigh the paganism these people have chosen to follow—"But if they are happy" one voice queried, "would not their behaviour be justified?" "Happy!" came the retort "they don't know the meaning of the word, and it is our responsibility to help them to understand it." Happy! What an idea! Who could possibly be happy without a house, a car, a boat, nice clothes?

Judy Lucas, 6



Ian Frievoit, 2



Sue Crafti, 4



Patsy Jackson, 5



Duncan Ramsey, 3

As I made my way through the moonlit garden the propels of water that cascaded from the branches of low trees maintained to extinguish the feeble glow of night made by my candle, which took great trouble to shield the moon had gone behind a large black cloud and the garden was in darkness.

Kindness

Hughie the pensioner
was 79 years old.

He felt old some of the time,
He felt sickly most of the time;
He felt tired all of the time.
Yet he never forgot to give.

The day he died, he asked
That all his savings— \$27.13,
And the medal he got
in the Boer War
Be given to his
life-long friend, Jack;
—Another pensioner,
(who was only 74 years young.)

Dedicated to Hughie whom I knew.

Alone
Everywhere I look
There is no-one.
I am alone.

Freedom
The brumby gallops on and on.
He never has to stop.
There are no gates.

Hate
He hated the sun
He hated the sky
He hated the moon
He hated rainbows
He hated the sea
He hated love
He hated me.

I hated him.

Silence
When not a word is spoken.
When not a thought is said.
When sleepy babe's not woken
Completely still in bed,
There is silence.

With one drip of the tap,
Silence is broken.

Yearning
I wish I were a child again,
—a three year old.
I wouldn't have to bend right down
To touch a marigold.
I'd know that everyone up there
Was watching over me.
I'd be small enough
To be picked up to see
All the birds fly high
Above my head . . .
And young enough to be
Tucked up and kissed goodnight in bed.
from "An A.B.Z. of Feeling".

To Some Form &

DREAMS

Here I am
Totally surrounded by millions of
Yellow daisies.
Very bright gleaming daisies
That seem to reach right up
To the huge yellow sun
Which sits in the clear blue sky
To eternity.

For hours I sit.
Immersed in the brilliant daisy field.
I pick one daisy,
Another one grows in his place.
My chain that suddenly is as long
As my hair, grows
The sun never moves.
There is no wind
Or noise. No people.

My daisy chain dangles to my bare feet.
I am running—running
Slower, slower—
The sun is growing. Bigger, bigger—
I run to the sun—
To the sun.

Dull street.
Here I am standing on the hard grey bitumen
Completely fenced in by sky-scrapers
And overpowering buildings.
The street is completely straight.
Long, longer—longer
Going on forever.
There is no sound, and no other life.
But only a lonely, trapped feeling.
—darkness, coldness, emptiness.

I am walking, quickly,
Straight—quick, quick.
There is a bridge—huge—
A vast black bridge.
I must keep walking straight on—
Under the bridge.

Blackness.

... A soft pillow.
I am wrapped in warm woollen blankets.
I am in my bed.
Thin rays of soft sunlight peep through my
curtains.
My dog is asleep at my feet.

Jo Syme, Form 5

I heard once that
people sometimes sleep
and never awaken.

Sonia Aldons, 5

I once had a cat
that had to be put
to sleep.
Would anyone care
if I were put to sleep?

Simon Harvest, 5



Bronwyn Lawry, 6

Someone told me once
He tried to stab himself with a fork
but with an imagination like that
who could afford to let go of life?
Lizz

interview with mr. ward



Jeff Wengrow, 5

Recently Mr. Ward attended an Art Conference of the Art & Craft Teachers Association of Victoria, and at this conference many issues and questions concerning the art and craft situations in Victorian schools were put forward. Interviewing Mr. Ward, a number of questions were asked

What was the conference and who attended it?

The conference was held by the Art and Craft Teachers Association of Victoria which included 300 teachers from the Metropolitan and country areas. The conference was held at Monsalvat, an early artist's colony at Eltham and naturally the issues raised there were relevant to the art and craft situations in Victoria at present. The conference was used to acquaint teachers with innovations to teach art and craft, regarding changes in philosophy, and overall new ideas. Guest speakers included Professor Williams of the U.S.A. talking on creativity, and Jerry Tickle of Swinburne who spoke on the types of education in progress at Swinburne.

Spread over the 2 days of the conference was a series of workshops,



George Zogoulas, 5

which allowed teachers, under supervision, to be acquainted with new creative ideas, including differences in media, and techniques to which they can eventually apply to their own schools. An important factor introduced at the conference was the "fraternization of fellow teachers". That is, suburban teachers can associate with country teachers, thus exchanging ideas about how to get materials and how to use them, etc.

Will there be any change in the facilities of the art department at this school?

The immediate effect will be in relation to those people who haven't tried the different aspects of art before and need to be acquainted with the media, technique and different tools. However, the long term effects will be fairly slow and possibly there will be a growing interest towards the Art & Craft field in a variety of ways. At the moment education, as a whole, only applies to the academic aspect of the field, omitting the individual's own creativity e.g. pottery, music and drama. In the future as one's amount of leisure time increases one's own creativity and productivity for painting, wood carving etc. will gain a greater emphasis. This is shown at the present, with the numbers of adults attending night school. Finding they have more leisure time, they need to do something constructive and interesting.

What do you think of the present facilities at this school?

When this school was built, little or no

thought was given to the building or planning of the art rooms (as well as the other classrooms). As a result the space is not adequate and too many students have to be in the classrooms at the same time. At the moment the art rooms at this school are little different from the ordinary classrooms except that the art rooms do have a sink in the corner. The only room which is separate is the sculpture room, but this still doesn't have the facilities or equipment that is needed nowadays to produce one's creative talents. Storage of materials has always been and still is a problem. At the moment we have no real art storage room at hand. Vandalism keeps destroying any progress in the art department and in other departments also. Having to replace the basic materials because of this, we are not able to divert the money allotted to the art department for better and new facilities and materials.

What do you think could be improved about the course in the school?

At the moment education is orientated towards academic thinking, which is somewhat outdated. In order to instill greater involvement there has to be better use of resources in and out of the school. The problem at the moment is the large classes, not so much in the senior forms, but in form 4 and downwards. The facilities only suit half the size of the class, as well as the space allowed for the art rooms being too small to accommodate many art students at a time. Many teachers also find it



Debbie Wallace-Mitchell, 5

difficult to keep up with the work as they are part-time and this doesn't help the situation either. The introduction of pottery and a printing-set would promote greater interest and could answer many problems in the field of art.

Do you think one's artistic talents should be assessed? If not, how?

Under the present structure of education, marks play a very important role. The first question I was asked when I came here was "how do you mark?" To me education should be *fun* and competition should not exist. The present assessment involves how one achieves certain requirements—originality and understanding. Although marks have gradually been replaced by better assessment this is not necessarily accurate. The other system of assessment would be for the students to assess their own work, that is, with the consultation of the teachers. Smaller classes would give this better communication between students and teachers.

What do you think contributes to the apathy of students?

It is difficult to say why apathy exists but it not only is evident in the art room, but permeates throughout the whole school. The physical size and the large classes do not allow enough participation which in turn doesn't make way for an informal atmosphere. Students and teachers together must overcome this apathy and be willing to work with each other.

Kay Duncan, 5

Progress?



Ross Pentreath, 6

When we look around and see the achievements of science art and the profusion of simple things that make people happy then indeed, it seems a perverse folly to contend that the evil in the world outweighs the good.

Today man's advances in the fields of technology and art are creating one of the greatest "vicious circles" that the world has ever had to put up with!

Technology has advanced to such a stage that the potential advantages are creating far more serious disadvantages than the progression in advancement is able to cope with. This inevitable vicious circle is illustrated by the instance of the great medical progress in the past seventy years which has prolonged man's existence on this earth. Sure, this is fine in some peoples eyes, but we so often forget the consequences brought about by such actions. As the world population steadily climbs, and the crude death rates are gradually declining we are fast reaching the point at which the population will climb so dramatically that food, space, housing and employment will all become far too inadequate as to support the population.

Man has been caught in his own trap. High industrialization throughout the world that produces our luxuries such as cars, TV's, radios and other labour saving devices such as dish washers, washing machines, etcetera, is little thought about as being a world menace. But again it is almost too late, and man still is not wide awake enough, to see that the industries of the world are gradually poisoning the atmosphere, the sea and the land, on which he depends.

As technology advances it inevitably causes a problem that has to be dealt with by another advancement in technology, then another problem is created and the never-ending circle rolls on.

There is a saying, "Too much knowledge is a bad thing" and this, when deeply thought into as regards man's position today—rings true.

Civilization should stop and think before it goes on its merry way.

Even here in Victoria, does the production of high speed cars, motorcycles and the knowledge of methods to obtain maximum performance from these vehicles, bring happiness to us?—how about those who are forever to be plagued and reminded of those killed or maimed in accidents caused through the use of this mechanical knowledge—are they happy? I think not!

Thinking about the misery throughout the world caused by our ever-increasing knowledge, do not you think that we can do without the untimely and maybe unnecessary advancements especially in the field of nuclear armament, artillery and warfare?

If no drastic measures are introduced to control these technical advancements, the world will be placed in a state of mass turmoil when it realizes that the environment and its people are about to be destroyed by pollution, overproduction, mechanization, automation and greed which in turn have been brought about by—"the achievements of science and art and the profusion of simple things that make people happy!"

Ross Pentreath, 6



Helen Tamouwicz, 5

The Peacock

A large gallinaceous bird,
The most handsome of the pheasant kind,
Distinguished by crests of feathers on the head,
The metallic blue tint on its neck,
And its gorgeous ocellated train,
Which is so soberly coloured.

Jocelyn Aitken, 2



Kaye Duncan, 5

PURSUIT gone Haywire

Due to Print's obvious success, in 1971, in a competition for High School Newspapers, Brighton High was chosen, among five other schools, to send three recruits to join a team to co-edit a student magazine.

Pursuit is a monthly magazine printed in the interests of first to fourth-formers. It is sponsored by the Education Department and is normally edited and compiled by teachers and other such educators. But "Pursuit Gone Haywire" was an experiment... gone haywire.

So eighteen of us trotted off to the Special Services Division, Curriculum Research Centre, Education Department, Carlton in December 1971, for this purpose, and thenceforth had regular (or irregular meetings). The kids we met were really interesting and most of them were from the other side of Melbourne. We received comments like "where's Brighton? In Victoria?"

At the first meeting we tossed in all

it's academic

This year Brighton High School put up a very good performance to reach the final of series A in "It's Academic". In the first round Brighton easily defeated Ashwood High. After that Brighton beat Camberwell Boys' Grammar and Beaumaris High in a series semi-final. These victories qualified Brighton High to compete in a series final. In this final Brighton was defeated by Albert Park High with Box Hill High coming third. By reaching the series final it meant Brighton was in the top nine in the whole competition. It was a great disappointment to lose the series final. You see yourself off on a trip to London as Australian champions, then when you get beaten you realise they were only fanciful dreams anyway.

From a personal point of view it was a great experience to participate in the show. Before the first round of competition we were all very nervous. Your nerves get worse and worse until

our ideas, topics we thought would interest the age group we were catering for. We decided on the general theme and one boy insisted we make it funny, or maybe he meant stupid. The meetings were spent narrowing down the topics list and assigning sections to everyone. We were all given approximately a page. Then came the summer holidays over which we were supposed to write our articles. When school started layout was supposed to start, but, more realistically, everyone started on their assignments.

When all the copy was in only a few students were concerned with art work and layout, and the group split up. No more news was heard from our leader and we wondered what had happened. Had Pursuit really gone Haywire? The magazine was due out in June. In May a nice little envelope with a five dollar cheque was received for services rendered, readily welcomed by empty pockets!

Finally in about July (punctuality plus) the big mystery revealed itself and Pursuit was released. We were quite surprised, actually, it wasn't how we imagined it would be, but the students for whom it was written probably enjoyed it. The articles included "Simplified Guide" to becoming Teachers' Pet or Teacher's Pest, whichever one desires; Hints on producing school newspapers; the Stork goes to school (Sex Education); Horses; Fun Page; Motor Bikes; Interviews with entrants to the Olympic Games (eg. Shane Gould); and Monsters.

All in all it was a fun experience. We met a lot of people and it wasn't much work. It was a good example of each member of the group making a small effort and achieving worthwhile results.

Shauna O'Neill, 5
Ian Gordon, 6
Alice Peer, 6

you answer your first question. Then you are more relaxed. The nervousness gives you a rotten feeling inside. You try to brainwash yourself into believing that you are not nervous. As you go on to the set before recording your nervousness reaches its climax. I had the worst attack of nerves I have ever had. I think that this was due to the great prize at stake. If we had have won we would have been in the state final.

The set for the show is really a fraud. The "wall" behind the contestants is nothing more than a great big sheet of calico tied down. Vic not realising that the wall was nothing more than a sheet leaned on it and nearly brought the whole lot down. The "wall" behind Danny Webb is a mobile hospital screen. At the end of the show the cameras are taken back and the viewer sees a series of "lines" on the floor. These "lines" are really painted bits of five-ply laid on the studio floor.

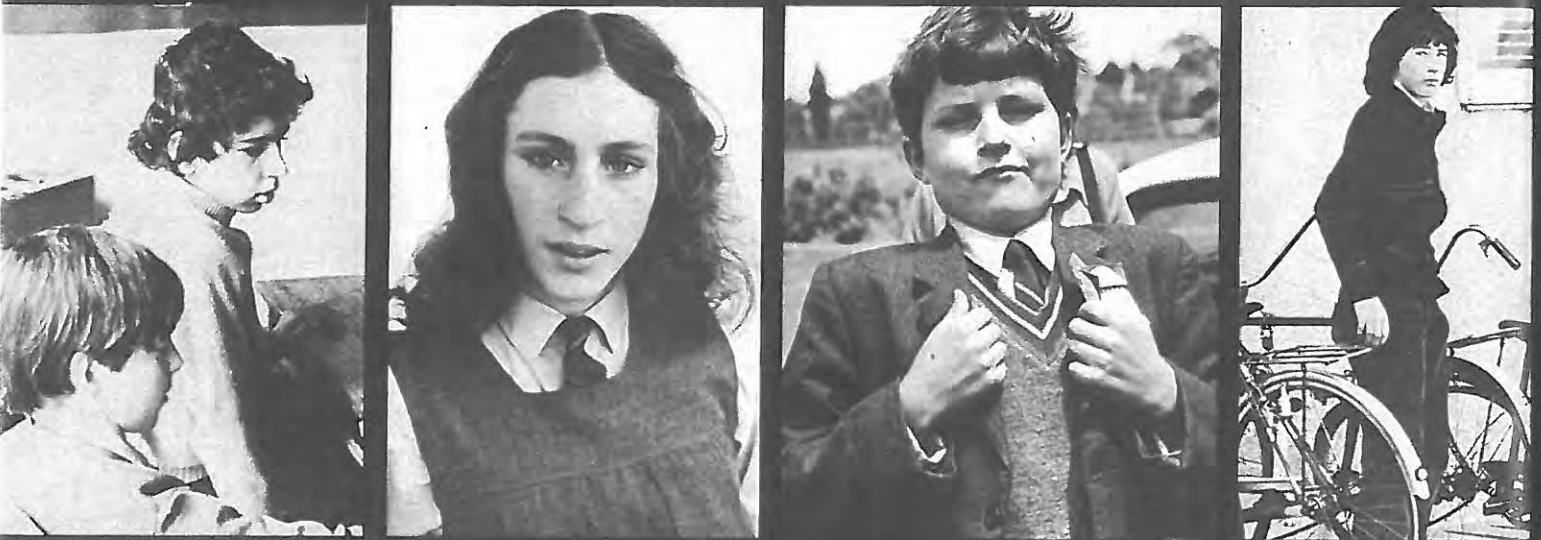
The spectator turn up was poor from Brighton High. On both the occasions we recorded shows you could count the number of Brighton High students in the audience on your hands. Due to a lack of spectators when we recorded our series semi-final there had to be a taped audience.

On the whole it was a very enjoyable experience to participate in. Our thanks must go to Mrs. Lewinson for all the help and valuable hints she gave us. Congratulations are also in order to Roslyn Rayner and to Victor Wilk, who was team captain, for the great effort they put up in the series. Paul Boyce must be also thanked be ready as an emergency.

The team consisted of Roslyn Rayner 4L, Victor Wilk 4L, Robert Hallowell 4F and Paul Boyce 4L.

Robert Hallowell, 4F





How well are you prepared for the daily rat-race?
Check out our quiz, prepared by locally-trained experts.

THE BHS ALL-PURPOSE SURVIVAL QUIZ

HOUSE SPORTS

There are only you and three other people in your house in the under 17 age swimming group and the relay teams are filling up fast.

- You:—A. claim that it won't fit into your training schedule for Montreal.
B. break into a chorus of Happy 17th Birthday to me.
C. claim that you have a rare allergy to water.

DODGING R.I.

It is 9.15 a.m. Friday. A senior teacher has just asked you why you are in the corridor.

- You:—A. Clutch your side and moan.
B. Claim to be a recent convert to Buddhism.
C. Seek divine assistance and fall on your knees in prayer.

LATENESS

You get to school and for some reason the place seems empty—to your horror you realize everyone is in assembly.

- You:—A. hide in the locker room.
B. crawl in on your hands and knees.
C. rush into the hall yelling "FIRE! FIRE!"

CANTEEN DRILL

Thirty seconds after the start of lunchtime you arrive at the canteen, starving. There are 400 students in the queue ahead of you.

- You:—A. bribe a group of 1st formers to start a decoy queue.
B. move forward briskly, calling out "lunch monitor".
C. convincingly scream out "pass 3 salad rolls to the back, Mum".

DAYS OFF

No one is there when you get to school—you remember there is a curriculum conference.

- You:—A. slink out the back gate, whimpering.
B. demand lessons.
C. go to the curriculum conference.

SNOOZING IN CLASS

You have been sleeping soundly in class. Someone is suddenly shaking your shoulder and a voice says "What was your answer third from the back?"

- You:—A. look around and start counting the desks.
B. say—"I wasn't too sure about that one sir!"
C. try the old "FIRE! FIRE!" trick.



SMOKING

You are caught smoking—or rather, holding a lighted cigarette.

- You:—A. claim you're minding it for a friend.
B. say you're trying to give up peppermints.
C. look baffled and say "Me nospeaka da English."

NOTE PASSING

You are sprung in mid-sentence of a beautiful love letter to a boy/girl on the other side of the room.

- You:—A. eat the letter.
B. say its a coded shopping list for your mother.
C. stand up and yell "FIRE! FIRE!" (the old "Fire! Fire!" trick).

STAFFROOM TECHNIQUES

You were caught yelling "FIRE! FIRE!" in assembly and told to report to Miss Brennan.

- You:—A. set fire to her waste-paper basket and yell "Fire! Fire!"
B. claim you were really saying "Liar! Liar!"
C. plead pyromania (or a weakness for arson).

TESTS

You've had a few late nights. Not only is an assignment due the next day, but you suspect a surprise test is a possibility.

- You:—A. sit next to the smartest kid in the class.
B. put your arm in a sling and claim to have broken it.
C. walk into class and give your teacher an orange wrapped in 2 dollar bills and claim that apples aren't good enough for her.

How did you rate?

- All A's— Boy, have you got the game sewn up. We suggest you leave school immediately and become a super executive. Bob Hawke, beware.
All B's— You are obviously a very nice person: charming, witty, irresistible to the opposite sex, kind to old ladies, children and dogs. Come round and see us sometime.
All C's— We don't want to hurt your feelings, but you're a real jelly. Try a course of vitamin pills.
Any combination of A's, B's & C's—Go directly to jail. Do not collect \$200 as you pass go.

TODDY'S TORNADOES

On Monday mornings, second period, a group of sixth formers gathers in Miss McCann's office. On the outside this group looks just like any other discussion group, they talk, joke and make the coffee, which must have addictive qualities or they would have stopped drinking it long ago, BUT!! once the door closed the atmosphere changes. Suddenly, Ashley Voigt whips from his pocket a list and his piercing gaze circles the room, finally resting on one member. Slowly he pronounces the sentence,

"Someone is three weeks behind in their payments".

The helpless student attempts to hide under a chair but it is no use; all the money he carries is forcibly taken and the rest of the group pay their 40 cents.

No, the School Captain is not running a protection racket, it is the weekly meeting of the only parents in the student body, Toddy's Tornadoes.

Earlier in the year, we, Mr. Todd's discussion group undertook to support an under-privileged child in any part of the world through the Foster Parents Plan and for want of a better name we called ourselves Toddy's Tornadoes, so now in the slums of Columbia there is an eight years old boy named Vidal who's school books, clothes, food and medical expenses are paid by Toddy's Tornadoes.



The Foster Parents Plan requires us to pay \$15 a month, almost all of which goes straight to Vidal, this sum works out to a mere 40 cents per member per week but to raise some extra cash we organised the Toddy Memorial Classic, a race for any animal or vegetable powered vehicle, not only did the race

raise money but the liberal use of water bombs was a major factor in causing the present water shortage. The race, which will one day rate with the Bathurst 500, was won by a V-8 pedal car ahead of such tough competition as Chariot of the Gods, (Ben Hur Pit Crew), Coffin, Voigt Vanquisher and the Staff Super Car.

In spite of the money raised by Toddy's Tornadoes this year we will not be able to keep payments up in the following years so we hope some group within the school will be able to take on the sponsorship of Vidal.

Philip O'Brien, 6

PUBLIC RELATIONS COMMITTEE

Today, the P.R.C. is vitally concerned with nearly all school activities. Although its aims have not changed since its foundation in 1971, the committee's areas of influence have broadened considerably. While putting forward our viewpoint as students, we have tried never to neglect the opinions of others, and attempting to achieve better relationships among parents, students and members of staff, we have found it necessary to touch on subjects previously unconsidered by the pupils.

Activities, planned and co-ordinated in Miss Brennan's office, include parent-student-teacher nights, open forums, sporting fixtures combined with fund-raising, and coffee mornings, but first and foremost are discussions of school affairs with the Principal. Although we are not a body representative of all the students (our committee consisting of Fifth-formers) we put forward what we consider to be the consensus of opinion, along with personal beliefs.

Our problems are often aggravated by lack of support, or even interest. A great deal of this apathy is due to poor communication among those influenced by our work.

To overcome this, the committee has published a number of news bulletins throughout the year. However, we are disappointed to find that many of these apparently never reached their destination. Therefore, the most reliable form of communication is by direct contact with the parents and members of staff, and so we promote as much of this as often as possible. We find work assisted by parents, teachers or pupils outside the committee is generally of great value, and so we welcome guests to our meetings.

To further our aims, the committee applied for, and received permission from the Brighton High School Advisory Council for four students to attend meetings as observers. In this way, we hope to be better informed of the running of the school, and to promote more



co-operation between the administration and the administered, and perhaps open the way for students to become eligible for membership on the Advisory Council.

The most successful function conducted this year was the Open Forum on July 20th. The theme of this was "School Uniform and the Role of the Parent in the School", and an estimated 200 parents and members of staff attended. The number of persons at the Forum, the growing concern of guardians regarding their child's education, and the increased interest displayed by the staff, augers well for the future. Now that we know the interest is there we can continue with added confidence, hoping to involve eventually a majority of the people linked with the school. This is the challenge facing P.R.C. 1973.

We would sincerely like to thank the office staff for their assistance in everything we asked of them. Thanks must also go to Mr. Phillips and the maintenance staff, for their co-operation in arranging the hall for our Parent-Student-Teacher meetings. Speakers, too, and Miss Brennan in particular, must not be forgotten, and their contributions towards a more satisfactory year for us is greatly appreciated.

We hope that next year the Public Relations Committee will go from strength to strength.

Members

Eugene Bognar John McKerrow
Miss Brennan Ian Morris
Andrew Friedman Philip Pay
Martin Goodrich Rodney Whyte
Colin Macdonald

PRINT

After a very late start PRINT was unleashed on the school in the last week of Term I. Sales for this first edition were approximately 380 copies, or \$38, which was barely a deposit for the printing cost of \$70.

Few people were involved in the production of the first issue but subsequent events in the school led to more people becoming so enthused that one student, obviously raving due to the excitement of the occasion, was quoted as saying "I'll write something for the next issue." This proved to be a misquote and once again the work was left to a few who struggled hard, in the changing tide of school affairs, to meet the printer's deadline.

The second issue was released in the last week of Term II and was immediately the centre of much controversy. Total sales for this issue were 400 copies.

Altogether it has been a rather difficult year for PRINT, which has been subjected to much criticism and little help from many people, but I would like to think that we have created sufficient interest in the school for PRINT to enjoy a brighter future next year.

Leigh Emanuelle, Form 6

ADMINISTRATION '72

Advisory Council:

President: Cr. H. Alexander
Treasurer: Mr. W. Pamphilon
Mrs. N. Karoly
Mr. H. Adamson
Cr. O. Granter
Mr. W. Bowman
Mr. D. Clark
Mr. G. Edwards
Mrs. I. Harvest
Mrs. K. Sturt
Mr. B. Talbot
Mrs. G. Ward
Mrs. A. Williamson

Mothers Club:

President: Mrs. A. Williamson
Secretary: Mrs. D. Reinshagen
Treasurer: Mrs. H. Barkell

Canteen Committee:

Mr. W. Pamphilon
Mr. R. French
Mr. A. Moorrees
Mrs. R. Brown
Miss J. McCann
Richard Reisner
Marion Van Leeuwen
Office Staff:
Mrs. E. Carne
Mrs. B. Doolan
Mrs. E. Hillyear
Maintenance:
Mr. & Mrs. C. Phillips
Mr. D. Aitken
Mr. K. Esnouf
Mrs. E. Emery
Mrs. J. Hannah
Mr. W. Saddington



SOCIAL SERVICE

Donations

Name of Organisation	Amount
Red Cross	175.53
Royal Children's Hospital	25.19
AustCare (doorknock)	108.98
Salvation Army (doorknock)	265.06
Spastic Children (Concert—Alice Peer)	37.56
Freedom From Hunger (donation)	20.00
State School's Relief Fund	24.47
Leprosy Mission (separate collections, 2c cake stall—\$0.10)	39.83
School for Deaf Children	3.20
Freedom from Hunger (doorknock)	187.40
Foster Parent's Plan (2P)	11.00
Columbian Child (Mr. Todd's Discussion Group)	
Widow's Association	50.00
Children's Day Campaign	11.00

Activities:—

Cake Stalls—juniors gained experience in organisation with help of staff.
Concerts—organised by Seniors.
Films—organised by Seniors.
Toddy Memorial Classic—organised by 6th form discussion group led by Mr. Todd.

Hot Dog Stalls—organised separately by 5th formers and 4th formers.
Voluntary Aid in Local Hospital—6th form girls.

Collection of Stamps and Books.
Collection of Toys and Clothing.

My own thoughts:—

Social Services tended to be supported by a small devoted group consisting mainly of juniors. The majority of student body seemed to take little active interest in Social Services.

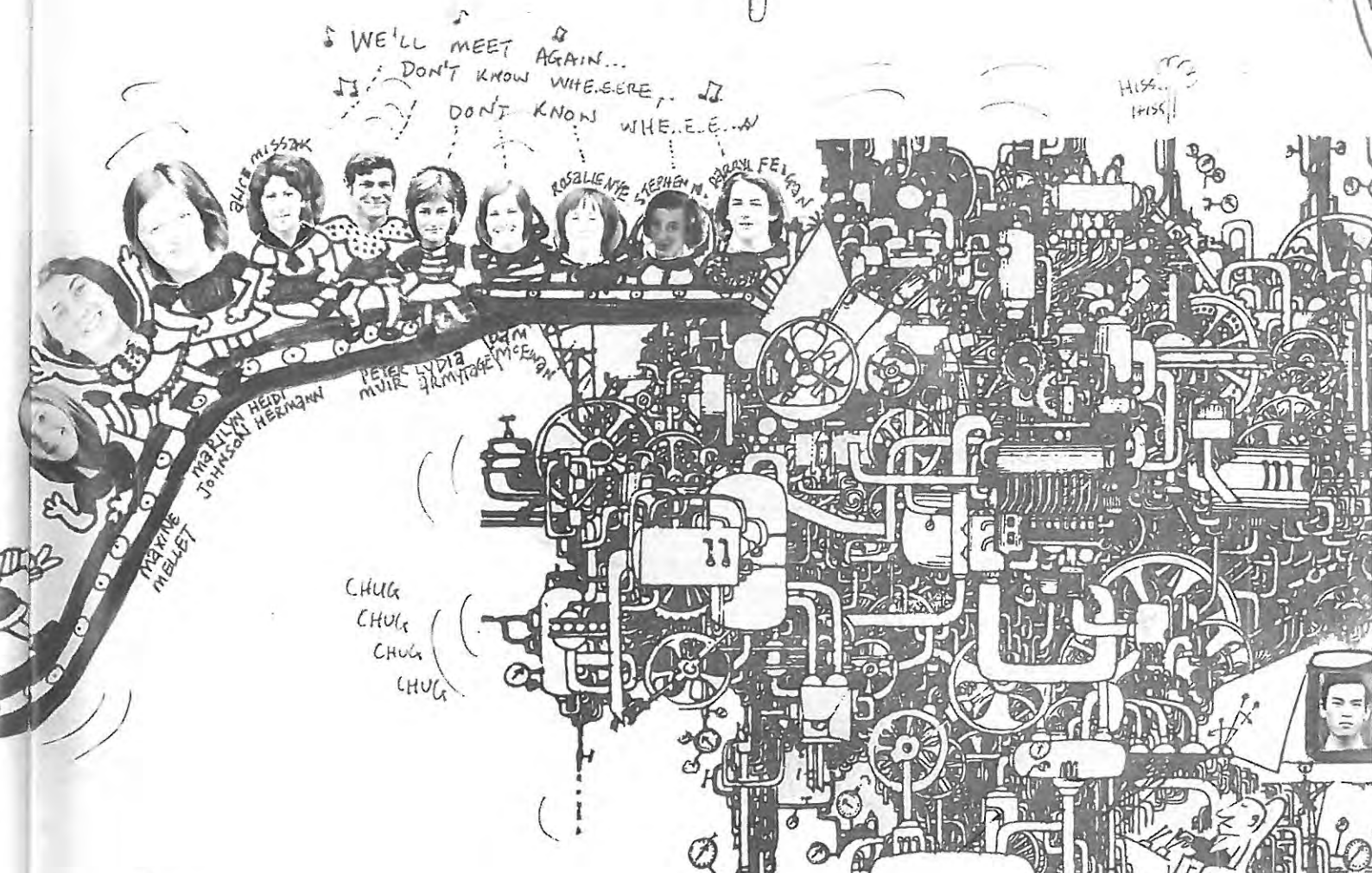
Jane Mackay-Dickson, 6

This year the social service activities have been very successful. We have had an interesting year and have enjoyed our work, helping other people. There has been a lot of hard work put into social service but nobody minds because it is for many good causes. We have been on many collections including Legacy, Red Cross and the Refugees Door Knock Appeal. On door knocks you get to know what people are like and at the same time you are helping others.

We have had many stalls this year, where we have sold cakes and hot dogs. The money raised from the cake stalls was given to help pay for the essential requirements for people with Leprosy.

We feel that being a social service rep. helps you understand people and you have a good feeling because you know you are helping people, less fortunate than yourself and so we think we have had a very successful year, but more money could be raised if more people participated in social service activities.

by some social service reps.



6

GRIND... KATHUMP...
GRIND KERTHUMP...

NIGHTS OF THE MONUMENTS

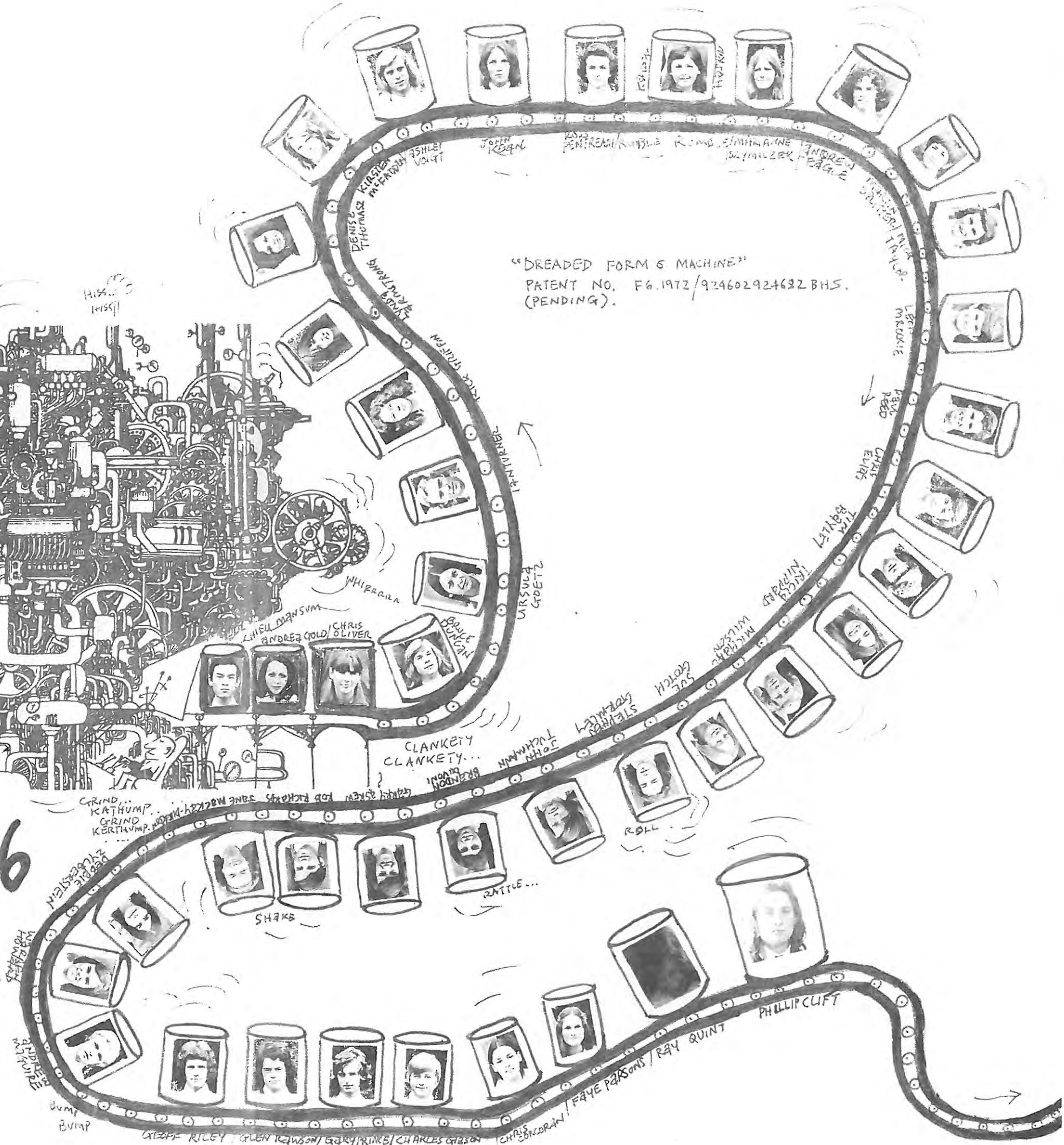
BUMP BUMP

BUMP BUMP

GEOFF RILEY

"DREADED FORM 6
MACHINE"
OPERATING!!

"DREADED FORM 5 MACHINE"
PATENT NO. F6.1972/924602924682 BHS.
(PENDING).





It took courage to write this, and it will take courage to read it. Because its theories and proofs do not fit into the traditional view of our past and of our familiar world. As a matter of fact, they don't fit into anything in particular, but still



What possible purpose could this gigantic lettering on the roof of the main hall serve other than as a signal to travellers far above?



Why are these fittings found *only* around the edges of the launching pads, er, marked out areas? Water taps, say the experts. They might just have likely have been nozzles to tanks used for refuelling spacecraft.

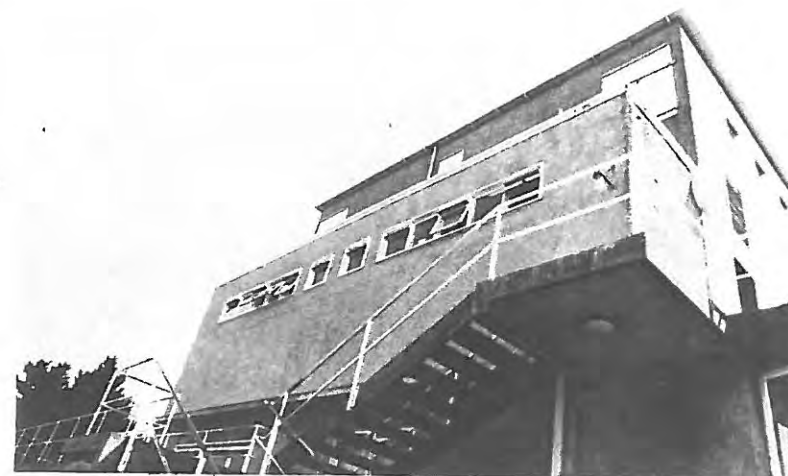


The massive structure at the top of this photograph can only be a crude model of a spaceship, complete with its rivets, steel plates and exhaust vents. Fires were apparently lit within it once every day, producing great clouds of smoke. This presumably symbolized the launching of real spacecraft. Could anyone suggest that the great steps in the foreground were intended for mortal men?



A view of the strange markings on the flat areas around the main buildings, reminiscent of a heliport. A landing area for spacecraft? The antennae-like structures (inset) may well have been radio antennae, or held beacon lights for night landings.

Erich von Pearce CHARIOTS OF THE CLODS? WAS GOD A SCHOOLBOY?



This extraordinary structure looks out over the landing areas already shown. The row of windows gives an unrestricted view of the whole area. There is little doubt that this was the control tower, so necessary to coordinate air traffic, landings, launchings etc.



These gigantic columns support part of the famed Hall of Hollandia. What herculean forces could have moved them into this precise geometrical pattern? Perhaps atomic-powered craft from another world? Note carefully the shape of the shadow cast by the pillars. How reminiscent of a landed spacecraft!



Long 'corridors' or tunnels run throughout the whole complex of buildings, lined with curious metallic structures (inset) which appear to be arranged according to the Mayan calendar: there are 91 in each of the four wings, which adds to 364 and the suggestions box outside Miss Mayson's office gives 365!

EPILOGUE

Did unknown beings from the infinite reaches of the cosmos visit Brighton in the remote past?

Are unknown intelligences somewhere in the universe trying to make contact with unknown intelligences at BHS?

Will men from earth colonise new planets?

Who on earth was H. G. Wells?

Do you own a space-suit?

Did Ben-Hur come from outer space?
Why did the chicken cross the road?

Who killed cock-robin?

Do you care?

Would you mind repeating the question?

Does your mother come from Ireland?
(BEAUTIE, DAVE)



SCHOOL CAPTAIN'S REPORT

This year we have done away with the prefect system and substituted a boy and girl school captain, to take on the responsibilities of the head prefects. Ashley and I have tried to do our best. Our actual job, this year, was to act as figureheads on behalf of the

school and we had no direct influence over the student body. I honestly think that the prefect system needs to be re-instated to bring back the discipline and tradition which has disappeared. As I am a member of the student body myself, I see what goes on and I know exactly what I am talking about.

Next year, whatever happens, I wish to those, who will be elected to represent the school, all the best and hope that they will have a happy and rewarding year in sixth form.

Ursula Goetz
Ashley Voigt

EXTRA CURRICULAR ACTIVITIES

Seen ambling between classrooms in the East Wing was Mr. McIntosh intent on encouraging students to enjoy a little extra in their education.

The project? To entice students to attend the Russell St. Theatre productions of Seasons 9 and 10.

How many went? In fact quite a few students attended the seasons at the pre-dinner shows. Some fanatics even went so far as to hound the cast for autographed programmes!!

The result? Well no-one really knows the results yet. Some of the students may become avid theatre-goers, some may even join a theatre, but whatever the result it will not have been a waste of time or money.

Missing!!! Sixth form students, some staff and a few stray fifth formers.

These persons were last seen surging into the Science Block on Thursdays at recess to enjoy a fortnightly cup of coffee together.

The bell has been rung especially to remind these persons that they all have classes, and personal messengers have

been sent but to no avail.

It has been suggested that these persons were overcome by the steam from the many cups of coffee, but it seems more feasible that staff and students have discovered each other as people, and are recovering from the shock!

Thanks to Miss Coe for helping these investigations into staff-student relations.

Jane Mackay-Dickson, 6

MOTOR CLUB

The Motor Club over the last few years has been highly successful, due to the help of many people.

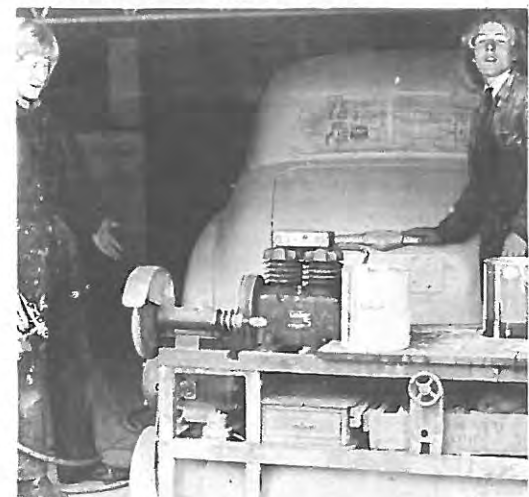
This year we have actually got a Holden FX going—miracles do happen you know! The companies that donated the things that we used were Sidchrome Spanners, Marshall Batteries and Spartan Paints.

Thanks must be given to Mr. Allen who gave up his valuable lunch hours to assist us, the highly spirited members in the "goings on" in the club. He

taught us the fundamentals of a car and its motor.

During the last few years we have built up a collection of motor parts and due to the lack of finance we would like to sell these parts. Any enquiries see Mr. Allen. Also new members are always welcome.

Rob Goodrich—Vice-President



curriculum conference



student comments

At the curriculum conference, particularly the second one, there were various groups discussing contemporary aspects and defects of our educational system, and a few pupils were invited to participate in these discussions. These conferences were, I believe, a sincere attempt to break down some of the barriers existing between staff and pupils and the first time that students were invited to such a conference to voice their opinions and suggestions about the running of the school—a task usually undertaken by staff alone—and we were able to see some of the difficulties confronting the staff. Also the distinct barrier between the teacher and pupil in the classroom had been obliterated during these discussions, as all were treated alike and each opinion was regarded equally.

I found attending this conference highly rewarding and hope in future years that students can play a more important role in decisions involving us and the school.

Leah Dobrejcer, 5

For the first time in our memory, students were invited to attend a series of curriculum conferences. For the first time students were able to see exactly what goes on at staff conferences.

We were impressed.

Basically these conferences were to discuss and analyse present problems in the school and thereby hopefully to find a solution. Group discussions, panel discussions and guest speakers were a chance for teachers (and students) to air their views and air they did. A great deal of hot air.

The highlight of both conferences were the magnificent lunches—thanks to the Mother's Club and the St. Kilda Football Club kitchen staff.

It seems though—nothing particularly profitable can be gained from these conferences unless the staff present a united front and have the full support of the parents. Then maybe B.H.S. will be organised properly to suit both students, teachers and parents.

Olga Browne, 4

STAFF '72



Miss M. BRENNAN, Principal
Miss E. MAYSON, Deputy Principal
Mr. T. ALLEN
Mr. T. ATKINSON
Mr. M. BASTIAN
Mrs. M. BATOUR
Mrs. J. BAYLEY
Mr. L. BECKER
Miss J. BLUZER
Mrs. E. BOX
Miss E. BOX
Miss G. BROWN
Mr. M. CAVANAUGH
Mr. J. CHAMBERS
Mrs. E. CLARK
Mr. R. COPLEY
Mr. H. CRAPP

Mrs. L. DARE
Mr. J. DARLOW
Mrs. J. DARROCH
Mrs. R. DART
Mr. G. DENNIS
Mrs. B. DUCAT
Mrs. P. DUNCAN
Mr. G. FRANK
Mrs. M. FREITAG
Mrs. L. FRYDMAN
Mrs. C. GRANAT
Mr. C. GEORGIADIS
Mrs. T. HACKETT
Mrs. A. HARRIS
Mrs. H. HARRIS
Mrs. T. HARRIS
Mrs. E. HATTON

Miss A. HICKEY
Mrs. V. KAPLONYI
Mrs. N. KENDALL
Miss J. KESNER
Mrs. I. LEWINSON
Mrs. S. MACDONALD
Miss V. McALLESTER
Miss J. McCANN
Mr. I. C. McIntOSH
Mrs. D. MIRANDA
Mr. D. J. NOONE
Miss H. NORTHEY
Mr. J. O'BRIEN
Mr. J. C. OSBORNE
Mr. D. C. PLUNKETT
Mr. R. REES
Mrs. L. C. SAWCH

Mrs. M. SEDLO
Mrs. L. SCOTT
Mr. G. SHORTAL
Mr. K. STEVENSON
Mr. B. STOKES
Miss T. SULLIVAN
Miss R. SZEMULEWICZ
Mr. R. SZRENIAWSKI
Mr. F. TAYLOR
Mr. B. TODD
Mr. L. WARD
Mrs. A. WILSON
Mrs. S. WOTLEY

Laboratory Assistant
Miss L. COE



— FORM GUIDE —

1. Beginner's Stakes

FORM IG

Boys

Dennis Dakis
Simon Davis
Clyde Danson
Rodney Funke
Richard Hayne
Ralph Hollenberg
Simon Kingsford
Ian Riley
Andrew Ross
Robert Ryan
Emanuel Schlarr
John SENTRY
Stephen Sheridan
Glen Wilson
Marko Yovich

FORM IM

Boys

Ronald Caporn
Alex (Peter) Casson
Brendan Corcoran
Frederic Couturier
Lynwood Royce De Hoedt
Stephen Dickson
Reginald Don
Bruce Edwards
Robert Hayne
Gregory Mark Horsford
Domenico Marigliani
Kelvin Marshall
Johannes (John) Pendavingh
Girls
Janis Bennett
Janis Chandler
Michelle Colman
Glenda Finnis
Georgina Gilmore
Robyn Green
Yukiko Izumi
Pamela Jones
Lorraine Jordon
Robyn Lennon
Connie Matteira
Gail Murray
Lynne Williams
Beverley Wilson
Karen Windmiller
Susan Wood

FORM IS

Boys

Craig Brown
Scott Coy
Lewis Coyle
Andrew Cumming
Peter Davis
Gregory Dodds
Arthur Giannakis
David Ketels
David Thompson
Russell Turvey
John Veater
Chris Vouk
Wolfgang Waffler
Stephen Whittaker
Robert Williams
Girls
Christine Birtles
Marjory Furner
Despina Galanopoulos
Rosemary Gall
Angela Hannah
Valerie Kocsis
Tina Milburn
Jill Murray
Ulla Schulz
Angela Sdrinis
Elizabeth Seitanthou
Lynette Sharpe
Patricia Story
Cynthia Szmerling
Judy Anne Quirk
Rhonda Walton

FORM IT

Boys

Avi Abrami
Graham Adams
Ronald Bollaart
Dale Chandler
John Chellew
Peter Donoghue
Vivian Edwards
David Equid
Shane Hanning
Leigh Henningham
Ian Lang
Marcus Pandy
Lindsay Prideaux
Grant Smith
Girls
Debbie Bennett
Adriana D. Dekker
Kathryn Doolan
Gillian Gall
Karen Harris
Fiona Hartley
Tina Milburn
Jill Murray
Ulla Schulz
Angela Sdrinis
Elizabeth Seitanthou
Lynette Sharpe
Patricia Story
Cynthia Szmerling
Judy Anne Quirk
Rhonda Walton

FORM IX

Boys

Kevin Brianton
Erling Breadon
Robert Currell
John Filtress
Neil P. Lorenzo
Brian Matthews
Shane Middleton
Geordie Pennfather
David Rad
Vincent Rainieri
Mark Roth
Richard Semmens
Alan Tiller
Blair Turnbull
Girls
Nuala Conneely
Esther Eichenbaum
Lallie Gomulaz
Robyn Kenyon
Christine Longden
Veronica Major
Suzanne Marsh
Jill Murray
Irene Patsaris
Sally Pooler
Donna Rea
Kay Russell
Barbara Von Zum Hof
Christine West

2. Juvenile

FORM IIA

Boys

Panico Antony
Gary Currell
Nigel Dawson
John Giannakis
John Griffin
Stephen Hollowood
Douglas Hopkins
Neil Hubbard
Joseph McCormick
Paul Newman
Ross O'Neil
Colin Robinson
Richard Stone
Ian Wakeman
Girls
Robyn Balkeley
Rhonda Brownlie
Rukshana Cader
Gail Dennison
Myriam Jedd
Wendy Ledwich
Kathy Maricak
Kerrie Murdoch
Anita Pandy
Francesca Price
Debra Ray
Kathy Smyth

FORM IIB

Boys

Geoffrey Binns
David Cannington
Terence Christie
Thomas Clarke
Geoffrey Crossland
Timothy Kerr
Bernard McMahon
Wayne McQuillen
Alec Miller
David Mizon
Mark Nippard
Christopher Pankhurst
Brett Penhall
Andrew Tanner
Rodney Trethewie
Ian Trickey
Philip Turvey
Richard Tuttleby
Glen White
Neil Wilmut
Girls
Jocelyn Aitken
Sandra Bisset
Deborah Burdekin
Ursula Casson
Michelle Daw
Despina Demiris
Karen Gilmartin
Ann Heydon
Lynn Mackie
Lynn Ontong
Carmella Orlando
Esta Papas
Judith Shanley
Lisa Taylor
Linda Tunbridge
Tina Van Beekhuisen
Deborah Wallace

FORM IIC

Boys

Gary Beyer
Murray Forbes
Maurice Foster
Richard Ghent
Gary Harberger
Richard Harmer
Ronald Hunt
Gary McAllister
Barry McLennan
James Mercoulia
Murray Porter
Andrew Ratz
David Robinson
Michael Ryan
Peter Scott
Norbert Trupp
Robert Vanderveen
Girls
Beryl Anglin
Hilary Bartholomew
Mandy Beer
Karen Benning
Catherine Boyd
Sima Caplan
Leonie Fryer
Debra George
Debbie Gluck
Linda Gluck
Kerrie Harper
Heather Hayes
Yvonne Hirsch
Donna Knowles
Darlene Middleton
Laurine Nash
Marika (Mary) Siskos
Anna Victor
Sharon Williamson

Stakes

FORM IID

Boys

Norman Abrams
Peter Barkell
Alan Beckingham
Michael Caplan
John Diamond
John Fillipou
Ian Freivolt
Philip Gibbons
Robert Karoly
James Mauriopoulos
Peter O'Donohoo
Ross Phillips
Marcus Phillips
Andrew Pollock
Peter Turnbull
Christopher Walters
Matthew Wilson
Girls
Gayle Armstrong
Teresa Farinacci
Jayne Farrell
Heather Garton
Rosemary Kitchen
Maria Kyriakou
Felicity Lawry
Helen Liarakos
Regina Lorenzo
Robyn Matters
Heather Misk
Lynette Munro
Brigid Murphy
Maritta Pfauder
Martine Ruffin
Andrea Sinclair
Roslyn West

FORM IIP

Boys

Mark Fraser
Christopher Gale
Peter Gayst
Chris Georgiou
James Crane
Barclay Don
Gary Hill
Andrew McKinnon
Paul Menogue
Peter Murray
David Roberts
Peter Robinson
Christopher Wayman
Kenneth Williams
Girls
Karen Ball
Marguerite Copley
Debra Cripps
Gabrielle Crowley
Christine Currie
Elizabeth Hatch
Janine Hicks
Gerladine Hollywood
Wendy Maizels
Rina McPherson
Toby Mitchell
Maryanne Panhuber
Tone Pitman
Vicki Robinson
Kay Salter
Dinah Spencer
Ruth Szmiczeh
Rhonda Whyte
Debra Wilson
Hazel Wood

FORM IIX

Boys

Rayner Bartholomew
Robert Bathman
Alan Beveridge
Andrew Blake
James Crane
Barclay Don
Gary Hill
Andrew McKinnon
Paul Menogue
Peter Murray
David Roberts
Peter Robinson
Christopher Wayman
Kenneth Williams
Girls
Karen Ball
Marguerite Copley
Debra Cripps
Gabrielle Crowley
Christine Currie
Elizabeth Hatch
Janine Hicks
Gerladine Hollywood
Wendy Maizels
Rina McPherson
Toby Mitchell
Maryanne Panhuber
Tone Pitman
Vicki Robinson
Kay Salter
Dinah Spencer
Ruth Szmiczeh
Rhonda Whyte
Debra Wilson
Hazel Wood

3. Free-For-All

FORM IIIA

Boys

Kym Adams
Kym Devlin
Marc Devlin
Michael Dowling
Michael Farinacci
Leigh McDowell
Philip Moody
Mark Neath
Trevor Marks
Dennis Patsaris
Paul Pattinson
Michael Paxinos
Christian Quenel
John Smith
Ronald Van Leeuwen
David Williams
Girls
Vicki Baylis
Darryl Boyd
Lesley Chellew
Deborah Curzon
Ariane D'Rosario
Jenny Gall
Liz Halasz
Linda Harris
Rosemary Hatch
Heather Judd
Margaret Kocsis
Lisa Milburn
Sue Nolan
Katrina Rawlins
Helen Rogers
Brenda Smith
Anne Somerville
Margaret Sproul
Lesley Veater
Vicki Williams

FORM IIIC

Boys

Kyle Adams
Gregory Boyd
Michael Dowling
Michael Farinacci
Patrick Fogarty
Stephen Jewell
Trevor Marks
Christopher Lorenzo
Roger Porter
Leigh Russell
Nicholas Ryder
David Tasker
Ernie Tizoras
Timothy Whitty
Girls
Carol Lee Allan
Heather Anderson
Linda Bathman
Fiona Batt
Kerry Boulton
Andree Chapman
Megan Elshoff
Sharon Griffin
Sue Hill
Angela Horvat
Glenda Loose
Gay Madeley
Tracey Murdoch
Julie Oldfield
Denise Rainsford
Dimitra Reisi
Lesley Simons
Tracy Stecum
Margaret Watkins
Karen Wobcke

FORM IIIF

Boys

Jeffery Bartholomew
Mark Blakeley
Hugh Burton
Leo Corcoran
Steven Funke
Richard Gotch
Andrew Kingsford
Rod Morgan
Philip Nix
Gary Pennfather
Michael Phillips
Girls
Elizabeth Angwin
Allison Brown
Julie Brundeson
Maura Conneely
Susan Dunkinson
Carol Gumbrell
Madeleine Hayna
Linda Hoare
Susie Krsztekantis
Marilena L'Abbate
Caroline Lavin
Marilla McKenna
Heather Meredith
Jane Murphy
Judith O'Sullivan
Janice Pike
Sarah J. Peter
Pamela Rowell
Lorraine Steer
Amanda Wallace-Mitchell
Debra Woodroffe

FORM IIIL

Boys

David C. Birch
Graham Butler
John F. Carson
Neil J. Clelland
Gregory W. Forbes
George Georgiou
Alfred R. Gibson
Ray J. Henry
Alan J. Hill
Michael E. Kean
Craig Marshall
Reijo K. Sandvik
Robert M. Sherwin
Guy S. Smith
Rue D. Sousa
Christopher J. Tuttleby
Peter H. Whetton
Girls
Glenda J. Austin
Marina Coyle
Lynette A. Culbert
Wendy D. Elliott
Deborah Fankhauser
Peta Henningham
Karin Herrman
Rosemary Horsford
Iwona M. Kuszell
Janice V. Leeder
Sarah J. Peter
Pamela Rowell
Lorraine Steer
Amanda Wallace-Mitchell
Debra Woodroffe

FORM IIIT

Boys

Mark Bennett
Julian Doughty
Gregory Gatt
Michael Hunt
Tony Hunt
Harry Koutsouellis
Salvatore Manno
Ben Ormonde
Duncan Ramsay
Graeme Tipple
Tony Wilson
Graeme Wood
Girls
Ines Atalla
Lisa Bradley
Brenda Dixon
Azza Ghattas
Luciana Ghirlanda
Elizabeth Green
Leonie Handford
Elizabeth Kantor
Joan Lacy
Bronwyn Lowe
Sue McMullen
Idiko Major
Maria Manno
Barbara Morehead
Jo Anne Myles
Robyn Nicholls
Nonie Reid
Leanne Reinshagen
Carole Tempamy
Yvette Wassell
Toni Wells
Debbie Yiannis

4. Transition

FORM IVA

Boys

Trevor Adams
John Ansaldi
Rodney Binns
Pasquale L'Abbate
Shane Theidamen
Michael Todd
Girls
Jenny Aizenbud
Sandra Barton
Olga Browne
Susan Craft
Dianne Eichenbaum
Lynette George
Anne Jackson
Effie Kyriakou
Noelle Lennon
Susan Robinson
Prue Scott
Bronka Wersus
FORM IVT
Boys
Alan Cogley
Serge Couturier
Alistair Geddes
David Graer
Milton Kiousis
Paul Lewis
Peter McNee
Michael Silver
Girls
Julie Edwards
Margaret Edwards
Shelley Golley
Rosalie Kirwood
Bronwyn Manners
Lisa Miller
Christine Murray
Karen Riley
Cheryl Sammons

FORM IVC

Boys

Brian Aarons
Charles Accetta
Terry Bentick
Terrance Bride
Glen Brownlie
David Coy
John Richard Cumming
David Evans
Douglas Foots
John Helm
Grag Kingsford
Richard Law
John Mackay-Dickson
Geoff Nash
Mark Pearson
Rodney Penhall
Phillip Ross
Frank Somerville
Michael Wilson
Girls
Viat Erba
Pam Hogg
Jennifer Hubbard
Sharon Hummel
Alison Kiel
Dawn Liddell
Bridget Mann
Aurora Manno
Sally Myles
Narelle Stecum
Joy Tizoras
Toni Voigt
Sally White
Mary Yiannis

FORM IVF

Boys

Vincent Alfonso
Paul Aniss
Andrew Antony
Trevor Atkins
Magdi Attalah
Rodney Equid
Robert Halliwell
Scott Howe
Greg Johnstone
Gary Noble
Evan Richardson
Gaspard Siranni
George Teazis
Philip Wassel
Kym Wilkinson
Girls
Andrea Doolan
Cathy Gibson
Jenny Griffiths
Anita Hayne
Vicki Lewis
Penryn Maddrell
Julie Moor
Rosalie McKenna
Irene Mountjouris
Gilda Obel
Jenny Payne
Beverley Rand
Sally Richards
Halina Rosenberg
Arleen Semmens
Amanda White
Sue Wilson

FORM IVL

Boys

Paul Boyce
Damien Crowley
Scott Jones
Arthur Lipscombe
Paul Ontong
Gerard Raymond
Murray Sturt
Gregory West
Victor Wilk
Girls
Railea Abrams
Maureen Bisset
Judy Blackburn
Karen Campbell
Cathy Crowley
Megan Dawes
Andrea Garraway
Anne Gibbon
Jennifer Horwill
Joan Jedd
Jennifer Norris
Roslyn Rayner
Helen Rayson
Leanne Renfree
Penelope Roberts
Annett Roger
Kathy Sdrinis
Kaya SENTRY
Evelyn Trupp
Pamela Turner
Shirley Werblud
Lauren Williamson

FORM IVW

Boys

Leigh Barkell
Ross Booth
Michael Cannington
Abdul Ghattas
Paul Gibbons
Robin Goodrich
Peter Hunt
Gary Johnston
Greg Johnston
Keith Keir
Lewin Maddrell
Frank Matera
Ian Miller
Anthony Morgan
Bernard Murawski
Gary Patience
Glenn Rasmussen
Gerard Rozario
Peter Smith
John Vincent
David Wardell
Girls
Sandra Conyers
Lynne Faravoni
Carolyn Pinch
Joanne Ramsay
Jan Richards
Suzanne Steer
Belinda Turvey
Michelle Wallace

5. Improver's

FORM VA

Boys

Brian Adams
Eugene Boghar
Grant Davis
John Dilena
Tony Evans
Tony Henningham
Ryland De Hoedt
Bruce Law
Douglas MacDonald
Ian Morris
Michael Paterson
Rodney Whyte
Girls
Sonia Aldons
Sally Boyd
Jacquie Christie
Leah Dobrejcar
Vivian Gayst
Madonna Hogg
Barbara Kompe
Cathie Louise
Christine Moorrees
Jane Oliver
Joy Roberts
Susan Sdrinis
Carole Talbot
Pam Westernman

FORM VB

Boys

Harry Agathagelidis
John Booth
Tony Dawson
James Dee
Andrew Friedman
Simon Harvest
Gordon Hill
Christopher Lees
Geoff Matters
Geoff Mullins
Phillip Pay
Craig Symons
Glyn Taylor
Ian Withers
Girls
Susan Aistock
Fiona Clelland
Denise Docker
Vikki Gilmore
Jennifer Jacobs
Julie Joyce
Dorothy Kovacs
Hanna Kuszell
Mary Lucas
Margaret Muston
Shauna O'Neill
Kay Rogers
Lois Seron
Lizz Talbot
Natasha Yovich

FORM VC

Boys

Ralph Aniss
Alan Baron
Michael Debinsky
Julian Dyer
Neville Gale
Richard Hiscock
Neil Lennon
Greg Marks
Simon Pearson
Warwick Tempamy
Harry Tuckman
Michael Young
Girls
Dawn Bennett
Heather Brown
Lesley Cowan
Kay Duncan
Marilyn Gleason
Debbie Kean
Julia Murray
Rosemary Orr
Alana Ramsay
Leonie Squires
Shauna Taylor
Mellanie Vancuylenberg
Michelle Zerfo

FORM VD

Boys

Graeme Arthur
Kim Burnell
Peter Cogley
Robert Eldred
Adrian Godfrey
Tim Horwood
William Lindner
Peter Mercoulia
Ivan Munroe
Matthew Peter
Stephen Pike
John Tescher
Girls
Bronwyn Brunton
Anne Cainer
Lesley Cowkishaw
Lynette Halliday
Anna Kessler
Lynette May
Mandy Nix
Christine Philliposian
Karen Sturt
Vija Tebernieks
Vicki Zogoulas

FORM VE

Boys

Malcolm Abbott
Johann Bartholomew
Leigh Coldrey
John Draper
Tony Dusek
Martin Goodrich
John McKerrrow
Rodney Miller
Bernard O'Brien
Bruce Roggiere
Michael Thomas
David Thomason
Peter Vexler
Girls
Kerry Baunton
Claire Bishop
Adele Briskman
Jane Charles
Diane Culbert
Helen Furner
Yvonne Gardner
Lynette Hewitt
Denise Klooger
Susan Landberg
Beverley Moor
Marilyn Nowicki
Dilana Pragnell
Yaffa Sawicz
Jo Syme
Lynette Tylavsky
Debbie Wallace-Mitchell

FORM VF

Boys

Stan Bender
Geoff Comport
Danny Evans
George Kelada
Colin MacDonald
Greg Mountjouris
Patrick O'Brien
Richard Soane
Jeff Wangrow
George Zougoulas
Girls
Michelle Abatz
Kristine Boulton
Jo-anne Cherry
Elizabeth Cumming
Judy Gall
Patsy Jackson
Sally Kogosowski
Jenny Lea
Denise Magowan
Lynda Moore
Karen Oliver
Joanna Tabbakh
Helen Tamowicz
Margaret Usher
Joanna Van Rees

6. Higher School Hurdle

FORM VIA

Boys

Howard Carne
Daryl Feigan
Rick Griffin
Chris Elias
Mark Kemp
David Louison
Raymond Quint
Michael Taylor
Michael Wilson
Girls
Linda Armstrong
Lydia Armytage
Joyce Campbell
Denise Fradkin
Teresa Goffin
Ida Grinberg
Bronwyn Lawry
Maxine Mellett
Jenny Parry
Helen Rosenthal
Marianne Szymiczek
Karen Wealds
Linda Wilson
Debbie Zylberstein
Polar Zukar

FORM VIB

Boys

Bruce Duncan
Ralph Doughty
Andrew Eagle
Chris Elias
John Geddes
-Brandon Givoni
Stephen Gormley
Warren Howard
Robert Litchfield
Michael Mandeltort
Greg Nathan
Ross Penreath
Glen Rawson
Paul Reed
Geoff Riley
Girls
Margaret Aubert
Ursula Goetz
Karen Haskin
Heidi Herrmann
Pik Choo Lau
Judy Lucas
Kirsten McFadden
Tilly Piekarski
Vivienne Williamson

FORM VIC

Boys

Tim Bayley
Geoff Corteling
Wayne Danson
Leigh Emmanuelle
Ivan Grady
Charles Gibson
Graeme Hiller
David Karoly
Jeffrey Lapidos
Leon Mroeki
Phillip O'Brien
Robert Richards
Martin Splitter
John Steiner
Chiu Man Sum
Ashley Voigt
Girls
Chris Corcoran
Marilyn Johnson
Pamela McEwan
Alice Missak
Rosalie Nye
Christine Oliver

FORM VID

Boys

Kevin Adams
Gary Askew
Denis Benvenuti
Richard Cieslak
Phillip Clift
Paul Delahunty
Emmanuel Gamalis
Andrew Linacre
Mark Louis
Stephen Maizels
Andrew Maguire
Gary Prince
Greg Street
John Tuchman
Girls
Andrea Gold
Sue Gotch
Margaret Lavin
Jane Mackay-Dickson
Patricia Nippard
Faye Parsons
Alice Peer
Marion Van Leeuwen
Susan Wakeman



Then said a teacher, Speak to us of Teaching.
And he said:

No man can reveal to you aught but that which
already lies half asleep in the dawning of your
knowledge.

The teacher who walks in the shadow of the
temple, among his followers, gives not of his
wisdom but rather of his faith and his loving-
ness.

If he is indeed wise he does not bid you enter
the house of his wisdom, but rather leads you to
the threshold of your own mind.

For the vision of one man lends not its wings
to another man.

Kahlil Gibran